



Assistant Professor, Department of English Language & Literature
Academy of Language and Culture, Faculty of Arts and Social Sciences
Hong Kong Baptist University

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Areas: language acquisition, psycholinguistics, language and cognition, learning and memory

I. Academic & Professional Qualifications

- | | |
|------|--|
| 2015 | Ph.D. in Linguistics, University of Maryland
Dissertation: Verb learning under guidance; Supervisor: Jeffrey Lidz |
| 2009 | B.A. in Linguistics, Chinese University of Hong Kong |

II. Academic & Professional Experience

- | | |
|------------|---|
| 2023-Pres. | Principal Investigator & Coordinator Designate
Language & Cognition Lab , Hong Kong Baptist University |
| 2020-Pres. | Assistant Professor
Department of English Language & Literature, Hong Kong Baptist University |
| 2019-2020 | Research Assistant Professor
Brain and Mind Institute, Chinese University of Hong Kong |
| 2018-2019 | Postdoctoral Associate
School of Philosophy, University of Southern California |
| 2015-2018 | Postdoctoral Associate
Department of Language & Hearing Sciences, Boston University |

III. Grants

i. External

Total Amount: HKD833,584 (USD106,875)

- | | |
|-----------|--|
| 2024-2026 | Hong Kong University Grants Committee (UGC) , General Research Fund (GRF)
<i>The role of sleep in learning words and rules in early childhood</i>
As Principal Investigator; HKD683,584; Project No. 12608923 |
| 2021-2023 | Hong Kong University Grants Committee (UGC)
Special Grant for Strategic Development of Virtual Teaching and Learning
<i>Virtual Board: Hybrid Delivery and Display for Enhanced Teaching and Learning</i>
As Principal Investigator; HKD150,000 |

ii. Internal

Total Amount: HKD838,998 (USD107,569)

- | | |
|------------|--|
| 2023-2024 | Hong Kong Baptist University, Tier 2 Start-up Grant, competitively awarded
<i>Input tailoring in parent-child real-time interaction</i>
As Principal Investigator; HKD250,000 |
| 2021-2023 | Hong Kong Baptist University, Arts Faculty Research Impact Fund
<i>Promoting public recognition of the role of sleep in children's language development</i>
As Principal Investigator; HKD50,000 |
| 2020-Pres. | Hong Kong Baptist University, Start-up Grant for New Academics,
Non-project specific, awarded upon employment
As Principal Investigator; HKD100,000 |
| 2020-2022 | Chinese University of Hong Kong, Knowledge Transfer Project Fund
<i>Sleep to remember—Promoting early language development by making best use of sleep</i>
As Principal Investigator, reassigned to a new PI following a career move; HKD400,000 |
| 2016-2017 | Boston University, Dudley Allen Sargent Research Fund Faculty/Postdoc Competition
<i>Comprehension of 1st & 2nd person pronouns in children with Autism Spectrum Disorder</i>
As Principal Investigator; US\$5,000 |

IV. Awards & Fellowships

i. Awards

- | | |
|------|--|
| 2024 | Awardee, Faculty/School Performance Award in Early Career Research
Faculty of Arts, Hong Kong Baptist University |
| 2023 | Nominee, President's Award for Outstanding Performance in Teaching
Hong Kong Baptist University |
| 2017 | Awardee, Peter Jusczyk Best Paper Award , Society of Language Development
Awarded paper: He & Lidz (2017). Verb Learning in 14- and 18-Month-Old
English-Learning Infants. [See V-i-1] |
| 2016 | Awardee, Travel Award, 37 th Annual Symposium on Research in Child Language Disorders |
| 2015 | Awardee, Lasnik Award for Distinguished Teaching by a Graduate Student
University of Maryland |
| 2014 | Awardee, Student Award, Society of Language Development |

ii. Fellowships & Scholarships

- | | |
|-----------|---|
| 2009-2014 | Graduate Fellowship, Linguistics, University of Maryland, US\$20,000/year |
| 2011-2013 | Language Science Fellowship, University of Maryland, US\$5,000/year |
| 2005-2009 | Full Scholarship *, Chinese University of Hong Kong,
HKD100,000/year (living allowance + tuition).
*Granted to top students from each province based on college entrance exam results.
(The webpage reflects the present context, which may vary from 2005.) |

