

Katherine Messenger

Department of Psychology, University of Lancaster

✉ K.Messenger@lancaster.ac.uk

EDUCATION:

- 1999 – 2003 **BA (Hons) in French Studies and Linguistics (First Class)**
University of Lancaster, UK
- 2004 – 2005 **MSc in Developmental Linguistics (Distinction)**
University of Edinburgh, UK (ESRC funded)
- 2005 – 2009 **PhD in Theoretical and Applied Linguistics.**
University of Edinburgh, UK (ESRC funded)
- 2013 – 2015 **Postgraduate Certificate in Academic and Professional Practice (Merit)**
University of Warwick
-

EMPLOYMENT:

- 2009 – 2011 **Postdoctoral Research Fellow**
Prof. Cynthia Fisher, Department of Psychology, University of Illinois, USA
- 2011 – 2012 **Leverhulme Early Career Research Fellow**
Department of Psychology, University of Edinburgh, UK
- 2012 – 2013 *Maternity leave*
- 2013 – 2014 **Leverhulme Early Career Research Fellow**
Transferred to Department of Psychology, University of Warwick, UK
- 2013 – 2018 **Assistant Professor**
Department of Psychology, University of Warwick, UK
- 2018 – 2023 **Associate Professor (Senior Lecturer)**
Department of Psychology, University of Warwick, UK
- 2023 – **Senior Lecturer**
Department of Psychology, University of Lancaster, UK
-

PUBLICATIONS:

- 2011 **Messenger, K.**, Branigan, H.P. & McLean, J.F. Evidence for (shared) abstract structure underlying children's short and full passives. *Cognition* 121(2), 268-274.
- 2012 **Messenger, K.**, Branigan, H.P., McLean, J.F. & Sorace, A. Is young children's passive syntax semantically constrained? Evidence from syntactic priming. *Journal of Memory and Language* 66(4), 568–587.
- 2012 **Messenger, K.**, Branigan, H.P. & McLean, J.F. Is children's acquisition of the passive a staged process? Evidence from six- and nine-year-olds' production. *Journal of Child Language* 39(5), 991-1016.

- 2015 **Messenger, K.**, Yuan, S., & Fisher, C. Learning verb syntax via listening: New evidence from 22-month-olds. *Language Learning and Development*, 11(4), 356-368.
- 2016 Branigan, H. P., & **Messenger, K.** Consistent and cumulative effects of syntactic experience in children's sentence production: Evidence for error-based implicit learning. *Cognition*, 157, 250-256.
- 2017 Hardy, S. M., **Messenger, K.**, & Maylor, E. A. Aging and syntactic representations: Evidence of preserved syntactic priming and lexical boost. *Psychology and Aging*, 32, 588-596.
- 2018 **Messenger, K.**, & Fisher, C. Mistakes weren't made: Three-year-olds' comprehension of novel-verb passives provides evidence for early abstract syntax. *Cognition*, 178, 118-132.
- 2020 **Messenger, K.**, Hardy, S. M., & Coumel, C. (2020). An exemplar model should be able to explain all syntactic priming phenomena: A commentary on Ambridge, 2020. *First Language*, 40, 616-620.
- 2021 **Messenger, K.** (2021). The persistence of priming: Exploring long-term priming effects in children and adults. *Cognitive Science*, 45, e13005.
- 2022 Coumel, M., Hardy, S. M., & **Messenger, K.** The art of conversation: How do we communicate successfully? *Frontiers for Young Minds*, 10, 639598.
- Darmasetiyawan, S., **Messenger, K.**, & Ambridge, B. Is passive priming really impervious to verb semantics? A high-powered replication of Messenger et al (2012). *Collabra: Psychology*, 8(1), 31055.
- Coumel, M., Ushioda, E., & **Messenger, K.** Learning multiple L2 syntactic structures via chat-based alignment: What is the role of learners' prior knowledge and conscious decisions? *System*, 109, 102869.
- Messenger, K.** Introduction to Syntactic priming in language acquisition: Representations, mechanisms and applications. In **K. Messenger** (Ed.) *Syntactic priming in language development: Representations, mechanisms and applications* (pp. 1-14). Volume 31, Trends in Language Acquisition Research series.
- Messenger, K.**, Branigan, H. P., Buckle, L., & Lindsay, L. How does syntactic priming experience support language development? In **K. Messenger** (Ed.) *Syntactic priming in language development: Representations, mechanisms and applications* (pp. 57-81). Volume 31, Trends in Language Acquisition Research series.
- 2023 Coumel, M., Ushioda, E., & **Messenger, K.** Second language learning via syntactic priming: Investigating the role of modality, attention & motivation. *Language Learning*, 73, 231-265.
- Coumel, M., Muylle, M., **Messenger, K.**, & Hartsuiker, R. (*in press*) The role of explicit memory across L2 syntactic development: A structural priming study. *Language Learning*.

