Notarization. I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature _Yi Ting Huang_   Date   **03/12/2021**

I. Personal Information

I.A. Name and Contact Information

Huang, Yi Ting
Department of Hearing and Speech Sciences
0100 LeFrak Hall
College Park, MD 20742
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I.B. Academic Appointments

2019 -	Associate Professor, Department of Hearing and Speech Sciences, UMD
2019 -	Associate Professor, Program in Neuroscience and Cognitive Science, UMD
2015 -	Faculty affiliate, Maryland Language Science Center
2013 -	Faculty affiliate, Department of Linguistics
2012 - 2018	Faculty affiliate, Center for Advanced Study of Language
2011 - 2019	Assistant Professor, Department of Hearing and Speech Sciences, UMD
2011 - 2019	Assistant Professor, Program in Neuroscience and Cognitive Science, UMD

I.C. Administrative Appointments

2014 - 2020	Co-Director of PhD Program in Hearing and Speech Sciences, UMD

I.D. Other Employment

2008	Visiting scholar, Psychology, University of North Carolina at Chapel Hill
2009 - 2011	Post-Doctoral Fellow, Psychology, University of North Carolina at Chapel Hill

I.E. Education

2003	B.A. in Psychology, Economics, Northwestern University, Evanston, IL
2005	M.A. in Psychology, Harvard University, Cambridge, MA
2009	Ph.D. in Psychology, Harvard University, Cambridge, MA

I.G. Professional Certifications, Licenses, and Memberships

2003-2020	Cognitive Science Society
2003-2013	Society for Research in Child Development
2005	Linguistic Society of America

II. Research, Scholarly, Creative and/or Professional Activities

II.B.1. Chapters in Books

1. Snedeker, J. & **Huang, Y.** (2015). Sentence processing. The Handbook of Child Language, Second edition. Editors, L. Naigles, E. L. Bavin. (pp. 409-437). Cambridge, UK: Cambridge University Press.

II.C.1. Refereed Journal Articles (*indicates student author)

1. 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.

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

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

4. **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.

5. Panizza, D., Chierchia, G., **Huang, Y.**, & Snedeker, J. (2009). Relevance of polarity for the online interpretation of scalar terms. Semantics and Linguistic Theory, 19, 360-378.

6. **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.

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

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

9. **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.

10. **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.

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

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

13. **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.

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

15. 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.

16. **Huang, Y.** & Arnold, A.* (2016). Word learning in linguistic context: Processing and memory effects. Cognition, 156, 71-87.

17. **Huang, Y.**, Leech, K.*, & Rowe, M. R. (2017). Exploring socioeconomic differences in syntactic development through the lens of real-time processing. Cognition, 159, 61-75.

18. Leech, K.*, Rowe, M., & **Huang, Y.** (2017). Variations in the recruitment of syntactic knowledge contribute to SES differences in syntactic development. Journal of Child Language, 44, 995-1009.

19. **Huang, Y.**, Newman, R., Catalano, A.*, & Goupell, M. (2017). Using prosody to infer discourse prominence in cochlear-implant users and normal-hearing listeners. Cognition, 166, 184-200.

20. Kowalski, A.* & **Huang, Y.** (2017). Predicting and priming thematic roles: Flexible use of verbal and structural cues during relative clause comprehension. Journal of Experimental Psychology: Learning, Memory, and Cognition, 43, 1341-1351.

21. **Huang, Y.** & Snedeker, J. (2018). Some inferences still take time: Prosody, predictability, and the speed of scalar implicatures. Cognitive Psychology, 102, 105-126.

22. **Huang, Y.** (2018). Real-time coordination of visual and linguistic processes in novice readers. Journal of Experimental Child Psychology, 173, 388-396.

23. **Huang, Y.** & Arnold, J. (2018). Talking about SOME and ALL: What determines the usage of quantity-denoting expressions? Discourse Processes, 55, 686-703.

24. **Huang, Y.** & Hollister, E.* (2019). Developmental parsing and linguistic knowledge: Reexamining the role of cognitive control in the kindergarten path effect. Journal of Experimental Child Psychology, 184, 210-219.

25. **Huang, Y.**, Bounds, M.*, & Suzuki, Y. (2019). Learning the causative alternation in English and Japanese speakers: Statistical and non-statistical effects. Language Learning and Development, 4, 338-349.

26. Ovans, Z.*, **Huang, Y.,** & Feldman, N. (2020). The (un)surprising kindergarten path. In S. Denison, M. Mack, Y. Xu, & B. C. Armstrong (Eds.), Proceedings of the 42nd Annual Conference of the Cognitive Science Society (pp. 350-356). Cognitive Science Society.

27. Hartshorne, J., **Huang, Y.,** Aulestia, P., Oppenheimer, K.*, Robbins, P.*, & Molina, M. (in press). Screen time as an index of family distress. To appear in Current Research in Behavioral Sciences.

28. Blomquist, C.*, Newman, R., **Huang, Y.,** & Edwards, J. (in press). Children with cochlear implants use semantic prediction to facilitate spoken word recognition. To appear in Journal of Speech, Language, and Hearing Research.

II.D.2. Non-Refereed Conference Proceedings (*indicates student author)

1. Suzuki, Y.*, & **Huang, Y.** (2014). Real-time grammar processing by late second language speakers: An eye-tracking study. The Proceeding of the Institute of Electronics Information and Communication Engineers (IEICE). Technical Report.

II.E.2. Invited Talks

1. **Huang, Y.** (February, 2010). Chutes & ladders: How children's comprehension is rapid, rational, and unrestrained. Case Western Reserve University, Department of Psychological Sciences.

