

# **Gabriella Vigliocco**

## **Current Appointment**

<u>Department:</u>	Experimental Psychology	
<u>Present appointment:</u>	Professor of the Psychology of Language	
<u>Date of appointment:</u>	October 1 <sup>st</sup> , 2005	<u>FTE:</u> 1.00

## **Education**

1995	PhD, Experimental Psychology	University of Trieste, Italy
1990	BSc, Experimental Psychology (summa cum laude)	University of Padua, Italy

## **Professional History**

2018 -	Director, Leverhulme Doctoral Training Programme for the Ecological Study of the Brain	UCL
2014 - 18	ViceDean Education, Faculty of Brain Sciences	UCL
2010 – 11	Acting Head of Division Psychology and Language Sciences (in charge of 6 department, 100 staff members)	UCL
2008 - 10	Head of Cognitive, Perceptual and Brain Sciences (CPB, now Experimental Psychology) Research Department (in charge of a newly formed department with 24 staff members)	UCL
2006 - 16	Co-Director, Deafness, Cognition and Language (DCAL) Research Centre	UCL
2000 -	Lecturer, Reader, Professor	Department of Psychology, UCL
1999	Visiting Scientist	Max Plank Institute for Psycholinguistics, NL
1996 - 00	Assistant Professor	Department of Psychology, University of Wisconsin-Madison, USA
1994 – 96	Fulbright Research Fellow; Research Associate	Cognitive Science Program, University of Arizona, USA
1991 - 92	Neuropsychology Intern	Ospedale Civile di Vicenza, Italy

## Other Appointments and Affiliations

2018 – 23 Royal Society Wolfson Research Merit Fellow

2016 – Scientist in Residence, Moss Rehabilitation Research Institute (MRR), Philadelphia

2011 – 13 Leverhulme Professorship

## Commissions of Trust

2021 – Member of Advisory Board for Istituto Universitario di Studi Superiori (IUSS), Pavia

2021 - ERC Evaluation Panel Panel

2019 - DFG Panel Member: Collaborative Research Consortium, Research Unit Competition, Research Priority Program

2019, 2022 ESRC Open Research Area Panel Member

2015 - 19 Member, Association for Psychological Sciences (APS) Internationalization Committee

2014 - 17 Member of Grant Assessment Panel, Economic and Social Research Council (ESRC)

2014 Guest editor: Theme Issue of the Philosophical Transaction of the Royal Society B: *Language as a multimodal phenomenon: Implications for language development, processing and evolution*

2014 Member of Centre and Large Grant Assessment Panel, ESRC

2009 - Associate Editor, *Frontiers in Language Sciences* (declined editorship European Journal of Cognitive Psychology)

2006 - Editorial Board: *Psychological Science* (2007-2014), *Journal of Experimental Psychology: Learning, Memory and Cognition* (2006 – 2011); *Psychological Review* (2004 – 2010); *European Journal of Cognitive Psychology* (2008 – present)

2000 - Grant Reviewing for: BA, BBSRC, ESRC, MRC, Royal Society, Wellcome Trust, Israeli National Science Foundation; National Science Foundation (USA); Nederlandse Organisatie voor Wetenschappelijk Onderzoek (NWO, NL); DFG.

1996 - Regular Journal Reviewing (selected): Brain; Cerebral Cortex; Cognitive Neuropsychology; Cognitive Psychology; Cognition; Current Biology; Journal of Child Language; Journal of Experimental Psychology (General; Learning, Memory & Cognition); Journal of Memory and Language; Journal of Neuroscience; Human Brain Mapping; Language; Linguistics; Memory and Cognition; Neuropsychologia; Perception and Psychophysics; Proceedings of the Royal Society B; Psychological Bulletin; Psychological Review; Trends in Cognitive Science.

## Membership of Scientific Societies

Member of Experimental Psychology Society (2004 - present), Psychonomic Society (1996 - present), Cognitive Science Society (2000 - present), Neurobiology of Language (2016 – present)

## Prizes, Awards and other Honours:

2021	Elected Fellow of the Cognitive Science Society	Cognitive Science Society
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2019	Elected Fellow of the Association for Psychological Sciences	Association for Psychological Sciences
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2018 – 23	Royal Society Wolfson Research Merit Award	Royal Society
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2011 – 13	Leverhulme Research Professorship	Leverhulme Trust
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2013 - 15	Visiting Professor, Max Planck Institute for Psycholinguistics, Nijmegen, NL	Max Planck Society
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2005	Fellowship (two years, comprising my salary and funds for research), declined	Ministero Universita' e Ricerca Scientifica, Italy
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1999	Fellowship (one year research leave)	Max Planck Society
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1996	Human Mobility Fellowship, declined	EU
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1994	Scholarship	Fulbright
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## Active Grants

