

LIN CHEN
CURRICULUM VITAE

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3420 Forbes Avenue, Pittsburgh, PA 15260, USA

EMPLOYMENT

2018–present Research Associate, Learning Research & Development Center,
University of Pittsburgh, USA

2017-2018 Visiting Scholar, Learning Research & Development Center,
University of Pittsburgh, USA

2015–2018 Associate Professor, School of Foreign Languages,
Sun Yat-sen University, China

2014.1- Visiting Scholar, Learning Research & Development Center,
2014.8 University of Pittsburgh, USA

2010–2015 Assistant Professor, School of Chinese as a Second Language,
Sun Yat-sen University, China

2010–2012 Postdoctoral Researcher, Linguistics, Department of Chinese, Sun
Yat-sen University, China

EDUCATION

2007-2010 Ph.D. in Psychology, South China Normal University, China

2009-2010 Visiting Doctoral Student in Psychology, Cardiff University, UK

2004-2007 M.A. in Psychology, South China Normal University, China

2000-2004 B.S. in Psychology, Qufu Normal University, China

PROFESSIONAL INTERESTS

Research (Broad)	Psycholinguistics, Neurolinguistics, Cognitive Neuroscience
Research (Specific)	Word reading, Reading comprehension, Multilingualism
Research Methods	Behavioral methods, EEG/ERPs, Co-registration of ERPs and eye tracking, Computational methods

RESEARCH GRANTS

2021-2026	National Science Foundation (USA) Incremental comprehension during first and second language reading of authentic texts assessed through statistical models, ERPs, and behavioral measures (BCS-2118195) Value: \$523,903. Role: Principal Investigator
2018-2021	National Social Science Foundation (China) Tone Perception and intervention for adult Chinese learners (18BYY121) Value: RMB 200,000 (\$30,800). Role: Co-investigator
2015–2018	National Social Science Foundation (China). Pinyin processing for adult Chinese learners (15CYY020) Value: RMB 200,000 (\$30,800). Role: Principal Investigator
2013–2017	Project of Humanities and Social Science of Ministry of Education (China) The cultural compatibility of students who learn Chinese as a foreign language (13YJCZH203) Value: RMB 80,000 (\$12,500). Role: Co-investigator
2013-2016	Project of Humanities and Social Science of Ministry of Education (China) Cognitive processes and neural mechanism of word level metaphors (13YJC190014) Value: RMB 80,000 (\$12,500). Role: Co-investigator
2012–2015	The Fundamental Research Funds for the Central Universities (China) The role of graphic information in Pinyin processing (13WKPY18) Value: RMB 75,000 (\$11,500). Role: Principal Investigator

- 2011–2015 Project of Humanities and Social Science of Ministry of Education (China)
Blocking effect in category learning (11YJC190005)
Value: RMB 20,000 (\$3,100). Role: Principal Investigator
- 2011–2014 National Education Scientific Planning Project (China)
Dual-mechanism of category learning (EBA110327)
Value: RMB 70,000 (\$10,800). Role: Principal Investigator

