

## Positions and Education

2020 –	Professor, Department of Psychology, Princeton University Affiliated Faculty, Program in Cognitive Science, Program in Linguistics Director of Graduate Studies, Department of Psychology
2019 – 2020	Associate Professor, Department of Psychology, Princeton University
2014 – 2019	Assistant Professor, Department of Psychology, Princeton University
2012 – 2014	Assistant Professor, Department of Communication Sciences & Disorders, Northwestern University
2009 – 2012	Postdoc, Waisman Center and Department of Psychology, University of Wisconsin – Madison
2004 – 2009	Ph.D., Psychology, Stanford University
2000 – 2004	B.A., Psychology, University of California, Berkeley

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## Grants

2021 – 2024	Wellcome Leap, First 1000 Days (with U. Hasson & L. Hasenfratz; \$X,000,000)
2021 – 2024	James S. McDonnell Foundation (with C. Potter & E. Shafir; \$250,000)
2021 – 2023	Simons Foundation Autism Research Initiative Grant (with E. Tenenbaum; \$500,000)
2021 – 2023	SSHRC Partnership Development Grant, ManyBabies (with K. Hamlin et al.; \$200,000)
2021 – 2024	Data-Driven Social Sciences Grant, ManyBabies, Princeton University (\$53,000)
2020 – 2024	Global Collaborative Network Grant, ManyBabies, Princeton University (\$52,000)
2019 – 2024	R01 NICHD 095912 (with K. Byers-Heinlein; \$2,025,000)
2018 – 2023	R01 NICHD 094830, PLAY Project (with K. Adolph; \$18,000)
2018 – 2020	Jacobs Foundation Research Grant, ManyBabies (with M. Frank; \$149,000)
2018 – 2020	Yeager Family Foundation Grant (\$65,000)
2017 – 2020	New Jersey Division of Developmental Disabilities Research Grant (\$150,000)
2017 – 2019	Overdeck Education Research Innovation Grant, Princeton University (\$185,000)
2016 – 2020	New Jersey Governor's Council for Medical Research & Treatment of Autism (\$400,000)
2016 – 2018	Eric and Wendy Schmidt Transformative Technology Grant (\$575,000)
2015 – 2017	R03 NICHD 079779 (with K. Byers-Heinlein; \$146,000)
2014 – 2015	American Speech-Language-Hearing Foundation New Investigator Grant (\$5,000)
2013 – 2014	American Hearing Research Foundation Grant (with T. Grieco-Calub; \$25,000)
2012 – 2013	Innovations Grant, Northwestern University (\$10,000)
2010 – 2012	F32 NICHD 069094 National Research Service Award (\$150,000)
2009 – 2010	R01 NICHD 037466-09S1, ARRA Supplementary Grant (with J. Saffran; \$105,000)
2008 – 2009	Dissertation Research Grant, American Psychological Association (\$5,000)
2008 – 2009	Diversity Dissertation Research Grant, Stanford University (\$5,000)
2007 – 2008	Fletcher Jones Fellowship in Science & Engineering, Stanford University (\$40,000)
2006 – 2009	NSF Graduate Research Fellowship (\$125,000)

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## Awards

2022	Phi Beta Kappa Award for Excellence in Undergraduate Teaching, Princeton University
2021	Graduate Mentoring Award, Princeton University
2019	Mission Award, Society for the Improvement of Psychological Science (ManyBabies group award)
2018	President's Award for Distinguished Teaching, Princeton University
2018 – 2021	Lawrence S. Brodie University Preceptor, Princeton University
2017	Cognitive Science Course Development Fund, Princeton University
2016	World Economic Forum Young Scientist
2015	The 250 <sup>th</sup> Anniversary Fund for Innovation in Undergraduate Education, Princeton University
2009	Graduate Research Award, Stanford University
2009	Diversity Dissertation Award, Stanford University
2008	Centennial Teaching Award, Stanford University
2006	Paula Menyuk Travel Award, Boston University Conference on Language Development
2005	Alberta Siegel Graduate Fellowship, Stanford University
2004	Highest Distinction in General Scholarship, UC Berkeley
2004	High Honors in Psychology, UC Berkeley

2004	Phi Beta Kappa, UC Berkeley
2003	Katherine Swan Undergraduate Research Award, UC Berkeley
2003	Summer Undergraduate Research Fellowship, UC Berkeley
2000 – 2004	Schwab-Rosenhouse Scholarship, UC Berkeley
2000 – 2004	Alumni Scholarship, UC Berkeley

