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   **3/13/2026**

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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https://hesp.umd.edu/facultyprofile/huang/yi-ting

I.B.   Academic Appointments

2025-	Professor, Department of Hearing and Speech Sciences, UMD
2025-	Professor, Program in Neuroscience and Cognitive Science, UMD
2019-2025	Associate Professor, Program in Neuroscience and Cognitive Science, UMD
2019-2025	Associate Professor, Department of Hearing and Speech Sciences, 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

2023 -	Director, Maryland Language Science Center
2014-2020	Co-Director of PhD Program in Hearing and Speech Sciences, UMD

I.D.   Other Employment

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

I.E.   Education

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

I.G.   Professional Certifications, Licenses, and Memberships

2017-	Human Sentence Processing Society
2005, 2025	Linguistic Society of America
2003, 2023-	Cognitive Science Society
2003-2013	Society for Research in Child Development

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

II.B.1.   Chapters in Books

1. Suzuki, Y.*, DeKeyser, R., & **Huang, Y.** (2023). Implicit (not explicit) learning aptitude predicts the acquisition of difficult (not easy) structure: A visual-world eye-tracking study. Language Aptitude Theory and Practice. Wen, Z. E., Skehan, P., & Sparks, R. L. (pp. 381-413). Cambridge, UK: Cambridge University Press.

2. 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. **Huang, Y.,** Huang, K., Blair, M., Wright, C.*, Van Horne, S., Morini, G., & Owen Van Horne, A. (under review). Development of noisy-channel parsing: Final accuracy paves the way for faster processing. https://doi.org/10.31234/osf.io/p3z69_v1

2. Adler, R.*, Salig, L.*, Novick, J., & **Huang, Y.** (under review). Context, conflict, and the time-course of interpreting irony. https://doi.org/10.31234/osf.io/kv7c5_v1

3. Acquaye, C.*, **Huang, Y.,** Carpuat, M., & Rudinger, R. (under review). Take out your calculators: Estimating the real difficulty of math word problems with LLM student simulation. arXiv:2601.09953.

4. Oritz, J. A., Nolasco, J.*, **Huang, Y.** & Chow, J. (in press). Language Sample Analysis in bilingual children: A meta-analysis of diagnostic accuracy. To appear in American Journal of Speech-Language Pathology.

5. Koppy, A.*, O'Fallon, M.*, **Huang, Y.,** & Owen Van Horne, A. (2025). Distributional patterns in recast therapy do not systematically align with patterns in conversational data. Journal of Communication Disorders, 106576.

6. Ovans, Z.*, Ayala, M. R., Asmah, R.*, Hu, A., Montoute, M., Owen Van Horne, A., Qi, Z., Morini, G., & **Huang, Y.** (2025). The feasibility of remote visual-world eye-tracking with young children. Open Mind: Discoveries in Cognitive Science, 9, 992-1019.

7. Byrd, A.*, **Huang, Y.,** & Edwards, J. (2025). Understanding how dialect differences shape how AAE-speaking children process sentences in real-time. Seminars in Speech and Language, 46, 1-27.

8. Arunachalam, S. & **Huang, Y.** (2024). Investigating language acquisition in communication sciences and disorders: A case for language diversity. Language Acquisition, 31, 177–179.

9. Oritz, J. A., Nolasco, J.*, **Huang, Y.** & Chow, J. (2024). The use of Language Sample Analysis to differentiate developmental language disorder from typical language in bilingual children: A systematic review and meta-analysis. Journal of Speech, Language, and Hearing Research, 67(10), 3803-3825.

10. Oppenheimer, K.*, Lee, J.*, **Huang, Y.,** & Bernstein Ratner, N. (2023). Decontextualized utterances contain more typical and stuttering-like disfluencies in preschoolers who do and do not stutter. Journal of Speech, Language, and Hearing Research, 66, 2656-2669.

11. Byrd, A.*, **Huang, Y.,** & Edwards, J. (2023). The impact of dialect differences on spoken language comprehension. Applied Psycholinguistics, 44, 610-633.

12. **Huang, Y.,** Byrd, A.*, Asmah, R.*, & Domanski, S.* (2023). Evaluating "meaningful differences" in learning and communication across SES backgrounds. Annual Review of Linguistics, 9, 589-608.

13. Arunachalam, S., Deen, K., **Huang, Y.,** Lidz, J., Miller, K., Ota, M., & Szendroi, K. (2022). Some concrete steps for journal editorial boards: A commentary on Kidd and Garcia (2022). First Language, 736–739.

14. Martin, I.*, Goupell, M., & **Huang, Y.** (2022). Children's syntactic parsing and sentence comprehension with a degraded auditory signal. Journal of the Acoustical Society of America, 151, 699-711.

15. **Huang, Y.** & Ovans, Z.* (2021). Who "it" is influences what "it" does: Discourse effects on children's syntactic parsing. Cognitive Science, 46, e13076.

16. Blomquist, C.*, Newman, R., **Huang, Y.,** & Edwards, J. (2021). Children with cochlear implants use semantic prediction to facilitate spoken word recognition. Journal of Speech, Language, and Hearing Research, 64, 1636–1649.

17. Hartshorne, J., **Huang, Y.,** Aulestia, P., Oppenheimer, K.*, Robbins, P.*, & Molina, M. (2021). Screen time as an index of family distress. Current Research in Behavioral Sciences, 2, 100023.

18. 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.

19. **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.

20. **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.

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

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

24. 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.

25. **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.

26. 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.

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

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

29. 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.

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

31. **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.

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

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

34. **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.

35. **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.

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

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

38. **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.

39. 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.

40. **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.

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

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

43. 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.

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

1. **Huang, Y.,** & Oppenheimer, K.* (2021). Caregiving after COVID-19: Where do we go from here? American Speech-Language-Hearing Association (ASHA) Journals Academy.

2. 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 (*indicates student author)

1. **Huang, Y.** (March, 2026). Learning to parse and parsing to learn: The ~~importance~~ necessity of big theories in a big-data world. Johns Hopkins University. Department of Cognitive Science.

