Ailís Cournane

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New York, NY 10003 Lab: childlanguagelab.com

**Research Interests**

First Language Acquisition, especially of semantics, pragmatics, syntax; form-meaning mapping; syntactic bootstrapping; verb complements; variable S-side phenomena.

Modality & Counterfactuality, especially constraints on form-meaning relations, cross-linguistic variation, and developmental interrelationships between concepts and syntax-semantics.

Language Change, especially the relationship between first language acquisition and language change; innovation, actuation, and incrementation from a developmental perspective.

**Employment**

Academic Appointments

2023 - **Associate Professor (with Tenure),** ***New York University***

2016 - 2023 **Assistant Professor,** ***New York University***

Principal Investigator, *Child Language Lab @ NYU*

Department of Linguistics (primary)

Department of Psychology (affiliate)

2016 **Contract-limited** **Junior Professor, *Universität Mannheim*** (Germany)

Anglistik I, Linguistics Unit

Consulting

2023 - **Language Science Consultant, *Carousel of Languages***

EdTech Language learning app for small children

**Education**

2015 **Ph.D. Linguistics** University of Toronto

Thesis: *Modal development: Input-divergent L1 acquisition in the direction of diachronic reanalysis*

Advisor: Ana Teresa Pérez-Leroux

2008 **M.A. Linguistics** University of Toronto

Thesis: *The grammaticalization of subjects: An analysis of reanalysis*

Advisor: Susana Béjar

2007 **B.A. Honours Linguistics & Major Studio Art** **(Specialization in Ceramics)** Concordia University, Montréal, Québec; *with highest distinction*

**Publications** (\* indicates student author)

Peer-Reviewed Journal Articles

(submitted, *Bilingualism: Language & Cognition*) Phillips, Sarah and **Ailís Cournane**. Bilinguals process incoming words using distributions across both languages.

(re-submitted, *Journal of Experimental Child Psychology*) \*Tulling, Maxime A., \*Bacon, Mark and **Ailís Cournane**. The past is “fake”: facilitated processing of wishes compared to counterfactual conditionals in 4- and 5-year-olds

**Cournane, Ailís** andKlævik-Pettersen, Espen. 2023. The role of the conservative learner in the rise and fall of V2. *Journal of Historical Syntax*.

**Cournane, Ailís,** \*Hirzel, Mina, and Valentine Hacquard. 2023. Mapping modals to meanings: an elicited production study on ‘force’ and ‘flavor’. *Language* *Acquisition.* DOI:10.1080/10489223.2023.2173074

\*Tulling, Maxime A., and **Ailís Cournane**. 2022. Wishes before ifs: Mapping “fake” past tense to counterfactuality in wishes and conditionals. *Language Development Research* 2(1): 306 - 355. DOI: 10.34842/2022.0559

\*van Dooren, Annemarie, \*Dieuleveut, Anouk, **Cournane, Ailís** and Valentine Hacquard. 2022. Figuring out root and epistemic uses for modals: The role of the input. *Journal of Semantics*. DOI: 10.1093/jos/ffac010 [co-last author]

**Cournane, Ailís** and Dunja Veselinović. 2022. If you *must*, you will: Children overcommit to likelihood inferences from deontic modal use. *Glossa* 7(1)*.* DOI: 10.16995/glossa.5802

\*Dieuleveut, Anouk, van Dooren, Annemarie, **Cournane, Ailís** and Valentine Hacquard. 2022. Finding the force: How children discern possibility and necessity modals. *Natural Language Semantics.* DOI: 10.1007/s11050-022-09196-4 [co-last author]

**Cournane, Ailís** and Sandrine Tailleur. 2021. La production épistémique chez l’enfant francophone: une étude comparative. [Epistemic production in francophone children: a comparative study]. *Arboressences* 10:47 - 72.

**Cournane, Ailís**. 2021. Revisiting the Epistemic Gap: It’s not the thought that counts. *Language Acquisition*:28(3), 215-240*.*

* Awarded journal’s «Best Paper by an Untenured Scientist» for 2021.

\*Tulling, Maxime A., \*Law, Ryan, **Cournane, Ailís**, and Liina Pylkkänen. 2020. Neural correlates of modal displacement and discourse-updating under (un)certainty. *eNeuro* 8(1): 1-19.

**Cournane, Ailís**. 2020.Learning Modals: a grammatical perspective. *Language & Linguistics Compass* 14(10): 1–22*.*

**Cournane, Ailís** and Ana Teresa Pérez-Leroux. 2020. Leaving obligations behind: Epistemic incrementation in preschool English. *Language Learning and Development* *16*(3): 270-291.

* Awarded journal’s «Peter Jusczyk Best Paper Award» for 2020.

**Cournane, Ailís**. 2019. A developmental view on incrementation in language change. *Theoretical Linguistics 45(3-4)*: *127–150.* Special issue on Historical Linguistics.

**Cournane, Ailís**. 2019. Grammatical Representations vs. Productive Patterns in Change Theories. *Theoretical Linguistics 45(3-4)*: *287–297.* Special issue on Historical Linguistics.

**Cournane, Ailís**. 2014. In search of L1 evidence for diachronic reanalysis: mapping modal verbs. *Language Acquisition* 21 (1): 103-117.

* Awarded journal’s «Best Paper by an Untenured Scientist» for 2014.

*Papers in preparation for journal submission:*

(in preparation, *Journal of Semantics*) \*Alsop, Anna U., and **Ailís Cournane**. Experimental evidence for speaker commitment in Japanese disjunction.

(in preparation, *Cognition*) \*Tulling, Maxime A., \*Arvindam, Vishal S., and **Ailís Cournane**. Maybe now, not later: online processing of possibility and negation in adults and 2-year-olds.

(in preparation, *Developmental Psychology*) **Cournane, Ailís**, Dieuleveut, Anouk, \*Repetti-Ludlow, Chiara, and Valentine Hacquard. Possibility language acquisition beyond the epistemic paradigm.

(in preparation, *Child Development*) \*Grosu, Ioana, and **Ailís Cournane**. Changing the Facts in Child Counterfactual Comprehension.

(in preparation, *Linguistics Vanguard*) **Cournane, Ailís** & Sandrine Tailleur. Where do *maybe*s come from? Evidence from English, French and Norwegian.

Conference Proceedings

**Cournane, Ailís**, Dieuleveut, Anouk and Valentine Hacquard. 2023. Assessing how the linguistic input affects children’s mastery of modals. *Proceedings of the 47th annual Boston University Conference on Language Development* (*BUCLD47*). Somerville, MA: Cascadilla Press.

