

# MYRTO GRIGOROGLOU

Department of Linguistics • Cognitive Science Program  
University of Toronto  
15 Kings College Circle, Room F206, Toronto, Ontario, M5S 3H7  
[m.grigoroglou@utoronto.ca](mailto:m.grigoroglou@utoronto.ca)  
[www.tlclab.ca](http://www.tlclab.ca)

## EMPLOYMENT

---

- 2020 - **Assistant Professor**  
Department of Linguistics and Cognitive Science Program  
University of Toronto
- 2018 - 2020 **Postdoctoral Researcher**  
Department of Applied Psychology and Human Development  
University of Toronto

## EDUCATION

---

- 2013 - 2018 Ph.D., Linguistics and Cognitive Science, University of Delaware, USA
- 2009 - 2013 B.A., English Language and Linguistics, University of Athens, Greece
- 2007 - 2008 M.A., Information and Communication Sciences, Paris 3 – Sorbonne Nouvelle, France
- 2002 - 2007 B.A., Communication and Mass Media, University of Athens, Greece

## RESEARCH INTERESTS

---

Language acquisition; referential communication; semantics and pragmatics; logical and pragmatic inference; the language of events, motion and space

## GRANTS & AWARDS

---

- 2019 Junior Researcher Travel Award, Meaning in Flux 2019: Connecting development, variation, and change, Yale University.
- 2019 Co-Principle Investigator, Insight Development Grant “Motivational and cognitive aspects of common ground in collaborative communication”, Social Sciences and Humanities Research Council (SSHRC), Government of Canada (PI: Patricia A. Ganea) – \$58,758 CAD
- 2018 Second place for best student paper, International Workshop on Language Production (IWLP)
- 2017 Doctoral Dissertation Fellowship, Office of Graduate & Professional Education, University of Delaware
- 2017 Winter Doctoral Fellowship “The pragmatics of space”, Office of Graduate & Professional Education, UD – \$4,000 USD

- 2016 Professional Development Award, Office of Graduate & Professional Education, University of Delaware (awarded for travel)
- 2015 Professional Development Award, Office of Graduate & Professional Education, University of Delaware, (awarded for travel)
- 2007 M.A. Scholarship, Government of France
- 2006 Socrates-Erasmus Scholarship, Greece (awarded for undergraduate study abroad in France)
- 2003 Scholarship and Award for Academic Excellence, National Scholarships Foundation, Greece (awarded for top ranking at nationwide university-entrance exam)

## PUBLICATIONS

### Journal papers

- in press **Grigoroglou, M.**, & Papafragou, A. Children's (and adults') production adjustments to generic and particular listener needs. *Cognitive Science*.  
<https://doi.org/10.1111/cogs.12790>
- 2019 Papafragou, A., & **Grigoroglou, M.** The role of conceptualization during language production: evidence from event encoding. *Language, Cognition and Neuroscience*, 34(9), 1117–1128. <https://doi.org/10.1080/23273798.2019.1589540>
- 2019 **Grigoroglou, M.**, Chan S., & Ganea, A. P. Toddlers' understanding and use of verbal negation in inferential reasoning search tasks. *Journal of Experimental Child Psychology*, 183, 222–241. <https://doi.org/10.1016/j.jecp.2019.02.004>
- 2019 **Grigoroglou, M.**, & Papafragou, A. Interactive contexts increase informativeness in children's referential communication. *Developmental Psychology*, 55(5), 951–966.  
<http://dx.doi.org/10.1037/dev0000693>
- 2019 **Grigoroglou, M.**, Johanson, M., & Papafragou, A. Pragmatics and spatial language: The acquisition of front and back. *Developmental Psychology*, 55(4), 729–744.  
<http://dx.doi.org/10.1037/dev0000663>

