

# MIN WANG

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## 1. PERSONAL INFORMATION

### A. Education

*Post-doctoral Fellow, 2000-2002*

Learning Research and Development Center  
University of Pittsburgh

*Ph. D., 2000*

Department of Human Development and Applied Psychology  
Ontario Institute for Studies in Education/University of Toronto, Canada

*M. A., 1990*

Department of Psychology  
Hangzhou University, P.R. China

*B. Sc., 1987*

Department of Psychology, Hangzhou University, P.R. China

### B. Professional Experience

*Professor, 2014-present*

Department of Human Development and Quantitative Methodology  
University of Maryland, College Park

*Associate Professor, 2008-2014*

Department of Human Development and Quantitative Methodology  
University of Maryland, College Park

*Visiting Scholar, 2009*

Max Plank Institute for Psycholinguistics, Nijmegen, the Netherlands

*Assistant Professor, 2002–2008*

Department of Human Development  
University of Maryland, College Park

*Post-doctoral Research Associate, 2000-2002*

Learning Research and Development Center  
University of Pittsburgh, funded by Social Sciences and Humanities Research Council of Canada

Lecturer and Principal Researcher, 1991-1994  
 Department of Psychology, Research Center on Child Development  
 Hangzhou University, P.R. China

## 2. RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

*Note: \* denotes graduate student author. My contribution as a senior author to those works was significant as a writer and research mentor. My contribution to other co-authored articles was also substantial in the process of generating research ideas, design, constructing measurements, data collection, data analyses and writing.*

### A. Articles in Refereed Journals

- 1) Pae, H.K., Kim, S.A., Mano, Q.R., **Wang, M.** (in press). Another look at the role of vowel letters in word reading in L2 English among native Korean readers. *Journal of Neurolinguistics*.
- 2) \*Li, C.C., \*Kronrod, Y., & **Wang, M.** (in press). The influence of first language on phonological preparation in spoken word production in second language. *Linguistic Approach of Bilingualism*.
- 3) \*Li, C. C., **Wang, M.**, \*Davis, J.A., & Guan, C. Q. (in press). The role of segmental and tonal information in visual word recognition with learners of Chinese. *Journal of Research in Reading*
- 4) \*Lin, C. & **Wang, M.** (2018). The use of lexical and sub-lexical cues in speech segmentation by second language learners of English. *Journal of Second Language Acquisition, 1*, 166-198.
- 5) \*Lin, C., \*Cheng, C., & **Wang, M.** (2018). The contribution of phonological and morphological awareness in Chinese-English bilingual reading acquisition. *Reading and Writing: An Interdisciplinary Journal, 31*, 99-132.
- 6) \*Lin, C, **Wang, M.**, Newman, R., & \*Li, C.C. (2018). The development of stress sensitivity and its contribution to word reading in school-aged children. *Journal of Research in Reading, 42*, 259-277.
- 7) \*Li, C.C. & **Wang, M.** (2017). The influence of orthographic experience on the development of phonological preparation in spoken word production. *Memory and Cognition, 45*, 956-973.
- 8) \*Li, C.C., **Wang, M.**, & \*Lin, C. (2017). Recent language experience influences cross-language activation in bilinguals with different scripts. *International Journal of Bilingualism, 21*, 500-517.

- 9) \*Li, C.C., **Wang, M.**, & \*Davis, J. (2017). The phonological preparation unit in spoken word production in a second Language. *Bilingualism, Language and Cognition*, 20, 351-366.
- 10) **Wang, M.**, Li, C.C., & Lin, C. (2015). The contributions of segmental and suprasegmental information in reading Chinese characters aloud. *PLoS ONE* 10(11): e0142060.
- 11) \*Kim, S-Y., **Wang, M.**, & Taft, M. (2015). Morphological decomposition in the recognition of prefixed and suffixed Words: Evidence from Korean. *Scientific Studies of Reading*, 19, 183-203.
- 12) \*Ko, I-Y & **Wang, M.** (2015). Reading morphologically complex words by Korean-English bilingual learners. *Writing Systems Research*, 7, 202-219.
- 13) \*Li, C.C., **Wang, M.**, & Idsardi, W. (2015). The effect of orthographic form-cuing on phonological preparation unit in spoken word production. *Memory and Cognition*, 43, 563-578.
- 14) \*Kim, S-Y & **Wang, M.** (2014). The time-course of cross-language morphological activation in Korean-English bilinguals: Evidence from a masked priming study. *Language Research*, 50, 59-75.
- 15) \*Lin, C., **Wang, M.**, Idsardi, W.J., & Yi, X. (2014). Stress processing in Mandarin-English and Korean-English bilinguals. *Bilingualism: Language and Cognition*, 17, 316-346.
- 16) Bolger, D., Mackey, A., **Wang, M.**, & Grigorenko, E. L. (2014). The role and sources of individual differences in critical-analytic thinking: A capsule overview. In P. Alexander (Ed., special issue), Seeking common ground: A multidisciplinary examination of critical-analytic thinking in learning and development. *Educational Psychology Review*, 26, 495-518.
- 17) \*Li, C.C., \*Lin, C., **Wang, M.**, & Jiang, N. (2013). The activation of segmental and tonal information in visual word recognition. *Psychonomic Bulletin and Review*, 20, 773-779.
- 18) \*Anderson, A., \*Lin, C., & **Wang, M.** (2013). Native and novel language prosodic sensitivity in English-speaking children with and without dyslexia. *Dyslexia*, 19, 92-112.
- 19) \*Lin, C., **Wang, M.**, & Shu, H. (2013). The processing of lexical tones by young Chinese children. *Journal of Child Language*, 40, 885-899.
- 20) \*Anderson, A. & **Wang, M.** (2012). The utility of Chinese tone processing skill in detecting children with English reading disabilities. *Journal of Research in Reading*, 35, 227-250.