PUBLICATIONS

1. **Chen, L.** (2022). What can we learn from probabilistic language models about L1 and L2 reading? In Proceedings of the Annual Meeting of the Cognitive Science Society “*Bilingual Sentence Processing: When Models Meet Experiments*” (Vol. 44, No. 44).
2. Xu, Y. & **Chen, L.** (2022). Morphological property and polysemy in character recognition in Chinese as a foreign Language. *Pedagogical Grammar and Grammar Pedagogy in L2 Chinese*: Routledge.
3. **Chen, L.**, Perfetti, C. A., Fang, X., & Chang, L. Y. (2021). Activation of L1 orthography in L2 word reading: Constraints from language and writing system. *Second Language Research*, 37(2), 323-348.
4. **Chen, L.**, Perfetti, C. A., Fang, X., Chang, L., & Fraundorf, S. (2019). Reading Pinyin activates sublexical character orthography for skilled Chinese readers. *Language, Cognition and Neuroscience*, 34(6), 736-746.
5. **Chen, L.**, Perfetti, C. A., & Leng, Y. (2019). Reading Pinyin activates character orthography for highly experienced learners of Chinese. *Bilingualism: Language and Cognition*, 22(1), 103-111.
6. **Chen, L.**, Perfetti, C. A., Leng, Y., & Li, Y. (2018). Word superiority effect for native Chinese readers and low proficiency Chinese learners. *Applied Psycholinguistics*, 39(6), 1097-1115.
7. **Chen, L.**, Fang, X., & Perfetti, C. A. (2017). Word-to-text integration: ERP evidence for semantic and orthographic effects in Chinese. *Journal of Neurolinguistics*, 42, 83-92.
8. **Chen, L.**, Mo, L., & Bott, L. (2014) How people learn features in the absence of classification error. *Journal of Cognitive Psychology*, 26(8), 893-905.
9. Luo, X. Y., Cheung, H., Bel, D., Li, L., **Chen, L.**, & Mo, L. (2013). The roles of semantic sense and form-meaning connection in translation priming. *The Psychological Record*, 63, 193–208.

Manuscripts In Press or Under Review

1. **Chen, L.**, Xu, Y., & Perfetti, C. A. Acquiring the structure of a writing system in word learning: the Word Dual Focus Model of learning Chinese (Invited Revision, Scientific Study of Reading)
2. Xu, Y. & **Chen, L.** Effect of Meaning Dominance in Compound Word Recognition: Evidence from L2 Chinese (Invited Revision, Journal of Psycholinguistic Research)

Manuscripts In Preparation

1. **Chen, L.**, Oralova, G., Perfetti, C. A., Teodorescu, D., Epp C. D., & Fyshe, A. Tracking the lexical and syntactic processes in reading English authentic texts: evidence from behavioral and EEG approaches.
2. Oralova, G., **Chen, L.**, Perfetti, C. A., Teodorescu, D., Epp C. D., & Fyshe, A. Predictive processes in non-native reading of authentic texts: an ERP study.

Peer-Reviewed Journal Articles (In Chinese) (*undergraduate or graduate mentee)

1. **Chen, L.**, Xu, G. P. & Weng*, F. F. (2018). The effect of morpheme frequency on Chinese compound word recognition: evidence from intermediate Indonesian-Chinese learners. *Studies of Psychology and Behavior (In Chinese, 心理与行为研究)*, (1), 1-5.
2. Deng, X., **Chen, L.**, & Ya*, X. (2018). Chinese textbook design for housewives who are beginners to learn China. *Chinese Language in the World (In Chinese, 国际汉语)*, (4), 139-151.
3. **Chen, L.**, Zhong, L., & Leng, Y. (2017). Word superiority effect for low proficiency Korean-Chinese learners. *Acta Psychologica Sinica (In Chinese, 心理学报)*, 49(10), 1277-1286.
4. **Chen, L.** & Li*, A. L. (2017). Language learning strategies for Indonesian-Chinese learners. *Overseas Chinese Education (In Chinese, 海外华文教育)*, (1), 55-65.
5. Wang, Y. Song, B., & **Chen, L.** (2017). An empirical study on effects of morpheme meaning frequency on semantic transparent words acquisition for CSL students. *Applied Linguistics (In Chinese, 语言文字应用)*, (3), 134-143.
6. **Chen, L.**, Zhou, X. B., & Wang, Y. H. (2016). The effectiveness and mechanism of Pinyin in Chinese learning. *Studies of Psychology and Behavior (In Chinese, 心理与行为研究)*, (5), 715-720.
7. **Chen, L.**, Weng*, F. F., & Xia, T. S. (2016). The role of morpheme position in Chinese coordinative compound word recognition, *Psychological Exploration (In Chinese, 心理学探新)*, (4), 305-309.