### Book chapters

- in press **Grigoroglou, M.**, & Papafragou, A. Contributions of pragmatics to word learning and interpretation. In A. Papafragou, J. C. Trueswell & L. R. Gleitman (Eds.), *The Oxford Handbook of The Mental Lexicon*. Oxford: Oxford University Press.
- in press **Grigoroglou, M.**, & Papafragou, A. Informativeness in children's language use. In P. Karpouzou, D. Aggelatos, C. Dounia, & T. Karavia (Eds.), *Festschrift for Professor Anna Tzouma*. University of Athens.
- 2019 **Grigoroglou, M.**, & Papafragou, A. The development of pragmatic abilities. In K. Scott, B. Clark & R. Carston (Eds.), *Relevance Theory: Pragmatics and Interpretation* (pp. 102–112). Cambridge, UK: Cambridge University Press.  
<https://doi.org/10.1017/9781108290593.010>
- 2019 **Grigoroglou, M.**, & Papafragou, A. Spatial Terms. In C. Cummins & N. Katsos (Eds.), *The Oxford Handbook of Experimental Semantics and Pragmatics* (pp. 113–123). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198791768.013.18>

- 2019 **Grigoroglou, M.**, & Papafragou, A. Annotated bibliography - Acquisition of Pragmatics. In M. Aronoff (Ed.), *Oxford Bibliographies*. Online edition: Oxford University Press.  
<https://doi.org/10.1093/obo/9780199772810-0240>
- 2017 **Grigoroglou, M.**, & Papafragou, A. Acquisition of Pragmatics. In M. Aronoff (Ed.), *Oxford Research Encyclopedia of Linguistics*. Online edition: Oxford University Press.  
<https://doi.org/10.1093/acrefore/9780199384655.013.217>

### Conference proceedings

- 2017 **Grigoroglou, M.**, Johanson, M., & Papafragou, A. Pragmatic aspects in spatial language acquisition and use across languages. In G. Gunzelmann, A. Howes, T. Tenbrink, & E. J. Davelaar (Eds.), *Proceedings of the 39th Annual Conference of the Cognitive Science Society* (pp. 2132-2137). Austin, TX: Cognitive Science Society.
- 2016 **Grigoroglou, M.**, & Papafragou, A. Are children flexible speakers? Effects of typicality and listener needs in children's event descriptions. In Papafragou, A., Grodner, D., Mirman, D., & Trueswell, J.C. (Eds.), *Proceedings of the 38th Annual Conference of the Cognitive Science Society* (pp. 782-787). Austin, TX: Cognitive Science Society.
- 2016 **Grigoroglou, M.**, & Papafragou, A. Do children adjust their event descriptions to the needs of their addressees? In F. Salfner & U. Sauerland (Eds.), *Pre-proceedings of 'Trends in Experimental Pragmatics'* (pp. 71-75). XPRAG.de: Berlin, Germany.

### CONFERENCE PRESENTATIONS

- Grigoroglou, M.**, & Ganea, A. P. (2020, July). *Children's use of linguistic and non-linguistic negation in reasoning by the disjunctive syllogism*. 42nd Annual Meeting of the Cognitive Science Society, Toronto, ON, Canada. (poster)
- Grigoroglou, M.**, & Ganea, A. P. (2020, July). *Children's expectations of reciprocity in referential communication*. 42nd Annual Meeting of the Cognitive Science Society, Toronto, ON, Canada. (poster)
- Grigoroglou, M.**, & Ganea, A. P. (2020, January). *Expectations of reciprocity in referential communication: how do children respond to conversational rule violations?* Budapest CEU Conference on Cognitive Development (BCCCD) 2020, Budapest, Hungary. (talk)
- Grigoroglou, M.**, & Ganea, A. P. (2019, October). *Is children's referential communication affected by a conversational partner's helpfulness?* Cognitive Development Society (CDS) Biennial Conference in Louisville, KY, USA. (poster)
- Grigoroglou, M.**, & Ganea, A. P. (2019, October). *Does a communicative partner's behavior affect children's informativeness?* Meaning in Flux 2019: Connecting development, variation, and change. Yale University, New Haven, CT, USA. (talk)
- Grigoroglou, M.**, & Ganea, A. P. (2019, September). *Expectations of reciprocity and referential communication in children*. PsyLinCS UTM: Building Synergies between Psychology, Language Studies, and Computer Science, Toronto, Ontario, Canada. (poster)
- Grigoroglou, M.**, & Ganea, A. P. (2020, July). *Language facilitates children's reasoning by the disjunctive syllogism*. 41st Annual Meeting of the Cognitive Science Society, Montreal, QC, Canada. (poster)