- 21) Liu, Y., **Wang, M.**, Perfetti, C.A. Wu, S. M., Brubaker, B., McWhinney, B. (2011). Learning a tonal language by attending to the tone: An in-vivo study. *Language Learning*, 61, 1119-1141.
- 22) \*Kim, S-Y., **Wang, M.**, & \*Ko, I-Y. (2011). The processing of derivational words in Korean-English bilingual readers. *Bilingualism: Language and Cognition*, 14, 473-488.
- 23) \*Cheng, C.X., **Wang, M.**, & Perfetti, C.A. (2011). Acquisition of compound words in Chinese-English bilingual children: Decomposition and cross-language activation. *Applied Psycholinguistics*, 32, 583-600.
- 24) \*Ko, I-Y, **Wang, M.**, & \*Kim, S-Y. (2011). Bilingual reading of compound words. *Journal of Psycholinguistic Research*, 40, 49-73.
- 25) \*Sun-Alperin, K. & **Wang, M.** (2011). Cross-language transfer of phonological and orthographic processing skills in Spanish-speaking children learning to read and spell in English. *Reading and Writing: An Interdisciplinary Journal*, 24, 591-614.
- 26) **Wang, M.** & \*Gao, W. (2011). Subsyllabic unit preference of young Chinese children in reading Pinyin. *Contemporary Educational Psychology*, 36, 142-151.
- 27) **Wang, M.**, \*Lin, C., & \*Gao, W. (2010). Bilingual compound processing: The effects of constituent frequency and semantic transparency. *Writing Systems Research*, 2, 117-137.
- 28) **Wang, M.**, \*Yang, C., & \*Cheng, C.X. (2009). Contribution of phonology, orthography, and morphology in Chinese-English biliteracy acquisition. *Applied Psycholinguistics*, 30, 291-314.
- 29) **Wang, M.**, \*Ko, I. Y., & \*Choi, J. (2009). Morphological awareness is important in Korean-English biliteracy acquisition. *Contemporary Educational Psychology*, 34, 132-142.
- 30) \*Sun-Alperin, K. & **Wang, M.** (2008). Spanish-speaking children's spelling errors with English vowel sounds that are represented by different graphemes in English and Spanish words. *Contemporary Educational Psychology*, 33, 932-948.
- 31) **Wang, M.** & \*Cheng, C.X. (2008). Subsyllabic unit preference in young Chinese children. *Applied Psycholinguistics*, 29, 291-314.
- 32) **Wang, M.**, \*Anderson, A., \*Cheng, C.X., \*Park, Y., & Thompson, J. (2008). General auditory processing, Chinese tone processing, English phonemic processing and English reading skill: A comparison between Chinese-English and Korean-English bilingual children. *Reading and Writing: An Interdisciplinary Journal*, 21, 627-644.
- 33) Liu, Y. **Wang, M.**, & Perfetti, C.A. (2007). Threshold style processing of Chinese characters for adult second language learners. *Memory & Cognition*, 35(3), 471-480.

- 34) **Wang, M.**, \*Chen, C.X., & \* Cheng, S.W. (2006). Contribution of morphological awareness to Chinese-English biliteracy acquisition. *Journal of Educational Psychology*, 98(3), 542-553.
- 35) **Wang, M.**, \*Park, Y., & \*Lee, K.R. (2006). Korean-English biliteracy acquisition: Cross language and orthography transfer. *Journal of Educational Psychology*, 98(1), 148-158.
- 36) Liu, Y., Perfetti, C.A., & **Wang, M.** (2006). Visual analysis and lexical access of Chinese characters by Chinese as second language readers. Special issue: Brian and Language. *International Journal of Language and Linguistics*. 7(3), 637-657.
- 37) **Wang, M.**, Perfetti, C.A., & Liu, Y. (2005). Chinese-English biliteracy acquisition: Cross language and writing system transfer. *Cognition*, 97, 67-88.
- 38) **Wang, M.** & Koda, K. (2005). Commonalities and differences in word identification skills among English second language learners. *Language Learning*, 55(1), 73-100. This paper was selected in K. Koda (Ed.), *The Best of Language Learning Series: Reading and Language Learning*, 2007, Vol. 57, Suppl. 1, 201-222.
- 39) **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. (This is a discussion paper).
- 40) **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.
- 41) **Wang, M.** & Geva, E. (2003). Spelling acquisition of novel English phonemes in Chinese children. *Reading and Writing: An Interdisciplinary Journal*, 16(4), 325-348.
- 42) **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.
- 43) **Wang, M.** & Geva, E. (2003). Spelling performance of Chinese ESL children: Lexical and visual-orthographic processes. *Applied Psycholinguistics*, 24(1), 1-25.
- 44) **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.
- 45) 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.
- 46) Cameron, C.A. & **Wang, M.** (1999). Frog, Where are you? Children's narrative expression over the telephone. *Discourse Processes*, 28 (3), 217-236.

- 47) 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.

## **B. Books**

### **i. Books edited**

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

### **ii. Special issues editorships**

- 1) **Wang, M.** & Arciuli, J. (Eds.) (2015). Phonology beyond phonemes: Contribution of suprasegmental information to reading. *Scientific Studies in Reading, 19*.
- 2) **Wang, M.** & Verhoeven, L. (Eds.) (2015). Reading morphologically complex words in a second language. *Writing Systems Research, 7*.

### **iii. Chapters in books and special issues**

- 1) \*Lin, C., **Wang, M.**, & Singh, A. (forthcoming, 2018). Introduction to script processing in Chinese and cognitive consequences for bilingual reading. In H. Pae (Ed.), *Writing Systems, Reading Processes, and Cross-Linguistic Influences: Reflections from the Chinese, Japanese and Korean Languages*. John Benjamins.
- 2) \*Kim, S. Y. & **Wang, M.** (forthcoming, 2018). Neural Mechanisms of Reading in Korean L1 and Related L2 Reading. In H. Pae (Ed.), *Writing Systems, Reading Processes, and Cross-Linguistic Influences: Reflections from the Chinese, Japanese and Korean Languages*. John Benjamins.
- 3) Pae, H., Kim, S-A., Mano, Q. R. & **Wang, M.** (forthcoming, 2018). Cross-linguistic Influences of Script Format: L1-Derived Syllabification in Reading L2 English among Native Korean Readers. In H. Pae (Ed.), *Writing Systems, Reading Processes, and Cross-Linguistic Influences: Reflections from the Chinese, Japanese and Korean Languages*. John Benjamins.
- 4) **Wang, M.** (2016). Learning a second language. In R.E. Mayer & P. A. Alexander (Eds.), *Handbook of Research on Learning and Instruction, 2<sup>nd</sup> edition*. Taylor & Francis Group.
- 5) \*Davis, J. A. & **Wang, M.** (2016): Reading development in Chinese-English bilingual children. In W.L. Li (Ed.), *International research on children's reading*. Beijing Normal University Press.

