Table of contents

FOREWORD
OBITUARY Jacques Arends

GLIMPSES OF ACLC RESEARCH
Jan Don
Miriam van Staden
Olga Fischer
Marlies Philippa
Paola Escudero
Elma Blom

DOCUMENTATION ACLC
Chapter 1: Institutional review
  1.1. Mission statement
  1.2 The new structure
    1.2.1 Why a new organizational structure?
    1.2.2 Two organizational units
    1.2.3 ACLC research groups
    1.2.4 ACLC discussion groups
  1.3. Leadership
    1.3.1 Organogram
    1.3.2 Decision making procedures and management style
  1.4. Strategy and policy
    1.4.1 Content policy
    1.4.2 Quality control
  1.5 Embedding of research in teaching programmes
Chapter 2: Input
  2.1. Researchers and other personnel
    2.1.1 Recruitment and selection
    2.1.2 Training and personal development
    2.1.3 Exchange policies
  2.2. Resources, funding and facilities
    2.2.1 Financial situation
    2.2.2 Policy
    2.2.3 Capital investments
    2.2.4 Research facilities
    2.2.5 Support for foreign staff
    2.2.6 Back office staff
    2.2.7 Funding trends
    2.2.8 Funding targets
Chapter 3: Current state of affairs
  3.1. Processes in research, internal and external collaboration
    3.1.1 Quality control
    3.1.2 Internal collaboration
    3.1.3 External collaboration
    3.1.4 Lecture series
  3.2. Academic reputation
  3.3. Internal evaluation
  3.4. External validation
    3.4.1 Results outside the scientific community
  3.5. Overview of the results
    3.5.1 Publication quantitative overview
    3.5.2 Publication qualitative overview
3.5.3 Prizes and awards

Chapter 4: Analysis, perspectives and expectations for ACLC

4.1 Current situation

4.2 Future plans

Appendices

Appendix 1: Annual accounts of the ACLC, 2005
Appendix 2: Overview of research staff and their research time in 2005
Appendix 3: Programme ACLC Lecture series 2005
Appendix 4: Overview of advisory bodies, committees, members and associate members in 2005
Appendix 5: Publications and output 2005
Appendix 6: PhD theses completed in 2005
Appendix 7: Address list
FOREWORD

The ACLC had a very interesting and stimulating year in 2005 since it saw the beginning of the implementation of a new organizational policy. The previous small number of programme groups has been replaced by a larger number of research groups. This implementation is still continuing in 2006 and is leading to new collaborations both within and outside the ACLC.

We were shocked by the death of Jacques Arends; he is commemorated in the obituary following this text. Several senior members took early retirement: Prof. dr Albert Rijksbaron, dr Jan van Dijk, dr Jeannette van der Stelt, dr Willem Koopman, dr Ans de Kok, and dr Ad Welschen. Some junior members also left on completion of their PhD: dr Jaap van der Bij, dr Nel de Jong, dr Masayuki Ohkado, and dr Renze Valk.

We welcomed one new postdoc, dr Paola Escudero Neyra, and 8 new PhD students: Sebastian Nordhoff, Robert Cirillo, Mara van Schaik-Radulescu, Marije Michel, Emilie van Opstall, Marco René Spruit, Pierre Winkler and Liesbeth Zack. Dr Lisa Lim joined the tenured staff after being non-tenured. Alla Peeters-Podgaevskaya was given research time for a PhD project.

We wish everyone a fruitful and pleasurable future in the new organization.

Anne Baker  
Director ACLC  
Amsterdam, April 2006
Early in the summer of 2005 Jacques was diagnosed as having leukaemia and on August 16th he died as a result of the treatment he was receiving. It was a great shock for all his ACLC colleagues and it took considerable time for the news to sink in.

Jacques came to the Universiteit van Amsterdam in 1991 from the University of Nijmegen where he had written his PhD in 1989 *Syntactic Developments in Sranan: Creolization as a gradual process*. After completing his dissertation he continued to work on this topic while earning his living as a secondary school teacher for Dutch and as a lecturer on the Interpreter/Translator course in Maastricht. In 1991 he was awarded a fellowship by the Royal Dutch Academy of Sciences (KNAW) and came to the Universiteit van Amsterdam where he continued in 1994 as a NWO post-doc. In 1998 he became a Faculty fellow. Some of his dissertation work was incorporated into the book *Pidgins and Creoles: An Introduction* that appeared in 1994, which he co-edited with Pieter Muysken and Norval Smith. He pioneered the use of demographic information in the study of creoles, in particular those of Suriname, and was still working on this up to his death.

Jacques joined the Universiteit van Amsterdam as a research fellow but soon became a member of the permanent staff with the clear specialization in creoles and pidgins. He organized eight different conferences and wrote more than 70 articles. He edited the Creole Language Library series and made sure his work became known to a broader audience. Jacques was active in the ACLC as joint co-ordinator of the programme group Language Variation, History and Change. He was well known for his work on creoles, in particular reconstructing creole history and had an excellent reputation as a researcher. *The Atlas of the languages of Suriname* that he compiled together with Eithne Carlin has become a work of reference. His work on the history of Sranan and Lingua Franca is also central in the field. He was awarded a NIAS fellowship for the year 2002-03 to work on a collection of editions of older creole texts and he was still working in this area before his death.

Jacques was a great researcher and a good teacher. He became increasingly interested in the socio-economic context of the origin of creole languages and in particular the situation of slavery. His social involvement was broader than Suriname since he also became involved in the fate of the Krio-asylum seekers in the Netherlands. He loved Surinamese poetry.

Jacques was a collaborator and friend of many of us. He leaves a gap that cannot be filled. We will miss him as a quiet, meticulous, modest colleague, someone who was full of determination who, once he had his teeth into a problem, would pursue it no matter how long it took. We will also miss him as the friend with a great sense of humour. John Cleese was one of his favourites.
GLIMPSES INTO ACLC RESEARCH
Don’t noun your verbs

Jan Don

Part of my research concerns the question whether word-class distinctions like verb, noun, and adjective are made in the lexicon or whether such distinctions only arise in syntax. This question arises from data such as those in (1):

(1) a. Jan fietst      de fiets van Jan
    ‘John bikes’          ‘John’s bike’

b. Jan feest de hele nacht   het feest
    ‘John parties the whole night’  ‘the party’

Lexical items such as fiets ‘bike’ and feest ‘party’ can be used both as a noun and as a verb in Dutch. They display a certain flexibility in this respect. In addition, there are examples of lexical items, such as dood ‘dead’ that may be used as a verb, a noun, and an adjective. Given such flexible items, one may want to claim that these do not have a lexical specification for category but that they can be inserted in different syntactic environments where they receive a meaning that is compatible with the syntactic slot.

However, one can also argue for the opposite position in which the lexical items do have a categorical specification. The items that behave flexibly are actually two different, categorically specified items, according to this position. One of the arguments that can be put forward in favour of this second view is that the flexibility holds only for a limited number of cases and that therefore we need to explain why in the other cases such flexibility is not possible. Another problem for the flexibility-analysis may be that the semantics of the different forms in different syntactic environments may be unpredictable and therefore, that these differences cannot be accounted for by syntax.

What I have been trying to show is that in many cases the relation between the noun-verb pairs is directional in nature. That is, there is a certain asymmetry between the two elements of a pair. This asymmetry can be explained if we assume that one of the members of such a pair is derived from the other. If that is the case, we would expect that the derived members all belong to the same morphological class. For example, if we assume that the nouns in (1) are derived from the verbs, we would expect that the nouns have the same gender (i.e. non-neuter), just as any other deverbal noun in Dutch. Similarly, for the verbs, if we assume that these are derived from the related nouns, we would expect them to display regular inflection. The only difference between ‘normal’ derivation and the derivations in (1) is that here we are dealing with a zero-affix (or maybe the total absence of phonological marking of a morphological process) whereas normally derivations are phonologically marked.

So, in competition with each other there are two analyses: the one we may call flexible lexical items, and the other the morphological zero-analysis. Typologically, it has been argued (e.g. by Hengeveld, Rijkhoff & Siewierska 2004) that there are languages that are ‘flexible’. By this term the authors mean that most (if not all) of the lexical stock of such a language consists of items that can be freely used in different syntactic positions. This position is much debated, and no final conclusions can be drawn, but our research so far suggests that both the zero-derivation analysis and the flexible analysis may be true. ‘Flexible’ languages then would have a lexicon without lexical categories being assigned to individual items. Maybe such languages form one end of a scale on the other end of which we may locate languages that have no such ‘flexible’ items and are completely ‘rigid’ (i.e. all of the lexical stock of such a language is specified for category). In the middle of this hypothetical scale we then find languages with a lexical stock part of which is categorized while the other part is ‘flexible’. Orthogonal to this flexibility scale languages may have the option of zero-derivation, which can always be determined and separated from flexibility by arguments from directionality.

Homepage: http://home.medewerker.uva.nl/j.don/
A striking feature in narratives in many Papuan languages is the way in which discourse cohesion is provided through the structure of the text. Long sentences, often containing multiple internally complex clauses are strung together through a process called Tail-Head linkage, whereby the last part of one sentence is repeated as the first part of the next. Within the sentence, the different clauses may be chained, whereby each clause indicates whether its subject is different from or the same as the subject of some reference clause. Within the clause, we may find serial verb constructions of different kinds that link predicates or property descriptions.

Furthermore, in these Papuan languages event reports are often highly detailed. Rather than using single predicates describing a scripted series of (conceptual) events, e.g. ‘to have dinner’, ‘to massage’, ‘to arrest a thief’, these Papuan languages name each of the individual events separately. But then again the languages offer the choice whether these series of event descriptions are expressed in a single sentence, a single clause or even a single word. Kalam (described by Andy Pawley in various publications) is an excellent example of such a language, but it is by no means unique in this respect.

When we seek to analyse such narratives, it is important first to separate the cognitive or conceptual units from the linguistic forms. What is cognitively a single event does not necessarily map onto a single semantic event description. Similarly, cognitive scripts do not necessarily map onto specific units of discourse, semantics, or morpho-syntactic structure. Then, distinctions must be made between contributions from pragmatics, semantics and morphosyntax as well as phonology. Functional Discourse Grammar (FDG) is a theory of grammar that makes explicit the need to keep these different levels of analysis apart. As such it offers a good framework to describe Papuan narratives.

In FDG the conceptual level, which itself is not part of the grammar component, although it is part of the model of verbal interaction, contains the speaker’s mental representation of a communicative intention which is translated into linguistic concepts in the formulator. Here the speaker decides, e.g. to conceptualise a perceived sequence of audio-visual input as one or two linguistic events, and here judgements are made on the status of event participants and circumstances that require lexicalisation. Through the ‘formulator’ that selects the appropriate frames, lexemes and operators, the intention is verbalised in the grammar component. This grammar component is organised ‘top-down’ from the pragmatics, down to the semantics, the morphosyntax and finally to the phonology. This means that if pragmatics may account fully for some phenomenon, it need not be further analysed at the semantic and morphosyntactic levels. At the same time, it recognises that for some expressions more than one level may be active at once.

In the case of Papuan narratives a first major distinction is made in the formulator between single macro-event construal, and multiple macro-event construal. In single macro-event construal one cognitive event is conceptualised as one (pragmatic) Discourse Act and one (semantic) event. The semantic event may be expressed by one (internally complex) predicate or by more. When the event is expressed by multiple predicates (cf. Foley and Olson’s core serialisation), some of the arguments will be shared. Arguments and predicates may often be characterised in terms of their roles in the overall single macro-event (instrument, manner). In multiple macro-event construal, a (scripted) sequence of events is conceptualised as a single unit of discourse (either as one Move or as one Discourse Act). The events may be conjoined in separate predications (e.g. in clause chaining) as sequences of event descriptions or in a single event description through linkage of predicate frames, or even as single predicates (cf. Foley and Olson’s nuclear serialisation) through linkage of property descriptions in the lexicon.

An important difference between these two types of construal is that the former often matches a small set of construction types, whereas the latter, so typical of Papuan languages, typically allows for a whole range of different expression forms: independent sentences, clause chains, serialisation of propositions or predications, and complex verbs. It appears that Papuan languages are rather unique in
using serial verb constructions for the expression of multiple macro-events. The two examples below are both from Tidore, a Papuan language spoken in the North Moluccas of Indonesia:

(1) …ui ngge ngone fo-tagí fo-oró ino fo-wohe wange
sand there we we-go we-fetch move here we-dry sun
‘…the sand we go fetch it here dry it in the sun’.

(2) Duga ona hoo foli hula isa ona fuu ka-re
only they seawards buy sago landwards they sell be-here
‘They just go seawards, buy sago coming landwards (bringing it landwards), they sell it here.’

Figure 1 Tidore women selling sago

Homepage: http://home.medewerker.uva.nl/m.vanstaden/

On iconicity in language
Olga Fischer

Although since de Saussure language has been thought to consist in a code of arbitrary signs or ‘symbols’, it in fact contains large areas of iconic signification, particularly if we do not restrict ourselves to the lexical units, as de Saussure chiefly did, but go below them or above them. Considerable linguistic research in the twentieth century has shown that ‘iconicity’ operates at every level of language (phonology, morphology, syntax, lexis, discourse) and in practically every known language. It seems to be more clearly present in relatively young languages like pidgins and creoles, in languages that are less likely to be learned from birth or generationally transferred (e.g. signed languages, which are in addition also based on the visual, which is more susceptible towards the iconic), in languages that have not developed a written standard (which may hinder new developments), and in cases where language is used creatively, e.g. in folk etymology and literary language.
In the above dialogue from the film Il Postino, between the Spanish poet Pablo Neruda, exiled on a small island near Naples in Italy, and Mario Ruoppolo, a postman who delivers his daily mail, we get a glimpse of the naturalness of iconicity. Mario, although unlettered, has a natural, instinctive feeling for poetic song and he reacts physically to the poem that Neruda recites while they are sitting on the beach at the edge of the tranquil, blue-green sea. When Mario is asked to react to the poem, he says that he feels seasick. His body is affected by the rhythm of the poem: the constant to-in and fro-in (‘dice che sì, dice che no, poi che no’), accompanied by repetitions, both lexical (‘con sete lingue verdi de sete tigri verdi, …’) and syntactic (‘en azurro, en schiuma, en galopo’; ‘la percorre, la bacia, la inumidisce e se batte el petto repitendo el su nombre.’) ‘Alora, che cosa te ne pare?’ “Well, what do you think of it?” “Strange.”

Iconicity as a semiotic notion refers to a natural resemblance or analogy between the form of a sign and its meaning or function, i.e. the object or concept it refers to in the world, or rather, in our perception of the world. In spite of the fact that a large part of language has become purely conventional (‘symbolic’ in Peircean terms), there is still a very clear instinctive drive in language users to react to language as something that is ‘natural’ and concrete, to react to its signs (verbal forms) as if they are an immediate reflection of the world as we experience it. Ivan Fónagy, one of the earliest linguists to emphasize the importance of the iconic in language in all of his research, writes that iconicity is not ‘a marginal verbal kind of play’ but ‘a basic principle of live speech, and more generally, of natural languages’. He suggests, furthermore, that when we produce live speech, we, as it were, pass the units generated by our mental grammar through an iconic ‘Modifier’ or ‘Distorter’.
symbolic lexical signs, and combinations of these signs developing into more and more abstract structures and grammatical function words (e.g. via grammaticalization).

In my own research I have been interested in the way analogy drives or shapes (both as a mechanism and a cause) language change. I have worked on the interrelation between grammaticalization and iconic forces (Fischer 1999, 2004), and I have also investigated how the linear order of linguistic signs influences its interpretation, and the grammar system itself (Fischer 1994, 2000, 2001, 2006). The most successful work on analogy has been done on phonology and morphology within the theory of ‘Analogical Modelling’. It is harder to show it at work in syntax because the analogical possibilities are far greater there: we have to deal with a much larger number of structures, from fairly concrete to highly abstract, and hence with a larger ‘pool’ of possible similarities between them. I hope to show by means of more detailed studies of syntactic processes occurring within a restricted functional and structural field, that analogy also plays an important role in syntax (a first attempt is made in Fischer forthcoming). In addition, we should investigate forces of analogy in child language, how children learn language via imitation and extension, by spotting formal and functional similarities. Here again one would have to do very detailed research on both the input to children’s speech, the speech situation, and their own output, and narrow it down to a small but functionally coherent structural area. Further information on iconicity and the above mentioned publications can be found on the iconicity webpage (http://home.hum.uva.nl/iconicity).

Homepage: http://home.medewerker.uva.nl/o.c.m.fischer/

Etymology - the true science
Marlies Philippa

The word etymology comes from the Greek ἔτυμον (étymon, true meaning, from 'etymos' true) and λόγος (lógos, word). And this true science is what I pursue for the Dutch language as editor in chief of the Etymologisch Woordenboek van het Nederlands. My entire research falls within the framework of the Kiliaan project, which from the outset has had as its objective the production of a reliable, scholarly, yet readable etymological dictionary. The project was named after Cornelius Kiliaan, or Cornelis van Kiel, a 16th century linguist. His best-known book is the Etymologicum teutonicae linguae (3rd edition 1599), an ‘etymological’ inventory of the ‘Diets’, i.e. Dutch, language. In it he reviews the words of his own (Brabant) dialect, comparing them with words from other dialects and languages. The Kiliaan project was started in the second half of the 1980s. But as is well known in the world of many dictionaries, not least the OED, a succession of problems, mainly financial ones, kept delaying any publication. Finally Volume 1 of the EWN appeared in November 2003. Volume 2 followed relatively hot on its heels and was published in November 2005, exactly according to plan. Expectations are that volume 3 will appear in November 2007. The published volumes have been very well received and reviewed, in specialist and non-specialist journals as well as in the general press.
We have worked hard to make the research for the EWN innovative. For example many words in the Germanic languages that were regarded until recently as native Indo-European words have now been classed as substrate. Pioneering research in this field has been done in Leiden by scholars working on the new Indo-European Etymological Dictionary, the NWO-supported Pokorny project. Developing and specifying the substrate theory for the Dutch lexicon is unique in the Dutch language area. The researchers involved all work for the EWN. So far, the substrate theory has not been adopted or applied by any other etymological dictionary, not even the most recent etymological German, English or Scandinavian ones. This is a pioneering aspect of the EWN, also pushing back scientific frontiers beyond the borders of the Netherlands and Belgium.

In the descriptions of words still regarded as native Indo-European, the most recent scholarly views about Indo-European have been employed systematically. Developing and specifying these new views for the Dutch lexicon is being carried out by the researchers in Leiden and Amsterdam exclusively for the EWN. For the first time in any etymological dictionary of the Dutch language, source material has been systematically studied for the datings of words, also for datings of changes in meaning. A great deal of attention has been paid to word semantics, the shifting of meanings and denotations. This aspect is almost completely absent in the existing Dutch etymological dictionaries. When shifts in meaning differ from developments in related languages, research has been done, both for native words and loanwords, into the cultural, historical and linguistic developments in the Netherlands or Flanders and into the Dutch language which have led to these differences.

