

CURRICULUM VITAE OF SHU-LING WU

I. PROFESSIONAL AFFILIATION AND CONTACT INFORMATION

A. Present University Department or Unit:

School of Languages and Linguistics—Languages, Cultures, and International Studies:
Chinese Section

B. Office Address:

College of Liberal Arts
Southern Illinois University Carbondale
Faner Drive, Room 2070
Carbondale, IL, 62901
E-Mail: shulingwu@siu.edu

II. EDUCATION

Degree Programs

Ph.D. East Asian Languages and Literatures (Chinese), University of Hawai'i at Mānoa,
Honolulu, 2011

M.A. East Asian Languages and Literatures, University of Hawai'i at Mānoa, Honolulu, 2007

B.A. Chinese Literature, National Tsing Hua University, Taiwan, 2004

Professional Development

Visiting Program for Young Sinologists. Zhengzhou & Beijing, China: Ministry of Culture of the
People's Republic of China, 2017.

Training Program on Teaching Materials for Overseas Chinese Language Teachers, Peking
University, China, 2011

III. PROFESSIONAL EXPERIENCE

Southern Illinois University, Carbondale, IL

Associate Director of School of Languages and Linguistics, Spring 2024

Associate Professor of Chinese and Chinese Program Head, 2019-present

Advisor of Foreign Language and International Trade Program, 2019-present

Director of Undergraduate Studies, Department of Languages, Cultures, and International
Trade, 2019-2020

Assistant Professor of Chinese and Chinese Program Head, 2015-2019

United States Military Academy, West Point, NY

Assistant Professor of Chinese, 2014-2015

Defense Language Institute—Language Training Detachment, Mililani, HI
Assistant Professor of Chinese, 2011-2014

Kapi'olani Community College, Honolulu, HI
Lecturer, 2010-2012

Hawaii Department of Education, Honolulu, HI
Translator, 2011

University of Hawai'i at Mānoa, Honolulu, HI
Lecturer, 2010
Graduate Assistant, 2007-2010

IV. RESEARCH AND CREATIVE ACTIVITY

A. Research Interests and Specialties:

Second Language Acquisition
Second/Foreign Language Pedagogy
Chinese Linguistics and Literature
Language Testing and Assessment
Applied Cognitive Linguistics

B. Current Projects

Article: Parallel forms reliability between two English elicited imitation tasks
Article: Development of L2 proficiency and the bilingual advantage in cognitive control
Book: An advanced Chinese course: Translation and culture

C. Grants Applied for:

The NEH Humanities Connections Grant, 2016

D. Grants and Fellowships Received:

Taiwan Huayu BEST (Bilingual Exchanges of Selected Talent) Program, Ministry of Education of Taiwan, 2021-present

- *An external grant of \$56,000 is awarded each year to support a visiting Chinese instructor, SIU students studying abroad in Taiwan, and the development of the Chinese Language and Culture Program in Southern Illinois.*

SIUC Office of the Vice Chancellor for Research Grant, Fall 2015 to Spring 2019

The ACTFL Research Priorities Initiative Grant, American Council on the Teaching of Foreign Languages, 2016

- *A grant of \$2,000 was awarded to support a research project entitled "The planning, implementation, and assessment of an international internship program."*

University Women's Professional Advancement Travel Fund, Southern Illinois University, Carbondale, 2015

Faculty Development Research Fund, United States Military Academy, West Point, 2014

Language Learning Dissertation Grant, Language Learning, Wiley-Blackwell, 2010

Chung-fong and Grace Ning Chinese Studies Fund, Center for Chinese Studies, University of Hawai'i at Mānoa, 2009

The Jiede Empirical Research Grant, Chinese Language Teachers Association, USA, 2009

Arts & Sciences Student Research Award, University of Hawai'i at Mānoa, 2010

Graduate Assistantships, University of Hawai'i at Mānoa, 2007-2010

Chung-fong and Grace Ning/The Confucius Institute Chinese Studies Fund, Center for Chinese Studies, University of Hawai'i at Mānoa, 2007

Alumni Scholarships, East-West Center, Honolulu, 2005-2007

Ambassadorial Scholarships, Rotary Foundation, 2005-2007

Tsing Hua Study Abroad Scholarships, National Tsing Hua University, 2002-2003

E. Honors and Awards:

CLTA Cheng & Tsui Professional Development Award for Teachers of Chinese, Chinese Language Teachers Association, 2012

F. Papers and Presentations at Professional Meetings:

Wu, S.-L. (2024). Improving Chinese proficiency through learning Classical literature. The 2024 Chinese Language Teachers Association Conference. St. Louis: Chinese Language Teachers Association.

