

Lisa Hsin

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EDUCATION

Ph.D. in Cognitive Science, The Johns Hopkins University, 2014.

Dissertation: *Integrated bilingual grammatical architecture: Insights from syntactic development.*

M.A. in Cognitive Science, The Johns Hopkins University, 2011.

A.B. in Spanish, minor in Linguistics, *magna cum laude*, Georgetown University, 2007.

EMPLOYMENT

Tufts University, Center for Cognitive Studies, Postdoctoral Associate, September 2014-present.

PUBLICATIONS

Refereed articles

2014. Hsin, L. English questions, Spanish structure: A structural account of influence in bilingual first language acquisition. In Côté, M.-H., and Mathieu, E. (eds.), *Variation within and across Romance Languages. Selected papers from the 41st Linguistic Symposium on Romance Languages (LSRL), Ottawa, 5–7 May 2011*, pp. 379–400. Amsterdam/Philadelphia: John Benjamins.
2013. Legendre, G., Zaroukian, E., Hsin, L., Culbertson, J., Barrière, I., and Nazzi, T. Is children's comprehension of subject-verb agreement universally late? Comparative evidence from French, English, and Spanish. *Lingua*, 144, 21–39.

Conference proceedings

2014. Gonzalez-Gomez, N., Hsin, L., Culbertson, J., Barrière, Nazzi, T, and G. Legendre. Revealing Early Comprehension of Subject-Verb Agreement in Spanish. In Orman, W., and Valteau, M.J., (eds.), *Proceedings of the 38th Boston University Conference on Language Development*, pp. 158–170. Somerville, MA: Cascadilla Press.
2013. Hsin, L., Legendre, G., and Omaki, A. Priming Cross-Linguistic Interference in Spanish-English Bilingual Children. In Baiz, S., Goldman, N., and Hawkes, R., (eds.), *Proceedings of the 37th Boston University Conference on Language Development*, pp. 165–177. Somerville, MA: Cascadilla Press.
2012. Hsin, L. Accelerated Acquisition in Spanish-English Bilinguals: the Structural Transfer Hypothesis. In Choi, J., Hogue, E.A, Punske, J., Tat, D., Schertz, J., and Trueman, A. (eds.), *Proceedings of the 29th West Coast Conference on Formal Linguistics*, pp. 108–116. Somerville, MA: Cascadilla Proceedings Project.

Articles in preparation

- in prep.* Weighing architectures: Frameworks for grammar integration in bilingualism. With Jackendoff, R. To be submitted to *Linguistic Approaches to Bilingualism*.
- in prep.* From theory of mind to perspective-taking: Differential effects of a discussion-based classroom intervention. With Snow, C. To be submitted to *Educational Researcher*.
- in prep.* An Optimality-Theoretic approach to facilitation in bilingual first language acquisition. With Legendre, G. To be submitted to *Bilingualism: Language and Cognition*.
- in prep.* Formalizing real-time inter- and intra-linguistic influence: A new perspective on language processing. To be submitted to *Journal of Memory and Language*.

AWARDS AND HONORS

- 2009-2014. IGERT Trainee: IGERT awarded to the Johns Hopkins University Department of Cognitive Science.
2011. Department nominee for IGERT Trainee Poster Competition.
2010. National Science Foundation Graduate Fellowship competition: Honorable Mention.
2007. Invited to Phi Beta Kappa (invitation declined).
2007. Georgetown Faculty of Languages and Linguistics: Outstanding Achievement in Spanish.

INVITED TALKS

2014. "Grammatical development in immersed bilinguals." Language and Cognition Laboratory, Harvard University. November 18.

Campus talks

2014. "Integrated bilingual grammatical architecture." Linguistics Seminar, Center for Cognitive Studies, Tufts University. September 16.
2013. "Cross-linguistic influences in bilingual development: Morphology and syntax." Invited talk in Bilingualism course in the Department of Cognitive Science at Johns Hopkins University. October 8.
2013. "Crosslinguistic influences in the development of bilingual grammar." Brown Bag series, Department of Cognitive Science, Johns Hopkins University. April 5.

CONFERENCE PARTICIPATION

Presentations

2015. Hsin, L., and Legendre, G. Integrated bilingual grammatical architecture: Syntactic development in Optimality Theory. International Symposium of Bilingualism (ISB10), Rutgers University, New Brunswick, NJ. May 20-24.
2015. Hsin, L. Benefits of Bilingualism in Academic Writing: Multiple Perspectives. In symposium, "An Innovative Social Justice Curriculum through the Eyes of Students." Annual meeting of the American Educational Research Association (AERA 2015), Chicago, IL. April 16-20.
2014. Hsin, L. From Theory of Mind to Sophisticated Perspective-Taking: The Argumentative Writing of English-Language Learners. Roundtable participant, "Do You See What I Mean?"

