

Min Wang

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Citizenship: Canadian

EDUCATION

Ph. D. Department of Human Development and Applied Psychology, Ontario
Institute for Studies in Education/University of Toronto, Canada, 2000
M. A. Psychology Department, Hangzhou University, P.R. China, 1990
B. Sc. Psychology, Hangzhou University, P.R. China, 1987

ACADEMIC POSITIONS

2002 - present Assistant Professor, Department of Human Development, University of
Maryland, College Park
2000 - 2002 Post-doctoral Research Associate, Learning Research and Development
Center, University of Pittsburgh
1990 - 1994 Lecturer and Principle Researcher at the Department of Psychology/Research
Center on Child Development, Hangzhou University, P.R. China

AWARDS

2003 General Research Board Summer Research Award, University of Maryland
2002 - 2004 National Academy of Education/Spencer Postdoctoral Fellowship
2000 - 2002 Social Sciences and Humanities Research Council of Canada Postdoctoral
Fellowship
1997 - 2000 Ontario Institute for Studies in Education/University of Toronto Graduate
Scholarship

GRANTS

2004 - 2008 Principle investigator, National Institute of Health (NICHD) Grant, titled
“*Biliteracy development in Chinese and Korean children*” (1R01 HD 048438-01).
2005 - 2007 Pending, Principle investigator, Pittsburgh Science of Learning Center, National
Science Foundation Grant, titled “*Learning Chinese-a tonal language*”.
2004 - 2006 Co-investigator, Pittsburgh Science of Learning Center, National Science
Foundation Grant, titled “*Learning to read Chinese as a new writing system*”.
2001 - 2004 Co-investigator, National Science Foundation Grant, titled “*Basic processes in
reading: Comparisons across writing systems*” (SBR9616519).

2001 - 2002 Co-investigator, Department of Education Contract, titled “*Feasibility study including pilot research on the transfer of literacy skills from languages with non-Roman script backgrounds to English*” (ED-01-CO-0042/0002)

PUBLICATIONS

Journal papers (peer-reviewed)

- Wang, M.**, Perfetti, C.A., & Liu, Y. (in press). Chinese-English biliteracy acquisition: Cross language and writing system transfer. *Cognition*.
- Wang, M.** & Koda, K. (2005). Commonalities and differences in word identification skills among English second language learners. *Language Learning*, 55(1), 73-100.
- Wang, M.**, Koda, K., & Perfetti, C.A. (2004). Language and writing systems are both important in learning to read: A reply to Yamada. *Cognition*, 93, 133-137.
- Wang, M.**, Liu, Y., & Perfetti, C.A. (2004). The implicit and explicit learning of Chinese orthographic structure and function by alphabetic readers. *Scientific Studies of Reading*, 8(4), 357-379.
- Wang, M.** & Geva, E. (2003). Spelling acquisition of novel English phonemes in Chinese children. *Reading and Writing: An Interdisciplinary Journal*, 16(4), 325-348.
- Wang, M.**, Koda, K., & Perfetti, C.A. (2003). Alphabetic and nonalphabetic L1 effects in English word identification: A comparison of Korean and Chinese English L2 learners. *Cognition*, 87, 129-149.
- Wang, M.** & Geva, E. (2003). Spelling performance of Chinese ESL children: Lexical and visual-orthographic processes. *Applied Psycholinguistics*, 24(1), 1-25.
- Wang, M.**, Perfetti, C.A., & Liu, Y. (2003). Alphabetic readers quickly acquire orthographic structure in learning to read Chinese. *Scientific Studies of Reading*, 7(2), 183-207.
- Cameron, C.A. & **Wang, M.** (1999). Frog, Where are you? Children's narrative expression over the telephone. *Discourse Processes*, 28 (3), 217-236.
- Johnson, C., Beitchman, J., Yong, A., Escobar, M., Atkinson, L., Wilson, B., Brownlie, E., Douglas, L., Taback, N., Lan, I., & **Wang, M.** (1999). Fourteen year follow-up of children with and without speech/language impairments: Speech/language stability and outcomes. *Journal of Speech-Language-Hearing Research*, 42(3), 744-760.