2. **Huang, Y.** (November, 2025). Advancing Language Research and Outreach in a Language Museum. BSOS+ Research Showcase. College Park, MD.

3. **Huang, Y.** (April, 2025). Learning language, fast and slow: How to overcome sparse data and signal degradation during real-time processing and development. University of California-Berkeley. Department of Linguistics Colloquium Series.

4. **Huang, Y.** (April, 2025). Measuring trust in research participation: A case study on SES variation in language development. University of California-Berkeley. Department of Linguistics: Phonetics, Phonology, and Psycholinguistics Forum.

5. **Huang, Y.** (June, 2024). Opening remarks for Fostering Inclusivity Through Technology (FIT): Achieving common ground in autistic-neurotypical interactions. FIT neurodiversity design workshop. College Park, MD.

6. Ortiz, J., Nolasco, J.*, & **Huang, Y.** (May, 2024). Translanguaging in Language Sample Analysis for bilingual children. BSOS Research Showcase: Inequality hub. College Park, MD.

7. **Huang, Y.,** Domanski, S.*, Asmah, R.*, Kanaby, M.*, Byrd, A.*, & Artis, J.* (May, 2024). Evaluating meaningful differences in learning and communication across SES backgrounds. BSOS Research Showcase: Inequality hub. College Park, MD.

8. **Huang, Y.** (April, 2024). Learning language, fast and slow: How to overcome sparse data and signal degradation during moment-to-moment comprehension. University of Maryland College Park. Human Development Program Colloquium Series.

9. **Huang, Y.** (September, 2023). Upon Reflection: Huang and Snedeker (2009). University of Maryland College Park. Language Science Lunch Talk (LSLT).

10. **Huang, Y.** (May, 2023). Technology and the future of clinical services: Language, communication, and disabilities. University of Maryland College Park. BBL Speaker Series at the Human-Computer Interaction Lab (HCIL).

11. **Huang, Y.,** Byrd, A.*, Asmah, R.*, & Domanski, S.* (October, 2022). Evaluating "meaningful differences" in learning and communication across socioeconomic status backgrounds. University of Maryland College Park. Hearing and Speech Sciences (HESP) Research seminar.

12. **Huang, Y.** (November, 2021). Semantics, pragmatics, and social statistics: How to build a flexible and stable communication system in the first decade and beyond. University of Edinburgh. Philosophy, Psychology & Language Sciences (PPLS) Linguistic Circle.

13. **Huang, Y.** (October, 2021). Semantics, pragmatics, and social statistics: How to build a flexible and stable communication system in the first decade and beyond. University of Delaware, Department of Linguistics and Cognitive Science.

14. **Huang, Y.** (July, 2021). Semantics, pragmatics, and social statistics: How to build a flexible and stable communication system in the first decade and beyond. NSF REU program, Developing Social Minds. Boston College, Department of Psychology.

15. **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.

16. **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.

17. **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.

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

20. **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.

21. **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.

22. **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.

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

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

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

26. **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.

27. **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.

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

29. **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.

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

31. **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.

32. **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.

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

34. **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.

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

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

1. Huang, K., Levy, R., & **Huang, Y.** (March, 2026). A-Mazing kids: A-Maze's viability and potential to study child incremental processing. Paper presented at the 39th annual conference on Human Sentence Processing. Boston, MA.

2. Van Horne, A., Oppenheimer, K.*, Koppy, A.*, Weatherford, S., Domanski, S.*, Hiebert, L., Blair, M., Kanaby, M.*, Van Horne, S., Huang, K., May, H., Morini, G., **Huang, Y.** (November, 2025). Use of recast therapy and syntax stories to treat noncanonical sentences in children with DLD. Paper presented at the 2025 American Speech Language Hearing Association (ASHA) Convention. Washington, D.C.

3. Huang, K., Levy, R., & **Huang, Y.** (November, 2025). Using neural language model surprisal to study child sentence processing. Paper presented at the 50th annual Boston University Conference on Language Development. Boston, MA.

4. Domanski, S.*, Harvey, J.*, Huang, K., & **Huang, Y.** (November, 2025). Unreliable estimates: Child-level differences in LENA adult word count accuracy. Paper presented at the 50th annual Boston University Conference on Language Development. Boston, MA.

5. Vaughn, C., Phillips, C., Lee, E.*, Domanski, S.*, **Huang, Y.,** Gagne, D., Wagner, L., Kraus, K.*, Huang, G.*, Mechtenberg, H.*, Graff, L.*, Orozco Contreras, J., & Nam, S.* (January, 2025). Publicly engaged language science research: Lessons learned from the Language Science Station at Planet Word. Paper symposium presented at the 2025 meeting of the Linguistics Society of America. Philadelphia, PA.

6. Oritz, J. A., Nolasco, J.*, **Huang, Y.** & Chow, J. (December, 2024). Language Sample Analysis to differentiate developmental language disorder from typical language in bilinguals: A meta-analysis. Paper presented at the 2024 American Speech Language Hearing Association (ASHA) Convention. Seattle, WA.

7. Erskine, M.E.*, **Huang, Y.,** & Edwards, J.E. (September, 2023). Dialect variation impacts spoken language processing in a variety of linguistic and social contexts. Boston University Symposium on Structural Racism and Equity in Child Development, Boston, MA.

8. Erskine, M.E.*, **Huang, Y.,** & Edwards, J.E. (June, 2023). Children's comprehension of unfamiliar dialects is contingent on the speaker's dialect use and race. Symposium of Research on Child Language Development. Madison, WI.

9. Phillips, C., Bolger, D., Fagan, D. S., Gentile, D., **Huang, Y.,** Kirwan, B., & McGinnis, S. (April, 2023). What everyone wants: Aligning state, federal, and university interests in language. Advancing National Priorities in Language, Culture, and Technology: A University-Government Forum. College Park, MD.

10. 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.

11. 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.

12. 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.

13. 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.

14. 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.

15. **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.

16. 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.

17. 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.

18. **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.

19. 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.

20. **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.

21. **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.

22. 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.

23. **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.

24. **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.

