

Yu-Cheng Lin

CURRICULUM VITAE

Contact Information

Department of Psychological Science
University of Texas Rio Grande Valley
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Edinburg, TX, 78539

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EDUCATIONAL BACKGROUND AND PROFESSIONAL POSITIONS

EDUCATIONAL BACKGROUND

- 2010–2015 Ph.D. in Psychology
Department of Psychology, University of Texas at El Paso
- 2007–2009 M.S. in Cognitive Science
Institute of Cognitive Science, National Cheng Kung
University, Tainan, Taiwan
- 2001–2005 B.A. in Linguistics
Department of Chinese Linguistics, National Changhua
University of Education, Changhua, Taiwan
- 2001–2005 B.Ed. in Special Education
Department of Special Education, National Changhua
University of Education, Changhua, Taiwan

ACADEMIC AND PROFESSIONAL POSITIONS

- 2021–present Associate Professor (tenured)
Department of Psychological Science, University of Texas Rio Grande Valley
- 2015–2021 Assistant Professor (tenure-track)
Department of Psychological Science, University of Texas Rio Grande Valley
- 2010–2015 Teaching Assistant
Department of Psychology, University of Texas at El Paso
- 2006–2010 Special Education Teacher
National Chiayi School for Students with Special Needs, Taiwan
- 2005–2006 Special Education & Language Teacher
Budai Junior High School, Taiwan

RESEARCH EXPERTISE AND INTERESTS

Primary: Bilingualism, Word Recognition; Lexical Processing
Broad: Linguistic and Cultural Diversity; Psycholinguistics, Cognitive Science, Language and Cognition, Special Education.
Methodology: Mouse-Tracking, Eye-Tracking, Computational Modeling, Cognitive and Behavioral Measures.

HONORS AND AWARDS

2009 **Early Career Best Paper Award**
Taiwan Academy for Learning Disabilities
Title: *The Effect of Word Spacing on the Reading Efficiency of Normal Children and Children with Reading Difficulty*
(Awarded by the Taiwan Academy for Learning Disabilities for the outstanding master thesis in learning disabilities)

RESEARCH

RESEARCH GRANTS

Funded External Grants

2021–2023 **Summer Small Research Grants \$1,500**
Role: Principal Investigator
Project Title: *Ending Racism: Does Bilingualism Protect against Racial Bias toward Asian and Hispanic Americans?*
Funding Agency: Society for Personality and Social Psychology

2017–2018 **Language Learning Early Career Research Grant \$9,600**
Role: Principal Investigator
Project Title: *Psycholinguistic Units in Bilingual Spoken Word Recognition: A Visual World Eye Tracking Study*
Funding Agency: Language Learning

2016–2017 **Research LEADER Grant \$13,702**
Role: Co-Principal Investigator
Project Title: *Hand Trajectories Decipher the Transposed-letter Effects in Monolingual and Bilingual Students*
Funding Agency: University of Saskatchewan, Canada

2015–2016 **Research Grant \$18,000**
Role: Principal Investigator
Project Title: *Unraveling the Mystery of the Chinese-English Bilingual Mind: Eye Movements Reveal the Phonological Grain Sizes in Spoken Word Recognition*
Funding Agency: The Chiang Ching-Kuo Foundation for International Scholarly Exchange, Taiwan

Funded Internal Grants

2022–2023 **Office of Faculty Success & Diversity \$10,000**
Role: Principal Investigator
Project Title: *Exploring Phonological Units in Bilingual Spoken Word Recognition via a Mouse Tracking Paradigm: An Experimental Investigation*
Funding Agency: University of Texas Rio Grande Valley

2022–2023 **Undergraduate Research Grant \$2,000**
Role: Advisor (The research grant awarded to my mentee Monica Ochoa)
Project Title: *So You Think I'm Skinny? An Online Mouse Tracking Investigation of Social Media's Effect on Hispanic Young Adults' Body Dissatisfaction and Implicit Attitudes toward Body Images*
Funding Agency: University of Texas Rio Grande Valley

2020-2021 **Undergraduate Research Grant \$2,000**
Role: Advisor (The research grant awarded to my mentee Paola Ibarra)
Project Title: *Cultural Cognition: Mousetracking Reveals the Impact of Cultural Differences on Taxonomic and Thematic Relations*
Funding Agency: University of Texas Rio Grande Valley

