

MATTHEW L. HALL – CV

Communication Sciences & Disorders
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EDUCATION

- 2012 Ph.D: Cognitive Psychology, University of California, San Diego
- 2008 MA: Cognitive Psychology, University of California, San Diego
- 2003 BA: Brain & Cognitive Sciences and American Sign Language, University of Rochester

ACADEMIC POSITIONS

- 2019– present Assistant Professor, Communication Sciences & Disorders, Temple University
- 2017 – 2019 Assistant Professor, Psychology, University of Massachusetts at Dartmouth
- 2016 – 2017 Associated Personnel, Boston Children’s Hospital (Deaf & Hard of Hearing Program)
- 2013 – 2017 NRSA Postdoctoral Fellow, UConn Linguistics
- 2012 – 2013 Postdoctoral Researcher, UC San Diego Linguistics

GRANTS & FELLOWSHIPS

- 2019 – 2020 Seed Funding, UMass-Dartmouth (\$34,601)
- 2017 – 2018 Seed Funding, Boston Children’s Hospital (\$38,16)
- 2013 – 2016 National Research Service Award (F32 - Postdoctoral), NIDCD
- 2013 – 2015 Newton Fellowship, British Academy & Royal Society (*declined*)
- 2014 – 2015 IGERT Discovery Award, NSF/UConn
- 2013 – 2014 Communication Disorders Grant, UConn
- 2011 – 2012 Rita L. Atkinson Fellow for Interdisciplinary Research, UC San Diego
- 2010 – 2011 Predoctoral Fellow; Center for Research in Language (T32), UC San Diego

HONORS/AWARDS

- 2017 Dean’s Commendation for Achievement in Teaching (UConn)
- 2016 Runner-up, Best Poster, EvoLang
- 2015 2nd place, UConn Postdoc Datablitz Competition
- 2014 AAAS/Science Program for Excellence in Science
- 2012 Outstanding Graduate Student Award Finalist, UC San Diego

RESEARCH INTERESTS

Language & cognitive development in d/Deaf and hard-of-hearing (DHH) children:

understanding the links between early language access, first language acquisition, and subsequent outcomes in cognitive, social-emotional, and (pre-)academic domains.

Cognitive & communicative influences on language emergence:

integrating naturalistic observation of emerging sign languages with experimental semiotic studies of silent gesture (pantomime) to understand the origins of linguistic structure

PUBLICATIONS

- Richie, R., **Hall, M. L.**, Cho, P. W., & Coppola, M. (under review). Converging evidence: Network structure effects on conventionalization of gestural referring expressions.
- Hall, M. L.** (in press). Dissociating the impact of auditory access and language access in deaf children's cognitive development. *Oxford Handbook of Deaf Studies in Cognition and Learning*.
- Hall, M. L.**, Caselli, N.C., & Hall, W. C. (2019). Deaf children need language, not (just) speech. *First Language*, doi:10.1177/0142723719834102
- Hall, M. L.**, Eigsti, I.-M., Bortfeld, H., & Lillo-Martin, D. (2018). Executive function in deaf children: Auditory access and language access. *Journal of Speech, Language, & Hearing Research*. 61, 1970-1988. doi:10.1044/2018_JSLHR-L-17-0281
- Hall, M. L.**, Eigsti, I.-M., Bortfeld, H., & Lillo-Martin, D. (2017). Auditory access, language access, & implicit sequence learning in deaf children. *Developmental Science*. 10.1111/desc.12575
- Hall, M. L.**, Eigsti, I.-M., Bortfeld, H., & Lillo-Martin, D. (2017). Auditory deprivation doesn't impair executive function, but language deprivation might: Parent-report evidence from deaf native signing children. *Journal of Deaf Studies and Deaf Education*, 22(1), 9-21. doi: 10.1093/deafed/enw054
- Hall, M. L.**, Ferreira, V.S., & Mayberry, R. I. (2015). Syntactic priming in American Sign Language. *PLoS One* 10(3): e0119611. doi:10.1371/journal.pone.0119611.
- Hall, M. L.**, Ahn, Y. D., Mayberry, R. I., & Ferreira, V. S. (2015). Production and comprehension show divergent constituent order preferences: Evidence from elicited pantomime. *Journal of Memory and Language*, 81, 16-33.
- Hall, M. L.**, Ferreira, V. S., & Mayberry, R. I. (2014). Investigating constituent order change with elicited pantomime: A functional account of SVO emergence, *Cognitive Science*, 1-30.
- Hall, M. L.**, Mayberry, R. I., & Ferreira, V.S. (2013). Cognitive constraints on constituent order: Evidence from elicited pantomime, *Cognition*, 129, 1-17.
- Mayberry, R. I., **Hall, M. L.**, & Zvaigzne, M. T. (2013). Subjective frequency estimates for 432 signs in relation to age of ASL exposure, *Behavioral Research Methods*. DOI: 10.3758/s13428-013-0370-x