- 2022 – 2024 **Nordic Foundation**: *Financial literacy: how children learn abstract financial terms*. Gabriella Vigliocco (PI) £28,930
- 2018 – 2025 **Leverhulme Doctoral Scholarships**: *Leverhulme Doctoral Training Programme for the Ecological Study of the Brain (ECOLOGICAL BRAIN DTP)*. Gabriella Vigliocco (PI). This cross-disciplinary 4-year DTP involves UCL PIs from Psychology, Engineering, Computer Science, Geography, Institute of Education and Architecture. It will train the next generation of scientists in the study of the brain and behaviour in real-world contexts (see: <http://ecologicalbrain.org/>).
- 2018 – 2024 **ERC Advanced Grant**. *Ecological Language: A multimodal approach to language processing in the brain (ECOLANG)*. Gabriella Vigliocco (PI). €2,250,000. This research programme represents the first attempt to understand the cognitive and neural basis of real-world language learning and processing.

## Previous Grants

- 2017 – 2020 **ESRC Research Grant**. *The role of iconicity in word learning*. Gabriella Vigliocco (PI), Pamela Perniss (Co-I, U. Brighton), Elizabeth Wonnacott (co-I, PALS, UCL), Chloe Marshall (Co-I, Institute of Education, UCL), Susan Goldin-Meadow (Co-I, U. Chicago). £654,568.
- 2015 – 2017 **European Commission Marie Skłodowska-Curie**. (2015 –2017). *From new Objects to new woRds through GEstures: how sensory-motor experiences of objects and tools influence word acquisition in children (FORGE)*. Recipient: Dr. Laura Sparaci, Gabriella Vigliocco: scientist in charge.
- 2012 - 2015 **Nuffield Foundation**. *The role of Affect in Learning Abstract Concepts*. Gabriella Vigliocco (PI), Courtenay Norbury (co-PI). £124,600.
- 2006 - 2016 **ESRC Centre Grant**. *Deafness, Cognition and Language (DCAL) Research Centre*. (2006–2015). Bencie Woll (director), Ruth Campbell; Mairead MacSweeney; Gary Morgan; Gabriella Vigliocco (co-directors) £3,123,067 (2006 - 2010); £5,400,000 (2011 - 2015).
- 2010 - 2013 **ESRC Research Grant**. *The role of sensori-motor and affective information in semantic representation*. £733,000 (final report received highest score).
- 2006 - 2009 **European Commission NEST PATHFINDER Program (Framework 6)**. *The origin, representation and use of abstract concepts (ABSTRACT)*. Stefano Cappa (Admin. Coordinator; San Raffaele, Milan), Manuel Carreiras (Partner, Univ. of La Laguna, Tenerife); Maria Luisa Lorusso (Partner, Istituto Nostra Famiglia, Milan), Csaba Pleh (Partner, Budapest Univ.), Gabriella Vigliocco (Scientific Coordinator). €1,430,000.
- 2003 - 2006 **BBSRC Research Grant**. *Nouns and Verbs in the Brain*. Gabriella Vigliocco (PI). £215,201.
- 2003 - 2006 **ESRC Research Grant**. *Language specific effects on Cognition*. Gabriella Vigliocco (PI). £214,528.
- 2000 - 2004 **Human Frontier Science Program, Program Grant**. *Cross-linguistic investigation of the representation and neural substrate of word meaning and syntax* Gabriella Vigliocco (PI); Stefano Cappa (co-PI, San Raffaele, Milan), Peter Indefrey (co-PI, Max Planck Institute), Merrill Garrett (co-PI, University of Arizona), Monserrat Sanz (co-PI, Kobe City University) and Patrizia Tabossi (co-PI, University of Trieste). \$720,000.
- 2003 **J. S. McDonnell 21st Century Pilot Award**. *Semantic similarity in brain and behaviour*. Gabriella Vigliocco (PI) \$30,000.
- 1998 – 2000 **National Science Foundation (USA) research grant**. Syntactic and semantic forces in subject-verb agreement. Gabriella Vigliocco (PI). \$ 182,800.