\*Grosu, Ioana & **Ailís Cournane**. 2022. The changing facts of children’s counterfactual reasoning. *Proceedings of the 46th annual Boston University Conference on Language Development* (*BUCLD46*). Somerville, MA: Cascadilla Press.

\*Dieuleveut, Anouk, van Dooren, Annemarie, **Cournane, Ailís**, and Valentine Hacquard. 2021. Finding the force: a novel word learning experiment with modals. *Proceedings of ELM1: Experiments in Linguistic Meaning.*

\*Veselinović, Dunja and **Ailís Cournane**. 2020. The grammatical source for missing epistemic meanings for modal verbs in child BCS. In T. Ionin, & J. E. MacDonald (Eds.), *Proceedings of Formal Approaches to Slavic Linguistics (FASL)* 26 (pp. 417–436). Ann Arbor, MI: Michigan Slavic Publications.

\*Parrish, Alicia & **Ailís Cournane**. 2020. A within-subjects comparison of the acquisition of quantity-related inferences. *Proceedings of the* *94thAnnual Meeting of the Linguistics Society of America* (LSA94).

\*Tulling, Maxime A. & **Ailís Cournane**. 2019. The role of “fake” past tense in acquiring counterfactuals. *Proceedings of the 2019 Amsterdam Colloquium.*

\*Dieuleveut, Anouk, \*van Dooren, Annemarie, **Cournane, Ailís**, and Valentine Hacquard. 2019. Figuring out modal force: evidence from children’s production and input. *Proceedings of the 2019 Amsterdam Colloquium.*

\*Dieuleveut, Anouk, \*van Dooren, Annemarie, **Cournane, Ailís**, and Valentine Hacquard. 2019. Acquiring the force of modals: *sig* you guess what *sig* means?. *Proceedings of the 43nd annual to the Boston University Conference on Language Development* (*BUCLD42*). Somerville, MA: Cascadilla Press.

\*van Dooren, Annemarie, \*Tulling, Maxime A., **Cournane, Ailís**, and Valentine Hacquard. 2019. Discovering Modal Polysemy: Lexical aspect might help. *Proceedings of the 43nd annual to the Boston University Conference on Language Development* (*BUCLD42*). Somerville, MA: Cascadilla Press.

\*van Dooren, Annemarie, \*Dieuleveut, Anouk, **Cournane, Ailís**, and Valentine Hacquard. 2017. Learning what *must* and *can* must and can mean. *Proceedings of the 2017 Amsterdam Colloquium*.

Hacquard, Valentine and **Cournane, Ailís**. 2016. Themes and variations in the expression of modality. *Proceedings of the 46th Annual Meeting of the Northeastern Linguistics Society* (*NELS 46*) (pp. 21-42).

**Cournane, Ailís**. 2015. Revisiting the Epistemic Gap: evidence for a grammatical source. *Proceedings of the 39th annual Boston University Conference on Language Development* (*BUCLD39*). Somerville, MA: Cascadilla Press.

**Cournane, Ailís**. 2010. Using synchronic microvariation to understand pathways of change: Subject clitic doubling in Romance dialects. *Proceedings of the* *2010 Canadian Linguistics Association (CLA/ACL) Annual Meeting.*Concordia University, Montreal QC.

Peer-Reviewed Book Chapters

(in preparation, Fall 2024) **Cournane, Ailís**. The Acquisition of Modal Language. In Hacquard, Valentine, Arregui, Ana, and Michela Ippolito (Eds.), *Cambridge Handbook of Natural Language Modality*. Cambridge: Cambridge University Press.

(submitted) **Cournane, Ailís**. The role of acquisition and learnability in diachronic linguistics. In Aldridge, Edith, Breitbarth, Anne, Kiss, Katalin É., Ledgeway, Adam, Salmons, Joe, and Alexandra Simonenko (Eds.), *The Wiley Blackwell Companion to Diachronic Linguistics* (Volume 1: General Issues). Hoboken, NJ: Wiley Blackwell.

**Cournane, Ailís** and Valentine Hacquard. 2022. Adapting acquisition methodologies to study modality in underdescribed languages. In Vander Klok, Jozina, Ferriera Rech, Núbia, Guesser, Simone and Eduardo Correa Soares (Eds.). *Modality in Underdescribed Languages: Methods and Insights*. Berlin: DeGruyter. 10.1515/9783110721478-006

**Cournane, Ailís.** 2017. In defense of the child innovator. In Mathieu, Éric and Robert Truswell (eds), *Microchange and Macrochange in Diachronic Syntax,* 10-24. Oxford: Oxford University Press.

Tailleur, Sandrine and **Cournane, Ailís**. 2014. L’interrogation partielle en français laurentien et en portugais brésilien: évolutions et microvariation comparatives. [Wh-questions in Laurentian French and Brazilian Portuguese : comparative diachrony and microvariation]. In Remysen, Wim (ed), *Voies du français*, pp. 291-309. Québec: Laval.

Working Papers

**Cournane, Ailís**. 2016. Functional category omissions as evidence for upwards reanalysis. *Toronto Working Papers in Linguistics* 37 (*TWPL*).

http://twpl.library.utoronto.ca/index.php/twpl/issue/view/1788

Book Reviews

**Cournane, Ailís**. Book Review:  Elly van Gelderen, ed. 2009.  Cyclical Change. In the series Linguistik Aktuell 146. Amsterdam/Philadelphia: John Benjamins. pp. 329. *Canadian Journal of Linguistics* Vol.57(2). July 2012.

**Presentations**

Invited Talks

2024 [Series Speaker] University of Edinburgh.

2024 [Workshop speaker] Changing form-meaning mappings in development and diachrony. “Workshop on children’s role in shaping language evolution”. *EvoLang*. Madison, WI. May 18-21.

2023 [Colloquium] Learning is changing: modeling and testing the role children play in incrementation. Michigan State University. November 9.

2023 [Series Speaker] Testing modal force acquisition beyond the epistemic paradigm. MIT Acquisition Group. Cambridge, MA. May 12.

2023 [Colloquium] Experimental acquisition evidence that children drive language change with modal verbs. West Chester University, West Chester, PA. March 30.

2023 [Workshop Speaker] Dedicated markers for the hardest thoughts: learning epistemics and counterfactuals the "easy" way. NYU Philosophy of Language Workshop. Feb. 6.

2022 [Plenary speaker] Learning is changing: modeling and testing the role children play in change across domains. 3rd AMC Symposium: “*Change in syntax and phonology: the same or different?*” at the *Angus McIntosh Centre for Historical Linguistics*. Edinburgh, Scotland. December 5-7.