Research for the EWN has led to the setting up of systematic research at Leiden and Amsterdam universities into the lexicon of the very oldest forms of Dutch, specifically reconstructions of appellatives from place-names and possibly also personal names, and the data from the very oldest texts that may be considered Old Dutch. As of April 1, 2005, when the manuscript of volume 2 was three-quarters finished, the project was incorporated into the Leiden Instituut voor Nederlandse Lexicologie (INL). This institute has entered into a form of cooperation with the Universiteit van Amsterdam. Many ACLC members are participating in the realization of the dictionary, as well as researchers from the Free University of Amsterdam, and universities in Leiden, Louvain, Ghent and Antwerp.

Website of dictionary: http://www.etymologie.nl/

Learning to process optimally – models and explanations
Paola Escudero.

My research centres on the question of how human beings learn to understand and speak languages. I have investigated the ways in which adults process the sounds of native and foreign languages and, together with Paul Boersma, a theoretical model has been developed for explaining this phenomenon. Additionally, together with Rachel Hayes (University of Utah), we have elaborated a linguistic and computational model of how babies learn to optimally process native language sounds. An integrative model for predicting, describing and explaining how adult learners cope with the task of acquiring the sounds of new languages was proposed in Escudero (2005). Further, this theoretical construct was used to explain the most common learning scenarios in the acquisition of second language (L2) perception.

My postdoctoral project Modelling L2 speech perception started in April 2005 and is part of Paul Boersma’s VIDI project. It aims at evaluating my L2 perception model with a longitudinal study, a type of study which tests participants more than once throughout a certain period of time. Thus, the project examines the vowel perception and production abilities of Spanish and Portuguese learners of Dutch within a year. Importantly, these three languages differ in their vowel inventories, as shown in the table below. In the table, the letters between ‘<>’ represent the way the vowels are written in each language, while the symbols between ‘/’ ‘/’ represent the way they are pronounced.

---

1 For Dutch, only the simple vowels are considered here.
Within the project, the adult learners are tested on typical perception tasks such as identifying the Dutch vowel that they hear. For the project, I have devised a new experimental paradigm which examines vowel perception in a fully bilingual situation. Thus, Spanish and Portuguese learners of Dutch are presented with a split screen similar to the one shown in the figure below, they hear a vowel sound, and they are asked to first choose the language of the sound and then the vowel they hear. Additionally, the learners get instructions in their native language and in Dutch, and they asked questions in both languages during this bilingual experiment.

Preliminary results suggest that learners’ perception of Dutch vowels under a purely Dutch condition as well as under the bilingual condition depend greatly on their experience with Dutch, i.e., on their level of proficiency in the Dutch language.

In parallel to the adult L2 study, I examine the processing of language sounds by simultaneous bilingual children (Portuguese-Dutch), a project conducted in collaboration with Ivana Brasileiro and Rene Kager (Utrecht University). We have analysed our first results for monolingual and bilingual 2-4 year old children and it seems that the Dutch vowel perception of both groups differs slightly from that of adult Dutch listeners. Crucially, despite the fact that the difference between children and adult Portuguese learners of Dutch is large, their developmental patterns seem to be similar. The further stages of the project will not only provide information about how simultaneous bilinguals perceive sounds but also whether they possess a single or two separate vowel systems for their two languages. This is because the project also aims at testing the language activation hypothesis which states that bilingual processing is characterized by the parallel activation of two separate systems as a function of linguistic and paralinguistic variables. This hypothesis was formulated as part of the L2 model proposed in my PhD thesis.

Finally, I have recently developed a model for explaining how the ability to perceive sounds interrelates with the ability to recognize words when learning to understand second and third languages. It is hoped that this new model can be evaluated further in a new research programme.
Some linguists believe that children are little inflection machines that automatically learn inflectional morphology. Other linguists report observations that suggest that adults, by contrast, struggle with the acquisition of this part of the language system. The aim of my project is to make a systematic comparison between child and adult acquisition of inflection. Does the factor age play a role in the acquisition of inflection?

In order to answer this question, I collect data from Turkish and Moroccan children and adults that learn Dutch as their second language, working within the NWO Variflex project. The bilingual children are compared to a control group that exists of monolingual Dutch children; monolingual data are collected by Daniela Poličenská (PhD project “First language acquisition of inflection”). An important advantage of this collaboration is that we collect highly comparable data for monolingual children, bilingual children and adults, using the same experimental design for all groups. These data can also be used in the sister project running within the ACLC on Bilingualism and Specific Language Impairment (BISLI) since similar variables are being examined.

The focus is on agreement inflection, which is limited in Dutch to congruency between subject and verb (IP), and between determiner, adjective and noun (DP). There are clear differences in IP and DP agreement. Nearly all input sentences contain an agreeing verb and the subject tells a learner about the underlying representation of the finite verb forms. Verbal inflection may therefore be fairly easy. Nearly all pre-nominal adjectives in Dutch end on a schwa-suffix (de grote schoen ‘the big shoe’, een grote schoen ‘a big shoe’, het bruine paard ‘the brown horse’, etcetera), so the schwa-suffix may be picked up early as well. But what about the amazing rule that only singular neuter nouns that are preceded by the indefinite determiner een ‘a’ are modified by adjectives that lack inflection (een bruin paard ‘a brown horse’)? Because of its specificity and expected difficulty to learn, this rule may be particularly revealing with regard to effects of age.

Results of the first experiments confirm that children are good at learning inflection. They are told what the first object is and then asked to provide the rest of the sentence, like dit is een .. (kleine schoen) en dat is een .. (grote schoen). Ik pak de .. (grote schoen). ‘this is a (small shoe) and that is a (big shoe). I take the (big shoe)’.

Reference

Homepage: http://www.fon.hum.uva.nl/paola

*The Dutch big shoe and other mysteries*
*Elma Blom*
Independent items test for determiner choice: *Waar is Kikker? Kikker zit in ... (de schoen)* ‘Where is Frog? Frog is in (the shoe).

Children’s “failure” on the specific adjectival rule does not contradict this conclusion. The incorrect response *een bruine paard* (‘a brown horse’) goes hand-in-hand with the incorrect response *de paard* (‘the horse’). Thus, instead of the neuter determiner *het*, the children use the non-neuter determiner *de*, indicating that “neuterness” of horse rather than adjectival inflection is the bottleneck. Homogeneity in the child data contrasts strikingly with the heterogeneity in the adult data. The adult participants make errors in all kinds of directions; this is – a first impression - unrelated to first language and Dutch proficiency of a learner. Overuse of the bare adjective in one sentence (*een groot schoen* ‘a big shoe’) can directly be followed by overuse of the schwa-suffix in the next sentence (*een grote schoen* ‘a big shoe’). Adult errors with adjectival inflection may only partially follow from incorrect gender attribution. Variability is moreover not limited to adjectival inflection, but repeats itself in verbal inflection.

The first results are indicative of age effects. In subsequent experiments we will push more towards the extremes: include frequent and predictable neuter words to collect more useful responses for adjectival inflection, collect data from younger children and test very advanced adults. If the contrast still holds, the theoretical challenge is to formulate a specific explanation so that we develop a better understanding of the acquisition of inflection, and finally understand why children are so good and adults so bad at learning this particular aspect of language.

Homepage: http://home.medewerker.uva.nl/w.b.t.blom/
Chapter 1: Institutional review

1.1. Mission statement

Linguistics takes as its object of research the underlying systematicity in spoken and signed languages and language use, the latter being one of the higher cognitive functions that the human brain is capable of. Linguistics thus forms part of the basis for abstract modelling of human cognitive processes. Language can be studied from many angles, from sound to meaning, from acquisition to loss, from speech recognition to diachronic change, as a means to reconstruct processes taking place in the human brain, as a means to manipulate other people or to improve men-machine interaction. The Amsterdam Center for Language and Communication unites researchers working on these and other aspects of linguistics, and thus covers a diversity of sub-domains and, consequently, also a diversity of research methods: theoretical, observational and experimental.

The focus of ACLC linguistic research since 2002 has been on variation and the system behind variation and is set out in an internal document *The Language Blueprint* (see Fig.1)\(^2\). Natural languages exhibit a tremendous amount of variation. This variation manifests itself in all aspects of the structure of languages, in the ways languages convey meaning, and in the ways they are used. Any adult confronted with an unfamiliar language will have great difficulty in acquiring that language, let alone understand its structure. Yet any infant anywhere in the world, irrespective of its genetic descent, will learn the language it is exposed to without even being aware of its structure. The human language faculty is tremendously flexible, and accepts a whole array of systems.

Notwithstanding this enormous variety, languages show a remarkable degree of similarity, which takes the form of a set of common principles called Language Universals. Together the set of language universals defines the language blueprint: the basic layout of any system of human communication. The search for this blueprint is the major task of linguistics. Finding it is a major prerequisite for practical applications such as improving language teaching, knowledge base construction, language therapy, and speech recognition. These applications crucially hinge on knowledge of language systems.

The Amsterdam Center for Language and Communication applies a novel and integrated strategy in order to significantly increase our understanding of the nature of this blueprint. A key feature of the ACLC approach is that universals are studied from the widest possible variety of perspectives, both descriptive and theoretical, in order to ensure that the findings are not accidental, but are truly representative of the basic parameters that govern the organization of natural languages. The main focus lies in four areas: (i) Language description and typology; (ii) Linguistic modelling; (iii) Language variation and change, and (iv) Language acquisition and processing.

---

\(^2\) See website ACLC for full text: www.hum.uva.nl/aclc/internalcommunication/general documents
The multi- and increasingly interdisciplinary ACLC programme centrally contributes to the programme of the national research school for linguistics LOT (Landelijke Onderzoekschool Taalwetenschap). LOT broadly formulates its programme as ‘what are the cognitive factors underlying human language in structure and use, and what principles govern their interaction?’

1.2 The new structure

1.2.1 Why a new organizational structure?
The ACLC research was still organized in 2004 in six programmes but early in that year discussion had begun on a new structure. This discussion was reflected in the ACLC’s own Midterm review. The Mid-Term Review report written by external reviewers in October 2004 supported this direction:

“The committee was of the opinion that the division of the ACLC into 6 programmes is artificial and suggested a new grouping in 4 programme groups: cross-linguistic description, language acquisition, theoretical models of grammar, and variation and change”.

The former organization of the ACLC research in disciplinary programme groups went against the changing spirit of ACLC’s research programme, which aims at approaching the topics investigated from as many disciplinary angles as possible, to get an integrated view of the nature of the phenomenon at hand. At the same time, this organizational structure was too static to cater in a flexible manner for new initiatives. In the course of 2005 it was decided how to change the structure, both as regards the setup of the research groups and as regards the way collaboration between researchers is enhanced. The four themes mentioned in the MidTerm Review report are of

Fig.1 Schematic representation of the input and approaches to the Language Blueprint
great importance to the profile of the ACLC. The four themes are formulated as (i) Language description and
typology; (ii) Linguistic modelling; (iii) Language variation and change, and (iv) Language acquisition and
processing. These themes will not however form the basis of organizational units since, as explained above, the
organization attempts to cross the boundaries of the themes.
The changes started to be implemented in the autumn of 2005 and are still continuing.

1.2.2 Two organizational units
The ACLC now has two types of organizational units: research groups and discussion groups. The aim of a
research group is to carry out a joint research programme that leads to concrete research output, such as
publications, PhD theses, conferences, etc. Discussion groups, on the other hand, do not have any commitment
towards research output. Their aim is to increase the knowledge of its members in a shared field of interest.

1.2.3 ACLC research groups
Rather than research groups being new bureaucratic entities, the aim is to promote real research cooperation. This
means ACLC members are not forced to form research groups where these are not useful. On the other hand,
possibilities of cooperation should not be wasted out of sheer ignorance of each other’s work. Research groups
generally centre around a linguistic topic rather than a discipline, and unite people from various disciplines
working on that topic. To take an example from the list of programmes given below, various researchers within
ACLC work on a topic like “the noun phrase”. Some are interested in the acquisition of (aspects of) the noun
phrase, others in modelling the noun phrase in various linguistic theories, yet others in areal patterns in the
structure of noun phrases. These researchers now benefit from close cooperation within a research group, and share
responsibility for the envisaged output. In the former structure of ACLC these researchers would not easily meet
each other, in the new structure they are encouraged to join forces. It is important to note that research groups exist
for the duration of the research programme they carry out, and cease to exist when the job is done. The group may
then formulate a new research programme, or its members may shift to other groups in other configurations. In this
way ACLC is flexible and may constantly look for the best options in research cooperation. For this same reason
there are no restrictions on the size and duration of research groups.
The aim is to ultimately organize all ACLC research in research groups. This means that people with common
interests have to contact each other and come to an agreement as regards collaboration in a joint research
programme. The first step that was taken to facilitate these contacts was the ‘project market’ that was organized on
September 2, 2005. Then staff were invited to submit proposals for research groups; these were evaluated by the
ACLC director and the Advisory Board.
The groups that already are in the process of being approved are shown below:

<table>
<thead>
<tr>
<th>Title of Research Group</th>
<th>Co-ordinator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missionary descriptions of non-indo European languages in the</td>
<td>Otto Zwartjes</td>
</tr>
<tr>
<td>colonial period.</td>
<td></td>
</tr>
<tr>
<td>The typology of Focus and Topic</td>
<td>Enoch Aboh</td>
</tr>
<tr>
<td>Language Creation</td>
<td>Norval Smith &amp; Umberto Ansaldo</td>
</tr>
<tr>
<td>Parts of Speech</td>
<td>Jan Don</td>
</tr>
<tr>
<td>Iconicity</td>
<td>Olga Fischer</td>
</tr>
<tr>
<td>DP/NP structure</td>
<td>Ellen-Petra Kester &amp; Petra Sleeman</td>
</tr>
<tr>
<td>Lexical Semantics</td>
<td>Wim Honselaar &amp; Fons Moerdijk</td>
</tr>
<tr>
<td>First Language Acquisition, Developmental Language Disorders</td>
<td>Anne Baker &amp; Esther Parigger</td>
</tr>
<tr>
<td>and Executive Functions</td>
<td></td>
</tr>
<tr>
<td>Sign Language Acquisition and Processing</td>
<td>Anne Baker</td>
</tr>
<tr>
<td>Functional Discourse Grammar</td>
<td>Kees Hengeveld</td>
</tr>
<tr>
<td>Bidirectional phonology and phonetics</td>
<td>Paul Boersma</td>
</tr>
<tr>
<td>Franconian Tones</td>
<td>Paul Boersma &amp; Ben Hermans</td>
</tr>
<tr>
<td>Praat</td>
<td>Paul Boersma</td>
</tr>
<tr>
<td>Cognitive Approaches to Second Language Acquisition</td>
<td>Jan Hulstijn</td>
</tr>
<tr>
<td>Encoding grammatical Information</td>
<td>Fred Weerman &amp; Elma Blom</td>
</tr>
<tr>
<td>Phonological reconstitution</td>
<td>Norval Smith &amp; Mauro Scorretti</td>
</tr>
<tr>
<td>Oncologically-related Communication Disorders</td>
<td>Frans Hilgers</td>
</tr>
</tbody>
</table>
The major benefit of a research group for the individual researcher is that it provides a highly stimulating environment to carry out research. Furthermore, when the group consists of senior and junior researchers, the group provides an important learning environment for the junior researchers. Thirdly, a number of research activities, such as collecting data or organizing a conference, are less time-consuming when they can be shared among the members of a group. Finally, for the institute as a whole the organization of the research in well-defined groups provides a way of presenting the activities of ACLC much more clearly to the outside world.

There are a number of practical benefits as well. Starting in 2006, ACLC PhD positions will be assigned to ACLC research groups, in order to help setting up or strengthening lines of investigation important for ACLC. Furthermore, funding of certain research costs (conference organization, equipment, payment of informants, but not individual travel costs) may only be applied for in the context of a research group. Funding is furthermore assigned for the entire duration of the group, and considerable freedom is assigned to the co-ordinator of the group to spend these funds in the best interest of the research group.

1.2.4 ACLC discussion groups

Though more informal, discussion groups also have an important function within ACLC. Many of the existing discussion groups, such as for example the generative reading group, the lexicography group, the phonetics group, the acquisition group, the FG-colloquium, have a longstanding tradition. But there are also more recent initiatives, such as the language contact discussion group, and the discussion group on language description. Just as research groups, discussion groups may start at any moment, and may cease to exist when they are no longer useful. All activities of discussion groups are basically open to all ACLC researchers, and are announced on the ACLC website.

1.3 Leadership

1.3.1 Organogram

The current head of the ACLC is the director, Prof. dr Anne E. Baker, (see Figure 2). While she was on sabbatical from September 2005 until February 2006, she was replaced by Prof. dr Kees Hengeveld. The vice-director during 2005 was Prof. dr Jan Hulstijn who was replaced by Prof. dr Kees Hengeveld in February 2006. The bureau consists of a co-ordinator (dr Els Verheugd) and a secretary (mw. Yolanda Carrasco-Moure until July 2005, from September 2005 dhr. Frank Heistermann).

The ACLC has an Advisory Board consisting of seven senior staff members, a PhD student representative who is elected by the graduate students for a period of on average two years and a postdoc representative chosen by the
postdocs. The director is chairperson of this board; the vice-director is selected from among the members of the Advisory Board.

The ACLC has an external committee, the Scientific Council, consisting of four members. This council has the task of advising the ACLC Advisory Board on general questions of policy, quality control, staff development etc. This board also plays a part in the internal evaluation of the institute by reacting to and contributing to the annual report. It meets once a year with the Advisory Board. The Scientific Council consists of Prof. dr Anne Cutler (MPI, Nijmegen), Prof. dr Pieter Muysken (KUN), Prof. dr Leo Noordman (KUB) and Prof. dr Neil Smith (University College, London). In September 2005 there was a day meeting in which the role of the Scientific Council and expectations from both sides were specified and the positioning of the ACLC discussed.

1.3.2 Decision making procedures and management style
The director of the ACLC is primarily responsible for decisions but takes advice from the Advisory Board. She conducts the interviews with all post-docs and with some of the PhD students. The interviews with senior staff members are also done by the director (see 1.4.2 and 3.1). The director gives written feedback to all senior members on their research output in an annual letter.

The Advisory Board is consulted by the director on almost all policy issues either at the regular six-weekly meetings or by e-mail. It is this body that ratifies the selection of the candidates for the internal UvA financed graduate positions, advises on changes in policy and organization, approves the financial budget etc. It is this body that is responsible for the bulk of decisions.

Prior to 2005 the senior staff members of the Advisory Board were selected on the basis of their being co-ordinators of the former “programme groups”. In the new structure (see 1.2) they will be selected on the basis of there being a representation of the four main ACLC themes: (i) Language description and typology; (ii) Linguistic modelling; (iii) Language variation and change; and (iv) Language acquisition and processing. The Advisory Board members are expected to come forward with suggestions for change and development. An annual brainstorm session is organized to discuss policy, changing directions etc. Some members of the Advisory Board took over responsibility in the course of 2005 for the periodic interviews with a proportion of PhD students in order to reduce the burden for the director.

The minutes of the Advisory Board meetings are posted on the ACLC website and considerable use is made of email to inform individual members of staff of current events, organizational points etc. The ACLC website was worked on in the course of 2005 in its structure to be able to fulfil an important function in communication of general and current information to the members, external researchers, and interested parties. Since the Faculty has introduced the possibility of individual home-pages for all staff, the structure of the website is currently being re-worked to accommodate for this possibility.