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## Publications

- Under review
- Kosie, J. E., Zettersten, M., Cox, C., ..., & Lew-Williams, C. (stage 1 registered report under review). ManyBabies 5: A large-scale investigation of the proposed shift from familiarity preference to novelty preference in infant looking time. *Nature Human Behaviour*.
- Tsui, A. S. M., Carstensen, A., Kachergis, G., Abubakar, A., Asnake, M., Barry, O., Basnight-Brown, D., Bentu, D., Bergmann, C., Binan Dami, E., Boll-Avetisyan, N., de Jongh, M., Diop, Y., Frank, M. C., Herrmann, E., Jang, C., Kizito, S., Lamba, T., Lew-Williams, C., Maliwichi-Senganimalunje, L., Marangu, J., Mathur, M., Mbagaya, C. V., Mekonnen Mengistie, D., Milton, C., Mushimiyimana, F., Ndhambi, M., Ngina, I., Njoroge, E., Odhiambo Oburu, P., Okyere Omame, P., Singh, A., Ssemata, A. S., Unyuzumutima, J., & Zeidler, H. (stage 1 registered report accepted). Exploring variation in infants' preference for infant-directed speech: Evidence from a multi-site study in Africa. *Developmental Science*.
- Schuerker, T., Kampis, D., ..., Frank, M. C., & Rakoczy, H. (stage 1 registered report accepted). Action anticipation based on an agent's epistemic state in toddlers and adults. *Child Development*.
- Soderstrom, M., et al. (stage 2 registered report under review). Testing the relationship between preferences for infant-directed speech and vocabulary development: A multi-lab study. *Journal of Child Language*.
- Visser, I., Geambasu, A., ..., Soderstrom, M., & Levelt, C. (stage 1 registered report accepted). ManyBabies 3: A multi-lab study of infant algebraic rule learning. *Developmental Science*.
- Okocha, A., Burke, N., & Lew-Williams, C. (under review). Infants and toddlers in the United States with more close relationships have larger vocabularies. *Journal of Experimental Psychology: General*.
- Jaffe-Dax, S., Potter, C. E., Leung, T. S., Emberson, L. L., & Lew-Williams, C. (under review). The influence of memory on visual perception in infants, children, and adults. *Cognitive Science*.
- Tamis-LeMonda, C. S., Gonzalez, S. L., Xu, M., Herzberg, O., Kachergis, G., Jayaraman, S., Soska, K. C., Gilmore, R. O., Adolph, K. E., Bornstein, M. H., Casasola, M., Fausey, C. M., Frank, M. C., Goldin-Meadow, S., Gros-Louis, J., Hirsh-Pasek, K., Iverson, J., Lew-Williams, C., MacWhinney, B., Marchman, V. A., Naigles, L., Namy, L., Perry, L. K., Rowe, M., Sheya, A., Soderstrom, M., Song, L., Walle, E., Warlaumont, A. S., Yoshida, H., Yu, C., & Yurovsky, D. (under review). Comparing apples to manzanas and oranges to naranjas: A new measure of English-Spanish vocabulary for dual language learners. *Infancy*.
- In press
- Casey, K., Potter, C. E., Lew-Williams, C., & Wojcik, E. H. (in press). Moving beyond 'nouns in the lab': Using naturalistic data to understand why infants' first words include *uh-oh* and *hi*. *Developmental Psychology*.
- Kremin, L. V., Jardak, A., Lew-Williams, C., & Byers-Heinlein, K. (in press). Bilingual children's comprehension of code-switching at an uninformative adjective. *Language Development Research*.
- Tsui, R. K.-Y., Kosie, J. E., Fibla, L., Lew-Williams, C., & Byers-Heinlein, K. (in press). Patterns of language switching and bilingual children's word learning: An experiment across two communities. *Translational Issues in Psychological Science*.
- Singh, L., Barokova, M. D., Baumgartner, H. A., Lopera-Perez, D. C., Omame, P. O., Sheskin, M., Yuen, F. L., Wu, Y., Alcock, K. J., Altmann, E. C., Bazhydai, M., Carstensen, A., Chan, K. C. J.,

Chuan-Peng, H., Dal Ben, R., Franchin, L., Kosie, J. E., Lew-Williams, C., Okocha, A., Reinelt, T., Schuwerk, T., Soderstrom, M., Tsui, A. S. M., & Frank, M. C. (in press). A unified approach to demographic data collection for research with young children across diverse cultures. *Developmental Psychology*.

Potter, C. E., & Lew-Williams, C. (in press). Frequent vs. infrequent words shape toddlers' real-time sentence comprehension. *Journal of Child Language*.

Kosie, J. E., & Lew-Williams, C. (in press). Open science considerations for descriptive research in developmental science. *Infant and Child Development*.

Published

Erel, Y., Adams Shannon, K., Scott, K., Cao, P., Tan, X., Hart, P., Kline Struhl, M., Chu, J., Raz, G., Piccolo, S., Mei, C., Potter, C. E., Jaffe-Dax, S., Lew-Williams, C., Tenenbaum, J., Fairchild, K., Bermano, A., and Liu, S. (2023). iCatcher+: Robust and automated annotation of infant gaze from videos collected in the lab and online. *Advances in Methods and Practices in Psychological Science*, 6, 1-23.

Nencheva, M., Tamir, D. I., & Lew-Williams, C. (2023). Caregiver speech predicts the emergence of children's emotion vocabulary. *Child Development*, 94, 585-602.

Reuter, T., Mazzei, C., Lew-Williams, C., & Emberson, L. L. (2023). Infants' lexical comprehension and lexical anticipation abilities are closely linked in early language development. *Infancy*, 28, 532-549.

Lee, C., & Lew-Williams, C. (2023). The dynamic functions of social cues during children's word learning. *Infant and Child Development*, 32, e2372.

