

Positions and Education

2014–	Assistant Professor, Department of Psychology, Princeton University Cognitive Science, Linguistics (by courtesy)
2012–2014	Assistant Professor, Dept. of Communication Sciences & Disorders, Northwestern University Cognitive Science, Linguistics, Psychology (by courtesy)
2009–2012	Postdoc, Waisman Center & Department of Psychology, University of Wisconsin–Madison
2004–2009	Ph.D., Psychology, Stanford University
2000–2004	B.A., Psychology, University of California, Berkeley

Grants

2017–2020	New Jersey Division of Developmental Disabilities Research Grant
2017–2019	Overdeck Education Research Innovation Grant, Princeton University
2016–2018	Schmidt Transformative Technology Grant, Princeton University
2016–2018	Governor's Council for Medical Research & Treatment of Autism
2015–2017	NICHD R03 HD079779
2014–2015	American Speech-Language-Hearing Foundation New Investigators Research Grant
2013–2014	American Hearing Research Foundation Grant
2013–2014	Innovations Grant, Northwestern University
2010–2012	NICHD F32 HD069094, National Research Service Award
2009–2010	NICHD R01 HD037466-09S1 (PI: J. R. Saffran) ARRA Supplementary Grant
2006–2009	NSF Graduate Research Fellowship

Publications (in press / published)

- Byers-Heinlein, K., Morin-Lessard, E., & Lew-Williams, C. (in press). Bilingual infants control their languages as they listen. *Proceedings of the National Academy of Sciences*.
- Piazza, E. A., Iordan, M. C., & Lew-Williams, C. (in press). Mothers consistently alter their unique vocal fingerprints when communicating with infants. *Current Biology*.
- Lew-Williams, C., Ferguson, B., Abu-Zhaya, R., & Seidl, A. (in press). Social touch interacts with infants' learning of auditory patterns. *Developmental Cognitive Neuroscience*.
- Grieco-Calub, T. M., Simeon, K., Snyder, H. E., & Lew-Williams, C. (in press). Word segmentation from noise-band vocoded speech. *Language, Cognition and Neuroscience*.
- Schwab, J. F., Rowe, M., Cabrera, N., & Lew-Williams, C. (in press). Fathers' repetition of words is coupled with children's vocabularies. *Journal of Experimental Child Psychology*.
- Lew-Williams, C. (in press). Specific referential contexts shape efficiency in second language processing: Three eye-tracking experiments with 6- and 10-year-old children in Spanish immersion schools. *Annual Review of Applied Linguistics*.
- Byers-Heinlein, K., & Lew-Williams, C. (in press). Language comprehension in monolingual and bilingual children. *The Handbook of Psycholinguistics*.
- Fennell, C., & Lew-Williams, C. (in press). Early bilingual word learning. In G. Westermann & N. Mani (Eds.), *Early Word Learning: Current Issues in Developmental Psychology*.
- Lew-Williams, C., & Weisleder, A. (2017). How do little kids learn language? *Frontiers for Young Minds*, 5, 1-8.
- Frank, M. C., Bergelson, E., Bergmann, C., Cristia, A., Floccia, C., Gervain, J., Hamlin, J. K., Hannon, E. E., Kline, M., Levelt, C., Lew-Williams, C., Nazzi, T., Panneton, R., Rabagliati, H., Soderstrom, M., Sullivan, J., Waxman, S., & Yurovsky, D. (2017). A collaborative approach to infant research: Promoting reproducibility, best practices, and theory-building. *Infancy*, 22, 421-435.
- Schwab, J. F., & Lew-Williams, C. (2017). Discourse continuity promotes children's learning of new object labels. *Proceedings of the 39th Annual Conference of the Cognitive Science Society*.
- Ferguson, B., & Lew-Williams, C. (2016). Communicative signals support abstract rule learning by 7-month-old infants. *Nature Scientific Reports*, 6, 25434.
- Schwab, J. F., & Lew-Williams, C. (2016). Repetition across successive sentences facilitates young children's word learning. *Developmental Psychology*, 52, 879-886.
- Schwab, J. F., & Lew-Williams, C. (2016). Language learning, socioeconomic status, and child-directed speech. *WIREs Cognitive Science*, 7, 264-275.