The research groups are the new organizational layer below the Advisory Board. The groups have co-ordinators who are in general responsible for the communication within the group. The Advisory Board is currently working out the policy to determine the rights and responsibilities of the co-ordinators and to ensure good communication between the co-ordinators of the research groups and the Advisory Board. Individual staff members are encouraged to present new ideas through the research groups.

1.4 Strategy and policy

1.4.1 Content policy
The strength of ACLC is the breadthness of its research and the interaction between the different types of approaches. This distinguishes it from comparable research institutes inside and outside the Netherlands. This property also accounts for the many forms in which ACLC members are active nationally and internationally in the broad field of linguistics.

The research plan, The Language Blueprint (see 1.1), is the core topic and focus for ACLC research until 2008. This plan focuses on discovering the universal properties of language (often referred to as the ‘language blueprint’) through the study of language variation and typology, whereby variation in language form, language user and language situation is addressed. Through the exploration of these different cross-linguistic and intra-linguistic aspects the crucial properties of the language blueprint should be uncovered.

3 www.hum.uva.nl/aclc/internal communication/advisory board meetings
The four themes, as discussed in 1.2, remain the strong areas of the ACLC: (i) Language description and typology; (ii) Linguistic modelling; (iii) Language variation and change; and (iv) Language acquisition and processing, with specific foci in many cases.

- **Language description and typology** includes the typology and description of creole and sign languages and the creation of databases and other helpful tools for the linguistic community at large.
- **Linguistic modelling** reflects a rather unique combination of functional and formal approaches.
- **Language variation and change** considers the creation of languages including creoles and pidgins and the motors of language change.
- **Language acquisition and processing** covers both first and second language acquisition and acquisition disorders across the full range of the language system, i.e. including the phonetic aspects, and in both spoken and signed modalities.

It is the intention to apply for funding of linked projects within this plan from the Central Research Fund of the Universiteit van Amsterdam as soon as these become available so that a major move forward can be made in this area. The choice for this focus also means that most new research projects at the post-graduate and postdoc level increasingly take this unifying approach.

1.4.2 Quality control

This has been an important aspect of policy for all ACLC members. Publications are reported in the annual report and the amount of publications and their quality are checked yearly for all members. Staff are given feedback on their level of publication per year in an individual letter and, if necessary, in an interview with the director. The progress of PhD students and postdocs is also regularly monitored through an interview. This became even more important when the PhD students moved onto a three year trajectory instead of the four years. This change was implemented in September 2005. These aspects will be discussed more fully in 3.1.

1.5 Embedding of linguistics research in teaching programmes

The three-year BA teaching programme in Linguistics/Sign Linguistics at the Department of Languages and Literature, Faculty of Humanities (started 2002) is made up of courses on a broad range of linguistic topics including phonetics and speech and language technology. The BA programmes for specific languages, for example English Language and Culture or Spanish Language and Culture, contain also linguistics courses. The one-year MA programme Linguistics and the language-specific MA programmes contain a range of courses in which different specialization routes such as Second Language Acquisition, Functional Grammar, Generative Grammar are possible. Foreign students may also apply. The two-year research MA programme Linguistics (started 2002) draws also on the courses in the one-year programme but also has specialized courses. This programme recruits a limited number of students of high quality; foreign students as well as Dutch students may apply. Students following this MA programme are well qualified to move on to PhD programmes in Amsterdam or elsewhere. A qualification at this level will be necessary for those students entering the three year PhD programme as of 2005. In 2005 the two-year research master had 6 students.
Chapter 2: Input

2.1. Researchers and other personnel

<table>
<thead>
<tr>
<th>Table 1: Research staff of ACLC institutional level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
</tr>
<tr>
<td><strong>Tenured staff</strong></td>
</tr>
<tr>
<td>Professors</td>
</tr>
<tr>
<td>Senior lecturers</td>
</tr>
<tr>
<td>Lecturers</td>
</tr>
<tr>
<td><strong>Non-tenured staff</strong></td>
</tr>
<tr>
<td>Lecturers</td>
</tr>
<tr>
<td>Postdocs</td>
</tr>
<tr>
<td>PhD students</td>
</tr>
<tr>
<td><strong>Total research staff</strong></td>
</tr>
<tr>
<td>Supporting staff</td>
</tr>
<tr>
<td><strong>Total staff</strong></td>
</tr>
</tbody>
</table>

In 2005 we lost a few senior members. Dr Jacques Arends died unexpectedly in August (see obituary). Prof. dr Albert Rijksbaron, dr Jan van Dijk, dr Jeannette van der Stelt, dr Willem Koopman, dr Ans de Kok, dr Ad Welschen took (early) retirement. We are pleased that prof. Rijksbaron, dr van Dijk, dr van der Stelt, dr Koopman, dr de Kok and dr Welschen will stay affiliated to the ACLC as guest researchers. We also said farewell to those who completed their PhD degree: dr Jaap van der Bij, dr Nel de Jong, dr Masayuki Ohkado, and dr Renze Valk.

We welcomed one new postdoc, dr Paola Escudero Neyra, on the NWO project *Adequacy and acquisition of functional constraint grammars*. In total 9 new PhD students joined the ACLC in 2005: Sebastian Nordhoff joined on a project funded by the Volkswagen Stiftung *The documentation of Sri Lanka Malay: linguistic and cultural creolization*, Robert Cirillo and Mara van Schaik-Radulescu have started projects funded by the Faculty of Humanities: Cirillo on the crosslinguistic study of quantifiers and van Schaik-Radulescu on a typological study of intransitivity. Marije Michel’s project on the sequencing of second language learning tasks is funded both by the Faculty of Humanities and the Amsterdam City Council. Several external PhD candidates also joined the ACLC with an approved project: Emilie van Opstall, Marco René Spruit, Pierre Winkler, and Liesbeth Zack. Alla Peeters-Podgaevskaya as a lecturer was given some research time by the Faculty of Humanities to complete her PhD.

Dr Paul Boersma, having been a postdoc within the ACLC, was appointed full professor of Phonetic Sciences. Dr Folkert Kuiken was appointed as special professor for Dutch as a Second Language by the Amsterdam City Council. Dr Lisa Lim joined as a new lecturer. Appendix 2 gives a full overview of the staff and their research time.

In 2004 we saw a major increase in the ACLC staff overall (40%); this was due to the non-tenured staff (PhD students and post-docs) employed in externally financed projects where the ACLC had shown itself to be successful. Compared to 2004 there was a marginal decrease in the tenured staff in 2005 (see Table 1); the number of non-tenured staff increased very slightly. Non-tenured staff formed 50% of the total ACLC staff in 2002, 60% in 2003, 70% in 2004 and in 2005 72%.

The staffing of the ACLC office was increased from 1.11 to 1.2.

2.1.1 Recruitment and selection

**Senior staff**

It is the policy of the Faculty for every senior staff member to be a member of a research institute. In order to ensure high quality within the institute the director needs to be consulted on recruitment of new staff. Since mid-2003 procedures have been agreed upon with the Faculty board whereby a representative of the research institute is represented on the committee for making the new recruitment profile, selection etc. This should make it possible to implement a policy in developing specific types of research.

---

*4 See Appendix 2 for an overview per individual staff member*
If a member of staff is appointed whose past performance does not meet the Faculty norms, it is the policy of the ACLC to accept that person as a member for a provisional two years. During this time the output and involvement of the staff member is assessed. If the person does not fulfil requirements, then their membership will not be confirmed (see 3.1.1).

It has been standard for all senior members of staff to have 40% of their time for research (but see junior-docent, below). The Faculty is, however, gradually changing towards a more flexible system so that excellent researchers can be recruited and attracted by the possibility of more research time and existing staff members ‘rewarded’ with more research time.

When senior staff members retire, they can apply to retain a workplace within the Faculty to do research or to stay linked to the ACLC. If their research plan is approved, then they are given the status of guest researcher (see also below). Retired full and special professors can make use of the so-called emeriti-scheme instituted in 2005 (www.hum.uva.nl/emeriti).

Postdocs
Due to the national policy of providing more postdoc research positions at different levels it has been noticeable that the structure of the non-tenured staff has changed. The ACLC has been successful in gaining grants for such projects so that the number of postdocs has increased (see Table 1).

All applications for postdoc positions are screened by the ACLC director, who then gives written approval to the Dean. It is ACLC policy that these applications are prepared within the research groups so that the group of researchers most closely related to the topic can give feedback and advice. In some cases such postdocs are guaranteed a permanent position by the Faculty after their grant period. In such cases the ACLC has the task to look carefully at the desired structure of research staff.

PhD positions UvA funded
The Faculty awards a number of PhD positions each year to the ACLC but since January 2005 the number depends on past performance of the ACLC in PhD completion. The number of PhD’s completed over the previous three years is averaged and 40% of that number is awarded. For this internal round of PhD positions the policy of the ACLC for recruitment was two-pronged in 2005. The first route was for senior staff to write a PhD proposal that was then evaluated by the Advisory Board with regard to content, quality of work plan, supervision etc. Since the acceptance of the Language Blueprint as policy document in 2002 (see 1.1), preference has been given to proposals that fall within that area. All these criteria play in role in the selection made. The proposals selected by the Advisory Board are then advertised in national newspapers, e-mail mailing lists and websites, so that candidates can apply. The second route was for potential candidates including the students from the research MA Linguistics to submit a proposal they write themselves. This option was advertised at the same time as the project proposals selected (see above) and the internal MA students are informed of this possibility in advance. There had to be contact between the intended supervisor and the applicant but the proposal is written substantially by the candidate him- or herself. These proposals that have to fall within the Language Blueprint are evaluated by the Advisory Board on the basis of the criteria outlined above. The candidate is also evaluated using criteria such as education, training, suitability for project etc. A decision was taken to revise the procedure for 2006 such that all proposals were submitted by a senior member, sometimes in collaboration with a potential PhD candidate. This change was made to ensure a higher standard of such proposals.

A selection is made of the candidates emerging from the two routes described above on the basis of quality. These candidates are invited for interview and the final selection is made. All research institutes in the Faculty follow the same time path so that appointments are made beginning on September 1st of each year.

It has been noticeable in the last few years, especially since the introduction of the research Master’s programme in Linguistics (see 1.5), that there has been a marked increase in the number of international applicants. The language skills of the candidate have to be considered but since most training is given in English, this is not a major problem. As in 2004 more than 30% of the PhD students in 2005 were not Dutch and it is noticeable that the international atmosphere is beneficial to all.

PhD students externally funded
In some externally funded projects (NWO or other grant giving bodies) positions are awarded for PhD students. These positions are advertised and a selection committee is formed of ACLC senior members including at least the director, the intended supervisor, main researcher in the project and one PhD student. The director is chairperson. The same criteria for selection are used as described above.
ACLC professors are regularly approached to supervise PhD students who have their own funding. Frequently such students are working at universities abroad. Some are lecturing staff of the Faculty of Humanities with an appointment involving no research time but who are given some research time for a limited time by the Faculty for the purposes of completing their PhD. Such students are seen as external PhD students and are granted the status of guest researcher with the ACLC. Their PhD proposal has to be approved by the ACLC Advisory Board and the students are interviewed if this is a practical possibility. The Faculty of Humanities has developed a policy to encourage such external PhD students in 2005 such that it is possible for such students to apply to the ACLC for a limited amount of funding. Every effort is made to integrate these students in the activities of the ACLC.

Docent promovendus
Such staff members usually have 50% research time and 50% teaching and administration for a limited contract of 5 years. When a permanent lectureship becomes vacant, the Faculty sometimes converts it into a junior-docent position. An important aspect for the ACLC is monitoring the teaching load of such staff, in particular in their first year.

Associate members
There are several types of researcher who fall into this category. Researchers from outside the Universiteit van Amsterdam who come here for a longer period or for a sabbatical to work together with ACLC members are awarded the status of guest researcher. They stimulate the research climate and are generally highly beneficial. Senior staff members that have left the university can apply to keep an affiliation with the research institute and in some instances a work place within the university if they wish to continue to be active in research. Such applications are screened by the ACLC and the Department of Languages and Literature. Such staff members also have the title of guest researcher. They are clearly beneficial to the research climate. Self-funding PhD students also officially have the status of guest researcher as noted above. PhD students who fail to complete within four years can be given the status of associate members so that they can remain in a supportive environment to aid swift completion.

2.1.2 Training and personal development
All new members of the institute are as a matter of course interviewed by the ACLC director within the first few weeks of appointment. In that interview the issue of training and personal development is addressed and where possible, advice is given on the possibility of following courses e.g. English academic writing, project management, Dutch language. The national research school for Linguistics (Landelijke Onderzoeksinstituut voor Taalwetenschap, LOT) to which the ACLC is affiliated, organizes courses on all aspects of Linguistics in a Winter and Summer School each year and also occasional courses. These courses provide the ACLC members at all levels, but especially PhD students, with the chance to deepen or broaden their knowledge.

Senior staff
For tenured senior staff the task of supervising personal development is formally allocated to the professorial chair (leerstoelhouder) under which the researcher falls as part of the evaluation interview (Functioneringsgesprek). Since the organization of chairs does not necessarily overlap with the research organization (a literature professor, for example, cannot always have insight into the area of linguistic research involved) the ACLC organizes interviews with individual staff members where appropriate. In such interviews the ACLC director assesses and discusses research progress. The professor responsible for the staff member is also asked to be present so that decisions on training etc. can be coordinated with the other tasks (teaching, administration) of the researcher. This procedure is necessary to ensure good communication.

Postdocs
Within a postdoc position that is externally funded there is usually little time allocated for training. The needs of the postdoc are assessed in the first interview and further in the yearly progress interviews (see 3.3) with recommendations being made according to the work plan of the researcher. The ACLC encourages postdocs to follow courses in supervision offered by the Liaison Office.
PhD students

In the first interview that is conducted with both the director and the supervisor(s) within the first few weeks of the appointment, the training and supervision plan (Opleidings- en Begeleidingsplan) is discussed that the student and supervisor(s) have drafted. In that plan the needs of the student for training (linguistic or other) in any area are addressed and courses planned into the work plan. This plan is continually renewed in the progress interviews that take place at regular intervals (see 3.3).

In a four year PhD programme 15% of the post-graduate’s time has to be allocated to following courses, 7.5% to teaching courses themselves (under supervision), and the remaining time to their own research. In the three-year programme (operational since September 2005) the PhD students have no official time for training or teaching. Nevertheless they are encouraged to follow courses where appropriate for their topic. All ACLC PhD students can apply to follow local courses that are offered such as on Project Management, Writing Academic English. They also follow the excellent international courses offered at the LOT Winter and Summer Schools. ACLC staff regularly teach on these courses. These Schools give the students a chance to meet other post-graduates and are highly rated. The University offers also intervision session to its staff and this concept has recently been extended to PhD students. The ACLC PhD students are being encouraged to participate. With regard to teaching the Faculty may offer a small separate teaching appointment to a PhD student where the faculty has a staff shortage; hereby the PhD student can obtain valuable experience.

2.1.3 Exchange policies

Individual programme groups and individuals have connections with other institutes on the basis of current work. The national Linguistics research school (LOT) has exchange programmes with Potsdam (Germany) and University College (London) from which the ACLC members can benefit. Exchanges are also arranged within European programmes, for example with the University of Thessaloniki for sign language acquisition. Individual PhD students are encouraged to spend some time at another institution. This is organized within the individual training- and supervision plan. The Functional Grammar group, for example, collaborates with institutions abroad and so can facilitate visits at those institutions.

2.2. Resources, funding and facilities

2.2.1 Financial situation

Table 2: Funding and expenditure for ACLC: at institutional level

<table>
<thead>
<tr>
<th>Funding (in k€):</th>
<th>2005</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct funding</td>
<td>1668.86</td>
<td>63%</td>
</tr>
<tr>
<td>Research funds</td>
<td>805.18</td>
<td>30%</td>
</tr>
<tr>
<td>Contracts</td>
<td>122.66</td>
<td>4.5%</td>
</tr>
<tr>
<td>Other</td>
<td>33.80</td>
<td>1%</td>
</tr>
<tr>
<td>OBP</td>
<td>44.52</td>
<td>1.5%</td>
</tr>
<tr>
<td>Total</td>
<td>2675.01</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure (in k€):</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel costs(^1)</td>
<td>2675.01</td>
</tr>
<tr>
<td>Other costs</td>
<td>55.27</td>
</tr>
<tr>
<td>Total</td>
<td>2730.28</td>
</tr>
</tbody>
</table>

Explanation:
Direct funding: funds provided directly by the Universiteit van Amsterdam

\(^1\) Personnel costs: all wages, salaries of the personnel including the social security charges, the donation to the provision “wachtgelden” (=reduced pay in case of unemployment), the cost of temporary workers or agency staff and other personnel costs such as allowances for child care and commuter travel.
Research funds: funds received in competition from national and international science foundations (NWO, KNAW, ESF)
Contracts: funds from third parties for specific research activities, from charities, EU-framework programmes, industry, etc.
Other funding: includes interest from property, legacies, etc.

2.2.2 Policy
In 2005 the ACLC made an agreement (sub-convenant) for a period of three years with the Dean as a consequence of a general agreement between the Faculty and the central organization of the university (College van Bestuur). In this agreement policy with regard to teaching, research and administration is laid down. For the ACLC the financial policy including staff targets were laid down for the ACLC as a whole. The research institutes were made responsible for their own budget.

In the agreement for the period 2005 up to 2008 a reduction in the numbers of senior staff of the ACLC will take place on the basis of non-replacement of staff that leave. This has also happened over the previous period: in 2001 the research time of tenured staff was 18.45fte; in 2004 it was 15.45fte and in 2005 14.39fte. Key positions such as professorial chairs can be preserved following a faculty plan for allocation of chairs. The ACLC policy with regard to staff has been to try to recruit extra researchers through externally funded projects as was agreed in the sub-convenant. This has been successful over the last few years. From Table 2 it can be seen that the amount of funding from research funds or contracts has steadily increased. 30% in 2005 compared to 29% in 2004, 24% in 2003 and 18% in 2002. This meets the target for the sub-convenant.

In the ACLC 10% of its PhD students have external funding other than NWO, 5 of the total number of 52 PhD students – for example Hugo Cardoso is funded by the Foundation for Science and Technology in Lisbon, Portugal; Sebastian Nordhoff is financed by the Volkswagen Foundation, Germany; and Marije Michel is partly funded by the City Council of Amsterdam.

Travel
It was decided in 2005 to increase allowances for conferences and field trips from €680 per senior researcher to €1000 to be implemented in 2006. The allowance for PhD students will stay at €1000 per year. The external PhD students also have a budget awarded by the Faculty of Humanities and this may be spent on travel. The guest researchers may also apply for some travel support. The ACLC has wished to stimulate conference attendance; at the same time each application is checked to see that the planned trip is related to the research plan and will be productive.

Research projects were financed to a very limited degree, for example in terms of providing money for informants or transcription assistance. The amount awarded is dependent on the number of applicants per year but is mostly in the region of €1000. In the new structure only research groups will be able to apply for a budget to cover equipment, payment of informants (see 1.2)

Conference organization
There is a limited budget to support the organization of local conferences (€500 - €1000 per event) but this has been well used. The ACLC supported 6 meetings in 2003 and 4 in 2004. In 2005 more money was spent on conferences related to the Language Blueprint. In 2006 the financial support for the organization of conferences will also be related to the research groups.