2018-2019 **Undergraduate Research Grant award \$2,000**
Role: Advisor (The research grant awarded to my mentee Edson Ortiz-Leal)
Project Title: *Dichotic Listening among Balanced and Language Dominant Bilinguals*

2016–2017 **College of Liberal Arts' Proposal Development Fund \$2,000**
Role: Principal Investigator
Project Title: *The Window to the Bilingual Mind: Eye Movements reveal how Languages Shape Psycholinguistic Units in Bilingual Speech Perception*
Funding Agency: University of Texas Rio Grande Valley

2014–2015 **Dodson Research Grant \$3,000**
Role: Principal Investigator
Project Title: *The Psycholinguistic Grain Size of Chinese-English Bilingual Spoken Word Recognition*
Funding Agency: University of Texas at El Paso

2008–2009 **Outstanding Graduate Student Research Grant, \$15,000**
Role: Principal Investigator
Project Title: *The Effects of Word Spacing on the Reading Efficiency of Taiwanese children with and without Reading Difficulty*
Funding Agency: National Cheng Kung University, Taiwan

External Grant Submissions (Under Review)

Grant agency	Role	Type of grant	Grant period	Amount
NSF	PI	Research Grant	2023-2025	\$217,151
<i>Title: LangDiv: Unraveling Phonological Units in Spoken Word Recognition: A Cross-Linguistic and Experimental Investigation with Mouse-Tracking</i>				
Spencer Foundation	Co-PI	Small Research Grant	2024-2026	\$49,992
<i>Title: Exploring the Motivation to Read: Validating a Scale among Latinx College Students</i>				

Unfunded External Grants

Grant agency	Role	Type of grant	Grant period	Amount
NIH	PI	Exploratory / Developmental Research Grant Program (Parent R2)	2023-2025	\$435,900
James S. McDonnell Foundation	PI	Research Grant	2021-2025	\$712,772
Perception, Action, and Cognition Program, NSF	PI	Research Grant	2021-2024	\$410,263

American Psychological Foundation	PI	2020 F.J. McGuigan Early Career Investigator Research Grant	2020-2021	\$14,962
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PEER-REVIEWED PUBLICATIONS

Articles in Scholarly Journals

Note that + indicates a graduate student co-author.

Lin, Y. C. Lin, P. Y., & Yeh, L. H. (2023). Syllable or phoneme? A mouse-tracking investigation of phonological units in Mandarin Chinese and English spoken word recognition. *Journal of Experimental Psychology: Learning, Memory, and Cognition* 49(1), 130–176.

+Sierra, F. J., Weimer, A. A., **Lin, Y.-C.**, Jou, J., Castillo, nayda, Garcia, C., ... Romero, F. (accepted). Relations among Degree of bilingualism and bilateral information processing in children and adults. *International Journal of Bilingualism*.

Kambara, H., **Lin, Y. C.**, & Adachi, S. (accepted). Investigating American and Chinese college students' reading motivation: A cross-cultural study. *Current Psychology*.

Kambara, H., **Lin, Y. C.**, & Adachi, S. (2022). Self-construal predicts reading motivation: A comparison between Hispanic American and Japanese college students. *Social Psychology of Education*, 25(2-3), 593–623.

Kambara, H., & **Lin, Y. C.** (2022). Investigating reading motivation in Latinx college students: Qualitative insights from bilingual readers. *Journal of Multilingual and Multicultural Development*. 1–16.

Kambara, H. & **Lin, Y. C.** (2021) Differences in reading motivation between American and Japanese students. *Journal of Literacy Research*, 53(3), 361–381.

Kambara, H., Chen, P. Y., Adachi, S., & **Lin, Y. C.** (2021). Validating the adult motivation for reading scale with Japanese college students. *International Journal of Educational Research*, 108, 101752.

Lin, Y. C., & Lin, P. Y. (2020). Reading minds in motion: Mouse tracking lexical decision reveals transposed-character effects in Chinese compound word recognition. *Applied Psycholinguistics*, 41(4), 727–751.

