

Elisabeth (Elise) W.M. Hopman, ###/they, hopman@wisc.edu, (##) ###-####

EDUCATION

- 2022 Ph.D. in Psychology, area: Cognitive and Cognitive Neuroscience
 Advisor: Maryellen MacDonald
 Dissertation:
 Generalization in second language learning after production versus comprehension practice
- 2017 M.Sc. in Psychology, area: Cognitive and Cognitive Neuroscience
 Coursework includes: Language Acquisition in Infancy and Early Childhood,
 Language Comprehension: Adult & Child, Language Production: Adult & Child,
 Statistical Analysis of Psychological Experiments I & II, Applied Machine Learning,
 Computational Cognitive Science, Introduction to Neural Network Modeling of Cognition.
 University of Wisconsin – Madison, USA
- 2015 M.Sc. in Cognitive Neuroscience (CUM LAUDE), track: Language & Communication
 Coursework includes: Language Acquisition, Multilingualism, Psycholinguistics,
 the Mental Lexicon, Psychology of Learning, Cognitive Neuroscience of Memory,
 Bayesian Neurocognitive Modeling.
- 2012 B.Sc. in Physics (SUMMA CUM LAUDE) and Mathematics (CUM LAUDE)
 Radboud University, Nijmegen, The Netherlands

PAPERS

Published (*undergraduate student author)

- Keppenne, V., [Hopman, E.W.M.](#), & Jackson, C.N. (2021). Production training benefits comprehension of grammatical gender in L2 German. *Applied Psycholinguistics*.
<https://doi.org/10.1017/S014271642100014X>
- Lange, K.V.*, [Hopman, E.W.M.](#), Zemla, J.C., & Austerweil, J.L. (2020). Evidence against the bilingual advantage for creativity and the semantic network theory of creativity. *Plos ONE*, 15(6), e0234928. <https://doi.org/10.1371/journal.pone.0234928> [OSF \(data & analyses\)](#)
- Rojas, C.E.*, [Hopman, E.W.M.](#), & MacDonald, M.C. (2020). How can you get better at learning a foreign language? *Frontiers for Young Minds*, 8(42). <https://doi.org/10.3389/frym.2020.00042>
- [Hopman, E.W.M.](#) & MacDonald, M.C. (2018). Producing during language learning improves comprehension. *Psychological Science*, 29(6), 961-971. <https://doi.org/10.1177/0956797618754486>
[OSF archive \(experiment code, materials, data & analyses\)](#)

In Progress

- [Hopman, E.W.M.](#), Ludin, M.*, & MacDonald, M.C. (accepted). A balanced test of comprehension versus production practice using artificial language learning. *Journal of Visualized Experiments*.
- Turco, T.L.*, [Hopman, E.W.M.](#), Kabasa, M. & MacDonald, M.C. (in preparation). The effects of accented speech on knowledge acquisition.
- [Hopman, E.W.M.](#), Wang, Y.*, Thompson, B., Austerweil, J.L., & Lupyan, G. (in preparation). Predictors of L2 word learning accuracy: A big data investigation.
- [Hopman, E.W.M.](#), Perez, E.*, MacDonald, M.C. (in preparation). Generalization in second language learning after production versus comprehension practice. [GitHub \(experiment code\)](#)

Peer-reviewed Proceedings

- [Hopman, E.W.M.](#), Thompson, B., Austerweil, J.L., & Lupyan, G. (2018). Predictors of L2 word learning accuracy: A big data investigation. In T.T. Rogers, M. Rau, X. Zhu, & C.W. Kalish (Eds.), Proceedings of the 40th annual meeting of the Cognitive Science Society (pp. 511-516). Austin, TX: Cognitive Science Society. [OSF archive \(scripts & data\)](#)

PRESENTATIONS**Invited Talks**

- MacDonald, M.C. & Hopman, E.W.M. (2021, January). *How language production exercises improve foreign language learning*. Invited talk presented at Duolingo Research Colloquium, Duolingo, Pittsburgh, PA
- Hopman, E.W.M. (2019, December). *Language production practice improves comprehension performance on grammatical dependencies in early second language learning*. Invited talk presented at Language Discussion Group, Psychology Department, Princeton, NJ
- Hopman, E.W.M. (2018, June). *Predictors of L2 word learning accuracy: A big data investigation*. Invited talk presented at Language Development Department, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands
- Hopman, E.W.M. (2018, April). *Language production practice improves comprehension performance on grammatical dependencies in early L2 learning*. Invited talk presented at Lunch Talk Series in the Doctoral Program in Second Language Acquisition, UW-Madison
- Hopman, E.W.M. (2018, March). *A big data investigation into predictors of early second language word learning accuracy*. Invited talk presented at Word Learning Round-table, Department of Spanish and Portuguese, UW-Madison

Conference Talks (*undergraduate student presenter)