8. **Chen, L.**, Wang*, L. L., & Wu, M. J. (2016). Effects on the acquisition of semantically related and unrelated Chinese words in TCSL. *TCSOL Studies (In Chinese, 华文教学与研究)*, 60(2), 45-52.
9. **Chen, L.**, & Luo, X. Y. (2016). Gender differences of Chinese language learning in the primary stage. *Overseas Chinese Education (In Chinese, 海外华文教育)*, (2), 268-276.
10. **Chen, L.**, Ye*, S. Q., & Wu, M. J. (2015). A comparative study on Chinese learners' orthographic awareness in two different teaching models. *Language Teaching and Linguistic Studies (In Chinese, 语言教学与研究)*, (2), 19-25.
11. **Chen, L.** (2015). The role of morpheme in Chinese compound words processing for primary Chinese learners. *TCSOL Studies (In Chinese, 华文教学与研究)*, 59(3), 1-5.
12. Xia, T. S., Wang, Y. H., **Chen, L.**, & Mo, L. (2015). The role of temporal shift in constructing Situation Model of the narrative reading. *Journal of East China Normal University (In Chinese, 华东师范大学学报)*, 33(2), 72-79.
13. **Chen, L.**, Zhong, L. J., Leng, Y., Mo, L. (2014). The role of the character graphic information in different Pinyin processing tasks. *Acta Psychologica Sinica (In Chinese, 心理学报)*, 46(11), 1661-1670.
14. **Chen, L.**, Zhong, L. J., Li, Y., & Mo, L. (2014). Feature presentation on category perceptual representation. *Studies of Psychology and Behavior (In Chinese, 心理与行为研究)*, 12(5), 577-582.
15. **Chen, L.**, Wei, X. M., & Mo, L. (2014). The Role of Causal Relations between New Property and Prototype Property in Property Induction. *Psychological Exploration (In Chinese, 心理学探新)*, 34(5), 398-404.
16. **Chen, L.** (2014). Review of gender differences in language learning. *Journal of PLA University of Foreign Language (In Chinese, 解放军外国语学院学报)*, 37(4), 36-43.
17. Guo, Y. B., **Chen, L.**, Dong, X. L., & Mo, L. (2014). The effects of temporal distance on representation of flashbacks in narrative comprehension. *Journal of Psychological Science (In Chinese, 心理科学)*, 37(3), 542-548.
18. Guo, Y. B., **Chen, L.**, Xia, T. S., & Mo, L. (2014). Temporal dimension research of situation model in narrative text comprehension. *Studies of Psychology and Behavior (In Chinese, 心理与行为研究)*, 12(4), 558-565.
19. Lv, C., Mo, L., Wu, L. M., & **Chen, L.** (2014). The preservation of readers' reality-predictive and preference-predictive inferences in narrative comprehension. *Acta Psychologica Sinica (In Chinese, 心理学报)*, 46(1), 27-35.
20. Zheng, Y. J., **Chen, L.**, & Jin, Z. C. (2014). Effect of memory set sizes on switching of focus of attention processes and backward inhibition. *Psychological Exploration (In Chinese, 心理学探新)*, 34(3), 213-217.

