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Foreword

This annual report brings you an overview of the results achieved by the ACLC during the year 2009, the ways in which these results were achieved, and of the research groups and their members by whom they were achieved.

There were quite a number of changes as regards the membership and leadership of the ACLC during 2009.

Up till September 2009, ACLC stood under the directorship of Prof. Dr Anne Baker. Her leadership was praised and commemorated during the yearly social meeting of ACLC members that took place September 10th 2009. The ACLC is very grateful to Anne for all that she has done for the institute during the seven years of her directorship. From September 2009 onwards the directorship of the ACLC is carried out by director Prof. Dr Kees Hengeveld and vice-director Dr Rob Schoonen.

A number of people left us during 2009. Dr Elisabeth van der Linden and Prof. Dr Fons Moerdijk retired, but both stay on as guest researchers. Dr Umberto Ansaldo, Dr Lisa Lim, Dr Miriam van Staden, and Prof. Dr Josep Quer Villanueva took on positions elsewhere. Umberto continues to be connected to the ACLC as an affiliated researcher. Margriet Heim finished her project but stayed on as an affiliated researcher. PhD candidates Suzanne Aalberse, Gabriel Bakkum, Hugo Cardoso, Robert Cirillo, Robert Cloutier, Marina Dyakonova, Marian Erkelens, Irene Jacobi, Eva van Lier, Sebastian Nordhoff, Antje Orgassa, and Liesbeth Zack all obtained their doctorate and moved to positions elsewhere, except for Suzanne, who stayed on as a lecturer in Dutch linguistics, and Liesbeth, who continued as a lecturer in Arabic Linguistics.

With many members leaving ACLC, we were happy to also welcome a significant number of new members. Dr Tamás Biró, Dr Elma Blom, Dr Leston Buell, and Dr Cecilia Odé joined us as postdocs, and Kateřina Chládková, Jan-Willem van Leusen, Mark Schmalz, Tessa Verhoef, and Karin Wanrooij as PhD candidates, all on externally funded projects. Nurit Dekel joined ACLC as an external PhD candidate. Dr Jorge Gómez Rendón, Dr Irene Jacobi, Dr Kino Jansonius, Dr Dana Niculescu, and Dr Rob van Son joined us a senior associated researchers, while Veronica Benigno, Hanna Gauvin, and Franca Wesseling became junior associated researchers. Dr Luca Alfieri, Dr Marize Hattnher, and Dr Nuriá Alturo Monné spent their sabatticals with us as visiting scholars. ACLC member Dr Wim Honselaar was appointed as special chair for Cultural Relations between The Netherlands and Eastern Europe, with a focus on bilingual lexicography. The effect of all these changes will show up in the reports of ACLC’s research groups in this report. We welcome any type of feedback you may have.

2009 was a good year as regards external funding, as it brought us Dr Elma Blom’s Marie Curie grant, Prof. Dr Tamás Biró VENI grant, Dr Paul Boersma’s VICI grant, and Prof. Dr Hengeveld and Dr Cecilia Odé’s Free Competition’s grant. As will be shown later in this report, this led to a further growth of the percentage of externally funded ACLC research.

Kees Hengeveld
Director ACLC
Insights into ACLC Research
Can you summarize your research in one sentence? The overarching theme in my work is morphology. One of my interests, for example, is conversion, the notion that you can convert a noun into a verb (‘de loop’) or a verb into a noun (‘het feesten’) in Dutch without morphologically marking them as such. I am working on a paper together with Eva van Lier, in which we compared Dutch conversion with a similar phenomenon present in flexible languages.

What are flexible languages? Samoan and Kharia are examples of flexible languages. These languages appear to lack the distinction between nouns and verbs. In Dutch and English, derivational morphology identifies a word as belonging to a particular syntactic category. In Dutch, a word ending in –heid has to be a noun. Flexible languages also have morphology, but the morphology does not serve to categorize the word syntactically. This means that in Kharia, you can string together a number of root forms that may be marked for number and case, but that cannot be identified as nouns or verbs until the phrase reaches the final stage of derivation. For example, the string ‘India+GEN’ ‘person+pl’ ‘abroad+GEN’ ‘person+GEN+PL’ ‘appearance’ can either function as a noun or a verb depending on its syntactic context. We call such languages late categorizing languages. In our paper, we ask ourselves to what extent flexibility in Samoan and Kharia and conversion in Dutch are the same phenomena: our conclusion is that they essentially are the same, but in ‘late categorizing’ languages, the element that is categorized is generally much larger than in ‘early categorizing languages’. The implication for languages such as Dutch is that, although it may seem as if all lexical words have a category, in truth they only receive such a category in the syntax, just as in flexible languages.

What sources do you use in your research? For our conversion study we depend on existing grammars of Kharia and Samoan – a fantastic grammar of Kharia has been produced by John Peterson – and on our intuitions about Dutch. In the work that I am doing together with Suzanne Aalberse on inflectional paradigms, we make use of the dialect databases that have been put together by The Meertens Institute. And I also make use of psychological experimentation. For example, together with a
student, I am investigating by means of a priming experiment whether forms like *breken* en *breuk* share the same root form.

*Where will the study of morphology be 10 years from now?* I hope that theoretical linguistics will have gained a more prominent position within cognition research. Over the past few decades, linguists have gained a wealth of knowledge about the structure of language, but we are not always being heard. It is sometimes painful to see how work in cognitive science is based on naive conceptions of language: I’ve seen definitions of a ‘word’ as: that which is between two spaces. Money and resources are being invested more and more in (neuro)cognitive research. I think such methods can be fruitfully employed to test some of the hypotheses that theoretical linguistics has on offer. I particularly like the work of Alec Marantz in this respect. He exemplifies how the methods of cognitive science can be used to test hypotheses from theoretical linguistics. We should all follow Alec Marantz!

*What is most exciting about your work?* First and foremost, I enjoy solving a linguistic puzzle, analyzing a set of data to try and find structure and patterns in it. It is such a great moment when you suddenly see how the language works. But I also enjoy simply reading articles, learning new things. And I have a passion for teaching. I must say that I am very happy to work here. I have the perfect job that gives me the freedom to take my research in the directions I want to go, and the ACLC is a stimulating place where people from very different backgrounds meet, respect each other, and work together.
Olga Fischer

Olga Fischer's research is influenced by observations in everyday life. She approaches questions about language change in relation to language acquisition, referring to the general cognitive principles that underlie both. She is especially interested in the workings of analogy, and in how far language structures reflect structures in the natural world. This interest also led to a project on iconicity, which Olga set up together with the University of Zurich in 1997. In 2009, she co-organized the Seventh International Symposium on Iconicity in Language and Literature in Toronto.

Can you explain in a few sentences what your research is about? My main interest is language change, the question why English is now so different from Dutch, while they were once rather alike. More precisely, I am interested in the interplay between external and internal factors and how these lead to changes in the syntax of a language.

What do you mean by external and internal factors? External factors can be invasions, such as those by the Vikings or the Normans, which radically changed English, or the influence of the use of Latin in the Church. Internal factors are those coming from within the language system itself, related to economy on the one hand (e.g. ‘ease of effort’), and the need for expressiveness on the other, in order to preserve efficient communication. Language change can be driven by both external and internal factors simultaneously and these factors are highly interdependent.

Do you consider it conceivable that languages change without external influences? Currently, a popular theory used to explain system-internal language change is the theory of grammaticalisation. Grammaticalisation describes how lexical elements can take on grammatical properties. An example in English would be the verbal expression to be going to. The verb go has lost its referential meaning in this construction and now often functions as an auxiliary of future tense. Many linguists use the theory of grammaticalisation to explain and even predict language change. In my view, though, such a use of the theory is unwarranted. The theory describes processes of change, but cannot explain them. For example, the verb will has taken on grammatical properties in the course of time. It used to mean ‘to wish, desire’, and then became an auxiliary verb and even a clitic (I’ll). The next step according to grammaticalisation theory would be that ‘ll becomes an affix. But that seems highly
unlikely to me, as the English grammar system does not allow for such affixation. What is wrong with the theory is that it looks at language as if it changes by itself, without speakers being involved.

*What is your alternative?* I am much more interested in the neurological and psychological processes that go on inside a language learner and adult user. Learners don’t grammaticalize, they simply try to grasp the language in their environment by means of general cognitive principles and the situational context, thus learning to become successful communicators. *Analogy* is a very important factor in my view. Every language-learning child has to find patterns in the linguistic input, and I think that, when a gap or problematic spot occurs in a language requiring a solution, new structures will arise which are inspired by, and analogous to, patterns that are already present in the language system. In this way, *going to* could take on grammatical properties because it often appeared in a position similar to that of the English auxiliaries.

*Where do you think your field stands in ten years from now?* I think that theories of language change involving shifts in parameter settings (which do have their use as a model to set up hypotheses) will be found to be less useful in explaining change because change starts out very much as a local phenomenon. Theories involving an innate grammar have already started to lose terrain and advances in neuroscience and computer modeling will marginalize them even further, I would say. Within the context of language change the analogy-based model for language learning will probably become more prominent, in part because the theory lends itself well to be studied by means of computer models, and because analogy is such a widespread, basic principle, and evolutionarily very old.

*Is this the kind of research you have always dreamt of working on?* The love for language and reading has been a part of my life since I was a child. I started my academic career as a philologist, and I used to be much more focused on medieval literature than on language, but through a series of coincidences I ended up in linguistics. I still like to combine literature and linguistics. Our project on iconicity brings together people working on iconicity in literature and language. Iconicity is very closely related to analogy. Analogy is a very basic form of iconicity. In that sense everything that I do is connected and I am returning to where I started.

*What are your academic hopes and dreams?* I am not ambitious in the sense that I dream of large sums of money to start a big project. Perhaps I could use some money to solve the shortage of teachers here at the department. That would also free up much of my time. Delicate and fine work is more up my alley. What I enjoy most is what I do now: observing and explaining change. Sometimes I hear a phrase I never heard before. That makes me think. Where did that phrase come from? Why did the person say it like that? Such observations sometimes result in a new research question. Fascinating!
For Lotte Henrichs, the year 2009 was intense, but successful. She visited the Harvard School of Education and she finished her PhD thesis. On top of that, she managed to get a position at Utrecht University as post doctoral research fellow.

Can you explain in a few sentences what your research is about? I investigated to what extent parents prepare their children for the academic discourse practices that are common in educational settings.

Did you say 'Academic'? Your subjects are three years old! The term academic refers to the language of instruction that is typical of school situations. I actually based my operationalization on concepts from the written domain. Academic language tends to be more abstract, new words or concepts are introduced, and topics outside the here-and-now are discussed. Also, the ‘instructor’ assumes a position of authority. I found that parents make use of this academic register too. In my data, for example, this was illustrated by a conversation over lunch between a little boy and his mother about a crack in the tabletop. Upon noting that the table was broken ('Tafel kapot'), the boy’s mother explained that the wood had started to warp (werken), and she explained what that means. In my study, I investigated to what extent parents make use of this register, and whether that helps their children succeed at school.

How did you investigate this? I video-recorded parent-child interactions when reading a book, drawing, building a marble slide alley, and when having lunch time conversations. I followed 25 families in total. Luckily, the children weren’t fazed much by the fact that they were recorded. The children were all monolingual, went to day care centres for a maximum of two days, and had a maximum of two older siblings at most.

What did you find? I found that there is a relation between skills often associated with later school success and the use of the academic register at home. For example, we found the children’s vocabulary scores to be positively related to their mothers’ lexical diversity. Also, if the mothers’ language was more complex, their children would score higher on our syntactic awareness measure. The use of academic language really does seem to make a difference, and this effect does not have a one-to-one relation to socio-economic status.

What is most exciting about your research? I studied a phenomenon that has not been clearly defined in the literature. Finding operationalizations was the most tricky part of my study. There were times when I had doubts: What am I doing? Is early
academic language a real phenomenon? I think I managed to make a reasonable case for the existence of different registers in early infant-directed speech. It gives me confidence, but also great joy, that my results seem to resonate with the ideas of people working in the field. They have shown a lot of interest.

What are your academic hopes and dreams? I would really like to follow children for a longer period of time. I would like to know, for example, to what extent early experience with academic language will lead to better comprehension skills, at say, 8 or 10 years old. I also hope that studies such as mine will raise awareness that different registers exist, and that people can prepare their children for school by making use of those registers every now and then. For many children, that would probably make the transition from home to school easier. Fortunately, my involvement with this topic does not stop when I finish my PhD. I have already started working as a postdoc in Utrecht, on a project that investigates to what extent kindergarten teachers seize a science lesson (talking about air pressure or reflection) as an opportunity to use academic language.
Judith Rispens

Judith Rispens is working as a post-doctoral research fellow on a Veni-project, and 2009 was a year of harvest. After a long period of data collection that did not allow much time for producing scientific output, last year was marked by data analysis, writing papers and attending conferences. A fruitful year, culminating in an accepted paper at the Boston University Conference on Language Development and three additional manuscripts in the pipeline.

What are the questions you try to answer with your research? I would like to gain a deeper understanding of SLI (Specific Language Impairment), and I would like to tease apart SLI and dyslexia. The term SLI refers to a range of different impairments that all lead to a delay in linguistic development while non-verbal development is unharmed. Children with dyslexia have severe problems with the acquisition of orthography but often also show some mild oral language delays, whereas children with SLI have prominent difficulties with oral language development, but often also show problems in literacy development. The two syndromes thus show an overlap and one of the questions that is often posed is whether dyslexia and SLI are two separate syndromes or actually the same disorder.

What is your approach? Before, it was assumed that SLI could be clinically diagnosed with a non-word repetition task (NWR). However, in earlier work, I found that this is not necessarily true. Also, there is mixed evidence on whether children with dyslexia are impaired on NWR. In this study, I have tried to isolate the skills needed to repeat non-words successfully. In the task, children have to identify phonemes properly, remember their order of appearance, retrieve them from memory, and articulate them. I tested 100 six-year old children on a number of tasks tapping into these skills. This way, I am hoping to find answers to questions such as: Do children with SLI have smaller vocabularies? Are their lexical representations underdeveloped? Do they have problems with phonemic awareness? And importantly, do I find differences in response patterns between ‘normal’ children, children with SLI and children with both SLI and dyslexia? A second aim is to study the interaction between phonology and morphology: do their phonological deficits impact on processes such as past tense inflection and plural noun inflection which are driven by phonology?

What did you find? First of all, I found that children with language and reading impairments actually resemble younger, typically developing children. This suggests that children with language and reading impairments do not use a different mechanism for non-word repetition, but that their system is developing more slowly. Secondly, it turns out that children with SLI-only do not have serious problems with
non-word repetition, just like the children with dyslexia-only. Especially children with SLI and additional dyslexia have problems. This suggests that there is an interaction between learning how to speak and learning how to read and write, which is a fascinating finding. Uncovering this interaction is a main aim for future research.

*What is most exciting about your research?* This kind of research can be rather trying at times. A big challenge, for example, is to create tasks that are suitable for children with normal language development and those with severe SLI and/or dyslexia. It is not unlikely to obtain ceiling or floor effects. Also, children are prone to drop out; they sometimes press anything but the `no' button. On top of this it is not easy to find test subjects. When all these hurdles are overcome, it is very exciting to find new patterns in the data, especially when these patterns match your intuitions.

*Where does SLI research stand in 10 years from now?* Researchers will no longer speak of SLI as one heterogeneous group. There will be much more diagnostic differentiation so that more specific impairments can be identified. Paradoxically, more differentiation also means that it will be increasingly difficult to create a sufficiently large sample for scientific experimentation. Genetic approaches also seem promising for future research: SLI appears to be genetically transferrable. Furthermore, I expect this field to become less modular due to the interactions found between linguistic processes and more general executive functions. SLI research will no longer be restricted to the field of linguistics, but will move towards cognitive science.