Books:

- Messenger, K.** (Ed). (2022). *Syntactic priming in language development: representations and mechanisms*. Collected volume for Trends in Language Acquisition Research series. John Benjamins Publishing Company: Amsterdam, NL.
-

SUBMITTED MANUSCRIPTS:

Buckle, L., Branigan, H., Lindsay, L., & **Messenger, K.** Now you see me, now you don't: Children learn grammar during online socially contingent video and audio interactions. *Submitted to Language Learning and Development.*

Gambi, C., & **Messenger, K.** The role of prediction error in 4-year-olds' learning of English direct object datives. *Submitted to Languages.*

Wesierska, M., Serratrice, L., Cieplinska, V. A., & **Messenger, K.** Investigating crosslinguistic representations in Polish-English bilingual children: Evidence from structural priming. *Submitted to Bilingualism: Language and Cognition.*

MANUSCRIPTS IN PREPARATION:

Data collection complete – write-up in progress:

Buckle, L., Branigan, H., Lindsay, L., & **Messenger, K.** How does language experience support language development? Short-term priming and long-term learning. *For submission to Developmental Psychology.*

Coumel, M., Ushioda, E., & **Messenger, K.** Variation and consistency in first and second language syntactic priming. *For submission to Journal of Experimental Psychology: Learning, Memory, and Cognition.*

Hardy, S. M., Ushioda, E., & **Messenger, K.** Comparing syntactic processing in different language learners: A syntactic priming study of L1 child speakers and L2 adult speakers. *For submission to Cognitive Psychology.*

Messenger, K. & Hardy, S. M. Exploring the lexical boost to syntactic priming in children and adults. *For submission to J. of Memory and Language*

Rodenhurst, N. & **Messenger, K.** English-Gujarati verb comprehension amongst low-socioeconomic status children. *For submission to Child Development.*

Rodenhurst, N. & **Messenger, K.** The effects of executive function on bilingual and monolingual children's verb comprehension. *For submission to Cognition.*

Rodenhurst, N. & **Messenger, K.** Codeswitching in compound verbs amongst bilingual English-Gujarati children. *For submission to Bilingualism: Language & Cognition.*

Tafari, M., & **Messenger, K.** Syntactic priming as implicit learning in German child language. *For submission to Journal of Child Language*

Data collection ongoing:

Buckle, L., Branigan, H., Lindsay, L., & **Messenger, K.** What is the role of comprehension versus production experience in language development via syntactic priming? *For submission to Cognition.*

Coumel, M., Hardy, S. M., Yang, J., & **Messenger, K.** The effect of input and output modality on L2 learning: A syntactic priming study. *For submission to Second Language Research.*

Coumel, M., Ushioda, E. & **Messenger, K.** The role of attention in L1 and L2 syntactic priming. *Data collection interrupted by lockdown. For submission to Cognition.*

Messenger, K., Ushioda, E., & Coumel, M. Exploring motivation and attention in language learning via syntactic priming: what is the role of explicit and implicit processes?