2. **Huang, Y.** (March, 2010). Distinguishing the time-course of lexical and discourse processes through context, co-reference, and quantified expressions. University of Massachusetts-Amherst, Department of Psychology.

3. **Huang, Y.** (March, 2010). Chutes & ladders: How children's comprehension is rapid, rational, and unrestrained. University of Massachusetts-Amherst, Department of Linguistics.

4. **Huang, Y.** (January, 2011). When does [HOUSE, HOUSE, HOUSE] make 'all of the houses': Evidence from the production of quantity denoting expressions. University of North Carolina at Chapel Hill, Department of Psychology.

5. **Huang, Y.** (February, 2011). From meaning to inference: The coordination of linguistic and cognitive processes during language development. Case Western Reserve University, Department of Psychological Sciences.

6. **Huang, Y.** (October, 2011). Prosody, predictability, and the speed of scalar implicatures. University of Maryland College Park, Department of Linguistics.

7. **Huang, Y.** (November, 2011). When does [HOUSE, HOUSE, HOUSE] make "all of the houses"? Evidence from the production of quantity denoting expressions. Harvard University, Language and Cognition Group.

8. **Huang, Y.** (November, 2011). Prosody, predictability, and the speed of scalar implicatures. Johns Hopkins University, Department of Cognitive Science.

9. **Huang, Y.** (November, 2011). From meaning to inference: The coordination of linguistic and cognitive processes during language development. University of Maryland College Park, Department of Human Development.

10. **Huang, Y.** (January, 2012). From meaning to inference: The coordination of linguistic and cognitive processes during language development. University of Maryland College Park, Language Science Center.

11. **Huang, Y.** (April, 2012). Prosody, predictability, and the speed of scalar implicatures. University of Pennsylvania, Department of Linguistics.

12. **Huang, Y.** (October, 2012). From meaning to inference: The coordination of linguistic and cognitive processes during language development. University of Delaware, Department of Psychology.

13. **Huang, Y.** (January, 2014). Exploring socioeconomic differences in syntactic development through processing. University of Maryland College Park, Translations of Research for Educational Applications Workshop.

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

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

16. **Huang, Y.**, (April, 2016). The role of frequency in syntactic development: Within- and between-language effects. University of Pennsylvania, Institute for Research on Cognitive Science.

17. **Huang, Y.**, (March, 2017). Language, society, and the passive construction. University of Maryland College Park, Workshop on Language and Poverty: Home, School, and Society.

18. **Huang, Y.** (March, 2017). Comments on "The acquisition of number and counting in the Tsimane' from the Bolivian Amazon." Massachusetts Institute of Technology, Searching for Cognitive Universals: Evidence from Remote Societies Workshop.

19. **Huang, Y.** (November, 2018). Learning language, fast and slow: How to overcome sparse data, signal degradation, and confusing speakers in the first 5 years. University of British Columbia, Department of Psychology.

20. **Huang, Y.** (February, 2020). Learning language, fast and slow: The agent-first bias as a heuristic for overcoming sparse data and signal degradation. Language Evolution, Acquisition, and Processing Workshop. University of Chicago, Department of Linguistics.

21. **Huang, Y.** (July, 2020). Learning language, fast and slow: The agent-first bias as a heuristic for overcoming sparse data and signal degradation. Laboratory for Developmental Studies. Harvard University, Department of Psychology.

II.E.3. Refereed Presentations (*indicates student author)

1. Booth, A., Waxman, S., **Huang, Y.** & Hackenberg, J. (April, 2003). Evidence for the influence of conceptual knowledge on early word learning. Paper presented at the biennial meeting of the Society for Research in Child Development. Tampa, FL.

2. **Huang, Y.** & Snedeker, J. (January, 2005). What exactly do numbers mean? Paper presented at the annual meeting of the Linguistics Society of America. Oakland, CA.

3. **Huang, Y.** & Snedeker, J. (April, 2005). What exactly do numbers mean? Paper presented at the 2005 Experimental Pragmatics Conference. Cambridge, UK.

4. Snedeker, J., **Huang, Y.**, & Spelke, E. (April, 2005). Learning the meaning of 'two': Disentangling semantics and pragmatics. Paper presented at the biennial meeting of the Society for Research in Child Development. Atlanta, GA.

5. **Huang, Y.** & Pinker, S. (July, 2005). Semantic, phonological, and lexical influences on regular and irregular inflection. Paper presented at the 27th annual meeting of the Cognitive Science Society. Stresa, Italy.

6. **Huang, Y.**, Snedeker, J., & Spelke, E. (August, 2005). Two dogs and two barks: How abstract are children's number word? Paper presented at the 10th meeting of the International Congress for the Study of Child Language. Berlin, Germany.

7. **Huang, Y.** & Snedeker, J. (March, 2006). On-line interpretation of scalar quantifiers: Insight into the semantics-pragmatics interface. Paper presented at the 19th annual CUNY conference on Human Sentence Processing. New York, NY.

8. **Huang, Y.** & Snedeker, J. (July, 2006). On-line interpretation of scalar quantifiers: Insight into the semantics-pragmatics interface. Paper presented at the 28th annual meeting of the Cognitive Science Society. Vancouver, Canada.

9. **Huang, Y.** & Snedeker, J. (November, 2006). Children's understanding of 'some': Exploring comprehension of semantic and pragmatic interpretation. Paper presented at the 30th Boston University Conference on Language Development. Boston, MA.