*What is your academic dream?* I would really like to do a large longitudinal study into SLI. However, this dream is very difficult to accomplish. This was actually my goal within the current project, but it was not possible within the available time. Much can be learned by following children with SLI from 3,5 years old until the age of 10. Another dream would be to have an ERP lab. Measures of behavior are quite coarse. ERP data is much more detailed and this would greatly help me to find out more about what fascinates me most: what causes language impairment and what can we do to help these children?
Dirk-Jan Vet

Working at the ACLC is a party for Dirk Jan Vet. Enter his office and you will see electronic machinery piled to the ceiling and a huge tent frame spanning the room like an arch. Cabinets filled with wires, gadgets and small electronic devices can no longer be opened because new hardware fills the aisle. In the middle of all this, Dirk Jan is joyfully soldering, programming, designing and testing custom-made research equipment.

What does your job at the ACLC entail exactly? I am a technician, affiliated with the phonetics department of the ACLC, but I also assist other members of the ACLC. On request I design and build research tools and software that is customized for specific experimentation. This entails electronic devices, for instance to aid precision in reaction time experiments, but also software programming. I can build PRAAT scripts or other software needed to collect or analyze data. In addition, I am responsible for the maintenance of the studio, which provides recording equipment in combination with a soundproof room that is used for many experiments. Our newest assets include EEG (Electroencephalography) facilities, for which I am currently fitting out the studio. In a nutshell, I try to supply whatever technological needs researchers have for their studies. My work varies from writing small scripts to designing complete custom-made experimental set-ups.

Why are you building a tent in your office? The tent will be used by Titia Benders, who is going to test babies in their homes. The tent is to avoid distraction. For me, this is one of the more laborious projects. The babies are going to watch stimuli on a big screen and then two cameras will record their eye movements. For this we needed to adjust the tent so that a big screen and a beamer can be attached. The video needs to be projected at a very small distance, so we had to buy a special short-throw beamer. To be able to synchronize the recorded video with the exact moments that sounds were played, I built a device that shows an infrared signal at the moment the sound starts. The camera records this signal and is also synchronized with the other camera, to make sure the frames don’t shift.

What do you find most exciting about being a research technician? My heart belongs to electronics; I was trained as an electro-technician at the TU Delft. What I enjoy most is building a complete system from scratch, developing an interface that combines both electronic design and smart software solutions.

Can you give an example? Our custom-made reaction time measuring device is a good example. I developed this device to check how precise experimentation
software is. It includes a light sensor directed at a screen that records exactly when a stimulus appears. The button of the keyboard is also directly connected to the device, so that a person’s reaction time can be measured extremely precisely. Our device does not suffer from imprecision caused by background computing processes or by delays in the keyboard and screen. Such delays are not a big problem if they are stable, but it appears that there is much variation in it. It is very exciting to solve this with such a custom-made solution.

Is this your dream job? Absolutely! It is a job with much variation: I never know beforehand what colleagues will need and I am usually working on several projects simultaneously. It is also a wonderful feeling to finish a project, to see that it works and to hear that people are satisfied. Before, I worked as a supervisor at IBM in the laptop repair branch, but it suits me much better to be working with the materials myself and to build things from scratch. Working together with Ton Wempe, our retired technician who is still visiting the lab once a week, is also very fruitful and pleasant.

What is your advice to ACLC researchers? Often I find that people still have naive views of what is technically possible. We can do more than most people think. I certainly encourage everyone with technical needs to drop by! We have our studio with recording equipment, a modern eye tracker, EEG on the way and who knows what else is possible. I may be able to realize your experimental ideas and wishes.
Documentation ACLC
1. Institutional review

1.1. Mission statement

Linguistics takes as its object of research the underlying systematicity in the structure and use of spoken and signed languages. As language is one of the higher cognitive functions that the human brain is capable of, linguistics is one of the scientific disciplines that contributes to the 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 large diversity of sub-domains and, consequently, also a diversity of research methods: theoretical, observational and experimental.

The research strategy of ACLC takes advantage of the availability of so many different approaches to language in its research programme *The Language Blueprint* (see Fig.1)\(^1\), which focuses on variation and the system behind variation in its widest sense. Natural languages exhibit a tremendous amount of variation. This variation manifests itself in all aspects of the structure of languages, in the way languages convey meaning, and in the way 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 essential 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. A general outline of this programme is given in Figure 1.

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\(^1\) See the ACLC website for the full text of this internal document: [www.hum.uva.nl/aclc](http://www.hum.uva.nl/aclc) further under research.
The Language Blueprint research programme integrates four research themes:

**Language description and typology (Inter-linguistic Variation)**
Crosslinguistic comparison and typological research is the focus of this theme. Researchers pool data from different languages including creole and sign languages on a specific phenomenon in the search for general principles. This theme also focuses on the development of tools for the typological research community at large, such as the creation of databases and web-interfaces. The typology of both signed and spoken languages feeds into this theme.

**Linguistic modelling**
Both functional and formal models are developed and confronted with data. The models covering structural aspects of language represented in the ACLC include Functional Discourse Grammar, Functional Phonology, Generative Grammar, Optimality Theory and Cognitive Grammar. These models are contrasted with each other in terms of descriptive and explanatory adequacy, and taught in parallel to PhD candidates, thus stressing ACLC’s openness to a variety of views.
Language variation and change (Intra-linguistic Variation)
The focus within this theme lies in the study of the creation of languages including creoles and pidgins and the causes and mechanisms at work in language change in both time and space. Particular attention is paid to the effects of language contact. The study of change is closely connected to other domains, such as language acquisition, language evolution and cognitive science, since all these disciplines concentrate on the processes that take place in language production and comprehension. This theme has also a strong crosslinguistic orientation, in the sense that a wide array of language varieties from various parts of the world is included in the research.

Language acquisition and processing (Constraints)
Constraints on linguistic systems are explored via the relationship and interaction between communication and cognitive systems. The ACLC focuses on the modelling of both first and second language acquisition and language disorders across the full range of the language system, i.e. including the phonetic aspects, and in both spoken and signed modalities. This is done in collaboration with various partners connected to the Cognitive Science Center Amsterdam.

Note that these research themes do not coincide with research groups. As will be shown below, research group cross-cut these themes in order to comply with the aims of The Language Blueprint research programme, which stresses the need to study individual phenomena from the widest range of perspectives. The mission statement that takes The Language Blueprint as central has applied to the ACLC since 2002 and is still in place. What changes are the phenomena addressed by research groups applying this research strategy.

Since the beginning of 2009 the ACLC participates in the interfaculty research focus area Cognition co-ordinated by the Cognitive Science Center Amsterdam. The contribution made by ACLC researchers concerns the issue of Learnability. This topic is again framed within the general approach of The Language Blueprint. The general idea is that imperfect learning leads to change, and that change leads to typological variation. The Learnability programme thus makes the issue of variation central again.

1.2. Research organization

All ACLC research is organized in research groups (see Chapter 5 for group reports). This form of organization is chosen in order to ensure maximal flexibility. Research groups exist for the duration of the research programme they carry out, and cease to exist when the job is done. Proposals for new research groups can be submitted continuously and are evaluated by the ACLC director and the Advisory Board. The ACLC director also actively explores new opportunities.

Some research groups arise naturally as externally funded projects, others are the result of collaboration of ACLC researchers, but are then defined in ways comparable to the requirements of external funding bodies such as NWO. Several research groups furthermore cross the boundaries of the ACLC as they involve collaboration with researchers from other research institutes, especially the Institute
for Logic, Language, and Computation (ILLC), and in the context of the research focus area Cognition also with researchers of the Cognitive Science Center Amsterdam.

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. The ACLC supports research groups by providing modest funding of certain research costs, such as conference organization, equipment, payment of informants, and research assistance. Funding is furthermore assigned for the entire duration of the group, and considerable freedom is assigned to the coordinator of the group to spend these funds in the best interest of the research group (see 2.2.2).

1.3. Leadership

1.3.1. Directors and Bureau

The ACLC is headed by a director, Prof. Dr Kees Hengeveld and a vice director, Dr Rob Schoonen, both since September 2009. Until September 2009 Prof. Dr Anne Baker was director and Prof. Dr Kees Hengeveld vice-director. The director is supported by the ACLC bureau, consisting of a coordinator (Dr Els Verheugd-Daatzelaar) and a secretary (Marijke Vuyk).

1.3.2. Advisory Board

The director consults with an Advisory Board about all important matters, such as research strategy, the evaluation of research group proposals, and the selection of PhD candidates. The ACLC Advisory Board consists of four senior staff members besides the director, a postdoc representative chosen by the postdocs for a period of one year and a PhD candidate representative elected by the PhD candidates also for one year. Each member has a deputy so that it is possible to consult a larger group if necessary. Until September 2009 the Board consisted of Prof. Dr Kees Hengeveld (deputy: Prof. Dr Wim Honselaar), Prof. Dr Paul Boersma (deputy: Dr Roland Pfau), Prof. Dr Fred Weerman (deputy: Prof. Dr Olga Fischer), and Prof. Dr Jan Hulstijn (deputy: Prof. Dr Folkert Kuiken). As of September 2009 the Board consists of Dr Enoch Aboh (deputy: Prof. Dr Wim Honselaar), Prof. Dr Paul Boersma (deputy: Dr Roland Pfau), Prof. Dr Fred Weerman (deputy: Prof. Dr Olga Fischer), and Prof. Dr Rob Schoonen (deputy: Prof. Dr Folkert Kuiken). These ACLC members cover the four main themes of the ACLC, that is (i) Language description and typology; (ii) Linguistic modelling; (iii) Language variation and change, and (iv) Language acquisition and processing. The postdoc representative in 2009 was Dr Judith Rispens (deputy: Dr Sible Andringa) and the PhD representative Josefien Sweep
1.3.3. Scientific Council

The ACLC has an external committee, the Scientific Council, consisting of four members. This council has the task of advising the ACLC Management and 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 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 (RUN), Prof. dr Leo Noordman (KUB) and Prof. dr Neil Smith (University College, London).

1.3.4. Organogram

The overall organization of the ACLC is shown in Figure 2.

![Organogram of the ACLC in 2009](image)

Figure 2. Organogram of the ACLC in 2009

1.3.5. PhD meetings

The PhD candidates of the ACLC have regular meetings with the ACLC coordinator. Below follows a report by PhD candidates Marcel Giezen and Tessa Verhoef on these meetings:

Introduction

Four times a year all ACLC PhD students get together with coordinator Els Verheugd-Daatzelaar. During these meetings the PhD students are informed about important announcements coming from the ACLC and they get a chance to ask questions, discuss problems and inform each other about their experiences, for instance with courses they attended. In 2009 the PhD meetings were organized like this for the first time: four times a year with the exact dates known a long time in advance and
coupled to the monthly PhD-lunch. At the end of every meeting, one PhD student gives a presentation about ongoing work. It is important for all PhD students to attend these meetings since it provides an opportunity to find out what is going on inside the ACLC and to show involvement, but of course also for the social interaction and to meet new colleagues. Related to this, attendance at the PhD meetings has been made a moral obligation this year and involvement in the PhD meetings has been added to the PhD progress report.

Important topics discussed in 2009

New PhD positions
One of the topics of discussion in 2009 involved the financial difficulties within the faculty and the consequences for new PhD positions. There was not a normal PhD application round this year, but a budget was available for funding several positions within the ‘Matching’ system. This money could only be used to match PhD positions already (partly) financed by external parties. In the future it will probably be the case that a much bigger part of the funding for PhD positions needs to be obtained through grants. During the meetings worries were expressed about this, because for the current Master students it means that they can only get a position if they find external parties that pay for their projects. This is difficult and might be impossible for some kinds of projects. Especially theoretical research might suffer from this.

At the same time, in 2009 there was good news as well, because the ACLC researchers were very successful in obtaining grants from NWO. One PhD position became available in the *Tundra Yukagir* project of Cecilia Odé and Kees Hengeveld, for which Mark Schmaltz was selected. Three PhD positions became available in the *Emergent categories and connections* project of Paul Boersma. Jan-Willem van Leussen, Karin Wanrooij en Kateřina Chládková were selected for these positions.

Organizational tasks
With a decrease in the number of new PhD positions and many PhD students who finished in 2009 (Gabriel Bakkum, Robert Cirillo, Suzanne Aalberse, Hugo Cardoso, Marian Erkelens, Eva van Lier, Marina Dyakonova, Antje Orgassa, Sebastian Nordhoff), it becomes more difficult to find people to fulfill organizational tasks such as membership in the ondernemingsraad (OR). An additional reason for this is that PhD students are appointed for only three or four years and the OR position, for example, is for three years. It was briefly discussed whether this should be changed to make it more attractive for beginning PhD students to fulfill positions like this.

Server problems
An additional recurring issue in last years PhD meetings was the problem with the H:/server for people working on UvA workstations. People loose valuable time because documents are lost, programs disappear, and work cannot be saved anymore. Sometimes it takes 20 minutes to log on or the computer automatically logs off without a warning. Ideas were discussed for sending a joint complaint to IC and to request a schedule for these downtimes so that we know in advance what to expect.
Linguistics in Amsterdam
This year, the *Linguistics in Amsterdam* series was officially launched. The international journal *Linguistics in Amsterdam* replaces the former ACLC working papers and provides a useful platform for PhD students to publish papers that might serve as pre-publication to publication in a peer-reviewed journal. The papers are reviewed by colleagues from the ACLC and the copyright remains with the author. PhD students are encouraged to make use of this new opportunity, since it will help them to improve their research and also to make their work more known within the ACLC.

Intervision
In 2009, a general intervision meeting was organized to which all PhD students were invited. The purpose of the meeting was to make new PhD students familiar with the goal and structure of intervision meetings. During intervision meetings, PhD students are invited to discuss work-related issues that are of mutual interest and importance to PhD students. The meetings are organized along the lines of a fixed format in which everybody is stimulated to participate and to formulate their opinions on the specific topic of that meeting. The goal is to jointly obtain insight in the problems and to work on possible solutions. The meetings are coordinated by Joke Schuit and chaired by Marjan de Vries of Student Services.

Courses and activities
Routine during the PhD meetings are announcements of upcoming courses as well as evaluations of courses attended by one or more PhD students. This includes courses such as the ones offered by the LOT summer and winter school, but also more practical courses organized by the UvA Loopbaan Advies Centrum (such as managing your PhD project, applying for external funds or communicating with the media) or for example NWO Talent Days or Talent Classes. These evaluations are very useful for other PhD students in considering whether they would like to attend these courses as well. This year, the LOT summer school was evaluated, as well as summer schools on embodied language and construction grammar, African linguistics, the documentation and description of endangered languages and a summer school on conditionals. In addition, two PhD students attended the 3-day course Didactiek Basiskwalificatie, which was evaluated very positively.

Thanks
On a final note, we would like to thank several PhD students for their organizational efforts in 2009: Josefien Sweep, as the PhD representative on the ACLC advisory board; Joke Schuit, as the back-up representative on the ACLC advisory board; Niels Smit, as FGW OR representative, and Marjolein Cremer as UvA Promovendi-overleg representative; Hadil Karawani and Josefien Sweep, for taking place in the LOT committee preparing the winter school 2011 at the UvA; Titia Benders, for taking place in the Graduate Studies Committee as the ACLC PhD representative; Titia Benders, Aude Laloi, Hadil Karawani, Tessa Verhoef, and Joke Schuit for organizing the NAP-dag; Titia Benders and Joke Schuit for embodying the borrelcommissie; Esther Parigger, Josefien Sweep, and Loulou Edelman as PhD mentors; Titia Benders for organizing the monthly PhD lunch; Marcel Giezen as webmaster and Mirjam Trapman for managing the mailing list; Josefien Sweep, Tessa Verhoef, Titia
Benders, Mirjam Trapman, Marcel Giezen, Marjolein Cremer, and Ekaterina Bobyleva for chairing the PhD meetings or providing the minutes, and Hadil Karawani, Mara van Schaaik, and Joke Schuit for presenting their work during the meetings.