Lin, P. Y., & **Lin, Y. C.** (2019). Understanding how teachers practice inclusive classroom assessment. *Studies in Educational Evaluation*, 63, 113–121.

Lin, P.-Y., & Lin, Y.-C. (2019). Understanding how teachers practise inclusive classroom

- assessment. *Studies in Educational Evaluation*, 63, 113–121.
- Lin, P. Y., & Lin, Y. C.** (2019). International comparative assessment of early learning in exceptional learners: Potential benefits, caveats, and challenges. *Policy Futures in Education*, 17(1), 71–86.
- Lin, P. Y., & **Lin, Y. C.** (2018). Accommodation practices for gifted students. *Gifted Education International*, 34(3), 260–270.
- Lin, P. Y., **Lin, Y. C.**, & Yeh, C. J. (2018). The accommodations in early years model: Theoretical framework and methodologies for adapting and evaluating developmental assessments. *Journal of Disability Studies*, 4(1), 14–21.
- Lin, Y. C., & Lin, P. Y.** (2017). The beautiful and ugly: Individual differences in reading ability modulate word spacing effects in Chinese children. *The Journal of Experimental Education*, 85(3), 501–512.
- Lin, Y. C., & Lin, P. Y.** (2016). Mouse tracking traces the “Cambridge University” effects in monolingual and bilingual minds. *Acta Psychologica*, 167, 52–62.
- Lin, P. Y., Childs, R. A., & **Lin, Y. C.** (2016). Untangling complex effects of disabilities and accommodations within a multilevel IRT framework. *Quality and Quantity*, 50(6), 2767–2788.
- Lin, P. Y., & **Lin, Y. C.** (2016). Examining accommodation effects for equity by overcoming a methodological challenge of sparse data. *Research in Developmental Disabilities*, 51–52, 10–22.
- Lin, Y. C., Bangert, A. S., & Schwartz, A. I.** (2015). The devil is in the details of hand movement: Visualizing transposed-letter effects in bilingual minds. *The Mental Lexicon*, 10(3), 364–389.
- Lin, P. Y., & **Lin, Y. C.** (2015). Examining subtypes and bundled packages of accommodations enacted by high school teachers for students with learning disabilities in the general classroom. *Journal of Research in Special Education and Assistive Technology*, 12, 1–8.
- Lin, P. Y., & **Lin, Y. C.** (2015). Identifying Canadian teacher candidates’ needs for training in inclusive classroom assessment. *International Journal of Inclusive Education*, 19(8), 771–786.
- Lin, P. Y., & **Lin, Y. C.** (2014). Examining student factors in sources of setting accommodation DIF. *Educational and Psychological Measurement*, 74, 759–794.
- Lin, P. Y., & **Lin, Y. C.** (2014). Assessment of, for, and as learning in inclusive education. *Journal of Research in Special Education and Assistive Technology*, 10, 52–58.

- Lin, P. Y., & Lin, Y. C. (2013). The impact of setting accommodation on large-scale assessment for English language learners with and without learning disabilities: Balanced vs. unbalanced data in latent class analyses. *Journal of Studies in Education, 3*(2), 1–19.
- Lin, Y. C., & Lin, P. Y. (2013). Bilingual word recognition: An interdisciplinary view from behavioral, developmental, cognitive neuroscience, and special education. *Special Education Quarterly, 127*, 23–31.
- Lin, Y. C., & Lin, P. Y. (2010). Neural networks for Chinese reading: What can we learn from dyslexic children? *Research in Applied Psychology, 47*, 213–236.
- Lin, P. Y., & Lin, Y. C. (2008). The simple view of reading. *Special Education Forum, 2*, 70–81.
- Lin, Y. C., & Lin, P. Y. (2007). The brain mechanisms of listening comprehension difficulties. *Special Education Quarterly, 105*, 22–29.
- Lin, Y. C., & Lin, P. Y. (2007). Understanding children and adolescents with difficulties of listening comprehension: Perspectives from cognitive science. *Journal of Child and the Youth Welfare, 10*, 267–284.
- Lin, P. Y., & Lin, Y. C. (2006). Teaching English language learners with special needs phonological awareness. *Journal of Special Education of Pingtung University of Education, 12*, 74–85.
- Lin, P. Y., & Lin, Y. C. (2005). Phonological awareness and teaching strategies for children facing difficulties in listening comprehension. *Journal of Special Education, 2*, 55–64.
- Lin, P. Y., & Lin, Y. C. (2005). The transition of secondary education in students with learning disabilities. *Special Education Series of National Pingtung University of Education, 40*, 185–206.

