YI TING HUANG

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EMPLOYMENT

2011 – present **University of Maryland** **College Park, MD**

Assistant Professor in Department of Hearing and Speech Sciences
Assistant Professor in Program for Neuroscience and Cognitive Science
Co-Director of PhD program in Department of Hearing and Speech Sciences
Faculty Affiliations: Maryland Language Science Center; Department of Linguistics; Center for Advanced Study of Language; Maryland Language and Literacy Research Center; Infant and Child Studies Consortium; Field Committee in Developmental Science; and University of Maryland Autism Research Collaborative

2009 – 2011 **University of North Carolina** **Chapel Hill, NC**

Post-doctoral Fellow in Department of Psychology

EDUCATION

2003 – 2009 **Harvard University** **Cambridge, MA**

Ph.D. in Psychology "Exploring the semantics-pragmatics interface through online processing and development"
A.M. in Psychology "Understanding the linguistic architecture of bilingual spoken-language comprehension"

1999 – 2003 **Northwestern University** **Evanston, IL**

B.A. in Psychology "Conceptual influences of early word learning in 1- and 2-year-olds"
Double Major in Economics, Departmental Honors in Psychology, Phi Beta Kappa, Summa Cum Laude

SELECTED AWARDS

University of Maryland College Park Faculty Mentor for Philip Merrill Presidential Scholars Program (2014)
Society for Language Development Peter Jusczyk Award for Best Paper (2013)
University of Maryland College Park Research and Scholarship Award (2011, 2016)
Ruth L. Kirschstein National Research Service Award Postdoctoral Fellowship (2009)
National Science Foundation Graduate Research Fellowship (2005)
Harvard University Mind, Brain, Behavior Graduate Research Grant (2005)
Women in Focus Graduate Scholarship (2004)
Hunt Award for Best Undergraduate Honors Thesis (2003)
Charles D. Hurd Undergraduate Research Scholarship (2002)

CONTRACTS AND GRANTS

2013 – 2014 **UMD BSOS Dean's Research Initiative** **Huang & Novick (Co-PIs)**
Seed grant "Effects of cognitive training on children's real-time language processing" $20,000

2013 – 2014 **UMD VP for Research Tier 1** **Newman, Huang, & Goupell (Co-PIs)**
Seed grant "Language comprehension in simulated cochlear implant speech" $50,000

2012 – 2013 **ADVANCE for Inclusive Excellence** **Huang (PI) & Rowe (Co-I)**
Seed grant "Exploring SES differences in syntactic development through processing" $20,000

2009 – 2011 **National Institutes of Health - NICHD** **Huang (PI)**
NRSA-F32 "Behavioral and Neural Study of Pragmatic Inference" $92,428

2005 – 2008 **National Science Foundation** **Huang (PI)**
Fellow Graduate Research Fellowship Program (GRFP) $121,500

PEER-REVIEWED PUBLICATIONS **student author*

Huang, Y. & Arnold, A.* (accepted). Word learning in linguistic context: Processing and memory effects. To appear in Cognition.

Leech, K.*, Rowe, M., & **Huang, Y.** (2016). Variations in the recruitment of syntactic knowledge contribute to SES differences in syntactic development. To appear in Journal of Child Language.

Zuhurudeen, F.* & **Huang, Y.** (2016). Effects of statistical learning on the acquisition of grammatical categories through Qur'anic memorization: A natural experiment. Cognition, 148, 79-84.

Huang, Y., Hopfinger, J., & Gordon, P. (2014). Distinguishing word- versus discourse-level processing using event-related potentials. Memory and Cognition, 42, 275-291.

Huang, Y., Hopfinger, J., & Gordon, P. (2014). Distinguishing word- versus discourse-level processing using event-related potentials. Memory and Cognition, 42, 275-291.

Huang, Y., Zheng, X., Meng, X., & Snedeker, J. (2013). Assignment of grammatical roles in the online processing of Mandarin passive sentences. Journal of Memory and Language, 69, 589-606.

Huang, Y. & Snedeker, J. (2013). The use of referential context in children's on-line interpretation of scalar adjectives. Developmental Psychology, 49, 1090-1102.

Huang, Y., Spelke, E., & Snedeker, J. (2013). What exactly do number words mean? Language Learning and Development, 9, 105-129.

Huang, Y. & Snedeker, J. (2011). 'Logic & Conversation' revisited: Evidence for a division between semantic and pragmatic content in real time language comprehension. Language and Cognitive Processes, 26, 1161-1172.

Huang, Y. & Gordon, P. (2011). Distinguishing the time-course of lexical and discourse processes through context, co-reference, and quantified expressions. Journal of Experimental Psychology: Learning, Memory, and Cognition, 37, 966-978.