Whitlock, L., Buckle, L., & **Messenger, K.** Does experience matter? An investigation into the effect of model age on children's syntactic priming. *For submission to Cognition.*

Wesierska, M., Serratrice, L., Cieplinska, V. A., & **Messenger, K.** Investigating **transitive** representations in Polish-English bilingual children: Evidence from structural priming. *For submission to Bilingualism: Language and Cognition.*

RESEARCH FUNDING APPLICATIONS AND AWARDS:

Funding awarded:

- 2004 – 2008 **ESRC 1+3 Quota Award (PTA-031-2004-00280)** funding Masters and PhD
Economic and Social Research Council
Fees and maintenance for Masters and PhD.
- 2011 – 2014 Principal Investigator: **Leverhulme Early Career Fellowship (ECF-2011-099)**
Syntactic priming in children: Just representations or also implicit learning?
The Leverhulme Trust/Department of Psychology, University of Edinburgh, UK
£90,000 approx. over 24 months.
- 2017 – 2021 Principal Investigator: **The Leverhulme Trust Research Project Grant (RPG-2017-082)**
Syntactic priming as implicit learning: comparing first and second language speakers.
Co-Investigator: Prof E. Ushioda, Applied Linguistics, University of Warwick.
£241,910 over 48 months.
- 2018 – 2021 Principal Investigator: **Economic and Social Research Council Research Grant (ES/R007721/1)**
How does language experience support language development? Short-term priming and long-term learning.
Co-Investigator: Prof H. Branigan, University of Edinburgh
£456,661 over 38 months.
- 2020 – 2022 Co-Investigator: **British Academy/Leverhulme Small Research Grant (SRG1920\100600)**
The role of incorrect predictions in children's comprehension of structural alternations.
Principal Investigator: Dr. C. Gambi, University of Cardiff.
£9,922 over 14 months (extended for maternity leave).
- 2020 – 2023 Principal Investigator: **The Leverhulme Trust Research Project Grant (RPG-2019-328)**
Cross-linguistic influence and shared syntax in bilingual language development.
Co-Investigator: Prof L. Serratrice, University of Reading
£289,022 over 30 months.
- 2023 – 2026 Co-Investigator: **The Leverhulme Trust Research Project Grant (RPG-2023-067)**
The generality of expectation violation as a mechanism for language learning
Principal Investigator: Dr. C. Gambi, University of Warwick.
£238,224 over 36 months

2023 – 2025 Co-Investigator: **British Academy/Leverhulme Small Research Grant (SRG23\231980)** *Who said what? – The role of speaker identity on children’s predictive grammar learning*
Principal Investigator: Dr. L. Buckle, University of Manchester.
£9,717 over 16 months.

Unsuccessful applications:

2017 Principal Investigator: **The Nuffield Foundation**
How does language intervention affect the syntactic skills of pre-schoolers from different socio-economic backgrounds?
Co-Investigator: Dr. R. Connelly, Sociology, University of Warwick.
£229,235 over 24 months

2021 Co-Investigator: **Economic and Social Research Council Research Grant (ES/V015109/1)** *Leveraging children’s structural biases to boost learning of syntactic structure*
Principal Investigator: Dr. C. Gambi, University of Cardiff.
£447,476 over 36 months

RESEARCH SUPERVISION:

2014 – present **PhD First Supervisor:** Marion Coumel 2017 – 2021; Noorin Rodenhurst 2018 – 2023 (pt); Hailong Chen 2023 – 2026; Xiao Ke 2023 – 2026.
PhD Second Supervisor: Suzanne Aussems 2014 - 2017

2015 – present 5 MSc student dissertations; 5 MSc research placement projects

2015 – present 14 UG final year dissertation projects (21 students)

2018 – present 3 Postdoctoral Research Fellows.