- 6) **Wang, M.**, Cho, J., & \*Li, C.C. (2017). Reading acquisition in Korean. In C. Perfetti & L. Verhoeven (Eds.), *Reading acquisition across languages and writing systems: An international handbook*. Cambridge University Press.
- 7) **Wang, M.** & Arciuli, J. (2015). Introduction to the special issue: Phonology beyond phonemes: Contribution of suprasegmental information to reading. *Scientific Studies in Reading*, 19, 1-4.
- 8) **Wang, M.** & Verhoeven, L. (2015). Introduction to the special issue: Reading morphologically complex words in a second language. *Writing Systems Research*, 7, 129-132.
- 9) **Wang, M.**, Liu, Y., & Perfetti, C.A. (2014). The roles of character properties in early learning to read Chinese as a second language. In N. Jiang (Ed.), *Advances in Chinese as a Second Language: Acquisition and Processing*. Cambridge Scholars Publishing.
- 10) **Wang, M.**, \*Lin, C., & \*Yang, C. (2014). The contribution of phonology, orthography, and morphology in Chinese-English biliteracy acquisition: A two-year longitudinal study. In X. Chen, Q. Wang, & Y. C. Luo (Eds.) *Reading Development and Difficulties in Monolingual and Bilingual Chinese Children*, Springer.
- 11) **Wang, M.** (2013). Introduction. In P. Wang (Ed.), *Chinese Language Education for Overseas Children: Research and Practice*.
- 12) **Wang, M.** & \*Li, C.C. (2012). Phonological perception and processing in a second language. *Contemporary Foreign Language Studies*, 384, 94-109.
- 13) \*Lin, C. & **Wang, M.** (2012). Cross-language transfer in bilingual and biliteracy development. In B.J. Irby, B. Brown, & R. Lara-Alecio (Eds.), *Handbook of Educational Theories* (pp. 376-380). Information Age Publishing Inc.
- 14) **Wang, M.** (2010). Learning a second language. In R.E. Mayer & P. A. Alexander (Eds.), *Handbook of Research on Learning and Instruction, 1<sup>st</sup> edition* (pp.127-147). Taylor & Francis Group.
- 15) **Wang, M.** & Yang, C-L. (2007). Language analysis and literature review: Chinese. In K. Koda & A. Zehler (Eds.), *Learning to Read across Languages*. New Jersey: Lawrence Erlbaum Associates.
- 16) **Wang, M.** (1994). Language assessment and intervention. In Xu, Y. (Ed.), *Early Childhood Intervention Programs*. Zhejiang: Educational Science Press, P.R. China. (in Chinese)
- 17) **Wang, M.** (1992). Shaping and chaining. In Lu, J. (Ed.), *Behavioral Modification*. Zhejiang: Educational Science Press, P.R. China. (in Chinese).

## D. Talks, Abstracts, and Other Professional Papers Presented

### i. Invited Talks

**Wang, M.** (2018, June). Invited three-day talks at the *Summer Academy of Research Institute for Scholars in Education (RISE)*, University of Maryland, supported by a Pathways Training Grant, Institute of Educational Sciences:

- Growing Up to Read: Birth to Age 4
- Becoming Real Readers: Stages of Reading Acquisition
- Becoming Real Readers: Spelling Acquisition and Reading Fluency
- Understanding Empirical Research on Beginning Reading

**Wang, M. & Li, Y.X.** (2017, June). *Young dyslexic children and early intervention*. Beijing Normal University, China.

**Wang, M.** (2017, June). *How to promote children's language learning?* Capital Normal University, Beijing, China.

**Wang, M.** (2017, June). *Parental and school support for bilingual learning*. Second Library, Beijing, China.

**Wang, M.** (2016, May). *The benefits of bilingualism and biliteracy*. French Saturday School, Bethesda, Maryland.

**Wang, M., & Pae, H.** (2015, January). *Korean students acquiring L2 reading*. Presented at a workshop entitled "Learning to read in a second language: a cross-linguistic perspective", the Netherlands Institute for Advanced Studies (NIAS), Wassenaar, the Netherlands.

**Wang, M.** (2103, October). *Cross-language transfer: Implications for bilingual and biliteracy development*. Invitational Conference on Seeking Common Ground: A Multidisciplinary Examination of Critical, Analytic Thinking in Learning and Development, University of Maryland, College Park.

**Wang, M.** (2013, July). *Phonology beyond phonemes: Contribution of suprasegmental information to reading*. Division of Psychology, Nanyang Technological University, Singapore.

**Wang, M.** (2013, January). *Reading acquisition in Korean*. Presented at the Workshop on cross-linguistic study of reading acquisition, the Netherlands Institute for Advanced Studies (NIAS), Wassenaar, the Netherlands.

**Wang, M.** (2012, July). Three invited talks at Startalk Workshop: *Reading on: Training modules for literacy in Chinese*. College of Holy Cross, Worcester, MA.

- The development of Chinese literacy: The role of metalinguistic awareness



- Research on Chinese as foreign language instruction: Learning a new writing/orthographic system
- Reading proficiency and reading assessment

- Wang, M.** (2012, January). *How do bilinguals activate morphological constituents in their two languages?* Annual IGERT Winter Storm in Language Sciences at the University of Maryland, College Park.
- Wang, M.** (2010, October). *Working with children.* A pre-conference workshop at the 2010 Second Language Research Forum, University of Maryland, College Park.
- Wang, M.** (2010, July). *Contribution of phonology, orthography, and morphology in biliteracy acquisition.* Keynote presentation given at the "Research in Reading Chinese" Conference, in recognition of Dr. Dick Anderson's career and his pioneering role in Chinese reading research. OISE/U of Toronto, Canada.
- Wang, M.** (2009, March). Bilingual and biliteracy development. Behavioral Science Institute, Radboud University Nijmegen, the Netherlands.
- Wang, M.** (2009, April). Bilingual processing of morphologically complex words. The Dynamic Multi-lingual Processing Group, Max Plank Institute for Psycholinguistics, Nijmegen, the Netherlands.
- Wang, M.** (2006, September): *Biliteracy development in young Chinese and Korean children.* Bilingual Reading Research Investigators' Meeting at NIH/NICHHD.
- Wang, M.** (2005, December). *The path to bilingual and biliteracy acquisition.* School of Psychology, Beijing Normal University, P.R. China.
- Wang, M.** (2004, March). *Learning to read in a second language: Cross language and writing system transfer.* Center for the Study of Reading, University of Illinois-Urbana Champaign
- Wang, M.** (2002, December). *Learning to read in two languages: Exploring the relationship.* Center for Children, Relationship and Culture, University of Maryland.
- Perfetti, C., Liu, Y., & **Wang, M.** (2001, June). *How do alphabetic readers acquire Chinese as a second language?* Chinese Psycholinguistic Workshop, Summer Linguistic Institute, University of California, Santa Barbara.