2022 [Research Retreat; Project Consultant] *Structuring the Input in Language Processing, Acquisition and Change* (SILPAC) project research retreat in Frankenstein (Pfalz), Germany. Deutsche Forschungsgemeinschaft (DfG). December 1-4.

2022 [Colloquium] Dedicated markers for the hardest thoughts: learning epistemics and counterfactuals the "easy" way. UMass Amherst. Amherst, MA. Apr 15.

2022 [Colloquium] Dedicated markers for the hardest thoughts: learning epistemics and counterfactuals the "easy" way. *Language and Linguistics Brown Bag* *Series*. Brown University, Providence, RI. Mar 3.

2022 [Workshop Speaker] *Sig* you guess what *sig* means? *Jabberwocky Words in Linguistics*. UMass Amherst & University of Bucharest, Feb 11-12. [online] [with Anouk Dieuleveut (CNRS, Paris), Valentine Hacquard (UMD)]

2021 [Colloquium] *Maybe* as a window into conceptual and linguistic development in 2-year-olds. University of Rochester, Rochester, NY. Dec 3.

2021 [Colloquium] *Peut-être* mais jamais \**doit-être*? Grammaticalisation et acquisition en français et en anglais. Université de Québec à Montréal, QC, Canada. November 10. [online] [with Sandrine Tailleur (UQÀC)] (bilingual presentation)

2021 [Colloquium] On *maybe*: epistemic language and reasoning in 2-year-olds. York University, Toronto, ON, Canada. October 21. [online]

2021 [Colloquium] *Maybe* as a window into conceptual and linguistic development in 2-year-olds. *Ulster Linguistics Research Seminar Series*. University of Ulster, Belfast, N. Ireland. October 15. [online]

2021 [Keynote Speaker] Experimental acquisition evidence that children may drive modal verb incrementation.Workshop on **“**Cognitive Mechanisms driving language change”, at the 54th *Annual Meeting of the Societas Linguistica Europaea* (SLE). National and Kapodistrian University of Athens, Athens, Greece. August 31. [online]

2021 [Workshop Speaker] If you must, you will: Children over-adhere to predictive inferences from deontic modal use. Workshop on “Pragmatics from different perspectives”. University of Padua, Padua, Italy. June 5. [online]

2020 [Colloquium] Definitely *maybe*: modal language and reasoning in 2-year-olds. Harvard University. *Linguistics Universals* talk series. October 9. [online]

2020 [Series Speaker] Words for Thoughts: Grammatical factors in Modal development. Goethe Universität, Frankfurt, Germany. May 19. [online]

2020 [Workshop Speaker] Grammatical Factors in Modal Development. NYU Workshop, *Language: Ideas and Provocations*. Center for Language, Music and Emotion (CLaME). NYU. March 9.

2019 [Workshop Speaker] Words for Thoughts: Learning modal adverbs. *Endless Possibilities*. University of Maryland, College Park. September 27.

2019 [Colloquium] A developmental view on innovation & incrementation change theory.

*Integrated Language Science and Technology Seminar* (ILST). University of Pennsylvania. February 22.

2018 [Colloquium] *Must* in Toronto English: the view from acquisition and language change. Université de Québec à Montréal, QC, Canada. November 21.

2017 [Workshop Speaker] Polysemy against the odds: Learning Modal Words*. Rutgers Workshop on Word Learning and Linguistic Theory.* Rutgers University. September 30.

[Joint work with Annemarie van Dooren, Anouk Dieuleveut, and Valentine Hacquard]

2017 [Panel Speaker]Child Generalization, Language Innovation*. Penn Linguistics Conference* 41 (PLC 41), Special Panel: Current Issues in Language Acquisition. University of Pennsylvania. March 24.

2016 [Colloquium] Learning to Change. Carleton University, Ottawa. November 11.

2016 [Job Talk] Learning to Change. New York University, NY. February 26.

2016 [Job Talk] Learning to Change. Queen Mary University of London, UK. February 23.

2014 [Student Colloquium] Acquisition d’une langue première par l’enfant et changement linguistique: exploration. Université de Québec à Chicoutimi, QC, Canada. April 15.

2013[Student Plenary] Making Changes: in search of a learning model for modal innovations. *Diachronic Generative Syntax* (DiGS XV). University of Ottawa. August 2.

Peer-Reviewed Conference Talks

2023 Grosu, I. and Ailís Cournane. Children’s overuse of possibility modals in counterfactual production. In the Paper Symposium, “How do children reason about hypothetical possibilities? Evidence from language production”. *2023 Society for Research in child Development* *Biennial Meeting* (SRCD2023). Salt Lake City, UT. March 23-25.

2022 Cournane, A. and Laurel MacKenzie. SocialEyes: Testing the mechanism behind child incrementation. *New Ways of Analyzing Variation* 50 (NWAV50). Stanford University. San Jose, CA. October 13-15.

2022 Tulling, M., Li, L., and Ailís Cournane. The Acquisition of Spontaneous Counterfactual Constructions in Mandarin Speaking Children. 34th *North American Conference on Chinese Linguistics* (NACCL 34). Indiana University, Bloomington, IN. September 23-25.

2021 Cournane, A. and Sandrine Tailleur. Where do “*maybe”*s come from? *Canadian Linguistics Association* (CLA/ACL) 2021. [online]. June 4-7.

2021 Cournane, A. and Sandrine Tailleur. Where do “*maybe”*s come from? The interaction of history and acquisition. *Diachronic Generative Syntax* 22 (DiGS XX). Konstanz University. [online] Konstanz, Germany. May 19-22.

2021 Klævik-Pettersen, E., and Ailís Cournane. The role of the conservative learner in the rise and fall of verb-second. *Diachronic Generative Syntax* 22 (DiGS XX). [online] Konstanz University. Konstanz, Germany. May 19-22.

2021 Cournane, A., Dieuleveut, A., Repetti-Ludlow, C., and Valentine Hacquard. Testing modal force acquisition beyond the epistemic paradigm. *Generative Approaches to Language Acquisition in North America* 9 (GALANA 9). [online] University of Iceland. Reykjavik, Iceland. May 7-9.

2020 Tulling, M., & Ailís Cournane. The past is fake: child comprehension of counterfactual wishes and conditionals. [online] *95thAnnual Meeting of the Linguistics Society of America* (LSA95). January 7-10.

2020 Arvindam, V.S., Tulling, M., & Ailís Cournane. 2-year-olds process negation online: Evidence from eye-tracking. *XPrag Workshop: The Processing of Negation and Polarity*. [online] Humboldt University, Berlin, Germany. October 1-2.

