AILÍS COURNANE

Department of Linguistics
New York University
10 Washington Pl., Rm. 303
New York, NY 10003

Email: cournane@nyu.edu
Work: (212) 992-7471
Web: wp.nyu.edu/cournane
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**
	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)

<u>PEER–REVIEWED JOURNAL ARTICLES</u>

(in revision) *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 and Klævik-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.

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

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. 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. February 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] *95th Annual 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. *94th Annual 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.

2013   Cournane, 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.

2012   Cournane, 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.

2010   Cournane, 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., Orey, M., & Ailís Cournane. Comprehension of Negated and Counterfactual Constructions in Children Aged 2 and 3. The 100th *Annual Meeting of the Linguistics Society of America* (LSA 100). 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 sentences. Architectures and Mechanisms for Language Processing (AMLaP 23). Donostia, Spain. Aug 31-Sept 2.

2023   Phillips, S. & Ailís Cournane. Bilinguals predict words using frequencies not features. Architectures and Mechanisms for Language Processing (AMLaP 23). 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.

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

2008   Cournane, 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

2024 (projected)	Anna Alsop, "Free choice, disjunction, and free choice disjunction"
2024 (projected)	Huanhuan Shi (NYU, Communication Sciences and Disorders), "TBD" (Counterfactuals and cognitive load)
2024 (projected)	André Eliatamby (CUNY Graduate Center), "TBD" (Semantic/Pragmatic L1A)
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)	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

2023	Simone Krogh, "Manipulating syntax without taxing working memory: MEG correlates of syntactic dependencies in a Verb-Second language" (Neurolinguistics)
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/PSYCHOLOGY PROJECTS

| 2022 – 2024 | Sofia Gonzalez, Cultural identity contributions to comprehending Spanish-English code-switches. [w/Sarah Phillips] |

| 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	Undergraduate RAs: Anvita Guda, Sofia Gonzalez, Yasmeen Carneiro
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 Fragulov, 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]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 Summer 2011, 2010	LIN200 Introduction to Language
2015, 2012, 2009	LIN100 Introduction to Linguistics
Fall 2015	JLS[2]473 Adult 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

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[1] JLP= Joint Psychology-Linguistics

[2] JLS = Joint Linguistics-Speech Language Pathology

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. 2014 Canadian 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.

REVIEWING

Guest Editor
Journal of Historical Syntax (w/ Gary Thoms), special issue from DiGS23@NYU   2023

Review Editor
Frontiers in Psychology : Language Sciences   2020 –

Journal Articles, Chapters
Arboressences
Cognition
Glossa
Language Acquisition
Language Learning and Development
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 – 2022
Chicago Linguistics Society (CLS)	2018, 2020 – 23
CogSci	2022 – 2024
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)

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)