21. Zhong, L. J., Fan, M., **Chen, L.**, Wang, J. et al. (2014). Both the property of resource and medium of exchange matter: what's fair for goods in unfair for money. *Acta Psychologica Sinica (In Chinese, 心理学报)*, 46(9), 1392-1399.
22. Li, L., Shen, Y. J. Z., Zhang, Y., & **Chen, L.** (2014). The activation of Non-target words with oral word production of Japanese-Chinese learners. *Journal of South China Normal University (In Chinese, 华南师范大学学报)*, 2, 125-129.
23. **Chen L.**, Mo., L., Zheng, Y. J., & Wang, Y. H. (2013). Category learning blocking and dual-processing account. *Journal of Psychological Science (In Chinese, 心理科学)*, 36(2), 356-363.
24. **Chen, L.**, Zhong, L. J., Zheng, Y. J., & Mo, L. (2013). The cognitive mechanism of category learning. *Studies of Psychology and Behavior (In Chinese, 心理与行为研究)*, 11(3), 305-311.
25. Guo, Y. B., **Chen, L.**, Chen, G. Y., Mo, L. (2013). The role of time dimension in narrative comprehension. *Journal of Psychological Science (In Chinese, 心理科学)*, 36(4), 802-809.
26. Zhong, L. J., **Chen, L.**, & Mo, L. (2013). Review of paradigms of diversity effects of inductive reasoning for young children. *Psychological Exploration (In Chinese, 心理学探新)*, 33(4), 315-321.
27. Xia, T. S., Mo, L., **Chen, L.**, Wang, Y. H., Li, Y., Ru, T. T. (2013). The role of spatial shift in constructing situation model of the narrative reading. *Acta Psychologica Sinica (In Chinese, 心理学报)*, 45(2), 149-160.
28. Wang, Y. H., Mo, L., **Chen, L.**, Li, Y., & Ru, T. T. (2013). Cognitive neuroscience study of text comprehension. *Studies of Psychology and Behavior (In Chinese, 心理与行为研究)*, 11(2), 264-269.
29. **Chen L.**, Mo., L., Huang, P., & Zheng, Y. J. (2012). Effects of knowledge on blocking in category learning. *Journal of Psychological Science (In Chinese, 心理科学)*, 35(4), 868-874.
30. **Chen L.**, Mo., L., & Zheng, Y. J. (2012). The category perception on features learning. *Journal of South China Normal University (In Chinese, 华南师范大学学报)*, 2, 57-62.
31. Wang, Y. H., Li, H., Mo, L., Jin, H., **Chen, L.**, Qiao, J. J. (2012) Brain activations of the inference processing in familiar topics expository text comprehension. *Acta Psychologica Sinica (In Chinese, 心理学报)*, 44(11), 1-11.
32. **Chen, L.**, Mo, L., Xu, G. P., & Zheng, Y. J. (2011). Theories of blocking in learning. *Journal of East China Normal University (In Chinese, 华东师范大学学报)*, 29(2), 39-46.
33. **Chen, L.**, Mo, L., Li, H., & Hu, C. (2010). How people predicate when categorization is uncertain in a competitive paradigm. *Studies of Psychology and Behavior (In Chinese, 心理与行为研究)*, 8(4), 241-245.

34. Hu, C., Liu, Z. Y., **Chen, L.**, Mo, L. (2010). The role of label in children's inductive reasoning. *Advances in Psychological Science (In Chinese, 心理科学进展)*, 18(2), 244-252.
35. **Chen, L.**, Mo, L. & Chen, Y. L. (2009). Effects of the diagnosticity in feature induction. *Psychological Exploration (In Chinese, 心理学探新)*, 29(1), 27-31.
36. Mo, L., & **Chen, L.** (2009). Which one is better? Based on categories or based on feature association when categorization is uncertain. *Acta Psychologica Sinica (In Chinese, 心理学报)*, 41(2), 103-113.
37. **Chen, L.**, Mo, L. & Li, G. Y. (2008). Effects of fluency on natural category retrieval. *Psychological Science (In Chinese, 心理科学)*, 31(1), 109-112.
38. **Chen, L.**, Mo, L. & Liu, Z. Y. (2007). The development of the Single-category view when categorization is uncertain. *Advances in Psychological Science (In Chinese, 心理科学进展)*, 15(1), 64-70.
39. **Chen, L.**, Mo, L. (2007). How do people make induction when categorization is uncertain? *Psychological Exploration (In Chinese, 心理学探新)*, 27(1), 34-40.

Book Chapters (In Chinese)

1. Zhou, X., Yang, Z., **Chen, L.**, & Wu, Q. (2017). Introduction: the guidance of teaching Chinese to speakers of other languages. In X. Zhou, S. Zhang, & W. Hong (Eds.), *The guidance of teaching Chinese to speakers of other languages (In Chinese, pp. 3-31)*. Sun Yat-sen University Press.
2. Li, R. & **Chen, L.** (2017). Methodologies of teaching Chinese character. In X. Zhou, S. Zhang, & W. Hong (Eds.), *The guidance of teaching Chinese to speakers of other languages (In Chinese, pp. 328-345)*. Sun Yat-sen University Press.