## ii. Refereed Conference Proceedings

- 1) \*Li, Y. X., Li, H., & Wang, M. (2018, July). *The roles of phonological recoding, context, and writing practice in orthographic learning in Chinese.* Spoken paper to be presented in a Symposium on Orthographic Learning at the Annual Meeting for Society for the Scientific Study of Reading, Brighton, United Kingdom.
- 2) \*Singh, A., Wang, M., & Shah, Y. (2018, June). *Effects of sociolinguistic change in Hindi script on English word.* Poster to be presented at the Conference of JURE (Junior

Researchers) 2018 of EARLI (European Association for Research on Learning and Instruction), University of Antwerp, Antwerp, Belgium.

- 3) \*Li, R., Faroqi-Shah, Y., Wang, M. (2017, November). *Investigation of bilingual disadvantage in verb and noun retrieval in Mandarin-English bilinguals*. To be presented at the Academy of Aphasia 55th Annual Meeting, Baltimore, MD.
- 4) \*Singh, A., Wang, M., Shah, Y. (2017, July). *Cross-language phonological activation in different scripts: The case of Hindi-English bilinguals*. Poster to be presented at the Annual Meeting of Society for the Scientific Study of Reading, Halifax, Nova Scotia, Canada.
- 5) Wang, M., \*Li, C.C., & \*Li, M. (2017, July). *Phonological training and word learning in a novel language*. Poster to be presented at the Annual Meeting of Society for the Scientific Study of Reading, Halifax, Nova Scotia, Canada.
- 6) Wang, M. & Zhao, H. Y. (2016, July). *Training in segmental and suprasegmental awareness jointly contribute to learning a novel language*. Poster presented at the Annual Meeting of Society for the Scientific Study of Reading, Porto, Portugal.
- 7) Wang, M. (2016, July). *The development of reading skills in Korean*. Spoken paper to be presented at the Symposium on Learning to Reading across Languages and Writing Systems, at the Annual Meeting of Society for the Scientific Study of Reading, Porto, Portugal.
- 8) Wang, M. & \*Li, C.C. (2016, July). *The literacy experience shapes the development of the functional phonological unit in spoken word production*. Spoken paper to be presented at Annual Meeting of Society for the Scientific Study of Reading, Porto, Portugal.
- 9) Li, C. C. & Wang, M. (2016, May). *The development of the functional phonological unit in planning spoken words*. Spoken paper to be presented at the International Psychonomic Society Conference, Granada, Spain.
- 10) Li, C. C. & Wang, M. (2015, November). *The influence of L1 on the functional phonological unit in planning spoken word production in L2*. Poster presented at the Annual Meeting of the Psychonomic Society, Chicago.
- 11) \*Li, C. C. & Wang, M. (2015, September). *The influence of orthographic experience on the development of functional phonological unit in spoken word production*. Poster presented at the 9th International Conference on the Mental Lexicon, Niagara-on-the-Lake, Canada.
- 12) \*Li, C., & Wang, M. (2014, September). *The Functional Phonological unit in Second Language Learners*. Poster presented at the 9th International Conference on the Mental Lexicon, Niagara-on-the-Lake, Canada.

- 13) \*Davis, J.A., Wang, M., & Guan, Q. (2014, September). *Separating segmental and tonal information in visual word recognition with second language learners of Chinese*. Poster presented at the 9th International Conference on the Mental Lexicon, Niagara-on-the-Lake, Canada.
- 14) Wang, M. (2014, July). Chinese-English biliteracy development among adolescents. Discussion presented at the Symposium titled “Chinese-English biliteracy development among adolescents”, 21th Annual Meeting of Society for the Scientific Study of Reading, Santa Fe, NM
- 15) \*Davis, J. A., \*Li, C. C., & Wang, M. (2014, July). The functional phonological unit in memorization of written Words and pictures. Poster presented at the 21th Annual Meeting of Society for the Scientific Study of Reading, Santa Fe, NM
- 16) \*Li, C. C., \*Davis, J. A., & Wang, M. (2014, July). The functional phonological unit in spoken word production among second language learners. Poster presented at the 21th Annual Meeting of Society for the Scientific Study of Reading, Santa Fe, NM.
- 17) Wang, M., Newman, R., & \*Li, C.C. (2013, July). *The development of prosodic sensitivity and its relationship to reading*. Poster presented at the Annual Meeting for the Society for the Scientific Study of Reading, Hong Kong.
- 18) \*Li, C.C., Wang, M. Isardi, W. (2013, July). *The influence of orthography on the proximate unit in spoken word production*. Poster presented at the Annual Meeting for the Society for the Scientific Study of Reading, Hong Kong.
- 19) \*Kim, S.Y., Wang, M. (2013, July). *Past-tense processing in English and Korean: A masked priming study*. Spoken paper presented at the Annual Meeting for the Society for the Scientific Study of Reading, Hong Kong.
- 20) \*Lin, C. & Wang, M. (2013, March). *The role of lexical cues and stress cues in segmentation in second language learners of English*. Poster presented at the 11<sup>th</sup> International Symposium of Psycholinguistics, Tenerife, Spain.
- 21) \*Kim, S.Y. & Wang, M. (2012, November). *The processing of past-tense inflection in first and second language*. Poster presented at the Annual Conference of the Psychonomic Society, Minneapolis.
- 22) Wang, M., & \*Li, C.C. (2012, July). *Reliance on segmental and tonal information in visual word recognition in Chinese children and adults*. Spoken paper presented at the Annual Meeting for the Society for the Scientific Study of Reading, Montreal, Canada.
- 23) \*Lin, C. & Wang, M. (2012, July). *The role of lexical knowledge and stress cues in segmentation in second language learners of English*. Poster presented at presented at the Annual Meeting for the Society for the Scientific Study of Reading, Montreal, Canada.