Wu, S.-L., Tio, Y. P., & Zhao, Y. (2024). Examining the comparability of parallel English and Chinese elicited imitation tasks. The 2024 Conference of the American Association for Applied Linguistics. Houston: American Association for Applied Linguistics.

- Huang, L. & Wu, S.-L. (2024). Cognitive linguistics approach to the teaching and learning of Chinese modal verbs. The 2024 Conference of the American Association for Applied Linguistics. Houston: American Association for Applied Linguistics.
- Wu, S.-L., Nunome, T. & Wang, J. (2022). Crosslinguistic influence in the conceptualization of motion events: A new perspective gleaned from L2 acquisition of an equipollently-framed language. The 2022 Conference of the American Association for Applied Linguistics. Pittsburgh: American Association for Applied Linguistics.
- Wu, S.-L., Tio, Y. P., & Ortega, L. (2021). Elicited imitation as a measure of L2 proficiency: A comparison of two parallel English tests. The 2021 Virtual Conference of the American Association for Applied Linguistics.
- Wu, S.-L. (2019). Development of reference realization in L2 Chinese narratives. The 2019 Chinese Language Teachers Association Conference. Seattle: Chinese Language Teachers Association.
- Wu, S.-L. & Ma, Y. (2017). An investigation of perfective and experiential aspect "guo" in pedagogical grammars: Analysis of three common American textbooks [完成体和经验体「过」之语法教学：以三套美国常见的教材为例]. The 12th Conference of the World Chinese Language Association. Taiwan: National Chi Nan University.
- Wu, S.-L. (2017). The planning, implementation, and assessment of an international internship program: An exploratory case study. Invited speaker for plenary on research priorities. The 2017 ACTFL Annual Convention and World Language Expo. Nashville: American Council on the Teaching of Foreign Languages.
- Wu, S.-L. (2017). The significance and methods of incorporating classical Chinese in teaching Chinese as a second language [对外古汉语教学的重要性和方法探索]. The 2017 Visiting Program for Young Sinologists. Zhengzhou, China: Ministry of Culture of the People's Republic of China.
- Wu, S.-L. (2017). The planning, implementation, and assessment of an international internship program. The 2017 Conference of the American Association for Applied Linguistics. Portland: American Association for Applied Linguistics.
- Wu, S.-L. (2016). Listening for imagery by native speakers and L2 learners. The 2016 Conference of the American Association for Applied Linguistics. Orlando: American Association for Applied Linguistics.
- Wu, S.-L. (2015). Application of elicited imitation tests: Connecting assessment to teaching and learning. The 18th National Council of Less Commonly Taught Languages Conference. Virginia: National Council of Less Commonly Taught Languages.

- Wu, S.-L. & Ortega, L. (2012). Elicited imitation as a measure of global proficiency in L2 Chinese. 2012 International Conference on Chinese Language Teaching. New York: Department of East Asian Languages and Cultures, Columbia University.
- Wu, S.-L. (2012). Applications of elicited imitation to second language acquisition. 2012 Holiday Professional Development Program. Monterey: Foreign Language Center, Defense Language Institute.
- Wu, S.-L. (2010). The use and acquisition of spatial indexicals by L2 learners: The case of Chinese deictic paths. The 18th International Conference on Pragmatics and Language Learning. Japan: Kobe University.
- Wu, S.-L. (2010). Learning to express motion events in L2 Chinese. The 1st Roundtable in Second Language Studies: Second Language Acquisition of Chinese. New York: Teachers College, Columbia University.
- Wu, S.-L. (2009). Learning to express motion events in L2 Chinese: The effects of structured input. The 2009 Convention of the American Council on the Teaching of Foreign Languages. San Diego: The San Diego Convention Center.
- Wu, S.-L. (2007). Cognitive perspectives on the historical development of causal expressions. The 8th Chinese Lexical Semantics Workshop. Hong Kong: Hong Kong Polytechnic University.
- Wu, S.-L. (2006). Mismatches in Chinese verb-object constructions. The EALL Thursday Talks. Honolulu: University of Hawai'i at Mānoa, Department of East Asian Languages and Literatures.