1.3.6. Postdoc meetings

The ACLC postdocs meet regularly in informal meetings and have their representative in the ACLC Advisory Board. Judith Rispens, postdoc representative during the year 2009, provided the following report.

The ACLC Advisory Board consists of a selection of ACLC researchers and one of these members is the representative of all postdocs working within the ACLC. The role of a postdoc representative is obviously that you communicate the needs of the postdocs to the ACLC Advisory Board and that you inform the postdocs about the relevant decisions and news that has been brought up in those ACLC meetings. To do so, so-called postdoc lunches are organized around 3-4 times per year. Of course these lunches are also a good opportunity for all ACLC postdocs to get to know each other better. A much debated issue at these lunches often is the career perspective of postdocs and how this can be improved.

Apart from monitoring relevant postdoc issues in the ACLC Advisory Board meetings, the postdoc representative actively participates in the decisions that are made during such meetings. For example, as a member of the Advisory board the postdoc representative participates in judging all applications for ACLC PhD positions. Being a postdoc representative thus gives you a good opportunity to learn more about the structure of the ACLC and the points of discussion within the policy of the ACLC.

The postdoc representative stays on for one year. To make sure that at all ACLC Advisory Board meetings the postdocs are represented, a ‘back-up’ representative is chosen. This back-up representative stands in for the postdoc representative if s/he cannot participate in a meeting. After one year, the back-up representative will become postdoc representative and a new back-up is elected.

In 2010 Sible Andringa is representative of the postdocs and Tamas Biro is his back-up (and will become postdoc representative in 2011).

1.3.7. Decision making procedures and management style

The director of the ACLC is primarily responsible for all decisions but takes advice from the Advisory Board. The Advisory Board is consulted by the director on all important policy issues either at the regular meetings or through by e-mail consultations. It advises on the selection of the candidates for the internal UvA financed graduate positions, on changes in policy and organization, and on the financial budget etc. The Advisory Board members are expected to come forward with suggestions for change and development. Every year a brainstorm
session is organized to discuss policy, changing directions etc. The minutes of the Advisory Board meetings are posted on the ACLC website².

The progress interviews with postdocs and with the PhD candidates are shared among the director and senior members of the Advisory Board. The interviews with senior staff members are conducted 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 personal letter. The director furthermore evaluates applications by external PhD candidates. Before being accepted as guest researchers, the research plans of (junior or senior) visiting scholars have to be approved by the director.

Considerable use is made of e-mail to inform individual members of staff of current events, organizational points etc. The ACLC website has been made a priority as an instrument for making the ACLC research visible. It is continually being upgraded to provide a good overview of ACLC activities for the members, external researchers, and interested parties. All staff members are expected to have their own home page providing information on their own research. Furthermore the research groups have their own homepage to make the group’s activities more visible.

The research groups are the organizational layer below the Advisory Board. The groups have coordinators who are responsible for the communication within the group. The main task of the coordinators is to regularly organize meetings of the group, to update the work plan of the group and to write a summary of the year’s scientific development and activities (meetings, major publications, conferences etc.) for the ACLC annual report. The activities of the group can include meetings open to non-members where appropriate. 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 broadness of its research in terms of theoretical modelling, empirical domains, 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), guides all ACLC research. This plan focuses on discovering the universal properties of language (often referred to as the ‘language blueprint’) through the study of language variation, 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. 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

² www.hum.uva.nl/aclc further under internal communication, then minutes.
within these themes as described in 1.1. The choice for this focus also means that new research projects at the PhD and postdoc level have this unifying approach. Fitting in with the Language Blueprint is used as a criterion for judging new proposals. The Language Blueprint has already generated many projects around this approach.

As explained in 1.1, the new research focus Cognition: Learnability and Modelling, which started in 2009, is fully compatible with the Language Blueprint programme. The year 2009 was mainly used to set up the organization for this programme, and to start exploring the topic. The latter was done within ACLC by starting the series of Learnability Lectures as part of the ACLC Seminar (see the Seminar programme in Appendix 3). The actual research that forms part of the Cognition programme will only start in 2010. The 2010 yearly ACLC report will contain further information on this research focus area.

1.4.2. Quality control and external evaluation

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 candidates and postdocs is also regularly monitored through a system of regular interviews. These aspects will be discussed more fully in 3.1.

1.5. Embedding of linguistic 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 Language Acquisition, Functional Grammar, Generative Grammar are possible. Foreign students may also apply. The two-year research MA programme Linguistics (started 2002) draws 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. In 2009 the two-year research master had 14 new students. Students following this MA programme are well qualified to move on to PhD programmes in Amsterdam or elsewhere. Over the last few years the majority of the ACLC PhD positions from the Faculty have in fact gone to students from this research MA programme due to the very high quality of the students themselves and of their research proposals.

Linguistic research is most directly embedded in the research master programme Linguistics. Students participate in research tutorials with ACLC members, in which they directly participate in ongoing research projects. This also involves participation in the activities of the research group in the context of which
the research is being carried out. Research master theses similarly link up to existing ACLC research.

The ACLC director has indicated to the head of the undergraduate school that (ACLC) research should also become more visible in the various honours programmes at the BA level that are offered at UvA.

2. Input

2.1. Researchers and other personnel

In the introduction to the report the changes in staff were listed. The quantitative result of these changes are reflected in Table 1.

<table>
<thead>
<tr>
<th>Staff</th>
<th>2009</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured staff</td>
<td>11.64</td>
<td>13.84</td>
</tr>
<tr>
<td>Professors</td>
<td>2.65</td>
<td>2.80</td>
</tr>
<tr>
<td>Senior lecturers</td>
<td>2.76</td>
<td>3.03</td>
</tr>
<tr>
<td>Lecturers</td>
<td>6.23</td>
<td>8.01</td>
</tr>
<tr>
<td>Non-tenured staff</td>
<td>27.93</td>
<td>31.56</td>
</tr>
<tr>
<td>Professors</td>
<td>0.60</td>
<td>0.68</td>
</tr>
<tr>
<td>Postdocs</td>
<td>11.05</td>
<td>8.05</td>
</tr>
<tr>
<td>PhD candidates</td>
<td>16.28</td>
<td>22.83</td>
</tr>
<tr>
<td>Total research staff</td>
<td>39.57</td>
<td>45.40</td>
</tr>
<tr>
<td>Supporting staff</td>
<td>1.20</td>
<td>1.20</td>
</tr>
<tr>
<td>Total staff</td>
<td>40.77</td>
<td>46.60</td>
</tr>
</tbody>
</table>

Table 1 clearly shows that both tenured staff and non-tenured staff sizes decreased from 2008 to 2009. It furthermore shows that among the senior researchers the proportion of postdocs is increasing. The reduction in tenured staff is due to the fact that researchers leaving the UvA are not being replaced as the financial situation of the language departments does not leave room for new appointments. This is a result of the relative low student numbers in many language programmes. The reduction in PhD candidates is at least in part due to a budget cut during the year 2009.

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. The director when consulted according to Faculty procedures for

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3 See Appendix 2 for an overview per individual staff member.
the recruitment of new staff tries to ensure the development of the ACLC profile. 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 docent promovendus, below).

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, in principle for one year. If their research plan is approved, then they are given the status of guest researcher (see also below). Retired full professors and professors by special appointment can make use of the so-called emeriti-scheme for a maximum of four years (see www.hum.uva.nl/emeriti).

Postdocs
Due to the national policy of providing more postdoc research positions at different levels the number of postdoc positions is high (see Table 1). All applications for (externally funded) 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. In 2009 Dr Tamás Biró, Dr Elma Blom, Dr Leston Buell, and Dr Cecilia Odé joined us as postdocs, all on externally funded projects.

PhD positions UvA funded
The Faculty awards a number of PhD positions each year to the ACLC and 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. Due to budget cuts this figure was reduced to 20% for the year 2009. An additional condition was that the budget available for PhD students could only be used if it were matched by at least 50% external funding. A call for proposals among ACLC researchers led to the funding of three projects, after careful evaluation by the Advisory Board with regard to content, quality of work plan, supervision, and conformity to the Language Blueprint research programme. The candidates selected will start their projects in 2010.

PhD candidates externally funded
In some externally funded projects (NWO or other grant giving bodies) positions are awarded for PhD candidates. 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 candidate. The director or his/her representative is chairperson. The same criteria for selection are used as described above. Kateřina Chládková, Jan-Willem van Leussen, Mark Schmalz, Tessa Verhoef, and Karin Wanrooij started in 2009 on externally funded projects.
ACLC professors are regularly approached to supervise PhD candidates who have their own funding. Frequently such candidates 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 period by the Faculty for the purposes of completing their PhD. Such candidates are seen as registered external PhD candidates and are granted the status of guest researcher within the ACLC. Their PhD proposal has to be approved by the director of the ACLC. They have to be a member of a research group. The candidates are interviewed once a year if this is a practical possibility. The ACLC provides a limited amount of funding to such candidates. Every effort is made to integrate these candidates in the activities of the ACLC. In 2009 Nurit Dekel started as an external PhD candidate.

**Docent promovendus**

Such staff members usually have 60% research time and 40% teaching and administration time for a limited contract of 5 years. When a permanent lectureship becomes vacant, the Faculty sometimes converts it into a docent-promovendus position. This can happen if there are too few candidates available who already have a PhD qualification. Potentially this can be a good innovation to increase the number of PhD candidates.

**Associate researchers**

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 as visiting scholars to work together with ACLC members are awarded the status of associate researcher. The same status is given to researchers without an appointment at the UvA who do research in their own time. These members 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 former members of staff should submit a research plan to the ACLC for approval and where possible join a research group. Applications are screened by the ACLC and the Department of Languages and Literature. Such staff members also have the title of associate researcher. With an approved research plan, they become eligible for some travel budget. Such associate researchers are also clearly beneficial to the research climate.

Self-funding PhD candidates also officially have the status of junior associate member.

PhD candidates who fail to complete within their contract period 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 or his/her representative 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 such as English academic writing, project management, Dutch language and culture, etc. The Dutch National Research School for Linguistics (Landelijke Onderzoekschool 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 organizes occasional courses. These courses provide the ACLC members at all levels, but especially PhD candidates, 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). The ACLC organizes additional 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. It is at this point that problems related to a clash of teaching duties and research obligations are addressed. The ACLC director also annually evaluates the research output of the senior members. This evaluation is communicated to the researcher and his/her direct superior. Such evaluations can be used in the progress interviews that the superior annually conducts with his/her staff.

The ACLC director and coordinator furthermore have regular meetings with the two Departments (Afdelingen) from which ACLC members come, and as a matter of course discuss any individual problems in research performance.

**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 candidates**
In the first interview that is conducted with both the director or his/her representative and the supervisor(s) within the first few weeks of the appointment, the training and supervision plan (Opleidings- en begeleidingsplan) is discussed that the candidate and supervisor(s) have drafted. In that plan the needs of the candidate 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 the three-year programme (operational from September 2005 till September 2008) the PhD candidates have no official time for training or teaching. Nevertheless they are encouraged to follow courses where appropriate for their topic. In the four-year programme that became operational September 2008 PhD students have an appointment of 0.8fte and can acquire additional contracts to gain experience in teaching.
All ACLC PhD candidates can apply to follow local courses that are offered such as on Project Management, Writing Academic English or Basic teaching skills. They also follow the excellent international courses offered at the LOT Winter and Summer Schools. ACLC staff regularly teaches on these courses. These Schools give the candidates 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 candidates.

2.1.3. Exchange policies

Individual programme groups and individuals have connections with other institutes on the basis of current work. Exchanges are also arranged within European programmes, for example with the University of Thessaloniki for sign language acquisition and language disorders, and with the University of Reading for acquisitional research. Individual PhD candidates are encouraged to spend some time at another institution. For instance, in 2009 Hadil Karawani spent time at the MIT, Marcel Giezen at the University of San Diego, and Lotte Henrichs at the Harvard School of Education. This is organized within the individual training- and supervision plan.

2.2. Resources, funding and facilities

2.2.1. Financial situation

The figures for 2009 as compared to 2008 are given in Table 2.

<table>
<thead>
<tr>
<th>Funding (in k€):</th>
<th>2009</th>
<th>percentage</th>
<th>2008</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct funding</td>
<td>1409,72</td>
<td>55%</td>
<td>1672,67</td>
<td>65%</td>
</tr>
<tr>
<td>Research funds</td>
<td>1047,15</td>
<td>41%</td>
<td>730,26</td>
<td>28%</td>
</tr>
<tr>
<td>Contracts</td>
<td>68,66</td>
<td>3%</td>
<td>138,34</td>
<td>5%</td>
</tr>
<tr>
<td>OBP</td>
<td>46,31</td>
<td>2%</td>
<td>46,31</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>2571,85</td>
<td>100%</td>
<td>2587,58</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure (in k€):</th>
<th>2009</th>
<th>percentage</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel costs[1]</td>
<td>2571,85</td>
<td>98%</td>
<td>2587,58</td>
</tr>
<tr>
<td>Other costs</td>
<td>54,18</td>
<td>2%</td>
<td>113,67</td>
</tr>
<tr>
<td>Total</td>
<td>2626,03</td>
<td>100%</td>
<td>2701,25</td>
</tr>
</tbody>
</table>

[1] Personnel costs: all wages, salaries of the personnel including the social security charges, the donation to the provision “wachtmelden” (=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.
A comparison of the figures of 2008 and 2009 shows that there has been a rather dramatic shift from direct funding to funding through external research funds and contracts.

2.2.2. Policy

Staff
The ACLC has had to face a gradual reduction in permanent staff over the last ten years. The general policy has been to invest a lot of energy in the acquisition of externally funded projects. This strategy has been successful, as Table 2 shows. A danger of this success is that it goes hand in hand with an increasingly larger organizational and supervising load for directly funded permanent staff.

Travel
Each senior researcher and PhD candidate has an allowance of €1000 per year for conference attendance, with a maximum of €4000 for the duration of their project. The external PhD candidates have a budget of €1000 for the whole of their study period, and this may be spent on travel. Guest researchers may also apply for 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 lead to a peer-reviewed publication. PhD candidates are encouraged to plan a stay abroad if it fits in well in their project. They are given help with finding additional external financing if this is necessary and the ACLC gives extra support if it is financially possible.

Research projects
Research groups, not individual researchers, may apply for additional funding covering the costs of informants, transcription assistance, special hardware and software costs. Conference organization also falls under the responsibility of research groups and funds were awarded for several meetings in 2009: 9 conferences and workshops were funded at least partially by the ACLC.

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. An attempt is made to acquire external funding for eyetracking and EEG equipment.

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 online access to library. The library facilities are good including now access to many digital journals. ACLC research is often empirical and needs specific ICT support and allocation of space for experiments. The audio-recording laboratory on the third floor
of the Bungehuis is used for many different projects and an extra room is used for conducting experiments. The technician, Dirk-Jan Vet (see Glimpses of ACLC Research) is kept very busy with managing these rooms. 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 candidates, 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. The Department for Languages and Literature has, for example, a brochure with advice for foreign candidates, and the International Office is often able to help out with housing.

2.2.6. Back office support

The ACLC has a coordinator for 16 hours per week, and a secretary for 16 hours a week. A website master, one of the PhD candidates, is employed for 2 hours per week. Collaboration among these and the director runs smoothly.