TEACHING ACTIVITIES:

2006 – 2008 Seminar Tutor – Linguistics 1, Linguistics 2, University of Edinburgh

2013 – 2023 Tutor – 1st, 2nd, and 3rd year Undergraduate students, University of Warwick

2014 – 2022 Module lecturer – Developmental Psychology, University of Warwick

2014 – 2023 Supervisor – 3rd year Undergraduate research projects, University of Warwick

2015 – 2022 Supervisor – MSc student research placements, University of Warwick

2015 – 2017 Module lecturer – Language and Cognition, University of Warwick,

2016 – 2017 Supervisor – 2nd year Undergraduate research projects, University of Warwick

2023 – Module lecturer – Developmental Disorders, University of Lancaster

INSTITUTIONAL RESPONSIBILITIES:

2014 – 2022 Equality, Diversity and Inclusion Department Representative, U. of Warwick

- 2016 – 2022 Chair of Department Research Ethics Committee, U. of Warwick
- 2017 – 2023 Course Convenor, BSc Psychology with Linguistics, U. of Warwick
- 2019 – 2022 Chair of department's Athena Swan Self-Assessment Team, U. of Warwick
- 2020 – 2022 Department Safeguarding Representative, U. of Warwick
- 2023 – present MSc Programmes Lead, University of Lancaster
- 2023 – present Developmental Research Group Lead, University of Lancaster
-

ACADEMIC SERVICE:

- 2011 – present Ad hoc journal reviewer for: *Acta Psychologica*; *Ampersand*; *Applied Psycholinguistics*; *Bilingualism: Language and Cognition*; *Cognition*; *Cognitive Psychology*; *Cognitive Science*; *Developmental Science*; *First Language*; *Frontiers in Psychology*; *Infancy*; *Journal of Child Language*; *Journal of Cultural Cognitive Science*; *Journal of Experimental Child Psychology*; *Journal of Memory and Language*; *Language Acquisition*; *Language and Speech*; *Language, Cognition and Neuroscience*; *Language Learning*; *Language Learning and Development*; *Languages*; *Linguistic Approaches to Bilingualism*; *Psychological Methods*; *Psychonomic Bulletin & Review*; *Quarterly Journal of Experimental Psychology*; *Scientific Reports*; *Second Language Research*; *System*
- 2012 – 2018 Book Reviews Editor, *First Language*
- 2015 Organiser: Child Language Symposium, University of Warwick, (230 attendees)
- 2018 – present Editorial Board, *First Language*
- 2020 – present Editorial Board, *Language Development Research*
- 2020 – present PhD examinations: *external*: University of Liverpool, 2020; University of York, 2021; Università Ca 'Foscari Venezia, 2023; University of Edinburgh, 2023
internal: University of Warwick 2 x 2021; University of Lancaster 2 x 2023
-

PUBLIC ENGAGEMENT:

- 2022 *How to be a Brain and Behaviour Scientist event*, Organiser and facilitator. Slice of Science Family Day, University of Warwick.
- 2019 *How to be a Brain and Behaviour Scientist event*, Organiser and facilitator. British Science Festival Family Day, University of Warwick.
- 2019 *Listening to learn: How do toddlers uncover what words mean?* Pint of Science Birmingham
- 2019 *Language Experience and Development Project Stakeholder Workshop*, ESRC grant impact activities, University of Warwick; Edinburgh University
- Var. *Warwick Research with Kids Group outreach stand*, NEC Baby Show,
-

INVITED PRESENTATIONS:

- 2015 Language and Cognition Seminar, Department of Psychology, University of Birmingham
- 2016 Psychology Research Seminar, Department of Psychology, De Montfort University
- 2017 Cognitive Science Colloquium Series, Center for Cognitive Science, University of Kaiserslautern
- 2018 Bangor Linguistics Circle, School of Languages, Literatures & Linguistics, University of Bangor.
- 2020 Northumbria Psychology Seminar series, University of Northumbria
- 2021 LUCiD seminar Series, University of Manchester.
-

SELECTED CONFERENCE PRESENTATIONS:

- 2022 Wesierska, M., Serratrice, L., Cieplinska, V., & **Messenger, K.** Syntactic representations in Polish-English bilingual children: Evidence from priming. Paper presented at *BUCLD 47*, Boston, USA
- 2022 Wesierska, M., Serratrice, L., Cieplinska, V., & **Messenger, K.** Sharing language representation: Evidence from priming in Polish-English bilingual children. Paper presented at Bilingualism Matters Research Symposium, Edinburgh, UK
- 2022 Wesierska, M., Serratrice, L., Cieplinska, V., & Messenger, K. Syntactic representations in Polish-English bilingual children: Evidence from priming. Poster to be presented at 4th International Symposium on Bilingual and L2 Processing in Adults and Children (ISBPAC 2022).
- 2021 Buckle, L., **Messenger, K.**, Branigan, H., Lindsay, L., The effect of input modality on children's experience-based language learning: an online syntactic priming study. Paper presented at *BUCLD 46*, Boston, USA
- 2021 Hardy, S. M., Ushioda, E., & **Messenger, K.** Comparing syntax processing in different language learners: A syntactic priming study of L1 child speakers and L2 adult speakers. Poster presented at *BUCLD 46*, Boston, USA
- 2021 Coumel, M., **Messenger, K.**, & Ushioda, E. *Second language learning via syntactic priming: The effects of modality, attention and motivation*. Paper presented at AMLaP 2021, Paris, France.
- 2020 Buckle, L., **Messenger, K.**, Branigan, H., Lindsay, L., & Catchpole, G. How does language experience support language development? Short-term priming and long-term learning. Poster presented at Many Paths to Language (MPaL), MPI Nijmegen.
- 2020 Hardy, S. M., Ushioda, E., & **Messenger, K.** Syntax acquisition in children and bilingual speakers: A pre-registered syntactic priming study. Poster presented at MPaL, MPI Nijmegen.
- 2020 Rodenhurst, N., & **Messenger, K.** Socioeconomic and age differences in monolingual and bilingual children's sentence interpretation. Paper presented at Conference on Multilingualism (COM2020), Reading.

- 2020 Rodenhurst, N., & **Messenger, K.** The Relationship between monolingual and bilingual children's sentence interpretation and executive function. Poster presented at UK Cognitive Linguistics Conference (UKCLC) 2020, Birmingham.
- 2020 Coumel, M., **Messenger, K.**, & Ushioda, E. *L2 speakers in interactions: The effect of lexical overlap, proficiency, attention and motivation.* Poster, AILA 2020 conference, Groningen, Netherlands. *Postponed to 2021.*
- 2020 Coumel, M., **Messenger, K.**, & Ushioda, E. *Syntactic priming in L2 speakers: The effect of lexical overlap, proficiency, attention and motivation.* Talk, EuroSLA 2020 conference, Barcelona. *Postponed to 2021.*
- 2020 Coumel, M., **Messenger, K.**, & Ushioda, E. *Syntactic priming in L1 vs. L2 speakers: The effect of lexical overlap, attention, motivation and proficiency.* Paper presentation for AMLaP 2020 Asia Conference, Hong Kong. *Postponed.*
- 2020 Coumel, M., **Messenger, K.**, & Ushioda, E. *Syntactic priming in L1 vs. L2 speakers: The effect of lexical overlap, attention, motivation and proficiency.* Poster presentation for, 3rd International Symposium on Bilingual and L2 Processing in Adults and Children, Nijmegen. *Postponed to 2021.*
- 2019 Coumel, M., **Messenger, K.**, & Ushioda, E. *Can nativeness, proficiency, attention and motivation account for individual differences in syntactic priming?* Poster, AMLaP 2019 Conference, Higher School of Economics, Moscow, 09/19.
- 2019 Buckle, L., **Messenger, K.**, Branigan, H., Lindsay, L., & Catchpole, G. How does language experience support language development? Short-term priming and long-term learning. Poster presented at *Child Language Seminar*, Sheffield, UK.
- 2019 Coumel, M., **Messenger, K.**, & Ushioda, E. Individual differences in second language learning via syntactic priming: examining proficiency, attention and motivation. Poster presented at *CUNY 2019 32nd Conference on Human Sentence Processing*
- 2018 Coumel, M., **Messenger, K.**, & Ushioda, E. *Second language acquisition via syntactic priming: effect of nativeness, attention and motivation.* Poster, *Multidisciplinary Approaches to Child and Adult Language Acquisition Workshop, Pennsylvania State University, 10/18.*
- 2018 Coumel, M., **Messenger, K.**, & Ushioda, E. *Second language acquisition via syntactic priming: effect of nativeness, attention and motivation.* Poster, *Linguistic Theory in Second and Foreign Language Teaching Summer School, Technische Universität Braunschweig, 01/09/18.*
- 2017 **Messenger, K.**, & Hardy, S. M. Exploring the lexical boost to syntactic priming in children and adults. Paper presented at *AMLaP 2017, Lancaster, UK.*
- 2016 **Messenger, K.**, & Hardy, S. M. Exploring the lexical boost to syntactic priming in children and adults. Poster presented at *BUCLD 2016, Boston, USA.*
- 2014 **Messenger, K.** How persistent is syntactic priming? Exploring long-term priming effects in children and adults. Poster presented at *AMLaP 2014, Edinburgh, UK.*
- 2011 **Messenger, K.**, Yuan, S. & Fisher, C. Infants learn combinatorial properties of verbs from listening. Poster presented at *Architectures & Mechanisms of Language Processing (AMLaP) 2011, Paris.*
- 2011 **Messenger, K.** & Fisher, C. What is primed? Exploring the locus of syntactic priming effects in children's language production. Poster presented at *AMLaP 2011, Paris.*