25. **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.

26. **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.

27. **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.

28. **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.

29. 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.

30. **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.

31. **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.

32. **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.

33. **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.

34. **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.

35. **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.

36. **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.

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

38. **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.

39. 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.

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

41. **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.

42. 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.

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

1. Asmah, R.*, Sathiyamoorthy, A.*, & **Huang, Y.** (March, 2026). To hit or hug: Effects of memory for discourse context on syntactic parsing. Poster presented at the 39th annual conference on Human Sentence Processing. Boston, MA.

2. Nolasco, J.*, Ortiz, J., & **Huang, Y.** (November, 2025). Beyond boundaries: Envisioning code-switching as a bridge in bilingual language assessment. Poster presented at the 2025 American Speech Language Hearing Association (ASHA) Convention. Washington, D.C.

3. Ortiz, J. & **Huang, Y.** (November, 2025). Language sample analysis using automatic speech recognition and natural language processing. Poster presented at the 2025 American Speech Language Hearing Association (ASHA) Convention. Washington, D.C.

4. Jones, M.*, Ortiz, J., Blair, M., Van Horne, A., & **Huang, Y.** (November, 2025). Variable factors in automated language sample analysis for children with Developmental Language Disorder. Poster presented at the 2025 American Speech Language Hearing Association (ASHA) Convention. Washington, D.C.

5. Kanaby, M.*, Asmah, R.*, Domanski, S.*, Byrd, A.*, Artis, J., Jackson, E., & **Huang, Y.** (November, 2025). Understanding barriers in research participation: A case study on SES variation in language development. Poster presented at the 50th Boston University Conference on Language Development. Boston, MA.

6. Van Horne, A., Huang, K., Blair, M., Kanaby, M.*, May, H., Oppenheimer, K.*, Van Horne, S., & **Huang, Y.** (March, 2025). Understanding real-time syntactic parsing in typical development and developmental language disorder: A visual-world study. Poster presented at the 38th Annual Conference on Human Sentence Processing. College Park, MD.

7. Kanaby, M.*, Byrd, A.*, & **Huang, Y.** (March, 2025). Understanding SES variation in family lives using semi-structured interviews. Poster presented at the 38th Annual Conference on Human Sentence Processing. College Park, MD.

8. Blair, M., Oppenheimer, K.*, Asmah, R.*, **Huang, Y.,** Van Horne, A. (March, 2025). Event apprehension and argument roles during sentence production: An individual differences approach to the role of linguistic knowledge. Poster presented at the 38th Annual Conference on Human Sentence Processing. College Park, MD.

9. Oritz, J. A. & **Huang, Y**. (December, 2024). Automated language sample analysis for children with Developmental Language Disorder. Poster presented at the American Speech Language Hearing Association (ASHA) Convention. Seattle, WA.

10. Domanski, S.* & **Huang, Y.** (July, 2024). Using spatial context to facilitate inductive inference for word learning. Poster presented at the 2024 meeting of the Cognitive Science Society. Rotterdam, Netherlands.

11. Domanski, S.*, Rudinger, R., Carpuat, M., Shafto, P., & **Huang, Y.** (July, 2024). Assessing common ground via language-based cultural consensus in humans and large language

models. Poster presented at the 2024 meeting of the Cognitive Science Society. Rotterdam, Netherlands.

12. Erskine, M.*, Edwards, J., & **Huang, Y.** (July, 2024). Using scalar implicatures to investigate pragmatic language comprehension among AAE and GAE-speaking children. Poster presented at the 16th congress of the International Association for the Study of Child Language. Prague, Czech Republic.

13. Domanski, S.*, Rudinger, R., Carpuat, M., Shafto, P., & **Huang, Y.** (May, 2024). Assessing common ground via language-based cultural consensus in humans and LLMs. Poster presented at the 37th Annual Conference on Human Sentence Processing. Ann Arbor, MI.

14. Hall, S.*, Byrd, A.*, & **Huang, Y.** (April, 2024). Children's perspectives on African-American English (AAE): The roles of their parents. Poster presented at the annual conference of the National Black Association of Speech-Language and Hearing (NBASLH). Raleigh, NC.

15. Erskine, M.*, Edwards, J., & **Huang, Y.** (March, 2024). Using scalar implicatures to investigate pragmatic language comprehension among AAE and GAE-speaking children. Poster presented at 2024 Cognitive Development Society. Pasadena, CA.

16. Ortiz, J., Nolasco, J.*, & **Huang, Y.** (November, 2023). Translanguaging in language sample analysis for bilingual Spanish-English speakers. Poster presented at the American Speech Language Hearing Association (ASHA) Convention. Boston, MA.

17. Ovans, Z.*, Ayala, A.*, Asmah, R.*, Hu, A.*, Montoute, M.*, Owen Van Horne, A., Qi, Z., Morini, G., & **Huang, Y.** (March, 2023). The feasibility of online (virtual-world) eye-tracking with young children. Poster presented at the 36th Annual Conference on Human Sentence Processing. Pittsburgh, PA.

18. Oppenheimer, K.*, Weatherford, S., **Huang, Y.,** & Owen Van Horne, A. (March, 2023). Online sentence comprehension is related to language knowledge in children with DLD. Poster presented at the 36th Annual Conference on Human Sentence Processing. Pittsburgh, PA.

19. Asmah, R.*, Domanski, S.*, Oppenheimer, K.*, & **Huang, Y.** (November, 2022). Verb-specific biases are shaped by developmental experience with verb-general tendencies. Poster presented at 47th Boston University Conference on Language Development. Boston, MA.

20. Oppenheimer, K.*, Edwards, J., & **Huang, Y.** (November, 2022). Individual differences in linguistic knowledge affect comprehension strategies in 5-year-olds. Poster presented at the 47th Boston University Conference on Language Development. Boston, MA.

21. Byrd, A.*, **Huang, Y.,** & Edwards, J. (November, 2022). Examining how African American English- and Mainstream American English-speaking children process subject-verb agreement in sentences. Poster presented at the 47th Boston University Conference on Language Development. Boston, MA.