Hall, M. L., Ferreira, V.S., & Mayberry, R. I. (2012). Phonological similarity judgments in ASL: Evidence for maturational constraints on phonetic perception in sign. *Sign Language & Linguistics, 15*, 104-127. doi: 10.1075/sll.15.1.05hal

Hall, M. L. (2011). Bilingual picture naming studies constrain theories of lexical access. *Frontiers in Psychology 2*, 381. doi: 10.3389/fpsyg.2011.00381

Hall, M. L., & Bavelier, D. (2011). Short-term memory in sign and speech: The source of the serial span discrepancy. *Cognition, 120*, 54-66.

Hall, M. L., & Bavelier, D. (2010). Working memory, deafness, and sign language. In M. Marschark and P. Spencer (Eds.) *Oxford Handbook of Deaf Studies, Language, and Education, Volume 2* (pp. 458-472). Oxford University Press.

Bavelier, D., Newport, E. L., **Hall, M.**, Supalla, T., & Boutla, M. (2008). Ordered short-term memory differs in signers and speakers: Implications for models of short-term memory. *Cognition, 107*, 433-459.

Bavelier, D., Newport, E. L., **Hall, M. L.**, Supalla, T., & Boutla, M. (2006). Persistent difference in short-term memory span between sign and speech: Implications for cross-linguistic comparisons. *Psychological Science, 17*(12), 1090-1092.

COMMENTARY AND NON-REVIEWED PUBLICATIONS

Hall, M. L., Hall, W. C., & Caselli, N. K. (2019). What DHH children need is Language. *Acadeafic* (Available in ASL and English).

Hall, M. L., Schönström, K., & Spellun, A. (2017). Failure to distinguish among competing hypotheses. *Pediatrics, 140*(5), e20172655C.

Caselli, N. K., **Hall, M. L.,** & Hall, W. C. (2017). From “communication options” to “global-language proficiency”. *Pediatrics, 140*(5), e20171287.

Hall, M. L., (2017). From “communication mode” to “language access profiles” in research with DHH children. Accessible at psyarxiv.com/jzwt7

Hall, M. L. (2017). Pros and cons of blurring gesture-language lines: an evolutionary linguistic perspective. *Behavioral and Brain Sciences, 40*, 60.
<http://dx.doi.org/10.1017/S0140525X15002927>

Hall, M. L., Mayberry, R. I., & Ferreira, V. S. (2017). Acceptability judgments still matter: Deafness and documentation. *Behavioral and Brain Sciences, 40*, 61.
<http://dx.doi.org/10.1017/S0140525X17000413>

PAPERS IN PREPARATION

Hall, M. L., & Dills, S. (in preparation). Limitations of “communication mode” as a construct.

Mayberry, R. I., Hatrak, M., Ilkbasaran, D., Cheng, Q., & Hall, M. L. (in preparation). The development of sentence comprehension when language experience begins after early childhood: Insights from American Sign Language.

Hall, M. L., & De Anda, S. (in preparation). From “communication mode” to “language access profiles” when working with DHH children.

De Anda, S., & Hall, M. L. (in preparation). What practitioners need to know about assessing language input in DHH children: a tutorial.