TALKS

1. **Chen, L.** (2023, April). From “A-B-C” to “PCFG”: New Approaches in First and Second Language Incremental Reading Processes. Department of Educational Psychology, University of Illinois Urbana-Champaign, Illinois, USA
2. Perfetti, C., **Chen, L.**, & Oralova, G. (2023, March). In what specific ways—if any—does a reader's first language matter when they read a second language? Lexical, syntactic, and text-level processes assessed by multiple methods. The 36th Annual Conference of Human Sentence Processing, Pittsburgh, USA
3. **Chen, L.** (2022, November). Moment by Moment, Word by Word: Differences and Similarities Between First and Second Language Reading. Department of Psychology, Montclair State University, New Jersey, USA

4. **Chen, L.** (2022, October). Incremental reading comprehension during first and second language reading of authentic texts: evidence from behavioral and EEG measures. Language and Brain Interest Group, University of Florida, Florida, USA. (Virtual)
5. Perfetti, C., **Chen, L.**, & Oralova, G. (2022, October). How much does a reader's first language or writing system matter in reading a second language? The 8th International Workshop on Advanced Learning Sciences. (Virtual)
6. **Chen, L.** (2022, July). What can we learn about incremental comprehension from probabilistic language models? The 44th Annual Conference of the Cognitive Science Society, Toronto, Canada
7. **Chen, L.** (2022, July). Lexical, Syntactic, and Proficiency factors in incremental reading comprehension: Comparisons of first and second language readers of English. The 29th Annual Conference of the Society for the Scientific Study of Reading, Newport Beach, California, USA
8. **Chen, L.** (2022, March). The word and its parts: From skilled reading to learning to read. Reading and Language Group, Learning Research & Development Center, University of Pittsburgh, Pittsburgh, USA. (Virtual)
9. **Chen, L.** (2021, June). The effect of structural priming on L2 acquisition of Chinese dative constructions. Chinese as Second Language Research Group of the Chinese Language Teachers Association, USA. (Virtual)
10. **Chen, L.**, Xu, Y., & Perfetti, C. A. (2021, April). Revisiting the word-based approach in learning Chinese as a foreign language. The 2021 Conference of the Chinese Language Teachers Association, USA. (Virtual)
11. **Chen, L.** (2021, February). Incremental comprehension during first (L1) and second language (L2) reading of authentic texts. MAPLE Lab, Learning Research & Development Center, University of Pittsburgh, Pittsburgh, USA. (Virtual)
12. **Chen, L.**, & Perfetti, C. A. (2020, October). Do L2 learners share the same morphological processes with L1 native speakers? MAPLE Lab, Learning Research & Development Center, University of Pittsburgh, Pittsburgh, USA. (Virtual)
13. **Chen, L.** (2020, January). Reading across writing systems: universals and particulars—evidence from word level and text level. Department of Psychology, Rochester Institute of Technology, Rochester, USA.
14. **Chen, L.** (2019, January). Chinese writing system. Seminar of Advances in Reading Science, University of Pittsburgh, Pittsburgh, USA.