22. Salig, L.*, Merchant, J.*, Maher, Z.*, Thomas, E.*, **Huang, Y.,** & Lewis, S. (September, 2022). The effect of group size on zoom conversation dynamics. Poster presented at the 28th Annual Architectures and Mechanisms for Language Processing. York, UK.

23. Byrd, A.*, **Huang, Y.,** & Edwards, J. (June, 2022). Dialect effects on spoken language comprehension in children who speak African American English. Poster presented at Symposium for Research on Child Language Disorders. Madison, WI.

24. Ovans, Z.*, **Huang, Y.,** & Novick, J. (March, 2022). Virtual-World eye-tracking: Replicating sentence processing effects remotely. Poster presented at the 35th Annual Conference on Human Sentence Processing. Santa Cruz, CA.

25. Byrd, A.*, Maher, Z.*, **Huang, Y.,** & Edwards, J. (January, 2022). Development and evaluation of a dialect experience questionnaire. Poster presented at the annual meeting of the Linguistics Society of America. Washington, D.C.

26. Lee, J.*, **Huang, Y.,** Garbarino, J.*, Bernstein Ratner, N., & Oppenheimer, K.* (November, 2021). The role of decontextualized language in predicting disfluency in children who

stutter. Poster presented at the American Speech Language Hearing Association (ASHA) Convention. Washington, D.C. *(winner of ASHA's PROGENY award)*

27. Blomquist, C.*, Newman, R., **Huang, Y.,** & Edwards, J. (July, 2021). Children with cochlear implants use semantic prediction to facilitate spoken word recognition. Poster presented at Conference on Implantable Auditory Prosthesis. Lake Tahoe, NV.

28. Lee, J.*, **Huang, Y.,** Garbarino, J.*, Bernstein Ratner, N., & Oppenheimer, K.* (July, 2021). The role of decontextualized language in predicting disfluency in children who stutter. Poster presented at the American Speech Language Hearing Association (ASHA) Schools Connect (Virtual).

29. Blomquist, C.*, Newman, R., **Huang, Y.,** & Edwards, J. (June, 2021). Children with cochlear implants use semantic prediction less than children with normal hearing, even when matched for vocabulary. Poster presented at Symposium for Research on Child Language Disorders. Madison, WI.

30. 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.

31. 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.

32. 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.

33. 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.

34. 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.

35. **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.

36. 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.

37. 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.

38. 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.

39. 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.

40. 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.

41. 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.

42. **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.

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

44. **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.

45. 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.

46. 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.

47. 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.

48. **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.

49. **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.

50. **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.

51. 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.

52. 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

53. 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.

54. 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.

55. **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.

56. 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.

57. 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.

58. **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.

59. **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.

60. **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.

61. **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.

62. 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.

63. 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.

64. **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.

65. **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.

66. **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.

67. **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.

68. **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.

69. **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.

70. **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.

71. **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.

72. **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.

73. 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.

74. 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.

75. **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.

76. **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.

77. **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.

78. **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.

79. **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.

80. **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.

81. **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.

II.J.1. Grants

1. National Institute of Child Health and Human Development, "F31: Word Learning and the Spatial Context of Naturalistic Scenes" (PI: Domanski, S., Sponsor: **Huang, Y**.; Award Period: 06/15/25 – 5/31/27; Total cost: $91,714).

2. National Science Foundation, "LING: Conference: Connecting Minds, Building Bridges: Community Outreach in Language Processing Research" (PI: Novick, J., Co-PI: **Huang, Y.**; Award Period: 09/01/24 – 8/31/25; Total cost: $75,000).

3. National Institute of Deafness and Other Communication Disorders, "UMD-REACH (Research Equity and Access in Communication and Hearing)" (PI: Newman, R. Training faculty: **Huang, Y.**; Award Period: 08/01/23 – 07/31/28; Total cost: $1,313,722).

4. National Science Foundation, "Doctoral Dissertation Research: Understanding how African American English-speaking children use inflectional verb morphology in sentence processing and word learning" (PI: **Huang, Y.;** Co-I: Byrd, A., Edwards, J.; Award Period: 02/15/23 – 02/14/25; Total cost: $16,433)

5. National Institutes of Child Health and Development, "F31: Mechanisms Underlying the Negative Impact of Dialect Mismatch on Spoken Language Comprehension" (PI: Erskine, M., Sponsor: Edward, J., Co-Sponsor: **Huang, Y.;** Award Period: 12/01/21 – 11/31/23; Total cost: $197,994).

6. National Science Foundation, "BCS: Advancing Language Research and Outreach in a Language Museum" (PI: Vaughn, C., Co-PI: **Huang, Y.**; Award Period: 09/01/21 – 08/31/26; Total cost: $400,740).

7. National Institute of Deafness and Other Communication Disorders, "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: 09/01/20 – 8/31/26; Total cost: $1,250,000)

8. National Institute of Deafness and Other Communication Disorders, "Diversity supplement: 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 DLD" (PI: Van Horne, A., Co-I: **Huang, Y.,** Faculty associate: Ortiz, J.; Award Period: 08/01/24 – 7/31/25; Total cost: $54,126).

9. National Science Foundation, "RAPID: Collaborative Research: Using Dense Sampling to Understand How Social distancing and Other Pandemic Responses Affect Language Development" (PI: **Huang, Y.,** Co-PI: Hartshorne, J.; Award Period: 05/01/20 – 04/30/21; Total cost: $47,504)

10. National Science Foundation, "BCS: Syntactic Processing across Socioeconomic Status: Linking Input to Comprehension" (PI: **Huang, Y.**, Co-PI: Edwards, J.; Award Period: 09/01/19 – 08/31/25; Total cost: $702,076).

11. Institute of Education Sciences, "NCER: Research Institute for Scholars in Education (RISE)" (PI: Hankerson, S., Training faculty: **Huang, Y.**; Award Period: 07/01/17 – 06/30/22; Total cost: $1,070,650).