- Keppenne, V., Hopman, E.W.M., Jackson, C.N. (2019). *Production training benefits comprehension of grammatical gender in L2 German*. 12th International Symposium of Bilingualism, Edmonton, AB
- Lange, K.V.* , Hopman, E.W.M., Petit, E.* , Rao, A.* , Beckage, N., Zemla, J. & Austerweil, J.L. (2018). *Possible mechanisms of bilingual advantage on creativity*. 7th annual Midwest Cognitive Science Conference, Bloomington, IN.
- Turco, T.L.* , Hopman, E.W.M., & MacDonald, M.C. (2018). *The effects of accented speech on knowledge Acquisition*. Psycholinguistics in Flanders, Ghent University, Belgium.
- Hopman, E.W.M., Thompson, B., Austerweil, J.L., & Lupyan, G. (2018). *Predictors of L2 word learning accuracy: A big data investigation*. Cognitive Science Society, Madison, WI.
- Hopman, E.W.M. & MacDonald, M.C. (2018). *Language production practice improves comprehension performance on grammatical dependencies in early L2 learning*. 2nd International Symposium on Bilingual and L2 Processing in Adults and Children, TU Braunschweig.
- Hopman, E.W.M. & MacDonald, M.C. (2017). *Producing during Language Learning Affects Comprehension*. 30th Annual CUNY Conference on Human Sentence processing, Cambridge, MA.

Posters (*undergraduate student presenter, **equal authorship contributions)

- Hopman, E.W.M., Wang, Y.* , Thompson, B., Austerweil, J.L., & Lupyan, G. (2019). *Predictors of L2 word learning accuracy: A big data investigation*. Scaling Cognitive Science workshop, Princeton, NJ.
- Keppenne, V., Hopman, E.W.M., Jackson, C.N. (2019). *Production training benefits comprehension of grammatical gender in L2 German*. 32nd annual CUNY conference on Human Sentence Processing, Boulder, CO.
- Hopman, E.W.M. & MacDonald, M.C. (2018). *A little production practice provides a big boost in language learning*. International Workshop on Language Production, Max Planck Institute for Psycholinguistics, Nijmegen, The Netherlands.
- Lange, K.* , Hopman, E.W.M., Petit, E.* , Rao, A.* , Beckage, N., Zemla, J. & Austerweil, J.L. (2018). *Possible mechanisms of bilingual advantage on creativity*. Cognitive Science Society, Madison, WI.
- Hopman, E.W.M.** & Zettersten, M.** (2018). *Immediate feedback is critical for learning from your own productions*. Psycholinguistics in Flanders, Ghent University, Belgium.

GRANTS & AWARDS**Research Grants**

- 2020 Ruth Dickie Research Scholarship, Graduate Women in Science, UW-Madison
- 2020 Schwartz Fellowship, Psychology Department, UW-Madison
- 2017 Grant for talented Dutch researchers, Prins Bernhard Cultuurfonds, The Netherlands
- 2016 -19 Menzies Award for Independent Research (3x), Psychology Department, UW-Madison
- 2015 University Fellowship (2 years of academic year funding), UW-Madison
- 2013 Beyond the Frontiers Honours Research Grant, Radboud University

Awards, Honors, & Prizes

- 2020 Award for Mentoring Undergraduates in Research and Scholarly Activities, UW-Madison
- 2018 Graduate Lecturer Award, Psychology Department, University of Wisconsin-Madison
- 2018 Best talk, 2nd International Symposium on Bilingual and L2 Processing, TU Braunschweig
- 2017 Fellowship, Kavli Summer Institute in Cognitive Neuroscience, UC - Santa Barbara
- 2014 Student Speaker at the Opening of the Academic Year Ceremony, Radboud University

Conference Travel Awards

- 2016-19 Hertz Travel Award (3x), Psychology Department, University of Wisconsin-Madison
- 2017 Student Travel Award, 30th Annual CUNY Conference on Human Sentence processing
- 2015 Travel Fund Award & Conference Travel Award, Radboud University

MENTORING & TEACHING**Mentoring**

- 2019 - Student: Miriam Lebowitz
- present Project: Transfer of production-trained skills in second language learning
Hilldale Undergraduate/Faculty Research Fellowships 2021
Outstanding Undergraduate Research Scholar Award 202
Sophomore Research Fellowship 2020 (honorable mention)
- 2017 - Student: Emily Perez (current: Paralegal Specialist at US Department of Justice)
- 2020 Project: The Effect of Production Training on Generalization Ability in L2 Learning
Fullbright US Teaching Assistant 2020-2021, Austria (declined due to pandemic)
Dean's Prize for most outstanding scholar in graduating class 2020
Sophomore Research Fellowship 2018
Welton Summer Sophomore Research Apprenticeship 2018
- 2017 - Student: V Lange (current: PhD student in Network Sciences at Northeastern University)
- 2018 Senior Thesis Project: Possible mechanisms of bilingual advantage on creativity
Psychology Department Undergraduate Travel Award 2018
Outstanding Undergraduate Research Scholar Award 2017, 2018
Honors Senior Thesis Summer Research Grant 2017
- 2015 - Student: Teresa Turco (current: Consultant at commonFont)
- 2018 Senior Thesis Project: The effects of accented speech on knowledge acquisition.
Fulbright Scholarship 2018-2019, Erasmus University, The Netherlands
Psychology Department Undergraduate Travel Award 2018
Bromley Professional Conference Travel Grant 2018
Hilldale Undergraduate/Faculty Research Fellowships 2017