V. Publications

Notations:

- (1) **bold**: highlighting Dr. He herself;
- (2) underlined: indicating the corresponding author;
- (3) []: indicating the highest journal quartile based on SJR or JIF

i. Peer-Reviewed Journal Articles

14. **He, A. X.**, Song, H., Jin, K., Lee, H., & Arunachalam, S. (accepted). When less is more: Evidence from Korean-learning children's verb acquisition. *Journal of Child Language*. [Q1]
(recently accepted; no link yet)
13. Artis, J., Luyster, R. J., Carroll, L., **He, A. X.**, & Arunachalam, S. (2025). Personal pronoun comprehension in addressed and non-addressed situations in autistic and nonautistic preschoolers. *Journal of Cognition and Development*, 26 (4).
<https://doi.org/10.1080/15248372.2025.2470236> [Q1]
12. Shi, H., **He, A. X.**, Song, H-J., Jin, K-S., & Arunachalam, A. (2024). Learning verbs in English and Korean: The roles of word order and argument drop. *Language Learning and Development*, 20(1).
<https://doi.org/10.1080/15475441.2023.2165926> [Q1]
11. **He, A. X.** & Arunachalam, S. (2024). Event end-state encoding in 13-month-olds—Completed and non-completed events are different. *Language and Cognition*, 16(3).
<https://doi.org/10.1017/langcog.2023.54> [Q1]
10. **He, A. X.**, Luyster, R. J., & Arunachalam, S. (2022). Parental tuning of language input to autistic and nonspectrum children. *Frontiers in Psychology*, 13.
<https://doi.org/10.3389/fpsyg.2022.954983> [Q2]
9. **He, A. X.** (2021). Optimal input for language development: Tailor nature to nurture. *Infant and Child Development*, 31(1).
<https://doi.org/10.1002/icd.2269> [Q2]
8. **He, A. X.**, Huang, S., Waxman, S. R., & Arunachalam, S. (2020). Two-year-olds consolidate verb meanings during a nap. *Cognition*, 198, 104205.
<https://doi.org/10.1016/j.cognition.2020.104205> [Q1]
7. **He, A. X.**, & Wittenberg, E. (2020). The acquisition of event nominals and light verbs. *Language and Linguistics Compass*, 14(2), e12363.
<https://doi.org/10.1111/lnc3.12363> [Q1]
6. **He, A. X.**, Kon, M. & Arunachalam, S. (2020). Linguistic context in verb learning: Less is sometimes more. *Language Learning & Development*, 16(1), 22-42.
<https://doi.org/10.1080/15475441.2019.1676751> [Q1]
5. Wellwood, A., **He, A. X.**, & Farkas, H. F. (2019). Events and processes in language and mind. *Baltic Yearbook for Cognition, Logic, and Communication*, 13.
<https://doi.org/10.4148/1944-3676.1122>
4. de Carvalho, A., **He, A. X.**, Lidz, J., & Christophe, A. (2019). Prosody and function words cue the acquisition of word meanings in 18-month-old infants. *Psychological Science*, 30(3).
<https://doi.org/10.1177/0956797618814131> [Q1]
3. **He, A. X.**, Luyster, R., Hong, S. J., & Arunachalam, S. (2018). Personal pronoun usage in maternal input to infants at high/low risk for autism spectrum disorder. *First Language*, 38(5).
<https://doi.org/10.1177/0142723718782634> [Q1]
2. **He, A. X.** & Arunachalam, S. (2017). Word learning mechanisms. *Wiley Interdisciplinary Reviews*

on *Cognitive Science*, 8(4).

<https://doi.org/10.1002/wcs.1435> [Q1]

1. **He, A. X.** & Lidz, J. (2017). Verb learning in 14- and 18-month-old English-learning infants. *Language Learning and Development*, 13(3).

<https://doi.org/10.1080/15475441.2017.1285238> [Q1]

This paper was the recipient of that year's **Peter Jusczyk Best Paper Award**.

ii. Peer-Reviewed Conference Proceedings

3. **He, A. X.** & Wellwood, A. C. (2022).