12. National Science Foundation, "NRT-DESE: Flexibility in Language Processes and Technology: Human- and Global-Scale" (PI: Phillips, C.; Training faculty: **Huang, Y.**; Award Period: 04/01/15 – 03/31/22; Total cost: $3,069,340).

13. 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: 06/01/09 – 05/31/11; Total cost: $92,428).

14. National Science Foundation, Graduate Research Fellowship (PI: **Huang, Y.**; Award Period: 09/01/05 – 08/31/08; Total cost: $121,500).

II.J.3. Other (UMD Awards)

1. Maryland Innovation Initiative (MII), "Automating Language Assessment: Enhancing DLD Diagnosis for Bilingual Children" (PI: Ortiz, J., Co-Is: **Huang, Y.,** Benway, N.; Award Period: 07/01/25 – 04/01/26; Total cost: $129,672).

2. UMD Maryland Catalyst Fund New Directions, "Toward designing culturally fair test questions to evaluate humans and AI" (PI: Rudinger, R., Co-PI: Carpuat, M., **Huang, Y**.; Award Period: 05/22/24 – 05/21/25; Total cost: $25,000).

3. UMD Grand Challenges team grant, "Fostering Inclusivity through Technology (FIT): Achieving Common Ground in Autistic-Neurotypical Interactions with Innovations in Video Calling" (PI: **Huang, Y.**, Co-PIs: Dow-Burger, K., Begel, A., Espy-Wilson, C., Redcay, E., Lewis, S., Gao, G., Raschid, L., Kraemer, I., Leifer, Q.; Award Period: 03/01/23 – 06/31/26; Total cost: $1,500,000).

4. MPowering the State, "Disproportionality in communication impairments: Leveraging technology to provide individualized language assessments of bilingual children" (PIs: **Huang, Y.,** Woolley, M., Co-Is: Ortiz, J., Feldman, N., Boyd-Graber, J.; Award Period: 03/31/22 – 12/31/24; Total cost: $188,899).

5. UMD BSOS Dean's Research Initiative, "Broad sampling of children's language production through flexible application of a mobile-based platform" (PI: **Huang, Y.**; Award Period: 06/01/21 – 05/31/22; Total cost: $20,000).

6. 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: 06/04/13 – 06/03/14; Total cost: $20,000).

7. 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: 01/10/13 – 01/09/14; Total cost: $50,000).

8. ADVANCE Program for Inclusive Excellence, "Exploring socioeconomic differences in syntactic development through real-time processing" (PI: **Huang, Y.**, Co-I: Rowe, M.; Award Period: 05/10/12 – 5/09/13; Total cost: $20,000).

II.P. Research Fellowships, Prizes and Awards
1. Breaking the M.O.L.D. (Mellon/Maryland Opportunities for Leadership Development): Participant (2022-2023)
2. University of Maryland College Park: Faculty-Student Research Award (2023)
3. University of Maryland College Park: Research Excellence Celebration (2020, 2025)
4. University of Maryland College Park: Research and Scholarship Award (2015)
5. Society for Language Development: Peter Jusczyk Award for Best Paper (2013)
6. University of Maryland College Park: Research and Scholarship Award (2011)

III. Teaching, Extension, Mentoring, and Advising

III.A. Courses Taught (last five years)

Undergraduate

1. HESP 300: Introduction to Psycholinguistics
   Fall 2025, enrollment: 30
   Fall 2024, enrollment: 31
   Fall 2023, enrollment: 24
   Fall 2022, enrollment: 25
   Fall 2021, enrollment: 29

2. HESP 469: Honors Thesis Research
   Spring 2026, enrollment: 1
   Fall 2024, enrollment: 2
   Fall 2022, enrollment: 1
   Fall 2021, enrollment: 2
   Spring 2021, enrollment: 1

3. HESP 388/489/499: Independent Study: Topics in Hearing and Speech Sciences
   Spring 2026, enrollment: 7
   Fall 2025, enrollment: 7
   Spring 2025, enrollment: 11
   Fall 2024, enrollment: 8
   Spring 2024, enrollment: 10
   Fall 2023, enrollment: 8
   Spring 2023, enrollment: 7
   Fall 2022, enrollment: 8
   Spring 2022, enrollment: 7
   Fall 2021, enrollment: 11
   Spring 2021, enrollment: 4

Graduate: Masters

1. HESP 638: Candidacy Paper Research
   Spring 2026, enrollment: 2
   Spring 2025, enrollment: 1
   Spring 2024, enrollment: 4
   Spring 2023, enrollment: 4
   Spring 2022, enrollment: 3
   Spring 2021, enrollment: 2

2. HESP 799: Masters Thesis Research
   Spring 2026, enrollment: 1
   Winter 2026, enrollment: 1
   Fall 2025, enrollment: 1

Graduate: Doctoral

1. NACS 645: Introduction of Cognitive Science, co-taught w/R. Slevc
Fall 2021, enrollment: 7

2. HESP 724: Research Methods
Spring 2025, enrollment: 11
Spring 2024, enrollment: 9
Spring 2023, enrollment: 6
Spring 2022, enrollment: 9
Spring 2021, enrollment: 12

3. HESP 898: Pre-candidacy research
Spring 2024, enrollment: 1
Fall 2023, enrollment: 1
Spring 2023, enrollment: 2
Fall 2022, enrollment: 1
Spring 2022, enrollment: 1
Fall 2021, enrollment: 1
Spring 2021, enrollment: 1

4. HESP 899: Candidacy research
Spring 2026, enrollment: 1
Fall 2025, enrollment: 1
Spring 2025, enrollment: 1
Fall 2024, enrollment: 1

III.B.6. Course or Curriculum Development
1. Developed and taught HESP 724 (Spring 2019)
2. Developed and taught NACS 645 (Fall 2016)
3. Revision to PhD program guidelines/requirements (Fall 2016, Fall 2018, Spring 2020)
4. Developed and taught PhD Proseminar in Clinical Issues w/ J. Novick (2015-2017)
5. Developed and taught PhD Professional Development Seminar w/ J. Novick (2015-2017)
6. Implemented clicker technology for HESP 300 (Spring 2015)
7. Developed and taught HESP 818P (Spring 2013)
8. Developed and taught HESP 400 (Fall 2012)
9. Developed and taught HESP 818A (Fall 2011, Fall 2015)

