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(note: CV updated in February 2026)

Short Bio:

I am an Associate Professor of English Linguistics at the Department of Social, Political and Cognitive Sciences of the University of Siena. My research interests are mainly bilingualism and language learning, and I am particularly devoted to the study of the acquisition of English as a second language (in both children and adults). I moved to Siena at the end of 2022, after completing my PhD and my Post-Doc in the United Kingdom (in Reading and Cambridge) and after working as a tenured lecturer at the Department of English Linguistics of Charles University, Prague.

PhD:

I have a PhD in Language Sciences from Reading University (UK). My project focused on the perception of word initial and word final segments in English and Italian, and it investigated how perceptual and morphological features interact during word perception. The project also had a clinical component, dealing with how the perception of these features may vary in English children with a language impairment.

Teaching experience:

I have extensive teaching experience spanning various linguistic domains. In Siena I teach three courses: Corpora, Cognition and Language Learning, a course covering theoretical discussions on language acquisition, Multilingualism, a course covering the linguistic development of people growing up with more than one language, and English Language and Bilingualism, a course that focuses on L2 learning. In Prague I devised several courses dealing with language acquisition and psycholinguistics, as well as courses on the methods used to investigate these topics. The programme is aimed at students who will later become high school English teachers. My job, in the department, was to train students in the psychological and psycholinguistic theories and methods relevant to English Language Teaching (ELT). Before my appointment in Prague, I taught as an assistant in Cambridge and in Reading (while completing my Post-Doc and my PhD). There, I covered topics such as English morphology and phonology (Cambridge), English grammar and language processing (Reading). Other experiences include giving courses on bilingualism and cognition (New Lisbon University and Harvard Summer School) and teaching Italian to American students (University of Wisconsin). In total, I have about 1000 hours of in-class teaching experience.

Teaching experience in bullet points:

Associate professor, University of Siena, 2025-*current*

Courses: English Language and Bilingualism (BA), Corpora, Cognition and Language learning (MA), Multilingualism (MA)

Senior researcher, University of Siena, 2022-2025

Courses: English Language and Bilingualism (BA), Corpora, Cognition and Language learning (MA)

Tenure-track Lecturer, Charles University Prague, 2018-2022

Courses: Psycholinguistics (MA), Language Acquisition (MA), Research Methods (MA)

Adjunct professor, Anglo-American University in Prague, 2020-2021

Course: Language learning and bilingualism (BA)

Teaching Fellow, University of Cambridge, 2016-2018.

Courses: Phonology and Morphology Li1 (BA), Research Methods (BA)

Lecturer, Universidade Nova De Lisboa, July 2017

Course: Language development in monolingual and bilingual children (MA & PhD)

Adjunct Professor, Charles University in Prague, 2015-2016

Courses: Psycholinguistics (MA), Language Acquisition (MA)

Adjunct Professor, study abroad program (ECES) Charles University, several times since 2015

Course: Psycholinguistics (BA)

Teaching Fellow, Harvard University - 2 months program in Trento, summers 2015 & 2016

Course: Mind-brain sciences (BSc)

Teaching Assistant, Reading University, 2012 - 2015

Courses: Statistics (BSc), Grammar and Meaning (BSc), Language Processing (MSc), Foundations of Syntax (MSc), Developmental Psychology (BSc)

Teaching Assistant, University of Wisconsin Madison - Fall semester 2011

Course: Italian Language and Grammar (BA)

As of February 2026, I supervised to completion 10 BA theses, 22 MA theses, and 1 PhD thesis.