- Grigoroglou, M., & Papafragou, A.** (2019, March). *Pragmatic inferences shape spatial language acquisition*. Society for Research on Child Development (SRCD) 2019 Biennial Meeting, Baltimore, MD, USA. (poster)
- Grigoroglou, M., & Papafragou, A.** (2018, July). *Children's adjustments to listener needs in spontaneous event descriptions*. International Workshop on Language Production (IWLP), Nijmegen, Netherlands. (poster)
- Grigoroglou, M., & Papafragou, A.** (2017, November). *Speaker adjustments in spontaneous event descriptions*. 42nd Boston University Conference on Language Development, Boston, MA, USA. (poster)
- Grigoroglou, M., Johanson, M., & Papafragou, A.** (2017, July) *Pragmatic aspects in spatial language acquisition and use across languages*. 39th Annual Meeting of the Cognitive Science Society, London, UK. (poster)
- Grigoroglou, M., & Papafragou, A.** (2017, March). *Children's adjustments of informativeness in language production*. GURT2017: Variable properties: Their nature and acquisition, Washington DC, USA. (talk)
- Johanson M., **Grigoroglou, M., & Papafragou, A.** (2016, November). *Universal and language-specific aspects in spatial language development: Revisiting the topological-projective asymmetry*. 41st Boston University Conference on Language Development, Boston, MA, USA. (talk)
- Grigoroglou, M., & Papafragou, A.** (2016, November). *Informativeness and listeners' needs in children's event descriptions*. 41st Boston University Conference on Language Development, Boston, MA, USA. (poster)
- Grigoroglou, M., & Papafragou, A.** (2016, October). *Children's Informativeness in event descriptions*. 6th Mid-Atlantic Colloquium of Studies in Meaning (MACSIM), New York, NY, USA. (poster)
- Grigoroglou, M., & Papafragou, A.** (2016, August). *Are children flexible speakers? Effects of typicality and listener needs in children's event descriptions*. 38th Annual Meeting of the Cognitive Science Society, Philadelphia, PA, USA. (poster)
- Grigoroglou, M., & Papafragou, A.** (2016, January). *Do children adjust their event descriptions to the needs of their addressees? Workshop "Trends in Experimental Pragmatics-TiXPrag1"*, Berlin, Germany. (talk)
- Grigoroglou, M., Johanson M., & Papafragou A.** (2015, November). *The acquisition of front and back: Conceptual vs. pragmatic factors*. 40th Boston University Conference on Language Development, Boston, MA, USA. (talk)
- Grigoroglou, M., Johanson M., & Papafragou A.** (2015, October). *Pragmatic factors in the acquisition of spatial language*. 5th Mid-Atlantic Colloquium of Studies in Meaning (MACSIM), Newark, DE, USA. (talk)
- Grigoroglou, M., Johanson M., & Papafragou A.** (2015, March). *Spatial language universals and cross-linguistic encoding: Projective vs. topological relations*. Society for Research on Child Development (SRCD) 2015 Biennial Meeting, Philadelphia, PA, USA. (poster)

#### Presentations at local conferences

(\*denotes student mentee)

- \*Granieri, J., **Grigoroglou, M., & Papafragou, A.** (2018, May). *Insights into children's perspective-taking abilities in spontaneous production*. University of Delaware Undergraduate Poster day, Newark, DE. (poster)