Zettersten, M., Cutler, M., & Lew-Williams, C. (2023). Active information-seeking in support of learning extensions of novel words. *Proceedings of the 45th Annual Conference of the Cognitive Science Society*.

Rane, S., Nencheva, M., Wang, Z., Lew-Williams, C., Russakovsky, O., & Griffiths, T. L. (2023). Predicting word learning in children from the performance of computer vision systems. *Proceedings of the 45th Annual Conference of the Cognitive Science Society*.

Potter, C. E., & Lew-Williams, C. (2023). The psycholinguistics of early bilingualism. In A. Godfroid & H. Hopp (Eds.), *The Routledge Handbook of Second Language Acquisition and Psycholinguistics*. New York: Taylor & Francis/Routledge.

Savage, P. E., Jacoby, N., Margulis, E. H., Daikoku, H., Anglada-Tort, M., Castelo-Branco, S. E.-S., Nweke, F. E., Fujii, S., Hegde, S., Chuan-Peng, H., Jabbour, J., Lew-Williams, C., Mangalagiu, D., McNamara, R., Müllensiefen, D., Opondo, P., Patel, A., & Schippers, H. (2023). Building sustainable global collaborative networks: Recommendations from music studies and the social sciences. In E. H. Margulis, D. Loughridge, & P. Loui (Eds.), *The science-music borderlands: Reckoning with the past, imagining the future*. MIT Press.

Lee, C., & Lew-Williams, C. (2022). Speech and social cues combine at discourse boundaries to promote word learning. *Cognitive Development*, 64, 101254.

Nencheva, M., & Lew-Williams, C. (2022). Understanding why infant-directed speech supports learning: A dynamic attention perspective. *Developmental Review*, 66, 101047.

Erel, Y., Potter, C. E., Jaffe-Dax, S., Lew-Williams, C., & Bermano, A. H. (2022). iCatcher: A Neural network approach for automated coding of young children's eye movements. *Infancy*, 27, 765-779.

Byers-Heinlein, K., Jardak, A., Fourakis, E., & Lew-Williams, C. (2022). Effects of language mixing on bilingual children's word learning. *Bilingualism: Language and Cognition*, 25, 55-69.

Fibla, L., Kosie, J. E., Kircher, R., Lew-Williams, C., & Byers-Heinlein, K. (2022). Bilingual language development in infancy: What can we do to support bilingual families? *Policy Insights from Behavioral and Brain Sciences*, 9, 35-43.

Reuter, T., Sullivan, M. & Lew-Williams, C. (2022). Look at that: Spatial deixis reveals experience-related differences in prediction. *Language Acquisition*, 29, 1-26.

Potter, C. E., & Lew-Williams, C. (2022). Differences in vocabulary growth across groups and individuals. In A. Papafragou, J. Trueswell, & L. Gleitman (Eds.), *The Oxford handbook of the mental lexicon*. New York: Oxford.

Visser, I., Bergmann, C., Byers-Heinlein, K., Dal Ben, R., Duch, W., Forbes, S., Franchin, L., Frank, M. C., Geraci, A., Hamlin, J. K., Kaldy, Z., Kulke, L., Lavery, C., Lew-Williams, C., Mateu, V., Mayor, J., Moreau, D., Nomikou, I., Schuwerk, T., Simpson, E. A., Singh, L., Soderstrom, M., Sullivan, J., van den Heuvel, M. I., Westermann, G., Yamada, Y., Zaadnoordijk, L., & Zettersten, M. (2022). Improving the generalizability of infant psychological research: The ManyBabies model. [Commentary on "The generalizability crisis" by T. Yarkoni]. *Behavioral and Brain Sciences*, 45, 63-65.

Piazza, E. A, Nencheva, M. L., & Lew-Williams, C. (2021). The development of communication across timescales. *Current Directions in Psychological Science*, 30, 459-467.

Schott, E., Mastroberardino, M., Fourakis, E., Lew-Williams, C., & Byers-Heinlein, K. (2021). Fine-tuning language discrimination: Monolingual and bilingual infants' detection of language switching. *Infancy*, 26, 1037-1056.

Breitfeld, E., Potter, C. E., & Lew-Williams, C. (2021). Children simultaneously learn multiple dimensions of information during shared book reading. *Journal of Cognition and Development*, 22, 755-766.

Piazza, E. A., Cohen, A., Trach, J. E., & Lew-Williams, C. (2021). Neural synchrony predicts children's learning of novel words. *Cognition*, 214, 104752.

Mon, S. K., Nencheva, M., Citron, F. M. M., Lew-Williams, C., & Goldberg, A. E. (2021). Conventional metaphors elicit greater real-time engagement than literal paraphrases or concrete sentences. *Journal of Memory and Language*, 121, 104285.