10. **Huang, Y.** & Snedeker, J. (April, 2007). 'Some' interpretations are easier: Exploring semantic and pragmatic meanings through online processing and development. Paper presented at the biennial meeting of the Society for Research in Child Development. Boston, MA.

11. **Huang, Y.** & Snedeker, J. (November, 2007). Cascading activation across levels of representation in children's lexical processing. Paper presented at the 31st annual Boston University Conference on Language Development. Boston, MA.

12. **Huang, Y.** & Snedeker, J. (August, 2008). Mastering the intricacies of adjective meaning: Children acquire more than a word-to-property mapping. Paper presented at the 11th meeting of the International Congress for the Study of Child Language. Edinburgh, Scotland.

13. **Huang, Y.** & Snedeker, J. (November, 2008). The use of referential contrast in children's on-line interpretation of scalar adjectives. Paper presented at the 32nd annual Boston University Conference on Language Development. Boston, MA.

14. Panizza, D., Chierchia, G., **Huang, Y.**, & Snedeker, J. (April, 2009). Relevance of polarity for the on line interpretation of numerals and determiners. Paper presented at the 19th annual Semantics and Linguistic Theory (SALT) conference. Columbus, OH.

15. **Huang, Y.** & Snedeker, J. (April, 2009). Some questions are still unresolved: Prosody, predictability, and speed of scalar implicatures. Paper presented at the 2009 Experimental Pragmatics Conference. Lyon, France.

16. **Huang, Y.**, Zheng, X., Meng, X., & Snedeker, J. (November, 2009). Assignment of grammatical roles in the online processing of Mandarin passive sentences. Paper presented at the 33rd annual Boston University Conference on Language Development. Boston, MA.

17. **Huang, Y.**, Zheng, X., Meng, X., & Snedeker, J. (March, 2010). Assignment of grammatical roles in the online processing of Mandarin passive sentences. Paper presented at the 23rd annual CUNY conference on Human Sentence Processing. New York, NY.

18. **Huang, Y.**, Khan, M., Wang, S., Geojo, A., & Snedeker, J. (March, 2011). From sounds to concepts and back again: Cascaded processing during word and object recognition. Paper presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.

19. **Huang, Y.**, Zheng, X., Meng, X., & Snedeker, J. (March, 2011). Eat or be eaten: Incremental assignment of grammatical roles in Mandarin passive sentences. Paper presented at the biennial meeting of the Society for Research in Child Development. Montreal, Canada.

20. **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.

21. 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 annual Boston University Conference on Language Development. Boston, MA.

22. **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.

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

24. **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.

25. **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.

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

27. Adler, R.*, Novick, J., & **Huang, Y.** (March, 2018). Context, conflict, and the time course of interpreting irony. Paper presented at the 31st annual CUNY conference on Human Sentence Processing. Davis, CA.

28. **Huang, Y.**, Bounds, M.*, & Suzuki, Y.* (March, 2018). Verb learning in English and Japanese: Statistical and non-statistical effects. Paper presented at the 31st annual CUNY conference on Human Sentence Processing. Davis, CA.

29. Frederick, K.* & **Huang, Y.** (March, 2019). Sentence-planning strategies in adults who stutter: An eye-tracking study. Paper presented at the 32nd annual CUNY conference on Human Sentence Processing. Boulder, CO.

30. Ovans, Z.*, Oppenheimer, K.*, & **Huang, Y.** (March, 2019). Online parsing strategies are influenced by verb-specific and language-general biases. Paper presented at the 32nd annual CUNY conference on Human Sentence Processing. Boulder, CO.

31. Blomquist, C.*, Newman, R., **Huang, Y.,** & Edwards, J. (August, 2020). Semantic prediction in sentence processing by children with cochlear implants. Paper presented at the Perspectives on Language in Children with Hearing Loss Workshop. Macquarie University. Sydney, Australia.

32. Blomquist, C.*, Newman, R., **Huang, Y.,** & Edwards, J. (November, 2020). Children with cochlear implants use semantic prediction to facilitate spoken word recognition. Paper presented at the 45th annual Boston University Conference on Language Development. Boston, MA.

33. Ovans, Z.*, Novick, J., & **Huang, Y.** (November, 2020). Engaging cognitive control helps children ignore unreliable sentence processing cues. Paper presented at the 45th annual Boston University Conference on Language Development. Boston, MA.

II.E.3. Refereed Posters (*indicates student author)

1. **Huang, Y.**, Snedeker, J., & Spelke, E. (July, 2004). What exactly do numbers mean? Poster presented at the 26th annual meeting of the Cognitive Science Society. Chicago, IL.

2. **Huang, Y.** & Snedeker, J. (March, 2006). Children's understanding of 'some': Exploring real-time processing of semantic and pragmatic interpretation. Poster presented at the workshop on Online Methods in Children's Language Processing. New York, NY.

3. **Huang, Y.** & Snedeker, J. (March, 2006). Bilingual spoken language comprehension: Understanding linguistic architecture within real-time processing. Poster presented at the 19th annual CUNY conference on Human Sentence Processing. New York, NY.

4. **Huang, Y.** & Snedeker, J. (July, 2008). Use of referential context in children's language processing. Poster presented at the 30th annual meeting of the Cognitive Science Society. Washington, D.C.

5. **Huang, Y.** & Snedeker, J. (March, 2008). Big coins versus big plates: The use of referential contrast in children's on-line interpretation of scalar adjectives. Poster presented at the 21st annual CUNY conference on Human Sentence Processing. Chapel Hill, NC.