2.2.3 Capital investments
There has been no ACLC budget to allocate to major capital investments in terms of equipment, or books. This is generally covered by allocations elsewhere.

2.2.4 Research facilities
Each researcher is equipped with standard desk facilities, a copying budget, access to Internet/E-mail from desktop and state-of-the-art computer facilities, including on-line access to library. The library facilities are good including now access to many digital journals.

The junior researchers were spread over various buildings of the Faculty in 2005 but in 2006 the Department of Phonetics will move to the Bungehuis bringing more staff in closer contact. The ACLC tries to organize housing in order to ensure contact between the group of junior researchers and the senior researchers. Those researchers who work in the same building find it easier to form a group and they clearly profit from the proximity.
ACLC research is often empirical and needs specific ICT support. The ACLC director has regular contact with the ICT services to inform them of changing needs.

2.2.5 Support for foreign staff
Increasingly more of the ACLC PhD students, postdocs and staff come from abroad. This group needs specific facilities: information available in English with regard to work conditions, contract, housing etc., and support, for example with regard to visa, residence permit, and housing. The ACLC provides as much of this as possible but also draws on the support of the Faculty in this area.

2.2.6 Back office support
The ACLC has a co-ordinator for 16 hours per week, an increase compared to 2004, and a secretary for 16 hours a week.

2.2.7 Funding trends
The financial circumstances of the Faculty of the Humanities has led to a reduction in the financing of tenured staff over the last few years and this trend has continued, although it is not yet drastic (see Tables 1 and 2). The financial planning is related to fixed teaching programmes and is likely to lead to further staff reductions (see 2.2.2). The number of linguistic chairs in the modern language departments has been reduced, at the moment there are chairs in Arabic, Dutch, Germanic languages and Romance languages (currently vacant). There are also two chairs in General Linguistics: one for Theoretical Linguistics and one for Psycholinguistics, Language Pathology and Sign Linguistics. There is also a separate chair for Second Language Acquisition and one for Phonetic Sciences (see Appendix 2).

The ACLC has worked hard to gain externally funded PhD projects; these are often combined with postdoc funding such as in NWO small programmes.

2.2.8 Funding targets
The target for external funding of 25% was set in the sub-convenant for the period 2005-2008, 20% for national research funding and 5% for other sources. In 2005 this target was achieved easily (see Table 2).
Chapter 3: Current state of affairs

3.1. Processes in research, internal and external collaboration

3.1.1. Quality control
Quality control has been an important aspect of policy since December 2002 and is increasingly so.

PhD Students
All students accepted into a PhD position have been carefully screened to make sure that they have the qualifications necessary to complete the project (see 2.1.1). Since the introduction of the three-year PhD programme students have almost no time for training, so that this screening is even more important. The students, whether internally or externally funded, draw up a plan of research that is approved by their supervisor and the research institute. Special attention is paid to the planning of the work to ensure that the project is feasible in the time allowed. Attention is also paid to the planning of publications during the project, amongst other things in order to increase the chances of the PhD student to move on to a postdoc position if this is what the student wishes. Students see their supervisor(s) at least once or twice a month. In the four year PhD programme work progress is checked by the institute at least once a year, and more frequently in the first two years, in the form of an interview between the student, supervisor and ACLC director. At nine months the student is asked to produce a written piece of work related to their thesis; this is then evaluated by the ACLC. In the three year programme the student is interviewed after six months and progress assessed including an evaluation of a written piece of work, the period of time being adjusted if a student is working part-time.. According to the Faculty of Humanities regulations this is done by a committee of at least three staff members, including the supervisor(s) and a professor who is not the supervisor, with the final decision being taken by the director. Any adjustments to the research programme or problems are dealt with at the progress interview, but if necessary also on an ad hoc basis. Emphasis is laid on the PhD student achieving the right balance of independence and guidance. Guidelines for the supervisors directed at all stages of the supervision have been published on the ACLC website and supervisors new to the job are assisted by the director. It has been decided to offer a training session for all supervisors in 2006.

In Table 3 an overview is given of the success rate of the PhD students over the intake years 1994-2001. For this period the completion rate is 61%, but 10% is still working on their dissertation giving a potential completion rate of 71%. This should not always be seen as a strict delay since some PhD students receive an extension due to maternity leave or illness; others are offered a position and are completing while working at the same time. This rate is approximately the same as the national average (LOT figures). There is a drop-out rate of approximately 29%, which is about the national average. However an improvement can be seen over the last three intake years: the dropout rate is 17%. Each student who decides to leave prematurely is asked for an exit interview with the ACLC director in which the reasons for leaving are fully discussed. A brief report is drawn up and sent to the supervisors. An analysis of the reasons for dropping-out shows that these vary from sickness to loss or lack of interest in the project. It is not clear that these losses can be avoided.

Table 3: Success rate and duration of financed PhD projects in intake years 1994-2001

<table>
<thead>
<tr>
<th>Year</th>
<th>Intake</th>
<th>PhD</th>
<th>Stop</th>
<th>Busy</th>
<th>PhD &lt;4</th>
<th>4-5</th>
<th>5-6</th>
<th>&gt;6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1995</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1996</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>1997</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>1998</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1999</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2000</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2001</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Entire period</td>
<td>31</td>
<td>19</td>
<td>9</td>
<td>3</td>
<td>19</td>
<td>7</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

| Grand total (numb) | 100 | 61% | 29% | 10% | 100% | 37% | 37% | 5% | 21% |

1 The Faculty awarded no positions to any research institute in that year.
The number of PhD students who finish their dissertation within the time limit of four years has been too low but this is clearly improving thanks to the quality control measures. There are now 37% within four years compared to earlier figures of less than 30%. Since December 2002 there has been a concerted effort to increase the percentage by checking work progress regularly and making a clearer planning. Students who have not finished their thesis within their contract time can be awarded a guest researcher status for the period of one year in order to complete it – this is beneficial since the student remains in the same research environment. These students are intensively supervised to optimize the chances of their completing quickly.

All students are stimulated to follow a course in project management at the start of their project as well as courses in writing scientific English if time allows it. They are encouraged to practice writing from the beginning and to publish results early if possible so that they experience fewer problems later on when writing up the full dissertation. The students follow ACLC internal courses on linguistics and also courses offered in the winter and summer schools of LOT. The ACLC organizes six-weekly meetings with all its PhD students at which one of them presents his/her work and practical research issues are discussed. The group of PhD students itself organizes a weekly lunch. These activities are greatly valued by the students since they promote exchange and cohesiveness between the members of the group.

An analysis of the career destinations of ACLC graduates who graduated after 1997 is given in Table 4.

Table 4: Type of employment of ACLC (HIL/IFOTT) graduates 1997-2005

<table>
<thead>
<tr>
<th></th>
<th>male</th>
<th>fem</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>17%</td>
<td>13%</td>
<td>30%</td>
</tr>
<tr>
<td>B</td>
<td>11%</td>
<td>9%</td>
<td>21%</td>
</tr>
<tr>
<td>C</td>
<td>15%</td>
<td>25%</td>
<td>40%</td>
</tr>
<tr>
<td>D</td>
<td>2%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>E</td>
<td>2%</td>
<td>2%</td>
<td>4%</td>
</tr>
</tbody>
</table>

These figures show that the ACLC is successful in producing future academics of a high standard. The figures for postdoc positions are rising as these positions become increasingly available. It is the policy of the ACLC to encourage our PhD students to apply for postdoc positions where appropriate. It is interesting to note that there is a gender difference in the number of successes for university positions compared to those moving into professionals positions – this could suggest that female candidates might need some extra support in pursuing an academic career.

Postdoc students
The category of postdoc researchers is growing and is given special attention. There are different categories of postdoc researchers – some with more experience than others. These researchers are interviewed once a year by the ACLC director, together with their mentor from the senior staff where appropriate, to evaluate progress on their project and to discuss practical problems. Attention is paid to the feasibility of the project in the time and the planned publications from the project. They are also encouraged to participate in local and national symposia and workshops. They have a representative on the ACLC Advisory Board.

Senior staff
The publications of the staff members are reviewed on a yearly basis. The Faculty of Humanities has established norms for publication such that with 2 days research time per week (0.4fte or 40% time) a senior researcher should produce at least one publication or 20 pages in an international peer-reviewed book or journal. A policy for quality control in this aspect has been implemented since 2003. Each senior staff member receives a letter from the director in which the publications and other research output for that year are assessed. Individual staff members are interviewed if there appear to be problems in producing work at the required level. The interviews are conducted by the ACLC director together with the professor (leerstoelhouder) responsible for the member of staff. These staff members are required to write a research plan for the coming two years that has to be approved by the ACLC. After one year a second interview takes place to evaluate progress. If after two years the goals of the research plan

\[\text{Prior to July 2000 when the ACLC was founded, linguistic research was organized in 2 inter-university research institutes HIL (Holland Institute for Generative Linguistics) and IFOTT (Institute for Functional Language and Language Use)\]
have not been met, research time will be taken away from the member of staff in question and reallocated. For some members of staff this quality check has had a stimulating effect in that they have reached the publication norm. It has also led some members of staff to rethink their career situation, in some cases leading to a decision to take early retirement. All the staff members are being encouraged to publish in top journals and peer-reviewed books. The research groups encourage staff to discuss their work to get feedback.

3.1.2 Internal collaboration

Within the ACLC

In 2005 collaboration between the members of the ACLC increased, in particular through the reorganisation in research groups where the emphasis lies on collaboration and joint production of publications. It is not the case that individual researchers are forced to collaborate since an individual can submit a research proposal on his or her own, but there is an atmosphere of encouragement. A Working Papers series is currently being set up by the postdocs of the ACLC; this action was supported by the MidTerm review report of October 2004.

Within the Faculty

The ACLC has close links with the Institute for Language, Logic and Computation (ILLC) which is itself an inter-faculty research institute (part in the Faculty of Humanities and part in the Faculty of Mathematics, Natural Sciences and Information Sciences). There are currently some collaborative projects being supervised across both institutes and there is collaboration on applications for externally funded projects. The Friday afternoon lecture series (ACLC and DIP) are organized such that there is minimal overlap in timing. An annual seminar is organized on a topic of joint interest; in 2005 this seminar was on linguistic modality. The directors of the two institutes have a regular meeting to exchange ideas.

Within the University

The ACLC participates in the interdisciplinary research institute Cognitive Science Center Amsterdam. The areas of specialisation of the ACLC fit in clearly with this institute, namely Language Acquisition, Psycholinguistics and Language Pathology but also cognitive aspects of linguistic structure. Members of the ACLC are also involved as teachers on the Master’s Programme Cognitive Science (started September 2003) and Anne Baker was co-ordinator of Introduction to Cognitive Science course (2004-05). The research institute itself holds seminars and meetings in the area of Cognitive Science including an annual summer school in which ACLC staff and students participate. On the initiative of members of both research institutes (dr Jos van Berkum, prof. dr Anne Baker and prof. dr Jan Hulstijn) a psycholinguistics forum started in 2005 to encourage exchange between biologists, psychologists and linguists in this area. The forum meets four times per year for presentations and discussion. Some ACLC members work together with researchers from the SCO Kohnstamm institute that specializes in research in education.

3.1.3 External collaboration

There are so many points of collaboration that they are too many to name here. The collaborating partners are made explicit in the research programmes of the newly formed research groups. Just a few examples will be given here. There is structural collaboration between the ACLC and the Meertens Institute, for example in the Variflex project, and the Fryske Academy. Both institutes finance a chair (bijzonder hoogleraar): the Meertens Institute for Language Variation (prof. dr H. Bennis) and the Fryske Academy for the Frisian language (prof. dr D. Gorter). The Institute for Lexicography (INL) finances the chair of prof. dr. Fons Moerdijk and the City Council of Amsterdam also finances a chair for Dutch as a Second Language currently held by prof. dr Folkert Kuiken who was appointed in the course of 2005.

There are also numerous projects both short-term and long-standing that involve a partner outside the Universiteit van Amsterdam. These partners are both national and international. Cooperation with other Dutch universities takes place in many projects, for example in the NWO research-projects A Transatlantic Sprachbund (Leiden, Nijmegen), Determinants of Dialectal Variation (Groningen), De ontwikkeling van schooltaalvaardigheid van Turkse, Marokkaans-Berberse en Nederlandse 3-6-jarigen: linguïstische, psychologische, pedagogische en onderwijswiskundige determinanten (DASH) (Utrecht & Tilburg) and Franconian Tones (Tilburg). The Kilian Foundation and the INL are also collaborative partners for work on the Dutch Etymological Dictionary (Leiden).
The typological database project also involves a national collaboration through LOT. Research on oncology related voice and speech disorders is carried out in close collaboration with the Netherlands Cancer Institute. The researchers on Functional Grammar work together with other international centres of FG-research for example in Denmark and Brazil. Paola Escudero works together with the Universidade Federal de Santa Catarina, Brazil and Jeanette van der Stelt with St. Petersburg State University. Otto Zwartjes works together with the universities of Oslo and São Paulo in his project on Missionary Linguistics. Anne Baker is part of the international research group at NIAS currently working on Language Genesis. Cooperation with universities abroad takes place in a number of projects, such as the ESF workshop *European Dialect Syntax* (together with the Meertens Institute); the ‘Groupe Européen de Recherches en Langues Créoles’ (CNRS); the SMiLE project (Support for Minority Languages in Europe); the European Mercator Education Project; the Trilingual Education in the European Union project. In smaller projects there is cooperation with the university of Ghent (NWO project *The grammar of Cappadocian*), Louvain (FWO project *Complementation in English*), Zürich (the Iconicity Project). Den Besten also works together in a more general way with Stellenbosch University. Work on dictionaries involves partners abroad such as the University of Oslo (project Dutch-Norwegian Dictionary).

### 3.1.4 Lecture series

The ACLC organizes fortnightly lectures on a Friday afternoon during the semesters to which all staff members, the MA students and interested associate members are invited. The lectures are also advertised on the website and through the LOT website to encourage participation from outside. The speakers are recruited from ACLC members, Faculty members, UvA staff, staff from other Dutch universities, international guests and visiting lecturers to the Netherlands\(^7\). The lecture is followed by drinks at the Department of Linguistics, which is an invaluable point of social contact for the senior and junior staff of the ACLC.

PhD students get the chance to present their work within the research groups and at the regular PhD student meeting. This aspect will also be important in the new structure.

### 3.2. Academic reputation

The ACLC has made a continuing effort to be prominent in international and national research by encouraging a greater visibility of publications in top journals and promoting the organisation of national and international conferences and workshops.

There were four PhD degrees awarded in 2005 (see Appendix 6) of which three were external candidates. As discussed earlier (2.2.1) external funding has increased considerably compared to previous years. We gained 1 new postdoc position in 2005 (see 2.1) financed by NWO, one PhD position financed by the Volkswagen Stiftung and one partly financed by the Amsterdam City Council. In total four new PhD positions came to the ACLC in 2005. Two new larger projects were awarded in 2005: a collaborative project on Franconian tones to Paul Boersma working with the University of Tilburg and a NWO STEVIN project to David Weenink on the speech system PRAAT. In total the ACLC currently has 12 projects being financed by NWO and three by other external foundations.

The staff members are prominent in their international and national activities (see Appendix 5). There is a considerable number of staff on editorial boards as main editor or on the Advisory Board. This is also true internationally; for example Anne Baker is on the Advisory Board for *Sign Language and Linguistics*, Kees Hengeveld and Olga Fischer for *Studies in Language*; Durk Gorter for the *International Journal of Multilingualism*; Jan Hulstijn is co-editor of a book series *Language Learning and Language Teaching* by Benjamins; Rob Schoonen is associate editor for the journal *Language Learning*; and Paul Boersma is on the board of *Lingua*. At the national level we are also represented in Dutch journals, for example Fred Weerman in *Tijdschrift voor Nederlandse Taal- en Letterkunde* and Jan de Jong in *Stem-, Spraak- en Taalpathologie*.

In 2005 the staff members were also active in organizing conferences both internationally and nationally. They were involved in the organization of 9 international meetings including the two-day Variflex meeting in Amsterdam (Weerman, Bennis, Blom); the Third International Conference on Missionary Linguistics in Hong-Kong (Zwartjes), the Fifth International Symposium on Iconicity in Language and Literature in Krakow (Fischer), and the Tenth International Conference on Minority Languages in Trieste (Gorter).

---

\(^7\) See Appendix 3 for the programme of the Lecture series in 2005
At the national level 12 national meetings were organized including the annual meeting of *Computational Linguistics in the Netherlands* (van Son), a workshop on the modelling of L1 and L2 phonetics and phonology (Escudero/Boersma) and the Kilian symposium (Philippa).

The ACLC was well represented in research organization in 2005 both internationally and nationally. Internationally, for example, Anne Baker is a member of the Belgian Research Council for Language and Literature and president of the International Association for Sign Language Linguistics. Cecilia Odé is representative on the board of MAPRYAL, Kees Hengeveld is president of the International Functional Grammar Foundation and Harm Pinkster a member of the British Academy. Louis Pols was a member of the scientific review committee for the conference Eurospeech in 2005 and steering committee for Eurospeech 2007. Nationally Anne Baker was a member of the NIAS scientific committee, and Rodie Risselada a member of the board for Dutch classicists. The PhD students are also involved in scientific committees, for example Petra Jongmans as treasurer of the Werkverband Amsterdamse Psycholinguïsten, Suzanne Aalberse was PhD student representative for LOT and was followed by Robert Cloutier.

Special nominations and awards are listed in section 3.5.2.

### 3.3. Internal evaluation

A structured survey was conducted of the PhD students’ opinions of the ACLC and its functioning late in 2005. The action points from this survey have been distilled and are being implemented in 2006. Senior staff members still indicate in personal communications that their research time is vulnerable due to the pressure of teaching and management tasks.

### 3.4. External validation

#### 3.4.1 Research results outside the scientific community

The ACLC staff members regularly contribute to the media: newspapers, magazines, radio and television. They also contribute to the spread of scientific knowledge through professional publications (see Table 5 and Appendix 5). The introductory book *Einführung in die arabische Dialektgeographie* for example appeared (Behnstedt/Woidich); Hans Bennis worked on the *Syntactic Atlas of the Dutch Dialects I*.

A considerable number of ACLC members work on dictionaries and Fons Moerdijk from the Institute of Dutch Lexicography has a small professorial appointment within the ACLC. In 2005 the second volume of the Dutch Etymological Dictionary appeared (Philippa, Quak, Wanders); the Norwegian-Dutch dictionary (Perridon) was published and a Large Dutch-Russian dictionary (Honselaar) was published in a new edition. Such dictionaries find a wide audience.