“Most” is easy but “least” is hard: Novel determiner learning in 4-year-olds.

Proceedings of the Annual Meeting of the Cognitive Science Society 44.

<https://escholarship.org/uc/item/5hh4m526>

2. Arunachalam, S., & **He, A. X.** (2018).

Children's acquisition of nouns that denote events.

Proceedings of the 42nd Boston University Conference on Language Development.

<http://www.lingref.com/buclid/42/BUCLD42-03.pdf>

1. Wellwood, A., **He, A. X.**, Lidz, J. & Williams, A. (2015).

Participant structure in event perception: Towards the acquisition of implicitly 3-place predicates.

Proceedings of the 38th Annual Penn Linguistics Colloquium.

<https://repository.upenn.edu/pwpl/vol21/iss1/32/>

iii. Manuscripts In Progress

5. Shukla, V., **He, A. X.**, & Arunachalam, S. (under review). Tuning of unscripted parent narratives directed to autistic and non-autistic children: An exploratory eye-tracking study.

4. **He, A. X.**, & Li, R. (under review). Noun and verb (re)learning: A comparative perspective on acquisition and aphasia.

3. **He, A. X.** & Arunachalam, S. (in prep). When a *gorp* is not an object: Children's acquisition of simple event nominal.

2. **He, A. X.** & Meng, H. (in prep). A tale of two parents: Comparing maternal and paternal input in storytelling.

1. **He, A. X.** (in prep). Napping on new words and rules: Age-related differences in sleep-dependent language learning.

VI. Talks & Presentations

i. Invited Talks

14. **He, A. X.** (Dec 2024). Navigating the word-learning maze: Cues in the lab and cues in real life. Research Seminar at the Department of Chinese & Bilingualism Studies, Hong Kong Polytechnic University.

13. **He, A. X.** (Apr 2022). I (don't) know what “pilk” means! How young children surprise us in learning novel word meanings. Research Seminar at Department of English Language & Literature, Hong Kong Baptist University.

12. **He, A. X.** (Mar 2021). Recognizing the role of sleep in early language acquisition. [Brain and Mind Everywhere—A Virtual Symposium](#). Annual symposium at the Brain and Mind Institute, Chinese University of Hong Kong.

11. **He, A. X.** (Feb 2021). Decipher a novel verb and keep it in your memory: Investigating children's language acquisition with and beyond linguistics. Hong Kong University Linguistics Seminar.
10. **He, A. X.** (May 2019). *Gleebest* of the *blicks* are doing a *gorp!* — Inferring word meanings from the syntax. [Semantics Babble](#), research group at University of California, San Diego.
9. **He, A. X.** (Apr 2019). How do young learners orient themselves in the word learning maze? Developmental Brown Bag, University of Nevada, Las Vegas.
8. **He, A. X.** (Apr 2019). Parse to learn while learning to parse: Verb learning and language processing in 3-year-olds. Language Processing Lab, PI: Elsi Kaiser, Dept. of Linguistics, University of Southern California.
7. **He, A. X.** (Mar 2019). How do young children “decipher” the meanings of “tough words”? Research seminar at the Dept. of Linguistics and Modern Languages, Chinese University of Hong Kong, China.
6. **He, A. X.** (Dec 2017). Tackling those tough words: acquisition of verbs, abstract nouns, and pronouns. Speech, Language & Hearing Sciences Colloquium Series, Boston University.
5. **He, A. X.** (Nov 2017). What do we learn from acquisition of “tough” words? – Bringing linguistic, cognitive and social development together. Developmental Science Colloquium, Boston University.
4. **He, A. X.** (May 2017). Towards optimal input: Information and processing load in verb learning. Communication Sciences & Disorders Research Day, Boston University.
3. **He, A. X.** (Apr 2016). The role of sentence parsing, event analysis, and their relation in verb learning. Language and Cognition workshop, Harvard University.
2. **He, A. X.** (June 2015). Guided verb learning. Project on Child Development Laboratory, PI: Sandra Waxman, Northwestern University.
1. **He, A. X.** (Oct 2013). Assessing event perception in adults and prelinguistic children: A prelude to syntactic bootstrapping of verb learning. Language Science Center, PI: Colin Phillips, University of Maryland.

