



Iris Hübscher  
 URPP *Language and Space*  
 University of Zurich  
 Freiestrasse 16  
 CH-8032 Zürich  
 Switzerland

Email: [iriscarmela.huebscher@uzh.ch](mailto:iriscarmela.huebscher@uzh.ch)  
 Website: <http://irishuebscher.weebly.com>  
<http://tiny.uzh.ch/110>

### Education and qualifications

---

2014- 2018	Universitat Pompeu Fabra (Spain)	PhD in General Linguistics (magna cum laude) <i>Thesis title: Preschoolers' pragmatic development: How prosody and gesture lend a helping hand</i>
2011 - 2012	Lancaster University (UK)	MA in General Linguistics (with distinction) <i>MA thesis title: Apologising in Pluricentric German: A Comparison of Swiss German, German German and Austrian German</i>
2008	University of New England (Australia), Exchange semester	
2007 - 2011	University of Zurich	BA in English Language and Linguistics, General History and Anthropology

### Teacher training

---

2019 - 2020	Teaching skills (qualification in teaching in Higher Education), University of Zurich, Switzerland (7 ECTS)
2020	Hochschuldidaktische Weiterbildung, Gamification, University of Zurich, Switzerland (1 day)
2020	Hochschuldidaktische Weiterbildung, Stage presence and classroom management, University of Zurich, Switzerland (half-day)
2019	Hochschuldidaktische Weiterbildung, Leadership in teaching, University of Zurich, Switzerland (1 day).
2015	Flipped classroom training, Chicago, USA (2 days)

2012 Cambridge CELTA (Certificate in Teaching English to Speakers of Other Languages), Canterbury, UK (1 month)

#### Research and teaching appointments

---

2021- Research fellow and lecturer at the Department of Applied Linguistics, Zurich University of Applied Science (Switzerland)

2018- Postdoctoral researcher at the URPP Language and Space, University of Zurich (Switzerland)

2020-2021 Lecturer at the Department of Applied Linguistics, Zurich University of Applied Science (Switzerland)

2020- 2021 Collaborating professor in the M.A. in Learning Difficulties and Language Disorders, Department of Psychology and Educational Sciences, Universitat Oberta de Catalunya (Spain)

2014- 2018 Pre-doctoral researcher in Group of Prosodic Studies, at the Department of Translation and Language Sciences, Universitat Pompeu Fabra, Barcelona (Spain)

2013 Part-time research assistant for English language test development at Zurich University of Applied Sciences, aviation (Switzerland)

#### Teaching appointments and record

---

##### *Seminars taught at university*

2021- Intercultural Communication  
Language of instruction English  
Zurich University of Applied Sciences

2021 Communication Competence Scenario Business  
Language of instruction English  
Zurich University of Applied Sciences

2020 – 2021 English for Civil Engineers 1, 3 and 4  
Zurich University of Applied Sciences

2020 – 2021 Communication Competence 1, 2 and 3  
Languages of instruction English and German  
Zurich University of Applied Sciences

2019 – 2020 Multimodal pragmatics and development  
Language of instruction: German  
University of Zurich

2019 Introduction to Pragmatics (BA)  
Language of instruction: Spanish

University of Zurich

- 2017 – 2018      Phonetics and Phonology (MA)  
Language of instruction: English  
Universitat Pompeu Fabra, Barcelona Spain
- 2017 – 2018      Introduction to Communication (BA)  
Language of instruction: Spanish  
Universitat Pompeu Fabra, Barcelona Spain
- 2016 – 2017      Linguistics (BA)  
Language of instruction: English  
Universitat Pompeu Fabra, Barcelona Spain
- 2015 – 2017      German language 1, 3, 4, 5 (BA)  
Universitat Pompeu Fabra, Barcelona Spain
- 2015              Translation and editing (Spanish into German) (BA)  
Language of instruction: German and Spanish  
Universitat Pompeu Fabra, Barcelona, Spain

*Guest lectures at university*

- 2020              Guest lecture in MA class on “Phonetic Transcription”. University of Zurich, December 11. *Annotating and analyzing spoken language with video data.*
- 2019              Guest lecture in MA class on “The interactive construction of (Un)certainty and (In)security”. University of Zurich, October 18. *Development of multimodal signals of uncertainty/ introduction to ELAN.*
- 2019              Guest lecture in MA class on “Phonetic Transcription”. University of Zurich, December 11. *Annotating and analyzing spoken language with video data.*