15. **Chen, L.** (2018, December). Words and characters in learning and teaching Chinese. Department of East Asian Languages & Literatures, University of Pittsburgh, Pittsburgh, USA.
16. **Chen, L.** (2018, November). Advances in the science of Chinese reading. Script and Sound in old Chinese, University of Pennsylvania, Philadelphia, USA.
17. **Chen, L.,** Perfetti, C. A., & Fang, X. (2018, June). ERP evidence for orthographic and semantic word-to-text integration. The 6th International Workshop on Advanced Learning Sciences, Pittsburgh, USA.
18. **Chen, L.,** Perfetti, C. A., & Fang, X. (2018, April). Chinese word-to-text integration: evidence from ERPs, Clinical Neurophysiology Research Laboratory, University of Pittsburgh, Pittsburgh, USA.
19. **Chen, L.,** Li, Y., & Perfetti, C. A. (2018, March). ERP evidence of morphemic processes in Chinese word recognition. NeuroCognition Lab, Department of Psychology, State University of San Diego, San Diego, USA.
20. **Chen, L.,** Perfetti, C. A., Fang, X., & Li, X. (2017, October). Chinese word-to-text integration: an exception or not? Implications from two ERP studies and an eye-tracking study. Reading and Language Group, Learning Research & Development Center, University of Pittsburgh, Pittsburgh, USA.
21. **Chen, L.,** Perfetti, C. A., & Fang, X. (2017, September). The orthographic effect in Chinese word-to-text integration. MAPLE Lab, Learning Research & Development Center, University of Pittsburgh, Pittsburgh, USA.
22. **Chen L.,** & Xu, G. (2016, December). Word superiority effect: A comparison of native Chinese speakers and non-native Chinese Learners. The 16th International Conference on the Processing of East Asian Languages, Guangzhou, China.
23. **Chen, L.** (2014, May). The role of morpheme in compound word recognition: evidence from intermediate adult Indonesian-Chinese learners. The 5th International Conference on Chinese Linguistics and Chinese Language Instruction. New York, USA.
24. **Chen, L.** (2014, January). The role of character orthography in Chinese Pinyin processing. Reading and Language Talk, Learning Research & Development Center, University of Pittsburgh, Pittsburgh, USA.
25. **Chen L.** (2012, October). The character activation in Pinyin reading for native Chinese speakers. The 5th International Symposium on Second Language Acquisition in China. Huazhong University of Science and Technology, Wuhan, China.

PRESENTATIONS

1. **Chen, L.,** Oralova, G., & Perfetti, C. (2023, March). Tracking the dynamic word-by-word incremental reading through behavioral and EEG measures. The 36th Annual Conference of Human Sentence Processing, Pittsburgh, USA.
2. Oralova, G., **Chen, L.,** & Perfetti, C. (2023, March). Tracking dynamic word-by-word incremental reading through EEG measures: predictive processes in non-native reading. The 36th Annual Conference of Human Sentence Processing, Pittsburgh, USA.
3. **Chen, L.,** Perfetti, C. A., & Fang, X. (2019, August). Integrating word meaning with text meaning: ERP evidence from Chinese shows differences and similarities to English. The 11th Annual Meeting of the Society for the Neurobiology of Language, Helsinki, Finland.
4. **Chen, L.,** Perfetti, C. A., & Fang, X. (2018, October). Reading Pinyin activates character orthography for highly experienced learners of Chinese. Board of Visitors, Learning Research & Development Center, University of Pittsburgh, Pittsburgh, USA.
5. **Chen L.,** Li Y., Perfetti, C. A. (2017, November). Morphological processing in Chinese: An ERP study. The 9th Annual Meeting of the Society for the Neurobiology of Language, Baltimore, USA.
6. **Chen, L.,** & Perfetti, C. A. (2016, November) The character is the gateway to meaning even when Chinese read Pinyin. 57th Annual Meeting of Psychonomic Society, Boston, USA.
7. **Chen, L.,** Perfetti, C. A., Fang, X., & Chang, L. (2016, July). Multiple-level integration during Chinese comprehension: Morpheme, word and text. The 23rd Annual Meeting of the Society for the Scientific Study of Reading, Porto, Portugal.
8. **Chen, L.,** Perfetti, C. A., Fang, X., & Chang, L. (2015, July). The sub-lexical radicals processing during Pinyin identification. The 22nd Annual Meeting of the Society for the Scientific Study of Reading, Hawaii, USA.