ii. Refereed Conference Talks

24. **He, A. X., & Meng, H.** (April 2025). A tale of two parents: Comparing mothers' and fathers' language input in narratives. International Conference on Theoretical East Asian Psycholinguistics ([ICTEAP-5](#)). Tokyo, Japan.
23. **He, A. X., & Wellwood, A.** (July 2022). “Most” is easy but “least” is hard: Novel determiner learning in 4-year-olds. Cognitive Science Society ([CogSci](#)) Meeting. Toronto, Canada.
22. Wellwood, A. & **He, A. X.** (June 2021). Aspects of comparing adjectives. Canadian Linguistic Association ([CLA](#)) Meeting. Virtual.
21. **He, A. X.,** Luyster, R., & Arunachalam, S. (Apr 2021). Parent tuning to children's language processing speed. Society for Research in Child Development ([SRCD](#)) Meeting. Virtual.
20. **He, A. X., & Arunachalam, S.** (July 2020). Online comprehension of parents' referential expressions in children with and without ASD. International Association for the Study of Child Language ([IASCL](#)). Virtual.
19. Clancy, H., **He, A. X.,** Luyster, R., & Arunachalam, S. (Nov 2019). “It's in your box!”—Personal pronoun comprehension in children with ASD. Boston University Conference on Language Development ([BUCLD](#)). Boston, Massachusetts, USA.
18. Wellwood, A., Pietroski, P. & **He, A. X.** (July 2019). Graded plurals and indeterminacy. Society for Philosophy & Psychology ([SPP](#)) Meeting. San Diego, California, USA.

17. Wellwood, A., & **He, A. X.** (June 2019). Evaluating comparatives with superordinate mass nouns. Canadian Linguistic Association ([CLA](#)) Meeting. Vancouver, Canada.
16. Clancy, H., **He, A. X.**, & Arunachalam, S. (Apr 2019). Personal pronoun comprehension in children with ASD. Linguistics and Cognitive Science Student Conference. Newark, Delaware, USA.
15. **He, A. X.**, & Arunachalam, S. (Nov 2018). Sleep consolidates syntactically-derived verb meanings in 2-year-olds. Boston University Conference on Language Development ([BUCLD](#)). Boston, Massachusetts, USA.
14. Arunachalam, S., & **He, A. X.** (Nov 2017). Children's acquisition of nouns that denote events. Boston University Conference on Language Development ([BUCLD](#)). Boston, Massachusetts, USA.
13. **He, A. X.**, Waxman, S. R., & Arunachalam, S., (Oct 2017). Two-year-olds consolidate verb meanings during a nap. Cognitive Development Society ([CDS](#)) Meeting. Portland, Oregon, USA.
12. **He, A. X.**, & Arunachalam, S. (July 2017). How we conceptualize the ends of events (and what it might mean for verb acquisition). International Association for the Study of Child Language ([IASCL](#)). Lyon, France.
11. **He, A. X.**, & Arunachalam, S. (Jan 2017). How much information is too much: Informativity and processing cost in verb learning. Linguistic Society of America ([LSA](#)) Meeting. Austin, Texas, USA.
10. de Carvalho, A., Dautriche, I., **He, A. X.**, Lidz, J., & Christophe, A. (May 2016). The acquisition of word meanings: interactions between parsing and learning. International Congress of Infant Studies ([ICIS](#)). New Orleans, Louisiana, USA.
9. **He, A. X.** & Lidz, J. (May 2016). When one cue is better than two: trade-off between processing load and informativity in verb learning and verb extension tasks. International Congress of Infant Studies ([ICIS](#)). New Orleans, Louisiana, USA.
8. Perkins, L., **He, A. X.**, Williams, A., Dudley, R., Björnsdóttir, S. & Lidz, J. (Mar 2016). Can intransitive clauses name 2-participant events? A new test of participant-to-argument matching in verb learning. Conference on Human Sentence Processing (CUNY; currently known as [HSP](#)): Workshop on event structure. Gainesville, Florida, USA.
7. **He, A. X.**, & Lidz, J. (Jan 2016). What infants learn about a verb depends on its subject. Linguistic Society of America ([LSA](#)) Meeting. Washington DC, USA.
6. de Carvalho, A., **He, A. X.**, Lidz, J. & Christophe, A. (Nov 2015). 18-month-olds use the relationship between prosodic and syntactic structures to constrain the meaning of novel words. Boston University Conference on Language Development ([BUCLD](#)). Boston, Massachusetts, USA.
5. de Carvalho, A., **He, A. X.**, Dautrichel, I., Lidz, J. & Christophe, A. (Sept 2015). Phrasal prosody helps infants to access the syntactic structure of sentences and to constrain the acquisition of novel word meanings. Generative Approaches to Language Acquisition Conference ([GALA](#)). Nantes, France.
4. **He, A. X.**, & Lidz, J. (Nov 2014). Development of the verb-event link between 14 and 18 months. Boston University Conference on Language Development ([BUCLD](#)). Boston, Massachusetts, USA.
3. **He, A. X.**, Wellwood, A., Lidz, J. & Williams, A. (July 2014). When participant structure and argument structure do not match: Participant structure construction in adults and prelinguistic infants. International Association for the Study of Child Language ([IASCL](#)). Amsterdam, Netherlands.
2. **He, A. X.**, Meng, X., Williams, A. & Lidz, J. (May 2014). Thematic interpretation and cross-linguistic variations: Evidence from English- and Mandarin-learning children. International Association of Chinese Linguistics ([IACL](#)) & North American Conference on Chinese Linguistics ([NACCL](#)) Joint Meeting. College Park, Maryland, USA.
1. Wellwood, A., **He, A. X.**, Lidz, J. & Williams, A. (Mar 2014). Participant structure in event perception: Towards the acquisition of implicitly 3-place predicates. Penn Linguistics Conference ([PLC](#)).