Book Chapter

- Lin, P. Y., Lin, Y. C., Chen, R. K., & Huang, C. H. (2019). Teacher candidates' beliefs about inclusion in two countries and their implication for Canadian teacher education. In J. Mueller & J. Nickel (Eds.), *Globalization and diversity in education: What does it mean for teacher education in Canada?* (pp. 620-645). Ottawa, ON: Canadian Association for Teacher Education.
- Lin, P. Y., & Lin, Y. C. (2015). What teachers believe about inclusive assessment in Canada: An empirical investigation. In L. Thomas & M. Hirschkorn, (Eds.), *Change and progress in Canadian teacher education: Research on recent innovations in teacher preparation in Canada* (pp. 492–525). E-book published by the Canadian Association for Teacher Education.

MANUSCRIPTS UNDER REVIEW / IN PREPARATION

Journal Articles

Lin, Y. C. (manuscript in preparation). Revealing developmental trajectories of size congruity effects in Chinese developing readers.

Lin, Y. C. (manuscript in preparation). Examining the phonological unit of Japanese and English spoken word recognition: Evidence from mouse-tracking.

CONFERENCES PRESENTATIONS / PUBLISHED ABSTRACTS

*Note that * indicates an undergraduate student co-author, + indicates a graduate student co-author.*

Kambara, H., **Lin, Y.C.**, & Lin, H.C. (May 2023). Exploring College Students' Motivation to Read: Inside from Eastern and Western Perspectives. The Asian Conference on Arts & Humanities. Tokyo, Japan.

Kambara, H., **Lin, Y. C.**, H.C. Lin, & Wen, H., (May 2023). Investigation of Reading Motivation in College Students: A cross-cultural approach. 2023 The 10th Hwashan Conference on Education. Hualien, Taiwan.

Kambara, H., Wen, H., **Lin, Y.C.**, & Lin, H.C. (February 2023). A Cross-cultural Investigation of Reading Motivation between China and U.S. Association for Reading and Writing in Asia. The 7th annual conference [virtual].

Kambara, H., **Lin, Y.C.**, & Adachi, S. (November 2022). Self-Construal Predicts Reading Motivation: A Comparison between Latinx and Japanese College Students. 2022 Psychonomic Society 63rd Annual Meeting [virtual].

Lin, Y. C. (2022, February). Syllable or phoneme? A Mouse tracking investigation of Phonological units in Chinese monosyllabic and disyllabic spoken word recognition. Presented at the 6th Annual Conference of the Association for Reading and Writing in Asia [virtual].

*Ibarra, P., & **Lin, Y. C.** (2021, April). *Cultural cognition: Mouse tracking reveals the impact of cultural differences on taxonomic and thematic relations.* Presented as a poster at the 2021 Council on Undergraduate Research [virtual].

+Sierra, F. J., Gonzales, F. D., Garcia, F., Weimer, A. A., **Lin, Y. C.**, & Jou, J. (2019). Degree of bilingualism correlates with differences in cerebral hemispheric involvement. Presented as a poster at the Association for Psychological Science Annual Meeting in Washington, DC.

+Sierra, F. J., Gonzales, F. D., Luna, A., **Lin, Y. C.**, Weimer, A. A., & Jou, J. (2019). Dichotic listening and foreign accent in balanced and language dominant bilinguals. Presented as a symposium at the Southwest Psychological Association Annual Meeting in Albuquerque, New Mexico.

Lin, Y. C., & Lin, P. Y. (2019, June). Eye movements reveal bilinguals' phonological units in spoken word recognition. Presented as a poster at the 2019 Annual Meeting of the

Organization for Human Brain Mapping, Rome, Italy.

