

Linye Jing

Communication Sciences and Disorders
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Education and Training

- 2023 – Present Postdoctoral Research Fellow, Developing Language and Literacy Lab
Communication Sciences and Disorders, Teachers College, Columbia University
Advisor: Dr. Carol Scheffner Hammer
- 2023 – Present Master's Student, Communicative Sciences and Disorders, New York University
- 2023 Ph.D., Communicative Sciences and Disorders, New York University
Advisor: Dr. Christina Reuterskiöld
Dissertation Title: *Priming the Production of Relative Clauses in Monolingual and Bilingual Children*
- 2012 MA., Applied Linguistics, Ohio University
Thesis Title: *Working Memory Capacity and Bilinguals' Performance in the Elicited Imitation Task*
- 2010 BA., Chinese Linguistics, Fudan University

Research Areas

Complex syntax and morphological development in dual language learners
Heterogeneity in dual language development
Linguistically responsive evaluation and intervention

Publications

1. Jung, S., **Jing, L.**, & Grigos, M.I. (2022). Graduate Student Clinicians' Perceptions of Child Speech Sound Errors. *Perspectives of the ASHA Special Interest Groups*, 7(4), 1275-1283.
2. **Jing, L.**, & Grigos, M.I. (2022). Listener Ratings of Speech Accuracy in Children with Speech Sound Disorders. *American Journal of Speech-Language Pathology*, 31(1), 419-430.
3. **Jing, L.**, Liu, X., Yuan, H., & Su, L. (2020). A brief review of language impairment and its implications. *Chinese Scientific Journal of Hearing and Speech Rehabilitation*, 2(18): 85-88.
4. **Jing, L.**, Vermeire, K., Mangino, A., & Reuterskiöld, C. (2019). Rhyme awareness in children with normal hearing and children with cochlear implants. *Frontiers in Psychology*, 10, 2072.
5. Jarvis, S., O'Malley, M., **Jing, L.**, Zhang, J., Hill, J., Chan, C., & Sevostyanova, N. (2013). Cognitive foundations of crosslinguistic influence. In J. Schwieter (Ed.), *Innovative research and practices in second language acquisition and bilingualism* (pp. 287-308). Amsterdam: Benjamins.

Manuscripts in Preparation

1. **Jing, L.,** & Reuterskiöld, C. (under review). Felicitous Context and the Elicitation of Relative Clauses in Yong School-Aged Children. *American Journal of Speech-Language Pathology*
2. **Jing, L.,** & Reuterskiöld, C. (in preparation). Primed Production of Relative Clauses in Bilingual Children.
3. **Jing, L.,** Smith, J., & Hammer, C. S. (in preparation). Identifying Oral Language Profiles and Changes in Spanish-English Dual Language Learners.

Presentations

Conference Presentations

1. **Jing, L.,** Smith, J., & Hammer, C. S. (2024). Identifying Oral Language Profiles and Changes in Spanish-English Dual Language Learners. [Oral Presentation]. *Society for the Scientific Study of Reading 31st Annual Conference*. Copenhagen, Denmark.
2. **Jing, L.,** Smith, J., & Hammer, C. S. (2024). Identifying Language Profiles in Spanish-English Dual Language Learners. [Poster Presentation]. *XVIth International Congress for the Study of Child Language*. Prague, Czech Republic.
3. **Jing, L.,** & Reuterskiöld, C. (2023). Contextual Support and Primed Production of Relative Clauses in Young School-Aged Children. [Technical Research Presentation]. *American Speech-Language-Hearing Association Annual Convention*. Boston, MA.
4. **Jing, L.,** & Grigos, M.I. (2019). How are Clinician Perceptions of Child Speech Mediated by Error Patterns? [Poster presentation]. *American Speech-Language-Hearing Association Annual Convention*. Orlando, FL.
5. Clark, G., **Jing, L.,** Nair, V. K., & Reuterskiöld, C. (2019). Effects of Verbal Working Memory Training in Monolingual and L2 Speakers: An Eye-Tracking Study. [Poster presentation]. *American Speech-Language-Hearing Association Annual Convention*. Orlando, FL.
6. Jung, S., **Jing, L.,** & Grigos, M.I. (2019). Graduate Student Clinicians' Perception of Child Speech Sound Errors. [Poster presentation]. *2019 American Speech-Language-Hearing Association Annual Convention*. Orlando, FL.
7. **Jing, L.,** & Reuterskiöld, C. (2019). The Influence of Individual Differences, Statistical Properties and Linguistic Properties on Children's Rhyme Awareness. [Poster presentation]. *Symposium on Research in Child Language Disorders*. Madison, WI.
8. **Jing, L.,** Vermeire, K., Mangino, A., & Reuterskiöld, C., (2019). Rhyme Awareness in Children with Normal Hearing and with Cochlear Implants: An Exploratory Study. [Paper presentation]. *Center of Health and Rehabilitation Research*. New York, NY.