- Lew-Williams, C. (2016). Using the looking-while-listening procedure for second language research. In A. Mackey & E. Marsden (Eds.), *Advancing methodology and practice: The IRIS repository of instruments for research into second languages* (pp. 43-57). New York: Routledge.
- Graf Estes, K., & Lew-Williams, C. (2015). Listening through voices: Infant statistical word segmentation across multiple speakers. *Developmental Psychology, 51*, 1517-1528.
- Lew-Williams, C. (2015). Infants' history of distributional learning in real time. (Commentary on Phillips and Ehrenhofer's The role of language processing in language acquisition). *Linguistic Approaches to Bilingualism, 5*, 494-498.
- Ferguson, B., & Lew-Williams, C. (2014). Communicative signals promote abstract rule learning by 7-month-old infants. *Proceedings of the 36th Annual Conference of the Cognitive Science Society*.
- Byers-Heinlein, K., & Lew-Williams, C. (2013). Bilingualism in the early years: What the science says. *Learning Landscapes, 7*, 95-112.
- Grüter, T., Lew-Williams, C., & Fernald, A. (2012). Grammatical gender in L2: A production or a real-time processing problem? *Second Language Research, 28*, 191-215.
- Lew-Williams, C., & Saffran, J. R. (2012). All words are not created equal: Expectations about word length guide infant statistical learning. *Cognition, 122*, 241-246.
- Lew-Williams, C., Pelucchi, B., & Saffran, J. R. (2011). Isolated words enhance statistical language learning in infancy. *Developmental Science, 14*, 1323-1329.
- Grüter, T., Lew-Williams, C., & Fernald, A. (2011). Grammatical gender in L2: Where is the problem? *Proceedings of the 35th Annual Boston University Conference on Language Development*.
- Lew-Williams, C., & Fernald, A. (2010). Real-time processing of gender-marked articles by native and non-native Spanish speakers. *Journal of Memory and Language, 63*, 447-464.
- Lew-Williams, C., & Fernald, A. (2009). Fluency in using morphosyntactic cues to establish reference: How do native and non-native speakers differ? *Proceedings of the 33rd Annual Boston University Conference on Language Development*.
- Lew-Williams, C., & Fernald, A. (2008). How first and second language learners use predictive cues in online sentence interpretation in Spanish and English. *Proceedings of the 32nd Annual Boston University Conference on Language Development*.
- Lew-Williams, C., & Fernald, A. (2007). Young children learning Spanish make rapid use of grammatical gender in spoken word recognition. *Psychological Science, 33*, 193-198.

Invited Talks

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| 2017 | Massachusetts Institute of Technology, Simons Center for the Social Brain; The Hebrew University of Jerusalem, Department of Psychology; University of Connecticut, Language Fest; Lehigh University, Department of Psychology |
| 2016 | Harvard University, Department of Psychology; World Economic Forum Annual Meeting, Tianjin, China; New York University, Department of Psychology; Rutgers University, Center for Cognitive Science; University of Ottawa, Bilingual from Birth: Process, Pedagogy, Policy |
| 2015 | Yale University, Department of Psychology; Temple University, Department of Psychology |
| 2014 | University of Chicago, Department of Psychology; Princeton University, Language Processing Workshop; University of Maryland, Mayfest, Department of Linguistics; University of Rochester, Department of Brain and Cognitive Sciences; Princeton University, Department of Psychology; University of Illinois at Chicago, Department of Psychology |
| 2013 | Purdue University, Department of Speech, Language, and Hearing Sciences; Washington University in St. Louis, Department of Psychology; University of York, Conference on Second Language Research Methods |
| 2012 | Harvard University, Department of Psychology; Northwestern University, Innovations in Developmental Sciences |
| 2011 | University of Illinois, Urbana-Champaign, Department of Psychology; Northwestern University, Department of Communication Sciences and Disorders |
| 2010 | University of Wisconsin – Madison, Department of Communicative Disorders |
| 2009 | Deep Springs College, Main Room; University of Wisconsin – Madison, Department of Psychology |
| 2008 | University of Rochester, Department of Brain and Cognitive Science; University of California, Davis, Center for Mind and Brain |

Teaching

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| 2015–present | Developmental Origins of Life Outcomes (Psychology 400), Princeton University |
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2014 – present	Developmental Psychology (Psychology 254), Princeton University
2013 – 2014	Professional Development for PhD Students, Northwestern University
2013 – 2014	Assessment and Intervention of Language Disorders, Northwestern University
2013 – 2014	Research Methods in Communication Sciences and Disorders, Northwestern University
2012	Communication and Cognition in Early Childhood, Northwestern University
2008	Bilingualism, Stanford University
2006	Developmental Psychology, Stanford University
2005 – 2008	Teaching Assistant x5, Stanford University
2003	The Science of Disfluent Speech, University of California, Berkeley