

Lisa Hsin

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EDUCATION	<div>Ph.D. in Cognitive Science, anticipated August 2014 The Johns Hopkins University <i>Dissertation</i>: “Language integration in bilingual grammatical architecture: Insights from development”</div> <div>M.A. in Cognitive Science, August 2011 The Johns Hopkins University <i>Qualifying paper</i>: “Accelerated bilingual first language acquisition and the Structural Transfer Hypothesis”</div> <div>A.B. magna cum laude in Spanish, minor in Linguistics, May 2007 Georgetown University</div>
PEER-REVIEWED PUBLICATIONS	<div>Hsin, L. (to appear). Transfer and Conflict: A Structural Account of Influence in Bilingual First-Language Acquisition. <i>Selected Proceedings of the 41st Linguistics Symposium on Romance Languages (LSRL 41)</i>. John Benjamins, Philadelphia.</div> <div>Legendre, G., Culbertson, J., Zaroukian, E., Hsin, L., Barrière, I., and Nazzi, T. (2013). Is children’s comprehension of subject-verb agreement universally late? Comparative evidence from French, English, and Spanish. <i>Lingua</i>. [pdf]</div>
CONFERENCE PROCEEDINGS	<div>González-Gómez, N., Hsin, L., Culbertson, J., Barrière, I., Nazzi, T., and Legendre, G. (to appear). Revealing early comprehension of subject-verb agreement in Spanish. <i>Proceedings of the 38th Boston University Conference on Language Development</i>. Somerville, MA: Cascadilla Press.</div> <div>Hsin, L., Legendre, G., and Omaki, A. (2013). Priming Cross-Linguistic Interference in Spanish-English Bilingual Children. In Baiz, S., Goldman, N., and Hawkes, R. (eds.), <i>Proceedings of the 37th Boston University Conference on Language Development, Volume 1</i> (pp. 165–177). Somerville, MA: Cascadilla Press. [pdf]</div> <div>Hsin, L. (2012). 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.), <i>Proceedings of the 29th West Coast Conference on Formal Linguistics</i> (pp. 108–116). Somerville, MA: Cascadilla Press. [pdf]</div>

CONFERENCE
PRESENTATIONS

Hsin, L., and Legendre, G. (2014). *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.

Hsin, L. (2014). *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.

González-Gómez, N., **Hsin, L.**, Culbertson, J., Barrière, I., Nazzi, T., and Legendre, G. (2013). *Revealing early comprehension of subject-verb agreement in Spanish*. Talk given at the 38th Boston University Conference on Language Development, Boston, MA.

Hsin, L., Legendre, G., and Omaki, A. (2012). *Priming cross-linguistic interference in Spanish-English bilingual children*. Talk given at the 37th Boston University Conference on Language Development, Boston, MA.

Hsin, L., Legendre, G., and Omaki, A. (2012). *Priming cross-linguistic interference in bilingual children*. Poster presented at Architectures and Mechanisms for Language Processing, Riva del Garda, Italy. [poster]

Hsin, L., Legendre, G., and Omaki, A. (2012). *Context and constructions: cross-linguistic influence in bilingual preschoolers*. Poster presented at the International Workshop on Language Production, New York University, New York City, NY.

Hsin, L. and Legendre, G. (2011). *Accelerated acquisition in English-Spanish bilinguals: the Structural Transfer Hypothesis*. Poster presented at the 12th International Congress for the Study of Child Language, Université du Québec à Montréal, Canada. [poster]

Hsin, L. (2011). *Accelerated acquisition in English-Spanish bilinguals: the Transfer/Conflict Hypothesis*. Talk given at the 41st Linguistic Symposium on Romance Languages, Ottawa, Canada.

Hsin, L. (2011). *Accelerated acquisition in English-Spanish bilinguals: the Structural Transfer Hypothesis*. Talk given at the 29th West Coast Conference on Formal Linguistics, University of Arizona, Tucson, AZ.

Hsin, L. and Legendre, G. (2011). *Accelerated Acquisition in Early Bilingualism*. Poster presented at the 2011 Integrative Graduate Education and Research Traineeship (IGERT) Trainee Poster Competition, Department of Cognitive Science, Johns Hopkins University, Baltimore, MD.