## Other

- UCL Global Engagement Programme**: UCL – MRRI workshop: “New directions in language and action research: Implications for theory and treatment”, £2,000. UCL, March, 2018.
- Experimental Psychology Society Workshop Awards (2010, 2012, 2015)**. £3,500 each.
- ESF Exploratory Workshop**: “multilingualism from an interdisciplinary perspective” (approx

£9,600), Novartis Foundation, London, October, 2007.

## Invited talks

2023	<p><i>Language, Space and Large Language Models</i>. Bressanone symposium on Language and Perception, January.</p> <p><i>Situating semantic processing and learning in the real-world</i>. Invited speaker, CAOS Workshop, Rovereto, May.</p> <p><i>Situating semantic processing in the real-world</i>. Invited Concepts in the Mind symposium, European Philosophy and Psychology Society Meeting, Prague, August.</p>
2022	<p><i>Multimodal language production and comprehension</i>. SFARI-MIT workshop on language and social interaction. NY, December.</p> <p><i>Multimodal language and aphasia</i>. Keynote, German Aphasia Association, Biedefeld, November.</p> <p><i>Out of sight, out of mind: abstraction and language processing in displaced contexts</i>. Workshop on Processing abstract concepts in humans and machine, August, Manchester.</p>
2021	<p><i>Ecological Language: A multimodal approach to language processing and Development</i>. Abralin ao Vivo Series, October</p> <p><i>Ecological Language: A multimodal approach to language processing and Development</i>. Keynote, ESLP Conference, September</p> <p><i>Learning abstract concepts: the interplay of experiential and linguistic information</i>. Workshop on grounded and symbolic representation (online), March.</p> <p><i>Creating a Multimodal Corpus of Dyadic Communication: The ECOLANG experience</i>. EMLALR (online, with Gwen Brekelman), April.</p>
2020	<p><i>Ecological Language: A multimodal approach to language comprehension</i>. MPI workshop, October.</p> <p><i>Ecological Language: A multimodal approach to language comprehension</i> Plenary lecture, UK Cognitive Linguistic Conference, July.</p> <p><i>Ecological Language: A multimodal approach to language comprehension</i>. Colloquium, Moss Rehabilitation Research Institute, April.</p>
2019	<p><i>Ecological Language: A multimodal approach to language comprehension</i>. Plenary Lecture. CoNLL19: Computational Natural Language Learning Conference, Hong Kong, November.</p> <p><i>Ecological Language: A multimodal approach to language comprehension</i>. Colloquium, Hong Kong University; Chinese University, Hong Kong, October.</p> <p><i>Ecological Language: A multimodal approach to language comprehension</i>. Plenary Lecture. European Society for Cognitive Psychology (ESCOP), Tenerife, September.</p> <p><i>Learning and using abstract concepts</i>. Plenary Lecture. AIC19: International Workshop on Artificial Intelligence and Cognition, Manchester, September.</p> <p><i>Ecological Language: A multimodal approach to language comprehension</i>. Plenary Lecture. Psycholinguistics Symposium, Tarragona, April.</p>
2018	<p><i>Ecological Language: a new approach to the study of language</i>. Plenary Lecture, Embodied and Situated Language Processing Conference, Lancaster, August.</p> <p><i>Iconicity in Language Development and Evolution</i>. Plenary Lecture, 4<sup>th</sup> St Petersburg Winter Workshop on Experimental Studies of Speech and Language. St Petersburg, February.</p>
2017	<p><i>Learning concrete and abstract semantics: Insights from developmental and simulated language disorders</i>. Invited Symposium: "Symbolic or Embodied? Abstract meaning in mind and Brain". ESCOP2017, Berlin, September.</p> <p><i>Modelling Semantic Memory: Key Psychological Issues</i>. Keynote lecture, 16<sup>th</sup> Psycholinguistics in Flanders, Leuven, May.</p> <p><i>Website, social media and personal development: Think first!</i> Women in Cognitive</p>