REFEREED RESEARCH PRESENTATIONS

Hall, M. L., & Dills, S. (2019). “Against communication mode”. *Poster to be presented at the 13th Theoretical Issues in Sign Language Research conference, Berlin Germany.*

Hall, M. L., & De Anda, S. (2019). “Language Access Profiles”: A better way to characterize DHH children’s early language input. *Poster to be presented at the 13th Theoretical Issues in Sign Language Research conference, Berlin Germany.*

Hall, M. L. (2018). From “communication mode” to “language access profile”. Workshop presented at the National Deaf Education Conference, July 2018.

Hall, M. L., & De Anda, S. (2018). From “communication mode” to “language access profiles” in working with DHH children. Talk presented at the *International Conference on Sign Language Acquisition, June 2018.*

Hall, M. L., & De Anda, S. (2018). From “communication mode” to “language access profiles” in working with DHH children. Poster presented at *Early Hearing Detection & Intervention Annual Meeting, March 2018.*

Mayberry, R. I., Cheng, Q., Ilkbasaran, D., Hall, M. L., & Hatrak, M. (2017). Late L1 learners acquire simple but not syntactically complex structures. *Poster presented at BUCLD 42, November 2017.*

Hall, M. L. Executive function & implicit learning in Deaf children. *Talk presented at the Biennial Meeting of the Society for Research in Child Development, April 2017.*

Richie, R., Hall, M. L., Coppola, M., Tabor, W. Conventionalization and reduction in an emerging communication system: An experimental and computational modeling

- investigation. *Talk presented at the 30th annual CUNY Conference on Human Sentence Processing, March 2017.*
- Hall, M. L., Eigsti, I., Bortfeld, H., & Lillo-Martin, D. Deafness doesn't impair executive function, but language deprivation might: Parent-report evidence from deaf native signers, deaf non-signers, and hearing children. *Talk presented at the 41st Boston University Conference on Language Development, November 2016.*
- Hall, M. L., Richie, R., Brown, M., Lodge, S., & Coppola, M. The impact of communicative network structure on the conventionalization of referring expressions in gesture. *Poster presented at EvoLang, March 2016. (Runner Up for Best Poster)*
- Prunier, L., & Hall, M. L. Hearing non-signers recapitulate sign-like mixed-order pattern in pantomime. *Poster presented at the 12th Theoretical Issues in Sign Language Research conference, January 2016.*
- Hall, M. L., Eigsti, I., Bortfeld, H., & Lillo-Martin, D. No cognitive problems in deaf children with native access to sign language. *Talk presented at the 12th Theoretical Issues in Sign Language Research conference, January 2016.*
- Hall, M. L., Eigsti, I., Bortfeld, H., & Lillo-Martin, D. Auditory deprivation does *not* impair implicit sequence learning. *Talk presented at the 56th annual meeting of the Psychonomic Society, 2015.*
- Mayberry, R.I., Hall, M. L., Hatrak, M., Ilkbasaran, D. Infant language acquisition enables second language learning: Cross-sign language evidence for a critical period for L1 acquisition. *Poster presented at the 40th Boston University Conference on Language Development, November 2015.*
- Hall, M. L., Eigsti, I., Bortfeld, H., & Lillo-Martin, D. Executive function in deaf children: Is sign language a protective factor? *Poster presented at the Biennial meeting of the Society for Research in Child Development, 2015.*
- Hall, M. L., Eigsti, I., Bortfeld, H., & Lillo-Martin, D. Auditory deprivation doesn't impair executive function, but language deprivation might: Evidence from a parent-report measure. *Poster presented at the Biennial meeting of the Society for Research in Child Development, 2015.*
- Hall, M. L. Different biases in production and comprehension: Evidence from elicited pantomime. *Talk presented at the 6th conference of the International Society for Gesture Studies, July 2014.*