- Lin, Y. C., & Lin, P. Y.** (2019, March). *Investigating the phonological units during bilingual spoken word recognition: A visual world eye-tracking study*. Presented as a poster at the 2019 International Convention of Psychological Science, Paris, France.
- Lin, Y. C., & Lin, P. Y.** (2018, November). *Do the languages we speak shape the phonological unit sizes in bilingual speech perception?* Presented as a poster at the 59th Annual Meeting of the Psychonomic Society, New Orleans, Louisiana.
- Lin, Y. C., & Lin, P. Y.** (2018, October). *Do our languages shape how we recruit phonology? Eye movements reveal bilingual listeners' phonological units in spoken word recognition*. Paper presented at the 2018 Annual Conference of the American Association for Chinese Studies, Baltimore, Maryland.
- Lin, P. Y., & Lin, Y. C.** (2018, August). *Investigating the use of accommodations for Canadian gifted students participating in a large-scale assessment*. Paper presented at the conference of the Asia Pacific Conference on Giftedness (APCG), Bangkok, Thailand.
- Lin, P. Y., Lin, Y. C., Chen, R. K., & Huang, C. H.** (2018, May). *Teacher candidates' beliefs about inclusion: An international perspective*. Paper presented at the annual conference of the Canadian Society for the Study of Education (CSSE), Regina, Saskatchewan, Canada.
- Lin, P. Y., & Lin, Y. C., & Baiochi, J.** (2018, May). *Multiple accommodations for students with mild intellectual or physical challenges*. Paper presented at the annual conference of the Canadian Society for the Study of Education (CSSE), Regina, Saskatchewan, Canada.
- Lin, P. Y., Lin, Y. C., & Baiochi, J.** (2018, April). *Computer-based accommodations for secondary students with mild intellectual or physical challenges*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York.
- Lin, P. Y., & Lin, Y. C.** (2018, April). *How teachers engage with inclusive classroom assessment: What a teacher survey tells us about Teachers' Assessment Practices*. Paper presented at the annual meeting of the American Educational Research Association (AERA), New York.
- Lin, Y. C., & Lin, P. Y.** (2017, November). *Do the languages we speak shape the phonological unit sizes in bilingual speech perception?* Presented as a poster at the 58th Annual Meeting of the Psychonomic Society, Vancouver, Canada.
- Lin, P. Y., & Lin, Y. C.** (2017, June). *Evaluating the outcomes of bundled accommodations for English language learners*. Paper presented at the 4th Conference of the Asian Association for Language Assessment. Taipei, Taiwan.
- Lin, P. Y., & Lin, Y. C.** (2017, June). *Promoting equitable assessment practices for accommodated English language learners*. Paper presented at the annual meeting of the Canadian Society for the Study of Education (CSSE), Toronto, Canada.
- Lin, P. Y., & Lin, Y. C., & Baiochi, J.** (2017, April). *A comprehensive evaluation of computer-based accommodations for secondary students with exceptionalities*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.
- Lin, Y. C., & Lin, P. Y.** (2016, November). *Hand trajectories reveal the transposed-letter effects*