Huang, Y. & Snedeker, J. (2011). Cascading activation across levels of representation in children's lexical processing. Journal of Child Language, 38, 644-661.

Huang, Y. & Pinker, S. (2010). Lexical semantics and irregular inflection. Language and Cognitive Processes, 25, 1411-1461.

Huang, Y., Spelke, E., & Snedeker, J. (2010). When is 'four' far more than 'three'? Children's generalization of newly acquired number words. Psychological Science, 21, 600-606.

Huang, Y. & Snedeker, J. (2009). Semantic meaning and pragmatic interpretation in five-year-olds: Evidence from real time spoken language comprehension. Developmental Psychology, 45, 1723-1739.

Huang, Y. & Snedeker, J. (2009). On-line interpretation of scalar quantifiers: Insight into the semantics-pragmatics interface. Cognitive Psychology, 58, 376-415.

Booth, A., Waxman, S., & **Huang, Y.** (2005). Conceptual knowledge permeates word learning in infancy. Developmental Psychology, 41, 491-505.

McAdams, D., Anyidoho, N., Brown, C., **Huang, Y.,** Kaplan, B., & Machado, M. (2004). Traits and stories: Links between dispositional and narrative features of personality. Journal of Personality, 72, 761-784.

TEACHING EXPERIENCE

2012 – present **Speech and Language Development** **Instructor**

This course focuses on the acquisition of language by typically-developing children. Major language subsystems covered include phonological, morphological, semantic, syntactic, and pragmatic; we will also cover theories about how language develops.

2015 – 2016 **Introduction to Psycholinguistics** **Instructor**

This course examines questions as how does the mind decode the speech signal. We will cover different stages in language comprehension, models of language production, and integrate cognitive models of language with underlying neurological substrates.

2012 – 2015 **Graduate Seminar in Language** **Instructor**

This course examines how children become mature speakers and listeners of their native language(s). The format of the course involves discussing empirical and theoretical papers addressing enduring questions and controversies within the field of language acquisition.

PROFESSIONAL SERVICE

Editorial board: Journal of Experimental Psychology: Learning, Memory, & Cognition; Archives of Scientific Psychology; Semantics & Pragmatics

Agency reviewer: Nation Science Foundation; Society for Research on Child Development; Cognitive Science Society; CUNY Conference on Human Sentence Processing; Boston University Conference on Language Development; Conference on Architectures and Mechanisms for Language Processing

Ad-hoc journal reviewer: Cognition; Journal of Memory and Language; Journal of Experimental Child Psychology; Language and Cognitive Processes; Developmental Science; Journal of Child Language; Topics in Cognitive Science; Language Learning and Development; Developmental Psychology; Applied Psycholinguistics; Language Acquisition; Journal of Semantics; Journal of Pragmatics; Lingua; Cognitive Science; Psychological Bulletin and Review

Departmental service: Co-Director of PhD program; Faculty Representative for Maryland Language Science Center; Faculty Representative for University Senate; Member of Program and Curriculum Committee; Member of Job Search Committee; Member of Merit Committee

RECENT INVITED TALKS

Huang, Y., (April, 2016). The role of frequency in syntactic development: Within- and between-language effects. Invited talk at University of Pennsylvania, Cognitive Science Common Ground.

Huang, Y., (July, 2015). From meaning to inference: Exploring the semantics-pragmatics interface through processing and development. Invited keynote address at the 7th Biennial Experimental Pragmatics Conference. University of Chicago, Illinois.

Huang, Y. (April, 2015). Exploring socioeconomic differences in language development through the lens of real-time processing. Invited panelist at the Workshop on Early Experiences: Examinations of Risk and Contextual Factors and Their Influence on Development. University of Maryland College Park.

RECENT PAPER PRESENTATIONS **student author*

Hollister, E.* & **Huang, Y.** (November, 2016). Understanding the "word gap": Cognitive control and processing effects. Paper presented at the 41st Boston University Conference on Language Development. Boston, MA.

Huang, Y., Hsu, N.*, Gerard, J.*, Kowalski, A.*, & Novick, J. (November, 2016). Cognitive-control effects on the kindergarten path: Separating correlation from causation. Paper presented at the 41st Boston University Conference on Language Development. Boston, MA.

Huang, Y., Abadie, L.*, Arnold, A.*, & Hollister, E.* (March, 2016). Novelty of discourse referents promotes heuristics in children's syntactic processing. Paper presented at the 29th annual CUNY conference on Human Sentence Processing. Gainesville, FL.

Adler, R.*, Novick, J., & **Huang, Y.** (January, 2016). The time course of verbal irony comprehension and context integration. Paper presented at the Experimental Pragmatics Workshop. Berlin, Germany.