2020 Dieuleveut, A., Cournane, A., & Valentine Hacquard. Finding the force: a novel word learning experiment with modals. [online] *Experiments in Linguistic Meaning* (ELM1). University of Pennsylvania, Philadelphia, PA. Sept 16-18.

2020 Parrish, A.V., and Ailís Cournane. The Acquisition of quantity-related inferences in 4- and 5-year-olds. *94thAnnual Meeting of the Linguistics Society of America* (LSA94). New Orleans, LA. January 2-5.

2019 Dieuleveut, A., van Dooren, A., Ailís Cournane and Valentine Hacquard. 2019. Figuring out modal force: evidence from children’s production and input. *2019 Amsterdam Colloquium.* Amsterdam, The Netherlands. December 18-20.

2019 Tulling, M. and Ailís Cournane. The role of “fake” past tense in acquiring counterfactuals. *2019 Amsterdam Colloquium.* Amsterdam, The Netherlands. December 18-20.

2019 Tulling, M.A., Cournane, A. & Liina Pylkkänen. Discourse belief-updating in the right hemisphere. XPRAG 2019. Edinburgh, Scotland. June 19-21.

2019 Lee, N. & Ailís Cournane. The journey, not the endstate: finding innovation in the dynamics of L1A. *Diachronic Generative Syntax* 21 (DiGS XXI). Arizona State University. June 5-7.

2018 Veselinović, D. and Ailís Cournane. Doing what you must: child actuality inferences in modal comprehension. *Boston University Conference on Language Development* (BUCLD) 43. Boston University, Boston, MA. November 2-4.

2018 Cournane, A. and Ana Teresa Pérez-Leroux. Internal bias feeds incrementation: experimental evidence from *must* in child Toronto English***.*** *New Ways of Analyzing* *Variation* (NWAV) 47. New York University. Oct 18-21.

2018 Veselinović, D. and Ailís Cournane. It must be that the structure comes first. *92nd Annual Meeting of the Linguistics Society of America* (LSA92). Salt Lake City, UT. January 4-7.

2017 van Dooren, A., Dieuleveut, A., Cournane, A., and Valentine Hacquard. Learning what *must* and *can* must and can mean. *2017 Amsterdam Colloquium*. Amsterdam, The Netherlands. December 20-22.

2017 Veselinović, D. and Ailís Cournane. The grammatical source of missing epistemic meanings for modal verbs in child BCS. *Formal Approaches to Slavic Linguistics* (FASL) 26. University of Illinois, Urbana-Champaign. May 19-21

2015 Hacquard, V. and Ailís Cournane. Constraints on modal variation across languages and development. *Modality Across Categories*. Pompeu Fabra University, Barcelona, Spain. November 5-6. [Hacquard invited, joint work]

2015 Hacquard. V. and Ailís Cournane. Themes and variations in the expression of modality. 46th *Annual Meeting of the Northeastern Linguistics Society* (NELS) 46. Concordia University, Montréal, Québec. October 16-18. [Hacquard invited, joint work]

2015 Cournane, Ailís. Input-divergent L1 acquisition in the direction of diachronic V-to-INFL reanalysis. The 89th *Annual Meeting of the Linguistics Society of America* (LSA 89). Portland, OR. January 8-11.

2014 Cournane, Ailís. Revisiting the Epistemic Gap: evidence for a grammatical source. *Boston University Conference on Language Development* (BUCLD) 39. Boston University. November 7-9.

2014 Cournane, A. and Rebecca Tollan. Climbing Trees: Syntax-Semantics Alignment in Re-analysis of West Germanic Modal Verbs. *Germanic Linguistics Annual Conference* (GLAC) 20. Purdue University. May 2-4.

2013 Cournane, Ailís. Acquiring Changes: the (re)mapping of modal verbs into diachronic changes. *Generative Approaches to Language Acquisition* (GALA) 2013. Oldenburg University. Oldenburg, Germany. September 5-7.

2013Cournane, Ailís. Developing the Modal Cycle: learner reanalysis in event-relative semantics. *Systematic Semantic Change*. University of Texas at Austin. April 5-6.

2012 Tailleur, S. and Ailís Cournane. Micro-variation comparative et le développement du SC interrogatif en français laurentien. *Les français d'Ici 2012*. Université de Sherbrooke. June 13-5

2012 Cournane, Ailís. Experimenting with modal innovation. *Canadian Linguistics Association* (CLA/ACL) 2012. Wilfred Laurier University. Waterloo, Ontario. May 26-28.

2012Cournane, Ailís. Baby Steps: In search of empirical support for L1 reanalysis. *Grammaticalisation 2012*. Université de Rouen, Rouen, France. May 10-11.

2011 Cournane, Ailís. The child's role in language change. *Methods in Dialectology*. University of Western Ontario. London, Ontario. August 2-6.

2011 Cournane, Ailís. Innovative Acquisition: Experimenting with divergence from the input. *Diachronic Generative Syntax* (DiGS) XIII. University of Pennsylvania. Philadelphia, Pennsylvania. June 2-5.

2010 Cournane, Ailís. Grammaticalization: A methodology based on Micro-Variation. *Canadian Linguistics Association* (CLA/ACL) 2010. Concordia University, Montréal. May 29-31.

2010Cournane, Ailís. Le développement de l'accord: une analyse de plusieurs réanalyses. *Les Français D'Ici* *2010*. Université de Montréal. Montréal, Québec. May 14-16.

2008 Tailleur, S. and Ailís Cournane. L'Usage de les prônoms relatifs aux 17e, 18e, et 19e siècles au Canada. *Les Français D'Ici 2008*. Université d’Ottawa, Ottawa, Ontario. May 22-25.

Peer-Reviewed Conference Posters

2024 Tulling, M., Arvindam, V.S., & Ailís Cournane. TITLE. IASCL.

2024 Tulling, M., Arvindam, V.S., & Ailís Cournane. TITLE. 37th Annual Conference on Human Sentence Processing (HSP37). University of Michigan, Ann Arbor, MI. March 9-11.

2024 Tulling, M., Orey, M., & Ailís Cournane. Comprehension of Negated and Counterfactual Constructions in Children Aged 2 and 3. *100th Annual Meeting of the Linguistics Society of America* (LSA100). New York, NY. January 4-7.

2023 Arvindam, V.S., Tulling, M., & Ailís Cournane. Representing non-actuality in the online processing of possible and negated utterances. *Architectures and Mechanisms for Language Processing* (AMLaP). Donostia, Spain. Aug 31-Sept 2.