	Science Symposium, ICPS17, Vienna, March. <i>Objects and Events in the Brain</i> . EPS Events in Memory and Language Workshop, York, January.
2016	<i>Learning and Processing Abstract Concepts</i> . Keynote speaker, International Symposium on Abstract Concepts, Amsterdam, November.
2015	<i>Multimodality and Iconicity in language evolution, development and processing</i> . Keynote lecture, Cognitive Linguistics Society, July. <i>Language as a multimodal phenomenon: Implications for processing and development</i> . Jurnee Scientifique, ISCT, Toulouse, France, February <i>The bridge of iconicity: from a world of experience to experience of language</i> . Language and Perception Workshop, Norwich, February <i>Language in Context: an ecological turn to embodied language</i> (organizer and speaker). Workshop sponsored by Experimental Psychology Society, UCL, January.
2014	Invited member, Ernst Strüngmann Forum <i>Where is the action? The pragmatic turn in cognitive science</i> , Frankfurt British Academy Workshop New Methods in Language Research, Edinburgh, September Keynote, German Linguistic Society, Marburg, March EMCAT Workshop, Marburg, March
2013	<i>Semantic Representation</i> Max Plank Institute for Psycholinguistics, Nijmegen, April <i>Semantic Representation</i> Plenary Lecture. Embodied and Situated Language Processing Conference, Potsdam, July <i>Abstract Concepts in the Brain</i> . Invited Presentation, Embodied Language Processing Workshop, Cambridge, September.
2012	<i>Iconicity in language learning and language processing</i> . Workshop on Multimodality in language learning. Nijmegen, June. <i>What if the study of language started from signed rather than spoken languages?</i> Sylvius Lecture, Leiden, June. <i>Integrating embodied and linguistic information in semantic representation</i> . Is the semantic system embodied? Symposium at the British Neuropsychological Society Conference, London, March. <i>What if... the study of language started from signed rather than spoken languages?</i> (organiser and speaker). Workshop sponsored by Experimental Psychology Society, UCL, January.
2011	<i>Representing Abstract Concepts. New Directions in Embodiment Research</i> . Symposium sponsored by APA and EU, September, San Sebastian. <i>Abstract Concepts in the Mind</i> . Converging Approaches to Semantic Memory. Symposium, International Conference on Memory, York, July.
2010	<i>Toward a Theory of Meaning Representation</i> . Keynote Lecture, Joint meeting of CSDL and ESLP. La Jolla, September. <i>Toward a Theory of Meaning Representation</i> . Keynote Lecture, UK Cognitive Linguistic Association. University of Hertfordshire, July. <i>Word and Concepts in the Brain</i> . Interdisciplinary Workshop. Granada, Spain, September. <i>The Representation of Abstract Concepts</i> (organizer and speaker). Workshop sponsored by Experimental Psychology Society, UCL, January.
2009	<i>Modelling Semantic Representation. Distributional Semantics beyond Concrete Concepts</i> Workshop, Amsterdam, July. <i>Learning Semantics with Hidden Markov Topic Models</i> . Mark Andrews, Gabriella Vigliocco. Invited talk, recipient of annual award of the Cognitive Science Society for best paper in Computational modelling, July, 2009.
2008	<i>Representing Abstract Words</i> , Invited symposium (co-chaired with M.Carreiras), International Congress of Psychology, Berlin, July. <i>Linguistic categories in the brain</i> . Symposium: Categories in the brain International

	Neuropsychology Society Meeting, Tenerife, June. This is a very prestigious meeting of a small international and interdisciplinary group of neuroscientists and physiologists. Non-members can only contribute on invitation. <i>Linguistic Categories in the Brain</i> , Keynote Lecture, Psycholinguistics in Flanders, Ghent, June.
2007	<i>Multilingualisms from an Interdisciplinary Perspective</i> , (organizer). ESF Workshop London, October. <i>Toward a theory of meaning representation in language use</i> . Keynote lecture, Spanish Psycholinguistic Symposium, Palma de Mallorca, April. <i>Language and Imagery: an investigation of iconicity in sign language</i> . Invited symposium on sign language, CUNY Human Sentence Processing Conference, San Diego, USA, March.

### Academic supervision and mentoring:

Throughout my career, I have supervised for an extensive period of time, more than 40 early career researchers in my laboratory and I have mentored many others in my role as Head of Department and senior academic. PhD students working with me have been supported by competitive UK research funding. In addition to supervision of post-doctoral fellows working on my grants, I have mentored a large number of Research Fellows supported by: Marie Skłodowska-Curie fellowships (3); EU and international fellowships (5).

I am proud to say that all the post-docs and PhD students whom I have supervised have moved to more advanced posts both in academia and industry. Initial destinations of some of my PhD students and post-docs include: Yan Gu (post-doc 2018-2021): Lectureship, Essex University; David Sidhu (research fellow 2020-2022): Assistant Professorship, Carleton University, Canada; Anna Krason (PhD Student 2018-2022): Post-doc at Moss Rehabilitation Research Institute, Philadelphia; Margherita Murgiano (post-doc 2017-2019): Professional Interpreter, Linguaggio Italiano dei Segni; Yasamin Motamedi (post-doc 2017-2020): UK Government Behavioural Insight Team; Armand Rotaru (PhD Student, 2016-2020): Arthur D Little Consultancy; Laura Speed (PhD student 2010-2014): Lecturer Radboud University, Nijmegen; Stavroula Kousta (post-doc: 2007-2011): Editor, Nature Human Behaviour; Pamela Perniss (Marie Curie Fellow and post-doc 2009-2014): Professor, University of Cologne.