Titles:

The development of Czech pupils' L2 phonology assessed with a reading task (BA)
The acquisition of prepositions through gaming (BA)
Exposure to multiple languages at preschool age enhances theory of mind abilities (BA)
Second language learning and streaming platforms: How Netflix can improve the L2 (BA)
Dyslexic adults and relatives in L2 (BA)
The effect of YouTube on vocabulary, independence and self-regulation: a look at bilingual toddlers (BA)
Effects of first language on second language phonology (BA)
Across the spectrum: Cross-linguistic influences on L2 English (BA)
The Cockney accent and its portrayal in the musical My Fair Lady (BA)
Interactive videos and readable fonts in L2 English reading: A dyslexia-informed approach (BA)
Effect of time of exposure to L2 on the comprehension of relative clauses in primary school children (MA)
Nonword repetition in bilinguals: Does performance differ from Developmental Language Disorder? (MA)
Word-ending perception in second-language learners of English (MA)
Nonword repetition in adult L2 learners of Czech (MA)
Past tense in L1 acquisition: Elicitation strategies and gestures (MA)
To what extent do frequency and proficiency influence the articulation duration of collocations? (MA)
Nonword repetition task for detecting DLD in English–Russian bilingual children (MA)
How dyslexias affect second language acquisition: A study on Italian adults (MA)
Disfluency patterns in latent aphasia: Evidence from content and function words (MA)
High concordance in Developmental Language Disorder diagnosis among monozygotic twins (MA)
Age of onset and exposure as predictors of English proficiency: The case of connectors (MA)
The impact of exposure on the acquisition of English indefinite articles by L1 Arabic speakers (MA)
ERP insights into proficiency-driven neural dynamics in cued language control: A secondary analysis (MA)
Prevalence of neuromyths amongst English teachers in Brazil (MA)
L1 influence on L2 processing: Investigating the role of grammatical aspect in coreference resolution (MA)
Language and mathematics: Merging mechanisms and memory in aphasia (MA)
NWRep task: Investigating working memory in Albanian children with DLD and bilingualism (MA)
You don't like that! A study on toddlers' understanding of desire (MA)
The role of emotion in second language vocabulary retention (MA)
Cross-linguistic influence in English grammar acquisition (MA)
Tense acquisition and interpretation in Ukrainian–Russian bilingual children (MA)
Language policy in Uzbekistan: Preference for English or Russian (MA)
The development of L2 inflectional morphology and cross-language interference effects (PhD)

Education

My education and training revolved primarily around two countries: Italy and the UK. In Italy, and specifically in Siena, I obtained my training in linguistics (I completed a BA in Communication Sciences in 2010, and an MA in Linguistics and Cognitive Studies in 2012). I then moved to the UK where I completed a PhD in Language Sciences in 2016 (Reading University, School of Psychology) and a Post-Doc focussing on Bilingualism and Cognition in 2018 (University of Cambridge, funding from the De Vincenzi Foundation). In January 2022 I obtained my “Abilitazione Scientifica Nazionale” in 10L1 from the Italian Ministry of University and Research and in December 2022 I obtained the Czech counterpart. These habilitations allow me to work as Associate Professor of English Language and Linguistics in Italy, Czechia, and a few other countries that have bilateral agreements (Austria, Germany, Poland, Slovakia).

Research experience:

All of my research activity is conducted as part of international research groups and is closely tied to funding I have secured.

Current project: In 2026 I was awarded a Consolidator Grant from FIS – Fondo Italiano per la Scienza (Italian Science Fund, Ministry of University and Research). The project aims at creating a multilingual assessment for Developmental Language Disorder (DLD), covering the main language families in Europe. The project will run between 2027 and 2031, and it will involve a team of 5 postdocs.

Previous projects: In Siena, I was awarded funding from the New Frontiers programme, and through this funding I hired a research assistant (*borsista di ricerca*) who is working on a project on English development in immersion schools. The project aims at understanding which variables better predict second language learning in Italian children who attend schools where education is delivered in English.

While in Prague, I was the director [PI] of a research centre I created at the University of Prague (Centre for the Study of Bilingual Children), thanks to a local grant (Primus Grant, see bullet points below). The group was composed of 2 PhD students, 2 Post-Docs (part-time) and one research assistant. Our research is concerned with bilingualism, and particularly with the acquisition of English in Czech speakers. Our project can be consulted at this website: csbc.ff.cuni.cz.