*Other teaching positions*

- 2013              English primary school teacher  
Responsibilities: Lead Bilingual Teacher (English) of a first-grade class (3 months)  
Summer Camp leader (organise and lead the camp in Spanish) (2 weeks)  
Centro Bilingüe Waldorf, Hernandez, Costa Rica
- 2013              German as a foreign language (adults)  
Responsibilities: Planning and delivering German classes to adults of mixed nationalities in classes of 12 people, level: elementary/ pre-intermediate (1 month)  
Flying Teachers, Zurich, Switzerland
- 2012              English as a foreign language (adults)  
Responsibilities: During CELTA education, planning and

delivering English classes to adults of mixed nationalities in classes of 16 people, level: elementary/ pre-intermediate and intermediate, (1 month)  
Concorde International, Canterbury, UK

2011 English primary school teacher  
Responsibilities: Volunteer work as an English teacher  
Planning and delivering lessons for primary school children between the ages of 8-10 years, classes contained ca. 30-40 children, level: Beginner (2 months)  
Isidora Barriga (public school), Puerto Lopez, Ecuador

2009-2011 English and German as a foreign language (adults)  
Responsibilities: planning and delivering of language classes, (German and English, ca. 6 hours per week)  
Language School “Sprachkurse Altstadt” in Schaffhausen, Switzerland

#### Other relevant appointments:

2010 – 2013 Assistant at the German as a foreign language department  
Responsibilities: Assistance with Goethe language exam and language placement tests for new courses  
Zurich University of Applied Sciences, department DAF/DAZ (German as a foreign language), Switzerland

#### Publications

---

##### *Publications in peer review journals*

Brown, L., Kim, H., Hübscher, I., Winter, B. (accepted). Iconic gestures are modulated by social context: A study of multimodal politeness across cultures. *Gesture*.

Winter, B., Eunhae Oh, G., Hübscher, I., Idemaru, K., Brown, L., Prieto, P., Grawunder, S. (2021). Rethinking the frequency code: A meta-analytic review of the role of acoustic body size in communicative phenomena. *Philosophical Transactions B*

Castillo, E., Pronina, M., Hübscher, I., Prieto, P. (2021). Narrative performance and sociopragmatic abilities in preschool children are linked to multimodal imitation skills. *Journal of Child Language*.

Pronina, M., Hübscher, I., Vilà-Giménez, I., & Prieto, P. (2021). Bridging the gap between prosody and pragmatics: The acquisition of prosody in the preschool years and its relation with Theory of Mind. *Frontiers in Psychology*.

Pronina, M., Hübscher, I., Holler, J., Prieto, P. (2021). Interactional training interventions boost children’s expressive pragmatic abilities: evidence from a novel multidimensional testing approach. *Cognitive Development*. <http://doi.org/10.1016/j.cogdev.2020.101003>

Hübscher, I., Wagner, L., & Prieto, P. (2020). 3-year-olds' infer affective stance from intonation and

facial expression. *Journal of Politeness Research Language Behaviour and Culture*, 16(1).

Hübscher, I., Vincze, L., Prieto, P. (2019). Children's signaling of their uncertain knowledge state: prosody, face and body cues come first. *Journal of Language, Learning and Development*, 15(4), 366-389. <https://doi.org/10.1080/15475441.2019.1645669>

Hübscher, I. & Prieto, P. (2019). Gestural and prosodic development act as sister systems and jointly pave the way for children's sociopragmatic development. *Frontiers in Psychology*, 10. [doi:10.3389/fpsyg.2019.01259](https://doi.org/10.3389/fpsyg.2019.01259)

Hübscher, I., Garufi, M., Prieto, P. (2019). The development of polite stance in preschoolers: how prosody, gesture and body cues pave the way. *Journal of Child Language*, 46(5), 825-862. <https://doi.org/10.1017/S0305000919000126>

Armstrong, M., Esteve-Gibert, N., Hübscher, I., Igualada, A., & Prieto, P. (2018). Developmental and cognitive aspects of children's disbelief comprehension through intonation and facial gesture. *First Language*, 38(6), 596-616. <https://doi.org/10.1177/0142723718789278>

Hübscher, I., Borràs, J., & Prieto, P. (2017). Prosodic mitigation characterizes Catalan formal speech: the Frequency Code reassessed. *Journal of Phonetics*, 65, 145-159.

