

LUCA CILIBRASI



Date of birth: February 12th, 1988

Place of birth: Città della pieve (PG), Italy

Current address: Office 346, Palazzo San Niccolò
University of Siena, Siena, Italy

E-mail: luca.cilibrasi@unisi.it

Short Bio:

I am a senior researcher (tenure-track) 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 Language and English Language Teaching Methodology 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.

PhD in Language Sciences (Reading University, UK, July 2016)

Teaching experience

I have extensive teaching experience spanning various aspects of the English language, with particular attention to English as a second language. In Siena I teach Corpora, Cognition and Language Learning, a course covering theoretical discussions on language acquisition, as well as a basic course in English Linguistics for BA students. In Prague I have devised a number of 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 have taught as an assistant in Cambridge and in Reading (while completing my Post-Doc and my PhD). There, I have 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 over 500 hours of in-class teaching experience.

Senior researcher, Department of Social, Political and Cognitive Sciences
University of Siena, *current*
Courses: Corpora, Cognition and Language learning (MA), English Language (BA)

Tenured Lecturer, Department of English Language and ELT methodology
Charles University in Prague, 2018-2022
Courses: Psycholinguistics (MA), Language Acquisition (MA), Research Methods & Hands-on seminars

Teaching Fellow, Section of English and Applied Linguistics, University of Cambridge
Academic years 2016/2017 and 2017/2018.
Courses: Phonology and Morphology (BA), Research Methods - Statistics (BA).

Lecturer, Universidade Nova De Lisboa, July 2017
Course: Language development in monolingual and bilingual children (MA & PhD)

Adjunct Professor, Department of English Language and ELT methodology
Charles University in Prague, academic year 2015/2016
Courses: Psycholinguistics (MA), Language Acquisition (MA)

Adjunct Professor, Eastern and Central European Studies study abroad program (ECES)
Charles University in Prague, several times since 2015
Course: Psycholinguistics (BA)

Teaching Fellow, Harvard University - 2 months Summer Program in Trento, Italy
Summer 2015 & summer 2016.
Course: Mind-brain sciences (BSc) [twice]

Teaching Assistant, University of Reading - Autumn 2012 - Spring 2015
Courses: Statistics (BSc), Grammar and Meaning (BSc) [twice], Language Processing (MSc), Foundations of Syntax (MSc) [twice], Developmental Psychology (BSc) [twice]

Teaching Assistant, University of Wisconsin Madison - Autumn semester 2011
Course: Italian Language and Grammar (BA)

I supervised to completion 2 BA theses, 5 MA theses, and 1 PhD thesis. Titles:

- **The acquisition of prepositions through gaming (BA)**
- **The development of Czech pupils' L2 phonology assessed with a reading task (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)**
- **The development of L2 inflectional morphology and cross-language interference effects (PhD)**

Education

My education revolved geographically around two poles: 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) and a Post-Doc focussing on Bilingualism and Cognition in 2018 (University of Cambridge). In January 2022 I obtained my “Abilitazione Scientifica Nazionale” in English Linguistics 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 Linguistics in Italy, Czechia, and a few other countries that have bilateral agreements (Austria, Germany, Poland, Slovakia).

Below a summary of all my training experiences in chronological order:

September 2016 – August 2018: Post-doc at the University of Cambridge
October 2012 – July 2016: PhD Student at the School of Psychology, University of Reading
June 2014: Neuroanatomy course, hosted by King’s College, London
August 2013: Trainee at the Basque Centre on Cognition, Brain and Language, San Sebastian, Spain
October 2010 – July 2012: MA student in Linguistics and Cognitive Studies at Siena University, Italy
June-August 2011: Harvard Summer Program in Mind-Brain Sciences, Trento
Autumn 2008: Erasmus student, Sorbonne Nouvelle University, Paris
October 2007 – September 2010: BA student in Communication at Siena University
July 2007: High School Diploma, Siena

Research experience:

All of my research activity is conducted as part of international research groups and is closely tied to funding I have secured. 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 postdocs (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 this 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, event related potentials (ERPs) 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:

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, 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.

Talks as invited speaker:

English exposure in the classroom and vocabulary development. Longitudinal data from a CLIL project. Conference on Biolinguistics & 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:

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, last updated in December 2023.

Books:

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

Articles and book chapters:

Gráf, T., Huang, L., & Cilibrasi, L. (2023). Oral reading tasks as proficiency indicators: Insights from a learner corpus 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 second language 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:

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

PeerJ-Psychology