- 2011 Yuan, S., **Messenger, K.** & Fisher, C. Syntax and selection: Learning combinatorial properties of verbs from listening. Paper presented at the Society for Research on Child Development (SRCD) 2011 Biennial Meeting, Montreal.
- 2010 **Messenger, K.**, Branigan, H., McLean, J. & Sorace, A. Abstract representation of passive structures in young children: Evidence from syntactic priming. Poster presented at *23rd Annual CUNY Conference on Human Sentence Processing*, New York.
- 2010 **Messenger, K.** & Fisher, C. Mistakes weren't made: 3-year-olds understand passives with novel verbs. Poster presented at *SRCD 2011 Biennial Meeting, Montreal*.
- 2008 **Messenger, K.**, Branigan, H., McLean, J. & Sorace, A. Semantic factors in young children's comprehension and production of passives. Paper presented at the *33rd Annual BUCLD*, Boston, MA.
- 2008 **Messenger, K.**, Branigan, H., McLean, J. & Sorace, A. Using syntactic priming to investigate semantic and lexical factors in English-speaking children's early passives. Poster presented at *XI Congress of the International Association for the Study of Child Language (IASCL)*, Edinburgh.
- 2008 Branigan, H., McLean, J., **Messenger, K.** & Jones, M.W. Lexical and abstract components of noun phrase structure in young children: Evidence from syntactic priming. Poster presented at *XI Congress of IASCL*.
- 2008 Branigan, H., McLean, J., **Messenger, K.** & Jones, M.W. Linguistic experience and syntactic representations in young children and adults: Evidence from syntactic priming. Paper presented at *The Third International Conference on Cognitive Science*, Moscow.
- 2007 **Messenger, K.**, Branigan, H., McLean, J. & Sorace, A. English-speaking children's early passives: Evidence from syntactic priming. Paper presented at the *32nd Annual Boston University Conference on Language Development (BUCLD)*, Boston, MA.
- 2007 **Thatcher, K.**, Branigan, H., McLean, J. & Sorace, A. Children's early acquisition of the passive: Evidence from syntactic priming. Poster presented at *20th Annual CUNY Conference on Human Sentence Processing*, San Diego.
- 2007 **Thatcher, K.**, Branigan, H., McLean, J. & Sorace, A. Children's early acquisition of the passive: Evidence from syntactic priming. Poster presented at *Child Language Seminar – 30th Anniversary*, Reading.
- 2006 Branigan, H., McLean, J., **Thatcher, K.** & Jones, M.W. A blue cat or a cat that is blue? Abstract syntax in young children's noun phrase production. Paper presented at the British Psychological Society (BPS) developmental section conference, Royal Holloway University, London.
- 2006 Branigan, H., McLean, J., **Thatcher, K.** & Jones, M.W. A blue cat or a cat that is blue? Abstract syntax in young children's noun phrase production. Poster presented at *19th Annual City University of New York (CUNY) Conference on Human Sentence Processing*, New York.