G. Other: Invited Talk

- Wu, S.-L. & Yuan, H. (2023). Integrating classical Chinese literature into L2 Chinese teaching [中文教学中的经典教学]. The Chinese Language Teachers Association of Greater New York. Online.

V. PUBLICATIONS AND CREATIVE WORKS

A. Books:

- Wu, S.-L., Wang, J., Zhao, Y., & Vukobrat, D. (in press). *Aviation Language in English and Chinese*. Beijing Language and Culture University Press.
- Wu, S.-L., Huang, L., & Polley, C. (2024). *Cognitive Linguistics and Second Language Acquisition of Chinese: Theories and Applications*. Cambridge University Press.
- Wu, S.-L. & Yuan, H. (2018). *Mastering Advanced Modern Chinese through the Classics*. Routledge.

C. Articles in Professional Journals:

- Wu, S.-L., Tio, Y. P., & Zhao, Y. (2023). Examining the comparability of parallel English and Chinese elicited imitation tasks. *Research Methods in Applied Linguistics*, 2(3), 10058. <https://doi.org/10.1016/j.rmal.2023.100058>
- Wu, S.-L., Nunome, T., & Wang, J. (2022). Crosslinguistic influence in the conceptualization of motion events: A synthesis study on L2 acquisition of Chinese motion expressions. *Second Language Research*, 40(2), 247-269.
- Nunome, T., Wu, S.-L., & Wang, J. (2022). A Study on Japanese learners' acquisition of L2 Chinese motion expressions. *Chinese as a Second Language*, 57(1), 1-20.
- Wu, S.-L., Tio, Y. P., & Ortega, L. (2022). Elicited imitation as a measure of L2 proficiency: New insights from a comparison of two L2 English parallel forms. *Studies in Second Language Acquisition*, 44(1), 271-300.
- Wu, S.-L. (2021). Cognitive linguistics in Chinese teaching and learning. *International Journal of Chinese Language Teaching*, 2(2), 1-6.
- Wu, S.-L. (2020). Crosslinguistic influence in development of reference realization: A comparison of foreign language learners and heritage language learners. *Chinese as a Second Language Research*, 9(2), 227-257.
- Wu, S.-L. & Ma, Y. (2018). An investigation of perfective and experiential aspect "guo" in pedagogical grammars: Analysis of three common American textbooks [完成体和经验体「过」之语法教学：以三套美国常见的教材为例]. *Chinese as a Second Language Research*, 7(1), 171-193.
- Wu, S.-L. (2017). The planning, implementation, and assessment of an international internship program: An exploratory case study. *Foreign Language Annals*, 50(3), 567-583.
- Wu, S.-L. (2016). Development of thinking for speaking: What role does language socialization play? *The Modern Language Journal*, 100(2), 446-465.
- Wu, S.-L. (2016). Listening for imagery by native speakers and L2 learners. *Languages*, 1(2), 10, 1-18. doi: 10.3390/languages1020010.
- Wu, S.-L. (2014). Applications of elicited imitation to second language education. *Dialog on Language Instruction*, 23, 51-54.
- Wu, S.-L., & Ortega, L. (2013). Measuring global oral proficiency in SLA research: A new elicited imitation test of L2 Chinese. *Foreign Language Annals*, 46(4), 680-704. Print.
- Wu, S.-L. (2011). Learning to express motion events in an L2: The case of Chinese directional complements. *Language Learning*, 61(2), 414-454.

D. Chapters in Professional Books:

Wu, S.-L. (2018). Chapter 10: Elicited imitation in L2 Chinese pedagogy and its future directions [模仿重述在中文教学的运用及未来发展方向]. In *Explorations in Teaching Chinese as a Second Language: Studies in honor of Tao-chung "Ted" Yao* (pp. 169-186). Cheng & Tsui.