2.2.7. Funding trends

The financial circumstances of the Faculty of Humanities have led to a reduction in the financing of tenured staff over the last ten years and this trend has continued (see above and Tables 1 and 2). The financial planning is related to research time being derived directly from 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 Dutch Linguistics and Germanic Linguistics, and there is a vacancy in Romance Linguistics. There are also four chairs in General Linguistics: one for Theoretical Linguistics, one for Psycholinguistics, Language Pathology and Sign Linguistics, one for Second Language Acquisition, and one for Phonetic Sciences (see Appendix 2). The ACLC has worked hard to gain externally funded postdoc and PhD projects.

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 2008 this target was achieved easily (see Table 2), and has in 2009 reached a level of 44%.
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 for a number of years and remains so.

*PhD candidates*

All candidates 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). 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 candidate to move on to a postdoc position if this is what he or she wishes. Candidates see their supervisor(s) at least once or twice a month. 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 candidate, supervisor and ACLC director or her representative. Within eight months the candidate is asked to produce a written piece of work related to their thesis; this is then evaluated by the ACLC. 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 candidate 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. Training sessions for all supervisors were organized in 2006. An award of €500 is given to a few of the best individual PhD candidates in a particular year on the basis of their scientific output.

In Table 3 an overview is given of the success rate of the financed PhD candidates over the intake years 1997-2009. The column within contract includes those whose contract has been extended due to illness, maternity leave etc., or part-time work. The number of PhD candidates who finish their dissertation within the time limit of their contract has been too low in the past but this is clearly improving thanks to the quality control measures. Since December 2002 there has been a concerted effort to increase the percentage by checking work progress regularly and making a clearer planning. Candidates who submit their manuscript to the committee before their contract runs out are awarded a bonus of €500; four such were awarded in 2009. Whereas 1 (16.66%) out of the six 1997 candidates finished in time, and 1 (20%) out of the five 1998 candidates, the results for the 2004 candidates (8 (57%) out of 14) and the 2005 candidates (2 (40%) out of 5 candidates) are decidedly better.
Table 3: Success rate and duration of financed PhD projects in intake years 1997-2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Intake</th>
<th>PhD</th>
<th>Stop</th>
<th>Busy</th>
<th>0-3</th>
<th>3-6</th>
<th>6-12</th>
<th>12-18</th>
<th>18-24</th>
<th>&gt;24</th>
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<tr>
<td>1997</td>
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<td>6</td>
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<td>2</td>
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<td></td>
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<tr>
<td>1998</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<td>2000</td>
<td>5</td>
<td>5</td>
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<td>0</td>
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<td>2001</td>
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<td>2003</td>
<td>7</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>1</td>
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<td>2</td>
<td></td>
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<tr>
<td>2004</td>
<td>14</td>
<td>10</td>
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<td>8</td>
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<td>1</td>
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<td>2005</td>
<td>5</td>
<td>3</td>
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<td>2007</td>
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<td></td>
<td></td>
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<tr>
<td>2008</td>
<td>5</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>5</td>
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<td></td>
</tr>
</tbody>
</table>

Candidates 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. It has been noticed that some candidates are being offered work positions in their last year, which, although indicative of the employability of the ACLC PhD candidates, can lead to a delay in completion.

All candidates 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 candidates follow courses offered in the Winter and Summer schools of LOT. There are six-weekly meetings with all ACLC PhD candidates at which one of them presents his/her work and practical research issues are discussed. The group of PhD candidates organizes also a weekly lunch. These activities are greatly valued since they promote exchange and cohesiveness between the members of the group.

In the year before the contract ends, PhD candidates are encouraged to follow a course in career planning. 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/IFOTT4) graduates 1997-2009

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>male</th>
<th>fem</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>87</td>
<td>20%</td>
<td>17%</td>
<td>37%</td>
</tr>
<tr>
<td>B</td>
<td>87</td>
<td>10%</td>
<td>14%</td>
<td>24%</td>
</tr>
<tr>
<td>C</td>
<td>87</td>
<td>13%</td>
<td>20%</td>
<td>32%</td>
</tr>
<tr>
<td>D</td>
<td>87</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>E</td>
<td>87</td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
</tbody>
</table>

These figures show that the ACLC is successful in producing future academics. It is the policy of the ACLC to encourage our PhD candidates to apply for postdoc positions where appropriate. The discussion of these applications takes place within the research groups. Of the PhD’s completed 55% were women. Women are now equally successful in obtaining an academic position (categories A and B) compared to men but proportionally more go into a professional occupation.

Postdocs
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 or her representative, 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 allotted and the planned and realised publications from the project. An award of €500 is given to a few of the best individual postdocs in a particular year on the basis of their scientific output.

They are also encouraged to participate in local and national symposia and workshops and ACLC activities. They have a representative on the ACLC Advisory Board. Their increased participation has been evident in the last few years. Several are coordinators of research groups and as a group they have been instrumental in setting up the ACLC Working Papers. Postdocs meet regularly during lunchtime to discuss point of common interest.

Senior staff
The publications and general research output 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. An excellence award of €500 is given to a few of the best individual researchers in a particular year. Individual staff members are interviewed if there appear to be problems in

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4 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).
producing work at the required level. The interviews are conducted by the ACLC director together with the professor 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 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 (see 3.5). The research groups encourage staff to discuss their work to get feedback.

Research groups
As described above (section 1.2), the new structure of the ACLC means that it is organized in a number of research groups. The plans of the groups are approved by the Advisory Board when they begin. That was in 2008 for the groups as they worked in 2009. Each group is approved for a limited period (till 2012) with the possibility of extension. The progress of the groups is evaluated. Each group must submit an annual appraisal of progress and these are discussed by the Advisory Board. Feedback is given to the coordinators of the groups in an individual interview where necessary. The coordinators meet in a general meeting with the director once a year to discuss general issues.

3.1.2. Internal collaboration

Within the ACLC
In 2009 collaboration between the members of the ACLC continued to increase, in particular through the organization in research groups where collaboration and joint production of publications are emphasized. 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 new electronic journal was launched on the website of the UvA under the title Linguistics in Amsterdam (LIA, http://www.linguisticsinamsterdam.nl/) as the successor of the ACLC Working Papers. In 2009 it was under the editorship of Judith Rispens and Hedde Zeijlstra. In 2009 the ACLC started to organize discussion meetings related to LIA publications as part of the ACLC Seminar series (see below).

It is ACLC policy that all PhD candidates must be members of a research group to ensure a stimulating working environment where they can present their work and get good feedback. The PhD candidates also have the opportunity of presenting their work at an annual workshop (NAP-dag), which they themselves organize and which is open to all ACLC members and any other interested parties. This is a very successful event.

The ACLC Seminar is a weekly lecture series and a meeting place for ACLC researchers and MA students, in which researchers from within and outside the ACLC present their current work. A lecture series on Learnability, ACLC’s research focus
area, is part of the ACLC Seminar and enhances internal discussion on this key area of research. Towards the end of the year an afternoon with lectures presenting current work of senior researchers of the ACLC (OAP dag) is organized, and followed by Christmas drinks.

The ACLC stimulates contact between its members in organizing some social activities such as the drinks after the ACLC lectures, or New Year’s drinks. An annual social event is organized for all the staff: in 2009 all were invited to a boat tour in Amsterdam, followed by dinner.

**Within the Faculty**
The ACLC has had close links for a long time now with the Institute for Language, Logic and Computation (ILLC). This is 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. Two research groups are joint enterprises between ACLC and ILLC: one on the topic of *Crosslinguistic Semantics* and one on *Modelling the Evolution of Language*. The Friday afternoon lecture series of the two institutes (ACLC and DIP) are organized such that there is minimal overlap in timing. The directors of the two institutes have regular meetings to exchange ideas. ACLC and ILLC share a research focus area *Cognitive Modelling and Learnability*.

**Within the University**
The ACLC participates in the interdisciplinary research institute Brain and Cognition. 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 lecturers on the Master’s Programme *Cognitive Science* (started September 2003) and Anne Baker is a member of the CSCA board. 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. A psycholinguistics forum to encourage exchange between biologists, psychologists and linguists in this area 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

The collaborative partners of the ACLC are made explicit in the research programmes of the research groups (see Chapter 5). Just a few examples will be given here. There is structural collaboration with the Meertens Institute in various projects, for example the Franconian Tones project, and with the Fryske Academy. Both institutes finance a chair (professor by special appointment): the Meertens Institute for Language Variation (prof. dr Hans Bennis) and the Fryske Academy for Frisian Linguistics. The Institute for Dutch Lexicography (INL) finances the chair of prof. dr
Fons Moerdijk. As of November 2009 the Esperanto Foundation finances the special chair for Esperanto currently held by prof. dr. ir Wim Jansen. The City Council of Amsterdam finances the chair for Dutch as a Second Language currently held by prof. dr Folkert Kuiken. The Pegasus Foundation finances the chair on Cultural Relations with Eastern Europe that is held by prof. dr Wim Honselaar.

There are also numerous projects both short-term and long-standing that involve a partner outside the Universiteit van Amsterdam. The partners are both national and international. Cooperation with other Dutch universities takes place in many projects, for example in the NWO research-project Franconian Tones (Tilburg/Meertens Institute). Folkert Kuiken collaborates with the University of Groningen in three projects involving the production of teaching materials. Enoch Aboh works on a project on functional categories in analytic languages together with the University of Leiden. The Kilian Foundation and the INL (Leiden) are collaborative partners for work on the Dutch Etymological Dictionary (Leiden). Research on oncology related voice and speech disorders is carried out in close collaboration with the Netherlands Cancer Institute.

Cooperation with universities abroad takes place in a number of projects, such as the ESF project European Dialect Syntax (together with the Meertens Institute), projects with the ‘Groupe Européen de Recherches en Langues Créoles’ (CNRS), the Iconicity project (Zürich). Elma Blom works on a project on Bilingual Production and Processing in SLI children together with the University of Reading (UK). Folkert Kuiken together with Ineke Vedder collaborates with the University of Barcelona in the CALC-project (The relationship between Communicative Adequacy and Linguistic Complexity in the written output of L2 learners), linked to that of the international research group SLATE (Second Language Acquisition and Testing in Europe). Hans den Besten worked together with Stellenbosch University. The researchers on Functional Discourse Grammar work together with other international centres of FDG-research for example in Denmark and Brazil. Paola Escudero works together with the University of California in Los Angeles (UCLA) and Jeanette van der Stelt with St. Petersburg State University. Otto Zwartjes works together with the universities of Oslo and São Paulo, and with CIESAS, Mexico in his project on Missionary Linguistics. Furthermore, there are three PhD projects carried out in collaboration with other universities (Université de Paris V, University of Venice and University of the Basque country).

3.1.4. Lecture series

The ACLC organizes fortnightly lectures on Friday afternoons 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 (see Appendix 3). 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 candidates get the chance to present their work within the research groups and at the regular PhD meetings.
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 organization of national and international conferences and workshops. In 2009 twelve PhD degrees were awarded, ten internal candidates and two external (see Appendix 6). Paul Boersma was awarded a prestigious Vici grant by NWO for his project on *Emergent categories and connections*. Elma Blom obtained a Marie Curie grant from the European Commission for *A cross-context study of early language skills of immigrant children in Canada and the Netherlands*. Cecilia Odé and Kees Hengeveld were awarded an NWO grant for a project on Tundra Yukagir. Tamas Biró was awarded a VENI grant.

The staff members are prominent in their international and national activities (see Appendix 5: 12, 13 and 14). There is a considerable number of staff on editorial boards as main editor or on the Advisory Board (5:12). This is also true internationally: for example Roland Pfau and Josep Quer are the editors for *Sign Language and Linguistics*, Kees Hengeveld and Olga Fischer are on the board for *Studies in Language*; Jan Hulstijn is on the board of *Studies in Second Language Acquisition*, Hedde Zeijlstra is on the board of both *Natural Language and Linguistics Theory* and *Journal of Semantics*; Rob Schoonen is associate editor for the journal *Language Testing* and Paul Boersma is on the board of *Lingua*. Norval Smith is on the editorial board of the *Journal of Language Contact*.

At the national level we are also represented in the editing boards of Dutch journals, for example Fred Weerman in *Tijdschrift voor Nederlandse Taal- en Letterkunde*, Anne Baker and Jan de Jong in *Stem-, Spraak- en Taalpathologie*, Ron Prins en Judith Rispens in *Afasiologie*.

The staff members were also active in organizing conferences both internationally and nationally. The ACLC hosted the *IFA-workshop*, the *Anéla Juniorendag 2009*, the workshop *Doorlopende leerlijnen in Amsterdam*, the conference on *Language Impairment in the Multilingual Society: Linguistic Patterns and the Road to Assessment*, the 19th *Arbeitstagung der Skandinavistik (ATDS): Arbeitskreis 4 Sprachwissenschaft*, the conference on *Variation and change in the structure of the noun phrase in Germanic and Romance: autonomous developments or result of language contact?*, the *Semantics in the Netherlands Day (SiN) VII*, the *Romanistendag*, and the *2nd Amsterdam Workshop on Greek Linguistics*. ACLC researchers were furthermore involved in many programme committees for conferences organized elsewhere. For details see Appendix 5.

The ACLC was well represented in research organization in 2009 (see Appendix 5). Internationally, for example, Rob Schoonen is member at Large of the Executive Board of the International Language Testing Association, Kees Hengeveld is president of the International Functional Grammar Foundation and Folkert Kuiken is vice-president of AILA. Cecilia Odé is representative on the board of MAPRYAL and Ineke Vedder is member of the AILA Research Network *Task Complexity and Second Language Learning* (TaCoSeL).

To give some examples at the national level, Fred Weerman is member of the Adviescommissie projecten buitenlandse Neerlandistiek for the Taalunie. Petra...
Sleeman is on the NWO committee for evaluating VENI proposals and Kees Hengeveld on the NWO committee for Endangered Languages.

3.3. Internal evaluation

The bonus awards were given by the ACLC to eleven individual ACLC members, both senior and junior, on the basis of excellent work. This includes top publications, conference organization and grant awards. For excellence in 2009 these were awarded to Enoch Aboh, Bart de Boer, Paul Boersma, René Genis, Wim Honselaar, Jan Hulstijn, Evelien Keizer, Folkert Kuiken, Mauro Scorretti, Mirjam Trapman, Otto Zwartjes. A bonus was also awarded to those PhD candiates who finished their PhD precisely within the set time limits: these were given to Robert Cirillo, Eva van Lier, and Sebastian Nordhoff.

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). Some examples: René Genis is one of the authors of the 2009 Dutch-Polish and Polish-Dutch dictionaries published by Pegasus in Amsterdam, Elisabeth van der Linden published a course book on Romanian, also with Pegasus. And 2009 also saw the publication of the last volume of the Dutch etymological dictionary by Marlies Philippa, Aad Quak and others.

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 a variety in Dutch: http://cf.hum.uva.nl/poldernederlands/ and Olga Fischer on iconicity http://home.hum.uva.nl/iconicity/. The functional discourse grammarians maintain an international website http://home.hum.uva.nl/fdg/ and the Variflex project also has its own website 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. ACLC members also regularly contribute to the national website on language and linguistics aimed at school age children (via Kennislink http://www.kennislink.nl/web).

3.5. Overview of the results

3.5.1. Publication quantitative overview

The productivity of the ACLC in 2009 went up in 2009 as compared to 2008: the average number of academic publications went up from 3.8 per fte to 4.5 per fte. The number of academic articles in refereed journals went up from 29% to 31%.
The current policy of encouragement for publication in top journals is clearly bearing fruit: of the 39 articles that could be classified\(^5\) 26 were published in an A journal and 6 in a B journal. In 2008 there were 18 A-publications and 12 B-publications. Two monographs and 22 edited volumes were published in 2009 and the members were also active in making their results available to professionals in the field.