- 24) \*Anderson, A., \*Lin, C., & Wang, M. (2012, July). *Native and novel language stress sensitivity in English-speaking children with and without dyslexia*. Poster presented at the Annual Meeting for the Society for the Scientific Study of Reading, Montreal, Canada.
- 25) \*Ko, I., & Wang, M. (2011, June). *Processing of compound words by adult Korean-English bilinguals*. Spoken paper presented at the 17th International Morphological Processing Conference, Donostia-San Sebastian, Spain.
- 26) \*Li, C., \*Lin, C. Y., Jiang, N., & Wang, M. (November, 2011). *Segment and tone processing in Chinese and English context among Chinese-English bilinguals*. Poster presented at the 52<sup>nd</sup> Annual Meeting of the Psychonomic Society, Seattle, WA.
- 27) \*Lin, C. Y., Wang, M. & Xu, Y. (July, 2011). *Stress sensitivity in Mandarin-English and Korean-English bilinguals: Sequence recall and lexical decision*. Poster presented at the 18<sup>th</sup> Annual Meeting for the Society for the Scientific Study of Reading, St Pete Beach, Florida.
- 28) Anderson, A., \*Lin, C. Y., & Wang, M. (June, 2011). *Sensitivity to novel linguistic stress among children with and without dyslexia*. Oral presentation given at the 8<sup>th</sup> British Dyslexia Association International Conference, Harrogate, United Kingdom.
- 29) \*Lin, C. Y., Wang, M. & Xu, Y. (June, 2011). *Stress Sensitivity in Mandarin-English and Korean-English Bilinguals*. Poster presented at the 8<sup>th</sup> International Symposium on Bilingualism, Oslo, Norway.
- 30) \*Lin, C. Y., Wang, M. & Xu, Y. (February, 2011). *Perceptual sensitivity to stress in Mandarin-English and Korean-English bilinguals*. Poster presented at the 2011 Annual Meeting for the American Association for the Advancement of Science, Washington D.C.
- 31) \*Kim, S. Y., & Wang, M. (June, 2011). *Morphological decomposition in recognition of Korean affixed words*. Poster presented at the 7<sup>th</sup> International Morphological Processing Conference, Donostia-San Sebastian, Spain.
- 32) \*Kim, S. Y., & Wang, M. (July, 2010). *The processing of derived words in Korean: A masked priming study*. Poster presented at the 17th Annual Meeting Society for the Scientific Study of Reading, Berlin, Germany.
- 33) \*Chen, C. Y., Wang, M., Shu, H., Wu, H., Li, C. C. (July, 2010). *Development of tone sensitivity in young Chinese children and its relation to reading*. Poster presented at the 17<sup>th</sup> Annual Meeting for the Society for the Scientific Study of Reading, Berlin, Germany.
- 34) \*Chen, C. Y., Wang, M., Shu, H., Wu, H., \*Li, C. C. (May, 2010). *Development of tone sensitivity in young Chinese children*. Poster to be presented at Speech Prosody, 5<sup>th</sup> International Conference, Chicago, IL.

- 35) \*Ko, I., & Wang, M. (2010, July). *The time course of morphological, semantic, and orthographic sensitivity in visual word recognition in children and adults*. Poster presented at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- 36) Wang, M., & \*Ko, I. (2010, July). *Morphological, semantic and orthographic sensitivity in visual word recognition among Korean children and adults*. Spoken paper presented at the annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- 37) \*Kim, S-Y. & Wang, M. (2009, November). *Time course of processing derived words in Korean-English bilinguals*. Poster presented at the Annual Conference of Psychonomic Society, Boston.
- 38) \*Ko, I-Y. & Wang, M. (2009, November). *The development of morphological, semantic and orthographic sensitivity in visual word recognition*. Poster presented at the Annual Conference of Psychonomic Society, Boston.
- 39) Wang, M. & \*Cheng, C.X. (2009, June). *Acquisition of compound words in Chinese-English bilingual children*. Spoken paper presented at the 2009 Meeting of Society for the Scientific Study of Reading, Boston.
- 40) \*Ko, I-Y. & Wang, M. (2008, October). *Korean-English bilingual processing of compound words*. Poster presented at the Mental Lexical Conference, Banff, Canada.
- 41) \*Kim, S-Y. & Wang, M. (2008). *The processing of derived words in Korean-English bilinguals*. Spoken paper presented at the Mental Lexicon Conference, Banff, Canada.
- 42) Wang, M. & \*Cheng, C.X. (2008, July). *Cross-language activation in bilingual processing of compound words: the effect of semantic transparency*. Spoken paper presented at the 2008 Meeting of Society for the Scientific Study of Reading, Asheville, NC.
- 43) \*Gao, W. & Wang, M. (2008, July). *Subsyllabic Unit Preference of Young Chinese Children in Reading Pinyin*. Poster presented at the 2008 Meeting of Society for the Scientific Study of Reading, Asheville, NC.
- 44) \*Sun-Alperin, K. & Wang, M. (2008, July). *Cross-language transfer of phonological and orthographic processing skills in Spanish-speaking children learning to read and spell in English*. Poster presented at the 2008 Meeting of Society for the Scientific Study of Reading, Asheville, NC.
- 45) Wang, M., \*Ko, I. Y., & \*Choi, J. (2007, July). *Morphological awareness is important in Korean-English biliteracy acquisition*. Spoken paper presented at the 2007 Meeting of Society for the Scientific Study of Reading, Prague.
- 46) Wang, M., \*Yang, C., & \*Cheng, C.X. (2007, July). *Contribution of phonology, orthography, and morphology in Chinese-English biliteracy acquisition*. Spoken paper presented at the 2007 Meeting of Society for the Scientific Study of Reading, Prague.