Byers-Heinlein, K., Tsui, A. S. M., Bergmann, C., Black, A., Brown, A., Carbajal, M. J., Durrant, S., Fennell, C. T., Fiévet, A.-C., Frank, M. C., Gampe, A., Gervain, J., Gonzalez-Gomez, N., Hamlin, J. K., Havron, N., Hernik, M., Kerr, S., Killam, H., Klassen, K., Kosie, J., Kovács, A. M., Lew-Williams, C., Liu, L., Marino, C., Mastroberardino, M., Mateu, V., Noble, C., Orena, A. J., Polka, L., Potter, C. E., Singh, L., Soderstrom, M., Sundara, M., Waddell, C., Werker, J., & Wermelinger, S. (2021). A multi-lab study of bilingual infants: Exploring the preference for infant-directed speech. *Advances in Methods and Practices in Psychological Science*, 4, 1-30.

Reuter, T., Dalawella, K., & Lew-Williams, C. (2021). Adults and children predict in complex and variable referential contexts. *Language, Cognition and Neuroscience*, 36, 474-490.

Byers-Heinlein, K., Tsui, R. K.-Y., van Renswoude, D., Barr, R., Black, A. K., Brown, A., Colomer, M., Durrant, S., Gampe, A., Gonzalez-Gomez, N., Hay, J. F., Hernik, M., Jartó, M., Kovacs, A. M., Laoun-Rubenstein, A., Lew-Williams, C., Liszkowski, U., Liu, L., Noble, C., Potter, C. E., Rocha-Hidalgo, J., Sebastian-Galles, N., Soderstrom, M., Visser, I., Waddell, C., Wermelinger, S., & Singh, L. (2021). The development of gaze following in monolingual and bilingual infants: A multi-laboratory study. *Infancy*, 26, 4-38.

Nencheva, M. L., Piazza, E. A., & Lew-Williams, C. (2021). The moment-to-moment pitch dynamics of child-directed speech shape toddlers' attention and learning. *Developmental Science*, 24, e12997.

Floyd, S., Dalawella, K., Goldberg, A. E., Lew-Williams, C., & Griffiths, T. L. (2021). Modeling rules and similarity in colexification. *Proceedings of the 43<sup>rd</sup> Annual Conference of the Cognitive Science Society*.

Byers-Heinlein, K., Bergmann, C., Davies, C., Frank, M. C., Hamlin, J. K., Kline, M., Kominsky, J., Kosie, J. E., Lew-Williams, C., Liu, L., Mastroberardino, M., Singh, L., Waddell, C. P. G.,

- Zettersten, M., & Soderstrom, M. (2020). Building a collaborative psychological science: Lessons from ManyBabies 1. *Canadian Psychology/ Psychologie canadienne*, 61, 349-363.
- Tippenhauer, N., Fourakis, E. R., Watson, D. G., & Lew-Williams, C. (2020). The scope of audience design in child-directed speech: Parents' tailoring of word lengths for adult versus child listeners. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 46, 2163-2178.
- Olson, R. H., Pomper, R., Potter, C. E., Hay, J. F., Saffran, J. R., Ellis Weismer, S., & Lew-Williams, C. (2020). Peyecoder: An open-source program for coding eye movements (Version v1.1.5). Zenodo. [<http://doi.org/10.5281/zenodo.4313832>] [<https://rholson1.github.io/peyecoder/>]
- ManyBabies Consortium (2020). Quantifying sources of variability in infancy research using the infant-directed speech preference. *Advances in Methods and Practices in Psychological Science*, 3, 24-52.
- Piazza, E. A., Hasenfratz, L., Hasson, U., & Lew-Williams, C. (2020). Infant and adult brains are coupled to the dynamics of natural communication. *Psychological Science*, 31, 6-17.
- Schwab, J. F., & Lew-Williams, C. (2020). Discontinuity of reference hinders children's learning of new words. *Child Development*, 91, e29-e41.
- Zwaard, S., Boele, H.-K., Alers, H., Strydis, C., Lew-Williams, C., & Al-Ars, Z. (2020). Privacy-protected object detection and localization using distributed machine learning: A case study of infant eyeblink conditioning. arXiv: 2010.07259v1
- Floyd, S., Goldberg, A. E., & Lew-Williams, C. (2020). Toddlers assign word labels to multiple polysemous meanings. *Proceedings of the 42<sup>nd</sup> Annual Conference of the Cognitive Science Society*.
- Jaffe-Dax, S., Potter, C. E., Leung, T., Lew-Williams, C., & Emberson, L. L. (2020). Memory integration into visual perception through infancy, childhood, and adulthood. *Proceedings of the 42<sup>nd</sup> Annual Conference of the Cognitive Science Society*.
- Reuter, T., Borovsky, A., & Lew-Williams, C. (2019). Predict and redirect: Prediction errors support children's word learning. *Developmental Psychology*, 55, 1656-1665.
- Potter, C. E., Fourakis, E., Morin-Lessard, E., Byers-Heinlein, K., & Lew-Williams, C. (2019). Bilingual toddlers' comprehension of mixed sentences is asymmetrical across their two languages. *Developmental Science*, 22, e12794.
- Lew-Williams, C., Ferguson, B., Abu-Zhaya, R., & Seidl, A. (2019). Social touch interacts with infants' learning of auditory patterns. *Developmental Cognitive Neuroscience*, 35, 66-74.
- Rabagliati, H., Ferguson, B., & Lew-Williams, C. (2019). The profile of abstract rule learning in infancy: Meta-analytic and experimental evidence. *Developmental Science*, 22, e12704.
- Potter, C. E., & Lew-Williams, C. (2019). Infants' selective use of reliable cues in multidimensional language input. *Developmental Psychology*, 55, 1-8.
- Floyd, S., Lew-Williams, C., & Goldberg, A. E. (2019). Children, more than adults, rely on similarity to access multiple meanings of words. *Proceedings of the 41<sup>st</sup> Annual Conference of the Cognitive Science Society*.
- Reuter, T., Emberson, L. L., Romberg, A. R., & Lew-Williams, C. (2018). Individual differences in nonverbal prediction and vocabulary size in infancy. *Cognition*, 176, 215-219.
- Schwab, J. F., Lew-Williams, C., & Goldberg, A. E. (2018). When regularization gets it wrong: Children over-simplify language input only in production. *Journal of Child Language*, 45, 1054-1072.
- Schwab, J. F., Rowe, M., Cabrera, N., & Lew-Williams, C. (2018). Fathers' repetition of words is coupled with children's vocabularies. *Journal of Experimental Child Psychology*, 166, 437-450.