6. **Huang, Y.** & Snedeker, J. (March, 2009). Top-down and bottom-up effects of referential context on the interpretation of adjectives. Poster presented at the 22nd annual CUNY conference on Human Sentence Processing. Davis, CA.

7. **Huang, Y.** & Gordon, P. (March, 2009). Distinguishing the time-course of scalar interpretation through coreference and lexical repetition. Poster presented at the 22nd annual CUNY conference on Human Sentence Processing. Davis, CA.

8. Panizza, D., **Huang, Y.**, Snedeker, J., & Chierchia, G. (March, 2009). Parallels and divergence in the online interpretation of numbers and quantifiers: A challenge for theories of scalar implicature. Poster presented at the 22nd annual CUNY conference on Human Sentence Processing. Davis, CA.

9. Panizza, D., **Huang, Y.**, Snedeker, J., & Chierchia, G. (April, 2009). Two...or more...no, two: Three stages in the online interpretation of numbers. Poster presented at the 2009 Experimental Pragmatics Conference. Lyon, France.

10. **Huang, Y.** & Snedeker, J. (April, 2009). Top-down and bottom-up effects of referential context on the interpretation of adjectives. Poster presented at the 2009 Experimental Pragmatics Conference. Lyon, France.

11. **Huang, Y.** & Gordon, P. (April, 2009). Distinguishing the time-course of scalar interpretation through coreference and lexical repetition. Poster presented at the 2009 Experimental Pragmatics Conference. Lyon, France.

12. **Huang, Y.**, Hopfinger, J., & Gordon, P. (March, 2011). Distinguishing lexical versus discourse processes using event-related potentials. Poster presented at the 24th annual CUNY conference on Human Sentence Processing. Palo Alto, CA.

13. **Huang, Y.**, Hahn, N., & Snedeker, J. (March, 2010). Some inferences still take time: Prosody, predictability, and the speed of scalar implicatures. Poster presented at the 23rd annual CUNY conference on Human Sentence Processing. New York, NY.

14. **Huang, Y.**, & Arnold, J. (March, 2011). When does [HOUSE, HOUSE, HOUSE] make "all of the houses"? Poster presented at the 24th annual CUNY conference on Human Sentence Processing. Palo Alto, CA.

15. **Huang, Y.** & Snedeker, J. (November, 2011). Processing and prediction in pragmatic inferencing: Understanding task-dependent effects in the generation of scalar implicatures. Poster presented at the 36th Boston University Conference on Language Development. Boston, MA.

16. **Huang, Y.**, Hopfinger, J., & Gordon, P. (November, 2011). Does the N400 reflect lexical access, integration, or both? Poster presented at the 2011 Neurobiology of Language Conference. Annapolis, MD.

17. **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.

18. **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.

19. 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.

20. 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.

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

22. **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.

23. **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.

24. 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.

25. 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.

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

27. 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 American Speech Language Hearing Association (ASHA) Convention. Orlando, FL.

28. 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.

29. 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

30. 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.

31. **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.

32. **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.

33. **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.

34. 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.

35. Adler, R.*, Novick, J., & **Huang, Y.** (February, 2017). Understanding the time course of context integration in verbal irony. Poster presented at the Center for the Study of Language and Information Workshop: Bridging Computational and Psycholinguistic Approaches to the Study of Meaning. Stanford, CA.

36. Ehrenhofer, L.*, **Huang, Y.**, Lidz, J., & Phillips, C. (March, 2017). Word order does not influence German five-year-olds' interpretation of passives. Poster presented at the 30th annual CUNY conference on Human Sentence Processing. Boston, MA.

37. **Huang, Y.**, Hsu, N.*, Leonard, E.*, Gerard, J.*, Kowalski, A.*, & Novick, J. (March, 2017). Syntactic parsing with limited control: Effects on the kindergarten path. Poster presented at the 30th annual CUNY conference on Human Sentence Processing. Boston, MA.

38. Kowalski, A.* & **Huang, Y.** (June, 2017). Listeners encode multiple meanings when generating scalar inferences. Poster presented at the 2017 Experimental Pragmatics Conference. Cologne, Germany.

39. **Huang, Y.**, Bounds, M.*, & Suzuki, Y.* (November, 2017). L1 transfer effects in L2 acquisition of the causative alternation: Asymmetric learning potential in a novel-verb paradigm. Poster presented at the 42nd Boston University Conference on Language Development. Boston, MA.

40. Martin, I.*, Goupell, M. & **Huang, Y.** (November, 2017). Syntactic processing and word learning with a degraded auditory signal. Poster presented at the 42nd Boston University Conference on Language Development. Boston, MA.

41. Ovans, Z.*, Novick, J., & **Huang, Y.** (March, 2018). Better to be reliable than early: Cognitive-control effects on developmental parsing. Poster presented at the 31st annual CUNY conference on Human Sentence Processing. Davis, CA.

42. Ehrenhofer, L.*, Yatsushiro, K., Fritzsche, T., Höhle, B., Lidz, J., Phillips, C., & **Huang, Y.** (March, 2018). Verbs, not subjects, drive subject-as-agent misinterpretation in children's comprehension of passives. Poster presented at the 31st annual CUNY conference on Human Sentence Processing. Davis, CA.

34. Ovans, Z.*, Novick, J., & **Huang, Y.** (November, 2018). Rely on what's reliable: Effects of cognitive-control engagement on children's sentence comprehension. Poster presented at the 2018 Psychonomic Society Annual Meeting. New Orleans, LA.