- 47) \*Sun-Alperin, K. & Wang, M. (2007, July). *Spanish-speaking children's spelling errors with English vowel sounds that are represented by different graphemes in English and Spanish words*. Poster presented at the 2007 Meeting of Society for the Scientific Study of Reading, Prague.
- 48) \*Wei, G. & Wang, M. (2007, July). *Subsyllabic unit preference of young Chinese children in reading Pinyin*. Poster presented at the 2007 Meeting of Society for the Scientific Study of Reading, Prague.
- 49) Wang, M. & \*Cheng, C.X. (2006, November). *Body unit is the preferred subsyllabic unit in Chinese spoken language processing*. Poster presented at the Annual Conference of Psychonomic Society, Houston.
- 50) Liu, Y., Wang, M., Perfetti, C.A., Brubaker, B., Wu, S. M., & McWhinney, B (2006, July). *Learning a tonal language by attending to the tone*. Poster paper presented at the 2006 Meeting of Society for the Scientific Study of Reading, Vancouver.
- 51) Wang, M. & \*Cheng, C.X. (2006, July). *Subsyllabic unit processing young Chinese children*. Spoken paper presented at the 2006 Meeting of Society for the Scientific Study of Reading, Vancouver.
- 52) \*Cheng, C.X. & Wang, M. (2006, July). *Bilingual acquisition of compound words*. Poster presented at the 2006 Meeting of Society for the Scientific Study of Reading, Vancouver.
- 53) \*Sun, K. & Wang, M. ((2006, July). *Cross language and orthographic transfer in learning to read and spell English by Spanish-speaking children*. Poster presented at the 2006 Meeting of Society for the Scientific Study of Reading, Vancouver.
- 54) \*Anderson, A. & Wang, M. (2006, July). *The utility of Chinese tone in detecting children with English reading difficulties*. Poster presented at the 2006 Meeting of Society for the Scientific Study of Reading, Vancouver.
- 55) Wang, M. (2005, June). *The relationship between general auditory processing, Chinese tone processing and English reading skills*. Spoken paper presented at the 2005 Meeting of Society for the Scientific Study of Reading, Toronto.
- 56) \*Sun, K., & Wang, M. (2005, June). *Sentence comprehension in Chinese-English bilingual children*. Poster presented at the 2005 Meeting of Society for the Scientific Study of Reading, Toronto.
- 57) \*Chen, C.X., Wang, M.,& \*Cheng, S.W. (2005, June). *Contribution of morphological awareness to Chinese-English biliteracy acquisition*. Poster presented at the 2005 Meeting of Society for the Scientific Study of Reading, Toronto.

- 58) 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.
- 59) \*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.
- 60) 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.
- 61) 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.
- 62) Wang, M., Liu, Y., Perfetti, C.A., & \*Flynn, N. (2003, June). *Chinese-English biliteracy acquisition: Cross language and writing system transfer*. Spoken paper presented at the 2003 Meeting of Society for the Scientific Study of Reading, Toronto.
- 63) Liu, Y., Perfetti, C.A., & Wang, M. (2003, June). *Priming and interference in reading Chinese by English readers*. Spoken paper presented at the 2003 Meeting of Society for the Scientific Study of Reading, Toronto.
- 64) Liu, Y., Perfetti, C.A., & Wang, M. (2003, March). *Learning to read Chinese: Event Related Potential*. Poster presented at the Annual meeting of Cognitive neuroscience society, New York City.
- 65) 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.
- 66) 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.
- 67) 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.
- 68) 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.
- 69) 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.

- 70) Wang, M., Koda, K., & Perfett, 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.
- 71) 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.
- 72) 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.
- 73) 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.
- 74) Wang, M. & Geva, E. (1999, April). *The development of spelling in Chinese ESL children*. Poster presented at Meeting of Society for the Scientific Study of Reading (SSSR), Montreal, Quebec.
- 75) Wang, M., & Olson, D. (1998, July). *The development of referential descriptions*. Poster presented at the International Society for Studies of Behavioral Development conference, Berne, Switzerland.
- 76) Cameron, C. A, Wang, M., & Scarbro, J. (1997, April). *Microgenetic analyses of telephone communication development*. Poster presented at the Society for Research in Child Development conference, Washington, DC.
- 77) Wang, M. & Cameron, C.A. (1996, August). *Children's story narration over the telephone*. Poster presented at the International Society for Studies of Behavioral Development conference, Quebec City, Quebec.

## **E. Contracts and Grants**

*How do children learn new words through self-teaching? 2019-2021*  
 Spencer Foundation Small Grant  
 PI, \$50,000, pending

*Improving literacy skills among heritage learners of Hindi, 2017-2019*  
 Spencer Foundation Small Grant  
 PI, \$50,000, unfunded

*Collaborative Research: Language and reading development in monolingual and multilingual young children: A longitudinal study, 2018-2022*



NSF

PI at UMD, \$343,373, with Dr. Candise Lin, PI, University of Southern California, unfunded

*Research Institute for Scholars in Education (RISE), 2017-2020*

Pathways Training Grant, Institute of Educational Sciences

Core Faculty, PI: Dr. Susan De La Paz, University of Maryland.

*The influence of orthography on the development of functional phonological unit in spoken word production, 2015-2017*

National Science Foundation: Doctoral Dissertation Improvement Grant (BCS-451722)

Principal Investigator: Student Co-investigator: Chuchu Li, total cost: \$18,500

*The use of segmentation cues in second language learners of English, 2012-2014*

National Science Foundation: Doctoral Dissertation Improvement Grant (BCS-1252109).

Principal Investigator: Student Co-investigator: Candise Lin, total cost: \$18,240

*Prosodic sensitivity in native English-speaking children: The utility of Chinese as a novel-language, 2011-2013*

Support Program for Advancing Research and Collaboration Grant, College of Education, University of Maryland

Principal Investigator, total cost: \$22,134

*Biliteracy development in Chinese and Korean children, 2004-2011(no-cost extension)*

National Institute of Health (NICHD, R01 HD 048438)

Principal Investigator, total cost: \$738,870

*Learning Chinese-a tonal language, 2005-2008*

Pittsburgh Science of Learning Center, National Science Foundation Center Grant

Principal Investigator: Co-PI: Charles Perfetti, total cost: \$136,668

*Learning to read Chinese as a new writing system, 2004-2006*

Pittsburgh Science of Learning Center, National Science Foundation Center Grant

Co-Principal Investigator: PI: Dr. Charles Perfetti, total cost: \$343,621

*Basic processes in reading: Comparisons across writing systems, 2001-2004*

National Science Foundation (SBR9616519)

Co-Investigator: PI: Dr. Charles Perfetti, total cost: \$355,000

*Feasibility study including pilot research on the transfer of literacy skills from languages with non-Roman script backgrounds to English, 2001-2002*

Department of Education (ED-01-CO-0042/0002)

Co-Investigator: PIs: Keiko Koda and Annette Zehler, total cost: \$105,000

## **F. Fellowships, Prizes, and Awards**

*Fellow, 2015*

*Psychonomic Society*

*Fellow, 2013*

Association for Psychological Science

*Gate Fellowship, 2011, \$2,500*

College of Education, University of Maryland, College Park

*International Travel Awards, 2010, 2011, 2012, 2013, \$4,000 in total*

University of Maryland, College Park

*Early Career Award, 2007*

College of Education, University of Maryland, College Park

*Travel scholarship, 2005, \$2,000*

National Academy of Education/Spencer Foundation.