PAPERS IN
PREPARATION

From theory of mind to perspective-taking: Differential effects of a discussion-based classroom intervention. To be submitted to *Educational Researcher*.

Subject-verb agreement comprehension in child Spanish: the role of task and stimulus. With González-Gómez, N., Culbertson, J., Barrière, I., Nazzi, T., and Legendre, G. To be submitted to *First Language*.

ONGOING
PROJECTS

From the Social to the Cognitive and Back Again: An exploration of the effects of Word Generation on the perspective-taking and argumentative skills of ELLs. With Snow, C. Member of Harvard Graduate School of Education/Boston University/Strategic Education Research Partnership (SERP) project, *Catalyzing Comprehension through Discussion and Debate (CCDD)*.

Cross-linguistic investigations of the acquisition of subject-verb agreement. With Legendre, G., Nazzi, T., Barrière, I., Culbertson, J., and González-Gómez, N. Collaboration among researchers from six universities in three countries; recipient of multiple NSF research grants.

INVITED TALKS

“Facilitated acquisition of morphosyntax in bilingual development.” Talk to be given in the Department of Linguistics at the University of Toronto (May, 2014).

“Cross-linguistic influences in bilingual development: Morphology and syntax.” Guest lecture in advanced undergraduate *Bilingualism* course in the Department of Cognitive Science at Johns Hopkins University (October, 2013).

TEACHING
EXPERIENCE

Teaching assistantships at Johns Hopkins University

- Syntax I (Spring, 2013; Fall, 2010)
- Cognition (Fall, 2012)
- Foundations in Cognitive Science (Spring, 2012)
- Formal Methods: Neural Networks (Fall, 2011)
- Cognitive Neuropsychology of Visual Perception (Spring, 2011)
- World of Language (introductory linguistics survey course) (Spring, 2010)

K–12 teaching

- Beth Tfiloh Dahan Community School, Baltimore, MD (2008–2009)
 - Developed and taught Spanish immersion curriculum in grades 8, 9, 10, and 12; tutored students in SAT II (Spanish).
- Nysmith School for the Gifted, Herndon, VA (2007–2008)
 - Co-taught culture-based Spanish curriculum in grades 5, 7, and 8; musical theater class and choral club; and pre-K music/physical education.
- DC Schools Project, Washington, DC (2004)
 - Tutored second-grade Salvadoran child from low-income community in transitional ELA.

**PROFESSIONAL/
SERVICE
ACTIVITIES**

- Coordinator of Language Acquisition Lab (Professor Géraldine Legendre, P.I.) at Johns Hopkins University (2009–present)
- Contributor to Catalyzing Comprehension through Discussion and Debate project (CCDD) at the Harvard Graduate School of Education (2013–present)
- CLAN coding workshop trainer at the Harvard Graduate School of Education (Fall 2013)
- Member of the organizational committee for the Johns Hopkins University Optimality Theory workshop (JHUOT 2012)

**HONORS AND
SKILLS**

- Honors/awards:
 - IGERT Trainee: IGERT awarded to the Johns Hopkins University Department of Cognitive Science (2009–present)
 - Department nominee for IGERT Trainee Poster Competition (2011)
 - National Science Foundation Graduate Fellowship competition: Honorable Mention (2010)
 - Phi Beta Kappa (invited 2007; declined)
 - Georgetown Faculty of Languages and Linguistics: Outstanding Achievement in Spanish (2007)
- Data analysis: SPSS; R programming environment; mixed-effects and multi-level/hierarchical modeling; advanced data visualization; CLAN qualitative text analysis
- Research design: Randomized controlled experimental trials; intervention/program evaluation; mixed-methods approaches; survey development; population identification and coordination
- Technological ecosystems: Windows & Macintosh operating systems; \LaTeX ; Microsoft Word, Excel, & PowerPoint; Adobe suite including Flash and Photoshop
- Languages: Spanish (fluent); French, Portuguese (proficient); German, Hebrew (basic knowledge)

REFERENCES

Available upon request.