Table 5: Aggregated publication results of the ACLC\(^6\)

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Academic articles and chapters</td>
<td></td>
</tr>
<tr>
<td>a.refereed journal articles</td>
<td>56</td>
</tr>
<tr>
<td>b.non refereed journal articles</td>
<td>7</td>
</tr>
<tr>
<td>c.refereed book chapters</td>
<td>63</td>
</tr>
<tr>
<td>d.non refereed book chapters</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>141</strong></td>
</tr>
<tr>
<td>2 Academic monographs</td>
<td>2</td>
</tr>
<tr>
<td>3 Academic monographs and journal volumes edited</td>
<td>22</td>
</tr>
<tr>
<td>4 PhD theses</td>
<td>12</td>
</tr>
<tr>
<td>5 Professional and popularizing publications and products</td>
<td>39</td>
</tr>
<tr>
<td>6 Lectures, posters, reviews and other contributions</td>
<td>345</td>
</tr>
</tbody>
</table>

3.5.2. Publication qualitative overview

As indicated in the quantitative overview, ACLC members produced several outstanding publications in 2009: articles in top international journals and books with top international publishing houses. Here are some examples (ACLC authors in boldface):


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\(^{5}\) Using the provisional ESF HERA list (Humanities in the Research Area) published in 2007 which is far from complete.

\(^{6}\) 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) and are peer refereed.
   d. Non refereed book chapters: book chapters in all other academic publications
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. Prizes and awards

Internal excellence awards were given to 11 researchers (see 3.3). ACLC researchers won several other prizes, as listed in appendix 5. Among these was the prestigious AVT/ANéLA dissertation prize that was awarded to ACLC PhD candidate Margot Roozendaal.


4. Analysis, perspectives and expectations for ACLC

4.1. Current situation

SWOT analysis
1. Strengths
   a. High quality of staff and high level of engagement
   b. Excellent level of external funding
   c. Flexibility of structure to adapt easily to changing trends
   d. Clear content policy for future period
2. Weaknesses
   a. Visibility can be optimized
   b. Too few facilities for experimental work
3. Opportunities
   a. The collaboration with the ILLC researchers working on language provides new openings and directions.
   b. The increasing interest in Cognitive Science is boosting already important areas of ACLC work.
4. Threats
   a. The smaller languages are under serious 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 and this is dependent on teaching. The amount awarded to the research institutes is in turn dependent on this and will not become larger.
   c. The competition is very strong for external funding so that it might be impossible to maintain the high level of funding achieved.

4.2 Future plans

The Language Blueprint as content policy has been successful in creating a special interaction between researchers. The new focus area Cognitive modelling and learnability is emerging as a specialization for the coming period, and fits very well within the over Language Blueprint programme. Key work is being done on the learnability of language from the point of view of typology and of course from acquisition. The models being developed to account for this involve several different approaches. The collaboration with semanticists and logicians from the ILLC will increase in this joint focus area together with more collaboration with other cognitive scientists from the CSCA.
5. Reports from the research groups

List of groups:

1. Bidirectional phonology and phonetics
2. Cognitive approaches to second language acquisition
3. Comparative slavic verbal aspect
4. Crosslinguistic semantics
5. DP/NP: structure, acquisition and change
6. Franconian tones
7. Functional Discourse Grammar
8. Grammar and Cognition
9. Iconicity in language use, language learning, and language change
10. Language Creation
11. Multiparty Discourse and Anthropology of Education
12. Oncology-related Communication Disorders
13. Revitalizing older linguistic documentation
14. Sign language grammar and typology
15. SinoKwa
16. Tundra Yukaghir
17. Typology of topic and focus
1. Bidirectional phonology and phonetics

Coordinator: Paul Boersma (back-up: Paola Escudero)

History: this research group is based on a series of personal NWO grants that started in July 2002. The major publications to date are an article by Escudero & Boersma in *Studies in Second Language Acquisition* 2004 on Optimality-Theoretic modelling of the acquisition of both L1 and L2 perception, Apoussidou’s dissertation on the learnability of metrical phonology in 2007, an article by Boersma on parallel phonology and phonetics (French h-aspiré) in *Lingua* 2007, an article by Boersma & Hamann on simulating the evolution of auditory dispersion in *Phonology* 2008, and an article by Escudero, Hayes-Harb & Mitterer on the influence of orthography on asymmetries in lexical access in *Journal of Phonetics* 2008.

For further information see the researcher’s websites:


Participants in 2009:
Paul Boersma (ACLC), senior researcher, coordinator (0.5 fte)
Paola Escudero (ACLC), post-doc (1.0 fte), back-up coordinator, project: NWO-Veni “Did you say sheet or sh*t? a longitudinal study of how vowel sounds can either facilitate or impede the acquisition of a third language by immigrant communities”, January 2007 – January 2011
Tamás Biró (ACLC), post-doc (1.0 fte), project: NWO-Veni “Efficient communication full of errors: linguistic performance in a virtual speech community”, February 2009 – February 2012
Titia Benders (ACLC), PhD candidate (1.0 fte), project: NWO-Toptalent “Unsupervised learning of cue weighting in phoneme perception: human and computer learners”, September 2008 – September 2012
Kateřina Chládková (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte), subproject: “Categories of speech: their identity and learnability”, September 2009 – September 2013
Karin Wanrooij (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte), subproject: “The acquisition of linguistic categories. Neuroscientific and computational perspectives”, September 2009 – September 2013
Jan-Willem van Leussen (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte), subproject: “The emergence of French phonology”, October 2009 – October 2013
David Weenink (ACLC), senior researcher (0.2 fte)
Wolfgang Kehrein (ACLC), post-doc (1.0 fte from May 2009 to January 2010)
Norval Smith (ACLC), senior researcher (0.1 fte)
Jeroen Vis (ACLC), assistant professor in Greek
Description:
We explain the typology of sound systems by modelling phonology as well as phonetics bidirectionally (i.e. we model the speaker as well as the listener), and by modelling the acquisition and cross-generational evolution of all this. Our current framework is based on strict constraint ranking (Optimality Theory), but with five representations (one ‘semantic’, two phonological, two phonetic) and with four constraint families that connect these representations to each other. In the following figure, the comprehension process starts with the Auditory Form, from which the listener constructs a Phonological Surface Structure, from which she recognizes the Underlying Form in the lexicon, from which again she accesses the Morpheme and meaning. The production process starts with a set of Morphemes, from which the speaker computes the Underlying Form, the Phonological Surface Form, the Auditory Form, and the Articulatory Form in parallel. We model all these processes and their acquisition and evolution explicitly with computer simulations, and we test aspects of this model by performing laboratory experiments with adults and infants.

Overview of progress in 2009:
Boersma’s Vici project started full-fledged, with postdocs Escudero and Kehrein and the three new PhD candidates Chládková, Wanrooij and Van Leussen. The project bought a Tobii 120 Hz eye-tracker, which Vet managed to synchronize with all the experimentation software that we use. Escudero visited Scott Johnson’s lab at UCLA for several months, learning how to run eye-tracking and EEG experiments with
adults and babies. This knowledge will help forth the experiments scheduled for the Vici project.

Boersma and Hamann published a book called *Phonology in perception*. In this book, they, co-workers and other authors investigate and formalize the idea that a language’s phonology influences the way in which that language is perceived. This viewpoint directly opposes that of earlier books, which typically investigated the “influence of perception on phonology” (and without formalization).

Benders contributed to the methodology of the field by finding the best way ever of experimentally determining the location of phoneme prototypes in a multidimensional auditory space.

In the university year 2008-2009, the group supervised a record of 3 BA theses and 10 MA theses, perhaps due to the instalment of biweekly “lab meetings” last year.

In December 2009, a new collaboration of Escudero with the Developmental Psychology group at UvA led to a successful application for a large research grant in the context of the University’s Cognition Programme.
2. Cognitive approaches to second language acquisition

Coordinator: Jan Hulstijn

Website: http://www.hum.uva.nl/aclc/casla.cfm

Description
The CASLA research group studies the acquisition and use of a second language with respect to the interplay between (1) the representation and processing of information in various linguistic domains, (2) relevant human attributes (such as proficiency in the first language, age, level of education, and working memory capacity), and (3) task constraints (e.g., in pedagogic tasks).

Funding
A combination of UvA funding, NWO funding from the program Language Acquisition and Multilingualism and the program PROO (Programma voor het Onderwijsonderzoek), and funding from the Amsterdam City Council.

Members in 2009

Tenured researchers
Arjen Florijn
Jan Hulstijn, coordinator
Folkert Kuiken
Elisabeth van der Linden
Rob Schoonen
Ineke Vedder

Non-tenured researchers
Nivja de Jong, project: What is speaking proficiency? Unraveling second language proficiency.
Sible Andringa, project: Towards a theory of second-language proficiency: the case of segmenting and comprehending oral language
Nomi Olsthoorn, project: Towards a theory of second-language proficiency: the case of segmenting and comprehending oral language
Petra Poelmans, project: Developing second-language listening comprehension

PhD candidates
Catherine van Beuningen, project: The effect of feedback on written output in content-based (second) language instruction.
Marjolein Cremer, project: Accessibility of semantic networks of Dutch L1 and L2 children.
Loulou Edelman, project: Comparing linguistic landscapes
Lotte Henrichs, project: The co-construction of academic language skills of 3-6 year-old Dutch children of lower socio-economic backgrounds, in communicative contexts at home and in school
Marije Michel, project: Design features and sequencing of L2 tasks
Margarita Steinel, project: *What is speaking proficiency? Unraveling second language proficiency*

Mirjam Trapman, project: *Literacy-related attributes of at-risk risk students in grades 7-9.*

**External PhD candidates**

Klaartje Duijnm, project: *Aspecten van spreekvaardigheid: Een onderzoek naar de relaties tussen communicatieve spreekvaardigheid (CEFR), taakcontext en specifieke linguïstische vaardigheden*

Jimmy Ureel, project: *Imperfections of a perfect tense: Form-focused instruction and the acquisition of temporal form-meaning-use mappings by Dutch-speaking L2 learners of English*

Jelske Dijkstra, project: *Bilingual language development of the young Frisian child*

**Overview of progress in 2009**

**Major events**

Postdoc Nivja de Jong, whose part time contract at the UvA expired in July, successfully applied for a post as assistant professor at Utrecht University. She will continue to work with us in the *What is Speaking Proficiency (WiSP)* project.

PhD candidate Lotte Henrichs, whose contract at the UvA ended in November, successfully applied for a postdoc position at Utrecht University. She will defend her thesis in April 2010.

PhD candidate Marije Michel, whose contract at the UvA ended in July, was offered a research position at the Technical University of Dortmund.

Rob Schoonen and Ineke Vedder were invited as plenary speakers at the 2009 *Summer School on Acquisition and Testing*, held at the University of in Jyväskylä.

Folkert Kuiken was invited to teach a PhD course on Task complexity and L2 proficiency at the Universidad del País Vasco in Vitoria (Spain) from January 19-23, 2009.

In 2009, Ineke Vedder and Rob Schoonen adopted special functions in the international research group *Second Language Acquisition and Testing in Europe* (SLATE) whose members conduct research on the acquisition of various European languages. Rob Schoonen became board member and Ineke Vedder became co-editor of a book publication, which will appear in 2010.

Ineke Vedder and Folkert Kuiken organized an invited colloquium on *Tasks across modalities*, at the conference on *Task Based Language Teaching and Learning*, held at the Lancaster University in September 2009.

At that same conference, Marije Michel received a “student abstract award” from the British Association of Applied Linguistics (BAAL) for her conference contribution.

Ineke Vedder co-supervised PhD candidate Stefania Ferrari (University of Verona; supervisor Camilla Bettoni). The dissertation, entitled *Valutare le competenze orali in italiano lingua seconda: variazione situazionale e longitudinale in apprendenti a livello avanzato*, was defended in April 2009.

Ineke Vedder was invited by AITLA, the Italian affiliate of AILA (*Association Internationale de Linguistique Appliquée*), to act as a member of the jury for the award of best PhD dissertation in applied linguistics, defended in 2008.
MA student and lab assistant **Netta Meijer** in the StiLis project wrote her MA thesis on a StiLis pilot study, under supervision of **Sible Andringa** and **Nomi Olsthoorn**. For this thesis, entitled *Segmentation of reduced speech by native and non-native listeners of Dutch*, she obtained the 2009 Anéla thesis award.

**Folkert Kuiken** obtained several grants from the City Council of Amsterdam (for a total of € 206.166) in order to test the proficiency in Dutch of preschool teachers in Amsterdam and to develop and implement a course on language acquisition for primary school teachers. (voor details zie hieronder).

After the University of Amsterdam had earmarked cognitive science as a priority research area, the **Cognitive Science Center Amsterdam** (CSCA) issued a call for research proposals. **Jan Hulstijn**, in collaboration with researchers in the Psychology Department, Professor Maurits van der Molen, Professor Annette de Groot and their associates, submitted a proposal, entitled *Age of Acquisition in Second Language Learning*. The proposed research aims at examining the critical role of plasticity, feedback processing and cognitive control in arbitrary and rule-based language learning. The proposal received a positive evaluation but could not be granted. A revised plan will be submitted in 2010 to NWO’s *Brain and Cognition* program.

**Highlights of some of CASLA’s projects**

In this section, we report on findings of some of the group’s projects.

PhD candidate Loulou Edelman made good progress with her study of linguistic landscapes in Amsterdam and Friesland. She found that immigrant minority languages such as Turkish and Arabic and the regional minority language Frisian are underrepresented in texts in public space, compared to the proportions of speakers of these languages. Edelman expects to defend her dissertation in 2010.

Folkert Kuiken, together with Alex Housen (Vrije Universiteit Brussel) edited a special issue of the journal *Applied Linguistics* (September 2009), entitled *Complexity, accuracy and fluency (CAF) in second language acquisition research*, presenting new perspectives on CAF and raising important theoretical and methodological questions. Crucial is the need to further refine testing instruments and measures and better define the constructs to be measured as well as learner external and internal factors surrounding, affecting and perhaps impeding the development or manifestation of CAF in L2 performance.

After four years of hard work in the NWO funded project *What is Speaking Proficiency*, Nivja de Jong, Margarita Steinel, Arjen Florijn, Rob Schoonen and Jan Hulstijn are now in a position to report our findings. In study 1 of the project, they examined the componential structure of second language (L2) speaking proficiency. Participants (181 nonnative and 54 native speakers) performed eight speaking tasks (differing in formality, discourse genre, and topic complexity) and six tasks tapping nine linguistic skills. Performance in the speaking tasks was rated by a panel of judges on communicative adequacy (CA), forming the dependent variable in subsequent analyses (structural equation modeling). Separately, the following independent variables were assessed: linguistic knowledge in two tests (vocabulary and grammar), linguistic processing skills (four reaction time measures obtained in three tasks, picture naming, delayed picture naming and sentence building), pronunciation skills (speech sounds, word stress, and intonation). All linguistic skills, with the exception of the articulation measures, were significantly and substantially
related to CA of speaking, explaining 76% of the variance in CA, providing substantial evidence for a componential view of L2 speaking proficiency, consisting of language-knowledge components and language-processing components. With respect to fluency of the responses in the eight speaking tasks, differential effects for native speakers and non-native speakers, and differential effects for different aspects of fluency were obtained. For lexical complexity, it was observed that both native and non-native speakers produced a wider range of words in complex tasks compared to simple tasks. With respect to communicative adequacy, it was found that non-native speakers scored higher on simple tasks, whereas native speakers scored higher on complex tasks.