35. Ovans, Z.*, Novick, J., & **Huang, Y.** (November, 2018). Better to be reliable than early: Cognitive-control effects on developmental parsing. Poster presented at the 43rd Boston University Conference on Language Development. Boston, MA.

43. Ehrenhofer, L.*, Yatsushiro, K., Fritzsche, T., Höhle, B., Lidz, J., Phillips, C., & **Huang, Y.** (November, 2018). Verbs, not subjects, drive subject-as-agent misinterpretation in children's comprehension of passives. Poster presented at the 43rd Boston University Conference on Language Development. Boston, MA.

44. **Huang, Y.,** Oppenheimer, K.*, & Ovans, Z.* (March, 2019). Developmental parsing across SES: Trade-offs between cue reliability and input quantity. Poster presented at the 32nd annual CUNY conference on Human Sentence Processing. Boulder, CO.

45. Ovans, Z.*, Novick, J., & **Huang, Y.** (March, 2020). Engaging cognitive control may help children ignore unreliable cues during sentence processing. Poster presented at the 33rd annual CUNY conference on Human Sentence Processing. Amherst, MA.

46. Oppenheimer, K.*, Rowe, M., & **Huang, Y.** (November, 2020). SES differences in verb usage mediate form-function relations in parental speech. Poster presented at the 45th Boston University Conference on Language Development. Boston, MA.

47. Oppenheimer, K.*, Morini, G., Strother-Garcia, K., **Huang, Y.,** & Owen Van Horne, A. (November, 2020). Online comprehension of passives by children with Developmental Language Disorder and typically developing age-matched peers. Poster presented at the 45th Boston University Conference on Language Development. Boston, MA.

48. Ovans, Z.*, **Huang, Y.,** & Novick, J. (November, 2020). Cognitive-control engagement helps listeners use reliable cues to sentence interpretation. Poster presented at the 61st Annual Meeting of the Psychonomic Society. Austin, TX.

49. Ovans, Z.*, Novick, J., & **Huang, Y**. (March, 2021). Virtual-world eye-tracking: The efficacy of replicating word processing effects remotely. Poster presented at the 34th annual CUNY conference on Human Sentence Processing. Philadelphia, PA.

II.J.1. Grants

1. National Science Foundation, Graduate Research Fellowship (PI: **Huang, Y.**; Award Period: 09/01/2005 – 08/31/2008; Total cost: $121,500).

2. National Institute of Child Health and Human Development, "F32: Behavioral and neural study of pragmatic inference: Discourse and lexical effects" (PI: **Huang, Y.**; Award Period: 06/01/2009 – 05/31/2011; Total cost: $92,428).

3. National Science Foundation, "NRT-DESE: Flexibility in Language Processes and Technology: Human- and Global-Scale" (PI: Phillips, C.; Training faculty: **Huang, Y.**; Award Period: 04/01/2015 – 03/31/2020; Total cost: $3,069,340).

4. Institute of Education Sciences, "NCER: Research Institute for Scholars in Education (RISE)" (PI: De La Paz, S. Training faculty: **Huang, Y.**; Award Period: 07/01/2017 – 06/30/2022; Total cost: $1,070,650).

5. National Science Foundation, "Syntactic Processing across Socioeconomic Status: Linking Input to Comprehension" (PI: **Huang, Y.**, Co-PI: Edwards, J.; Award Period: 09/01/2019 – 08/31/2024; Total cost: $632,077).

6. National Science Foundation, "RAPID: Collaborative Research: Using Dense Sampling to Understand How Social distancing and Other Pandemic Responses Affect Language Development" (PI: **Huang, Y.,** PI: Hartshorne, J.; Award Period: 05/01/2020 – 04/01/2021; Total cost: $200,000)

7. National Institute of Child Health and Human Development, "R01: Recasting and Book Reading under Ideal (Dose-controlled) and Typical (Dose-variable) Conditions: The Role of Fidelity and Adherence in Production and Comprehension Outcomes for Children with Developmental Language Disorder (DLD)" (PI: Van Horne, A., Co-I: **Huang, Y.**; Award Period: 09/01/2020 – 8/31/2025; Total cost: $3,095,347)

II.J.3. Other (UMD Awards)

1. ADVANCE Program for Inclusive Excellence, "Exploring socioeconomic differences in syntactic development through real-time processing" (PI: **Huang, Y.**, Co-I: Rowe, M.; Award Period: 05/10/2012 – 5/09/2013; Total cost: $20,000).

2. UMD VPR Tier 1 Proposal, "The development of language comprehension in simulated cochlear implant speech" (PI: Newman, R. Co-PI: **Huang, Y.**, Goupell, M.; Award Period: 01/10/2013 – 01/09/2014; Total cost: $50,000).

3. UMD BSOS Dean's Research Initiative "Effects of cognitive training on children's real-time language processing" (PI: **Huang, Y.**, Co-PI: Novick, J.; Award Period: 06/04/2013 – 06/03/2014; Total cost: $20,000).