Wu, S.-L. (2014). Chapter 1: Influence of L1 thinking for speaking on use of an L2: The case of path expressions by English-speaking learners of Chinese. In Z-H. Han (Ed.), *Studies in Second Language Acquisition of Chinese* (pp. 1-29). Multilingual Matters.

E. Conference Proceedings:

Wu, S.-L. (2018). The significance and methods of incorporating Classical Chinese in teaching Chinese as a second language [对外古汉语教学的重要性的方法探索]. In *A Collection of Research Papers of the Visiting Young Sinologists Program (2017 Beijing, Zhengzhou)* (pp. 242-246). Beijing: The Chinese Academy of Social Sciences.

Wu, S.-L. (2006). Mechanisms of syntax-semantics mismatch: Some particular verb-object constructions in Chinese. In *Proceedings: Selected Papers from the Tenth College-wide Conference for Students in Languages, Linguistics, and Literature* (pp. 140-147). Honolulu: University of Hawai'i at Mānoa.

G. Other:

Edited Special Journal Issue

Wu, S.-L. (Guest Ed.). (2021). Cognitive linguistics in Chinese teaching and learning. *International Journal of Chinese Language Teaching*, 2(2), 1-94.

Opinion Essay

Hsieh, W.-H. & Wu, S.-L. (2017). The view from Taiwan. *Gateway Journalism Review*, 46, 42. School of Journalism, Southern Illinois University Carbondale.

VI. TEACHING EXPERIENCE

A. Teaching Interests and Specialties:

Chinese Language and Culture
 Chinese Linguistics and Literature
 Second Language Acquisition
 Applied Cognitive Linguistics
 Second/Foreign Language Pedagogy
 East Asian Civilization

D. Current Graduate Faculty Status: Associate Professor of Chinese

F. Number of Master's and Ph.D. Committees/Research Papers Served

Dissertation

Yuening Zhao (Ph.D. in Education, in progress). *Transitioning into and out of the COVID-19 Pandemic as College Language Instructors: A Multi-Phase Qualitative Study*. Chair: Heidi Bacon.

Yee Pin Tio (Ph.D. in Psychology, August 2020). *The link between language experience and cognition: the Learning of Chinese numerical classifiers and its impact on cognitive processing*. Chair: Usha Lakshmanan.

Haoyue Zhang (Ph.D. in Mass Communications and Media Arts, May 2017). *Eggs under the red flag and beyond: the cinema of the fifth generation and its representation of childhood*. Chair: Jyotsna Kapur.

University Honors Thesis

Sarah Hollis (B.A. in Foreign Language and International Trade, May 2017). *Importance of cross-cultural understanding in international trade: A case between the United States and Greater China*.

G. Other: Courses Taught

Southern Illinois University Carbondale

EA 102	East Asian Civilization (University Core Curriculum)
CHIN 100B	Conversational Chinese for Beginners II
CHIN 201A	Intermediate Chinese I
CHIN 201B	Intermediate Chinese II
CHIN 305	Advanced Chinese through Media
CHIN 320A	Advanced Chinese I
CHIN 335	Business Chinese I
CHIN 370	Contemporary China (University Core Curriculum)
CHIN 435	Business Chinese II
CHIN 410	The Linguistic Structure of Chinese
CHIN 390	Independent Study in Chinese
CHIN 490	Advanced Independent Study in Chinese
LCIS 495	Professional International Experience

United States Military Academy

LC 203	Standard Chinese
LC 204	Standard Chinese
LC 371	Intermediate Chinese

Defense Language Institute-Hawaii Learning Center

CHIN 2090	Chinese Basic Enhancement
CHIN 3253	Chinese Intermediate Enhancement
CHIN 3242	Essential Modern Chinese Grammar and Applications

University of Hawai'i at Mānoa

CHN 101	Elementary Mandarin I
CHN 102	Elementary Mandarin II
CHN 201	Intermediate Mandarin I