## Research

I direct the Language and Cognition Laboratory (<https://www.ucl.ac.uk/pals/language-and-cognition-lab>). Throughout the years, I contributed and led a shift in the fields of Psychology, Neuroscience and Linguistics from studying language as a symbolic capacity, evolved, learnt and use separately from the rest of human cognition, to one in which language is grounded in basic sensorimotor functions and that needs to be studied in its ecological niche. I use methods from psychology, neuroscience and computational modelling and I seek converging evidence from different languages and populations: adults, children, deaf individuals using sign language, and people with aphasia.

I have published more than 160 papers (h-index: 60, WoS). My initial work provided cross-linguistic evidence that language production is dependent on imagistic cognition, contra to the prevalent modularist view at the time (e.g., Vigliocco & Hartsuiker, 2002). I showed that language processing engages the same systems used in vision (e.g., Meteyard et al., 2007). My group provided the first evidence that abstract words and concepts (e.g., *idea*) are rooted in the neural system processing emotions (e.g., Kousta et al., 2011; Vigliocco et al., 2014), rather than resulting from high-level symbolic operations. This link to the emotional system is especially important during development (Ponari et al., 2017, 2020).

Since 2006 I initiated a programme challenging the central tenet according to which linguistic form is only arbitrarily linked to meaning, using sign language as a model. We have provided first evidence that *iconicity* (more direct links between form and meaning) facilitates language processing and development, contrary to the dominant view that it is an accident of modality (in signed languages) or irrelevant (in spoken languages) (e.g., Perniss et al., 2017; Thompson et al., 2012). We have developed theoretical perspectives on language evolution, development and processing in which iconicity and arbitrariness are key adaptations (e.g., Perniss et al., 2010; Perniss & Vigliocco, 2014).

I have developed computational models of the representation of word meaning across domains of knowledge (objects, actions and abstractions). We were first to develop cognitively plausible models that combine information from sensory-motor experience with information extracted from language to represent meaning (e.g., Vigliocco, et al., 2004; Andrews et al., 2009; and more recently language, vision and emotion, Rotaru & Vigliocco, 2020). Having explicit models allowed me to tackle some long-standing and controversial issues: (i) *linguistic relativity* (does the language one speaks affect the way one thinks?). We found surprisingly limited domains in which effects of linguistic relativity are observed (e.g., Vigliocco et al., 2005; Kousta, 2008). (ii) The representation of *grammatical categories* in the brain (are nouns and verbs represented in separable neural systems?). Our behavioural, patient and imaging evidence supports semantic, rather than syntactic, neural organisation (e.g., Vigliocco et al., 2011).

My current work brings these previous insights together to the study of language as *multimodal and social* as it has evolved, is learnt and is used in real-world face-to-face contexts (Murgiano et al., 2021). To understand what are the multimodal behaviours relevant to communication, I have collected a corpus of dyadic interaction between an adult and their children (to tap into language acquisition) and to another adult. Using data from the corpus we have shown that speakers use iconicity when talking about referents that are not physically present (Motamedi et al., in press); identified the range of multimodal caregivers' behaviours associated with vocabulary learning by 3-4 year-old children (Donnellan et al., 2023; Shi et al., 2022); established that speakers use multimodal behaviours (such as gestures and prosodic adaptations) in a communicative efficient manner (Grzyb et al., preprint). Using computational language models to quantify surprisal (predictability) of words in speech, we further provided first EEG evidence that multimodal cues are dynamically engaged in language comprehension at the same time of linguistic processing, contra to the dominant view that instead linguistic processing does not require multimodal cues (Zhang et al., 2021; 2023).

My research is international and highly interdisciplinary. I collaborate with (especially early career colleagues from many universities in the UK, Europe and America. I am scientist in residence at the Moss Rehabilitation Research Institute (Philadelphia); I have been member of many international grant review panels and I organised a major interdisciplinary international conference (*International Convention of Psychological Sciences*, 2017). I currently lead the Ecological Brain Doctoral Training Programme at UCL. It involves a team comprising neuroscientists, psychologists, architects, engineers, computer scientists, educators and geographers sharing the vision that understanding how humans function in real-world environments, the ecological niche in which the brain evolved, is critical to explaining the richness of human experiences and to shaping the environment in which we live.