9. **Jing, L.**, & Grigos, M.I. (2018). Listener Perception of Speech Accuracy in Children with Speech Sound Disorders. [Poster presentation]. *American Speech-Language-Hearing Association Annual Convention*. Boston, MA.
10. **Jing, L.**, & Reutersköild, C. (2018). Rhyme Awareness and Rhyme Neighborhood Density in Children with Cochlear Implants. [Paper presentation]. *New York State Speech-Language-Hearing Association 58th Annual Convention*, Rochester, NY.
11. **Jing, L.**, Vermeire, K., Mangino, A., & Reutersköild, C. (2016). Rhyme Awareness in Children with Cochlear Implants. [Poster presentation]. 2016 ASHA Convention, Philadelphia, PA.
12. Tao, L., **Jing, L.**, & Zhang, J. (2012), The Influence of Crosslinguistic Similarities and Working Memory on CSL. [Paper presentation]. *American Council on the Teaching of Foreign Languages Convention*. Philadelphia, PA.
13. Jarvis, S., **Jing, L.**, Sevostyanova, N., & Konstantinova, I. (2012), From Input to Intake: Effects and Interactions between Prior Knowledge and Working Memory Capacity. [Paper presentation]. *Kentucky Foreign Language Conference*. Lexington, KY.
14. O'Mally, M., **Jing L.**, & Cao, L. (2011). The Relationship between Crosslinguistic Influence and Working Memory. [Paper presentation]. *American Speech-Language-Hearing Association Annual Convention*. San Diego, CA.

Invited Talks

15. **Jing, L.** (2023). Communicative Context and Priming Relative Clause Production in Young School-Age Children. *Ohio University Linguistics Colloquium Series*. Athens, OH.
16. **Jing, L.** (2022). Priming the Production of Relative Clauses in Monolingual and Bilingual Children. *Institute for the Empirical Study of Language*. Athens, OH.
17. **Jing, L.** (2023). Priming the Production of Relative Clauses in Monolingual and Bilingual Children. *Communication Sciences and Disorders Colloquium at TC Columbia University*. New York, NY.

Research Experience

2023 – present Developing Language and Literacy Lab, TC Columbia (PI: Dr. Carol Scheffner Hammer)

Projects:

- *Tools of the Mind: Promoting ELLs' Language, Self-Regulation & School-Readiness*
 - National Institutes of Health/National Institute of Child Health and Human Development (U01-HD-060296).
 - PI: Carol Scheffner Hammer, Teachers College, Columbia University.
 - This project investigated the efficacy of Tools of Mind, a school readiness curriculum, when implemented in classrooms that served dual language learners.

Role: Independently conducted secondary data analyses to identify dual language profiles among Spanish-speaking dual language learners using latent transit analyses. Disseminated research findings through conference presentations and wrote a manuscript for journal publication.

- *Bilingual Preschoolers: Precursors to Literacy*
 - National Institute of Child Health and Human Development (R01-HD39496).
 - PI: Carol Scheffner Hammer, Teachers College, Columbia University.
 - This project studied language and literacy development in dual language learners from pre-k to 2nd grade.
 - **Role:** Independently conducted secondary data analyses of the longitudinal development of English morphology and complex syntax among Spanish-speaking dual language learners.
- *Early Language and Literacy Professional Development for Teachers of English Learners (National Professional Grant)*
 - U.S. Department of Education, Office of English Language Acquisition (T365Z170114).
 - PI: Carol Scheffner Hammer, Teachers College, Columbia University.
 - This project trains teachers to promote school readiness among dual language learners from low-income homes using evidenced-based language and literacy strategies.
 - **Role:** Analyzed quantitative and qualitative data, developed training materials for in-service teachers.
- *Accelerating Preschool Children's Language Development with Parents Plus*
 - Institute of Education Sciences, U.S. Department of Education (R324X220032).
 - PI: Brook Sawyer, Lehigh University, Co-PI: Carol Scheffner Hammer, Teachers College, Columbia University.
 - This project trains parents to use facilitation strategies to promote language skills of their children with developmental language disorders.
 - **Role:** Coded transcripts of parent-child interactions, analyzed data.