2023 Phillips, S. F. & Ailís Cournane. Bilinguals predict words using frequencies not features. *Architectures and Mechanisms for Language Processing* (AMLaP). Donostia, Spain. Aug 31-Sept 2.

2023 Tulling, M., Orey, M., & Ailís Cournane. Comprehension of Counterfactual Constructions in Children Aged 2 and 3. *2023 Society for Research in child Development Biennial Meeting* (SRCD2023). Salt Lake City, UT. March 23-25.

2023 Phillips, S. & Ailís Cournane. Grammatical gender uninformative during bilingual language comprehension. 36th Annual Conference on Human Sentence Processing (HSP36). University of Pittsburg, PA. March 9-11.

2022 Dieuleveut, A., Cournane, A., & Valentine Hacquard. Assessing how the linguistic input affects children’s mastery of modals. *Boston University Conference on Language Development* (BUCLD) 47. Boston University, Boston, MA. November 3-6.

2022 Grosu, I. & Ailís Cournane. More could than would: children overproduce possibility modals in counterfactual consequents. *Boston University Conference on Language Development* (BUCLD) 47. Boston University, Boston, MA. November 3-6.

2022 Dieuleveut, A., Cournane, A., & Valentine Hacquard. How children’s linguistic input might affect their mastery of modals. *9th Experimental Pragmatics Conference* (XPRAG9). University School for Advanced Studies (IUSS), Pavia, Italy. September 22-23.

2022 Grosu, I. & Ailís Cournane. Sensitivity to event mutability in children's spontaneous counterfactuals. *Generative Approaches to Language Acquisition* 15 (GALA15). Goethe Universität, Frankfurt, Germany. Sept 22-24.

2022 Tulling, M., Bunn, J. & Ailís Cournane. Not that “fake” - Adults interpret the present counterfactual’s “fake” past tense as real. *Experiments in Linguistic Meaning* 2 (ELM2). University of Pennsylvania, Philadelphia, PA. May 18-20.

2021 Grosu, I. & Ailís Cournane. Changing Facts in Children's Counterfactual Reasoning. [online] *Boston University Conference on Language Development* (BUCLD) 46. Boston University, Boston, MA. November 4-7.

2021 Tulling, M., & Ailís Cournane. The role of “fake” past tense in the L1 acquisition of counterfactuals. *International Association for the Study of Child Language* (IASCL) 2021. [online] University of Pennsylvania & University of Delaware. July 15-23.

2020 Tulling, M., & Ailís Cournane. Development of Children’s Understanding of Counterfactuals.[online] *Boston University Conference on Language Development* (BUCLD) 45. Boston University, Boston, MA. November 5-8.

2020 Arvindam, V.S., Tulling, M., & Ailís Cournane. Online processing of negation in 2-year-olds: Evidence from eye-tracking. [online] *CUNY Human Sentence Processing Conference*. University of Massachusetts, Amherst, MA. March 19-21.

2020. Parrish, A. V., and Ailís Cournane. A within-subjects comparison of the acquisition of quantity-related inferences. [online] *CUNY Human Sentence Processing Conference*. University of Massachusetts, Amherst, MA. March 19-21.

2020 Arvindam, V.S., Tulling, M., & Ailís Cournane. Do 2-year-olds understand epistemic *maybe*? Maybe! *94th Annual Meeting of the Linguistics Society of America* (LSA94). New Orleans, LA. January 2-5.

2019 Hirzel, M., Hacquard, V., and Ailís Cournane. Learning to map modals to meanings: an elicited production study on ‘force’ and ‘flavor’. *Boston University Conference on Language Development* (BUCLD) 44. Boston University, Boston, MA. November 8-10.

2019 Tulling, M.A. Law, R., Cournane, A. & Liina Pylkkänen. Discourse belief-updating in the right hemisphere. *Society of the Neuroscience of Language* (SNL). Helsinki, Finland. August 20-22.

2019 Tulling, M.A., Cournane, A. & Liina Pylkkänen. Discourse belief-updating in the right hemisphere. *Cognitive Neuroscience Society* (CNS) *Annual Conference*. San Francisco, CA. Mar 23-26.

2019 Hirzel, M., Cournane, A, and Valentine Hacquard. Young children's elicited productions of modal words: children differentiate modal flavors and forces. [Poster] *2019 Society for Research in Child Development* (SRCD) Biennial Meeting. Baltimore, MD. March 21-23.

2018 Cournane, A. and Ana Teresa Pérez-Leroux. Leaving obligations behind: Epistemic incrementation in preschool English.*Boston University Conference on Language Development* (BUCLD) 43. Boston University, Boston, MA. November 2-4.

2018 van Dooren, A., Tulling, M.A., Cournane, A. and Valentine Hacquard. Lexical aspect as a crosslinguistic cue to modal meaning: evidence from Dutch. *Boston University Conference on Language Development* (BUCLD) 43. Boston University, Boston, MA. November 2-4.

2018 Dieuleveut, A., van Dooren, A., Cournane, A. and Valentine Hacquard. Learning the force of modals: Sig you guess what sig means? *Boston University Conference on Language Development* (BUCLD) 43. Boston University, Boston, MA. November 2-4.

2018 Cournane, A. and Dunja Veselinović. The syntactic foundation of child epistemic talk: cross-linguistic evidence. *Crossing the Borders*: *Development of language, cognition and the brain.* University of Potsdam, Germany. September 27-29.

2018 Veselinović, D. and Ailís Cournane. Pragmatic inferences lead children to overgenerate epistemic interpretations of modal verbs**.** *Crossing the Borders*: *Development of language, cognition and the brain.* University of Potsdam, Germany. September 27-29.

2017 Oseki, Y., Cournane, A., and Tom Roeper. Parsing to Learn. *Penn Linguistics Conference* 41 (PLC 41). University of Pennsylvania. March 24.

2016 Cournane, Ailís. Omission evidence for child V-to-T upwards (re)analysis. 39th *Annual Meeting of Generative Linguistics in the Old World* (GLOW 39). Georg-August-Universität Göttingen. April 5-8.

2015 Cournane, A. and Ana Teresa Pérez-Leroux. Must be tricky: testing the roles of aspect and evidence in modal meaning. *Boston University Conference on Language Development* (BUCLD) 40. Boston University, Boston, MA. November 13-15.

2015 Cournane, Ailís. Modal errors as evidence for child-driven diachronic V-to-INFL reanalysis. *Generative Approaches to Language Acquisition, North America* (GALANA6). University of Maryland, College Park. February 19-21.