- in monolingual and bilingual visual word recognition*. Presented as a poster at the 57th Annual Meeting of the Psychonomic Society, Boston, Massachusetts.
- Lin, P. Y., & Lin, Y. C. (2016, July). *Teachers' differentiated assessment practices and students' academic performances*. Paper presented at the 31st International Congress of Psychology, Yokohama, Japan.
- Lin, P. Y., & Lin, Y. C. (2016, July). *Understanding teachers' differentiated assessment practices for students with exceptionalities in Grades 9 and 10*. Paper presented at the annual meeting of the 2016 International Symposium on Economics and Social Science, Kyoto, Japan.
- Lin, Y. C., & Lin, P. Y. (2016, May). *Mouse tracking traces the "Cambridge University" effects in monolingual and bilingual minds*. Paper presented at the annual meeting of Mediterranean Interdisciplinary Forum on Social Science and Humanities, Barcelona, Spain.
- Lin, P. Y., & Lin, Y. C. (2016, May). *Investigating the effects of combinations of accommodations: Leveling the playing field?* Paper presented at the 18th Annual International Conference on Education, Athens, Greece.
- Lin, Y. C., & Lin, P. Y. (2016, May). *Revealing the transposed-letter effects in monolingual and bilingual reading minds using mouse tracking paradigm*. Paper presented at the 10th International Workshop on Writing Systems and Literacy, Nijmegen, the Netherlands.
- Lin, Y. C., & Schwartz, A. I. (2015, November). *Psycholinguistic units in Chinese-English bilingual spoken word recognition*. Presented as a poster at the 56th Annual Meeting of the Psychonomic Society, Chicago, Illinois.
- Lin, P. Y., & Lin, Y. C. (2015, June). *Examining equity in special education by assessing student achievement of the OSSLT*. Paper presented at the Asian Conference on the Social Sciences, Kobe, Japan.
- Lin, P. Y., & Lin, Y. C. (2015, April). *Developing an inclusive classroom framework for examining teacher candidates' beliefs*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, Illinois.
- Lin, Y. C., Bangert, A. S., & Schwartz, A. I. (2014, November). *Moving hand reflects bilingual transposed-letter effects*. Presented as a poster at the 55th Annual Meeting of the Psychonomic Society, Long Beach, California.
- Lin, Y. C., Bangert, A. S., & Schwartz, A. I. (2014, October). *Reading in motion: Hand movements reveal bilingual transposed-letter effects*. Presented as a poster at the 9th International Conference on the Mental Lexicon, Montréal, Canada.
- Lin, Y. C., & Schwartz, A. I. (2013, November). *Does the bilingual mind read the words as a whole?* Presented as a poster at the 54th Annual Meeting of the Psychonomic Society, Toronto, Canada.
- Lin, Y. C., & Schwartz, A. I. (2013, October). *Does the bilingual mind read the words as a whole?* Presented as a poster at the International Conference on Multilingualism: Linguistic Challenges and Neurocognitive Mechanisms, Montreal, Canada.
- Lin, P. Y., & Lin, Y. C. (2013, April). *Phonological awareness of students with learning who*

- speak English as a foreign language*. Paper presented at the annual meeting of Special Education Symposium, Chaoyi, Taiwan [teleconference].
- Lin, P. Y., & Lin, Y. C. (2013, July). *What structure matters? Comparisons of visual orthographic processing among Chinese, English, and Spanish readers*. Presented as a poster at the 21th Annual Meeting Society for the Scientific Study of Reading, Hong Kong, China.
- Lin, Y.C., & Lin, P. Y. (2013, July). *Chinese, English, and Spanish adult readers' Chinese character reading strategies*. Presented as a poster at the 21th Annual Meeting Society for the Scientific Study of Reading, Hong Kong, China.
- Schwartz, A. I. & Lin, Y. C. (2012, November). *Homophones: even more "medalsome" when they are co-activated across languages*. Presented as a poster at the 53th Annual Meeting of the Psychonomic Society, Minneapolis, Minnesota.
- Lin, Y. C., & Schwartz, A. I. (2012, October). *Hemispheric differences of word processing in bilinguals*. Presented as a poster at the 8th International Conference on the Mental Lexicon, Montréal, Canada.
- Schwartz, A. I. & Lin, Y. C. (2012, October). *Homophones: even more "medalsome" when they are co-activated across languages*. Presented as a poster at the 8th International Conference on the Mental Lexicon, Montréal, Canada.
- Lin, Y. C. & Schwartz, A. I. (2012, October). *Hemispheric differences of word processing in bilinguals*. Presented as a poster at the 2012 Second Language Research Forum, Pittsburgh, Pennsylvania.
- Lin, Y. C. (2011, July). *The effects of word spacing on reading efficiency of Chinese normal and poor comprehenders*. Presented as a poster at the 18th Annual Meeting Society for the Scientific Study of Reading, St. Pete, Florida.
- Lin, P. Y., & Lin, Y. C. (2011, March). *The visual-spatial orthographic skill in Chinese-English bilingual children*. Presented as a poster at the OISE/University of Toronto Dean's Graduate Student Research Conference 2011, Toronto, Canada.
- Lin, Y.C., & Lin, P. Y. (2011, January). *Scientific studies of reading in educational neuroscience: What can we learn from Chinese dyslexic children?* Presented as a poster at the 35th Annual International Academy for Research in Learning Disabilities Conference, Taipei, Taiwan.
- Lin, P. Y., & Lin, Y. C. (2011, January). *Does an early bird get the better song? The starting age effects in Taiwanese dyslexia children with foreign language learning difficulties?* Presented as a poster at the 35th Annual International Academy for Research in Learning Disabilities Conference, Taipei, Taiwan.
- Lin, P. Y., & Lin, Y. C. (2010, August). *The acquisition and development of children with learning disabilities learning English as a foreign language*. Presented as a poster at the 118th Annual American Psychological Association Convention, San Diego, California.
- Lin, P. Y., & Lin, Y. C. (2010, July). *The development of visual-spatial orthographic skill in*

Chinese children. Presented as a poster at the 17th Annual Meeting Society for the Scientific Study of Reading, Berlin, Germany.