Hübscher, I., Esteve-Gibert, N., Igualada, A., & Prieto, P. (2017). Intonation and gesture as bootstrapping devices to speaker uncertainty. *First Language*, 37 (1), 24-41.

#### *Chapters in books with peer review*

Brown, L., Hübscher, I. (accepted). Distance and closeness: The im/politeness of space in communication. In A. H. Jucker & H. Hausendorf (Eds.), *Pragmatics of Space*. Handbook of Pragmatics.

Armstrong, M. & Hübscher, I. (2018). Children's development of internal state prosody. In P. Prieto & N. Esteve-Gibert (Eds.), *Prosodic Development in First Language Acquisition*. John Benjamins.

#### *Conference proceedings with peer review*

Pronina, M., Hübscher, I., Vilà-Giménez, I., & Prieto, P. (2019) A new tool to assess pragmatic prosody in children: evidence from 3- to 4-year-olds. *Proceedings of the International Congress of Phonetic Sciences (ICPhS)*.

Hübscher, I., Garufi, M., & Prieto, P. (2018). Preschoolers use prosodic mitigation strategies to encode polite stance. *Proceedings of the Speech Prosody 2016*. Poznań (Poland).

Hübscher, I., Wagner, L., & Prieto, P. (2016). Young children's sensitivity to polite stance expressed through audiovisual prosody in requests. *Proceedings of the Speech Prosody 2016*. Boston, MA (USA).

---

 Conference / workshop presentations and posters
 

---

*Refereed conference presentations – talk*

- Pronina, M., Hübscher, I., Vilà-Giménez, I., & Prieto, P. (2021). "The acquisition of pragmatic prosody by Catalan preschool and school-aged children". Poster presentation at [1st International Conference on Tone and Intonation \(TAI\)](#), Sonderborg, Denmark, December 6-9.
- Pronina, M., Hübscher, I., Holler, J., & Prieto, P. (2021). "Conversational perspective-taking training improves preschoolers' sociopragmatic skills". Poster presentation at [International Association for the Study of Child Language Conference \(IASCL\)](#), Philadelphia, USA, July 15-20.
- Pronina, M., Castillo, E., Hübscher, I., & Prieto, P. (2021). "Multimodal imitation abilities correlate with narrative and sociopragmatic skills in preschool children". Oral presentation at [International Association for the Study of Child Language Conference \(IASCL\)](#), Philadelphia, USA, July 15-20.
- Pronina, M., Hübscher, I., Vilà-Giménez, I., & Prieto, P. (2021). *Anàlisi del desenvolupament de la prosòdia en nens i nenes catalanoparlants de 3 a 8 anys* [Oral presentation]. XIIè Workshop sobre la prosòdia del català, Universitat de Barcelona i Universitat de les Illes Balears, July 15.
- Pronina, M., Hübscher, I., Holler, J., & Prieto, P. (2021). "Mental state training and sociopragmatic development of preschool children". Poster presentation at [XPRAG.it 2020\(21\) Conference](#), University of Turin, Turin, Italy, July 8-9.
- Pronina, M., Hübscher, I., Vilà-Giménez, I., & Prieto, P. (2021). "Acquiring pragmatic prosody: Evidence from 3- to 4-year-old Catalan speaking children". Oral presentation at [Linguistic Symposium on Romance Languages \(LSRL\)](#), University of Illinois: Illinois (USA), April 29-May 1. (oral)
- Pronina, M., Hübscher, I., Vilà-Giménez, I., Prieto, P. (2021). Bridging the gap between prosody and pragmatics: Preschoolers' prosodic profiles and Theory of Mind abilities. 18th Old World Conference on Phonology (OCPT18). University of the Balearic Islands (UIB): Eivissa, January 27-30. (oral)
- Ibrahim, O., Hübscher, I., Pellegrino, E. (2020) Vocal accommodation strategies in conflicting situations: The effect of interpersonal power relationship. Symposium on Multimodal Im/politeness: Gesture, Sign and Spatial Configurations. University of Zurich: Zurich Switzerland, October 23. (oral)
- Pronina, M., Hübscher, I., Vilà-Giménez, I., Prieto, P. (2018). El desenvolupament de la prosòdia i la pragmàtica en nens catalanoparlants. Universitat Pompeu Fabra: Barcelona (Spain), July 15.
- Pronina, M., Hübscher, I., Holler, J., Prieto, P. (2019). Teaching children to enact mental states and emotions improves their pragmatic skills. Child Language Symposium 2019, University of Sheffield, Sheffield (UK), July 10-12.
- Hübscher, I., Vincze, L., Prieto, P. (2019). Epistemic stance production in children and adults: an