Book

Brockmeier, J., **Wang, M.**, & Olson, D. R. (Eds.) (2002). *Literacy, narrative, and culture*. London: Curzon Press

Book Chapters

- Wang, M.** & Yang, C-L. (in press). Language analysis and literature review: Chinese. To appear in K. Koda & A. Zehler (Eds.), *Learning to read across languages*. LEA.
- Geva, E. & **Wang, M.** (2001). The development of basic reading skills in children: A cross-language perspective. *Annual Review of Applied Linguistics*, 21, 182-204.

Wang, M. (1994). Language assessment and intervention. In Xu, Y. (Ed.), *Early childhood intervention programs*. Zhejiang: Educational Science Press, China.

Wang, M. (1992). Shaping and chaining. In Lu, J. (Ed.), *Behavioral modification*. Zhejiang: Educational Science Press, China.

Journal papers submitted and under revision

Liu, Y., **Wang, M.**, & Perfetti, C.A. (under revision). Threshold style processing of Chinese characters for adult second language learners. *Memory & Cognition*.

Wang, M., Park, Y., & Lee, K.R. (under review). Korean-English biliteracy acquisition: Cross language and orthography transfer. *Journal of Educational Psychology*.

Wang, M., Liu, Y., & Perfetti, C.A. (under review). The roles of character properties in early learning to read Chinese as a second language. *Journal of Educational Psychology*.

Chen, S.W., **Wang, M.**, & Cheng, C.X. (under review): Is there an L1 orthographic transfer effect? *Cognition*.

Manuscripts in preparation

Sun, K., & **Wang, M.** (in preparation) Sentence processing in Chinese-English bilingual children.

Wang, M. & Cheng, C.X., Chen, S.W. (in preparation). Contribution of phonological and morphological awareness in Chinese-English biliteracy acquisition.

Liu, Y., Perfetti, C.A., & **Wang, M.** (in preparation). Learning to read in a new writing system: ERP evidence.

COURSES TAUGHT

EDHD 425: Language Development and Reading Acquisition (undergraduate course)

EDHD 779T: Basic Processes in Language and Reading Acquisition (graduate seminar)

EDHD 779Q: Bilingualism/Biliteracy Acquisition (graduate seminar)

INVITED TALKS

Center for the Study of Reading, University of Illinois-Urbana Champaign

Center for Children, Relationship and Culture, Department of Human Development, University of Maryland

Chinese Psycholinguistic Workshop, Summer Linguistic Institute, University of California, Santa Barbara (in collaboration with Charles A. Perfetti and Ying Liu)

CONFERENCE PRESENTATIONS

Wang, M., Park, Y., & Lee, K.R. (2004, June). *Korean-English biliteracy acquisition: Cross language and orthography transfer*. Spoken paper presented at the 2004 Meeting of Society for the Scientific Study of Reading, Amsterdam: the Netherlands.

- Chen, S.W. & Wang, M. (2004, June). *The effects of phonetic scripts on Chinese children's phonological awareness*. Poster presented at the 2004 Meeting of Society for the Scientific Study of Reading, Amsterdam: the Netherlands.
- Wang, M. (2004, April). *Learning to read across language and writing systems*. Round table paper presented at the Annual Meeting of American Educational Research Association, San Diego.
- Wang, M. (2003, October). *How Chinese children learn to read Chinese and English simultaneously?* Fellow presentation at the Annual Meeting of National Academy of Education, Harvard University.
- Wang, M., Liu, Y., Perfetti, C.A., & Flynn, N. (2003, June). *Chinese-English biliteracy acquisition: Cross language and writing system transfer*. Spoken paper to be presented at the 2003 Meeting of Society for the Scientific Study of Reading, Toronto.
- Liu, Y., Perfetti, C.A., & Wang, M. (2003, June). *Priming and interference in reading Chinese by English readers*. Spoken paper to be presented at the 2003 Meeting of Society for the Scientific Study of Reading, Toronto.
- Liu, Y., Perfetti, C.A., & Wang, M. (2003, March). *Learning to read Chinese: Event Related Potential*. Poster to be presented at the Annual meeting of Cognitive neuroscience society, New York City.
- Wang, M., Perfetti, C.A., & Liu, Y. (2003, January). *Learning visual-orthographic structure and functional regularity in Chinese*. Poster presented at Hawaii International Conference on Education, Honolulu.
- Wang, M., Perfetti, C.A., & Liu, Y. (2002, June). *The implicit and explicit learning of orthographic structure in learning to read a new writing system*. Spoken paper presented at the 2002 Meeting of Society for the Scientific Study of Reading, Chicago.
- Liu, Y., Perfetti, C.A., & Wang, M. (2002, June). *Learning to read in a new writing system: ERP evidence*. Spoken paper presented for 2002 Meeting of Society for the Scientific Study of Reading, Chicago.
- Wang, M., Koda, K., & Perfetti, C.A. (2002, April). *Alphabetic and nonalphabetic L1 effects in English semantic processing: A comparison of Korean and Chinese English L2 learners*. Spoken paper presented at the 2002 Annual Meeting of the American Association of Applied Linguistics, Salt Lake City, Utah.
- Wang, M., Perfetti, C. A., & Liu, Y. (2001, June). *Learning to read a logographic system by alphabetic readers: The role of visual, phonological and semantic processes*. Spoken paper presented for 2001 Meeting of Society for the Scientific Study of Reading, Boulder, Colorado.
- Wang, M., Koda, K., & Perfetti, C.A. (2001, November). *Alphabetic and nonalphabetic L1 effects in English semantic processing: A comparison of Korean and Chinese English L2 learners*. Poster presented at the 2001 Annual Meeting of the Psychonomic Society, Orlando, Florida.