2013 Tailleur, S. and Ailís Cournane. Linking the Copula Cycle to WH-variation in Laurentian French and Brazilian Portuguese. [poster] *Diachronic Generative Syntax* (DiGS) XV. University of Ottawa. August 1-3.

Workshop Presentations

2023 Cournane, Ailís and Valentine Hacquard. Adapting acquisition methodologies to study modality in underdescribed languages. *Workshop of Modality in Underdescribed Languages*. ZAS Berlin, Germany. April 20-21.

2019 van Dooren, A., Dieuleveut, A., Tulling, M., Ailís Cournane & Valentine Hacquard. Figuring out modal flavor: The role of the input. *McDonnell Plenary Workshop on Modality*, Martha’s Vineyard, MA.

2016 Hacquard, V. and Ailís Cournane. Constraints on modal variation across languages and development. *New Research on Modality*. Georgetown University. May 9.

2015 Cournane, A. and Ana Teresa Pérez-Leroux. Must be tricky: Testing the role of aspect and evidence in modal meaning. *Syntactic and Semantic Complexity in Acquisition*. Goethe Universität, Frankfurt am Main, Germany. September 30.

2014 Cournane, Ailís. *Linking epistemic development to propositional development in L1 acquisition*. [poster] TOM 7. University of Toronto. April 12.

2012 Cournane, Ailís. *The acquisition of modal semantics.* TOM 5. University of Ottawa. March

10.

2010 Cournane, Ailís. The Role of Acquisition in Language Change*. Bilingual Workshop in Theoretical Linguistics* (BWTL) 14. University of Toronto.December 9-10.

2010Cournane, Ailís. Personal Datives in Southern American English: Reflexive High Applicatives. *Western Interdisciplinary Student Symposium on Language Research* (WISSLR).University of Western Ontario. February 26.

2008Cournane, A. and Sandrine Tailleur. Passive Constructions in the Cape Dorset Dialect of Inuktitut. *The Inuktitut Linguistics Workshop*. University of Toronto. March 22-23.

**Grants and Awards**

2023-24 National Science Foundation (NSF) Doctoral Dissertation Research Grant [DDRIG to Ioana Grosu] (BCS# 2234592). “Understanding possibilities in children's counterfactual reasoning”. Faculty PI (US$9091).

2021-23 University Research Challenge Fund (URCF), New York University. “Testing the role of learning in the (r)evolution of language”, Principal Investigator (US$12,456).

2021-22 National Science Foundation (NSF) Doctoral Dissertation Research Grant [DDRIG to Maxime Tulling] (BCS# 2114756). “Child Production and Comprehension of Counterfactual Wishes and Conditionals”. Faculty PI (US$18,410).

2021-22 Curricular Development Challenge Fund (CDCF), New York University. “Linguistic department course redesign for diversity and inclusion. Co-PIs Lucas Champollion, Lisa Davidson, Gillian Gallagher, Stephanie Harves, Laurel MacKenzie, and Gary Thoms. (US$5000).

2016-20 National Science Foundation (NSF) Grant (BCS#1551628). “Acquiring the language of possibility: consequences for language variation and change”.

Co-Principal Investigator, with Valentine Hacquard (UMD) (US$262,424)

+ 2018-21 Research Experience for Undergraduates (REU) (US$12,000)

2014-15 Doctoral Completion Award, University of Toronto (CDN$17,000)

2011-13 Ontario Graduate Scholarship (CDN$15,000 per annum)

2008 Kathleen Coburn School of Graduate Studies Admission Award (CDN$7,000)

**Advising**

PhD Dissertation Supervisor

2023 Ioana Grosu, “Understanding Possibilities in Children’s Counterfactual Reasoning”

2022 Maxime Tulling, “Neural and development bases of processing language outside the here-and-now.”Co-Supervisor w/ Liina Pylkkanen

2019 Dunja Veselinović, “The syntax of modal verbs and the epistemic-root distinction.” Co-Supervisor w/ Stephanie Harves

PhD Dissertation Committee Member

2025 (projected) Nigel Flower, “TBD” (MEG Syntax/Semantics)

2024 André Eliatamby (CUNY Graduate Center), “An Acquisitional Perspective on Quantity Implicature”

2024 Huanhuan Shi (NYU, Communication Sciences and Disorders), “Children’s language learning and language production across contexts – a cognitive load perspective”

2024 Anna Alsop, “Free choice, disjunction, and free choice disjunction”

2023 Naomi Lee, “Nominal Features: Investigating the representation and modeling the learning of Number, Gender, and Declension Class”

2022 Alicia Parrish, “The interaction between conceptual combination and linguistic structure”

2022 Mary Robinson, “Negative concord as a window into the social perception of morphological and syntactic variables”

2022 Kelsey Moty (NYU Psychology), “The unintended consequences of the things we say: How subtle features of language shapes children’s understanding of social kinds”

2022 Sarah Phillips, “Composing mixed-language expressions in the bilingual mind”

2021 Paloma Jeretič, “Neg-raising modals and scaleless implicatures”

2021 Anouk Dieuleveut (UMD), “Finding Modal Force”

2020 Annemarie van Dooren (UMD), “Modals and their complements in Dutch and beyond”

2019 Maria (Masha) Esipova, “On the issue of (not) at-issueness”.

2019 Songhee Kim, “Neural Bases of Semantic Composition in the Verb Phrase”.

2018 Yohei Oseki, “Syntactic Structures in Morphological Processing”.

Qualifying Paper Chair

2024 (projected) William Timkey (TBD).

2024 (projected) Cara Leong, (TBD).

2024 (projected) Jessica Goebel, (TBD). Co-Supervisor w/ Laurel MacKenzie

2022 Anna Alsop, “When complex disjunction is open: An experimental investigation of two disjunctions in Japanese”

2021 Sarah Phillips, “Sensitivity to syntax may drive code-switching

processing costs in early bilingual development”

2021 Ioana Grosu, “Possible worlds in child counterfactual reasoning”

2019 Alicia Parrish, “A within-subjects comparison of the acquisition of quantity-related inferences”

2019 Maxime Tulling, “On the development of children’s understanding of counterfactual constructions”

2019 Naomi Lee, “Architecture and Acquisition: A generalizing learner for DP morphosyntax” Co-chair w/ Maria Gouskova.

2019 Mary Katherine Robinson, “Child L1 Acquisition of Comparatives and Superlatives: Evidence for \*ABA?”

2018 Paloma Jeretič, “Evidence for children’s dispreference for root modal weakness”

2018 Haoze Li, “*Wh*-scope: An experimental Study”.

2017 Maria (Masha) Esipova, “Focus on Co-Speech Gestures.”

Qualifying Paper Committee Member

2024 (projected) Lily Carroll, (TBD). (NYU, Communication Sciences and Disorders)