- experimental approach. 16th International Pragmatics Conference (IPrA). The Hong Kong Polytechnic University: Hong Kong (China), June 9-14.
- Pronina, M., Hübscher, I., Holler, J., Prieto, P. (2018). El efecto del entrenamiento multimodal en potenciar habilidades de toma de perspectiva y competencia pragmática. 1. Congreso Internacional sobre didáctica de la lengua infantil. Universidad del País Vasco (UPV/EHU): Leioa (Spain), November 14.
- Pronina, M., Hübscher, I., Vilà-Giménez, I., Prieto, P. (2018). Avaluació d'habilitats pragmàtiques i prosòdiques dels nens en edat preescolar. X Workshop sobre la prosòdia del català. Universitat Autònoma de Barcelona: Barcelona (Spain), June 28.
- Hübscher, I., Garufi, M., Prieto, P. (2018). Preschoolers use prosodic mitigation strategies to encode polite stance. Speech prosody conference. Adam Mickiewicz University: Poznań (Poland), June 13-16.
- Hübscher, I., Garufi, M., & Prieto, P. (2018). Catalan preschool children's development of multimodal politeness. 8<sup>th</sup> International Symposium on Intercultural, Cognitive and Social Pragmatics. University of Sevilla: Sevilla (Spain), May 2-4.
- Sánchez Condes, C., Hübscher, I., Vincze, L., Borràs-Comes, J., Prieto, P. (2017). Gestural and prosodic attenuation strategies characterize formal register in Catalan requests 15th International Pragmatics Conference. Ulster University: Belfast (Northern Ireland), July 16-21.
- Hübscher, I. & Prieto, P. (2017). Preschoolers' multimodal production of politeness cues in requests. 15th International Pragmatics Conference. Ulster University: Belfast (Northern Ireland), July 16-21.
- Vincze, L., Hübscher, I. & Prieto, P. (2017). Anàlisi multimodal de la incertesa en català. IX Workshop sobre la prosòdia del català. Universitat de Barcelona: Barcelona (Spain), July 4.
- Sánchez Condes, C., Hübscher, I., Vincze, L., Borràs-Comes, J., Prieto, P. (2017). Estratègies d'atenuació gestual i prosòdica en el registre formal català. IX Workshop sobre la prosòdia del català. Universitat de Barcelona: Barcelona (Spain), July 4. (oral)
- Hübscher, I., Garuffi, M. & Prieto, P. (2017). Adquisició de les peticions: una perspectiva multimodal. IX Workshop sobre la prosòdia del català. Universitat de Barcelona: Barcelona (Spain), July 4th.
- Hübscher, I. (2017). Children's acquisition of positioning in language: the role of body and voice cues. Rin4. Universitat Pompeu Fabra: Barcelona (Spain), May.
- Hübscher, I. & Prieto, P. (2017). How young children signal epistemic stance by means of prosody and gesture. iGesto'17. University of Porto, Porto (Portugal), February 2-3.
- Hübscher, I., Vincze, L., & Prieto, P. (2016). Epistemic meaning is first communicated through gesture, face and prosody. Workshop on Audiovisual Speech Processing and Language Learning. Universitat Pompeu Fabra, Barcelona (Spain), November 28-29.
- Hübscher, I., Wagner, L., Prieto, P. (2016). 3-year-olds' sensitivity to a speaker's polite stance through audio-visual prosody. VIIIth International Conference of Language Acquisition. University of the Balearic Islands, Mallorca (Spain), September 7 -9.