Some members are involved in organizations that need academic linguistic expertise. For example Olga Fischer is chair person, and Folkert Kuiken and Ineke Vedder are advisors to the Stichting Studio Taalwetenschap that carries out practical projects around language. Anne Baker advises the Ministry of Education on sign languages. Most ACLC members have their own websites providing up to date information on their research. Some members maintain a website on a specific topic such as Jan Stroop on variety in Dutch: [http://cf.hum.uva.nl/poldernederlands/](http://cf.hum.uva.nl/poldernederlands/) and Olga Fischer on iconicity [http://home.hum.uva.nl/iconicity/](http://home.hum.uva.nl/iconicity/). The functional grammarians maintain an international website [http://home.hum.uva.nl/fg/](http://home.hum.uva.nl/fg/) and the Variflex project also has its own website [http://home.hum.uva.nl/variflex/](http://home.hum.uva.nl/variflex/). The website for the International Functional Grammar Foundation has nearly 500 visitors a month. The online bibliography made available on this website is an important research tool for researchers worldwide.

### 3.5. Overview of the results

#### 3.5.1 Publication quantitative overview

The productivity of the ACLC in 2005 clearly improved in both quantity and above all quality. The number of academic publications was the same as in 2004 despite the fact that the ACLC has fewer members compared to 2004. Of the academic publications the proportion of articles in refereed journals has risen to 40% compared to 29% in 2004 and 23% in 2002. The current policy of encouragement for publication in top journals is clearly bearing fruit. There were fewer PhD theses completed in 2005 and these were all external candidates, but it must be remembered that the Faculty awarded no positions in 2001.
Five monographs were published in 2005 and the members were also active in making their results available to professionals in the field since the numbers of publications here almost doubled compared to 2004 and other products also increased by 20%.

**Table 5: Aggregated publication results of the ACLC**

<table>
<thead>
<tr>
<th>Category</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Academic publications</td>
<td></td>
</tr>
<tr>
<td>a. Refereed journal articles</td>
<td>54</td>
</tr>
<tr>
<td>b. Non refereed journal articles</td>
<td>5</td>
</tr>
<tr>
<td>c. Book chapters</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>139</strong></td>
</tr>
<tr>
<td>2 Academic monographs</td>
<td></td>
</tr>
<tr>
<td>3 Academic monographs and journal volumes edited</td>
<td></td>
</tr>
<tr>
<td>4 PhD theses</td>
<td></td>
</tr>
<tr>
<td>5 Professional and popularizing publications and products</td>
<td></td>
</tr>
<tr>
<td>6 Lectures, posters, reviews and other contributions</td>
<td></td>
</tr>
</tbody>
</table>

**3.5.2 Publication qualitative overview**

The ACLC members produced some outstanding publications in 2005: articles in top international journals and books with top international publishing houses. Table 6 gives some examples.

**Table 6: Publication highlights in alphabetical order of the ACLC author**


---

Explanation: (No distinction is made between paper and electronic information bearers)

1. Academic publications: scientific papers aimed at an audience of scientists and researchers
   a. Refereed journal articles: papers in academic journals that employ an anonymous peer referee system separated from the editorial staff.
   b. Non refereed journal articles: papers in all other academic journals
   c. Book chapters are included here if they fall within the definition of academic publications (books are listed separately).
2. Academic monographs: books written for a learned audience, reporting results of scientific research.
3. Academic monographs and journal volumes edited
4. PhD theses are listed that are predominantly (>50%) the result of research carried out within the institute/programme.
5. Professional and popularizing publications and products: scientific papers aimed at a broader professional audience, chapters, books and reports aiming at the dissemination of scientific knowledge, software, CD-ROM’s, etc.

3.5.3 Awards

• Arend Quak was elected a member of the Royal Dutch Academy (KNAW).
• Bert Botma was awarded the 2005 AVT/ANELA Dissertation Prize for his PhD thesis on phonological aspects of nasality.
• Adam Saulwick was given an honorary mention by the Association for Linguistic Typology for his PhD thesis.
• Louis Pols was awarded the University of Amsterdam honorary medal for special services to the university.
• Two new larger projects were awarded in 2005: a collaborative project on Franconian tones to Paul Boersma working with the University of Tilburg and a NWO STEVIN project to David Weenink for the speech system PRAAT.
• Several large grants for conferences: NWO awarded a grant to Hans Bennis and Fred Weerman for the organization of the international Variflex conference in December 2005, and to Jan de Jong, Fred Weerman and Anne Baker for a two day international workshop on Specific Language Impairment and multilingualism for April 2006.
• The European Science Foundation awarded a grant to Jan Hulstijn and Rob Schoonen for a three-day exploratory workshop on second language acquisition and language testing.
Chapter 4: Analysis, perspectives and expectations for the institute

4.1 Current situation

SWOT analysis

1. Strengths
   a. High quality of staff
   b. High level of engagement
   c. Excellent level of external funding
   d. Clear content policy for future period

2. Weaknesses
   a. Not enough work on image
   b. Choice of places of publication can still be improved
   c. Not enough back office staff to be able to work efficiently
   d. Still too few possibilities to motivate and reward staff for good efforts

3. Opportunities
   a. The increasing interest in Cognitive Science is boosting already important areas of ACLC work.
   b. Sign linguistics is becoming more important. This area is already an ACLC specialization.
   c. The interdisciplinary nature of ACLC research is increasing in collaboration with other faculties and universities.

4. Threats
   a. The smaller languages are under threat and this is affecting the number of staff employed in these sections.
   b. The Faculty is dependent on its budget from the central organization. The amount awarded to the research institutes is in turn dependent on this.
   c. The competition is very strong for external funding so that it might be impossible to maintain the high level achieved.

5. Analysis
   a. A structure is needed that can be adapted to trends in the research market to improve the chances of obtaining external funding
   b. A flexible structure is needed that reflects the high level of collaborative work stimulated under the Language Blueprint and that can adapt to changing interests.
   c. A means need to be created to stimulate and reward staff.

6. Adjusted goals
   a. To complete the changes already introduced in the ACLC group organisation with the goal of stimulating collaboration and reflecting the current climate of exchange.
   b. To increase the quality of publications.

7. Adjusted strategy
   a. Support and encouragement for all staff to publish in higher quality books and journals
   b. To create possibilities for staff support and encouragement by allocating some budget for good research groups.

4.2 Future plans

The ACLC wishes to extend its current policy of quality control and improvement in publication. A concerted effort will be made to publicize the results of the institute and to inform the general public as well as other researchers of these results.

The collaboration with related institutes within the Universiteit van Amsterdam will be intensified.
### APPENDIX 1: ANNUAL ACCOUNTS OF THE ACLC, 2005

**2005**

<table>
<thead>
<tr>
<th></th>
<th>Budget 2005</th>
<th>Expenses 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research expenses</td>
<td>€ 43.000</td>
<td>€ 50.489</td>
</tr>
<tr>
<td>General expenses (policymaking)</td>
<td>€ 26.300</td>
<td>€ -10.682⁹</td>
</tr>
<tr>
<td>External PhD students</td>
<td>€ 1.469</td>
<td></td>
</tr>
<tr>
<td>Expenses PhD students (extra)</td>
<td>€</td>
<td>€ 3.777</td>
</tr>
<tr>
<td>Conferences</td>
<td>€ 2.200</td>
<td>€ 1.000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>€ 72.969</td>
<td>€ 44.584</td>
</tr>
</tbody>
</table>

**Balance 31-12-05** € 65.175

In the budget planning for 2006 it was decided to invest the considerable balance from 2005 in the following activities to stimulate research:

1. an increase of the research budget for conference visits for individual researchers to €1000, and the possibility to save up (part of) this budget for the next year.
2. the possibility for guest researchers with an approved research project to apply for €1000 max. per year for conference visits.
3. the possibility to apply for extra research funds for equipment, research assistance and conference organization by research groups (max. €15000 per year for all research groups together).
4. the extra costs for a postdoc position financed by NWO.

---

⁹ Transfer of €10.682 (reserve LOT/IFOTT).
APPENDIX 2: OVERVIEW OF RESEARCH STAFF AND THEIR RESEARCH TIME IN 2005
N.B.: Names printed in italics indicate newly appointed staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full professors</td>
<td>Baker</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Bennis</td>
<td>0,04</td>
</tr>
<tr>
<td></td>
<td>Boersma</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Fischer</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Gorter Fryske Akademie</td>
<td>0,04</td>
</tr>
<tr>
<td></td>
<td>Hengeveld</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Hilgers NKI</td>
<td>0,08</td>
</tr>
<tr>
<td></td>
<td>Hulstijn</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Kuiken Amsterdam City Council</td>
<td>0,20</td>
</tr>
<tr>
<td></td>
<td>Moerdijk</td>
<td>0,04</td>
</tr>
<tr>
<td></td>
<td>Pols</td>
<td>0,08</td>
</tr>
<tr>
<td></td>
<td>Weerman</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Woidich</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td><strong>Total full professors</strong></td>
<td>3,28</td>
</tr>
<tr>
<td>Senior lecturers</td>
<td>Den Besten</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Honselaar</td>
<td>0,32</td>
</tr>
<tr>
<td></td>
<td>Van der Linden</td>
<td>0,25</td>
</tr>
<tr>
<td></td>
<td>Perridon</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Quak</td>
<td>0,32</td>
</tr>
<tr>
<td></td>
<td>Schoonen</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Smith</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td><strong>Total senior lecturers</strong></td>
<td>2,49</td>
</tr>
<tr>
<td>Lecturers</td>
<td>Van Alphen</td>
<td>0,32</td>
</tr>
<tr>
<td></td>
<td>Bakker</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Bannink</td>
<td>0,28</td>
</tr>
<tr>
<td></td>
<td>Van Brederode</td>
<td>0,32</td>
</tr>
<tr>
<td></td>
<td>Don</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Dorleijn</td>
<td>0,20</td>
</tr>
<tr>
<td></td>
<td>Elffers</td>
<td>0,24</td>
</tr>
<tr>
<td></td>
<td>Florijn</td>
<td>0,32</td>
</tr>
<tr>
<td></td>
<td>Genis</td>
<td>0,30</td>
</tr>
<tr>
<td></td>
<td>De Groot</td>
<td>0,20</td>
</tr>
<tr>
<td></td>
<td>De Haan</td>
<td>0,32</td>
</tr>
<tr>
<td></td>
<td>De Jong (J.)</td>
<td>0,30</td>
</tr>
<tr>
<td></td>
<td>Kalsbeek</td>
<td>0,21</td>
</tr>
<tr>
<td></td>
<td>Keizer</td>
<td>0,40</td>
</tr>
<tr>
<td></td>
<td>Keijsper</td>
<td>0,21</td>
</tr>
<tr>
<td></td>
<td>Kester</td>
<td>0,32</td>
</tr>
<tr>
<td></td>
<td>Kuiken</td>
<td>0,12</td>
</tr>
<tr>
<td>Name</td>
<td>Percentage</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Lim</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td>Peeters</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td>Pfau</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td>Philippa</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td>Prins</td>
<td>0.32</td>
<td></td>
</tr>
<tr>
<td>Riselada</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>Scorretti</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>Sierra Martinez</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td>Sleeman</td>
<td>0.20</td>
<td></td>
</tr>
<tr>
<td>Vedder</td>
<td>0.24</td>
<td></td>
</tr>
<tr>
<td>Weenink</td>
<td>0.20</td>
<td></td>
</tr>
<tr>
<td>Waanders</td>
<td>0.32</td>
<td></td>
</tr>
<tr>
<td>Zwartjes</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td><strong>Total lecturers</strong></td>
<td><strong>9.22</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total tenured research staff</strong></td>
<td><strong>14.99</strong></td>
<td></td>
</tr>
<tr>
<td>Ansaldo</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td>Beliën</td>
<td>0.39</td>
<td></td>
</tr>
<tr>
<td>Van den Bogardere</td>
<td>0.14</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0.93</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Postdocs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aboh NWO</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Blom NWO</td>
<td>0.80</td>
<td></td>
</tr>
<tr>
<td>Escudero-Neyra NWO</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Windhouwer NWO</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Saulwick NWO</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>De Jong (J.) NWO</td>
<td>0.30</td>
<td></td>
</tr>
<tr>
<td>De Jong (N.) NWO</td>
<td>0.70</td>
<td></td>
</tr>
<tr>
<td>De Jong (R.) NWO</td>
<td>0.75</td>
<td></td>
</tr>
<tr>
<td>Ode NWO</td>
<td>0.70</td>
<td></td>
</tr>
<tr>
<td>Van Son NWO</td>
<td>0.79</td>
<td></td>
</tr>
<tr>
<td>Van Staden NWO</td>
<td>0.70</td>
<td></td>
</tr>
<tr>
<td><strong>Total postdocs</strong></td>
<td><strong>8.74</strong></td>
<td></td>
</tr>
<tr>
<td><strong>PhD students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aalberse</td>
<td>0.80</td>
<td></td>
</tr>
<tr>
<td>Apoussidou NWO</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Boland</td>
<td>0.80</td>
<td></td>
</tr>
<tr>
<td>Cardoso Fundação Lisboa</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Cirillo</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Cloutier</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Dyakonova NWO</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Edelman</td>
<td>0.80</td>
<td></td>
</tr>
<tr>
<td>Erkelens</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Fischer NWO-WOTRO</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Gómez Rendón</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Value</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>Henrichs NWO</td>
<td>0,80</td>
<td></td>
</tr>
<tr>
<td>Jacobi</td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>Jongmans NKI</td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>Van Lier</td>
<td>0,80</td>
<td></td>
</tr>
<tr>
<td>Maclean NWO Meertens</td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>Michel</td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td><em>Nordhoff Volkswagenstiftung</em></td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>Nyst</td>
<td>0,80</td>
<td></td>
</tr>
<tr>
<td>Orgassa NWO</td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>Pannemann</td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>Parigger</td>
<td>0,80</td>
<td></td>
</tr>
<tr>
<td>Polišenská NWO</td>
<td>0,80</td>
<td></td>
</tr>
<tr>
<td>Rozendaal</td>
<td>0,80</td>
<td></td>
</tr>
<tr>
<td><em>Van Schaik-Radulescu</em></td>
<td>0,80</td>
<td></td>
</tr>
<tr>
<td>Selbach</td>
<td>0,80</td>
<td></td>
</tr>
<tr>
<td>Smit NWO</td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>Steinel NWO</td>
<td>1,00</td>
<td></td>
</tr>
<tr>
<td>Wesseling NWO</td>
<td>1,00</td>
<td></td>
</tr>
</tbody>
</table>

**Total PhD students**: 26,80

**Total non tenured staff**: 36,47

**Total research staff**: 51,46
### Appendix 3: Programme ACLC Lecture Series 2005

<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker(s)</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 3</td>
<td>Juan Uriagereka (Universities of Maryland and Basque Country).</td>
<td><em>Iterative Expressions and the Theory of Grammar.</em></td>
</tr>
<tr>
<td>February 18</td>
<td>Fabrice Nauze (UvA/ILLC).</td>
<td><em>Combining modalities: 'Apparently, I might have to give a talk!'</em></td>
</tr>
<tr>
<td>ILLC/ACLC seminar on Modality</td>
<td>Annerieke Boland (UvA/ACLC).</td>
<td><em>Modality from a functional perspective.</em></td>
</tr>
<tr>
<td></td>
<td>Rosja Mastop (UvA/ILLC).</td>
<td><em>No using subjects in these sentences.</em></td>
</tr>
<tr>
<td></td>
<td>Hedde Zeijlstra (UvA/ACLC).</td>
<td><em>Negative quantifiers in modal constructions.</em></td>
</tr>
<tr>
<td>March 4</td>
<td>Nikoalas Ritt (University of Vienna).</td>
<td><em>Memetic linguistics: principles, prospects, problems.</em></td>
</tr>
<tr>
<td>March 18</td>
<td>Paul Boersma (UvA/ACLC)</td>
<td><em>A listener-oriented account of hache-aspiré in French.</em></td>
</tr>
<tr>
<td>April 8</td>
<td>Lisa Hamann (University of Berlin).</td>
<td><em>Singapore English: Variation, contact and change.</em></td>
</tr>
<tr>
<td>April 22</td>
<td>Silke Hamann (University of Berlin).</td>
<td><em>The Dutch labio-velar fricative system and what Germans make of it.</em></td>
</tr>
<tr>
<td>May 13</td>
<td>Robert DeKeyser (University of Pittsburgh).</td>
<td><em>Is second language acquisition a form of skill acquisition?</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>The role of practice in the second language learning process.</em></td>
</tr>
<tr>
<td>May 27</td>
<td>Salikoko S. Mufwene (University of Chicago).</td>
<td><em>Language acquisition as imperfect replication: What creoles are telling us.</em></td>
</tr>
<tr>
<td>workshop Ecological and evolutionary perspectives on language</td>
<td>Daniel S. Nettle (University of Newcastle).</td>
<td><em>The evolution of linguistic complexity.</em></td>
</tr>
<tr>
<td>June 10</td>
<td>Wouter Kusters (Meertens Institute)</td>
<td><em>Gender complexities and simplification.</em></td>
</tr>
<tr>
<td>June 24</td>
<td>Joep Leerssen (UvA/IC&amp;G)</td>
<td>*Limburgs - language, dialect, who cares?</td>
</tr>
<tr>
<td>September 23</td>
<td>Ad Neeleman (UCL) and Kriszta Szendroi (Utrecht University).</td>
<td><em>Radical pro drop and the morphology of pronouns.</em></td>
</tr>
<tr>
<td>September 30</td>
<td>Anne Cutler (MPI, Nijmegen).</td>
<td><em>Pitfalls in understanding words in a second language.</em></td>
</tr>
<tr>
<td>November 4</td>
<td>Sue Archbold (Ear Foundation, Nottingham).</td>
<td><em>The long-term educational implications of cochlear implantation.</em></td>
</tr>
<tr>
<td>November 11</td>
<td>Suzanne Curtin (Departments of Linguistics and Psychology University of Calgary).</td>
<td><em>From segmentation to word recognition: Accessing information in the developing lexicon.</em></td>
</tr>
<tr>
<td></td>
<td>Ocke Bohn (Aarhus University).</td>
<td><em>Asymmetries in vowel perception: A window on how humans structure the vowel space.</em></td>
</tr>
<tr>
<td>November 18</td>
<td>Harald Clahsen (University of Essex).</td>
<td><em>Grammatical Processing in Language Learners.</em></td>
</tr>
<tr>
<td>December 16</td>
<td>Michael Harrington (Univ.of Queensland/guest researcher ACLC).</td>
<td><em>What does an emergentist account of SLA explain?</em></td>
</tr>
</tbody>
</table>
APPENDIX 4: OVERVIEW OF ADVISORY BODIES, COMMITTEES, MEMBERS AND ASSOCIATE MEMBERS IN 2005

SCIENTIFIC COUNCIL
Prof. dr Anne Cutler (MPI Nijmegen)
Prof. dr Pieter Muysken (University of Nijmegen)
Prof. dr Leo Noordman (University of Tilburg)
Prof. dr Neil Smith (University College London)

ADVISORY BOARD
Prof. dr Olga Fischer
Dr Jacques Arends†, replaced by dr. Otto Zwartjes as of September 2005.
Prof. dr Kees Hengeveld, temporarily replaced by dr Dik Bakker until February 2005.
Dr Wim Honselaar
Prof. dr Jan Hulstijn, temporarily replaced by dr Rob Schoonen until July 2005.
Prof. dr ir Louis Pols, replaced by prof. dr Paul Boersma as of May 2005
Prof. dr Fred Weerman temporarily replaced by dr Ellen-Petra Kester as of September 2005.
Dr Miriam van Staden / dr Elma Blom
drs Margot Rozendaal, permanently replaced by drs Eva van Lier as of September 2005

SENIOR STAFF
The following list contains the names and projects of all persons who are currently employed or who were employed as senior staff members at the ACLC during (a part of) 2005.