II.P. Research Fellowships, Prizes and Awards

1. University of Maryland College Park: Research and Scholarship Award (2011)
2. Society for Language Development: Peter Jusczyk Award for Best Paper (2013)
3. University of Maryland College Park: Research and Scholarship Award (2015)
4. University of Maryland College Park: Maryland Research Excellence Celebration (2020)

III. Teaching, Extension, Mentoring, and Advising

III.A. Courses Taught (last five years)
Undergraduate
1. HESP 300: Introduction to Psycholinguistics
       Spring 2015, enrollment: 51
       Spring 2016, enrollment: 48
       Spring 2018, enrollment: 50
       Spring 2019, enrollment: 32
       Spring 2020, enrollment: 53

2. HESP 400: Speech and Language Development in Children
       Spring 2015, enrollment: 33
       Fall 2015, enrollment: 44
       Spring 2016, enrollment: 34
       Fall 2016, enrollment: 32

Fall 2017, enrollment: 34
Spring 2018, enrollment: 32
Fall 2018, enrollment: 38
Fall 2019, enrollment: 26

4. HESP 469: Honors Thesis Research
Spring 2015, enrollment: 2
Spring 2016, enrollment: 2
Spring 2017, enrollment: 1
Spring 2018, enrollment: 1
Fall 2018, enrollment: 1
Spring 2019, enrollment: 1
Spring 2021, enrollment: 1

5. HESP 499: Independent Study: Topics in Hearing and Speech Sciences
Spring 2015, enrollment: 5
Fall 2015, enrollment: 8
Spring 2016, enrollment: 3
Fall 2016, enrollment: 3
Spring 2017, enrollment: 3
Fall 2017, enrollment: 2
Spring 2018, enrollment: 2
Fall 2018, enrollment: 2
Spring 2018, enrollment: 2
Fall 2018, enrollment: 2
Spring 2019, enrollment: 1
Fall 2019, enrollment: 4
Spring 2020, enrollment: 4
Fall 2020, enrollment: 6
Spring 2021, enrollment: 4

Graduate: Masters

1. HESP 799: Master Thesis Research
Winter 2015, enrollment: 1
Spring 2015, enrollment: 1
Fall 2015, enrollment: 2
Winter 2016, enrollment: 1
Spring 2016, enrollment: 1
Fall 2016, enrollment: 1
Winter 2017, enrollment: 1
Spring 2017, enrollment: 1
Winter 2018, enrollment: 1
Spring 2018, enrollment: 1

2. HESP 638: Candidacy Paper Research
Spring 2015, enrollment: 3
Fall 2015, enrollment: 1
Spring 2016, enrollment: 4
Fall 2016, enrollment: 2
Spring 2017, enrollment: 3
Spring 2018, enrollment: 1
Spring 2020, enrollment: 1

Graduate: PhD

1. NACS 645: Introduction of Cognitive Science, co-taught w/R. Slevc
Fall 2016, enrollment: 17
Fall 2017, enrollment: 4
Fall 2018, enrollment: 9 (sole instructor)

Fall 2019, enrollment: 13

2. HESP 724: Research Methods
   Spring 2019, enrollment: 9
   Spring 2020, enrollment: 10
   Spring 2021, enrollment: 12

3. HESP 818A/D: Topics in Language Development
   Fall 2015, enrollment: 5

4. NACS 898: Pre-candidacy research
   Winter 2016, enrollment: 1

5. HESP 889: Candidacy research
   Summer 2019, enrollment: 1
   Fall 2019, enrollment: 1

6. HESP 898: Pre-candidacy research
   Spring 2015, enrollment: 1
   Fall 2015, enrollment: 1
   Spring 2015, enrollment: 1
   Spring 2021, enrollment: 1

7. HESP 899: Doctoral dissertation research
   Spring 2015, enrollment: 1
   Fall 2016, enrollment: 1
   Spring 2017, enrollment: 1
   Spring 2018, enrollment: 1

8. HESP PhD Professional Development Seminar, co-organized with J. Novick
   Spring 2015, enrollment: 12
   Fall 2015, enrollment: 17
   Spring 2016, enrollment: 17
   Fall 2017, enrollment: 17
   Spring 2017, enrollment: 17
   Fall 2017, enrollment: 17

9. HESP PhD Proseminar in Clinical Issues, co-organized with J. Novick
   Spring 2015, enrollment: 12
   Fall 2015, enrollment: 14
   Spring 2016, enrollment: 14
   Fall 2017, enrollment: 17
   Spring 2017, enrollment: 17
   Fall 2017, enrollment: 17

III.B.6. Course or Curriculum Development
1. Developed and taught for HESP 818A (Fall 2011, Fall 2015)
2. Developed and taught for HESP 400 (Fall 2012)
3. Developed and taught for HESP 818P (Spring 2013)
4. Implemented clicker technology for HESP 300 (Spring 2015)
5. Revision to PhD program guidelines/requirements (Fall 2016, Fall 2018, Spring 2020)
6. Developed and taught for NACS 645 (Fall 2016)
7. Developed and taught for HESP 724 (Spring 2019)

III.C.1. Research Advising: Undergraduates

BA Honors Thesis Advisor
1. Allison Catalano, "The use of prosody to infer discourse status in degraded speech in typically-hearing and cochlear-implant listeners," 2014
2. Mary Bounds, "Influence of L1 knowledge on grammatical expectations during acquisition of L2," 2015

3. Elinora Leonard, "Cognitive control and language comprehension in young children," 2017
4. Jenna Nelson, "How do Dual Language Learners understand sentences with biased verbs?," 2019
5. Jessica Lee, "Decontextualized language as a predictor of disfluency in children who stutter," 2021

BA Honors Thesis Committee Member
1. Maria Payne, 2013
2. Laura Friedman, 2014
3. Ashley Thompson, 2016
4. Tiara Booth, 2017