## Publications

### Preprints/Under Review

- Gu Y, Donnellan E, Grzyb B, Brekelmans G, Murgiano M, Brieke R, Perniss P, Vigliocco G (*Scientific Data*, under review). The ECOLANG corpus of adult-child and adult-adult conversation
- Kewenig V, Vigliocco G, Skipper JI (2023, *eLife*, under review). When abstract becomes concrete: naturalistic encoding of concepts in the brain. *bioRxiv*, 2022.09. 08.506944.
- Kewenig V, Edwards C, Lacombe D'Estalén Q, Rechart A, Skipper JI, Vigliocco G (2023). Evidence of human-like visual-linguistic integration in multimodal large language models during predictive language processing. arXiv preprint arXiv:2308.06035.
- Krason A, Varley R, Vigliocco G (2023, *JEP:LMC* under review). Understanding discourse in face-to-face settings: The impact of multimodal cues and listening conditions.
- Reilly et al (2024, under review). What do we mean when we say semantic? A Consensus statement on the nomenclature of semantic memory. *PsyArXiv*
- Vigliocco G, Convertino L, De Felice S, Gregorians L, Kewenig V, ..., Spiers H (2024). Ecological Brain: Reframing the Study of Human Behaviour and Cognition. <https://osf.io/preprints/psyarxiv/zr4nm>

### Published

- Grzyb B, Frank SL, Vigliocco G (in press, *JEP:G*). Communicative efficiency in multimodal language.
- Motamedi Y, Murgiano M, Grzyb B, Gu Y, Kewenig V, Brieke R, ... Vigliocco G (in press *Child Development*). Language development beyond the here-and-now: iconicity and displacement in child-directed communication.
- Zhang Y, Ding R, Frassinelli D, Tuomainen J, Klavinsis-Whitting S, Gabriella Vigliocco (2023). The role of multimodal cues in second language comprehension. *Scientific Reports*, 13, 20824
- Sidhu D, Kachiatoorian, N, Vigliocco G. (2023). Effects of iconicity in recognition memory. *Cognitive Science*, 47, e13382
- Sidhu D, Vigliocco G. (2023). I don't see what you're saying: the mauma/takete effect does not depend on the visual appearance of phonemes as they are articulated. *Psychonomic Bulletin & Review*, 30, 1521-1529.
- Krason A, Vigliocco G, Mailend ML, Stoll H, Varley R, Buxbaum L (2023). Benefit of visual speech information for word comprehension in post-stroke aphasia. *Cortex*, 165, 86-100.
- Krason A, Zhang Y, Man H, Vigliocco G. (2023). Mouth and facial informativeness norms for 2276 English words. *Behavioural Research Methods*, 1-16.
- Reggin, L, Gomez Franco, LE, Horchak OV, Labrecque, D, Lana, N, Rio, L, Vigliocco, G. (2023). Consensus paper: Situated and embodied language acquisition. *Journal of Cognition*, 6.
- De Felice S, Hamilton AFC, Ponari M, Vigliocco G (2023). Learning from others is good, with others is better: the role of social interaction in human acquisition of new knowledge. *Philosophical Transactions of the Royal Society B* 378 (1870), 20210357
- Donnellan E, Jordan-Barros A, Theofilogiannakou N, Brekelmans G, ... Vigliocco G (2023). The impact of caregivers' multimodal behaviours on children's word learning: A corpus-based investigation. *Proceedings of the Annual Meeting of the Cognitive Science Society* (45)
- Madhyastha P, Zhang Y, Vigliocco G. (2023). Are words equally surprising in audio and audio-visual comprehension? *Proceedings of the Annual Meeting of the Cognitive Science Society* (45), arXiv preprint arXiv:2307.07277
- Krason A, Vigliocco G, Mailend ML, Stoll H, Varley R, Buxbaum LJ (2023) Benefit of visual speech information for word comprehension in post-stroke aphasia. *Cortex* 165, 86-100
- Wang Y, Donnellan E, Vigliocco G (2023). How Speech and Representational Gestures Align in Child-Directed Language: A Corpus-based Study. *Proceedings of the Annual Meeting of the Cognitive Science Society* 45 (45)
- Donnellan E, Özder LE, Man H, Grzyb B, Gu Y, Vigliocco G (2022). Timing relationships between representational gestures and speech: A corpus based investigation. *Proceedings of the Annual Meeting of the Cognitive Science Society* 44, 2052-2058
- Shi J, Gu Y, Vigliocco G (2022). Prosodic modulations in child-directed language and their impact on word learning. *Developmental Science*, e13357
- Sidhu DM, Vigliocco G (2022). I don't see what you're saying: The maluma/takete effect does not depend on the visual appearance of phonemes as they are articulated. *Psychonomic Bulletin & Review*, 1-9