**dr Enoch Aboh**
Postdoc VIDI
*The Typology of Topic and Focus: A New Approach to the Discourse-Syntax Interface.*

**dr Ingrid van Alphen**
Lecturer.
*Gender variation in discourse.*

**dr Umberto Ansaldo**
Lecturer (Nieuwe Generatie Offensief).
*The interaction between contexts and language types.*

**dr Jacques Arends †**
Lecturer.
*The onset and the development of creole languages.*

**prof. dr Anne Baker**
Professor: General linguistics, in particular psycholinguistics and language pathology & Professor: Sign Language of the Netherlands.
(1) *Language development in Sign Language of the Netherlands.*
(2) *Language development in emotionally disturbed children.*
(3) *Language development in normal and handicapped children.*
(4) *The language acquisition of pre-lingually deaf children before and after a cochlear implant.*
dr Dik Bakker
Lecturer.
*Functional grammar and language typology.*

**dr Anne Bannink**
Lecturer.
*Classroom discourse and the language of education.*

prof. dr Hans Bennis
Professor: Language variation in Dutch.
Meertens Instituut (KNAW)
(1) *The syntax of language variation*
(2) *Agreement*

**dr Hans den Besten**
Senior Lecturer.
(1) *Functional categories, V-Movement and Scrambling.*
(2) *The structure and genesis of Dutch Creoles.*

**dr Elma Blom**
Postdoc NWO Variation in inflection.
*The acquisition of verbal and adjectival inflection by children and adults that learn Dutch as a second language.*

prof. dr Paul Boersma (professor as of June 2005)
Professor: Phonetic Sciences.
*Adequacy and acquisition of functional constraint grammars.*

**dr Beppie van de Bogaerde**
Lecturer.
*Input and interaction in deaf families.*

**dr Tom van Brederode**
Lecturer.
*Collocation, restrictions, perception and realities.*

**dr Jan van Dijk**
Lecturer.
*Auditory modelling.*

**dr Jan Don**
Lecturer.
(1) *Word formation and lexical categories.*
(2) *Conversion and morphological roots.*

**dr Margreet Dorleijn**
Lecturer.
(1) *Language contact.*
(2) *Codeswitching.*
(3) *The emergence of Dutch ethnolects among Dutch children of Turkish and Moroccan descent.*

**dr Els Elffers-van Ketel**
Lecturer.
(1) *Dutch modal particles.*
(2) *History and philosophy of linguistics.*
dr Paola Escudero Neyra
Postdoc NWO Adequacy and acquisition of functional grammar constraints
*Learning abstract phonological from auditory phonetic categories.*

**prof. dr Olga Fischer**
Professor: Linguistics of the Germanic languages, in particular English linguistics.
(1) Syntactic change in Old and Middle English resulting from changes in word order.
(2) Grammaticalization.
(3) Iconic processes and principles in language.

**dr Arjen Florijn**
Lecturer.
*A communicative grammar of Dutch.*

**prof. dr Durk Gorter**
Professor: Frisian linguistics and literature.
Sociolinguistic researcher Frysk Akademy.
*Frisian-Dutch codeswitching, in particular in the media.*

**dr Casper de Groot**
Lecturer.
*Parts of speech, morphology and typology.*

**dr Sies de Haan**
Lecturer.
(1) Semantics of verb categories in Dutch.
(2) Aspects of the philosophy of linguistic science.

**prof. dr Kees Hengeveld**
Professor: General linguistics, in particular theoretical linguistics.
*Theoretical, typological and descriptive aspects of Functional Grammar.*

**prof. dr Frans Hilgers**
Professor: Oncology related voice and speech disorders, especially in laryngectomized individuals.
*Intelligibility of tracheoesophageal speech.*

**dr Wim Honselaar**
Senior Lecturer.
(1) Semantic, syntactic and pragmatic properties of language units.
(2) Russian-Dutch lexicon.

**prof. dr Jan Hulstijn**
Professor: Second language acquisition.
(1) Implicit and explicit L2 learning.
(2) Incidental and intentional L2 vocabulary learning.
(3) Development of automaticity in L2 reading and listening.
(4) Research methodology.

**dr Nivja de Jong**
Postdoc NWO Unraveling second language proficiency
*Subcomponents of second language speaking proficiency*

**dr Jan de Jong**
Lecturer.
(1) First language acquisition in children with specific language impairment.
(2) Early language development in specific language impairment and dyslexia: a prospective and comparative study.

**dr Rudolf de Jong**  
Postdoc NWO VENI.  
_A description of the Bedouin dialects of Southern Sinai, testing and adopting models of quantitative comparison._

**dr Janneke Kalsbeek**  
Lecturer.  
_(1) Synchronic and diachronic aspects of the phonology and morphology of Cakavian Dialects (Croatia).  
(2) Phonological information in Old Croatian texts (14th - 16th centuries)._ 

**dr Nel Keijsper**  
Lecturer.  
_Russian and contrastive Slavic linguistics._

**dr Evelien Keizer**  
Lecturer.  
_The interaction between syntax, pragmatics and cognition._

**dr Ellen-Petra Kester**  
Lecturer.  
_The syntax of Spanish, with emphasis on the structure of nominal and adjectival constituents._

**dr Ans de Kok**  
Senior Lecturer.  
_The position of conjunctive pronouns (‘clitics’) in the Romance languages from both a synchronic and diachronic point of view._

**dr Willem Koopman**  
Lecturer.  
_The analysis of word order patterns in Old English._

**prof. dr Folkert Kuiken (professor as of June 2005)**  
Professor: Dutch as a second Language.  
_Second language acquisition in a formal and a natural environment._

**dr Lisa Lim**  
Lecturer  
_The documentation of Sri Lanka Malay: linguistic and cultural creolization endangered_ 

**dr Elisabeth van der Linden**  
Senior Lecturer.  
_(1) Lexical and syntactic aspects of bilingualism in young children.  
(2) Aspects of the bilingual mental lexicon.  
(3) Fossilization and use of the monitor in Dutch learners of French_ 

**prof. dr Fons Moerdijk**  
Professor: Dutch lexicography.

**dr Cecilia Odé**  
Postdoc NWO  
_Description and transcription of Russian intonation._
dr Harry Perridon  
Senior Lecturer.  
(1) Deixis in natural language.  
(2) Aspects of language change in Scandinavian.

dr Roland Pfau  
Lecturer.  
(1) Phonology and morphosyntax of signed languages.  
(2) Morphosyntactic features in language production.

dr Marlies Philippa  
Lecturer.  
*Etymological dictionary of Dutch.*

prof. dr ir Louis Pols  
Professor: Phonetic sciences.  
(1) Speech perception.  
(2) Speech technology development.  
(3) Speech technology assessment.

dr Ron Prins  
Lecturer.  
(1) Language and dementia.  
(2) Aphasia: clinical and neurolinguistic aspects.  
(3) Aphasiology: abstracts for speech therapists.

dr Arend Quak  
Senior Lecturer.  
*Dictionary of Old Dutch.*

prof. dr Albert Rijksbaron  
Professor: Old Greek linguistics.  
(1) The order of constituents in ancient Greek and functional grammar.  
(2) Semantics and syntax of subordinate clauses in Ancient Greek.

dr Rodie Risselada  
Lecturer.  
(1) Latin pragmatics and discourse analysis.  
(2) Discourse particles in Latin.

dr Adam Saulwick  
Postdoc NWO Typological Database System.  
*The ontology of linguistic concepts.*

dr Rob Schoonen  
Lecturer.  
(1) Validity of writing assignments.  
(2) Minority children’s writing skills.  
(3) Deep word knowledge.

dr Mauro Scorretti  
Lecturer.  
(1) The syntax and semantics of subjunctive constructions in Romance.  
(2) Umlaut in central and southern Italian dialects.
dr Fermín Sierra Martínez  
Lecturer.  
(1) Composition in Spanish - most frequent grammatical errors of Dutch students.  
(2) Pluriculturalism, Interculturalism in the aula of Spanish as Second language.

dr Petra Sleeman  
Lecturer.  
The syntax and semantics of the French DP.

dr Norval Smith  
Senior Lecturer.  
(1) Properties and origins of creole languages.  
(2) Properties of phonological systems.

dr Rob van Son  
Postdoc NWO VIDI  
The comprehension of spoken language.

dr Miriam van Staden  
Postdoc NWO VENI  
Event construal and serial verb constructions in Functional Grammar.

dr Jeannette van der Stelt  
Lecturer.  
(1) Early mother-infant interaction and the development towards speech communication.  
(2) Development of early vocalisations in severely hearing-impaired children.

dr Ineke Vedder  
Lecturer.  
(1) Cognitive complexity and linguistic performance in L2.  
(2) Argumentation skills and writing proficiency in L2.

dr Marianne Verhallen  
Lecturer.  
The operationalization of deep word knowledge.

dr Frits Waanders  
Lecturer.  
An analytic study of compounds in Mycenaean Greek.

prof. dr Fred Weerman  
Professor: Dutch linguistics.  
Flexion.

dr Ad Welschen  
Lecturer.  
(1) Dual syntax, polar contraction and cognitive grammar.  
(2) Clause combining: syntax, semantics and pragmatics.

dr Menzo Windhouwer  
Postdoc NWO Typological Database System.  
Semantic database integration

prof. dr Manfred Woidich  
Professor: Arabic, Semitic, the Islam and its sociohistorical aspect, and Syrian.
Dr Otto Zwartjes
Lecturer.
(1) Grammatical theory in the Renaissance.
(2) Historiography of the Language Sciences.
(3) Missionary Linguistics: Early-modern descriptions of non-Indo-European languages written by Spanish and Portuguese missionaries in the Colonial Period.
(4) Medieval bilingual Spanish-Arabic poetry.

PHD CANDIDATES

The following list contains the names and projects of all persons working on their PhD project as an internal or external candidate at the ACLC during (a part of) 2005. PhD candidates who were internal candidates but are still working on their thesis are listed separately under Associate Members.

Drs Suzanne Aalberse
Supervisor: prof. dr Fred Weerman.
Project: Flexie en de tweede persoon: grenzen aan variatie.
Direct UvA funding.
Interview: October 2005.

Diana Apoussidou MA
Supervisors: dr Paul Boersma, prof. dr ir Louis Pols.
Project: Learnability of metrical phonology.
Funding: NWO.
Interview: June 2005

Drs Maaike Beliën
Lecturer/PhD candidate: 01-08-2003 until 31-08-2008.
Supervisors: prof. dr Theo Janssen (VU), dr Frederike van der Leek.
Project: Constructions, constraints and construal: adpositions in Dutch.
Direct UvA funding.
Interview: October 2005.

Drs Margot van den Berg
Junior researcher (AiO): 01-09-2000 until 01-02-2005, then employed elsewhere.
Supervisors: prof. dr Pieter Muysken, dr Norval Smith, the late dr Jacques Arends.
Project: The reconstruction of 18th century Sranan.
Direct UvA funding.
Interview: June 2004; ms Spring 2006

Dr Jaap van der Bij
External PhD student.
Supervisors: prof. dr Durk Gorter, prof. dr Wim Meijnen.
Project: Attitudes towards Frisian in secondary education.
Thesis defended on December 1, 2005.

Dr Annerieke Boland
Supervisors: prof. dr Kees Hengeveld, prof. dr Anne E. Baker.
Project: *Aspect, Tense and Modality: Theory, Typology and acquisition.*
Direct UvA funding.
Interview: February 2005

**Richard Brown MA**
External PhD student.
Supervisor: prof. dr Kees Hengeveld.
Project: *Aspects of functional grammar in Cresh.*

**Hugo Cardoso MPhil.**
Junior researcher: 01-10-2004 until 01-01-2008
Supervisors: prof. dr Kees Hengeveld, the late dr Jacques Arends, dr Umberto Ansaldo
Project: *A grammatical description of Diu Creole Portuguese, a dying language.*
Funding: Fundação para a Ciência e a Tecnologia, Lisboa
Interview: December 2005

**Robert Cirillo MA**
Supervisors: prof dr Fred Weerman, dr Hans den Besten.
Project: *The cross-linguistic Syntax and Semantics of Quantifiers and Quantifying Phrases.*
Interview: December 2005

**Robert Cloutier MPhil.**
Supervisors: prof dr Olga Fischer, prof. dr Fred Weerman.
Project: *West Germanic OV/VO: The status of exceptions.*
Direct UvA funding.
Interview: November 2005.

**Marina Dyakonova MPhil.**
Supervisors: prof. dr Kees Hengeveld, dr Enoch Aboh.
Project: *The typology of topic and focus and functional structure.*
Interview: December 2005.

**drs Loulou Edelman**
Supervisors: prof. dr Durk Gorter, the late dr Jacques Arends, dr Umberto Ansaldo.
Project: *Comparing linguistic landscapes.*
Interview: November 2005.

**drs Marian Erkelens**
Supervisors: prof. dr Fred Weerman, prof. dr Kees Hengeveld, dr Jan Don.
Project: *The acquisition of lexical categories.*
Direct UvA funding.
Interview: November 2005.

**drs Rafael Fischer**
Supervisor: prof. dr Kees Hengeveld, prof. dr Willem Adelaar (UL)
Project: *A descriptive grammar of Cofán, an indigenous language of north-eastern Ecuador.*
Funding NWO-WOTRO.
Interview: October 2005

**drs René Genis**
Lecturer. Research time granted until September 1st 2006.
Supervisors: prof. dr Kees Hengeveld, dr Wim Honselaar.
Project: *Aspect in Slavic languages.*
Direct UvA funding.
Interview: September 2005

**Jorge Gómez Rendon MA**
Supervisors: prof. dr Kees Hengeveld, dr Dik Bakker.
Project: *Language typology and language contact.*
Direct UvA funding.
Interview: planned May 2006

**drs Camiel Hamans**
External PhD student.
Supervisor: prof. dr Wim Klooster, dr Dik Bakker.
Project: *Grensgevallen. Morfologische en fonologische studies op het gebied van het Nederlands.*

**drs Lotte Henrichs**
Supervisors: prof. dr Jan Hulstijn, dr Rob Schoonen.
Project: *De co-constrúctie van schooltaalvaardigheid van Nederlandse 3-6 jarige kinderen uit laag sociaal milieu, in communicatieve contexten thuis en op school.*
Interview: November 2005.

**Irene Jacobi MA**
Supervisors: prof. dr Fred Weerman, prof. dr Louis Pols, dr Jan Stroop.
Project: *Variation in PolderNederlands.*
Direct UvA funding.
Interview: December 2005.

**drs ir Wim Jansen**
Lecturer.
Supervisors: prof. dr Kees Hengeveld, dr Marc van Oostendorp.
Project: *Features of Esperanto.*
Funding: Esperanto Association.

**dr Nel de Jong**
Supervisor: prof. dr Jan Hulstijn, dr Rob Schoonen.
Project: *Learning second language grammar by listening.*
Direct UvA funding.
Interview: November 2004
Thesis defended on May 12, 2005.

**drs Petra Jongmans**
Supervisor: prof. dr ir Louis Pols, prof. dr Frans Hilgers.
Project: *Intelligibility of tracheoesophageal speech: an analytic and intervention study.*
Funding: Nederlands Kanker Instituut
Interview: November 2005.
drs Marja Koster
External PhD student.
Supervisor: dr Wim Honselaar.
Project: Prepositie-objecten in het Russisch.
Project temporarily suspended.

Eva van Lier MA
Supervisor: prof. dr Kees Hengeveld
Project: Parts of speech systems and dependent verb forms: a typological study.
Interview: October 2005.

drs Alies Mac-Lean
Supervisors: prof. dr Hans Bennis, prof. dr Fred Weerman.
Project: Geographical variation in verbal and adjectival inflection.
Funding: NWO.
Interview: November 2005.

drs Marije Michel
Junior researcher: 01-10-2005 until 01-10-2008.
Supervisors: prof. dr Folkert Kuiken, dr Ineke Vedder.
Project: Design features and sequencing of L2 tasks.
Funding: direct UvA funding/third party.
Interview: November 2005.

Sebastian Nordhoff MA
Supervisors: prof. dr Kees Hengeveld, dr Umberto Ansaldo.
Project: The documentation of Sri Lanka Malay: Linguistic and cultural creolization endangered.
Funding: Volkswagen Stiftung
Interview: November 2005.

drs Victoria Nyst
Supervisors: prof. dr Anne E. Baker, dr Roland Pfau.
Direct UvA funding.
Interview October 2004; ms July 2006.

dr Masayuki Ohkado
External PhD student.
Supervisors: prof. dr Olga Fischer, dr W. Koopman.
Project: Clause structure in Old English.
Thesis defended on September 6, 2005.

drs Emilie van Opstall
External PhD student.
Supervisors: prof. dr Albert Rijksbaron, prof. dr Mark Lauxtermann.
Project: Translation of and comment on the poems of Johannes Geometres.

Antje Orgassa MA
Supervisors: prof. dr Fred Weerman, prof. dr Anne Baker.
Project: Disentangling bilingualism and SLI.
Funding: NWO.
Interview: March 2005.

drs Maren Pannemann
Supervisors: prof. dr Fred Weerman, dr Elisabeth van der Linden.
Project: The development of agreement in Romance-German bilingual child language acquisition. Syntactic and pragmatic aspects.
Direct UvA funding.
Interview: September 2005.

drs Esther Parigger
Supervisors: prof. dr Anne Baker, dr Jan de Jong.
Project: Language problems in children with ADHD - a unique profile?
Direct UvA Funding.
Interview: November 2005.

drs Alla Peeters-Podgaevskaya
Supervisor: dr Wim Honselaar.
Project: The use of spatial prepositions in Modern Russian.
Direct UvA funding.
Interview: April 2006.

drs Daniela Polišenská
Supervisors: prof. dr Fred Weerman, prof. dr Hans Bennis.
Project: Variation in inflection.
Funding: NWO.
Interview: December 2005.

drs Eline Raaphorst
External PhD student.
Supervisors: prof. dr René Appel, dr Rob Schoonen.
Project: Lexical learning.

drs Margot Rozendaal
Supervisor: prof. dr Anne E. Baker.
Project: The acquisition of syntax and pragmatics of reference: a cross-linguistic and cross-population perspective.
Direct UvA funding.
Interview: June 2005

Mara van Schaik-Radulescu MA
Supervisors: prof. dr Olga Fischer, dr Evelien Keizer.
Project: Gradience in split intransitivity: a typological investigation.
Direct UvA funding.
Interview: January 2006.
Rachel Selbach BA
Supervisors: the late dr Jacques Arends, prof. dr Kees Hengeveld.
Project: Structure and development of the Lingua Franca (1500-1900).
Direct UvA funding.
Interview: April 2005.