- Taking Perspectives in Written and Spoken Classroom Discourse,” Student Research Conference, Harvard Graduate School of Education, Cambridge, MA. March 28.
2013. González-Gómez, N., **Hsin, L.**, Culbertson, J., Barrière, I., Nazzi, T., and Legendre, G. Revealing early comprehension of subject-verb agreement in Spanish. Boston University Conference on Language Development (BUCLD 38), Boston, MA. November 1-3.
2012. **Hsin, L.**, Legendre, G., and Omaki, A. Priming cross-linguistic interference in Spanish-English bilingual children. Boston University Conference on Language Development (BUCLD 37), Boston, MA. November 4-6.
2011. **Hsin, L.** Accelerated acquisition in English-Spanish bilinguals: the Transfer/Conflict Hypothesis. The 41st Linguistic Symposium on Romance Languages (LSRL 41), Ottawa, Canada. May 5-7.
2011. **Hsin, L.** Accelerated acquisition in English-Spanish bilinguals: the Structural Transfer Hypothesis. West Coast Conference on Formal Linguistics (WCCFL 29), University of Arizona, Tucson, AZ. April 22-24.

Posters

2014. **Hsin, L.**, and Legendre, G. Cross-linguistic facilitation in bilingual morphosyntactic development: Positive linguistic consequences of learning two grammars. In symposium led by Barrière, I., "Diversity and Multifaceted Language Abilities of Dual Language Learners: Implications for Assessment and Policies." Head Start's 12th National Research Conference on Early Childhood, Washington, DC. July 7-9.
2012. **Hsin, L.**, Legendre, G., and Omaki, A. Priming cross-linguistic interference in bilingual children. Architectures and Mechanisms for Language Processing (AMLaP 2012), Riva del Garda, Italy. September 6-8.
2012. **Hsin, L.**, Legendre, G., and Omaki, A. Context and constructions: cross-linguistic influence in bilingual preschoolers. International Workshop on Language Production (IWOLP 2012), New York University, New York City. July 18-20.
2011. **Hsin, L.** and Legendre, G. Accelerated acquisition in English-Spanish bilinguals: the Structural Transfer Hypothesis. Poster presented at the International Congress for the Study of Child Language (IASCL 12), Université du Québec à Montréal, Canada. July 19-23.
2011. **Hsin, L.**, and Legendre, G. Accelerated Acquisition in Early Bilingualism. Poster presented at the 2011 IGERT Trainee Poster Competition. May 3-6.

TEACHING EXPERIENCE

Tufts University

Introduction to Linguistics. Spring 2015.

Johns Hopkins University *teaching assistantships*

Syntax I *with G. Legendre*. Spring 2013 & Fall 2010.

Cognition *with C. Wilson*. Fall 2012.

Foundations in Cognitive Science *with P. Smolensky*. Spring 2012.

Formal Methods: Neural Networks *with P. Smolensky*. Fall 2011.

Cognitive Neuropsychology of Visual Perception *with M. McCloskey*. Spring 2011.

World of Language *with G. Legendre*. Spring 2010.

Elementary and secondary teaching

Spanish language, grades 8-12. Beth Tfiloh Dahan Community School, Baltimore, MD. 2008-2009.
Spanish language, grades 5-8; musical theater and choir, grades 7-8; music and physical education, pre-kindergarten. Nysmith School for the Gifted, Herndon, VA. 2007-2008.
English language arts (ELA), grade 2. Tutoring with DC Schools Project, Washington, DC. 2004.

PROFESSIONAL ACTIVITIES

Departmental service

2009-2014. Coordinator of Language Acquisition Lab (PI: G. Legendre), Johns Hopkins University.
2013-2014. Instructor of CLAN coding workshop. Harvard Graduate School of Education (November 18, 2013) and Johns Hopkins University Language Acquisition Lab (October 7, 2014).
2012. Member of organizational committee, Johns Hopkins University Optimality Theory workshop (JHUOT). November 9-10.

***Ad hoc* journal reviewing**

Journal of Education for Students Placed at Risk
Linguistic Approaches to Bilingualism

Professional affiliations

American Educational Research Association (AERA)
Linguistic Society of America (LSA)

LANGUAGES

English	native
Spanish	fluent/native-like
French	proficient
Portuguese	proficient
German	basic knowledge
Hebrew	basic knowledge

REFERENCES

Available upon request.