- Fennell, C., & Lew-Williams, C. (2018). Early bilingual word learning. In G. Westermann & N. Mani (Eds.), *Early word learning* (pp. 110-122). New York: Routledge.
- Byers-Heinlein, K., & Lew-Williams, C. (2018). Language comprehension in monolingual and bilingual children. In E. M. Fernández & H. S. Cairns (Eds.), *The handbook of psycholinguistics* (pp. 516-535). Hoboken, NJ: Wiley.
- Potter, C. E., Fourakis, E., Morin-Lessard, E., Byers-Heinlein, K., & Lew-Williams, C. (2018). Bilingual infants process mixed sentences differently in their two languages. *Proceedings of the 40<sup>th</sup> Annual Conference of the Cognitive Science Society*.
- Piazza, E. A., Jordan, M. C., & Lew-Williams, C. (2017). Mothers consistently alter their unique vocal fingerprints when communicating with infants. *Current Biology*, 27, 3162-3167.
- Byers-Heinlein, K., Morin-Lessard, E., & Lew-Williams, C. (2017). Bilingual infants control their languages as they listen. *Proceedings of the National Academy of Sciences*, 114, 9032-9037.
- Grieco-Calub, T. M., Simeon, K., Snyder, H. E., & Lew-Williams, C. (2017). Word segmentation from noise-band vocoded speech. *Language, Cognition and Neuroscience*, 32, 1344-1356.
- Lew-Williams, C., & Weisleder, A. (2017). How do little kids learn language? *Frontiers for Young Minds*, 5, 1-8.
- Lew-Williams, C. (2017). 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*, 37, 128-147.
- 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 39<sup>th</sup> Annual Conference of the Cognitive Science Society*.
- Ferguson, B., & Lew-Williams, C. (2016). Communicative signals support abstract rule learning by 7-month-old infants. *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. *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 36<sup>th</sup> 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.

- 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.
- 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., 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 35<sup>th</sup> 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. (2009). Real-time processing of gender-marked articles by native and non-native Spanish-speaking children and adults. *Dissertation*.
- 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 33<sup>rd</sup> 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 32<sup>nd</sup> 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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| 2023 | Stanford University, Department of Psychology; University of Wisconsin-Madison, Waisman Center 50 <sup>th</sup> Anniversary; Gallaudet University Distinguished Lecture Series in Educational Neuroscience; Utrecht University, Institute of Language Sciences, Experimental Methods in Language Acquisition Research; ICIS Naturalistic Methods Webinar; Princeton Dual Language Immersion Program                 |
| 2022 | Cornell University, Department of Psychology; University of Maryland, College Park, Department of Human Development and Quantitative Methodology; LangVIEW Meeting; Schloss Dagstuhl, Leibniz Center for Informatics, Developmental Machine Learning: From Human Learning to Machines and Back; Riverside Elementary School Science Day   |
| 2021 | Virginia Polytechnic Institute and State University, Department of Psychology; Birkbeck, University of London, Center for Brain and Cognitive Development, Department of Psychological Sciences; University of Pennsylvania, Integrated Language Science and Technology; The Max Planck & New York University Center for Language, Music, and Emotion; New York University, Department of Applied Psychology        |
| 2020 | University of Liverpool, Department of Psychological Sciences; The Aga Khan University in Nairobi, Kenya, Institute for Human Development; Brown University, Department of Cognitive, Linguistic, and Psychological Sciences; ManyBabies Webinar, International Congress of Infant Studies; Elman Prize Symposium, Annual Meeting of the Cognitive Science Society; Princeton Public Schools Talking Circle         |
| 2019 | Indiana University Bloomington, Initiative on 'Learning: Brains, Machines, & Children'; University of Toronto, Department of Psychology; Yale University, Department of Psychology; University of California, Berkeley, Department of Psychology; Temple University, Department of Psychology; Princeton Charter School; Princeton University Dean of Faculty Annual Retreat  |
| 2018 | New York University, Department of Communication Sciences and Disorders; New Jersey Governor's Council on the Prevention of Developmental Disabilities, Trenton, NJ; Fisher-Price Early Childhood Development Speaker Series, East Aurora, NY; High Table, Princeton University Graduate School; Ivy+ Alumni Relations Conference; Princeton University Program in Teacher Preparation, Teachers As Scholars Series |