Philadelphia, Pennsylvania, USA.

iii. Referred Conference Posters

22. Shukla, V., **He, A. X.**, & Arunachalam, S. (Oct 2023). Attention to illustrations in autistic and non-autistic children following spontaneous parent narratives: An exploratory eye-tracking study. Many Paths to Language ([MPal](#)). Max Planck Institute for Psycholinguistics. Nijmegen, Netherlands.
21. Artis, J., Luyster, R., Carroll, L., **He, A. X.**, & Arunachalam, S. (June 2023). First- and second-person pronoun comprehension in autistic and non-autistic children. Symposium on Research in Child Language Disorders ([SRCLD](#)). Madison, Wisconsin, USA.
20. Shukla, V., **He, A. X.**, & Arunachalam, S. (June 2023). Parental tuning of narratives directed to autistic and non-autistic children: An exploratory eye-tracking study. Meeting on Language in Autism ([MoLA](#)). Duke Institute for Brain Sciences. Durham, North Carolina, USA.
19. Shula, V., **He, A. X.**, & Arunachalam, S. (June 2022). Comprehension of unscripted parent narratives in autistic children: An explanatory eye-tracking study. Symposium on Research in Child Language Disorders ([SRCLD](#)). Madison, Wisconsin, USA.
18. Arunachalam, S., **He, A. X.**, & Song, H. (Nov 2020). When less is more: Evidence from verb learning in Korean 4- and 5-year-olds. Boston University Conference on Language Development ([BUCLD](#)). Virtual.
17. Shi, H., **He, A. X.**, Song, H., & Arunachalam, S. (Nov 2020). Korean and English verb learning in transitive frames. Boston University Conference on Language Development ([BUCLD](#)). Virtual.
16. **He, A. X.**, & Arunachalam, S. (Mar 2019). Can you do a “gorp” for five minutes? Learning nouns that denote event concepts. International Conference on Theoretical East Asian Psycholinguistics ([ICTEAP-2](#)). Beijing, China.
15. **He, A. X.**, & Arunachalam, S. (June-July 2018). Exploring the conceptual origin of a linguistic behavior: Event endstate representation in infancy. International Congress of Infant Studies ([ICIS](#)). Philadelphia, Pennsylvania, USA.
14. **He, A. X.**, & Arunachalam, S. (Mar 2018). Verb learning mediated by sentence processing—Understanding both the learning process and the learning outcome. Conference on Human Sentence Processing ([CUNY](#); currently known as [HSP](#)). Davis, California, USA.
13. Williams, A., Perkins, L., **He, A. X.**, Björnsdóttir, S., & Lidz, J. (Nov 2017). A new test of one-to-one matching between arguments and participants in verb learning. Boston University Conference on Language Development ([BUCLD](#)). Boston, Massachusetts, USA.
12. **He, A. X.**, & Arunachalam, S. (Oct 2017). Eye gaze reveals where verb learners trip. Cognitive Development Society ([CDS](#)) Meeting. Portland, Oregon, USA.
11. **He, A. X.**, & Arunachalam, S. (Oct 2017). Event nominal acquisition benefits from linguistic context. Cognitive Development Society ([CDS](#)) Meeting. Portland, Oregon, USA.
10. **He, A. X.**, & Arunachalam, S. (Aug 2016). How event endstates are conceptualized in adults and infants. Cognitive Science Society ([CogSci](#)) Meeting. Philadelphia, Pennsylvania, USA.
9. **He, A. X.**, & Arunachalam, S. (June 2016). How much information is too much when introducing new verbs: Insights from typically-developing 3-year-olds. Symposium on Research in Child Language Disorders ([SRCLD](#)). Madison, Wisconsin, USA.
8. **He, A. X.**, Kim, N., Hong, S. J., Luyster, R. & Arunachalam, S. (June 2016). Pronouns in maternal input to infants at high- vs. low-risk for autism spectrum disorder. Symposium on Research in Child Language Disorders ([SRCLD](#)). Madison, Wisconsin, USA.
7. **He, A. X.**, & Arunachalam, S. (Mar 2016). How event endstates are conceptualized in adults and