- \*Ralph, Q., **Grigoroglou, M.**, & Papafragou, A. (2017, August). *Children and adult's informativeness in event descriptions*. 2017 Undergraduate Research and Service Scholar Celebratory Symposium, Newark, DE. (poster)
- \*McHugh, S., **Grigoroglou, M.**, & Papafragou, A. (2017, May). *Learning how to talk about space: A cross-linguistic perspective*. University of Delaware Undergraduate Poster day, Newark, DE. (poster)
- \*Johnson, R., **Grigoroglou, M.**, & Papafragou, A. (2016, August). *Listener needs in children's event descriptions*. 2016 Undergraduate Research and Service Scholar Celebratory Symposium, Newark, DE. (poster)
- \*Curtin, D., **Grigoroglou, M.**, & Papafragou, A. (2016, May). *Event encoding and production in children and adults*. University of Delaware Undergraduate Poster day, Newark, DE. (poster)
- Grigoroglou, M.**, & Papafragou, A. (2016, March). *Effects of typicality and listener needs in children's event descriptions*. Cognitive Science Conference for Graduate Students (CSGSC), Newark, DE, USA. (talk)
- Grigoroglou, M.**, Johanson M., & Papafragou A. (2015, March). *Is it all conceptual? Evidence from the acquisition of front and back*. Cognitive Science Conference for Graduate Students (CSGSC), Newark, DE, USA. (talk)
- Grigoroglou, M.**, Schenck K., & Papafragou A. (2014, March). *Motion event recognition memory after linguistic input*. Cognitive Science Conference for Graduate Students (CSGSC), Newark, DE, USA. (talk)

## INVITED TALKS

---

- |      |  |
|------|--|
| 2020 | Do children adjust their speech to the informational needs of others? Senior Common Room, University College, University of Toronto, Canada, 2 November. |
| 2020 | Conducting developmental research online. Department of Applied Psychology and Human Development, University of Toronto – OISE, May                      |
| 2020 | The development of children's communicative abilities. Department of Psychology, University of Lancaster, UK, 17 February.                               |
| 2020 | Pragmatic inference in language acquisition and use. Department of Linguistics, University of Toronto, Canada, 24 January.                               |
| 2018 | Informativeness in preschooler's event reference. Developmental Science Interest Group, University of Toronto, Canada, 8 November.                       |
| 2018 | Informativeness in children's event descriptions. Psycholinguistics meeting group, University of Toronto, Canada, 14 September.                          |
| 2017 | Children's pragmatic development, Brown Bag Series of the Delaware Institute for Excellence in Early Childhood, University of Delaware, 17 July.         |

## TEACHING EXPERIENCE

---

### Instructor at the University of Toronto

LIN2101: PhD Junior Forum (Fall 2020)

*COG404: Seminar in Cognitive Science* (Winter 2021)

*JLP315: Language Acquisition* (Winter 2021)

### Teaching Assistant at the University of Delaware

*PSYC 340: Cognition* (Spring 2017)

*PSYC 209: Measurement & Statistics* (Fall 2016)

*PSYC 334: Psychology of Language* (Spring 2016)

*PSYC 100: General Psychology* (Spring 2014, Fall 2015)

*PSYC 325: Child Development* (Fall 2014, Spring 2015)

### Guest lectures

#### Fall 2019 – **Pragmatic Development**

given during *Child Language Development* (MSc course – Instructor: Monika Molnar),  
Department of Speech Language Pathology, University of Toronto

#### Fall 2018, Spring 2019, Fall 2019 – **Language Acquisition**

given during *Cognitive Development* (MA course – Instructor: Patricia A. Ganea), Department  
of Applied Psychology and Human Development, University of Toronto

#### Spring 2016 – **Semantics**

given during *Psychology of Language* (UG seminar – Instructor: Anna Papafragou), Department  
of Psychology, University of Delaware

#### Fall 2016 – **Atypical development**

given during *General Psychology* (UG introductory course – Instructor: Tamara Medina),  
Department of Psychology, University of Delaware