Mentored Research Assistants (non-credit, summer fellowships)
1. Katelyn Lippitt, BSOS Emerging Scholars Program, 2012
2. Ashley Lawler, CASL Summer Research Program, 2012
3. Erin Leary, CASL Summer Research Program, 2013
4. Sean Anderson, BSOS Dean's Research Initiative, 2013
5. Briana Bednarz, LCL Summer Research Program, 2013
6. Margaret Kahwaty, LCL Summer Research Program, 2013
7. Julia Plants, LCL Summer Research Program, 2014
8. Ana Medina Fetterman, BSOS Dean's Research Initiative, 2013
9. Mary Bounds, Maryland Summer Scholars Program, 2015
10. Rebekah Yang, River Hill High School, 2015
11. Elinora Leonard, Maryland Summer Scholars Program, 2016
12. Jenna Nelson, Maryland Summer Scholars Program, 2018
13. Gammon Gresham, LCL Summer Research Program, 2018-2020
14. Justine Yu, Eleanor Roosevelt High School, 2019
15. Danait Mehari, Project RISE, 2019-2020
16. Chidinma Ogbonna, Project RISE, 2020-2021

III.C.2. Research Advising: Masters
MA Thesis Advisor
1. Manaar Zuhurudeen, "Effects of statistical learning on the acquisition of grammatical categories through Qur'anic memorization: A natural experiment," 2013
2. Alison Arnold, "Fast mapping in linguistic context: Processing and complexity effects," 2015
3. Erin Hollister, "SES-related differences in word learning: Inhibition and processing effects," 2016
4. Isabel Martin, "Syntactic processing and word learning with a degraded auditory signal," 2017, awarded MA Student of the Year (2017)
5. Kerianna Frederick, "Sequential language formulation in people who stutter: Eye tracking while speaking," 2018

MA Thesis Committee Member
1. Polina Altskan, 2012
2. Amelie Bail, 2012
3. Megan Janssen, 2012
4. Julia Sampson, 2013
5. Susan Baughman, 2013
6. Kayla Gernold, 2015
7. Julia Thorne, 2015
8. Daniele Raneri, 2015
9. Allison Yutesler, 2016
10. Brianna Johnson, 2018
11. Megan Montgomery Gehman, 2019

III.C.3. Research Advising: Doctoral

Primary PhD Dissertation Advisor

1. Alix Kowalski, "Understanding and remembering pragmatic inferences," 2018
2. Rachel Adler (co-mentored with J. Novick), "Toward a psycholinguistic model of irony comprehension and production," 2018
3. Zoe Ovans (co-mentored with J. Novick), anticipated Spring 2021, awarded a NSF Graduate Research Fellowship award
4. Kathleen Oppenheimer (co-mentored with J. Edwards), anticipated Spring 2023
5. Arynn Byrd (co-mentored with J. Edwards), anticipated Spring 2023

PhD Dissertation Committee Member

1. Cathy Eaton (HESP), 2013
2. Shevaun Lewis (LING), 2013
3. Wing-Yee Chow (LING), 2013
4. Giovanna Morini (HESP), 2014
5. Sol Lago (LING), 2014
6. Monica Sampson (HESP), 2015
7. Chuchu Lin (HDQM), 2015
8. Yuichi Suzuki (SLA), 2015
9. Kate Harrigan (LING), 2015
10. Julie Gerard (LING), 2016
11. Xuan Wang (PHIL), 2017
12. Lara Ehrenhofer (LING), 2018
13. Alayo Tripp (LING), 2018
14. Arifi Waked (HESP), 2020
15. Chia Hsuan Liao (LING), 2020
16. Hailey Gibbs (HDQM), 2021
17. Nicole Catanzarite (HDQM), 2021
18. Annie Li (HDQM), 2021
19. Anna Tinnemore (HESP), 2022
20. Michelle Erskine (HESP), 2022

Mentored PhD Research (non-credit, lab rotation)

1. Candise Lin (HDQM), IGERT rotation (2012-2013)
2. Kathryn Leech (HDQM), IGERT rotation (2013-2016)
3. Yuichi Suzuki (SLA), IGERT rotation (2014-2015)
4. Julie Gerard (LING), Language Science Fellow (2015-2016)
5. Lara Ehrenhofer (LING), Language Science Fellow (2016-2018)
6. Lauren Salig (NACS), LSC Zoom study (2020-)
7. Zachary Maher (NACS), LSC Zoom study (2020-)
8. Junaid Merchant (NACS), LSC Zoom study (2020-)

III.E.2. MA Academic Advising (other than directed research)

1. Fall 2011 - Spring 2012: 5
2. Fall 2012 - Spring 2013: 6
3. Fall 2013 - Spring 2014: 6
4. Fall 2015 - Spring 2016: 13
5. Fall 2016 - Spring 2017: 11
6. Fall 2017 - Spring 2018: 7
7. Fall 2018-Spring 2019: 7
8. Fall 2019-Spring 2020: 8

III.E.3. PhD Academic Advising (other than directed research)

1. TsHsin Wu (2012)
2. Melissa Stockbridge (2012-2015)
3. Arifi Waked (2012-2015)
4. Brittany Jaekel (2015-2018)

5. Allison Johnson (2017)
6. Julianne Garbarino (2017-2019)
7. Michelle Erskine (2017-)
8. Christina Blomquist (2018-)

III.I.   Teaching Award and Other Special Recognition
1. Faculty Mentor Award, Philip Merrill Presidential Scholars Program (UMD, 2014)

IV. Service and Outreach

IV.A.1. Editorships
1. Language Acquisition (Associate Editor: 2021-)

IV.A.2. Editorial Boards
1. Journal of Experimental Psychology: Learning, Memory, and Cognition (Editorial Board: 2012-)
2. Semantics and Pragmatics (Editorial Board: 2015-)