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; Princeton University Program in Teacher Preparation, Administrators As Scholars Series; Princeton Windrows Retirement Community; Back-to-School Night, Princeton UNOW Day Nursery
2016	Harvard University, Department of Psychology; World Economic Forum Annual Meeting, 'IdeasLab' and 'Brain Hub', Tianjin, China; New York University, Department of Psychology; Rutgers University, Center for Cognitive Science; University of Ottawa, Official Languages and Bilingualism Institute; Fall 2016 Community Auditing Lecture, Princeton University; Princeton Public Library Storytime; Christ Church-Cristo Rey, Trenton, NJ; Princeton Alumni Day; Carolyn Stokes Preschool, Trenton, NJ; Nassau Pediatrics, Princeton, NJ
2015	Yale University, Department of Psychology; Temple University, Department of Psychology & Department of Communication Sciences and Disorders; Princeton Alumni Day; Children's Futures and Nurse/Family Partnership, Trenton, NJ; University League Nursery School, Princeton, NJ
2014	University of Chicago, Department of Psychology; University of Maryland, Mayfest, Department of Linguistics; University of Rochester, Department of Brain and Cognitive Sciences; Princeton University, Language Processing Workshop; Princeton University, Department of Psychology; University of Illinois at Chicago, Department of Psychology; Ohana New Parent Group, Chicago, IL; Evanston Hospital, Evanston, IL
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; Evanston Hospital, Evanston, IL
2012	Harvard University, Department of Psychology; Northwestern University, Innovations in Developmental Sciences; Family Resources Center, Madison, WI
2011	University of Illinois, Urbana-Champaign, Department of Psychology; Northwestern University, Department of Communication Sciences and Disorders
2010	University of Wisconsin – Madison, Department of Communication Sciences and Disorders
2009	Deep Springs College, Main Room; University of Wisconsin – Madison, Department of Psychology
2008	University of Rochester, Department of Brain and Cognitive Sciences; University of California, Davis, Center for Mind and Brain; Spanish Immersion Parents Association of Palo Alto

## Conference Presentations

Ongoing	ICIS: Biennial Meeting of the International Congress of Infant Studies BUCLD: Boston University Conference on Language Development SRCD: Biennial Meeting of the Society for Research in Child Development CogSci: Annual Meeting of the Cognitive Science Society CDS: Cognitive Development Society Bi-Ennial Conference HSP: Annual Conference on Human Sentence Processing BCBL International Conference on Interdisciplinary Advances in Statistical Learning + other conferences and workshops
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## Teaching

2021 – present	PSY 596 / 597: Extramural Research Internship
2016 – 2022	PSY 543: Cognitive Psychology Research Seminar
2015 – present	PSY 400 / CGS 400: Developmental Origins of Life Outcomes
2014 – present	PSY 254 / CGS 254: Developmental Psychology
2013 – 2014	Assessment and Intervention of Language Disorders, Northwestern University
2013 – 2014	Research Methods in Communication Sciences and Disorders, Northwestern University
2013 – 2014	Professional Development in Communication Sciences and Disorders, Northwestern University
2012	Communication and Cognition in Early Childhood, Northwestern University
2008	Bilingualism, Stanford University Summer Session
2006	Developmental Psychology, Stanford University Summer Session
2007	Teaching Assistant, Statistics, LSA Linguistic Institute
2005 – 2008	Teaching Assistant x 5 quarters, Stanford University
2003	The Science of um Disfluent Speech, University of California, Berkeley