RESEARCH EXPERIENCE

February-March 2018	Visiting Scholar, NeuroCognition Lab, Department of Psychology, State University of San Diego, USA
2017–2018 2015, 2014	Visiting Scholar, Learning Research & Development Center, University of Pittsburgh, USA

2009–2010 Visiting Doctoral Student, School of Psychology,
Cardiff University, UK,

TEACHING EXPERIENCE

At University of Pittsburgh

GRADUATE: Advances in Reading Science (Co-instructor)

UNDERGRADUATE: Chinese Language; Chinese as a Second Language &
Bilingualism (Guest Lecture)

At Sun Yat-sen University

UNDERGRADUATE: Introductory Psychology; Educational Psychology; Marketing
Psychology and Consumer Behavior; Classroom Activity Design of Teaching Chinese;
Chinese Language

GRADUATE: Statistics and SPSS in Linguistics Research (Guest Lecture);
Educational Psychology; Language Course Design and Classroom Management

At South China Normal University

UNDERGRADUATE: Psychological Research Methods and Statistics; Introductory
Psychology

TEACHING CERTIFICATION

Higher Education Certificate, Education Department of Guangdong Province, China,
2011

PROFESSIONAL SERVICE

2010–2018 *Graduate admissions committee member*, School of Chinese as a
Foreign Language/School of Foreign Languages, Sun Yat-sen
University

2010–2018 *Dissertation committee member*, School of Chinese as a Foreign
Language/School of Foreign Languages, Sun Yat-sen University

2010–2018 *Undergraduate student thesis advisor*, School of Chinese as a Foreign
Language/School of Foreign Languages, Sun Yat-sen University

2011–2018	<i>Graduate student thesis advisor</i> , School of Chinese as a Foreign Language/School of Foreign Languages, Sun Yat-sen University
2013-2017	<i>Vice Director</i> , Training Division, Base for International Chinese Teaching Materials Development & Teacher Training, Sun Yat-sen University
2010–2013	<i>Director</i> , Department of Foreign Student Activity, School of Chinese as a Foreign Language, Sun Yat-sen University
Since 2017	<i>Journal Review</i> . Annals of Dyslexia; Applied Psycholinguistics; Brain and Cognition; Brain Research; Brain Sciences; Child Development; Cognitive Science; Experimental Brain Research; Cognitive Processing; Frontiers in Psychology; International Journal of Bilingual Education and Bilingualism; International Journal of Bilingualism; Journal of Experimental Psychology: Applied; Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of Neurolinguistics; Journal of Psycholinguistic Research; Journal of Psychophysiology; Journal of Research in Reading; Language, Cognition and Neuroscience; Language and Cognition; Memory and Cognition; Neuropsychologia; Psychonomic Bulletin & Review; Quarterly Journal of Experimental Psychology; Reading and Writing; Scientific Studies of Reading; Studies in Second Language Acquisition
	<i>Grant Proposal Review</i> . National Science Foundation (2022)

PROFESSIONAL AFFILIATIONS

Cognitive Science Society; Psychonomic Society; Society for Computation in Psychology; Society for the Neurobiology of Language; Society for the Scientific Study of Reading; The Chinese Language Teachers Association (USA)

SKILLS AND TRAINING

ERPs (EGI, Neuroscan); R; SPSS; E-prime; Python; Praat; Matlab;

January-May, 2021	Data Science for Psychology and Neuroscience
January-May, 2021	Statistical Models of the Brain
January-May, 2021	Structural Equation Modeling

August-December, 2020 Introduction to Parallel Distributed Processing

August-December, 2019 Computational Linguistics

August-December, 2018 Using Mixed Effects Models in Psychology

SELECTED AWARDS

2016 Outstanding Award of Annual Appraisal, Sun Yat-sen University

2015 Teaching Fellowship, School of Foreign Languages, Sun Yat-sen University

2014 Teaching Fellowship, School of Chinese as a Second Language, Sun Yat-sen University

2013 Visiting Scholar Award, Lingnan Foundation

2013 Outstanding Award of Annual Appraisal, Sun Yat-sen University

2012 Outstanding Award of Annual Appraisal, Sun Yat-sen University

2009 Visiting Graduate Student Award, The State Scholarship of China Scholarship Council