CHN 202 Intermediate Mandarin II

Kapi'olani Community College

CHNS 201 Intermediate Chinese II

CHNS 101 Elementary Chinese I

EALL 261 Chinese Literature in Translation I

EALL 262 Chinese Literature in Translation II

VII. UNIVERSITY EXPERIENCE

A. Department/School Committees:

Search Committee for Assistant Professor and Instructor in ASL Linguistics, 2024

LCIS Curriculum Committee, 2017-present

Selections, Elections, and Publications Committee, 2017-present

Search Committee, Instructor in German, 2020

Search Committee, Instructor in French, 2017

Ad-hoc Committee for Electing Chair, 2017

Foreign Language Day Committee, 2016

B. College and University Committees and Councils:

Ad Hoc Committee on Instructor-Course Evaluations, Faculty Senate, 2024-present

Ad Hoc Committee on Institutional Ranking and Educational Quality, Faculty Senate,
2021-2023

Asian Pacific Islander Faculty Staff Council, Advisory Committee, 2023-present

C. Other:

Liaison between Shangdong Jiaotong University of China and SIUC, 2024-present

Liaison between Wenzao Ursuline University of Languages of Taiwan and SIUC, 2020-
present

Development of 3+1 Program with I-Shou University of Taiwan, 2017-2019

Coordinator for Chinese-English Language Exchange Program, 2016-present

Chinese Program Head and Academic Advisor, 2015-present

Organizer of SIU Chinese Table, 2015-present

Liaison between Zhengzhou University of China and SIUC, 2015-present

Development of Faculty-led Summer Study Abroad Program in Taiwan, 2017

Faculty Advisor, SIUC Taiwanese Student Association, 2016

VIII. PROFESSIONAL SERVICE

A. Membership in Professional Associations:

American Association for Applied Linguistics, 2015-present

Chinese Language Teachers Association, 2009-present

American Council on the Teaching of Foreign Languages, 2009-present

National Council of Less Commonly Taught Languages, 2015

D. Evaluation of Manuscripts for Journals and Book Publishers

Editorial Boards

Review Editor, Editorial Board of Psychology of Language, *Frontiers in Psychology*, 2023-present

Editorial Board Member for the *International Journal of Chinese Language Teaching*, 2020-present

Editorial Board Member for the *Journal of Research on Chinese Language Teaching*, 2016-present

Ad-hoc Reviews

Reviewer for grant applications, ACTFL Research Priorities Grant Program, American Council on the Teaching of Foreign Languages, 2024

Manuscript Reviewer for *Research Methods in Applied Linguistics*, Elsevier, 2023

Tenure and Promotion External Reviewer for the University of Victoria, 2023

Manuscript Reviewer for *Chinese as a Second Language*, John Benjamins, 2022-present

Manuscript Reviewer for *Studies in Second Language Acquisition*, Cambridge University Press, 2017-present

Abstract Reviewer for the Annual Conference of the American Association for Applied Linguistics, 2017-present

Manuscript Reviewer for *Cognitive Linguistics*, De Gruyter Mouton, 2018

Abstract Reviewer for the 34th Second Language Research Forum, 2015

Book Proposal Reviewer for the Georgetown University Press, 2016

Manuscript Reviewer for *the CALICO (Computer-Assisted Language Instruction Consortium) Journal*, Equinox, 2014-present

Manuscript Reviewer for *Foreign Language Annals*, American Council on the Teaching of Foreign Languages, 2014-present

Manuscript Reviewer for *Language Learning*, Wiley-Blackwell, 2013-present

F. Other:

Campus Advisor and Scholarship Reviewer for the Critical Language Scholarship, American Councils for International Education, 2016-present

Advanced Placement Test Reader, the College Board, scoring the Advanced Placement Chinese Subject Test. Cincinnati: The Duke Energy Convention Center, 2017-2022

Advanced Placement Test Reader, the College Board, The Advanced Placement Chinese Subject Test. Salt Lake City: The Salt Palace Convention Center, 2015 & 2016

Creating sample tests and quizzes for *Teacher's Handbook, Integrated Chinese, Level 1 Part I & Level 1 Part II*, by Zhang, Z.-S., Liu, Y., & Yao, T.-C. Boston: Cheng and Tsui Company, 2011

Advanced Placement Test Reader, the College Board, The Advanced Placement Chinese Subject Test. Kansas City: The Kansas City Convention Center, 2008 & 2011