*Summer Research Award, 2003, \$9,000*

General Research Board, University of Maryland, College Park

*Postdoctoral Fellowship, 2002-2004, \$55,000*

National Academy of Education/Spencer Foundation

*Postdoctoral Fellowship, 2000-2002, \$50,000*

Social Sciences and Humanities Research Council of Canada

*Ambassadorial Scholarship of Graduate Studies, 1994-1995, \$20,000*

Rotary International (declined)

## **G. Editorships, Editorial Boards, and Reviewing Activities**

### **ii. Editorial boards**

*Applied Psycholinguistics, 2007- 2014*

*Contemporary Educational Psychology, 2006 - present*

*Writing Systems Research, 2011- present*

*International Multilingual Research Journal, 2012 - present*

### **iii. Journal reviewers**

*Applied Linguistics*

*Bilingualism: Language and Cognition*

*Child Development*

*Cognition*

*Developmental Psychology*

*Developmental Science*  
*Frontiers: Psychology*  
*International Journal of Bilingualism*  
*Journal of Cognition and Development*  
*Journal of Educational Psychology*  
*Journal of Experimental Child Psychology*  
*Journal of Research in Reading*  
*Journal of Neurolinguistics*  
*Language Learning*  
*Learning Disabilities Research and Practice*  
*Plos One*  
*Reading and Writing: An Interdisciplinary Journal*  
*Scientific Studies in Reading*  
*Writing System Research*  
*Memory & Cognition*

#### **iv. Other reviewing activities**

##### **Book manuscripts and conferences:**

*MIT Press, 2003*  
*Pearson Education, 2004*  
*Routledge, 2009*  
*Springer, 2011, 2017*  
*Society of Scientific Studies in Reading Annual Meeting (2016)*  
*Second International Symposium on Chinese Language Teaching and Learning (2015)*

##### **Grants and awards:**

*NSF GRFP Review Panel, 2018*  
*National Academy of Education/Spencer Doctoral Dissertation Fellowship, 2015, 2016, 2017*  
*Israel Science Foundation, 2014*  
*International Association of Chinese Linguistics, Young Scholar Award, 2014*  
*National Institute of Health, 2011*  
*National Science Foundation EAPSI Panel, 2010*  
*National Science Foundation Doctoral Dissertation Research, 2006; 2009; 2011, 2013, 2014*  
*National Science Foundation CAREER Grant, 2011*  
*Research Grants Council, Hong Kong, China, 2011, 2017*  
*Social Sciences and Humanities Research Council of Canada, 2008, 2010*  
*Language Learning, small grant, 2010*  
*Petro-Canada Young Innovator Award, Wilfrid Laurier University, Canada, 2007*  
*PSC-CUNY Research Award (Psyc Department, City Univ. of New York), 2002*

### **3. TEACHING, MENTORING, AND ADVISING**

## A. Courses Taught

### i. Undergraduate courses:

EDHD425: Language Development and Reading Acquisition

EDHD420: Cognitive Development and Learning

EDHD 460: Educational Psychology

### ii. Graduate seminars:

EDHD779T: Basic Processes in Language and Reading Acquisition

EDHD779Q: Bilingualism and Biliteracy Acquisition

EDHD 840: Language and Literacy Development

### iii. Research Supervision: EDHD888 & 899

## B. Course and Curriculum Development

### i. EDHD 779T: *Basic Processes in Language Development and Reading Acquisition*

I designed this new graduate course to train graduate students in the area of the development of basic language and reading skills including phonology, orthography and morphology. Students not only learn the up-to-date knowledge about the theories and principles in the field, but also receive training in how to teach the undergraduate course EDHD 425 *Language Development and Reading Acquisition*.

### ii. EDHD 779Q: *Bilingualism and Biliteracy acquisition*

I developed this new graduate course along my own research interests and expertise, to introduce students to the important theoretical and empirical research in the field.

## C. Advising: Research Direction

### i. Ph.D. advisees

*Completed*

*Affiliations after graduation*

Chuchu Li	2015	Post-doc Fellow, Depts of Psychology and Psychiatry, U of California, San Diego NSF IGERT Fellow, NSF DDRIG award
Candise Chen	2013	Post-doc Fellow, Hearing and Communication Neuroscience Program, U of Southern California NSF EPSI, NSF IGERT Fellow, NSF DDRIG award
Say Young Kim	2012	Post-doc Fellow, Nanyang Technological University, Singapore Assistant Professor, Hanyang University, South Korea
In Yeong Ko	2011	Post-doc Associate, Berkley Language Center

		Ann Wylie Dissertation Fellowship, Graduate School Summer Research Fellowship
Stella Cheng	2008	Research Associate, Microsoft Beijing, China
Kendra Sun-Alperin	2007	Site Director for Horizons at Greater Washington, Maryland Lower School Reading/Math Lead Teacher
Alida Anderson (Co-advisor with Dr. Joan Lieber, Special Education)	2006	Associate Professor, American University

*Current:*

Annie Yixun Li	2017-	
Daniel Sherlock	2017-	Research project advisor, Special Education, primary advisor: Dr. Kelly Cummings
Anisha Singh	2016-	Research project advisor, primary advisor: Dr. Patricia Alexandra
Hongyang Zhao	2015-2016	Research project advisor, primary advisor: Dr. Patricia Alexander
Joshua Davis	2013-2015	University of Maryland Graduate Fellowship, Global Graduate Fellow NSF EAPSI

**ii. Master's degree advisees**

Glicer Seufert (2006, Med, EDHD)  
 Chen Yang (2008, MA, EDHD)  
 Wei Gao (2010, MA, EDHD)  
 Ran Li (2017, Master thesis committee, primary advisor: Dr. Yasmeen Shah, HESP)  
 Nisha Sharma (2018, Master's thesis committee, primary advisor: Dr. Yasmeen Shah,  
 HESP)  
 Seongsil Lee (2018, Master's thesis committee, primary advisor: Dr. Yasmeen Shah,  
 HESP)

**iii. Doctoral dissertation committees**

Yoonjung Park (EDHD, 2005)  
 Jennie Lee-Kim (EDHD, 2005)  
 Michael Wei (EDCI, 2005)  
 Efrat Schorr (EDHD, 2006)  
 Dan Moose (EDHD, 2006)  
 Alida Anderson (EDSP, 2006)