III.C.1. Research Advising: Undergraduates

BA Honors Thesis Advisor
1. Lydia Yom, "Exploring the link between socioeconomic status and syntactic processing in children," anticipated Spring 2026
2. James Harvey, "How machine learning can enhance analysis of the language environment," 2024, UMD REACH scholar
3. Sierra Hall, "Parents' perspectives on AAE use and how they communicate those perspectives to their children," 2024
4. Valerie Hsieh, "Theory of mind in neurotypical and autistic young adults," 2022, winner of the Language Science Undergraduate Research Fellowship
5. Jessica Lee, "Decontextualized language as a predictor of disfluency in children who stutter," 2022, winner of the Winston Award for Outstanding Honors Thesis
6. Jenna Nelson, "How do Dual Language Learners understand sentences with biased verbs?" 2019
7. Elinora Leonard, "Cognitive control and language comprehension in young children," 2017
8. Mary Bounds, "Influence of L1 knowledge on grammatical expectations during acquisition of L2," 2015
9. Allison Catalano, "The use of prosody to infer discourse status in degraded speech in typically hearing and cochlear-implant listeners," 2014

BA Honors Thesis Committee Member

1. Liesl Tran, anticipated 2027
2. Emerson Heaton, anticipated 2026
3. Tiara Booth, 2017
4. Ashley Thomas, 2016
5. Laura Friedman, 2014
6. Maria Payne, 2013

Mentored Research Assistants (non-credit, summer fellowships)

1. Gina Tetteh, UMD REACH scholar, 2025-2026
2. Isabella Cropper, UMD REACH scholar, 2024-2025
3. Temiloluwa Kumapayi, Eleanor Roosevelt High School, 2023-2024, Eleanor Roosevelt HS science fair (third place)
4. Melisa Kalayoglu, Montgomery Blair High School, 2022
5. Jessica Orozco Contreras, Project RISE, 2021-2022, UMD Undergraduate of the Year
6. Chidinma Ogbonna, Project RISE, 2020-2021, HESP student of the year
7. Danait Mehari, Project RISE, 2019-2020
8. Justine Yu, Eleanor Roosevelt High School, 2019
9. Gammon Gresham, LCL Summer Research Program, 2018-2020
10. Jenna Nelson, Maryland Summer Scholars Program, 2018
11. Elinora Leonard, Maryland Summer Scholars Program, 2016
12. Rebekah Yang, River Hill High School, 2015
13. Mary Bounds, Maryland Summer Scholars Program, 2015
14. Ana Medina Fetterman, BSOS Dean's Research Initiative, 2013
15. Julia Plants, LCL Summer Research Program, 2014
16. Margaret Kahwaty, LCL Summer Research Program, 2013, Philip Merrill scholar
17. Briana Bednarz, LCL Summer Research Program, 2013
18. Sean Anderson, BSOS Dean's Research Initiative, 2013
19. Erin Leary, CASL Summer Research Program, 2013
20. Ashley Lawler, CASL Summer Research Program, 2012
21. Katelyn Lippitt, BSOS Emerging Scholars Program, 2012

III.C.2. Research Advising: Masters

MA Thesis Advisor

1. Mackenzie Jones, "Factors that Influence the Efficacy of Automated Language Sample Analysis for Children with Developmental Language Disorder," anticipated Spring 2026
2. Sorrah Edwards-Thro, "Moving allies to action through play: Assessing the INteractive Tool for Empathy in NeuroTypicals (INTENT)," anticipated Spring 2026
3. Kerianna Frederick, "Sequential language formulation in people who stutter: Eye tracking while speaking," 2018
4. Isabel Martin, "Syntactic processing and word learning with a degraded auditory signal," 2017, awarded MA Student of the Year
5. Erin Hollister, "SES-related differences in word learning: Inhibition and processing effects," 2016
6. Alison Arnold, "Fast mapping in linguistic context: Processing and complexity effects," 2015
7. Manaar Zuhurudeen, "Effects of statistical learning on the acquisition of grammatical categories through Qur'anic memorization: A natural experiment," 2013

MA Thesis Committee Member

1. Nooren Samad, anticipated 2026
2. Megan Montgomery Gehman, 2019
3. Brianna Johnson, 2018
4. Allison Yutesler, 2016
5. Daniele Raneri, 2015
6. Julia Thorne, 2015
7. Kayla Gerhold, 2015

8. Susan Baughman, 2013
9. Julia Sampson, 2013
10. Megan Janssen, 2012
11. Amelie Bail, 2012
12. Polina Altskan, 2012

III.C.3. Research Advising: Doctoral

Primary PhD Dissertation Advisor

1. Sophie Domanski, anticipated Spring 2027, awarded a NIH F31 fellowship
2. Arynn Byrd (co-mentored with J. Edwards), 2024, awarded an NSF Dissertation Improvement grant
3. Michelle Erskine (co-mentored with J. Edwards), 2022, awarded an NIH F31 predoctoral fellowship
4. Kathleen Oppenheimer (co-mentored with J. Edwards until 2022), awarded UMD outstanding Graduate Research Assistant
5. Zoe Ovans (co-mentored with J. Novick), 2022, awarded an NSF Graduate Research Fellowship
6. Rachel Adler (co-mentored with J. Novick), 2018
7. Alix Kowalski, 2018