- Liu, Y., Wang, M., & Perfetti, C.A. (2001, November). *The word processing comparisons between English and Chinese: ERP evidence*. Poster presented at the 2001 Annual Meeting of the Psychonomic Society, Orlando, Florida.
- Artuso, M., Wang, M., & Olson, D.R. (2000, June). *Young children's informal representation of nothing using hand gestures and written notations*. Poster presented at Minds in the making: A conference uniting psychology and education, Toronto, Ontario.
- Geva, E., Wang, M., & Dina, R. (2000, July). *Spelling development in L2: Language transfer and individual differences*. Spoken paper at 2000 Meeting of Society for the Scientific Study of Reading, Stockholm, Sweden.
- Wang, M. & Geva, E. (1999, April). *The development of spelling in Chinese ESL children*. Poster presented at '99 Meeting of Society for the Scientific Study of Reading (SSSR), Montreal, Quebec.
- Wang, M., & Olson, D. (1998, July). *The development of referential descriptions*. Poster session presented at the International Society for Studies of Behavioral Development conference, Berne, Switzerland.
- Cameron, C. A, Wang, M., & Scarbro, J. (1997, April). *Microgenetic analyses of telephone communication development*. Poster session presented at the Society for Research in Child Development conference, Washington, DC.
- Wang, M. & Cameron, C.A. (1996, August). *Children's story narration over the telephone*. Poster session presented at the International Society for Studies of Behavioral Development conference, Quebec City, Quebec.

PROFESSIONAL ACTIVITIES

Ad hoc journal reviewer for:

Scientific Studies in Reading
Developmental Psychology
Bilingualism: Language and Cognition
Journal of Research in Reading
Reading and Writing: An Interdisciplinary Journal
Language Learning
Applied Psycholinguistics
Learning Disabilities Research and Practice

Book reviewer for

MIT press
Pearson Education

Grant reviewer:

PSC-CUNY Research Award (Psychology Department, City University of New York)

PROFESSIONAL AFFILIATIONS

Voting Member of the Society for the Scientific Study of Reading

American Educational Research Association
Psychonomic Society
Society for Research in Child Development

COMMITTEE SERVICE

2004 - present: College of Education Senate, Senate Awards Committee, Graduate Committee, Human Development

2003 - 2004: Faculty-Graduate Students Liaison; Graduate Committee

2002 - 2003: Undergraduate Committee, Human Development

2003 - present: Member of the International Programs, University of Maryland, College Park

GRADUATE STUDENT SUPERVISION

Graduate students (Ph.D.s): Kendra Sun, Stella Cheng, Aleck Chen (joint advisor with EDCI)

Dissertation committee: Yoonjung Park, Jennie Lee-Kim, Michael Wei

Graduate assistants: Alida Anderson, Kirsten VanMeenen, Yoonjung Park, Natalie Flynn, Helenrose Fives, Kyoung Rang Lee

Comprehensive exam committee: Heather Rogers, Eunyoung Park (Dept. of Modern Language, Carnegie Mellon Univ.), Cuiping Kang (external reviewer for Mater's thesis at University of Hong Kong)