Data collection from 350 participants in the NWO-funded Studies in Listening (StiLis) project started in 2009 and will be completed in September 2010. Sible Andringa conducted analyses on data collected from 49 participants. The aim was to find out to what extent variation in lower level sentence comprehension, as measured by a self-paced listening task, can be attributed to characteristics of the sentence and differences between individual native speakers. By means of hierarchical-modeling techniques we found that 20% of the variance in self-paced listening was attributable to differences between the items in the task, while 25% of the variance was caused by differences between the individual participants. Item-level variance was expected to be explained by factors such as frequency of the content words and sentence complexity, but together, these factors explained only 2% of the total variance. There was a significant main effect of word frequency, and an interaction between word frequency and sentence complexity. Sentences with low-frequency content words were paced more slowly than sentences with only high-frequency words, but this effect was attenuated when sentences were complex. At the level of the participant, working memory - as measured by a visual backward digit span – and language experience (how much people use Dutch to read and write at home and at work) explained 9% of the variance. There was a main effect of working memory indicating that people with high levels of working memory were able to pace the sentences faster. An interaction between working memory and language experience was also obtained. This interaction signaled that the effect of working memory was larger for people with higher levels of experience. A report of these results will soon be submitted to an international journal.

A sub-project within the StiLis project focuses explicitly on the differences between native and non-native working memory spans. Nomi Olsthoorn compared four versions of the digit span task, varying modality of presentation (visual vs. auditory) and direction (forward vs. backward). The data so far, based on 182 participants (94 native speakers of Dutch and 88 non-native speakers from 33 different language backgrounds) between the ages of 20 and 35 suggest that although native and non-native speakers differ significantly in how they process and perform in the auditory tasks, their span sizes can be compared for the visual versions of the tasks. In other words there is a significant interaction effect between modality and nativeness. Furthermore, this interaction effect does not disappear when the data are corrected for proficiency with the Dutch language, be it operationalised via listening proficiency as measured by the Listening subtest of the State Exam for Dutch as a second language, or via a vocabulary test (or both) as covariate(s) in the analysis. This is in contradiction to the existing literature that states that to begin with working memory performance differs too much across languages --depending on word length and
articulation speed—to reliably compare speakers of a varied language background; and additionally is highly reflective of familiarity with the language and therefore cannot be compared between native and non-native speakers. A publication in an international peer-reviewed journal about these findings is also in the works.

External PhD candidate Jimmy Ureel, completed the second and third experiment of his project, contrasting two opposing views on instruction, namely processing instruction (VanPatten) and skill acquisition (DeKeyser). Ureel investigated the effects of receptive versus productive instructional settings on the acquisition of tense by (upper) intermediate to advanced Dutch-speaking L2 learners of English enrolled in a translation programme. The testing sessions and the treatment sessions were completely carried out in computer-assisted environments, which allowed for a high degree of control over important variables (e.g., input, instruction, practice, pretest and posttests). Using repeated measures ANOVAs on pre- and posttest performance, Ureel found that, while all students in the receptive and productive treatment groups made significant and substantial progress, they progressed to the same extent on both receptive and productive outcome measures, whereas no progress was observed in the control group. Thus, neither the position of VanPatten nor that of DeKeyser was supported by the findings.

Jan Hulstijn obtained a small grant from Language Learning’s Small Grant Program to support a project conducted and completed in 2009 by research-master student Kimberley Mulder. This study assessed, in a sample of 98 adult native speakers of Dutch, how their lexical skills and their speaking proficiency varied as a function of their age and level of education and profession (EP). Participants, categorized in terms of their age (18-35, 36-50, and 51-76 years old) and the level of their EP (low vs high), were tested on their lexical knowledge, lexical fluency, and lexical memory, and they performed four speaking tasks, differing in genre and formality. Increasing age affected lexical knowledge positively but lexical fluency and memory negatively. High EP positively affected lexical knowledge and memory but EP did not affect lexical fluency. Communicative adequacy of the responses in the speaking tasks was positively affected by high EP but was not affected by Age. It is concluded that, given the large variability in native speakers’ language knowledge and skills, studies investigating the question of whether second-language learners can reach native levels of proficiency, should take native-speaker variability into account. A paper, reporting this study, has been submitted to an international journal.

Under Jan Hulstijn’s supervision, Hanna Gauvin, student in the Cognitive Science research master, conducted a study investigating the question of whether it is possible to tell whether bilinguals are able to read simple text in their two languages equally fluently. The study avoided making direct comparisons between reading speed in L2 and reading speed in L1. Instead, the amount of inhibition in L1 and L2 reading speed, caused by a non-linguistic, external factor (degraded text visibility), were compared. In two tasks, 32 university students read 20 target sentences in L1 Dutch and L2 English, each sentence appearing both in normal and in poorly readable font. Degraded font affected reading times substantially, more so in L2 than in L1, as predicted. However, it was not found that participants with higher L2 proficiency were less affected by degraded font in L2 reading than participants with lower L2 proficiency. The paper, reporting this study, will appear in the journal Reading in a Foreign Language in 2010.
“The findings of the current study underline the importance of children’s informal learning experiences at home as can be achieved by learning in semistructured settings. Such informal learning experiences are of importance to familiarize children with school-like settings, and thus make the transition to school as smooth as possible. Becoming familiarized with the academic language register that is common in school (Schleppegrell, 2001, 2004) is one of the aspects that contribute to such a smooth transition. This study showed that at least one of the lexical characteristics of the academic register, lexical diversity of the input, is related to child vocabulary knowledge – a well-established predictor of academic success itself. Conversations during school-like settings at home between parents and their preschoolers or kindergartners seem to provide the opportunity for parents to produce the kind of lexical diversity that is related to vocabulary knowledge of their children.” (p. 22).

“Although conceptually skill acquisition can be distinguished from knowledge accumulation, in reality, knowledge accumulation forms part of skill acquisition because, in real L2 learning, exposure to new words goes hand in hand with exposure to words encountered before. L2 learning is both a matter of knowledge accumulation and of an increase in the efficiency with which that knowledge can be processed in knowledge-access tasks (listening and reading) and in knowledge-retrieval tasks (speaking and writing).” (p. 576).
3. Comparative Slavic verbal aspect

**Coordinators:** Dr. Janneke Kalsbeek, Dr. René Genis

**Webpage:**
http://www.hum.uva.nl/aclc/csva.cfm

**History:** Founded July 2009

**Funding:** UvA, no additional funding

**Participants in 2009**

Dr. A.A. Barentsen (research leader)
Dr. J. Kalsbeek (coordinator)
Dr. R.M. Genis (coordinator)
Drs. R. Lučić
Drs. M. van Duijkeren-Hrabová

**Description of activities 2009**

formation of CSVA: July 2009
research group meetings:
- October 1st (guest lecture Heleen Pluimgraaff, Universiteit Leiden “Aspect of the imperative in Russian and Slovene”),
- December 18th (group discussion on aspect and bounded repetition in Polish)

**Overview of progress in 2009**

The group concentrated on the study of so-called bounded repetition in the past and Slavic verbal aspect. Previous studies of our own as well as those of others had already clear that languages of the clearly ‘western’ aspectual type such as Czech and those of the clearly ‘eastern’ aspectual type such as Russian have almost diametrically opposed parameters when it comes to aspectual choice. Polish is in this respect a transitional language. Polish is transitional in more than one respect. Kalsbeek/Lučić (2008) (appeared in January, 2009) is a first attempt at an analysis of the usage of the Conditional (both perfective and imperfective) to denote past habitual actions in Croatian and Serbian. The study of these phenomena in South Slavic languages will continue to be one of the topics of our research.
4. Crosslinguistic semantics

Coordinator: Kees Hengeveld (—September 2009), Frank Veltman (September 2009 —).

Webpage: http://www.hum.uva.nl/aclc/csem.cfm


Description:
In their search for the universal features of the language system linguists have paid most attention to phonological, morphological and syntactic features. Much less attention has been paid to the universal aspects of semantic and pragmatic features. To fill this gap researchers from ACLC and ILLC have joint forces addressing the questions involved in two different ways: (i) the documentation of crosslinguistic semantic variation through typological research; (ii) the modelling of semantic variation in explicit formalizations.

Overview of progress in 2009:
The researchers involved have met about once a month to become familiar with other’s work, discuss the progress made, and make plans. Characteristic of XLSX is the work done in the VIDI project of Maria Aloni ‘Indefinites and beyond – evolutionary pragmatics and typological semantics’, the work by Hedde Zeijlstra in his VENI project ‘Doubling, Redundancy, Syntactic Categories and the Architecture of Grammar’ and the work by Hadil Karawani in the PhD project ‘Mood for Modality: A Cross Linguistic Study of Counterfactuality, which was awarded to XLSX as part of the Faculty’s endeavor to “dynamise” research in the Humanities.

In preparation: A joint ACLC/ILLC project proposal on Modal Interactions’ for NWO’s free competition. The goal of this project would be to investigate what readings are cross-linguistically yielded when modals co-occur in a clause with other scope-taking elements like negation, quantificational elements, or other modals.
5. DP/NP: structure, acquisition and change

Coordinators: Harry Perridon & Petra Sleeman

Webpage: http://www.hum.uva.nl/aclc/dpnp.cfm

Participants in 2009: ACLC: Enoch Aboh, Robert Cirillo, Hans den Besten, Olga Fischer, Evelien Keizer, Aafke Hulk, Harry Perridon, Dana Niculescu, Petra Sleeman, Elisabeth van der Linden; ILLC members: Maria Aloni, Angelika Port, Katrin Schulz.

Description: The noun phrases of the various Germanic and Romance languages are rather similar in their overall structure, but display at the same time an enormous variety in the details of this structure. One characteristic common trait of the Germanic and Romance noun phrase e.g. is the dominant position of the category of definiteness, which is expressed in a multitude of ways in the individual languages. The goal of the research group is to describe in detail (a) the variations in the structure and the semantics of the DP/NP in these languages; (b) the historical processes that have brought about this variation; and (c) the way in which small children acquire the specifics of the noun phrase in the various languages.

In this project linguists working within different paradigms (Generative Grammar, Cognitive Grammar, Model-Theoretic Semantics, Formal Pragmatics, Functional Grammar) work together on three areas:

- description of the variation within the DP on the basis of comparative and diachronic research
- theoretical account of the variation within the DP
- acquisition of the DP

Overview of progress in 2009: The year started with the conference Variation and change in the Romance and Germanic Noun Phrase (Amsterdam, January 28-30), organised by the coordinators of the research group, assisted by most members of the DP-group (selection of the abstracts, chair). Several members of the DP-group presented a paper at the conference. The main goal of this conference was to get a better understanding of the nature of the similarities and differences in noun phrase structure between the various Romance and Germanic languages. Special emphasis was placed on the variation found in the ways definiteness is expressed. A selection of the papers will be presented in a book published by Benjamins. Several members of the DP-group submitted a paper. Other members functioned as reviewers of submitted papers.

On the occasion of Robert Cirillo’s defense of his thesis The syntax of Floating Quantifiers a mini-symposium (May 19) was organized in which the members of the thesis committee presented their recent research on the DP.

Continuing his work on universal quantifiers Cirillo wrote a paper (to be published in Lingua) in which he argues that universal numeric quantifiers such as alle drie/all three/tutti e tre are formed in the lexicon by rules very similar to the ones proposed by Geert Booij for the formation of compound numerals such as driëëntwintig/twenty-three/ventitré. In another paper (submitted to the volume Variation and Change in the Romance and Germanic Noun Phrase) he suggests that differences between German, English and Swedish in the way in which they combine...
quantifiers and *wh*-words is based not on syntactic differences but on lexical
differences among the three languages. That is, the lexical/selectional characteristics
of the universal quantifier differ in these three languages, and that is why *Welche
Studenten sind alle gekommen?* is possible while *Which students have all come?* is
impossible.

As part of ongoing work with Aafke Hulk on the acquisition of gender on
determiners, Elisabeth van der Linden showed that for monolingual children, this
acquisition is related to typological factors of the languages acquired and that
moreover, like for other phenomena, the individual variability between children is
considerable. The acquisition of gender in L1 Romanian is shown to be extremely
fast. In bilingual children, while generally the acquisition of both languages is L1-like,
the acquisition of gender on determiners resembles more an L2-acquisition process.
This confirms earlier findings of Granfeldt, Schlyter & Kilhstedt (2007).

The Romanian DP was also the topic of Dana Niculescu’s research: she
investigated (a) prepositional structures with the preposition *de*, which function as
genitive or restrictive modifiers (to be published in the volume *Variation and Change
in the Romance and Germanic Noun Phrase*, and (b) the syntactic behaviour of
Romanian measure phrases (*bottle of water*), which constitute a semi-lexical
category.

Olga Fischer continued her work on the nature of the postposed adjective
construction in Old English, which led her to the conclusion that all postposed strong
adjectives in Old English are predicative in nature, also those that are introduced by
the conjunction *and*, and that they are not an instance of DP coordination with an
empty nominal element, *pro*, in the second conjunct, and therefore attributive, as
argued by Haumann (2003) in the Cambridge journal *English Language and
Linguistics*.

Harry Perridon investigated the origin of the *s*-genitive in Danish, as part of
the ongoing discussion whether or not the ‘emancipation’ of –*s* as a generic
‘genitival’ marker in English, Swedish and Danish constitutes a counter-example to
one of the main tenets of grammaticalization theory, viz. that grammaticalization is
unidirectional.

Petra Sleeman continued her research project on mixed categories (participles,
nominalizations, and nominalized infinitives), showing how their mixed properties can
be accounted for in a Distributed Morphology-like approach. She furthermore wrote a
paper on the acquisition of clitic placement by Dutch L2-learners of French, showing
the similarities between their interlanguages and old French. She also wrote a paper
on the licensing of infinitival subject relative clauses by Italian clefts. The goal of this
paper was to support her claim made in another paper that infinitival subject
relatives are licensed by a contrastive focus.

The research group started to collaborate with the ILLC, in particular with
Maria Aloni’s *Vidi*-project: *Indefinites and beyond. Evolutionary pragmatics and
typological semantics* in 2007. Other researchers within this project are: Katrin
Schultz and Angelika Port.
6. Franconian tones

**Coordinators at ACLC:** Paul Boersma (back-up: Wolfgang Kehrein)

**History:** The group started in 2005 on the basis of an NWO programme granted to Ben Hermans and Marc van Oostendorp of the Meertens Institute (Amsterdam) and Paul Boersma of the ACLC. It ceased to exist in October 2009.

**Funding:** NWO programme *Tone and intrasegmental structure in West-Germanic dialects.*

**Participants and work plan:**
Paul Boersma (ACLC), senior researcher, coordinator
Wolfgang Kehrein (ACLC), post-doc, back-up coordinator, subproject: *The history of the Franconian tones.*
Maike Prehn, PhD candidate (Meertens), subproject: *Tone-consonant interaction in Low Saxon.*
Björn Köhnlein, PhD candidate (Meertens), subproject: *The rule-reversal area.*
Norval Smith (ACLC), senior researcher
Ben Hermans (Meertens), external coordinator
Marc van Oostendorp (Meertens), external coordinator

**Description:** The ACLC contribution to this project aims at achieving a typological integration of the Limburgian and Central Franconian (Ripuaric and Moselle Franconian) tone systems by explaining their evolution by modelling the acquisition of their bidirectional phonology and phonetics. That is, the emergence of the Franconian tone contrasts is explained by modelling the learner primarily as a listener who has to construct a new phonological analysis of the primary (i.e. phonetic) language data. The left-hand figure shows what the auditory forms of the two words meaning ‘nose’ and ‘wet’ sound like in present-day Ripuaric (sentence-final declarative focus). The right-hand figure shows the phonological structures that a present-day Ripuaric child will probably construct. The 12th-century forms were rather different. Boersma’s current account proposes that (and how) Open Syllable Lengthening caused the first tone contrast, followed by Analogical Lengthening, Final Schwa Deletion, and Second Final Devoicing, each of which introduced the contrast to more lexical items. Hundreds of problems remain, so the post-doc has to delve deep.
Overview of progress in 2009:
Köhnlnein discovered a way in which both Rule A and Rule B dialects, which are each other’s mirror images in declarative sentences but which are identical in interrogative sentences, could both derive from a West-Limburgian type of language that does not distinguish between declarative and interrogative intonation contours.

