

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*.

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.

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.

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

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

REFERENCES

Available upon request.