IV.A.3. Reviewing Activities for Journals and Presses
1. Proceedings for the National Academy of Sciences (2020)
2. Cognition (2009-)
3. Language Learning and Development (2011-)
4. Language Acquisition (2012-)
5. Developmental Psychology (2012-2019)
6. Journal of Experimental Child Psychology (2010-2018)
7. Journal of Memory and Language (2009-2015)
8. Language and Cognitive Processes (2009-2013)
9. Journal of Semantics (2012-2014)
10. Journal of Child Language (2010-2018)
11. Lingua (2013-2014)
12. Child Development (2015-2016)
13. Journal of Speech, Language, and Hearing Research (2018-2019)
14. Also reviewed for: Psychological Bulletin and Review, Cognitive Science, Applied Psycholinguistics, Language Acquisition, Developmental Science, Journal of Pragmatics, Frontiers in Human Neuroscience, Cognitive Development, Topics in Cognitive Science

IV.A.4. Reviewing Activities for Agencies and Foundations
1. National Science Foundation, Linguistics (ad-hoc reviewer: 2009, 2011, 2012, 2020)
2. UK Economic and Social Research Council (ad-hoc reviewer: 2017)
3. Agence Nationale de la Recherche (ad-hoc reviewer: 2016-2017)
4. National Institutes of Health (study section CHHD-H: 2018, 2019)
5. National Science Foundation (panelist: 2018, 2019, 2020)
6. US-Israel Binational Science Foundation (ad-hoc reviewer: 2021)

IV.A.5. Reviewing Activities for Conferences
1. CUNY Conference on Human Sentence Processing (2009-)
2. Boston University Conference on Language Development (2011-)
3. Annual Meeting of the Cognitive Science Society (2010-2011, 2016)
4. Conference on Architectures and Mechanisms for Language Processing (2011-2015)
5. Experimental Pragmatics Conference (2014, 2017)
6. Generative Approaches to Language Acquisition Conference (2014)
7. Society for Research on Child Development Conference (2014)

IV.A.6. Other
1. ADVANCE Program for Inclusive Excellence (2014)

IV.B.1. Campus Service: Department
1. HESP Job search committee (2011-2012)
2. HESP Program and curriculum committee (2011-2014)

3. HESP Merit committee (2014-2017)
4. HESP MA Cultural and Linguistic Diversity, ad-hoc reviewer (2018-)
5. HESP MA comprehensive exam coordinator (2018-)
6. HESP Diversity committee (2018-)
7. NACS admissions committee (2019-)
8. HESP Teaching committee (2019-)
9. HESP APT-AEP policy committee (2020-)
10. HESP admissions committee (2021-)

IV.B.3. Campus Service: University

1. University Senate, member (2012-2013)
2. Infant and Child Studies Consortium, organizing committee (2012-)
3. Maryland Language Science Center, committee on graduate education (2015-)
4. Developmental Science Field Committee, executive committee (2017-)
5. Cognitive Science Colloquium Series, organizing committee (2019-)
6. President's Work Group on Covid-19 Childcare and Eldercare (2020-)

IV.B.7. Offices and Committee Memberships

1. Society for Human Sentence Processing, formerly CUNY business meeting (2017-)

IV.C.1. Community Engagements

1. Panelist for Family and Childcare Seminar: "Understanding aspects of infant and child development" (2012)
2. Speaker for Teachers' Professional Development Workshop at the Center for Young Children: "Language development in diverse populations" (2016)
3. Panelist for Language Showcase for Department of Defense: "Language (mis)understanding in adverse settings" (2016)
4. Faculty mentor for Language Advocacy Day: "Enhancing research funding in Language Science on Capitol Hill" (2017)
5. Speaker for Linguistics Club at Montgomery Blair High School: "Understanding the 'word gap' in language development" (2018)
6. Presenter for the Rutgers 4-H Youth Development Board meeting: "Understanding language development during covid-19" (2020)
7. Co-presenter for College Park's Hispanic Parent Group: "Understanding bilingual language development during covid-19" (2020)
8. Presenter for the MSDE WIDA Early Years Steering Committee: "Assessing multilingual development: Research, policy, and clinical practice" (2020)
9. Co-presenter for Maryland Governor's Office Local Management Board meeting: "Understanding language development during covid-19" (2021)

IV.C.5. Consultancies

1. Consultant for Maryland State Department of Education: "Pre-literacy development, age 0 to 5" (2017)
2. Consultant for Maryland State Department of Education:" WIDA Early Years Steering Committee" (2020-)

IV.E.2. Media Contributions: TV

1. Researcher on NOVA National Geographic Special: "Ape Genius" (2008)
2. Panelist on MCM Yesterday, Today, Tomorrow: "Distance learning" (2020)
3. Interviewed on CTV News for Prince George's County: "KidTalk" (2020)
4. Interviewed on CBS Baltimore: "Maryland researchers studying how coronavirus pandemic, lack of social interaction affecting children's' language development" (2020)

IV.E.5. Media Contributions: Print

1. Article in Mental Floss: "Qur'an Memorizers Who Don't Speak Arabic Learn Grammar from Statistics Alone"(2016)
2. Article in Dana Foundation: "KidTalk: A Natural Experiment in the Time of Covid-19" (2020)

3. Segment on Curiosity Daily Podcast: "How Parents Can Help Language Researchers with an App" (2020)
4. Article in the New York Times: "In Quarantine, Kids Pick Up Parents' Mother Tongues" (2020)

IV.G. Service Awards and Honors
1. Outstanding Contributions in Reviewing, Cognition (2016)