Niels Smit MPhil.
Supervisors: prof. dr Kees Hengeveld, dr Enoch Aboh.
Project: The typology of topic and focus: information structure.
Funding: NWO.
Interview: December 2005.

drs Marco René Spruit
External PhD student.
Supervisors: prof. dr Hans Bennis, dr Sjef Barbiers.
Project: Measuring syntactic variation in Dutch dialects.

drs Margarita Steinel-Terziyska
Supervisors: prof. dr Jan Hulstijn, dr Rob Schoonen.
Project: Unraveling second language proficiency.
Funding: NWO.
Interview: November 2005.

dr Renze Valk
External PhD student.
Supervisors: prof. dr Durk Gorter, prof. dr Wim Meijnen.
Project: Attitudes towards Frisian in secondary education.
Thesis defended on December 1, 2005.

drs Gerry Wanders
Junior researcher (AiO): 01-03-1994 until stopped in 1997, now external
Supervisor: prof. dr Kees Hengeveld
Project: Typology and diachrony: on the use of subjunctive in adverbial clauses in the Ibero-Romance Languages.
NWO previously.

drs David Weenink
Lecturer.
Supervisor: prof. dr ir Louis Pols.
Project: Speaker-adaptive vowel identification.
Direct UvA funding.

drs Wieneke Wesseling
Supervisors: prof dr ir Louis Pols, dr Rob van Son.
Project: The use of Audiovisual Information in Conversations, with an emphasis on TRP’s.
Funding: NWO.
Interview: December 2005

drs Pierre Winkler
External PhD student.
Supervisor: dr Otto Zwartjes.
Project: Father Sanvitores’ language course of Chamorro: a case study of missionary pragmatics.
Arok Wolvengrey MA
External PhD student.
Supervisor: prof. dr Kees Hengeveld.
Project: Plains Cree Syntax.

drs Liesbeth Zack
External PhD student.
Supervisor: prof. dr Manfred Woidich

AFFILIATED STAFF

drs Jeroen Balkenende
Dutch Etymological Dictionary.

dr Roberto Bolognesi
(1) Phonology
(2) Minority Languages
dr Alexis Dimitriadis  
Typological Database System

dr Rob Goedemans  
Typological Database System

prof. dr Aafke Hulk (Dean Faculty of Humanities)  
(1) First and second language acquisition  
(2) Bilingual language acquisition  
(3) French syntax

dr Hella Olbertz  
Syntactic variation in Spanish of the Andes in Ecuador.

drs Annelies Roeleveld  
Dutch Etymological Dictionary.

VISITING SCHOLARS

dr Jose Antonio Flores Farfan  
Lexicon de terminología Lingüística

dr Michael Harrington  
Second language learning.

dr Afshin Afkari  
Dutch-Persian/Persian-Dutch dictionary

FORMER PHD STUDENTS STILL WORKING ON THEIR THESIS

drs Lilian Adamson  
Supervisors: prof. dr Pieter Muysken (RUN), dr Norval Smith.  
Project: Aspects of argument structure in Sranan.  
Interview: planned October 2006.

drs Heleen Bos  
Junior researcher (OiO): 01-02-1990 until 01-09-1993.  
Supervisors: prof. dr Anne Baker, prof. dr Pieter Muysken.  
Project: Agreement in NGT.  
Interview: November 2005

drs Marco Last  
Supervisor: prof. dr Kees Hengeveld.  
Project: Cognitive explanations for linguistic expressions of numerosity (numerals and number marking).  
Direct UvA funding.  
Stopped September 2005.

drs Ceske Niewold  
Supervisors: prof. dr Anne E. Baker, dr Ron Prins.
Project: *Spontaneous recovery of aphasia: A longitudinal, prospective study into changes in the spontaneous speech of acute CVA-patients.*
Direct UvA funding.
Thesis defence May 9, 2006.

drs Marike Post
Supervisor: prof. dr Pieter Muysken.
Project: *Fa d’Ambu, a morphosyntactic description.*
Direct UvA funding.

drs Wim Remmelink
Supervisors: prof. dr Harm Pinkster, prof. dr Daan den Hengst.
Project: *The periodic style of Ammianus Marcellinus, in particular the discourse structuring and stylistic functions of participial clauses and finite subordinate clauses in Ammianus and Livy.*
Direct UvA funding.
Stopped September 2005.

drs Ahmed Zekhnini
Supervisors: prof. dr René Appel, dr Folkert Kuiken.
Project: *Acquisition of Dutch as a second language in- and outside the classroom.*
Direct UvA funding.
Interview: planned Spring 2006

**JUNIOR VISITING SCHOLARS**

Jian Zhang MA
*Second language learning.*

Denize Nobre Oliveira MA
*The effect of training on the learning of American English vowels by native Brazilian Portuguese speakers.*

Andreia Rauber MA
*The perception and production of English vowels by native speakers of Brazilian Portuguese and Chilean Spanish.*
APPENDIX 5: PUBLICATIONS AND OUTPUT 2005

The publications and other scientific activities are presented here under several headings:

1. Refereed journal articles
2. Non refereed journal articles
3. Book chapters
4. Academic monographs
5. Academic monographs and journal volumes edited
6. PhD theses
7. Professional and popularizing publications and products
8. Prizes
9. Lectures, posters, reviews and other contributions
10. Longterm editorship of journal or book series, or membership of editorial board
11. Organization of conferences and symposia
12. Board membership
13. Research awards applied for (and granted)
14. Supervision of completed PhD theses

1. Refereed journal articles


2. Non Refereed Journal Articles


3. Book Chapters


Berlin: Mouton de Gruyter.


4. Academic monographs


5. Academic monographs and journal volumes edited


6. PhD theses


7. Professional and popularizing publications and products


8. **Prizes**


Parigger, E.M. (2005). Travel award. NIH Conference Grant # R 13 DC01677 for students from the US and by private contributions to the symposium to support international students.


9. **Lectures, posters, reviews and other contributions**


Bennis, H.J. (2005, May). Het Meertens Instituut en de KNAW. Address to the members of KNAW. Amsterdam, KNAB.


Besten, J.B. den (2005, November). *Pre-nominal possessives in three types of Afrikaans*. Columbus, Ohio, Lecture for the Linguistics Dept. of Ohio State University.


Bogaerde, B. van den (2005, December). *Gebarentaalverwerving*. Universiteit van Groningen, Scriptiedag ATW-
SLP.


Fischer, O.C.M. (2005, March). Referee report comprising the judgement of eleven linguistic articles written by Dr Afana Fatani for her promotion to Associate Professor at the University of Jeddah (Saudi Arabia).


Gorter, D. (2005, March). *Oriïntaasje op it Frysk as taal fan Fryslân. (Orientation on Frisian as language of Fryslân).* Leeuwarden/ Ljouwert, Lecture as part of intensive course of Berie foar it Frysk (Frisian Language Board).


Gorter, D. (2005, November). 8 jier taalbelied yn 8 punten (*Eight years of language policy in eight points*). Leeuwarden/ Ljouwert, Lecture as part of the symposium for the Berie foar it Frysk (Frisian Language Board).

reference to the New States. Language Problems and Language Planning, 29(2), 199-201.


Selbach, R.R. (2005, June). When the lexifier is not the superstrate: Lingua Franca in Algiers (1600-1900). Leipzig, Germany, Creole language structure between substrates and superstrates.

Shaffer, B., Morford, J., Perniss, P., Pfau, R. & Holley, K. (2005, July). From can to can't in four languages: an investigation of the factors influencing grammaticalization. Seoul, Korea, 9th International Cognitive...


Welschen, A.J. (2005, November). *Woordverzwaar, metonymie en lelijke zusters: Parameters van een proliferatie*. University of Amsterdam, Valedictory Lecture at the Occasion of his Parting from the Dutch Department at the University of Amsterdam on November 1, 2005.


10. Longterm editorship of journal or book series, or membership of editorial board

Boersma, P.P.G. Lingua.
Erkelens, M.A. WAP-nieuwsbrief.
Fischer, O.C.M. Constructions.
Fischer, O.C.M. Edinburgh Textbooks in the English Language.
Fischer, O.C.M. English Language and Linguistics.
Fischer, O.C.M. Iconicity in Language.
Fischer, O.C.M. Links and Letters.
Fischer, O.C.M. Studies in English Medieval Language and Literature.
Fischer, O.C.M. Studies in Language.
Honselaar, W.J.J. Huisarts en Wetenschap.
Jong, J. de. Stem-, Spraak-, en Taalpathologie.
Kalsbeek, J. Çakavská Rič.
Koopman, W.F. Neophilologus.
Kuiken, F. Educational Studies in Language and Literature.
Kuiken, F. *Levende Talen.*
Lim, L.L.S. *FoNETiks.*
Moerdijk, A.M.F.J. *Lexikos.*
Moerdijk, A.M.F.J. *Nederlandse Taalkunde.*
Odé, C. *Bijulleten' Foneticheskogo Fonda Russkogo Iazyka.*
Odé, C. *Problemy Fonetiki.*
Odé, C. Editor of *Publications in the Executive Committee of FIPLV.*
Parigger, E.M. *WAP-nieuwsbrief.*
Perridon, H.C.B. *Tijdschrift voor Skandinavistiek.*
Polisenska, D. (Ed.) *WAP-nieuwsbrief.*
Pols, L.C.W. *Journal of negative results in speech and audio sciences.*
Pols, L.C.W. *Speech Communication.*
Prins, R.S. *Afasiologie: Referatenblad voor logopedisten.*
Quak, A. *Amsterdamer Beiträge zur älteren Germanistik.*
Roeleveld, A. *Amsterdamer Beiträge zur älteren Germanistik.*
Rijksbaron, A. *Mnemosyne.*
Rozendaal, M.I. *WAP-nieuwsbrief.*
Schoonen, R. *Gramma/TTT.*
Schoonen, R. *Language Learning.*
Schoonen, R. *Language Testing.*
Vedder, S.C. *Toegepaste Taalwetenschap in Artikelen.*
Waanders, F.M.J. *Mnemosyne.*
Waanders, F.M.J. *Talanta.*
Weerman, F.P. *Nederlandse Taalkunde.*
Weerman, F.P. *Taal en tongval.*
Weerman, F.P. *Tijdschrift voor Nederlandse Taal- en Letterkunde.*
Zwartjes, O.J. *UniverSOS.*

11. **Organization of conferences and symposia**


**Fischer, R.W.** (2005). Typology and Language Description – an outlook with special attention to Amerindian Languages. Fonetisch Instituut, University of Amsterdam (8-3-2005).


12. Board membership

Baker, A.E., President of international Sign Language Linguistics Society.

Baker, A.E., Member of advisory board for Foundation for Scientific Research Flanders (Fonds voor Wetenschappelijk Onderzoek Vlaanderen).

Baker, A.E., Committee for SKN project on lexical development of deaf children. Free University of Amsterdam.

Baker, A.E., Scientific committee for Language and Literature, Flemish Research Council (FWO Vlaanderen).

Baker, A.E., Member of advisory board for NWO project Variflex. Universiteit van Amsterdam.

Baker, A.E., Member of advisory board for project on cochlear implantation in children. Nederlandse Stichting voor het Dove en Slechthorende Kind. Amsterdam.

Baker, A.E., Convener of ALCLC research institute’s programme group Language.

Baker, A.E., Member of Dutch national advisory board on deaf education and bilingualism.

Baker, A.E., Member of advisory committee for Ministry of Welfare, Health and Culture on sign languages.

Baker, A.E., Member of scientific Advisory board Institute for Speech and Language Problems Sint Marie, Eindhoven.

Baker, A.E., Coordinator of NWO project Visibase for sign language database.

Baker, A.E., Member of Supervisory committee for the Interpreter and Teacher Training Nederlandse Gebarentaal, Professional training college (Hoge School van Utrecht).

Boersma, P.P.G., Member of Board Stichting Spraaktechnologie.

Boersma, P.P.G., Member SIGPHON Executive Committee.

Bogaerde, B. van den, Secretary of the International Sign Language Linguistics Society.

Gorter, D., Special Advisor and Member of Scientific Committee, (ICML X), Slovene Research Institute (SLORI).
Gorter, D., Member of national reviewers committee, ICLaVE II, Meertens Instituut, Amsterdam.

Gorter, D., Member of the Scientific Committee, SS 16, University of Limerick, Ireland.

Hengeveld, P.C., Director of the Functional Grammar Research Group of the Amsterdam Center for Language and communication, University of Amsterdam.

Hengeveld, P.C., Director of the Typology Research Group of the Amsterdam Center for Language and Communication, University of Amsterdam.

Hengeveld, P.C., Chair of the Steering Committee of the Linguistic Database Project of the Dutch Graduate School in Linguistics (LOT).

Hengeveld, P.C., Chair of the Committee on Endangered Languages of the Netherlands Organization for Scientific Research (NWO).

Kuiken, F., Vice President AILA Executive Board.

Kuiken, F., Chair person Expertgroep Primair Onderwijs, Gemeente Amsterdam.

Kuiken, F., Member Stuurgroep Primair Onderwijs, Gemeente Amsterdam.

Kuiken, F., Member Stuurgroep Voortgezet Onderwijs, Gemeente Amsterdam.

Odé, C., Member of the Executive Committee of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes).

Odé, C., Fully authorized representative of the Presidium of MAPRYAL at the World Council of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes).

Odé, C., Fully authorized representative of the Netherlands Association of Language Teachers “Levende Talen” at the World Council of FIPLV (Fédération Internationale des Professeurs de Langues Vivantes).

Odé, C., Member of the Presidium of the International Committee of Slavists.

Parigger, E.M., Member Klankbordgroep revisie COCP.

Pols, L.C.W., Member ACLC Advisory Council (until June 2005).


Pols, L.C.W., Foundation member of ASSTA’s International Advisory Board (IAB).

Vedder, I., Member board ANELA (Nederlandse Vereniging voor Toegepaste Taalkunde).

Vedder, I., Member international Board AIPI (Assoziazione Internazionale Professori di Italiano).

Weerman, F.P., Lid van VENI-commissie NWO.

Weerman, F.P., Voorzitter van commissie voor de Taalunie Scriptieprijs.

13. Research awards applied for (and granted)


Escudero Neyra, P. (2005). Application for Veni grant. A longitudinal study of how vowel sounds can either facilitate or impede the acquisition of a third language by immigrant communities. Funding agency: NWO.

Escudero Neyra, P. (2005). Application for Marie Curie Excellence Grant. “Did you say sheet or sh*t, beach or b*tch, fax or f*cks?” Funding agency: Marie Curie Actions, European commission.


Kuiken, F. PhD-project Design features and sequencing of L2 tasks. Funding agency: Gemeente Amsterdam, €46.000.


Zwartjes, O.J. Joint subproject entitled: LETERLING (Lexicon de TERminologia LINGüistica y gramaticales en las obras coloniales hispánicas) in the project OsProMil (Oslo Project on Missionary Linguistics). Funding agency: Norges Forskningsråd (Norwegian Research Council).

14. Supervision of completed PhD theses


APPENDIX 6: PhD THESES COMPLETED IN 2005


APPENDIX 7: ADDRESS LIST

(This list contains the most recent addresses including those of new ACLC members and associate members).

drs S.P. (Suzanne) Aalberse
Leerstoelgroep Nederlandse taalkunde
Spuistraat 134, 1012 VB Amsterdam
020-5254916
s.p.aalberse@uva.nl
http://home.medewerker.uva.nl/s.p.aalberse

dr E. (Enoch) O. Aboh
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 Amsterdam
020-5253875
e.o.aboh@uva.nl
http://home.medewerker.uva.nl/e.o.aboh

drs L. (Lilian) Adamson
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253864

dr I.C. (Ingrid) van Alphen
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253872
i.c.vanalphen@uva.nl

dr U. (Umberto) Ansaldo
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253849
u.ansaldo@uva.nl
http://home.medewerker.uva.nl/u.ansaldo

D. (Diana) Apoussidou MA
Leerstoelgroep Fonetische wetenschappen
Herengracht 338, 1016 CG Amsterdam
020-5252385
d.apoussidou@uva.nl
http://home.medewerker.uva.nl/d.apoussidou

prof. dr A.E. (Anne) Baker
Leerstoelgroep Psycholinguïstiek en taalpathologie
Spuistraat 210, 1012 VT Amsterdam
020-5253853
a.e.baker@uva.nl
http://home.medewerker.uva.nl/a.e.baker

dr D. (Dik) Bakker
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253857
d.bakker@uva.nl
drs J.D. (Jeroen) Balkenende
Leerstoelgroep Nederlandse Taalkunde
Spuistraat 134, 1012 VB Amsterdam
020-5254649
j.balkenende@uva.nl
http://home.medewerker.uva.nl/j.d.balkenende

dr E.A. (Anne) Bannink
Leerstoelgroep Taalkunde van de Germaanse talen
Spuistraat 210, 1012 VT Amsterdam
020-5253053
e.a.bannink@uva.nl
http://home.medewerker.uva.nl/e.a.bannink

dr A.A. (Adrie) Barentsen
Leerstoelgroep Slavische taalkunde
Spuistraat 210, 1012 VT Amsterdam
020-5253815
a.a.barentsen@uva.nl

dr F.J. (Florien) van Beinum
Leerstoelgroep Fonetische wetenschappen
Herengracht 338, 1016 CG Amsterdam
020-5252185
f.j.vanbeinum@uva.nl

drs M.L. (Maaike) Beliën
Leerstoelgroep Taalkunde van de Germaanse talen
Spuistraat 210, 1012 VT Amsterdam
020-5254050
m.l.beliën@uva.nl
http://home.medewerker.uva.nl/m.l.beliën

prof. dr H.J. (Hans) Bennis
Leerstoelgroep Nederlandse taalkunde
Spuistraat 134, 1012 VB Amsterdam
Meertens Instituut (KNAW)
Postbus 94264, 1090 GG Amsterdam
020-4628523/ 4628500
hans.bennis@meertens.knaw.nl

drs M.C. (Margot) van den Berg
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253877
m.e.vandenbergen@uva.nl

dr J.B. (Hans) den Besten
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253852
j.b.denbesten@uva.nl

dr A. (Atie) Blok-Boas
Leerstoelgroep Tweede-taalverwerving
Spuistraat 210, 1012 VT Amsterdam
020-5253091/ 4615
a.m.blok-boas@uva.nl

dr. R. (Roberto) Bolognesi
c/o Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020- 5253864

dr W.B.T. (Elma) Blom
Leerstoelgroep Nederlandse Taalkunde
Spuistraat 134, 1012 VB
020-5254608
w.b.t.blom@uva.nl
http://home.medewerker.uva.nl/w.b.t.blom

prof. dr P.P.G. (Paul) Boersma
Leerstoelgroep Fonetische wetenschappen
Herengracht 338, 1016 CG Amsterdam
020-5252385
p.p.g.boersma@uva.nl
http://home.medewerker.uva.nl/p.p.g.boersma

dr B. (Beppie) van den Bogaerde
Leerstoelgroep Psycholinguïstiek en taalpathologie
Spuistraat 210, 1012 VT Amsterdam
020-5253022
e.m.vandenbogaerde@uva.nl
http://home.medewerker.uva.nl/e.m.vandenbogaerde

drs J.H.G. (Annerieke) Boland
Leerstoelgroep Theoretische taalwetenschap
Herengracht 338, 1016 CG Amsterdam
020-5252193
j.h.g.boland@uva.nl/ a.boland@uva.nl

drs H. (Heleen) Bos
Leerstoelgroep Psycholinguïstiek en taalpathologie
Spuistraat 210, 1012 VT Amsterdam
020-5253864

dr B. (Bert) Botma
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 134, 1012 VB Amsterdam
020-5253864

dr T.N.M. (Tom) van Brederode
Leerstoelgroep Tweede-taalverwerving
Spuistraat 210, 1012 VT Amsterdam
020-5252798
t.n.m.vanbrederode@uva.nl
http://home.medewerker.uva.nl/t.n.m.vanbrederode