Huang, Y., Catalano, A.*, Newman, R., & Goupell, M. (March, 2015). Using prosody to infer discourse status in normal-hearing and cochlear-implant listeners. Paper presented at the 28th annual CUNY conference on Human Sentence Processing. Los Angeles, CA.

Zuhurudeen, M.*, & **Huang, Y.** (November, 2013). Effects of statistical learning on the acquisition of grammatical categories through Qur'anic memorization: A natural experiment. Paper presented at the 38th Boston University Conference on Language Development. Boston, MA.

Huang, Y., & Kowalski, A.* (April, 2013). Processing and prediction in pragmatic inferencing. Paper presented at the biennial meeting of the Society for Research in Child Development. Seattle, WA.

RECENT POSTER PRESENTATIONS **student author*

Adler, R.*, Novick, J., & **Huang, Y.** (March, 2016). Understanding contextual effects during the real-time comprehension of verbal irony. Poster presented at the 29th annual CUNY conference on Human Sentence Processing. Gainesville, FL.

Huang, Y., Gerard, J.*, Hsu, N.*, Kowalski, A.*, & Novick, J. (March, 2016). Cognitive-control effects on the kindergarten path: Separating correlation from causation. Poster presented at the 29th annual CUNY conference on Human Sentence Processing. Gainesville, FL.

Huang, Y. & Arnold, A.* (March, 2016). Word learning in linguistic context: Processing and memory effects. Poster presented at the 29th annual CUNY conference on Human Sentence Processing. Gainesville, FL.

Huang, Y., Abadie, L.*, Arnold, A.*, & Hollister, E.* (November, 2015). Novelty of discourse referents promotes heuristics in children's syntactic processing. Poster presented at the 40th Boston University Conference on Language Development. Boston, MA.

Arnold, A.* **& Huang, Y.** (November, 2015). Word learning in linguistic context: Processing and memory effects. Poster presented at the 40th Boston University Conference on Language Development. Boston, MA.

Kowalski, A.* **Huang, Y.** (March, 2015). The influence of discourse information on syntactic cues to grammatical role assignment. Poster presented at the 28th annual CUNY conference on Human Sentence Processing. Los Angeles, CA.

Catalano, A.*, **Huang, Y.,** Goupell, M., & Newman, R. (November, 2014). The use of prosody to infer discourse status in degraded speech. Poster presented at the 2014 ASHA Convention. Orlando, FL.

Suzuki, Y.*, **Huang, Y.,** & DeKeyser, R. (November, 2014). Comparisons of implicit knowledge in second language acquisition: An eye-tracking study. Poster presented at the 39th Boston University Conference on Language Development. Boston, MA.

Huang, Y., Leech, K.*, & Rowe, M. (November, 2014). Understanding difficulties in children's interpretation of passives: A SES comparison. Poster presented at 39th Boston University Conference on Language Development. Boston, MA.

Borten, A.* & **Huang, Y.** (November, 2014). Coordination of linguistic and cognitive processes during reading development. Poster presented at the 39th Boston University Conference on Language Development. Boston, MA.

Kowalski, A.* & **Huang, Y.** (September, 2014). Working memory, inhibition, and grammatical role assignment. Poster presented at the 20th annual Architectures and Mechanisms for Language Processing conference. Edinburgh, UK.

Huang, Y. (March, 2014). Pragmatic inferencing across scales: Linguistic and extra-linguistic effects. Poster presented at the 27th annual CUNY conference on Human Sentence Processing. Columbus, OH.

Huang, Y., Leech, K.*, & Rowe, M. (March, 2014). Exploring socioeconomic differences in syntactic development through processing. Poster presented at the 27th annual CUNY conference on Human Sentence Processing. Columbus, OH.

Huang, Y., & Kowalski, A.* (November, 2013). Baseball bats & butterflies: Context effects of on pragmatic inferencing in children. Poster presented at the 38th Boston University Conference on Language Development. Boston, MA.

Leech, K.*, Rowe, M., & **Huang, Y.** (October, 2013). Understanding SES differences in preschool children's syntactic development: The role of vocabulary and processing efficiency. Poster presented at the annual meeting of the Cognitive Development Society. Memphis, TN.

Leech, K., Rowe, M.*, & **Huang, Y.** (April, 2013). From year-to-year and moment-to-moment: Examining syntactic development across two time scales. Poster presented at the biennial meeting of the Society for Research in Child Development. Seattle, WA.

Huang, Y., Meng, X., & Leech, K.* (March, 2013). Who did what to whom? An investigation of syntactic reanalysis in English and Mandarin. Poster presented at the 26th annual CUNY conference on Human Sentence Processing. Columbia, SC.

Huang, Y., & Kowalski, A.* (March, 2013). Baseball bats & butterflies: Context effects of on pragmatic inferencing in adults and children. Poster presented at the 26th annual CUNY conference on Human Sentence Processing. Columbia, SC.