This year finds Köhnlein and Prehn writing up their PhD theses, and the other members finishing their chapters for the jointly edited book. We hope that 2010 will witness the publication of all three books.

The research group now ceases its activities.
7. Functional Discourse Grammar

Coordinator: Evelien Keizer

History: This programme is the successor of the ACLC research group on Functional Grammar. It seeks to elaborate a completely new version of this theory, based on functional-typological principles, and taking into account a wide variety of data.


Funding: UvA funding

Participants in 2009:
Kees Hengeveld (ACLC), senior researcher
Wim Honselaar (ACLC), senior researcher
Evelien Keizer (ACLC), senior researcher, coordinator
Miriam van Staden (ACLC), postdoc
project: Event construal and serial verb constructions in Functional Grammar

D. Richard Brown (ACLC), external PhD candidate
project: Aspects of functional grammar in Cresh
Chondrogianni, Maria (ACLC), external PhD candidate, project: A Functional Grammar account of the Greek mood system
Rafael Fischer (ACLC), PhD candidate, project: a descriptive grammar of Cofan
Arok Wolvengrey (ACLC), external PhD candidate, project: Plains Cree syntax

Núria Alturo, guest researcher (University of Barcelona)
Marize Hatthner, guest researcher (Universidade Estadual Paulista)
Hella Olbertz (ACLC), guest researcher
Gerry Wanders (ACLC), guest researcher

Description: Functional Discourse Grammar (FDG) is a new version of Functional Grammar (FG) (Dik 1997). It models the grammatical competence of individual language users. It is envisaged as the grammatical component, alongside a conceptual, a contextual, and an output component, of a larger model of the language user. The discourse act is taken as the basic unit of analysis. It is thus a discourse rather than a sentence grammar and is capable of handling discourse acts both larger and smaller than a sentence. A distinction is made between an interpersonal, a representational, a structural, and a phonological level of linguistic organization and the levels are ordered in a top-down fashion. It starts with the representation of the linguistic manifestations of the speaker’s intentions at the interpersonal level, and gradually works down to the phonological level with each of the levels of linguistic organization being organized hierarchically. By organizing the grammar in this way, FDG takes the functional approach to language to its logical extreme: within the top-down organization of the grammar, pragmatics governs
semantics, pragmatics and semantics govern morphosyntax, and pragmatics, semantics and morphosyntax govern phonology. This organization furthermore enables FDG to be a discourse grammar rather than a sentence grammar, since the relevant units of communicative behaviour form its point of departure, whether they are expressed as sentences or not.

Overview of progress in 2009
The year 2009 saw the publication of two special issues of international journals on FDG: a special issue of *Linguistics* on the Interpersonal Level in FDG, edited by Miriam van Staden & Evelien Keizer, and a special issue of *Lingua* on the Representational Level in FDG, edited by Kees Hengeveld & Gerry Wanders. An international workshop on the Morphosyntactic Level in FDG, organized by Daniel García Velasco and Gerry Wanders, was held at the University of Oviedo, Gijon, in September 2009. Furthermore, a number of papers from the 13th International Conference on Functional Grammar, held at the University of Westminster in September 2008, were published as a special issue of *Web Papers on Functional Discourse Grammar* (WP-FDG), edited by Evelien Keizer & Gerry Wanders. Finally, in December 2009, ‘Functional Discourse Grammar’ by Kees Hengeveld & J. Lachlan Mackenzie appeared as a chapter in the *Oxford Handbook of Linguistic Analysis*. In each of these publications special attention is given to the theory’s most important distinctive features, and in particular to the distinction of, and interaction between, the different levels of representation within the model.

This particular feature proves to be a recurrent subject of discussion in much of the research conducted within FDG: many of the papers address the question of which elements (layers, operators, functions) need to be distinguished at the various level. Niels Smit, for instance, addresses this question in relation to the representation of different information structures at the Interpersonal Level. In his dissertation he argues that Topic, Focus and Comment should not be analysed as pragmatic functions, as suggested by Hengeveld & Mackenzie (2008); in his view, the model would be more consistent and descriptively adequate if Focus is treated as an operator, while Topic and Comment constitute separate layers within the Communicated Content. Hella Olbertz raises the question of whether in languages like Spanish and English mirativity ought to be regarded as an Illocution (i.e. a layer at the Interpersonal Level), or as an operator at the Representational Level. Evelien Keizer has looked at the (internal structure of) different layers that need to be distinguished at the Interpersonal, Representational and Morphosyntactic Levels for the production of pronouns in English. Finally, Kees Hengeveld & Niels Smith propose a dynamic account of FDG, describing the interaction between components from the different levels in the generation of linguistic expressions.

As the international home base of the FDG research community, the FDG research group engaged in a number of activities crucial to enhance international collaboration. For example, as the International Secretary of the Functional Grammar Foundation, Gerry Wanders assisted in the organization of the Third International Workshop on Functional Discourse Grammar, held in Gijon in September 2009, and helped to develop the new FDG webpage. Evelien Keizer edited the *Web Papers on Functional Discourse Grammar* (WP-FDG, formerly WPFG).

Finally, at the 13th International Conference on Functional Grammar in September 2009, the FDG research community decided to complete the step from FG
to FDG, not only in name but also in practice. This has lead to the development of a new website, the requirement that working papers (now published as *Web papers on Functional Discourse Grammar*, or WP-FDG) need to be within the framework of the new model, and on the organization, in 2010, of the First International Conference on Functional Discourse Grammar.
8. Grammar and Cognition

**Coordinators:** Anne Baker, Fred Weerman and Hedde Zeijlstra

**Webpage:** http://hum.uva.nl/aclc/gc.cfm

**History:** Founded in 2009 as a merger of two previous ACLC research groups: Encoding Grammatical Information (EGI) and First Language Acquisition, Developmental Language Disorders and Executive Functions (LEXEF).

**Funding:** NWO until 2012, Marie Curie until 2012; UvA funding

**Participants in 2009:**

*Faculty*
Anne Baker (ACLC), senior researcher, coordinator
Hans Bennis (ACLC, Meertens), senior researcher
Jan Don (ACLC), senior researcher
Aafke Hulk (ACLC), senior researcher
Jan de Jong (ACLC), senior researcher, postdoc, project: *Disentangling Bilingualism and SLI: the Turkish data.*
Olaf Koeneman (ACLC), senior researcher
Michiel van Lambalgen (ILLC), senior researcher
Roland Pfau (ACLC), senior researcher
Fred Weerman (ACLC), senior researcher, coordinator
Hedde Zeijlstra (ACLC), senior researcher, coordinator, project: *Doubling and Redundancy*

*Postdocs*
Elma Blom (ACLC), postdoc, project: *A cross-context study of early language skills of immigrant children in Canada and the Netherlands*
Margriet Heim (ACLC), postdoc, project: Improving communication between non-speaking people with a multiple handicap and their social network. (*Verbetering van de communicatie tussen niet of nauwelijks sprekkende personen met een meervoudige beperking en hun sociale netwerk*)
Judith Rispens (ACLC), postdoc, project: *Understanding the failure to repeat ‘wafelsin’: a study into the deficit underlying poor non-word repetition in SLI*
Nada Vasic (ACLC), postdoc, project: *the production and processing of grammatical morphemes by L2 Turkish-Dutch children and children with Specific Language Impairment (SLI)*
Kino Jansonius (external researcher), project: *Dutch norms for the Renfrew Language Scales.*

*PhD candidates*
Suzanne Aalberse (ACLC), PhD candidate (successfully defended in 2009), lecturer, project: *Inflection and the second person: limitations on variation*
Akke de Blauw (ACLC), External PhD candidate, project: Precursors of Narrative Ability; Parental Strategies in Developmental Pragmatics
Description: This research group focuses on grammatical knowledge as part of the general cognitive system. How do general cognitive processes shape and constrain grammar and what can we infer on the basis of our internal and external knowledge of grammar about the role language as a cognitive domain? In particular, the research groups focuses on language acquisition, language change, language variation and executive functioning and the way these aspects interact.

Overview of progress in 2009: One of G&C’s main projects, Disentangling Bilingualism and SLI, has been successfully completed. One of the results from 2009 was that we showed that SLI children, whether bilingual or monolingual, are far better at producing verb inflection in verb final contexts (embedded clauses) than in verb-second (main clauses) due to the complexity of the additional verb movement operation. This supports Bishop's Vulnerable Feature Hypothesis. Further work on older SLI children will indicate how this factor may change over time. Antje Orgassa’s thesis revealed a considerable discrepancy between the effects of bilingualism and SLI in the two domains explored: adjectival inflection showed more problems in the bilingual children and verbal inflection in the SLI children. From the Turkish data Naz Cavus, Jan de Jong and Anne Baker showed how the dative case and genitive-possessive construction are more difficult for children with SLI, sometimes in accuracy but always in the fact that fewer contexts are produced. The typically-developing bilingual group does not show these effects and are comparable to the monolingual Turkish children. These features can probably be considered markers of SLI in Turkish. Finally, Nada vasic completed the experimental design of the subsequent BISLI PP experiments.

The COST ISO804 action on Multilingualism and Language Impairment which has its roots in the BISLI project started in 2009. Jan de Jong is joint coordinator with Sharon Bar-Lotem from Israel and Anne Baker and Fred Weerman on the management committee.

In Judith Rispen’s VENI project, two experiments have been completed in 2009, one on non-word repetition in SLI and children with reading impairment, and another one on the interaction between morphology and phonology in past tense.
production showing that even though children with SLI perform much more poorly compared to the control children, they are sensitive to the morpho-phonological constraints on past tense production.

Aafke Hulk, studying language acquisition in typically developing children, discovered that monolingual Dutch children from 4-6 use the neuter pronoun *het* ("it") as an object pronoun to refer to mass nouns and *hem* ("him") for count nouns, regardless of their grammatical gender.

Akke de Blauw and Anne Baker have found an increase in the number of nonpresent interactions between 1;9 and 2;9. All three children studied increase the frequency and diversity of types of interaction. They do differ at this age but not greatly and at age 7 they are all quite advanced in their narrative ability.

Previous research of simultaneous bilingual children mainly reports similarities between monolingual and bilingual grammatical development; outcomes of Elma Blom’s research in 2009 was that in their weaker language, bilingual children do show delays, which indicates that a minimum amount of input is required in order to learn grammar successfully.

Esther Parigger demonstrated that ADHD children have problems both in the pragmatic and the morpho-syntactic domain unlike findings from previous research that show mainly problems in pragmatics.

Michiel van Lambalgen executed a number of EEG tests showing that HF autism and Asperger’s Syndrom are different diseases.

In Marcel Giezen's project on children with a CI it appears that rapid word learning is affected by poorer phonological representations but the relationship is complex; furthermore, supporting speech with signs can facilitate rapid word learning when learning conditions are difficult.

Margriet Heim’s COCPvg project is in its final stage. Preliminary results show positive effects of the intervention programme on the communicative interaction between nine nonspeaking children and youngsters with profound intellectual and multiple disabilities (PIMD) and their speaking communication partners.

Roland Pfau, in a monograph on speech errors, describes how slips of the tongue can be accounted for in a straightforward way if one makes use of the mechanisms provided by a formal grammar model, i.e. the model of Distributed Morphology (DM). He concludes that DM makes for a psychologically plausible model of grammar.

Hedde Zeijlstra’s NWO-funded project Doubling & Redundancy offered results showing how negative and modal doubling is manifested in a number of languages and furthermore, together with Sabine Iatridou (MIT), integrated current theories of modality with his theory of negation.

Olaf Koeneman has worked intensively on participle doubling, Wh doubling and the acquisition of adjectival inflection, resulting in papers providing new empirical and theoretical results.

Suzanne Aalberse and Jan Don demonstrated that only a combination of typological markedness, insights in acquisition and certain accounts of language change can explain the behavior of the Dutch plural.

Fred Weerman research successfully applied the outcomes of previous G&C research project Variflex on language change, on 17th Century Amsterdam Dutch deflection.
9. Iconicity in language use, language learning, and language change

Coordinator: Olga Fischer


History: This group emerged in the early nineties as the result of collaboration between Olga Fischer and external members of the group around the topic of iconicity, initially as it is used in (literary) language, later spreading to other semiotic systems as used in music, film, art etc. Since 1997 the Iconicity Research Project (initially based on a co-operation only between the Universities of Amsterdam and Zurich) has organized international and interdisciplinary symposia every two years to provide increasing evidence for the extensive presence of iconicity in language (including literary texts), and other semiotic systems. By means of detailed case studies the symposia have concentrated on iconicity as a driving force in language (in both spoken and signed languages) on all possible levels (i.e. the phonetic, morphological, syntactic, lexical and discourse levels); in language acquisition (children's use of language); and in language change (grammaticalization; analogy; developments in pidgins and creoles). For further information see the iconicity website: http://es-dev.uzh.ch/

Funding: UvA funding and funding provided by the universities of external members

Participants in 2009
Olga Fischer (ACLC), senior researcher, coordinator
Paul Bouissac (Victoria University Toronto, Canada)
Ludovic De Cuypere (University of Ghent, Belgium)
Christina Ljungberg (Zürich University, Switzerland, coordinator)
Piotr Sadowski (American College, Dublin, Ireland)
Hendrik de Smet (Universiteit Leuven, Belgium)
William Herlofsky (Nagoya Gakuin University, Japan)
Klaas Willems (University of Ghent, Belgium)

Description: Iconicity as a semiotic notion refers to a natural resemblance or analogy between the form of a sign ('the signifier') and the object or concept ('the signified') it refers to in the world or rather in our perception of the world. The similarity between sign and object may be due to common features inherent in both: by direct inspection of the iconic sign we may glean true information about its object. In this case we speak of 'imagical' iconicity (as in onomatopoeia, or photography) and the sign is called an 'iconic image'. In language, the similarity is usually a more abstract analogy; we then have to do with diagrammatic iconicity which is based on a relationship between signs that mirrors a similar relation between objects or actions. Both imagic and diagrammatic iconicity are not clear-cut categories but form a continuum on which the iconic instances run from almost perfect mirroring (i.e. a semiotic relationship that is virtually independent of any individual language or system) to a relationship that becomes more and more suggestive and also more and more language- or system-dependent.
Contrary to the structuralist idea that language is fundamentally arbitrary (or in semiotic terms, 'symbolic'), considerable linguistic research in the twentieth century has shown that iconicity operates at every level of language (phonology, morphology, syntax) and in practically every known language. The process referred to as grammaticalization can also be seen to be related to iconicity, via the iconic principles of quantity and proximity as shown, among others, by John Haiman and Talmy Givón. Recent literary criticism has confirmed that iconicity is also pervasive in literary texts, from its prosody and rhyme, its lineation, stanzaic ordering, its textual and narrative structure to its typographic layout on the page.