infants. Conference on Human Sentence Processing: Workshop on event structure ([CUNY](#); currently known as [HSP](#)). Gainesville, Florida, USA.

6. **He, A. X.**, Meng, X., Williams, A. & Lidz, J. (July 2014). Thematic interpretations and cross-linguistic variations: Evidence from English- and Mandarin-learning children. International Conference of Infant Studies ([ICIS](#)). Berlin, Germany.

5. **He, A. X.**, Wellwood, A., Lidz, J. & Williams, A. (July 2014). Verb learning and the perception of three-participant events in infants and adults. International Conference of Infant Studies ([ICIS](#)). Berlin, Germany.

4. **He, A. X.**, Meng, X., Williams, A. & Lidz, J. (July 2014). Thematic role assignment in resultative constructions in English- and Mandarin-learning children. International Association for the Study of Child Language ([IASCL](#)). Amsterdam, Netherlands.

3. **He, A. X.**, Wellwood, A., Lidz, J. & Williams, A. (Jan 2014). Assessing event perception in adults and prelinguistic children: A prelude to syntactic bootstrapping. Linguistic Society of America ([LSA](#)) Meeting. Minneapolis, Minnesota, USA.

2. **He, A. X.**, Wellwood, A., Lidz, J. & Williams, A. (Nov 2013). Assessing event perception in adults and prelinguistic children: A prelude to syntactic bootstrapping. Boston University Conference on Language Development ([BUCLD](#)). Boston, Massachusetts, USA.

1. **He, A. X.** & Lidz, J. (Nov 2011). Mapping intransitive verbs onto self-propelled actions. Boston University Conference on Language Development ([BUCLD](#)). Boston, Massachusetts, USA.

VII. Teaching

i. As Instructor at Hong Kong Baptist University

Average rating of teaching effectiveness: 4.82 out of 5

2024-2025 S2	ENGL4027: Exploring Bilingualism and Bilingual Education (3 credits, major elective)
2024-2025 S1	ENGL2005: Introduction to the Study of Language (3 credits, major required)
2023-2024 S2	ENGL4007: Advanced Topics in Linguistic Theory—Issues in Child Language Acquisition (3 credits, major elective) ENGL4027: Exploring Bilingualism and Bilingual Education (3 credits, major elective)
2023-2024 S1	ENGL2005: Introduction to the Study of Language (3 credits, major required) ENGL2006: Language, Culture and Society (3 credits, major required)
2022-2023 S2	ENGL4007: Advanced Topics in Linguistic Theory—Issues in Child Language Acquisition (3 credits, major elective) ENGL4027: Exploring Bilingualism and Bilingual Education (3 credits, major elective)
2022-2023 S1	ENGL2005: Introduction to the Study of Language (to English majors; 3 credits, major required) ENGL2005: Introduction to the Study of Language; (to English & Education double majors; 3 credits, major required)
2021-2022 S2	ENGL4007: Advanced Topics in Linguistic Theory—Issues in Child Language Acquisition (3 credits, major elective)