## Advising

Postdocs	Steven Elmlinger, 2023 – present Stevie Custode, 2022 – present; Princeton Presidential Postdoctoral Research Fellowship Martin Zettersten, 2020 – 2024; NICHD F32 NRSA; Assistant Professor, Dept. of Cognitive Science, UC San Diego Jessica Kosie, 2019 – 2023; NICHD F32 NRSA; NSF Postdoc Fellowship; Assistant Professor, Cognition, Behavior, & Information, Arizona State University Sagi Jaffe-Dax, 2016 – 2021, advised/funded by L. Emberson; Assistant Professor, Dept. of Psychology, Tel Aviv University Christine Potter, 2016 – 2020; NICHD F32 NRSA; NSF Postdoc Fellowship; Assistant Professor, Dept. of Psychology, University of Texas at El Paso Elise Piazza, 2015 – 2020; C.V. Starr Postdoc Fellowship; Assistant Professor, Dept. of Brain & Cognitive Sciences, University of Rochester
Graduate Students	Kennedy Casey, 2023 – present; NSF GRF Jonathan Daniels, 2021 – present; NSF GRF; Ford Foundation Fellowship Nicole Cuneo, 2021 – present; dd Benny deMayo, 2020 – present; NSF GRF Asana Okocha, 2020 – 2023; NSF GRF; Joint Degree in Social Policy Crystal Lee, 2019 – 2024; NSF GRF Mira Nencheva, 2018 – 2024; Intel Data Science Fellowship; Dev Sci Early Career Researcher Prize; Jacobus Honorific Fellowship Sammy Floyd, 2016 – 2021; Procter Honorific Fellowship; Postdoc, MIT Brain and Cognitive Sciences; Assistant Professor, Dept. of Psychology, Sarah Lawrence College Tracy Reuter, 2015 – 2020; NSF GRF; Postdoc, UW-Madison Psychology; Data Analyst, Quartz Health Jessica Schwab, 2013 – 2018; Postdoc, Harvard Psychology; Academic Coach, Stanford Center for Teaching & Learning Brock Ferguson, 2011 – 2016; SSHRC Fellowship; Founder, Strong Analytics
Co-Advised PhD Students	Renee Waters, 2019 – present; NSF GRF Michala Riis-Vestergaard, 2016 – 2021; Postdoc, MIT Abdul Latif Jameel Poverty Action Lab Cameron Ellis, 2014 – 2021; Postdoc, Haskins Labs; Assistant Professor, Dept. of Psychology, Stanford University Jeremy Borjon, 2014 – 2017; NSF GRF; NICHD K99/R00; Postdoc, Indiana Psychology; Assistant Professor, Dept. of Psychology, University of Houston K. Michael Brooks, 2013 – 2017; Research Scientist, Northwestern University
Lab Managers	Alyssa Guillu, 2022 – present Taylor Martinez, 2020 – 2022; PhD student, Johns Hopkins Cognitive Science Annie Schwartzstein, 2019 – 2022; PhD student, UC Santa Cruz Juliana Trach, 2018 – 2020; NSF GRF; PhD student, Yale Psychology Evelyn Perez, 2018 – 2019 Carolyn Mazzei, 2015 – 2018; PhD student, Cambridge Psychology Eva Fourakis, 2016 – 2018; J.D., Stanford Law School; Public Defender, New Hampshire Maritza Gomez, 2014 – 2016; Founder, Ritza the Nanny Hillary Snyder, 2012 – 2014; Development Manager, MoveSpring
PhD Committees	Christopher Cox, Patricia Hoyos, Claire Whiting, Maureen de Seyssel, Abla Alaoui-Soce, Carlos Velázquez-Vargas, Rohini Majumdar, Andre Beukers, Quynh Trinh Nguyen, Jacob Schatz, Joel Martinez, Madalina Vlasceanu, Andrew Wilterson, Angela Radulescu, Nicholas Roy, Lindsey Eikenburg, Abigail Novick, Brandy Briones, Branden Bio, Sarah Wilterson, Lauren Feldman, Karina Tachihara, Aaron Kurosu, Luis Piloto, Felicia Zhang, Rachel Connor, Natalia Córdova Sánchez, Nicolette Noonan, Yaritza Perez-Hooks, Ghootae Kim, Andra Geana, Kaite Yang, Clarice Robenalt, Kyle Keller, Julia Schuchard, Ann Burchfield, Jennifer Krizman, Nell Maltman, Robert Baudo, Kali Woodruff Carr
Senior Thesis	Jules Regan, Harper Chambers, Dhvani Annie Jain, Eleanor Myers, Erin Hening, Erin Watson, Kavindya Dalawella, Richard Yang, Sarah Yashar-Gershman, Serena Mon, Ella Whitfield, Kennedy Casey, Ellie Breitbart, Fleming Peck, Richard Peng, Mariesa Cay, Alice Wang, Ariella Cohen, Diana Ortiz, Naoum Fares Marayati, Maia Craver, Kat Giordano, Charlotte Jeppsen, Rachel Cooper, Julia Schorn, Nicholas Tippenhauer, Julie Kwong, Alissa Wagner, Catherine Babiec, Jacob Schatz, Courtney Grenning, Pumpki Su, Lily Kornbluth

Undergraduates Paola Rodriguez, Molly Lutolf, Jaime Chen, Lynna Tran, Ani Gribbin, Jesus Arroyo, Imuetiyan Eweka, Marlene Cardoza, Jasmine Hao, Hannah Van Dusen, Ella Rosenberg, Ahlanna Olson, Ella Harris, Valeria Zuluaga-Sanchez, Laiba Kahn, Molly Cutler, Fatinah Albeez, Delaney Callaghan, Emma Wang, Matthew Weatherhead, Felicia McGill, Taylor Bak, Larissa Oliveira, Veronica Carrasco, Katie Vasquez, Cierra Moore, Sonia Ann Friscia, Jack Kilgallon, Mia Sullivan, Ethan Jaffee, Tiffany Leung, Jennifer Jaime, Kelly Bojic, Chris Howard, Nourhan Ibrahim, Makeda Gayle, Alexia Hernandez, Taisia Ivanova, Rinat Tal, Brandon Lanchang, Fernanda Fernandez, Yasmin AlKhowaiter, Renita Jones, Romin Geiger, Nitasha Siddique, Hila Ghersein, Jonece Layne, Sarah Reid, Jean Bellamy, Jarryd Osborne, Jessica Quinter, Julia Scharfstein, Cassandra Crifase, Nana Park, Pippa Temple, Maha Chaudhry, Maya-Simone Collins, Christina Spaeth, Elaine Cha, Bridgett Riverol, Joshua Lee, Natalie Stern, Ayo Olagbegi, Federica Bulgarelli