### Workshops

#### Spring 2019 & Fall 2018 – **Linear and generalized mixed models in R**

- for graduate students in Developmental Psychology, University of Toronto
- for graduate students in Linguistics and Psychology, University of Delaware

### Mentoring of graduate and undergraduate research assistants

(\*denotes poster presentation)

**Shenwei Hu** (Fall 2020-Winter 2021, U of T)

**Amina Shmanova** (Fall 2020-Winter 2021, U of T)

**Ami Kamaledin** (Summer 2020 – Winter 2021, U of T)

**Caroline Mekhaeil** (Ph.D. student, Summer-Fall 2020, U of T)

**Chung Liu** (M.A./M.Ed. student, Fall 2019-Fall 2020, U of T)

**An Li** (M.A./M.Ed. student, Fall 2019-Fall 2020, U of T)

**Livia Isnar** (Summer 2019-Spring 2020, U of T)

**Racher Crowther** (M.A./M.Ed. student, Spring 2019-Summer 2019, U of T); went on to B.A.  
program in nursing at the University of British Columbia.

**Stephanie Perreira** (Fall 2018-Summer 2019, U of T)

**Jessica Granieri\*** (Fall 2016-Spring 2018, undergraduate thesis mentee, UD); went on to M.A.  
program in psychology at Stony Brook University.

**Sally McHugh\*** (Spring 2017-Fall 2017, UD); went on to M.S. program in communication  
sciences and disorders at Emerson College.



**Megan Kelly** (Fall 2017, Spring 2018, UD)

**Queen Ralph\*** (INBRE Scholar, Summer 2017, UD)

**Caitlyn Carrick** (Spring 2017, UD)

**Raevyn Johnson\*** (McNair Scholar, Summer 2016, UD)

**Daniel Curtin\*** (Fall 2015-Spring 2015, UD); went on to M.S. program in experimental psychology at Seton Hall University.

**Hannah Schwartz** (Spring 2015, UD); went on to M.S. program in communication sciences and disorders at Emerson College.

**Jennifer Lugo** (Fall 2014-Spring 2015, UD)

**Amy Schuman** (Spring 2014, UD)

---

## REVIEWING

**Ad hoc journal reviewing:** *Psychological Science, Developmental Science, Cognition, Child Development, Child Development Perspectives, Journal of Pragmatics, Language, Glossa, Language Learning and Development, Studies in Language, First Language.*

**Book reviewing:** Routledge.

**Conference reviewing:** Annual Conference of the Cognitive Science Society, XPRAG, Cognitive Development Society Biennial Meeting.

**Funding agency reviewing:** Deutsche Forschungsgemeinschaft (German Research Foundation)

---

## SELECTED OUTREACH ACTIVITIES

- Initiated and led partnership between Language and Cognition Lab at UD and the Delaware Children's Museum, 2016-2018.
- Gave talk on pragmatic development at the Brown Bag Series of the Delaware Institute for Excellence in Early Childhood, University of Delaware, Summer 2017.
- Volunteered at the American Association for the Advancement of Science (AAAS) Family Science Days event, Boston, February 2017.
- Co-wrote (with R. Golinkoff) an article for *Delaware Online* on children's lying, 2016: <http://www.delawareonline.com/story/opinion/contributors/2016/06/20/lying-learned-skill/86142826/>
- Received coursework in research dissemination (*LING867: Sharing Learning Science: Applying and Disseminating What We Know*), University of Delaware, Spring 2016.

---

## UNIVERSITY SERVICE

### University of Toronto

- Junior Forum Committee, 2020-2021
- Cognitive Science Committee (Backup member), 2020

### University of Delaware

- Organizing Committee, Linguistics Colloquium Series, 2015-2017
- Organizing Committee, Cognitive Science Conference for Graduate Students (CSGSC), 2015-2017

## SKILLS

---

Software: R, SPSS, E-prime

Statistical analysis: Multilevel Analysis, General Linear Models

Language: Greek (native), English (near-native), French (fluent), Spanish (intermediate)