2015 – 2022 SmallTalk Lab, NYU (PI: Dr. Christina Reuterskiöld)

Project:

- *Rhyme Awareness in Children with Cochlear Implants*
 - Emergent Research Grant, Hearing Health Foundation (A17-0484-001).
 - PI: Christina Reuterskiöld, Linköping University.
 - This project studied rhyming skills in children who were bilaterally implanted before the age of two.
 - **Role:** Independently conducted the research project under supervision, collaborated on writing the grant application, supervised graduate research assistants.

2017 – 2022 Motor Speech Lab, NYU (PI: Dr. Maria Grigos)

Project:

- Clinicians' and Students' Ratings of Speech Accuracy in Children with Speech Sound Disorders.
 - This project investigated interrater reliability of an existing rate scale for speech produced by children with speech sound disorders.

- **Role:** Independently supervised the research project and supervised graduate research assistants.

Teaching Experience

New York University

2017 – 2023	Instructor	CSCD_GE_2018 Critical Evaluation of Research in CSD CSCD_GE_2008 Language Development & Disorders in Children CSCD_GE_2141 Multicultural Issues in CSD
2018 – 2019	Guest lecturer	Literacy Learning in Children with and without Hearing Loss
2016	Teaching assistant	CSCD_GE_2039 Language Disorders in Children

Elizabethtown College

2012 – 2015	Lecturer	CHN 111 & CHN 112 Elementary Chinese I & II CHN 211 & CHN 212 Intermediate Chinese I & II CHN 133 Introduction to Chinese Society and Culture CHN 171 Introduction to the Chinese Language ML 171 American Language and Culture
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Ohio University

2010 – 2012	Teaching assistant	CHIN 101 Elementary Chinese I CHIN 102 Elementary Chinese II CHIN 202 Intermediate Chinese II CHIN 301 Advanced Chinese I
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Service

Peer Review

2023 - 2024	Ad hoc Reviewer for <i>Journal of Child Language</i>
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Community Service

2023	Lecture on bilingual language development for parents of children enrolled in the Chinese program at TongYan School, Jersey City, NJ
2019	Training sessions on bilingualism and language development with Dr. Maria Brea Professional development and parent training at University Settlement, New York, NY

Program / Departmental Service

2019	Chinese translation work and on-site help for clinical immersion at Speech@NYU
2019	Member of the CSD and Teaching and Learning Affinity Group at NYU

Awards

2022	Tureen Fellowship , Department of Communicative Sciences and Disorders, NYU.
2019	ASHA Minority Student Leadership Program.
2019	NIH Student Travel Award , the Symposium on Research of Child Language Disorders.
2018	Steinhardt Doctoral Research and Travel Grant at New York University, New York, NY.
2017	Emerging Research Grant by The Hearing Health Foundation (PI: Christina Reuterskiöld), Role: Co-investigator.

2015 – 2020 **Steinhardt Doctoral Fellowship** at New York University, New York, NY.
2010 – 2012 **Graduate teaching assistantship**, Linguistic Department, Ohio University, Athens, OH.
2007 – 2010 **Undergraduate Renmin Scholarship** at Fudan University, Shanghai, China.

Professional Organization Membership

National Student Speech Language Hearing Association (NSSLHA)
Society for the Scientific Study of Reading (SSSR)

Language and Programming Skills

Mandarin Chinese	<i>Native proficiency</i>
English	<i>Near-native proficiency</i>
R	<i>Advanced proficiency</i>
Mplus	<i>Advanced proficiency</i>
Stata	<i>Intermediate proficiency</i>
SALT	<i>Advanced proficiency</i>
E-Prime	<i>Advanced proficiency</i>
Praat	<i>Advanced proficiency</i>

References

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Dr. Christina Reuterskiöld, Ph.D., CCC-SLP

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Dr. Maria Grigos, Ph.D., CCC-SLP

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