2023 Simone Krogh, “Manipulating syntax without taxing working memory:MEG correlates of syntactic dependencies in a Verb-Second language”

2022 Vishakha Shukla (NYU, Communication Sciences and Disorders), “Comprehension of unscripted parent narratives in autistic and non-autistic children: An exploratory eye-tracking study”

2022 Huanhuan Shi (NYU, Communication Sciences and Disorders), “Adolescents’ Production of Past Tense Counterfactual Sentences: Elicitation Contexts and Response Modalities”

2022 Soo-Hwan Lee, “Learnability of Control Constructions in English”

2020 Huanhuan Shi (NYU, Communication Sciences and Disorders), “Korean and English verb learning in transitive frames”

2020 Naomi Lee, “Learning (im)possible number syncretisms: investigating innate featural representations”

2019 Anouk Dieuleveut (UMD), “Learning modal force”

2019 Ioana Grosu, “Alternatives to the Minimal Networks Theory for Backtracking Counterfactuals”

2019 Annemarie van Dooren (UMD), “Figuring out root and epistemic uses for modals: The role of the input”

2018 Maxime Tulling, “The neural bases of linguistic modality”

2018 Yining Nie, “Structure vs competition: evidence from frozen scope in spray–load constructions”

Undergraduate Advising

nyu honors linguistics projects

2023 – 2024 Sofia Gonzalez (TBD).

2022 – 2023 Marion Kalina Heinrich, L1A of Question-Answer knowledge (syntactic, semantic, pragmatic) in ASD and TD children. [w/ Sudha Arunachalam]

2018 – 2020 Daniella Presti, “*Why* so hard?” – L1A of different wh-questions

University of Bath, internship-based honours psychology projects

2021 – 2022 Charlotte McFarland, “Double the possibilities” – corpus project on child uses of multiple modal verbs within utterance.

2020 – 2021 Adam Bell, “Of Mice and Modals” – an experiment testing children and adults on a novel “squeaky mice” Wason Selection Task

Child Language Lab: Supervision and Mentorship

2023 – 24 Anvita Guda (RA)

2022 – 23 Laura Phelan (UG PT Lab Manager, Fall 2022), Sofia Gonzalez (UG PT Lab Manager, Spring 2023); Undergraduate RAs: Xueyang Huang, Maya Orey, Yasmeen Carneiro, Liliana Que (CSTEP Research Initiative Program; UG PT Lab Manager, Spring 2023)

2021 – 23 KD Dretler (UG RA on URCF Grant)

2021 – 22 Charlotte McFarland (UG FT Lab Manager/Research Associate; University of Bath, Department of Psychology, Bath, UK. Internship placement year)

2021 – 22 Undergraduate RAs: Johanna Bunn, Yufei Li, Frida Maria Galaviz Huerta, Maya Orey, Maya Wallis

2020 – 22 Mark Bacon, Madisen Trinity Fong and Hannah Mattis-Roesch (UG RAs on the NYU NSF REU subaward for “*Acquiring the Language of Possibility*”)

2020 – 21 Adam Bell (FT Lab Manager/Research Associate; University of Bath, Department of Psychology, Bath, UK. Internship placement year);

2019 – 20 Melissa Rojas (UG PT Lab Manager); Undergraduate RAs: Rachel Arbacher, Michael Marinaccio, Sam Mitchell, Daniella Presti

2018 – 19 Vishal Sunil Arvindam (Post-Bac FT Lab Manager/Research Associate), Chiara Repetti-Ludlow (Post-Bac PT Research Associate); Undergraduate RAs: Sasha Frangulov, Jenna Polan, Daniella Presti, Starr Sandoval

2016 – 18 Undergraduate RAs: Kathryn Rafailov, Deborah Halpern; Hayden Kee (Fordham PhD in Philosophy, who got a grant to learn more about L1A)

**Teaching**

Invited Lectures

2022 Exploring the role of first language acquisition in language change phenomena. Universität Mannheim (Germany)/SILPAC Research Project. September 15. [online]

2021 Definitely *maybe*: modal language and reasoning in 2-year-olds. University of Bucharest, Romania. Linguistics MA Program. July 7. [online]

2020 Modal verbs in language development and language change. Ghent University, Belgium. *Discovering Linguistics/Linguistic Discoveries* Series. December 14. [online]

New York University

Undergraduate

2017-2024 LING-UA 59/PSYCH-UA 300 First Language Acquisition

2016-2018 LING-UA 3/PSYCH-UA 27 Language and Mind

2024- Co-taught with Alec Marantz

2020-2023 Co-taught with Brian McElree

Graduate

Spring 2021, 2025 LING-GA 2610 First Language Acquisition: Survey of the Field

Spring 2023 LING-GA 2610 Seminar in Acquisition: Acquisition of Variation

Fall 2022, 2024 Graduate Statistics for Linguistics (Coordinator; supervising online course)

Fall 2021 LING-GA 3320 Seminar in Syntax: Experimental Syntax

Co-taught with Tal Linzen

Fall 2018 LING-GA 3320 Seminar in Syntax: Acquisition of A-Movement

Co-taught with Stephanie Harves

Spring 2018 LING-GA 3510 Seminar in Sociolinguistics: Language Change

Co-taught with Laurel MacKenzie

Fall 2017 LING 3340 Seminar in Semantics: Experimental Semantics & Pragmatics

Co-taught with Lucas Champollion

Spring 2017 LING-GA 2610 Seminar in Acquisition: Modals and Evidentials in L1A

University of Mannheim, Germany

Spring 2016 ANG404 Language Acquisition (Undergraduate Seminar)

ANG601 Language and Mind (Masters Seminar)

University of Toronto, Primary Instructor Positions

Winter 2014, 2015 JLP[[1]](#footnote-1)315 Language Acquisition

Summer 2013, 2014, 2015

University of Toronto, Teaching Assistant Positions

2011-2015 Trainer for incoming Teaching Assistants (Department of Linguistics)

Fall 2015, 2012, 2010 LIN200 Introduction to Language

Summer 2011, 2010

2015, 2012, 2009 LIN100 Introduction to Linguistics

Fall 2015 JLS[[2]](#footnote-2)473Adult Language Disorders

Fall 2014 JLS472 Child Language Disorders

Summer 2014 LIN200 Introduction to Language (*University of Toronto at Mississauga*)