- 2016 Student: Gabriela Zayas Alom (current: Master's student in Translation & Interpretation)
Project: Learning of gender versus number regularities by native speakers of English
Fellow, Psychology Research Experience Program for students from historically underrepresented backgrounds, Psychology Department, UW-Madison
- 2015 - present Mentor to 14 non-thesis students
Current: Levi Redlin, Marcela Chavez, Sydney Polzin. Former: Sarah Wang, Ann Chapman, Sarah Engel, Megan McClement, Liana Keivanfar, Alma Reinebach, Rubiarbriana Jamison, Mackenzie Ludin, Yiwen Wang, Charles Rojas, River Steen.

Teaching

- 2018 Psychology 601: Studying Language Development Inside and Outside of the Lab
Evaluations: considering everything, the instructor was effective $M = 4.21/5.0$ ($n=14$)
Instructor of Record, Psychology Department, UW-Madison
- 2018 Psychology/Computer Science 841: Computational Cognitive Science
Guest lecture on big data research for Professor Joe Austerweil, UW-Madison
- 2017 Psychology 521: The Structure of Human Thought: Concepts, Language and Culture
Evaluations: considering everything, the TA was an effective teacher $M = 4.70/5.0$ ($n=53$)
Teaching Assistant for Professor Gary Lupyan, Psychology Department, UW-Madison
- 2008 - 2012 Mechanics 1B & 2B, Calculus 1 & 2, Complex Functions
Teaching Assistant, Department of Physics, Radboud University

Mentoring & Teaching Training (at UW-Madison unless noted otherwise)

- 2021 Cultivating Compassion & Collectivism: facilitating healing from racial trauma (3 sessions), National Center for Faculty Development & Diversity
- 2018 I-LEAP workshop for new instructors by office for talent management (2 day workshop)
- 2018 EPD 690: Improv to improve teaching and communication (1 credit)
- 2017 L&S Teaching Assistant training (1 day workshop)
- 2017 EPD 654: Teaching in Science and Engineering: the College Classroom (2 credits)
- 2016 Psych 776: Teaching of Psychology (PREP Mentor training seminar) (1 credit)
- 2009 Teaching Science Effectively (3 credits), Radboud University

SERVICE, OUTREACH, MEMBERSHIPS, SKILLS & LANGUAGES

Volunteering

- 2020 - 2022 Mentor Young Storyteller Club; Individual Mentor
- 2022 BASES Program for elementary school students experiencing houselessness, UW-Madison
- 2018-20 Lab Ombudsperson, Austerweil Lab, Psychology Department, UW-Madison

Press

- 2020 En oöverträffad metod för att lära sig språk, Svenska Dagbladet
- 2018 Talking a lot may be the key to foreign language learning, Wisconsin Public Radio
- 2018 Does this study disprove famous language learning theory?, English Language Gazette
- 2018 Language Learning and Memory, Interview at WORT Madison Community Radio
- 2018 Balancing Speaking and Listening for Language Learning, Association for Psychological Science
- 2018 How talking more can make you better at listening – to foreign languages, UW News

Reviewing

Ad Hoc: Psychological Bulletin; Cognitive Science; Journal of Experimental Psychology: Learning, Memory and Cognition; Annual Conference of the Cognitive Science Society (CogSci)

Committee Member: Mentoring Award (2021), Research Travel Award (2016), UW-Madison

Professional Memberships

Cognitive Science Society, Graduate Women in Science (Madison chapter)

Skills

Programming (Python, JavaScript, MatLab)

Data Analysis (R)

Problem Solving, Analytical Thinking

LanguagesDutch (native):

speaking ●●●●●●
 listening ●●●●●●
 writing ●●●●●●
 reading ●●●●●●
 pronunciation ●●●●●●

English (fluent):

speaking ●●●●●●
 listening ●●●●●●
 writing ●●●●●●
 reading ●●●●●●
 pronunciation ●●●●●○

German (intermediate):

speaking ●●○○○○
 listening ●●●○○○
 writing ●●○○○○
 reading ●●●●○○
 pronunciation ●●●○○○

French (beginner):

speaking ●○○○○○
 listening ●●○○○○
 writing ●○○○○○
 reading ●●●○○○
 pronunciation ●●○○○○

Spanish (beginner):

speaking ●○○○○○
 listening ●○○○○○
 writing ●○○○○○
 reading ●●○○○○
 pronunciation ●●○○○○

Polish (elementary):

speaking ○○○○○○
 listening ○○○○○○
 writing ○○○○○○
 reading ○○○○○○
 pronunciation ●○○○○○

Additional language education includes 6 years of Latin and 4 years of ancient Greek in high school, both focused on translation, reading, vocabulary and grammar.

REFERENCES

Prof. Maryellen MacDonald, #####@wisc.edu, (###) ###-####.

Prof. Carrie Jackson, #####@psu.edu, (###) ###-####.

Prof. Jenny Saffran, #####@wisc.edu.