Dr S. (Sandra) Breitenbach
Leerstoelgroep Taalkunde van de Romaanse Talen
Spuistraat 134, 1012 VB Amsterdam
020-5252610

D.R. (Rick) Brown MA
C/o prof. dr Kees Hengeveld
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253864

H.C. (Hugo) Cardoso MPhil.
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 102 VT Amsterdam
020-5253864
h.c.cardoso@uva.nl
http://home.medewerker.uva.nl/h.c.cardoso

R.J. (Robert) Cirillo MA
Leerstoelgroep Theoretische Taalwetenschap
Spuistraat 210, 102 VT Amsterdam
020-5253877
r.j.cirillo@uva.nl
http://home.medewerker.uva.nl/r.j.cirillo

R.A. (Robert) Cloutier MA
Leerstoelgroep Nederlandse taalkunde
Spuistraat 134, 1012 VB Amsterdam
020-5253219
r.a.cloutier@uva.nl

dr H.R. (Jet) van Dam van Isselt
Leerstoelgroep Taalkunde van de Germaanse talen
Spuistraat 210, 1012 VT Amsterdam
020-5253053
h.r.vandamvanisselt@uva.nl
http://home.medewerker.uva.nl/h.r.vandamvanisselt

dr J.S.C. (Jan) van Dijk
Leerstoelgroep Fonetische wetenschappen
Herengracht 338, 1016 CG Amsterdam
020-5252183
j.s.c.vandijk@uva.nl

dr A. (Alexis) Dimitriadis
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253104
a.dimitriadis@uva.nl

dr J. (Jan) Don
Leerstoelgroep Nederlandse taalkunde
Spuistraat 134, 1012 VB Amsterdam
020-5254734
j.don@uva.nl
http://home.medewerker.uva.nl/j.don
dr M. (Margreet) Dorleijn
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5254683
m.dorleijn@uva.nl

M. (Marina) Dyakonova MPhil.
Leerstoelgroep Theoretische taalwetenschap
Herengracht 338, 1016 CG Amsterdam
020-5252191
m.dyakonova@uva.nl
http://home.medewerker.uva.nl/m.dyakonova

drs L.J. (Loulou) Edelman
Leerstoelgroep Nederlandse taalkunde
Spuistraat 134, 1012 VB Amsterdam
020-5254732
l.j.edelman@uva.nl
http://home.medewerker.uva.nl/l.j.edelman

dr E. (Els) Elffers-van Ketel
Leerstoelgroep Nederlandse taalkunde
Spuistraat 134, 1012 VB Amsterdam
020-5254733
e.h.c.elffers@uva.nl
http://home.medewerker.uva.nl/e.h.c.elffers

drs M.A. (Marian) Erkelens
Leerstoelgroep Nederlandse taalkunde
Spuistraat 134, 1012 VB Amsterdam
020-5253219
m.a.erkelens@uva.nl
http://home.medewerker.uva.nl/m.a.erkelens

P.R. (Paola) Escudero Neyra M.Sc.
Leerstoelgroep Fonetische Wetenschappen
Herengracht 338, 106 CG Amsterdam
020-5252385
p.r.escuderoneyra@uva.nl

prof. dr O.C.M. (Olga) Fischer
Leerstoelgroep Taalkunde van de Germaanse talen
Spuistraat 210, 1012 VT Amsterdam
020-5253825
o.c.m.fischer@uva.nl
http://home.medewerker.uva.nl/o.c.m.fischer

drs R.W. (Rafael) Fischer
Leerstoelgroep Theroetische taalwetenschap
Herengracht 338, 1016 CG Amsterdam
020-5253864
r.w.fischer@uva.nl

dr A.F. (Arjen) Florijn
Leerstoelgroep Tweede-taalverwerving
Spuistraat 210, 1012 VT Amsterdam
020-5253846
a.f.florijn@uva.nl

drs R. (René) Genis
Leerstoelgroep Slavische taalkunde
Spuistraat 210, 1012 VT Amsterdam
020-5254638
r.m.genis@uva.nl

dr R.W.N. (Rob) Goedemans
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253104
r.w.n.goedemans@uva.nl

J.A. (Jorge) Gómez Rendón MA
Leerstoelgroep Theoretische taalwetenschap
Herengracht 338, 1016 CG Amsterdam
020-5252191
j.a.gomezrendon@uva.nl

prof. dr D. (Durk) Gorter
Leerstoelgroep Nederlandse taalkunde (Fries)
Spuistraat 210, 1012 VB Amsterdam
020-5254652 / 058-2343026/2131414 (Fryske Akademy)
d.gorter@uva.nl/ dgorter@fa.knaw.nl
http://home.medewerker.uva.nl/d.gorter

dr C. (Casper) de Groot
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5252578
c.degroot@uva.nl
http://home.medewerker.uva.nl/c.degroot

dr S. (Sies) de Haan
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253856
s.dehaan@uva.nl
http://home.medewerker.uva.nl/s.dehaan

drs C. (Camiel) Hamans
C/o dr J.B. den Besten
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253864

prof. dr P.C. (Kees) Hengeveld
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253854
p.c.hengeveld@uva.nl
http://home.medewerker.uva.nl/p.c.hengeveld
drs L.F. (Lotte) Henrichs  
Leerstoelgroep Tweede-taalverwerving  
Spuistraat 210, 1012 VT Amsterdam  
020-5253805  
l.henrichs@uva.nl  
http://home.medewerker.uva.nl/l.henrichs

prof. dr F.J.M. (Frans) Hilgers kno-arts  
Leerstoelgroep Fonetische wetenschappen  
Herengracht 338, 1016 CG Amsterdam  
020-5252550/2563  
Academisch Medisch Centrum  
Meibergdreef 9, 1100 DD Amsterdam  
f.hilgers@nki.nl

dr W.J.J. (Wim) Honselaar  
Leerstoelgroep Slavische taalkunde  
Spuistraat 210, 1012 VT Amsterdam  
020-5253814  
w.j.j.honselaar@uva.nl  
http://home.medewerker.uva.nl/w.j.j.honselaar

prof. dr A.C.J. (Aafke) Hulk  
Dean of the Faculty of Humanities  
Spuistraat 210, 1012 VT Amsterdam  
020-5253068  
a.c.j.hulk@uva.nl  
http://home.medewerker.uva.nl/a.c.j.hulk

prof. dr J.H. (Jan) Hulstijn  
Leerstoelgroep Tweede-taalverwerving  
Spuistraat 134, 1012 VB Amsterdam  
020-5254616/4615  
j.h.hulstijn@uva.nl  
http://home.medewerker.uva.nl/j.h.hulstijn

I. (Irene) Jacobi MA  
Leerstoelgroep Nederlandse taalkunde  
Spuistraat 134, 1012 VB Amsterdam  
020-5252183  
i.jacobi@uva.nl  
http://home.medewerker.uva.nl/i.jacobi

drs ir W.H.(Wim) Jansen  
Leerstoelgroep Theoretische taalwetenschap  
Spuistraat 210, 1012 VT Amsterdam  
020-5253864  
w.h.jansen@uva.nl

dr C.A.M. (Nel) de Jong  
Leerstoelgroep Tweede-taalverwerving  
Spuistraat 134, 1012 VB Amsterdam  
020-5253805  
c.a.m.dejong@uva.nl
dr N.H. (Nivja) de Jong
Leerstoelgroep Tweede-taalverwerving
Spuistraat 134, 1012 VB Amsterdam
020- 525 6341
N.H.deJong@uva.nl
http://home.medewerker.uva.nl/j.dejong1

dr J. (Jan) de Jong
Leerstoelgroep Psycholinguïstiek en taalpathologie
Spuistraat 210, 1012 VT Amsterdam
020-5254691
j.dejong1@uva.nl
http://home.medewerker.uva.nl/j.dejong1

dr R.E. (Rudolf) de Jong
Leerstoelgroep Arabisch
Spuistraat 134, 1012 VB Amsterdam
020-5253062
rudolf_de_jong@hotmail.com

drs P. (Petra) Jongmans
Leerstoelgroep Fonetische wetenschappen
Herengracht 338, 1016 CG Amsterdam
020-5252187/5122313
p.jongmans@nki.nl /p.jongmans@uva.nl

dr J. (Janneke) Kalsbeek
Leerstoelgroep Slavische taalkunde
Spuistraat 210, 1012 VT Amsterdam
020 -5253085/5253084
j.kalsbeek@uva.nl

dr M.E. (Evelien) Keizer
Leerstoelgroep Taalkunde van de Germaanse talen
Spuistraat 210, 1012 VT Amsterdam
020-5253829
m.e.keizer@uva.nl
http://home.medewerker.uva.nl/m.e.keizer

dr C.E. (Nel) Keijsper
Leerstoelgroep Slavische Taalkunde
Spuistraat 210, 1012 VT Amsterdam
020-5253085
C.E.Keijsper@uva.nl
http://home.medewerker.uva.nl/c.e.keijsper

dr E.-P. (Ellen-Petra) Kester
Leerstoelgroep Taalkunde van de Romaanse talen
Spuistraat 134, 1012 VB Amsterdam
020-5254614
p.m.kester@uva.nl

dr A.C. (Ans) de Kok
Leerstoelgroep Taalkunde van de Romaanse talen
Spuistraat 134, 1012 VB Amsterdam
020-5254476
a.c.dekok@uva.nl
http://home.medewerker.uva.nl/a.c.dekok

dr W.F. (Willem) Koopman
Leerstoelgroep Taalkunde van de Germaanse talen
Spuistraat 210, 1012 VT Amsterdam
020-5253832
w.f.koopman@uva.nl
http://home.medewerker.uva.nl/w.f.koopman

mw G. (Gordana) Kovacic MA
Leerstoelgroep Fonetische wetenschappen
Herengracht 338, 1016 CG Amsterdam
020-5252183

dr F. (Folkert) Kuiken
Leerstoelgroep Tweede-taalverwerving
Spuistraat 210, 1012 VT Amsterdam
020-5253850
f.kuiken@uva.nl
http://home.medewerker.uva.nl/f.kuiken

dr.T.L.(Tjoe Liong) Kwee
Leerstoelgroep Computationele Taalkunde
Plantage Muidergracht 24, 1018 TV Amsterdam
020-5252072
t.l.kwee@hum.uva.nl

drs M.C. (Marco) Last
Leerstoelgroep Theoretische Taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253864

dr F.C. (Frederieke) van der Leek
c/o Leerstoelgroep Taalkunde van de Germaanse talen
Spuistraat 210, 1012 VT Amsterdam
020-5253830
f.c.vanderleek@uva.nl

E.H. (Eva) van Lier MA
Leerstoelgroep Theoretische taalwetenschap
Herengracht 338, 1016 CG Amsterdam
020-5252193
e.h.vanlier@uva.nl
http://home.medewerker.uva.nl/e.h.vanlier

Dr. E. (Elisabeth) van der Linden
Leerstoelgroep Tweede-taalverwerving
Spuistraat 134, 1012 VB Amsterdam
020-5254477
e.h.vanderlinden@uva.nl

Dr. L. (Lisa) Lim
Leerstoelgroep Taalkunde van de Germaanse Talen
http://home.medewerker.uva.nl/c.ode

dr M. (Masayuki) Ohkado
c/o prof. dr O.C.M. (Olga) Fischer
Leerstoelgroep Taalkunde van de Germaanse talen
Spuiistraat 210, 1012 VT Amsterdam
020-5253864

A. (Antje) Orgassa MA
Leerstoelgroep Nederlandse Taalkunde
Spuiistraat 134
1012 VB, Amsterdam
020-5254732
a.orgassa@uva.nl
http://home.medewerker.uva.nl/a.orgassa

drs M. (Maren) Pannemann
Leerstoelgroep Nederlandse taalkunde
Spuiistraat 134, 1012 VB Amsterdam
020-5254916
m.pannemann@uva.nl
http://home.medewerker.uva.nl/m.pannemann

drs E.M. (Esther) Parigger
Leerstoelgroep Psycholinguïstiek en taalpathologie
Spuiistraat 210, 1012 VT Amsterdam
020-5253811
e.m.parigger@uva.nl
http://home.medewerker.uva.nl/e.m.parigger

drs A. (Alla) Peeters-Podgaevskaja
Leerstoelgroep Slavische taalkunde
Spuiistraat 210, 1012 VT Amsterdam
020-5253811
a.v.peeters-podgaevskaja@uva.nl

dr H.C.B. (Harry) Perridon
Leerstoelgroep Skandinavische talen en culturen
Spuiistraat 134, 1012 VB Amsterdam
020-5254576
h.c.b.perridon@uva.nl

dr R. (Roland) Pfau
Leerstoelgroep Psycholinguïstiek en taalpathologie
Spuiistraat 210, 1012 VT Amsterdam
020-5253022
r.pfau@uva.nl
http://home.medewerker.uva.nl/r.pfau

dr M.L.A.I. (Marlies) Philippa
Leerstoelgroep Nederlandse taalkunde
Spuiistraat 134, 1012 VB Amsterdam
020-5254649
m.l.a.i.philippa@uva.nl
prof. dr H. (Harm) Pinkster
Professor of Latin
Spuistraat 134, 1012 VB Amsterdam
020-5252524
h.pinkster@uva.nl
http://home.medewerker.uva.nl/h.pinkster

drs D. (Daniela) Polišenská
Leerstoelgroep Nederlandse taalkunde
Spuistraat 134, 1012 VB Amsterdam
020-5254608
d.polisenska@uva.nl
http://home.medewerker.uva.nl/d.polisenska

prof. dr ir L.C.W. (Louis) Pols
Leerstoelgroep Fonetische wetenschappen
Herengracht 338, 1016 CG Amsterdam
020-5252194/ 2183
l.c.w.pols@uva.nl
http://home.medewerker.uva.nl/l.c.w.pols

dr R.S. (Ron) Prins
Leerstoelgroep Psycholinguïstiek en taalpathologie
Spuistraat 210, 1012 VT Amsterdam
020-5253859
r.s.prins@uva.nl

dr A. (Arend) Quak
Leerstoelgroep Skandinavische taal- en letterkunde
Spuistraat 134, 1012 VB Amsterdam
020-5253898
a.quak@uva.nl
http://home.medewerker.uva.nl/a.quak

drs E. (Eline) Raaphorst
c/o dr R. Schoonen
Leerstoelgroep Tweede-taalverwerving
Spuistraat 210, 1012 VT Amsterdam
020-5254615/3848

drs H.W. (Wim) Remmelink
Leerstoelgroep Latijnsche taal- en letterkunde
Spuistraat 134, 1012 VB Amsterdam
020-5252545
w.remmelink@filternet.nl

prof. dr A. (Albert) Rijksbaron
Leerstoelgroep Klassiekgriekse taal- en letterkunde
Spuistraat 134, 1012 VB Amsterdam
020-5252560
a.rijksbaron@uva.nl

dr R. (Rodie) Risselada
Leerstoelgroep Latijnse taal- en letterkunde
Oude Turfmarkt 129, 1012 GC Amsterdam
drs A. (Annelies) Roeleveld
Leerstoelgroep Nederlandse taalkunde
Spuistraat 134, 1012 VB Amsterdam
020-5254649
a.roeleveld@uva.nl
http://home.medewerker.uva.nl/a.roeleveld

drs M.I. (Margot) Rozendaal
Leerstoelgroep Psycholinguïstiek en taalpathologie
Spuistraat 210, 1012 VT Amsterdam
020-5253877
m.i.rozendaal@uva.nl
http://home.medewerker.uva.nl/m.i.rozendaal

M.O. (Mara) van Schaik-Radulescu MA
Leerstoelgroep Taalkunde van de Germaanse Talen
Spuistraat 134, 1012 VT Amsterdam
020-5253830
m.o.vanschaik-radulescu@uva.nl

dr A.G. (Adam) Saulwick
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253104
a.g.saulwick@uva.nl
http://home.medewerker.uva.nl/a.g.saulwick

dr J.J.M. (Rob) Schoonen
Leerstoelgroep Tweede-taalverwerving
Spuistraat 210, 1012 VT Amsterdam
020-5253848
j.j.m.schoonen@uva.nl
http://home.medewerker.uva.nl/j.j.m.schoonen

mdr M. (Mauro) Scorretti
Leerstoelgroep Taalkunde van de Romaanse talen
Spuistraat 210, 1012 VT Amsterdam
020-5252282
m.scorretti@uva.nl

mr R. (Rachel) Selbach BA
Leerstoelgroep Theoretische taalwetenschap
Spuistraat 210, 1012 VT Amsterdam
020-5253877
r.r.selbach@uva.nl
http://home.medewerker.uva.nl/r.r.selbach

dr F. (Fermin) Sierra Martínez
Leerstoelgroep Moderne letterkunde van Europa
Spuistraat 134, 1012 VB Amsterdam
020-5254677/2280
f.f.sierramartinez@uva.nl

94
dr A.P. (Petra) Sleeman  
Leerstoelgroep Taalkunde van de Romaanse talen  
Spuistraat 134, 1012 VB Amsterdam  
020-5254632  
a.p.sleeman@uva.nl

N.(Niels) Smit MPhil.  
Leerstoelgroep Theoretische taalwetenschap  
Herengracht 338, 1016 CG Amsterdam  
020-5252191  
n.smit@uva.nl  
http://home.medewerker.uva.nl/n.smit

dr N.S.H. (Norval) Smith  
Leerstoelgroep Theoretische taalwetenschap,  
Spuistraat 210, 1012 VT, Amsterdam  
020-5253855  
n.s.h.smith@uva.nl  
http://home.medewerker.uva.nl/n.s.h.smith

dr R.J.J.H. (Rob) van Son  
Leerstoelgroep Fonetische wetenschappen  
Herengracht 338, 1016 CG Amsterdam  
020-5252195  
r.j.j.vanson@uva.nl  
http://home.medewerker.uva.nl/r.j.j.h.vanson

dr M. (Miriam) van Staden  
Leerstoelgroep Theoretische taalkunde  
Herengracht 338, 1016 CG Amsterdam  
020-5252191  
m.vanstaden@uva.nl  
http://home.medewerker.uva.nl/m.vanstaden

dr J.M. (Jeannette) van der Stelt  
Leerstoelgroep Fonetische wetenschappen  
Herengracht 338, 1016 CG Amsterdam  
020-5252184  
j.m.vanderstelt@uva.nl

drs M. (Margarita) Steinel-Terzyska  
Leerstoelgroep Tweede-taalverwerving  
Spuistraat 134, 1012 VB Amsterdam  
020-5256341  
m.p.steinel@uva.nl  
http://home.medewerker.uva.nl/m.p.steinel

dr J.P.A. (Jan) Stroop  
c/o Leerstoelgroep Nederlandse Taalkunde  
Spuistraat 134, 1012 VB Amsterdam  
020-5253391  
j.stroop@uva.nl