Lin, P. Y., & Lin, Y. C. (2010, January). *The development of English phonological awareness in EFL children with and without learning disabilities*. Presented as a poster at the 34th Annual International Academy for Research in Learning Disabilities Conference, Miami.

Invited Research Presentations

University of Texas Rio Grande Valley

Lin, Y. C. (2021, November). “*Cognitive Lens of Reading: From Eyes to Brains*”, Invited Speaker, Department of Bilingual and Literacy Studies, UTRGV

Lin, Y. C. (2019, October). “*Reading compound words from mouse motions: Transposed-character effects in Taiwanese children*”, Invited Speaker, Department of Writing and Language Studies, UTRGV

Lin, Y. C. (2019, April) “*Transposed-character effects in Chinese compound word recognition*”, Asian Studies special sessions at the 2019 UTRGV NEXUS Expo, Keynote Speaker, UTRGV.

Lin, Y. C. (2018, October). “*Do our languages shape how we recruit phonology? Eye movements reveal bilingual listeners’ phonological units in spoken word recognition*”, Invited Speaker, Department of Writing and Language Studies, UTRGV.

Lin, Y. C. (2017, April). *Do the languages we speak shape the phonological unit sizes in bilingual speech perception? Evidence from a mouse-tracking visual world paradigm*. Invited Speaker, Department of Writing and Language Studies, UTRGV.

External Invited Research Presentation

Lin, Y. C. (2017, June). Invited speaker, *Technology-based Test Accommodations for students with special needs in the general classroom*. Invited talk, Institute of Education, National Cheng Kung University, Tainan, Taiwan.

Lin, Y. C. (2016, June). Invited speaker, *Two languages in one mind: Bilingualism as a window to cognition*. Department of Special Education, National University of Tainan, Taiwan.

Lin, Y. C. (2018, March). Invited speaker, “*Eye movements: a window on human mind and brain*.”, the 3rd annual Brain Day at the International Museum of Art & Science, McAllen, Texas.

TEACHING AND ADVISING

COURSES TAUGHT

University of Texas Rio Grande Valley

Undergraduate

- PSYC 4319, *Cognitive Psychology*
- PSYC 4380, *Directed Research*
- BMED 3123, *Independent Research*

Graduate

- PSYC 6344, *Learning, Memory, and Cognition*
- PSYC 6345, *Psychology of Language*
- PSYC 7100, *Thesis*

University of Texas at El Paso

Undergraduate

- PSYC 3201, *General Experimental Psychology*

THESIS SUPERVISION

Master's Theses Supervision (thesis committee chair)

2023 – present Erika Garza (Department of Psychological Science), in progress.

Alvarez, C. (2022). *A small wolf eats a large apple: An experimental investigation of the temporal processing of conceptual magnitudes*. Thesis (M.S.). Department of Psychological Science, University of Texas Rio Grande Valley.

Diaz, M. J. (2021). *The relationship between mindfulness, social anxiety traits, and emotions*. Thesis (M.S.). Department of Psychological Science, University of Texas Rio Grande Valley.

Sanchez, L. E. (2021). *Exploring relation between emotion recognition, autistic traits, and alexithymia traits in college students*. Thesis (M.S.). Department of Psychological Science, University of Texas Rio Grande Valley.

Sierra, F. J. (2019). *Degree of bilingualism, age, income and teacher ratings of giftedness as potential predictors of dichotic listening performance*. Thesis (M.A.). Department of Psychological Science, University of Texas Rio Grande Valley.

Pizaña, D. A. (2017). *Numerical cognition in action: Hand trajectories reveal effects of early musical training on numerical processing in Spanish-English bilingual musicians*. Thesis

(M.A.). Department of Psychological Science, University of Texas Rio Grande Valley.