- Hall, M. L., & Ferreira, V. F. Together, producers and comprehenders prefer SVO: Evidence from elicited pantomime. *Poster presented at the 54th Annual Meeting of the Psychonomic Society, November 2013.*
- Hall, M. L., Mayberry, R. I., & Ferreira, V. F. Being human: experimental evidence that nominal gestures for humans shape constituent order preferences in pantomime. *Talk presented at the 5th conference of the International Society for Gesture Studies, July 2012.*
- Hall, M. L., Ferreira, V. S., & Mayberry, R. I. Producers SOV use. Perceivers like SVO. *Poster presented at the 52nd Annual Meeting of the Psychonomic Society, November 2011.*
- Hall, M. L., Mayberry, R. I., & Ferreira, V. S. "WOMAN BOX LIFT", but not "WOMAN BOY LIFT": Why reversibility changes argument order in pantomime. *Poster presented at the 51st Annual Meeting of the Psychonomic Society, November 2010.*
- Hall, M. L., Ferreira, V. S., & Mayberry, R. I. Syntactic priming in American Sign Language. *Talk presented at the 10th Theoretical Issues in Sign Language Research conference, October 2010.*
- Hall, M. L., & Mayberry, R. I. Early language exposure effects the development of phonological representations in sign. *Poster presented at the 10th Theoretical Issues in Sign Language Research conference, October 2010.*
- Hall, M. L., Mayberry, R. I., & Ferreira, V. S. Argument order in pantomime: Consistency fails when it's needed most. *Poster presented at the 16th Annual Conference on Architectures and Mechanisms for Language Processing, September 2010.*
- Hall, M. L., Ferreira, V. S., & Mayberry, R. I. Syntactic Priming in American Sign Language. *Poster presented at the Sixth International Workshop on Language Production, September 2010.*
- Hall, M.L., Mayberry, R. I., & Ferreira, V. S. Communication systems shape the natural order of events: Competing biases from grammar and pantomime. *Talk presented at the 4th conference of the International Society of Gesture Studies, July 2010.*
- Hall, M. L., & Mayberry, R. I. Early language exposure effects the development of phonological representations in sign. *Poster presented at the 12th Laboratory Phonology conference, July 2010.*
- Hall, M., & Ferreira, V. S. Is syntactic knowledge modality-independent? *Poster presented at the 21st CUNY Conference on Sentence Processing, March 2008.*

Hall, M., Supalla, T., Newport, E., & Bavelier, D. Short Term Memory in Signers: The Role of Memory Coding. *Poster presented at the 12th meeting of the Cognitive Neuroscience Society, April 2005.*

INVITED TALKS

Supporting optimal development in d/Deaf & hard-of-hearing children: Cognition, language access, and language proficiency. *Boys Town National Research Hospital, Center for Childhood Deafness, Language, & Learning, March 2019.*

Supporting optimal development in d/Deaf & hard-of-hearing children: Cognition, language access, and language proficiency. *Temple University, Communication Sciences & Disorders, February 2019.*

Language access, language proficiency, and psychological outcomes in deaf children. *Hofstra University, Psychology, March 2018.*

Language & cognition in deaf children: Solving the right problems, and solving the problems right. *UConn: Speech, Language, & Hearing Sciences, April 2017*

Language & cognition in deaf children: Solving the right problems, and solving the problems right. *Boston University: School of Education, December 2016*

When gesture starts to look like language. *Princeton University: Linguistics, November 2016.*

Talking to the Hand: What manual communication reveals about the mind. *University of Richmond: Psychology, October 2016*

Solving the right problem, and solving the problem right: *Radcliffe Institute Workshop on Social Pragmatics in Deaf Children, October 2016*

Two languages are better than none: In defense of bilingualism for deaf children. *Talk presented at the annual meeting of the American Association for the Advancement of Science, February 2016.*

Keeping the hands in mind: Gesture, Language, & Cognition. *University of Delaware: Linguistics & Cognitive Science, January 2016.*

Keeping the hands in mind: Executive function and implicit learning in deaf children. *University of Chicago: Psychology, December 2015.*

Keeping the hands in mind: Executive function and implicit learning in deaf children. *Washington University of St. Louis: Psychology/Linguistics, November 2015.*

Using non-language to understand language: Production, comprehension, & dynamic interaction. *Brown University: Cognitive, Linguistic, & Psychological Sciences, September 2015.*