- Conca F, Catricalà E, Canini M, Petrini A, Vigliocco G, Cappa SF, Della Rosa PA (2021). In search of different categories of abstract concepts: a fMRI adaptation study. *Scientific Reports*, 11, 22587
- De Felice S, Vigliocco G, Hamilton AFC (2021). Social interaction is a catalyst for adult human learning in online contexts. *Current biology* 31 (21), 4853-4859. e3
- Krason A, Fenton R, Varley R, Vigliocco G (2021). The role of iconic gestures and mouth movements in face-to-face communication. *Psychonomic Bulletin & Review*. <https://doi.org/10.3758/s13423-021-02009-5>
- Motamedi, Y., Murgiano, M., Wonnacott, E., Marshall, C. R., Perniss, P., Goldin-Meadow, S. & Vigliocco, G. (2021). Linking language to sensory experience: onomatopoeia in early word learning. *Developmental Science*
- Murgiano M, Motamedi Y, Vigliocco G (2021). Situating language in the real-world: the role of multimodal iconicity and indexicality. *Journal of Cognition* 4 (1)
- Murgiano M, Motamedi Y, Vigliocco G. (2021). Situating language in the real-world: authors' reply to commentaries. *Journal of Cognition* 4 (1)
- Zhang Y, Frassinelli D, Tuomainen J, Skipper JI, Vigliocco G (2021). More than words: Word predictability, prosody, gesture and mouth movements in natural language comprehension. *Proceedings of the Royal Society B* 288 (1955), 20210500
- Zhang Y, Ding R, Frassinelli D, Tuomainen J, Klavinskis-Whiting, ...Vigliocco G (2021). Electrophysiological signatures of multimodal comprehension in second language. *Proceedings of the Annual Meeting of the Cognitive Science Society* 43 (43)
- Vinson, D.P., Jones, M., Sidhu, D., Lau-Zhu, A., Santiago, J. & Vigliocco, G. (2021) Iconicity emerges and is maintained in spoken language. *Journal of Experimental Psychology: General*.
- Ferreira, R., Vinson, D.P., Dijkstra, T. & Vigliocco, G. (2020). Word learning in two languages: Neural overlap and representational differences. *Neuropsychologia*, 150, 107703
- Ponari, M., Norbury, C.F. & Vigliocco, G. (2020). The role of emotion in learning novel abstract concepts. *Developmental Psychology*, 56, 1855
- Perniss, P., Vinson, D.P., & Vigliocco, G. (2020). Speech-gesture integration in spoken and sign language. *Cognitive Science*, 44, e12868
- Rotaru, A. & Vigliocco, G. (2020). Modelling semantics by integrating linguistic, visual and emotional information. *Cognitive Science*, 44, e12830
- Sidhu, D., Pexman, P. & Vigliocco, G. (2019). Effects of iconicity in lexical decision. *Language and Cognition*, 12, 164-181
- Vigliocco G, Krason A, Stoll H, Monti A, Buxbaum LJ. (2020). Multimodal comprehension in left hemisphere stroke patients. *Cortex*, 133, 309-327.
- Vigliocco, G., Zhang Y., Del Maschio, N., Todd, R. & Tuomainen, J. (2019). The electrophysiological signatures of onomatopoeia. *Language and Cognition*, 12, 15-35
- Della Rosa P., Catricala, M., Canini, M, Vigliocco, G. & Cappa, S. (2018) The left inferior gyrus: a neural crossroads between concrete and abstract knowledge. *NeuroImage*, 175, 449-459.
- Ponari, M., Rotaru, A., Norbury, C., Lenci, A. & Vigliocco, G. (2018). Learning abstract concepts and words: insights from developmental language disorder. *Philosophical Transaction of the Royal Society B*, 373, 20170140.
- Vigliocco, G., Ponari, M., & Norbury, C. (2018). Learning and Processing abstract words and concepts: Insights from typical and atypical development. *Topics in Cognitive Science*, 10, 533-549.
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### Book Chapters

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## Knowledge Transfer

I actively disseminate to appropriate groups results from my research. In recent years, I have been invited to a number of meetings involving educators and speech and language therapists (both in the UK and in Europe) to present my work on the learning of abstract concepts, and my work on multimodal language which has also been disseminated in the form of *briefing sheet* to relevant governmental departments.