PhD Dissertation Committee Member

1. Sanshiroh Ogawa (SLA), anticipated 2026
2. Cassidy Henry (LING), anticipated 2026
3. Jenna Alton (HDQM), 2025
4. Imane Bou-Saboun (LING), 2025
5. Yuanfan Ying (LING), 2025
6. Xinchi Yu (LING), 2025
7. Anna Tinnemore (NACS), 2024
8. Jinglei Ren (HDQM), 2024
9. Katherine Menon (HESP), 2024
10. Erika Exton (HESP), 2024
11. Jéssica Mendes (LING), 2024
12. Yi-Lun Weng (LING, University of Delaware), 2024
13. Sofja Volkova (LING, University of Ulster), 2023
14. Christina Blomquist (HESP), 2023
15. Karen Levush (HDQM), 2023
16. Christopher Masciari (PHIL), 2023
17. José Ortiz (CHSE), 2022
18. Junaid Merchant (NACS), 2022
19. Yu'an Yang (LING), 2022
20. Hisao Kurokami (LING), 2022
21. Adam Liter (LING), 2022
22. Mina Hirzel (LING), 2022
23. Hailey Gibbs (HDQM), 2021
24. Nicole Catanzarite (NACS), 2021
25. Annie Li (HDQM), 2021
26. Tyler Knowlton (LING), 2021
27. Arifi Waked (HESP), 2020
28. Chia Hsuan Liao (LING), 2020
29. Lara Ehrenhofer (LING), 2018
30. Alayo Tripp (LING), 2018
31. Xuan Wang (PHIL), 2017
32. Julie Gerard (LING), 2016
33. Monica Sampson (HESP), 2015
34. Chuchu Lin (HDQM), 2015
35. Yuichi Suzuki (SLA), 2015

36. Kate Harrigan (LING), 2015
37. Giovanna Morini (HESP), 2014
38. Sol Lago (LING), 2014
39. Cathy Eaton (HESP), 2013
40. Shevaun Lewis (LING), 2013
41. Wing-Yee Chow (LING), 2013

AuD Capstone Committee Member

1. Emily Jorgensen (HESP), anticipated 2026
2. Alyssa Pasta (HESP), anticipated 2026

Mentored PhD Research (non-credit, lab rotation)

1. Allison Dods (LING), FIT research (2023-2024)
2. Mollie Shichman (CS), LSC Zoom study (2021-2022)
3. Lauren Salig (NACS), LSC Zoom study (2020-2022)
4. Zachary Maher (NACS), LSC Zoom study (2020-2022)
5. Junaid Merchant (NACS), LSC Zoom study (2020-2022)
6. Lara Ehrenhofer (LING), Language Science Fellow (2016-2018)
7. Julie Gerard (LING), Language Science Fellow (2015-2016)
8. Yuichi Suzuki (SLA), IGERT rotation (2014-2015)
9. Kathryn Leech (HDQM), IGERT rotation (2013-2016)
10. Candise Lin (HDQM), IGERT rotation (2012-2013)

III.E.2. MA Academic Advising (other than directed research, last five years)

1. Fall 2025-Spring 2026: 10
2. Fall 2024-Spring 2025: 10
3. Fall 2023-Spring 2024: 11
4. Fall 2022-Spring 2023: 11
5. Fall 2021-Spring 2022: 10

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

1. Kristin Hoch (2025-)
2. Xiaoyu Yang (2025-2026)
3. Jessica Nolasco (2024-)
4. Gavkhar Abdurokhmonova (2024-)
5. Katherine Menon (2020-2024)
6. Seongsil Lee (2021-2022)
7. Christina Blomquist (2018-2023)
8. Julianne Garbarino (2017-2019)
9. Allison Johnson (2017)
10. Brittany Jaekel (2015-2018)
11. Arifi Waked (2012-2015)
12. Melissa Stockbridge (2012-2015)
13. TsHsin Wu (2012)

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: 2020-)

IV.A.2. Editorial Boards

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

IV.A.3. Reviewing Activities for Journals and Presses

1. OpenMind (2024-)

2. Language, Speech, and Hearing Services in Schools (2024-)
3. Proceedings for the National Academy of Sciences (2020)
4. Journal of Speech, Language, and Hearing Research (2018-)
5. Child Development (2015-2016)
6. Lingua (2013-2014)
7. Journal of Semantics (2012-2014)
8. Language Acquisition (2012-2020)
9. Developmental Psychology (2012-2019)
10. Language Learning and Development (2011-)
11. Journal of Child Language (2010-2018)
12. Journal of Experimental Child Psychology (2010-2018)
13. Language and Cognitive Processes (2009-2013)
14. Journal of Memory and Language (2009-2015)
15. Cognition (2009-)
16. 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 Institutes of Health (study section, LCOM/SEP: 2024)
2. Graduate Women in Science - National Fellowship Program (2024)
3. National Institutes of Health (study section F01B-J: 2021)
4. US-Israel Binational Science Foundation (ad-hoc reviewer: 2021, 2023)
5. National Science Foundation (panelist: 2018-2020, 2023-2025)
6. National Institutes of Health (study section, CHHD-H: 2018, 2019)
7. UK Economic and Social Research Council (ad-hoc reviewer: 2017)
8. Agence Nationale de la Recherche (ad-hoc reviewer: 2016-2017, 2023)
9. National Science Foundation - Linguistics, Science of Learning and Augmented Intel, Build and Broaden, Small Business Innovation Research (ad-hoc reviewer: 2009-2023)

IV.A.5. Reviewing Activities for Conferences

1. Experimental Pragmatics Conference (2014, 2017, 2025)
2. Generative Approaches to Language Acquisition Conference (2014)
3. Society for Research on Child Development Conference (2014)
4. Conference on Architectures and Mechanisms for Language Processing (2011-2015)
5. Boston University Conference on Language Development (2011-)
6. Annual Meeting of the Cognitive Science Society (2010-2011, 2016, 2026)
7. Human Sentence Processing Conference (2009-)

IV.A.6. Other

1. Appointment, Promotion and Tenure (APT), external reviewer (2021, 2026)

IV.B.1. Campus Service: Department

1. HESP APT promotion committee (2025)
2. HESP Programs, Curricula, & Courses (PCC) Committee (2024-)
3. HESP Faculty search committee, Chair (2022-2023)
4. HESP AEP promotion committee (2021-2022)
5. HESP Admissions committee (2021-2023)
6. HESP IRB liaison (2021-)
7. HESP APT-AEP policy committee (2020-2021)
8. NACS Admissions committee (2019-2021)
9. HESP Teaching and recognition committee (2019-2023)
10. HESP MA Cultural and Linguistic Diversity, ad-hoc reviewer (2018-2020)
11. HESP MA comprehensive exam coordinator (2018-2025)
12. HESP Diversity committee (2018-2021)
13. HESP Merit committee (2014-2017)
14. HESP Faculty search committee, member (2011-2012, 2023-2024)