- 2021-2022 S1 ENGL2005: Introduction to the Study of Language
(to English majors; 3 credits, major required)
ENGL2005: Introduction to the Study of Language;
(to English & Education double majors; 3 credits, major required)
- 2020-2021 S2 ENGL4007: Advanced Topics in Linguistic Theory—Issues in Child Language Acquisition
(3 credits, major elective)
- 2020-2021 S1 ENGL2005: Introduction to the Study of Language (3 credits, major required)

ii. As Instructor at Boston University

Average rating of teaching effectiveness: 4.50 out of 5

- 2017-2018 S2 SH524: Normal Language Acquisition (4 credits, major required)
- 2016-2017 S2 SH524: Normal Language Acquisition (4 credits, major required)
- 2015-2016 S2 SH524: Normal Language Acquisition (4 credits, major required)

iii. As Teaching Assistant at University of Maryland

Recipient of a graduate student teaching award [See IV-i-2015]

- 2014-2015 S2 LING240: Language and Mind
- 2014-2015 S1 LING444: Child Language Acquisition
- 2012-2013 S2 LING240: Language and Mind
- 2012-2013 S1 LING200: Introduction to Linguistics
- 2011-2012 S2 LING240: Language and Mind
- 2011-2012 S1 LING444: Child Language Acquisition
- 2010-2011 S2 LING200: Introduction to Linguistics
- 2010-2011 S1 LING200: Introduction to Linguistics

VIII. Research Mentorship

i. Doctoral Students

The university requires the completion of co-supervision for a doctoral candidate until graduation to qualify for the role of chief supervisor.

- 2025-Pres. Chief supervisor of CHEN Yujing, Hong Kong Baptist University
- 2025-Pres. Co-supervisor of LI Zhuoran, Hong Kong Polytechnic University
- 2025-Pres. Co-supervisor of ZHOU Shenyan, Hong Kong Baptist University
- 2023-Pres. Co-supervisor of XIANG Penghui, Hong Kong Baptist University
- 2022-Pres. Co-supervisor of WANG Teng Marco, Hong Kong Baptist University

ii. Undergraduate Theses

- 2021-Pres. Chief supervisor of 24 honors projects, Hong Kong Baptist University
1 project presented at the *Hong Kong Polytechnic University Undergraduate Conference*

on Applied Linguistics and Language Studies, by On Lam TAM, 2024.

2019-2020 Chief supervisor of 1 thesis, Chinese University of Hong Kong

iii. Research Assistants

2020-Pres. Supervisor of >20 research assistants, [Language & Cognition Lab](#), Hong Kong Baptist University

2018-2019 Mentor of >5 research assistants, The Meaning Lab, University of Southern California

2015-2018 Mentor of >10 research assistants, Child Language Lab, Boston University

2009-2015 Mentor of >15 research assistants, Project on Children's Language Learning, University of Maryland

IX. Service to Hong Kong Baptist University

Acronyms: JUPAS, [Joint University Programmes Admissions System](#); JEE, [Joint Entrance Examination](#); RAE, [Research Assessment Exercise \(RAE\)](#)

i. Department Level

2023-Pres. Coordinator Designate, [Language & Cognition Lab](#)

2023-Pres. Member, Research Postgraduate Studies Committee

2020-Pres. Coordinator for Departmental Annual Surveys

2023-2024 Contributor to RAE2026 Impact Case, UoA31 English Language and Literature