- Hübscher, I., Borràs-Comez, J., Prieto, P. (2016). Reassessment of the frequency code: prosody of polite requests in Catalan. *Tone and Intonation in Europe (TIE)*. University of Kent: Canterbury (UK), September 1-3.
- Hübscher, I., & Prieto, P. (2016). Children's early expression of epistemic stance through prosody and gesture. *TIE Satellite Workshop on the role of prosody in conveying epistemic and evidential meaning*. University of Kent: Canterbury (UK), August 31.
- Hübscher, I. (2016) *Atenuació prosòdica i cortesia en català*. VIII Workshop sobre la prosòdia del català. Universitat Pompeu Fabra: Barcelona (Spain), July 3.
- Hübscher, I., Borràs, J. & Prieto, P. (2016). Prosodic attenuation in formal register in Catalan. *Congreso Internacional de Atenuación Lingüística: perspectivas semánticas y pragmáticas (CIAL)*. University of Valencia: Valencia (Spain), June 15 -17.
- Hübscher, I., Wagner, L. & Prieto, P. (2016) Young children's sensitivity to polite stance expressed through audiovisual prosody in requests. *Speech Prosody*: Boston University: Boston (USA), May 31- June 3.
- Armstrong, M., Esteve-Gibert, N., Hübscher, I. & Prieto, P. (2015). Catalan speaking children's multimodal perception of disbelief. *UConn-UMass-Smith Language Acquisition Workshop (UUSLAW)*.
- Hübscher, I., Esteve-Gibert, N., Igualada, A. & Prieto, P. (2015) Young children's awareness of speaker uncertainty through prosody and gesture. *Satellite event of Phonetics and Phonology in Europe: Workshop on prosodic development*, University of Cambridge: Cambridge (UK), June 28- 31.
- Hübscher, I., Borràs-Comez & Prieto, P. (2015). *Correlats prosòdics de la cortesia en les peticions del català*. VII Workshop sobre la prosòdia del català. Universitat de Barcelona: Barcelona (Spain), June 22.
- Hübscher, I., Esteve-Gibert, N., Igualada, A. & Prieto, P. (2015) How prosody and gesture impact preschool children's comprehension of uncertainty. *UR-Ling Workshop*. Universitat de Pompeu Fabra: Barcelona (Spain), May 21.
- Hübscher, I., Esteve-Gibert, N., Igualada, A. & Prieto, P. (2014) Como comprenden los niños la expresión de incertidumbre: la contribución de gesto y habla. *VI Congreso Internacional de Fonética Experimental*. University of Valencia: Valencia (Spain), November 5-7.
- Armstrong, M. & Hübscher, I. (2014). Child comprehension of disbelief encoded through intonation and gesture. *International Association for the Study of Child Language (IASCL)*. University of Amsterdam: Amsterdam (Netherlands), July 14-18.
- Hübscher, I., Esteve-Gibert, N., Igualada, A., & Prieto, P. (2014) El paper de la gestualitat i la prosòdia en l'adquisició de la incertesa. *Workshop sobre la prosòdia del català VI*. Universitat de Barcelona: Barcelona (Spain), June 26.
- Refereed conference presentations - poster*
- Pronina, M., Hübscher, I., Vilà-Gimenéz, I., Prieto, P. (2019). A new tool to assess pragmatic prosody in children: evidence from 3- to 4-year-olds. *International Congress of Phonetic Sciences (ICPhS) 2019*, August 5-9.