In the past, I have organised exhibits at the science museum. The last one (2014) was three weeks long and attracted more than 1,500 visitors from all over the world, both adults and children. I have also organised two symposia for the British Festival of Science which have received media coverage and very positive feedback from the participants.

During my time as co-director of DCAL, I have been actively involved in dissemination to the Deaf organisations and individuals and maintaining strong links with non-academic users as members of the D/deaf Community and stakeholders. My lab members regularly attended (DCAL Roadshow) Deaf community events in order to publicise the work of DCAL and to engage them into our research.

My work has featured in *Nature News* and the *Psychologist*. I contributed to the development of a BBC Radio 4 series (*Momentary Slips of the Mind*) and features in two of these shows.

## Teaching

### **Management of Teaching within UCL**

Currently I am the Director of the Leverhulme Doctoral Training Programme for the Study of the Brain (<https://ecologicalbrain.org/>). The programme is devoted to the training of the next generation of scientists working on understanding human behaviour in the environment. It is a very successful highly interdisciplinary programme involving colleagues from psychology, neuroscience, engineering, computer science, architecture, geography and education. The programme started in 2018 and has been very successful counting now 25 highly selected students. In addition to lead recruitment, monitoring and pastoral care of the students, I am in charge of organising weekly seminars for the students on theoretical and methodological (including hands on) seminars on advances in real-world research with speakers coming from academia and industry.

As Vice Dean Education for FBS, I have been responsible for the Faculty education strategy. FBS provides undergraduate education to more than 600 students, M-Level education to more than 800 students and PhD (or professional doctorates) to more than 800 students. As VD, I have been responsible for the faculty level oversight of all programmes. Highlights of achievements include:

1. To promote research-embedded education from day 1 for UG students, I have introduced the "Meet the Researcher" initiative whereby students in their first year as UG can watch short videoclips of main researchers within the faculty describing their work and then choose who, among them they want to meet in person for an interview. The initiative has been very successful. Our Faculty Tutor, who implemented it, was recognized for this work with a Provost Teaching Award and the scheme was presented to the other UCL Faculties as an example of innovation and good practice.
2. To provide UG students with opportunities for longer research experience as well as experience of professional environments, I have introduced the MSci programme in Psychology, this is a 4-year UG

programme where in the final year, students can choose between carrying out a longer research project in a lab of their choice or an internship in various organizations. The programme is proving to be successful, with more and more students signing up to it (rather than the 3-years BSc). It is expected that it will become the standard offering in the Division, while the BSc will be maintained as a backup. The MSci has clear financial advantages over the BSc both for the faculty and for the students.

3. I have contributed throughout the years to the change in promotion criteria to allow for greater recognition of education activities along with research activities.

### **Developing and Delivering Challenging Teaching**

#### At post-graduate Level

I regularly contribute modules for the Psychological Science MSc course (Language Development and Language Processing); for the Neuroscience of Language MSc (Semantic Representation) and for the Doctorate in Educational Psychology (Language Development and Bilingual Language Acquisition). In my lectures I combined a description of the research, with practical examples and with debates. Students' evaluations have always been positive. I have been invited to contribute several lectures to international schools along with leading figures in the field (e.g., the *European Diploma in Brain and Cognitive Sciences*).

#### At undergraduate Level

I regularly contributed lectures to the "Language and Cognition" (B2208) second year course. In the years, I have played a central role in redesigning its content working closely with the course convenor to move toward a more interactive teaching style, including setting up debates on hotly debated issues and giving more hands on demonstrations of actual research findings. I also regularly, run first year labs.

I lead third year seminars. I have introduced peer reviewing as a formative exercise to improve student writing. The scheme is now used by a number of other seminar leaders in the department for BSc students in their second and third year. Taking advantage of my many years of experience in interview panels of all sorts, I also run very popular mock interview sessions in which students (who volunteer) first submit to the group their CV, cover letter and job description for the position they have (or wish to) apply. During the session, 3-4 other students join me on the panel, we run the mock interview and finally we discuss the interview with the whole group. These sessions have proved to be extremely popular among students.

### **Part time working and personal circumstances**

2006: Maternity Leave (6 months)

2012: Sick Leave (6 months)