2013, 2012, 2009 JLP315 Language Acquisition

Summer 2012 JLP374 Psychology of Language

Winter 2012 LIN333 Morphological Patterns

Fall 2011 LIN203 English Words

Fall 2011 LIN204 English Grammar

**Other Relevant Employment**

Research and Editorial Assistantships

Mar.2011 – May 2016 *Development of noun phrase complexity in children*

Roles: Materials creation, participant testing, reference management

Supervisor: Dr. Ana Teresa Pérez-Leroux; SSHRC 435-2014-2000

University of Toronto & Goethe Universität, Frankfurt-am-Main

Sept.2015 – Jan.2016 *Copular agreement systems: Locality and domains*

Role: Research Administrator, Materials development

Supervisor: Dr. Susana Béjar; SSHRC 435-2013-1756

University of Toronto

Jun.2013 – Jan.2016 Manuscript Preparation for CUP Book, Editorial Input

Supervisor: Dr. Yves Roberge

Jun.2012–Aug. 2014Canadian Journal of Linguistics, Book Review Assistant Reviewer/Editor  
Supervisor: Dr. Arsalan Kahnemuyipour

Feb.2010–Dec.2011 *Acquisition of object clitics by children learning French as their first or second language*

Roles: materials creation, participant testing  
Supervisor: Dr. Mihaela Pirvulescu; SSHRC 410-09-2026

University of Toronto at Mississauga

Jan.2011–Feb.2011 *You are “the only one”… how far do we go in search for referents?*

Role: Materials creation

Supervisors: Dr. Luisa Meroni, Dr. Francesca Foppolo; ESF

Utrecht University

Jun.2010 –Feb.2011  *Assessing the relative contribution of competence and performance in child language*

Role: participant testing

Supervisor: Dr. Andrea Gualmini; Netherlands VIDI 276-70-011

Utrecht University

Dec.2009–May.2010 *The role of context in child language*

Role: participant testing  
Supervisor: Dr. Andrea Gualmini; SSHRC 410-2007-0541

McGill University

**Service**

Department of Linguistics (NYU)

2022-23 Annual Merit Review, Advisory Committee

2022-23 Graduate Admissions Committee, Member

2019-22 Graduate Admissions Chair

2017- Colloquium Committee Faculty Advisor

2016-17 Syntax Search Committee (for a 1-year Asst. Professor position), Member

Affiliated departments

2023 Communicative Sciences and Disorders (CSD, NYU Steinhart) Faculty Search, Committee Member

Faculty of Arts and Science (NYU)

2023 *Faculty First Look*, Reviewer & Workshop Leader (CVs & Cover Letters)

2022- Committee on Graduate Curriculum and Financial Aid, Member

2018- Steering Committee Member, Women Faculty Caucus. (Event organization, Equity Report Discussion, December 6, 2019).

College of Arts and Science (NYU)

2017-2019, Selection Committee Member, Social Sciences. Dean’s Undergraduate Research

2023- Fund (DURF).

Conference/Series Organization

2022 DiGS XXIII @ NYU, Co-Organizer with Gary Thoms (June 8-10)

Special workshop: “Child learners in syntactic change: theory and methods”

2019 MACSIM 8 @ NYU, Co-Organizer with Lucas Champollion (April 6)

2014 Lecture Series Assistant Organizer

*Beyond Babel: Meanings in the minds of speakers*

Jackman Humanities Institute, University of Toronto

2011 Conference Co-Organizer

*Northeast Linguistics Society 42 (NELS42)*, University of Toronto

2010-2016 Conference Volunteer Organizer, University of Toronto

*GALANA4, Argument Structure Workshop, ACAL41, TOM7*

Community Outreach/Public Lectures

2023 “How children learn and create language variation”. Round table on "Multilingualism: Problems and Prospects". Speaker. January 27.

2022 [1] Carousel of Languages, NYC. “Language Science Fair”. Organizer & Speaker.

May 21. (Child Language Lab, w/ LEARNLab, PI Sudha Arunachalam)

[2] Carousel of Languages, NYC. “Language Science Fair”. Organizer & Speaker.

November 19. (Child Language Lab)

2019-Present Stepping Stones Museum for Children, Norwalk, CT. Ongoing. (Child Language Lab, w/ LEARNLab, PI Sudha Arunachalam)

2019 Brooklyn Children’s Museum “Language Science Fair”. Organizer & Speaker.

October 5. (Child Language Lab, w/ LEARNLab, PI Sudha Arunachalam)

2019 “10 Years @ 10 Washington Place”. Speaker. November 15.

editorial

***Editorial Board***

*Diachronica* 2024 –

***Guest Editor***

*Journal of Historical Syntax (w/ Gary Thoms), special issue from DiGS23@NYU 2022-23*

***Review Editor***

*Frontiers in Psychology: Language Sciences* 2020 –

Reviewing

***Journal Articles, Chapters***

*Arboressences, Cognition, Glossa, Language Acquisition, Language Learning and Development, Journal of Applied Psycholinguistics, Journal of Child Language, Journal of Communication Disorders, Journal of Experimental Child Psychology, Journal of Memory and Language, Journal of Linguistics, Journal of Psycholinguistics, Oxford Research Encyclopedia of Linguistics*

***Abstracts***

Boston University Conference on Child Language (BUCLD) 2017 – 2023

Chicago Linguistics Society (CLS) 2018, 2020 – 23

CogSci 2022 – 2023

Conference on Computational Natural Language Learning (CoNLL) 2021 – 2023

Diachronic Generative Syntax (DiGS) 2020 –

Experiments in Linguistic Meaning (ELM) 2020 – 2022

Generative Approaches to Language Acquisition (GALA(NA)) 2020 – 2022

Linguistics Society of America (LSA) 2018 – 2024

New Ways of Analyzing Variation (NWAV) 2018

Northeast Linguistic Society (NELS) 2018 – 2024

Semantics and Linguistic Theory (SALT) 2017 – 2024

West Coast Conference on Formal Linguistics (WCCFL) 2022 – 2023

***Grants***

Swiss National Science Foundation 2019

USA National Science Foundation 2022 –

Professional Association Memberships

2014-Present Member, Linguistics Society of America (LSA)

2010-2015, 2021 Member, Canadian Linguistics Association (CLA-ACL)

2021 Member, Societas Linguistica Europaea (SLE)

**Skills**

Language English (native), Canadian French (fluent), Irish/Gaeilge (beginner/heritage), German (beginner), Spanish (reading)

tech/data R, CLAN/CHAT, Python (basic), Experiment Builder (basic)

1. JLP= Joint Psychology-Linguistics [↑](#footnote-ref-1)
2. JLS = Joint Linguistics-Speech Language Pathology [↑](#footnote-ref-2)