2024 Member, Selection panel for part-time lecturer

2023 Member, Research Postgraduate Studies Committee

2023 Member, Search committee for tenure-track faculty recruitment

2023 Member, Selection panel for non-JUPAS undergraduate admission

2023 Member, Assessment Panel for PhD Candidature

2022 Video promoter, e-Promotion for Mainland JEE admissions exercise

2022 Member, Selection panel for non-JUPAS undergraduate admission

2021 Staff representative, Staff/student consultative committee meeting

2021 Member, Selection panel for JUPAS undergraduate admission

2021 Member, Selection panel for non-JUPAS undergraduate admission

2021 Member, Assessment panel for postgraduate applicants

ii. Faculty Level

2025-2026 Arts and Social Sciences Specialist Panel (ASSP) Observer for AY2024/25 and 2025/26

2024-Pres. Member, Faculty Development Committee

2024-Pres. Member, Master of Arts in Language Studies Program Management Committee

2024 Faculty of Arts representative, e-promotion talks for Mainland JEE admission exercise

2024 Contributor, [Arts Fanfare](#) 12th issue

2023 Commentator, Faculty of Arts Postgraduate Research Day
 2021-2023 Member, Selection panel for non-JUPAS undergraduate admission (Faculty-level)

iii. University Level

2020-2021 Member, Research Ethics Committee

X. Service to Profession

i. Member of Editorial Board

2021-Pres. *Infant and Child Development* [Q2]

ii. Reviewer for journal manuscripts

2015-Pres. *Child Development* [Q1]
 Developmental Psychology [Q1]
 First Language [Q1]
 Glossa: A Journal of General Linguistics [Q1]
 Infant and Children Development [Q2]
 Journal of Experimental Child Psychology [Q1]
 Journal of Cognition and Development [Q1]
 Journal of Psycholinguistic Research [Q1]
 Journal of Speech, Language and Hearing Research [Q1]
 Language [Q1]
 Language Acquisition [Q1]
 Language and Cognition [Q1]
 Language Learning [Q1]
 Language Learning and Development [Q1]
 Language, Cognition and Neuroscience [Q1]
 Natural Language and Linguistic Theory [Q1]
 Language and Linguistics Compass [Q1]
 PloS One [Q1]
 Psychological Science [Q1]

iii. Reviewer for book sections

2016 *Trends in Language Acquisition Research, Semantics in Language Acquisition*

iv. Reviewer for grant proposals

2022 Technology and Business Development Fund (TBF), Chinese University of Hong Kong

v. Reviewer for conference abstracts

2016-21, 24, 25 Boston University Conference on Language Development (BUCLD)
 2021 Asia-Pacific Babylab Constellation (ABC)
 2019 Congress of International Association of the Study of Child Language (IASCL)
 2016-2019 Cognitive Science Society (CSS) Meeting

vi. Organizer of academic events

2021 Member, Organizing Committee for [Asia-Pacific Babylab Constellation \(ABC\)](#):
Language and Cognition in typical and atypical development

XI. Outreach & Impact

i. Media Coverage

2024 Hong Kong Wen Wei Po
Featuring research on the role of sleep in language development
[Report](#) • [Video](#)

2023 Hong Kong Baptist University Faculty of Arts, [Arts Fanfare](#) 12th issue (upcoming)

2022 Hong Kong Baptist University News, [Exploring language development in children](#)

ii. Outreach Events & Activities

2024-Pres. WeChat featured column “Language and Cognition Mystery Files”
(WeChat public account ID: lang-cog)
Role: Founder, chief curator, and contributing author
Audience: general public
Goal: promoting knowledge of language and cognition, nurturing an informed community
Highlights: 26 original articles, over 500 followers, 94K reads and 300 thumb-ups

2022 Online workshop “[Better sleep, smarter brain](#)”
Role: Convener
Audience: parents, educators, and clinicians
Goal: promoting knowledge on the role of sleep in learning and development
Funding: Arts Faculty Research Impact Fund [see III-ii]
Highlights: >300 participants, over 85% rating its helpfulness above 4 out of 5

2016-2019 WeChat featured column “Cognitive Science” (WeChat public account ID: cogsci)
Role: Founder and contributing author
Audience: general public
Goal: promoting knowledge of language, psychology, and cognitive science
Highlights: 99 articles, 4.6K followers, 100K reads and 2K thumb-ups