The work of the “Csbcc group” may be seen as a continuation of the work I conducted in Cambridge as part of my Post-Doc, where I was a member of Ianthi Tsimpli’s research lab. In Cambridge, my research dealt with bilingual acquisition and with the similarities and differences in the patterns observed in bilingual children and in children with reading difficulties (dyslexia). In Cambridge, I was additionally a member of the large research hub “Cambridge Language Sciences”, and the small research initiative CAM-PAL.

My research skills include electroencephalography (EEG) recordings and basic ERP analysis, experience with typically developing children and children with developmental disorders (dyslexia and developmental language disorder), design and analysis of tasks measuring reaction times, analysis and creation of corpora, use and interpretation of standardised tests, such as: Coloured Progressive Matrices, British Ability Scale, York Assessment of Reading and Comprehension. Below a list of the funding I have secured so far:

Grants and studentships:

2026-2031: Consolidator grant, Fondo Italiano per la Scienza, 1303387€
2023: New Frontiers grant (F-NF), University of Siena, 19200€
2018: Primus Grant, Charles University, ca 80000€
2016: Postdoctoral fellowship, De Vincenzi Foundation, ca 50000€
2012: PhD research studentship, University of Reading, ca 48000£
2011: Teaching assistantship, University of Wisconsin Madison, 4800\$
2011: Summer School Studentship, Harvard University, fees + living expenses, ca 4500\$
2008: Erasmus studentship, European Union, 1900€

Conferences:

I have presented at several conferences and colloquia throughout the years, and, on some occasions, I was an invited speaker.

Conferences organised:

GLOW – Generative Linguistics in the Old World. University of Siena. April 2026.
IASCL – International Association for the study of Child Language. Charles University. 15-19 July 2024
PWB – Prague Workshop on Bilingualism. Charles University. September 2018.

Talks as invited speaker:

English proficiency in Italian immersion schools. Conference of the Fondazione Marica de Vincenzi. University of Roma 3, 12 June 2025.

English exposure in the classroom and vocabulary development. Longitudinal data from a CLIL project. Conference on Bilingualism & Language Acquisition, Beijing Foreign Studies University, 23 September 2023.

Morphophonological and syntactic processing in poor readers and children learning to read in their L2, Workshop Fondazione Marica de Vincenzi, Rome, Società Dante Alighieri, 8-9 June 2018.

Word position effects in perception, Milanguage, Milan Bicocca Spring School on Language, Milan Centre for Neuroscience, 27-29 May 2015.

The contribution of morphosyntax in the explanation of the phonological cluster deficits in SLI, CISCL linguistics talks, University of Siena, Italy 9 July 2013.

Peer-reviewed conferences:

English proficiency in Italian immersion schools. EuroSLA. Conference of the European Second Language Association, Arctic University of Tromsø, 26 June 2025.

The development of English postpositive adjectives. Data from child and adolescent corpora. IASCL conference – International association for the study of child language. Charles University, 18 July 2025.

English exposure in the classroom and vocabulary development. Longitudinal data from a CLIL project (poster). EuroSLA. Conference of the European Second Language Association, Montpellier Valéry University, 3-5 July 2024.

Nonword repetition in Czech-English bilingual children. The interaction of working memory and phonological complexity. International conference on Bilingualism and Specific Language Impairment, Galway (online due to Covid), 15 June 2020.

Effects of L2 age of onset on morphophonology, International Child Phonology Conference, Crete Centre for Bilingualism, 18-19 June 2018.

Effects of L2 age of onset on morphology and syntax, Workshop on Syntax Processing, University of Trento, 5-6 June 2017.

Perception of inflectional morphology in English L2 speakers with a rich L1, IGG43, University of Pavia, 15-16 February 2017.

Sublexical morpheme stripping, University of Cambridge Language Symposium, Cambridge, 17 November 2016

Morpheme stripping in the lexicon and in the sublexicon, IGG41, University of Perugia, 25-28 February 2015.

Predicting Reading Performance with an Input Task, International Association for the Study of Child Language, University of Amsterdam, 14-18 July 2014.

Lexical and morphosyntactic Minimal Pairs: International Clinical Phonetics and Linguistics Association, Karolinska Institute and Stockholm University, 11-13 June 2014.