Dissertation Supervision (committee member)

2023 – present Erika Garza (Department of Bilingual and Literacy Studies). Co-chaired with Dr. Hitomi Kambara), in progress.

2023 – present Jennifer Burden (Department of Bilingual and Literacy Studies). Co-chaired with Dr. Hitomi Kambara), in progress.

Thesis Committee Member

Student's Name	Department	School	Role	Student's Progress
Angela Mar	Psychology	UTRGV	Committee member	Thesis completed and graduated (2018)
Ivan Avila	Psychology	UTRGV	Committee member	Thesis completed and graduated (2017)
Hui-Shin Peng	Psychology	Chung Yuan Christian University (Taiwan)	Committee member	Thesis completed and graduated (2021)
Abby Lin	Psychology	Chung Yuan Christian University (Taiwan)	Committee member	Thesis completed and graduated (2022)

Undergraduate Research Project Supervision

2022–2023 Monica Ochoa (Department of Psychological Science)
Research project title: *So you think I'm skinny? An online mouse tracking investigation of social media's effect on Hispanic young adults' body dissatisfaction and implicit attitudes toward body images*

2020–2021 Paola Ibarra (Department of Biology)
Research project title: *Cultural cognition: Mouse tracking reveals the impact of cultural differences on taxonomic and thematic relations*

2018–2019 Edson Ortiz-Leal (Department of Psychological Science)
Research project title: *Dichotic listening among balanced and language dominant bilinguals*

SERVICE

PROFESSIONAL SERVICE

Faculty advisor to student organization

2018- present, Faculty advisor, Cognitive Research Society, UTRGV

Editorial board member

2019- present, TESOL International Journal

Journal manuscript reviewer

Journal of Experimental Psychology: Human Perception and Performance

Memory and Cognition

Bilingualism: Language and Cognition

Bilingual Research Journal

Developmental Psychology

Reading Psychology

Frontiers in Human Neuroscience

Reading and Writing

Reading & Writing Quarterly: Overcoming Learning Difficulties

TESOL International Journal

Reading in a Foreign Language

Children

Studies in Educational Evaluation

International Journal of Inclusive Education

External Grant proposal reviewer

2023 Outstanding Research Award, Society for Personality and Social Psychology

2022 David H. and Beverly A. Barlow Research Grant, American Psychological Foundation
2021-present Undergraduate Research Grant, Engaged Scholarship & Learning Office, UTRGV

Judge and abstract reviewer

2019 4th annual Engaged Scholar Symposium

Conference session chair

2023 7th Association for Reading and Writing in Asia Annual Conference

2016 4th Mediterranean Interdisciplinary Forum on Social Sciences and Humanities

Recurring Conference Abstract/Paper Reviewer

National Conference on Undergraduate Research
Literacy Research Association Annual Conference
American Educational Research Association Annual Meeting

UNIVERSITY/CAMPUS SERVICE

Faculty search committee

2018 Committee Member, Experimental Psychology Faculty Search
2017 Committee Member, Experimental Psychology Faculty Search
2016 Committee Member, Quantitative Psychology Faculty Search

Lecturer Search Committee

2017–2018 Chair, Psychology Lecturer I Search Committee (for three positions)

Tenure & Promotion Committee (tenure-track)

2021 Committee Member, College of Liberal Arts

2022 Committee Member, Department of Psychological Science

Promotion Committee (lecturer)

2018 Chair, Department of Psychological Science

Annual Review Committee (lecturer)

2019 Chair, Department of Psychological Science

Graduate Admissions Committee

2016 –Present Committee Member, Department of Psychological Science

New Tenure-track Faculty Mentor

2023 – Present Mentee: Dr. Nan Li (Department of Psychological Science)

COMUNITY SERVICE

Calligrapher

Asian Language Learning Festival, greenleaf community, Texas (2016, 2017, 2018, 2019, 2020
5 times in total)

Lunar New Year Festival at the International Museum of Art & Science, McAllen, Texas (2016,
2017, 2018, 2019, 4 times in total)

Chinese mystery reader

2017, Kelly-Pharr Elementary, Pharr-San Juan-Alamo Independent School District