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## Reviewing

Co-Chief Editor Frontiers for Young Minds

Editorial Board Open Mind; Infancy; Frontiers for Young Minds (past: Developmental Psychology)

Ad Hoc Reviewer Applied Psycholinguistics; Behavioral Research Methods; Bilingualism: Language and Cognition; Child Development; Child Development Perspectives; Cognition; Cognitive Development; Cognitive Psychology; Cognitive Science; Collabra: Psychology; Current Directions in Psychological Science; Development and Psychopathology; Developmental Cognitive Neuroscience; Developmental Psychology; Developmental Science; eLife; First Language; Infancy; Infant Behavior and Development; Journal of Applied Developmental Psychology; Journal of Child Language; Journal of Cognition and Development; Journal of Communication Disorders; Journal of Experimental Child Psychology; Journal of Experimental Psychology: General; Journal of Experimental Psychology: Learning, Memory, and Cognition; Journal of Memory and Language; Journal of the Acoustical Society of America; Language Acquisition; Language and Cognition; Language, Cognition and Neuroscience; Language Learning; Language Learning and Development; Lingua; Nature; Nature Communications; Nature Human Behaviour; NeuroImage; Open Mind; Parenting: Science and Practice; Proceedings of the National Academy of Sciences; Psychological Review; Psychological Science; Scientific Reports; Studies in Second Language Acquisition; Trends in Cognitive Science

Grants National Science Foundation: Developmental Sciences Program, Linguistics Program; Social Sciences and Humanities Research Council of Canada; Overdeck Education Research Innovation Grant, Princeton School of Public and International Affairs

Conferences International Congress on Infant Studies, Boston University Conference on Language Development, Society for Research in Child Development, Cognitive Development Society, Annual Conference of the Cognitive Science Society

Books The Routledge Handbook of Second Language Acquisition and Psycholinguistics (A. Godfried, H. Hopp, Eds.); The Handbook of Psycholinguistics (E. Fernandez, H. Cairns, Eds.); Experience and Variation in Learning a First Language (I. Arnon, E. Clark, Eds.); The Handbook of the Mental Lexicon (L. Gleitman, A. Papafragou, & J. Trueswell, Eds.).

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## Service

2023 – 2025 Judicial Committee, Council of the Princeton University Community

2022 – present Mentor, Faculty for Undergraduate Neuroscience (FUN), Society for Neuroscience

2022 – 2023 Co-Chair, ManyBabies Diversity & Outreach Committee

2021 – 2022 Interim Director, Program in Cognitive Science

2021 – 2022 Working Group on Race in Undergraduate Admission

2021 – 2024 Committee on Undergraduate Admission and Financial Aid (CUAFA)

2021 – 2022 Reviewer Zero, SPARK Society

2020 – present Policy Subcommittee, Faculty Committee on the Graduate School

2020 – present Director of Graduate Studies (DGS), Department of Psychology

2020 – 2021 Chair, Faculty Search Committee, Department of Psychology

2019 – 2021 Faculty Council on Teaching and Learning (CTL)

2019 – 2020 Graduate Student Mentoring Task Force, Princeton Graduate School

2018 – 2019 Subcommittee on Keeping/Tossing the GRE, Department of Psychology

2018 – 2019 Subcommittee on Consensual Relations, Faculty Advisory Committee on Policy  
2017 – 2020 Faculty Advisory Committee on Policy (FACP)  
2017 – 2020 Executive Committee, Council of the Princeton University Community  
2017 – 2021 Council of the Princeton University Community (CPUC)  
2017 – 2018 Ad Hoc Committee on Calendar Reform  
2016 – present Academic-Athletic Faculty Fellow, Men's and Women's Cross Country  
2015 – present ManyBabies Governing Board & co-founder, <https://manybabies.org/>  
2015 – present Executive Committee, Program in Cognitive Science  
2014 – 2022 Faculty Fellow / Academic Adviser, Yeh College and Butler College, Princeton University  
2014 – present Associated Faculty, Program in Linguistics  
2014 – 2016 Technology and Accessibility Committee  
2014 – 2015 Executive Committee, Program in Linguistics  
2012 – 2014 Steering Committee, Cognitive Science Program, Northwestern University  
2012 – 2014 Steering Committee, Innovations in Developmental Sciences, Northwestern University  
2012 – 2014 Freshman Year Experience Committee, Northwestern University  
2012 – 2014 Language & Cognition Graduate Program Committee, Northwestern University  
2012 – 2014 Communication Sciences & Disorders Colloquium Committee, Northwestern University  
Ongoing Member of International Congress of Infant Studies, Society for Research in Child Development, Cognitive Science Society, Cognitive Development Society, ManyBabies Consortium, Linguistic Society of America, American Speech-Language-Hearing Association, Child Language Data Exchange System, Association for Psychological Science