Word position effects in Minimal Pairs Discrimination, International Clinical Phonetics and Linguistics Association, Karolinska Institute and Stockholm University, 11-13 June 2014.

Lexical and Morphosyntactic Minimal Pairs: Evidence for different processing, IGG 40, University of Trento, 13-15 February 2014.

Reading Difficulties highly correlate with Cluster Discrimination Difficulties. Evidence from Italian (poster), Cog-Dev 2013, Joint Annual Conference of the British Psychological Society, Cognitive and Developmental Sections, Reading, UK, 4 September 2013.

An investigation of the co-morbidity of Dyslexia with SLI, 7th PGR Athens Conference in Linguistics, Athens, Greece, 17 May 2013.

Developmental Language Disorders: Syntactic deficits in children with Dyslexia, 4th Colloquium of the British Association of Clinical Linguistics, Newcastle, UK, 13 May 2013

Reading and Speech Segmentation: is there a link? Language Studies PhD Conference, University of Reading, UK, 18 March 2013.

Finally, I present here a list of my publications, followed by a list of journals that asked me to be a reviewer

Books:

Cilibrasi, L. (accepted, in press). Language acquisition. The development of domain-specific cognition. Language Science Press. Berlin. ISBN: 9783985541676

Cilibrasi, L. (2020). Sulla natura del linguaggio. Un'analisi interdisciplinare. Malcor D. Edizioni. Catania. ISBN: 9788897909637

Articles and book chapters:

Cilibrasi, L., & Stojanovik, V. (2024). Frequency effects and morpheme stripping in English verbs. *RGG. Research in Generative Grammar*, 46(3), 1-15.

Sileo, R.B., Cilibrasi, L., Heine, J., & Tsimpli, I. (2024). The role of aspect on anaphora resolution in English as first and second language. *Journal of the European Second Language Association*. 8(1), 1-25.

Gráf, T., Huang, L., & Cilibrasi, L. (2023). Oral reading tasks as proficiency indicators: Insights from a learnercorpus study. *International Journal of Learner Corpus Research*. 9(2), 155–179.

Čechová, P., Cilibrasi, L., Henyš, J., & Čecho, J. (2023). Introducing a phonotactic probability calculator for Czech. *Naše řeč (Our Speech)*, 106(1), 72-83.

Biondo, N., & Cilibrasi, L. (2023). When more is more. L2 agreement improves when listeners can rely on both noun and verbal features. *Research in Generative Grammar*, 44(4), 1-21. (

Cilibrasi, L., Adani, F., Perez, A., Schmidt, E., Wigdorowitz M., & Tsimpli, I. (2022). The role of number mismatch and exposure in the comprehension of relative clauses in bilingual children. *Applied Psycholinguistics*.

Cilibrasi, L., Hasalova, K., & Brabcova, B. (2022). Nonword repetition in Czech-English bilingual children. Parallels with developmental language disorder. In *Proceedings of the Olomouc Linguistics Colloquium 2021* (Vol. 9, pp. 245-258).

Cilibrasi, L., & Dunkova, J. (2022). A longitudinal case-study on the development of Consonant-Vowel distribution in the babbling of a Czech-English infant. *Journal of Monolingual and Bilingual Speech*.

Cilibrasi, L., & Marková, D. (2022). The role of use and exposure in the development of proficiency skills in second language learners of English. *Theory and Practices of Second Language Acquisition*.

Cilibrasi, L. (2022). Bilinguismo e disturbo del linguaggio, difficoltà e prospettive in Europa. ENG title: Bilingualism and language disorders, challenges and perspectives in Europe. *RISE – Rivista Internazionale di Studi Europei*.

Cilibrasi, L., & Skočilová, T. (2021). Age of onset effects in second language reading accuracy. *Research in Generative Grammar*. 43, 1-20.

Cilibrasi, L. (2021). The transition from one-word to multi-word utterances. A case-study of an Italian child. *Studies in Applied Linguistics*. 12(2), 26-42.