Cognitive Development in CI Users: What we know, what we can do about it, and what we still don't know. *Colorado Neurological Institute, Cochlear Kids Camp Family Day, June 2015.*

Pantomime and the Big Picture: (What) can gesture tell us about language emergence? *Tufts University: Linguistics, April 2015.*

Creating a shared system: Separable Heuristics in Production and Comprehension. *Evolution of Communication & Meaning Workshop, University of Connecticut, March 2015.*

Tarzan-Jane Understand? How production-comprehension dynamics may shape constituent order. *University of Texas at Austin: Linguistics, May 2014.*

Cognitive influences on language structure: Insights from experimentally-elicited pantomime. *UCLA:Linguistics, May 2012.*

Cognitive influences on language structure: Insights from experimentally-elicited pantomime. *University of Iowa: Communication Sciences & Disorders, April 2012.*

Bilingual picture naming studies constrain theories of lexical access. *University of Rochester: Brain & Cognitive Sciences, August 2011.*

Bilingual picture naming studies constrain theories of lexical access. *University of Pittsburgh: Psychology, August 2011.*

Keeping the hands in mind: What pantomime reveals about language structure. *San Diego State University: Laboratory for Cognitive Neuroscience, October 2010.*

Short-term memory in sign and speech: The source of the serial span discrepancy. *Deafness, Cognition, and Language Centre, University College London, September 2010.*

TEACHING & MENTORING EXPERIENCE

Instructor of Record: General Psychology, UMass Dartmouth (2017)
Statistics for Psychology, UMass Dartmouth (2017-2019)
Cognitive Psychology, UMass Dartmouth (2018-2019)
Language and Mind, UMass Dartmouth (2018)
Language & Culture, UConn (2017)
Language Evolution & Language Emergence, UConn (2015)
Sign Language and Its Culture, UC San Diego (2012)

Guest Lecturer: Gallaudet University, Princeton University, Yale University, Tufts University, University of Connecticut, UC San Diego

Dissertation Committee: Russell Richie, UConn Psychology (2016-2017)
Masters Thesis Supervision: Karla Godfrey, UMass Dartmouth Psychology (2017-2019)
Honors Thesis Supervision: Primary Mentor, UConn Linguistics (2014-2015)
Co-Mentor, UC San Diego (Psychology, 2013-2014)
Research Mentor: > 20 undergraduates

TEACHING INTERESTS

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| Childhood Deafness | Sign Languages | Language Acquisition |
| Cognitive Development | Psycholinguistics | Bilingualism |
| Gesture | Language Emergence | Linguistics |

PROFESSIONAL SERVICE

Action Editor: *Plos One (Language)*

Editorial Board: *Journal of Deaf Studies and Deaf Education*

Ad hoc reviewer: *Acta Psychologica; American Journal of Speech-Language Pathology; Annals of Otorhinolaryngology & Otolaryngology; Attention, Perception, & Psychophysics; Behavioral Research Methods; Bilingualism: Language & Cognition; Brain & Cognition; Child Development; Child Development Perspectives; Cognition; Cognitive Psychology; Cognitive Science; Developmental Science; Ear & Hearing; European Journal of Cognitive Psychology; Frontiers in Human Neuroscience; Frontiers in Language Sciences; Journal of Cognitive Psychology; Journal of Deaf Studies and Deaf Education; Journal of Experimental Psychology: Learning, Memory, & Cognition; Journal of Memory and Language; Language, Cognition & Neuroscience; Language Learning; Lingua; Memory & Cognition; Minpaku Sign Language Studies; Natural Language & Linguistic Theory; Neuroscience & Biobehavioral Reviews; Open Mind; PLOS One; Psychological Science; Psychonomic Bulletin and Review; Quarterly Journal of Experimental Psychology; Second Language Research; Sign Language & Linguistics; Topics in Cognitive Science*

Grant Reviewing: National Science Foundation (Linguistics Program, ad hoc)

Conference Reviewing: BUCLD; Cognitive Science; International Society for Gesture Studies

Book Reviewing: Oxford University Press; Routledge

REFERENCES

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