Heather Rogers (EDHD, 2007)  
 Angel Kim (EDHD, 2008)  
 Mindy Chuang (EDCI 2008)  
 Cassie Codington (EDHD, 2009)  
 Sunkyoung Yi (EDHD, 2010)  
 Meghan Parkinson (EDHD, 2011)  
 Sunyung Lee (SLA, 2011)  
 Angela MaCae (EDHD, 2011)  
 Jennifer Gray (EDCI, 2012)  
 Emily Fox (EDHD, 2012)  
 Natalia Romanova (SLA, 2013)  
 Chrystine C. Hoeltzel (TLPL, 2014)  
 Emily Grossnickle (EDHD, 2014)  
 Anna Lukianchenko (SLA, 2014)  
 Monica Simpson (HESP, 2015)  
 Sun Young Ahn (SLA, 2015)  
 Man Li (SLA, 2017)  
 Assma Al-Thowaini (SLA, 2018)  
 Alia Lancaster (SLA, 2018)

**iv. Doctoral comprehensive exam committees**

Eunyoung Park (Carnegie Mellon Univ., 2002)  
 Heather Rogers (EDHD, 2005)  
 Elizabeth Rogler (SLA, 2011)  
 Denis Dumas (EDHD 2014)  
 Man Li (SLA, 2015)

**v. Graduate research assistants (I supervised all of the following RAs, and funded all of them)**

Natalie Flynn (EDHD, 2002)  
 Kyoung Rang Lee (EDCI, 2003)  
 Kirsten VanMeenen (EDHD, 2004)  
 Yoonjung Park (EDHD, 2004-2005)  
 Aleck Chen (EDCI, 2005)  
 Alida Anderson (EDSP, 2004-2006)  
 Mindy Chuang (EDCI, 2005)  
 Dongquan Zhang (EDMS, 2006)  
 Ying Zhang (EDCI, 2006)  
 Jing Tian (Public Health, 2005-2006)  
 Amy Dai (EDCI, 2004-2010)  
 Stephanie Yi (U of Southern California, 2012-2013)  
 Eva Ortega (U of Southern California, 2012-2013)

**vi. Undergraduate research assistants (I supervised and funded them)**

Kimmie Wilson (HESP, 2012-2015)  
 Ashley Thomas (HESP, 2013-2015)  
 Kristi Licare (Education, 2014, CASL Summer Research Scholarship)  
 Kelly Puyear (HESP, 2016-2017)  
 Helen Wei (Economics, 2016, CASL Summer Research Scholarship)  
 Joseph Schlosnagle (Education, 2016, Internship at Maryland General Assembly)  
 Michelle Yang (Neurophysiology, 2016-2017, NSF DDRIG)  
 Kelly Wright (Neurophysiology, 2016-present)  
 Isha Sharma (HESP, 2017-present)  
 Rachel Lee (Education, 2018-present)

**vii. Visiting Scholars**

Prof. Peng Zhao (Beijing Foreign Language and Culture University), 2013  
 Prof. Li Li (Nanjing Normal University), 2014  
 Prof. Xiaobao Wei (East China of Science and Technology), 2016

**viii. Others**

Renae McPherson (Teaching observation), 2016  
 Dr. Angela McRae (Teaching observation), 2018

**4. SERVICE****A. Professional****i. Memberships and service in professional organizations**

- Women in Cognitive Science, 2018-present
- Society for Scientific Studies of Reading (2006-2008): Board member
- Society for Scientific Studies of Reading (2002-present): Voting member
- SSSR Special Interest Group-Reading in Asian Languages (2013): Chair
- Association for Psychological Science (2013-present): Regular member and Fellow
- Psychonomic Society (2006-present): Regular member and Fellow
- Society for Research in Child Development (2005-2008): Regular member
- American Psychological Association (2007-2009): Regular member
- American Educational Research Association (2005-2007): Regular member

**ii. Advisory board members and consultancies**

National Advisory Committee: ETS Praxis Teaching Reading Elementary Education, ETS, Princeton, NJ, 2017

Academic Review for Hangyang University, South Korean, 2018

Academic Advisory Committee: *Conference on Maryland Chinese as a Second Language*, University of Maryland, College Park, 2012

Advisory Board: *Preparation of early intervention personnel*. Training grant proposal submitted to the U.S. Department of Education by the Department of Special Education, University of Maryland, College Park, 2011

Advisory Board: *Preparation of leadership personnel in early intervention/early childhood special education*. Training grant proposal submitted to the U.S. Department of Education by the Department of Special Education, University of Maryland, College Park, 2011.

Senior Consultant: *Reading training modules for literacy in Chinese*. Startalk proposal by the College of Holly Cross, Worcester, MA, 2012

Consultant: *Chinese Language Education for Overseas Children: Research and Practice*. Hope Chinese School System, Great Washington Area, 2005-present

Academic Advisory Board: Beijing Foreign Language Teaching and Research Press, 2010-present.

## **B. Campus Service**

### **i. Departmental**

- Director of Graduate Studies (2012–2014)
- Executive Committee (2012-2014)
- Program Review Committee (2014)
- Chair of Educational Psychology Specialization (2009 - 2012)
- Educational Psychology Colloquium Organizer (2009 – 2012)
- Admission Committee (2005-2006, 2007-2008, 2012, 2016)
- Merit Review Committee (2006, 2014, 2016)
- Search Committee (2006-2007, 2007-2008, 2010-2011, 2013, 2014)
- Undergraduate Committee (2002-2003)
- Faculty-Graduate Students Liaison (2003-2004)
- Graduate Committee (2003-2005, 2009-2012, 2013-2015)
- APT Committee (2014, 2016)
- Junior Faculty Mentor (Richard Prather, 2017-present)
- Third-year Review Committee (2017, 2018)
- Recruitment Day Committee (2018)

### **ii. College**

- Senate (2004- 2006)
- Awards Committee (2004-2006)
- International Committee (2006-2008)
- Graduate Committee (2009, 2012-2014)
- International Advisory Committee (2013-2016)

### **iii. University**



- University Libraries Council (2016-present)
- Executive Committee of NSF IGERT program: Biological and Computational Foundations of Language Diversity (2010-2015)
- Maryland Language Science Center Fellow Committee (2014-2015)
- RASA Committee (2011)
- Graduate School Endowed Fellowship Committee (2015)
- Affiliated faculty of the International Programs (2003- present)
- Affiliated faculty of the Center for Advanced Study of Language (2005- present)
- Affiliated faculty of the Field Committee on Developmental Psychology (2006-present)