- Pronina, M., Hübscher, I., Vilà-Gimenéz, I., Prieto, P. (2019). Assessing pragmatic prosody in 3- to 4-year-old children. 3rd Phonetics and Phonology in Europe. Università del Salento: Lecce (Italy), June 17-19.
- Pronina, M., Hübscher, I., Holler, J., Prieto, P. (2018) Does enacting mental states and emotions improve children's perspective taking and pragmatic skills? A training study. 3rd Lancaster Conference on Infant and Early Child Development. Lancaster University (UK), September 5-7.
- Hübscher, I. & Vincze, L. (2017). Young children's communication and self-assessment of their (un)certainly. Language as a form of action conference. CNR, Rome (Italy), June 21-23.
- Hübscher, I., Vincze, L., & Prieto, P. (2016). Epistemic meaning is first communicated through gesture, face and prosody. Workshop on Audio-Visual Speech Processing and Language Learning. Universitat Pompeu Fabra. Barcelona (Spain), November 28-29.
- Hübscher, I., Wagner, L., Prieto, P. (2016). Decoding the pragmatic meaning of polite requests through prosody and facial gestures: a study with 3-year-olds. Tone and Intonation in Europe (TIE). University of Kent: Canterbury (UK), September 1-3.
- González-Fuente, S., Hübscher, I., & Prieto, P. (2016) Does emotional information conveyed by gestures and prosody facilitate irony detection?" 7<sup>th</sup> Conference of the International Society of Gesture Studies. Sorbonne Nouvelle University: Paris (France), July 18-22.
- Hübscher, I., Esteve-Gibert, N., Igualada, A., & Prieto, P. (2015) Young children decode the pragmatic meaning of uncertainty through prosody and gestures. 14th International Pragmatics Conference. University of Antwerp: Antwerp (Belgium), July 26-31.
- Hübscher, I., Esteve-Gibert, N., Igualada, A., & Prieto, P. (2015) The acquisition of audiovisual cues to uncertainty. Workshop on Infant Language Development. Stockholm University: Stockholm (Sweden), June 10-12.
- Hübscher, I., Esteve - Gibert, N., Igualada, A., & Prieto, P. (2014). The role of gestural and speech cues in children's understanding of uncertainty. Laboratory Approaches to Romance Phonology Conference. Université d'Aix-Marseille: Aix-en-Provence (France), September 3-5.
- Hübscher, I., Esteve-Gibert, N., Igualada Pérez, A. & Prieto, P. (2014). The role of gestural and speech cues in children's understanding of uncertainty. Poster presentation at Experimental Methods in Language Acquisition Research X (EMLAR X). Utrecht University: Utrecht (Netherlands), April 14-16.

### *Invited talks*

- Hübscher, I. (2021). A multimodal approach to politeness. URPP Language and Space Colloquium, University of Zurich (Switzerland), April 29.
- Hübscher, I. (2020). Children's multimodal pragmatic development. Cognitive Science Center, University of Neuchâtel (Switzerland), February 27.
- Hübscher, I. (2018). Catalan children's multimodal development: experimental evidence. Facultat de

Ciències de l'Educació i Psicologia, Universitat Rovira i Virgili: Tarragona (Catalunya), November, 15.

Hübscher, I. (2017). Multimodal expression of epistemic stance by children and adults. UR-Ling Workshop, Universitat Pompeu Fabra: Barcelona (Spain), June 15.

Hübscher, I. (2016). The role of prosody and (facial) gestures in children's acquisition of stance marking. Multimodal Language and Cognition Lab. Max Planck Institute: Nijmegen (Netherlands), October, 6.

Hübscher, I. (2015). 3-year-old's sensitivity to polite stance expressed through audiovisual prosody. Speer Lab. Ohio State University: Columbus (USA), November 13.

Hübscher, I. (2015). How prosody and gesture impact preschool children's comprehension of uncertainty. UR-Ling Workshop, Universitat de Pompeu Fabra: Barcelona (Spain), May 21.

#### Grants (project and travel)

---

##### Project:

- |             |  |
|-------------|--|
| 2019 - 2022 | Project grant: Awarded by Movetia (Co-applicant)<br>3-year-project "UPgrading the SKills of Linguistics and Language Students - UPSKILLS" (CHF 92'310)         |
| 2020        | Project grant URPP innovation pool (Co-applicant)<br>Project "Bodies & Voices in Interaction. A Multimodal Approach to the Study of Accommodation" (CHF 8'070) |
| 2014 – 2018 | PHD research scholarship, 2014-2018 awarded by the Spanish Ministry of Economy and Competivity   |