15. HESP Program and curriculum committee (2011-2014)

IV.B.2. Campus Service: College

1. UMD Psychology Department, Faculty search committee, member (2024)
2. UMD Psychology Department, Grant reviewer (2021)
3. DGSAC Student-Faculty Buddies Program (2020-2023)

IV.B.3. Campus Service: University

1. Provost/VPR's Grand Challenges, reviewer (2026-)
2. Maryland English Institute, advisory committee (2025-)
3. Brain, Behavior Institute, executive committee (2025-)
4. Independent Scholarship Research & Creativity Awards (ISRCA), reviewer (2024)
5. Maryland Ed.D. in School System Leadership Program, committee (2024-)
6. Undergraduate Researcher of the Year, reviewer (2023)
7. Maryland Summer Scholar, reviewer (2022-2023)
8. BSOS Dean's search, committee member (2022)
9. Neuroscience and Cognitive Science, executive committee (2021-2024)
10. President's Work Group on Covid-19 Childcare and Eldercare (2020-2021)
11. Cognitive Science Colloquium Series, organizing committee (2019-2025)
12. Developmental Science Field Committee, executive committee (2017-)
13. Maryland Language Science Center, committee on graduate education (2015-2022)
14. UMD ADVANCE Program for Inclusive Excellence, grant reviewer (2014)
15. University Senate, member (2012-2013)
16. Infant and Child Studies Consortium, organizing committee (2012-)

IV.B.7. Offices and Committee Memberships

1. Human Sentence Processing 38th annual conference, co-organizer (2023-2025)
2. BUCLD faculty networking, co-organizer (2020-2022)
3. Society for Human Sentence Processing, business meeting (2017-)

IV.C.1. Community Engagements

1. Moderator for John McWhorter's public lecture "Why most humans talk in two or more ways." Co-sponsored by the Maryland Language Science Center and Bahá'í Chair for World Peace (2025)
2. Emcee for Language Science Fair public lectures. Co-sponsored by the Maryland Language Science Center and Planet Word Museum (2025)
3. Presenter for the Prince George's County Public School, Office of Special Education "Reading and Recast project" (2023)
4. Presenter for the Howard County Community Action Council, Office of Special Education "Family Talk project" (2022)
5. Co-presenter for Maryland Governor's Office Local Management Board meeting: "Understanding language development during covid-19" (2021)
6. Presenter for the Rutgers Speech and Hearing Club: "How to apply for graduate programs in Speech-Language Pathology and Audiology" (2021)
7. Presenter for the MSDE WIDA Early Years Steering Committee: "Using broad sampling and topic modeling to understand early language development in Spanish-English bilinguals" (2021)
8. Presenter for the UMD NSHLLA: "Using broad sampling and topic modeling to understand early language development in Spanish-English bilinguals" (2021)
9. Presenter for the Rutgers 4-H Youth Development Board meeting: "Understanding language development during covid-19" (2020)
10. Co-presenter for College Park's Hispanic Parent Group: "Understanding bilingual language development during covid-19" (2020)
11. Presenter for the MSDE WIDA Early Years Steering Committee: "Assessing multilingual development: Research, policy, and clinical practice" (2020)
12. Speaker for Linguistics Club at Montgomery Blair High School: "Understanding the 'word gap' in language development" (2018)

13. Faculty mentor for Language Advocacy Day: "Enhancing research funding in Language Science on Capitol Hill" (2017)
14. Speaker for Teachers' Professional Development Workshop at the Center for Young Children: "Language development in diverse populations" (2016)
15. Panelist for Language Showcase for Department of Defense: "Language (mis)understanding in adverse settings" (2016)
16. Panelist for Family and Childcare Seminar: "Understanding aspects of infant and child development" (2012)

IV.C.5. Consultancies

1. Consultant for Maryland State Department of Education: "WIDA Early Years Steering Committee" (2020-2022)
2. Consultant for Maryland State Department of Education: "Pre-literacy development, age 0 to 5" (2017)

IV.E.2. Media Contributions: TV

1. Interviewed on US State Department podcast: "Foreign language learning, and impacts on brain" (2022)
2. Panelist on MCM Yesterday, Today, Tomorrow: "Diversity in Asian-Americans" (2021)
3. Panelist on MCM Yesterday, Today, Tomorrow: "Distance learning" (2020)
4. Interviewed on CTV News for Prince George's County: "KidTalk" (2020)
5. Interviewed on CBS Baltimore: "Maryland researchers studying how coronavirus pandemic, lack of social interaction affecting children's' language development" (2020)
6. Researcher on NOVA National Geographic Special: "Ape Genius" (2008)

IV.E.5. Media Contributions: Print

1. Article in Maryland Today: "UMD Tech Tool Aims to Make Workplaces More Inclusive for Autistic People" (2023)
2. Article in Diamondback: "UMD researchers creating video-calling platform for inclusive workplace communication" (2023)
3. Article in Maryland Today: "Is Children's Language Learning Falling Victim to the Pandemic?" (2020)
4. Article in Dana Foundation: "KidTalk: A Natural Experiment in the Time of Covid-19" (2020)
5. Segment on Curiosity Daily Podcast: "How Parents Can Help Language Researchers with an App" (2020)
6. Article in College Park Hear and Now: "UMD's KidTalk Scrapbook combines family fun, research" (2020)
7. Article in the New York Times: "In Quarantine, Kids Pick Up Parents' Mother Tongues" (2020)
8. Article in Diamondback: "UMD survey finds gap between parents' childcare needs and university-provided services" (2020)
9. Article in Mental Floss: "Qur'an Memorizers Who Don't Speak Arabic Learn Grammar from Statistics Alone" (2016)

IV.G. Service Awards and Honors

1. Outstanding Contributions in Reviewing, Cognition (2016)