- Cilibrasi, L., & Jiráňková L. (2021). Reaction times to morphologically inflected nonwords. A study of secondlanguage learners of English. *Journal of Monolingual and Bilingual Speech*, 3(2), 265-289.
- Jiráňková L., & Cilibrasi L. (2021). Second language acquisition of the English past tense. From rules to analogy. *Linguistica Pragensia*. 31(2), 188-213.
- Cilibrasi L. & Šaldová P. (2021). Postpositive adjectives in language acquisition: No bias for canonical word order. *Studies in Applied Linguistics*, 12(1), 95-100.
- Cilibrasi, L. (2021). La lingua inglese nella scuola primaria e il suo ruolo nell'integrazione europea. ENG title: English language in primary school and its role in European integration. *RISE – Rivista Internazionale di Studi Europei*. 7 (2), 61-63.
- Cilibrasi, L., & Tsimpli, I. (2020). Categorical and Dimensional Diagnoses of Dyslexia: Are They Compatible? *Frontiers in Psychology*, 11, 2171.
- Cilibrasi, L., & Stojanovik, V. (2020). The interplay of stress saliency and word beginning saliency. An experimental study. *Linguistica Pragensia*, 30(2), 113-126.
- Cilibrasi, L., & Tsimpli, I. (2020). Sensitivity to morphophonological cues in bilingual and monolingual children. *Anthology of bilingual child phonology*. Multilingual Matters, Bristol. ISBN: 9781788928410
- Cilibrasi, L., Adani, F., & Tsimpli, I. (2019). Reading as a predictor of complex syntax. The case of relative clauses. *Frontiers in Psychology*, 10, 1450.
- Schimdt, E., Perez A. I. Cilibrasi, L., Tsimpli I. (2019). Prosody facilitates memory recall in L1 but not in L2. *Studies in Second Language acquisition*, 1-16.
- Cilibrasi, L. (2019). Introducing the Primus Project "Core syntax in bilingual children with varying levels of input". *Studies in Applied Linguistics*, 10(1), 109-111.
- Cilibrasi, L., Stojanovik, V., Riddell P., & Saddy, D. (2019). Sensitivity to bound morphology in the absence of meaning: evidence from a novel task. *Journal of Psycholinguistic Research*. 48(3), 747-767.
- Cilibrasi, L., Stojanovik, V., Loucas, T., & Riddell, P. (2018). The role of noninitial clusters in the Children's Test of Nonword Repetition: Evidence from children with language impairment and typically developing children. *Dyslexia*, 24(4), 322-335.
- Cilibrasi, L., Stojanovik, V., Riddell P. (2015). Word position and stress effects in consonant cluster perception and production. *Dyslexia*, 21(1), 50-59.
- Cilibrasi, L. (2014). Syntactic deficits in dyslexia. An investigation of the co-morbidity with specific language impairment (SLI), *Proceedings of the Athens Postgraduate Conference on Linguistics*, 7, 105-115.
- Cilibrasi L., & Pascucci M. (2013). The influence of world knowledge and context in the comprehension of natural language translations of logical formulas. *Language Studies Working Papers*, 5, 13-21.
- Algueró A., Guasti M, Tuller L., Prévost P., Belletti A., Cilibrasi L., Delage H., Vernice M., (2012). The acquisition of partitive clitics in Romance five-year-olds. *Iberia. An International Journal of Theoretical Linguistics*, 3(2), 1-19.

Reviewer for the following journals:

International Journal of Applied Linguistics
Second Language Research
Applied Psycholinguistics
Dyslexia (Journal of the British Dyslexia Association)
Theories and Practice of Second Language Acquisition
Language Learning and Development
Journal of Speech, Language and Hearing Research
Glossa: A journal of general linguistics
Constructions and Frames
International Journal of Bilingualism

Other administrative roles:

Member of the directing board of the De Vincenzi Foundation (since May 2024)
Member of the board for the PhD in Humanities and Social Sciences, Siena (since June 2023)
Member of the directing board of the University Language Centre (CLA), Siena (since Jan 2023)
Member of the teaching committee for the BA in Communication Sciences, Siena (since Jan 2023)
Member of the board for the PhD in General Linguistics, Prague (since Jan 2019)

Siena, 5-2-2025