##### Travel:

- |      |   |
|------|---|
| 2017 | Travel Grant: Awarded by the Department of Translation and Language Sciences (UPF)<br>Purpose: International Pragmatics Conference (IPRA) 2017. University of Ulster: Belfast (Ireland).  |
| 2016 | Research-abroad grant<br>Awarded by the Spanish Ministry of Economy and Competivity<br>Purpose: a three-month internship at the Max Planck of Psycholinguistics in Nijmegen, Netherlands. |
| 2016 | Travel Grant: Awarded by the Department of Translation and Language Sciences (UPF)<br>Purpose: Speech Prosody 2016. University of Boston: Boston (USA).                                   |
| 2015 | Travel Grant: Awarded by the Goethe Institute Chicago (USA).<br>Purpose: workshop on flipped classroom. Goethe Institute Chicago  |

- 2015                      Research-abroad grant  
Awarded by the Department of Translation and Language Sciences (UPF)  
Purpose: a three-month internship at Ohio State University, Columbus,  
USA.
- 2015                      Travel Grant: Awarded by the Department of Translation and Language  
Sciences (UPF)  
Purpose: Phonetics and Phonology in Europe 2015 (PaPE). University of  
Cambridge: Cambridge (UK).
- 2014                      Travel Grant: Awarded by the Department of Translation and Language  
Sciences (UPF)  
Purpose: International Association for the Study of Child Language Conference  
(IASCL). University of Amsterdam: Amsterdam (The Netherlands).

### Awards

---

- 2020                      "Intonation and gesture as bootstrapping devices in speaker uncertainty"  
selected as paper of the year (2017) in the Virtual Special Issue of First  
Language in celebration of the journal's 40th anniversary!
- 2019                      Peter Jusczyk Best Paper Award of the Journal Language Learning and  
Development for the article "Children's signaling of their uncertain knowledge  
state: prosody, face and body cues come first"

### Reviewing

---

#### *Reviews for journals:*

- > Frontiers in Psychology, Multimodal Communication (since 2021)
- > Frontiers in Psychology, Developmental Psychology (since 2021)
- > Journal of Applied Linguistics (since 2021)
- > Journal of Pragmatics (since 2020)
- > LSC (Llengua, societat i comunicació) (since 2019)
- > Journal of Child Language (since 2018)
- > Language and Speech (since 2018)
- > Journal of Phonetics (since 2017)
- > Journal of the International Phonetic Association (since 2017)

#### *Reviews for book chapters:*

- > John Benjamins, The Development of Prosody in First Language Acquisition, Early development of the prosody-meaning interface.
- > Cambridge Handbook of Sociopragmatics, Gesture and Prosody as Sister Systems in Multimodal Communication

*Reviews for international conferences:*

ConSOLE28 (28th edition of the Conference of the Student Organization of Linguistics in Europe)  
(2019, 2020)

---

 Organisation of workshops and panels
 

---

- |      |   |
|------|---|
| 2021 | IPrA panel on “Multimodal im/politeness in spoken, sign and written language”,<br>June 72 – July 2.<br>Main Organizer   |
| 2020 | Symposium on Multimodal Im/politeness: Gesture, Sign and Spatial<br>configurations, October 23<br>Co-Organizer<br>URPP Language and Space, University of Zurich (Zurich, Switzerland) |
| 2019 | SpuR Werkstatt for young researchers, fall semester 2019<br>Organizer<br>URPP Language and Space, University of Zurich (Zurich, Switzerland)  |
| 2018 | Workshop on Multimodal communication and pragmatic language development,<br>June 27<br>Co-organizer<br>Universitat Pompeu Fabra (Barcelona, Spain)                                    |
| 2016 | Workshop on Catalan prosody, July 2<br>Organisation committee<br>Universitat Pompeu Fabra (Barcelona, Spain)  |
| 2015 | UR-Ling Workshop, May 21<br>Organisation committee<br>Universitat Pompeu Fabra (Barcelona, Spain)   |

---

 Language Skills
 

---

German	L1
English	C2+
Spanish	C1 (advanced)
Catalan	C1 (advanced)
French	B2 (upper intermed.)
Italian	A2 (elementary)
Dutch	A1 (beginner)
Latin	School / 6 years

---

 IT Skills
 

---

Microsoft office	very good skills
Adobe Premium Pro	good skills
Mendeley/ Endnote	good skills

PRAAT	good skills
ELAN	good skills
SPSS	moderate skills
R	elementary skills