**Overview of progress in 2009:** The volume of the sixth international symposium (held at the University of Johannesburg in 2007) has been delayed due to illness of two of the South African editors. Olga Fischer and Christina Ljungberg have stepped in to speed up the publication. It will now be published early in 2010 (see [http://www.benjamins.com/cgi-bin/t_bookview.cgi?bookid=ILL%209](http://www.benjamins.com/cgi-bin/t_bookview.cgi?bookid=ILL%209)). In June 2009, the seventh international symposium took place at Victoria College in Toronto, Canada. It was organized by Paul Bouissac and Pascal Michelucci, with Olga Fischer and Christina Ljungberg as co-organizers ([http://www.semioticon.com/virtuals/iconicity/index.html](http://www.semioticon.com/virtuals/iconicity/index.html)), and funded by the 'Social Sciences and Humanities Research Council', Canada, the University of Amsterdam, and the University of Zurich.

At the symposium, there were new paths opened up in the area of music, with talks on how Béla Bartók's music had been iconically misrepresented and on indexical and iconic strategies in Schubert’s “Winterreise” and “Die schöne Müllerin”, and in the area of photography and film. There were quite a number of contributions on the iconic nature of the characters and ideophones of Chinese and Japanese, both spoken and signed, and there was a most intriguing general talk by Mark Changizi on the look and sound of nature in writing and speech where he argued that writing culturally evolved over time to look like nature (for more information, see [www.changizi.com](http://www.changizi.com)). Mark Dingemanse from the Max Planck Institute and the Radboud University in Nijmegen gave a talk on his PhD project on ideophones used in Siwoe, the language of the Mawu people in eastern Ghana. ([http://ideophone.org/page/3/](http://ideophone.org/page/3/)). An interview with Dingemanse appeared recently in the NRC Handelsblad wetenschapsbijlage (13 January 2010). Olga Fischer talked about the fundamental iconicity to be found in most forms of reduplication, arguing that even reduplicates that are not generally seen as iconic, could still be interpreted in an iconic way when comparing them with repeated signs in signed language, and the use of the Germanic prefix ge-; both can be shown to have similar functions as reduplicated forms in spoken language. As part of the symposium, there was also a workshop on *Cognitive Poetics: A Multimodal Approach*, with plenary talks given by Reuven Tsur, Margaret Freeman, Zoltan Kövecses, and Yeshayahu Shen, many of which made use of iconic ideas.

A selection of papers from both the symposium and the workshop will be published again in the Benjamins Iconicity series (ILL, ), and will be edited by Olga Fischer, Christina Ljungberg and Pascal Michelucci. One of the members of the group, Piotr Sadowsly, wrote a volume for the series, published this year, *From Interaction to Symbol. A Systems View of the Evolution of Signs and Communication* (ILL 8).
Olga Fischer also gave a talk at the University of Vienna about the role played by analogy in grammaticalization processes, arguing that analogy is in fact the basic factor in grammaticalization, provided one investigates grammaticalization from the point of view of synchronic language processing rather than from a purely diachronic language-output point of view.

The next conference on iconicity will take place in Sweden in 2011, while there are also already plans to organize the ninth one in 2013 in China, with the idea of drawing in more Chinese and Japanese scholars.
10. Language Creation

**Coordinators:** Norval Smith & Umberto Ansaldo (- August 2009)

**History:** This research group was created from a number of different groups on the basis of the existing research of senior and junior researchers. It combines work on creole languages, drastic linguistic contact, and new directions in language change.

**Funding:** UvA, NWO funding.

**Participants in 2009:**
- Enoch O. Aboh (ACLC), senior researcher
- Umberto Ansaldo (ACLC), senior researcher, coordinator (- August 2009)
- Dik Bakker (ACLC), senior researcher (- 2010)
- Hans den Besten (ACLC), senior researcher
- Margreet Dorleijn (ACLC), senior researcher (2009-)
- Kees Hengeveld (ACLC), senior researcher
- Lisa Lim (ACLC), senior researcher (- August 2009)
- Norval Smith (ACLC), senior researcher, coordinator

Dick Betlem (ACLC), PhD candidate, project: *The Development and Typology of Yiddish: an examination of the Slavocentric approach* [stopped]

Ekaterina Bobyleva (ACLC), PhD candidate, project: *The development of nominal functional categories in creoles: Towards a multidimensional model of creole genesis*

Hugo Cardoso (ACLC), PhD candidate, project: *A grammatical description of Diu Creole Portugese: a dying language.* [Defence June 5, 2009]

Herby Glaude (ACLC/Paris V) PhD candidate, project: *The description of Haitian creole*

Sebastian Nordhoff (ACLC), PhD candidate, project: *The documentation of Sri Lanka Malay: linguistic and cultural creolization endangered.* [Defence November 2009]

Rachel Selbach (ACLC), PhD candidate, project: *Structure and development of Lingua Franca (1500-1900)*

**Description:** The common theme uniting all these projects is that of a radical type of language contact. Radical language contact involves deep-seated linguistic contact between languages that are typologically widely different. One end-result is what is commonly known as a creole language. Although research on creole languages, traditionally one of the primary strengths of linguistic research at UvA, still forms a significant part of the activities of this group, the new group has gained in strength by incorporating other contact research at a time when international creole research itself is taking more note of research in other related fields, thus mirroring international developments.

The central problem in this programme is the perennial one of the creation of new languages. To what extent does the typology of new languages depend on the linguistic ingredients of contact, and to what extent on linguistic universals? To what extent can this typology be affected by those social factors capable of influencing the workings of this process? Questions of access, linguistic competence, length of contact, demography, and motivation are only five such social factors. All such
creations are clearly the product of contact involving discrete linguistic systems. Outside the scope of this research group, although not by any means irrelevant, we would place those processes of standardization and koinéization leading to the emergence of new common denominators of sets of dialects, or very closely related languages. New languages we would term non-genetic, while koinés and suchlike we would regard as genetic products. It has been claimed in the past that pidginization and creolization both involve simplification. There is certainly some sense in which this could be claimed for both processes (inasmuch as we ignore for the moment the great variety of pidgin-types). However, there are different parameters contributing to notions of simplicity and complexity. The claim has been made that creoles tend to be isolating in type. To what extent this is a systematic reflection of unmarked or universal features of language, or the chance result of particular collocations of ingredient languages, is still an open question. A notable feature of this research programme is that a number of speech-forms which are not strictly to be regarded as creoles or pidgins will also be studied. Some are more clearly non-genetic than others, but they all share one common factor. This is that they are the product of contact between typologically radically different languages. The languages in question are/have been Afrikaans (Dutch, Khoikhoi, Creole Portuguese and Malay), Yiddish (German, Hebrew/Aramaic and Slavic languages), Singapore English (English, Malay, and southern Chinese varieties), and various severely Spanish-influenced South American languages – Otomí, Quechua and Guarani.

**Overview of activities in 2009**

In 2009 the group continued its activities, including the following events:

*Ph.D. dissertation defences*

Three thesis defences on creole topics took place in 2009 involving members of the Research Group.

Hugo Cardoso (*The Indo-Portuguese language of Diu*, Hengeveld-Ansaldo) on June 5th.

Kofi Yakpo (*A grammar of Pichi*, Muysken-Smith) on October 19th in Nijmegen


*Workshops*

In connection with the thesis defence of Hugo Cardoso, a workshop organized by Ansaldo & Cardoso took place on June 4th, entitled “Continuity, contagion and contiguity. Accounting for commonalities among Asian Portuguese varieties.”

In connection with the thesis defence of Sebastian Nordhoff, a workshop organized by Ansaldo & Nordhoff took place on November 26th, entitled “Language contact in and around the Indian Ocean”.

In the *Paris-Amsterdam workshops* series, financed by NWO [Aboh] and CNRS [Zribi-Hertz, Paris V] (Van Gogh Project 30-670 “Topic, focus and reduplication: a cross-linguistic approach”), two workshops were held in Paris on June 18th, and in Amsterdam on December 12th with the topic “The grammar of reiteration in creole and other natural languages”.
**ACLC seminar organized by the research group**
“Weak normativity in Solomons Island Pijin”, Christine Jourdan (Concordia University).

**Book-length publications**
This period also saw the publication of four volumes whose completion was announced in the report for 2008.


**Other activities**
Members of the group also published numerous papers in books and edited journals, and participated actively in international conferences, as well as giving invited presentations at various universities, at home and abroad.
11. Multiparty Discourse and Anthropology of Education

**Coordinators:** Anne Bannink, Jet van Dam van Isselt

**Webpage:** [http://www.hum.uva.nl/aclc/mdae.cfm](http://www.hum.uva.nl/aclc/mdae.cfm)

**History:** This group emerged out of the common interests of the group members in the topic of classroom interaction, in particular in the second language learning situation.

**Funding:** UvA funding

**Participants in 2009:**
Anne Bannink (ACLC), senior researcher, coordinator
Jet van Dam van Isselt (ACLC), guest researcher, coordinator
Jonathan Leather, (Payap University, Chiangmai, Thailand)
Leo van Lier, (Monterey Institute of International Studies, USA)
Remko Scha, (ILLC, UvA)

**Description:** The assumption that a face-to-face *conversation* between one speaker (S) and one hearer (H) is the norm or default matrix of interaction and (language) learning is increasingly under pressure. The range of communicative roles and environments is becoming more complex and diversified, as, for instance, in computer-mediated communication. The impact of remote audiences and third parties (overhearers; bystanders) on the form and effects of emerging discourses is still a relatively neglected area.

In order to account for linguistic productions and discourse understanding in multiparty settings a scrutiny of the parameters of real-world communicative situations is called for. The aim of the programme is to articulate specific proposals for the context-sensitive modelling of linguistic data involving more than two parties – proposals that are empirically valid and that, in principle, can be formalized. This presupposes attention to micro-ethnographic detail: paralinguistic, prosodic and non-verbal features of talk are part of the data to be considered.

The theoretical framework of the programme is multidisciplinary. The issues addressed have implications in multiple domains, e.g. Discourse & Conversation Analysis; Language Acquisition (Socio-Cultural Theory; Complex Systems); Linguistic Pragmatics; Sociolinguistics; Intercultural Communication; Anthropology of Education; Teacher Education.

**Overview of progress in 2009:** In order to give new impetus to our *Ecology of Language Acquisition* project we have established contacts with universities in several European countries to jointly prepare a bid for European Commission Framework 7 funding. This greater emphasis on international exchange and international contexts of L2 learning is also reflected in a publication (Bannink, in press) that addresses the implementation of culturally appropriate L2 pedagogies in non-western countries. We worked on – and received – grants for two projects on institutional interaction and the professionalization of (university) teachers. These resulted in two online learning tools. User feedback indicates that we increasingly
succeed in extending the notion of what are relevant data in institutional interactions and what are insider-relevant ways of modeling them. These research activities resulted in two publications for this project: one on the assessment of teacher video portfolios (Bannink 2009); one on complex discourse genres in lecture hall settings (van Dam van Isselt, *Linguistics in the Netherlands* 2009). Presentations on a learner-authored school diary for the research group *Egodocuments and Life Writing* (Huizinga Instituut) led to a publication on this topic in Biografie Bulletin (van Dam van Isselt 2009a).
12. Oncology-related Communication Disorders

Coordinator: Frans Hilgers

Webpage: http://www.hum.uva.nl/aclc/ocd.cfm

Funding: Netherlands Cancer Institute (NKI); Breuning ten Cate Foundation (project Petra Jongmans); unrestricted research grant Atos Medical AB, Sweden; Verwelius Foundation + matching program ACLC.

Participants in 2009:
Frans Hilgers, coordinator (MD PhD, ACLC/NKI)
Louis Pols (Ir. PhD, emeritus professor ACLC)
Michiel van den Brekel (MD PhD, senior staff member at the NKI)
Annemieke Ackerstaff (PhD, Research Psychologist at the NKI)
Irene Jacobi, sub-coordinator (Phonetician at the NKI, Postdoc)
Rob van Son (PhD, Postdoc, as of August 1, 2009)
Corina van As-Brooks (PhD, Phonetician/SLP at the NKI)
Lisette van der Molen (SLP, PhD student at the NKI; project title: Prevention of trismus, swallowing and speech problems in patients treated with chemo-radiation for advanced head and neck cancer; 2006-2010)
Ludi Smeele (MD DDS PhD; senior staff member at the NKI)
Maya van Rossum (PhD, SLP, Phonetician at the University of Leiden, advisor)
Lori Burkhead (PhD, SLP, advisor for PhD project of Lisette van der Molen, University of Georgia, Augusta, USA)

Description: The research conducted by the Oncology Research Group focuses on all communicative aspects associated with head and neck oncology. This concerns aspects influenced by the various tumour locations (in the sound source, i.e. larynx, and the vocal tract, i.e. oropharynx and oral cavity), and the effects of the treatment (i.e. radiotherapy, chemotherapy, or surgery). The aim is to gain insight into the communicative difficulties encountered by this population, and whether speakers adapt to their physical limitations (learn to compensate) – also in view of (preventive) rehabilitation programs. It is assumed that the physiological limitations place constraints on certain communicative and language functions, and ultimately affects language behaviour. For instance, lack of control over the voicing source leads to loss on a phonological level (voicing distinction), and to lack of control on the prosodic level (distinguishing between different types of sentence accent and type of sentence). And delimited or compensatory articulation affects intelligibility in general. Not only aspects such as voice quality, intelligibility, prosody, and aspects of language use are assessed, but appropriate intervention is also being developed. Furthermore, the short and long-term effects of different interventions will be evaluated. Thus, we hopefully also can contribute to an evidence-based approach to rehabilitation of oncology-related language and communication disorders.

In 2008, Petra Jongmans completed her PhD thesis on the intelligibility of tracheoesophageal speech. This PhD project has resulted in several (peer-reviewed) conference proceedings papers and several papers in peer-reviewed journals. This PhD project provided an overview of the most common intelligibility problems of TE
speech, and confirmation of the expectation that TE speech quality is diminished compared to normal laryngeal speech. The results strengthened the belief that an evidence-base speech therapy program for TE speakers should be able to improve the quality of this speech significantly. The program that was specially designed for the purpose of this study appeared to be a promising rehabilitation tool, and it is our expectation, that overall intelligibility of laryngectomized speakers can be improved as well.

Together with the preliminary results from Lisette van der Molen’s research on functional side-effects of radio-chemotherapy (see below) these outcomes helped developing a rehabilitation program that will start at the beginning of 2010 with the inauguration of a new rehabilitation centre for preventive and prolonged therapeutically care of the head and neck cancer patient group.

Lisette van der Molen is working on her thesis about the functional (swallowing, voicing and speech) side effects of radio-chemotherapy in head and neck cancer. The first paper by Lisette van der Molen has been published in 2009, as has been a second paper. A third paper was submitted late 2009 and is currently under review.

Maya van Rossum left the Netherlands Cancer Institute in 2007 to work at Leiden University, but she remains linked to the Research Group as co-promotor for the PhD study of Lisette van der Molen. She also has helped in the ‘clinical schooling’ of her successor, Irene Jacobi, who has started as Postdoc/phonetic researcher in the projects around the development of a new generation of voice prostheses in the Netherlands Cancer Institute, in February, 2008. Irene Jacobi has carried out several projects in this field and the first publications have been accepted in 2009. All projects concerned the testing and improvement of novel designed voice prosthesis models in the group of laryngectomized patients, and included the recording and analysis of speech by means of acoustics, perception and patient questionnaires. Presentations of the ongoing researches were given at national and international congresses.

In August 2009, a new project has been started on “Automatic speech intelligibility evaluation”, for which a 2-year funding could be arranged for Dr. Rob JJH van Son, who will coordinate this projects as Postdoc. The aim is to set-up a project proposal for 3rd line funding together with Belgium and German partners (see also below under “International Workshop”). The project is funded by the Verwielius Foundation, and the ACLC through the ‘matching program’ of the Faculty of Humanities. The PhD selection is expected to be completed in the first quarter of 2010.

Research teaching activities: In 2008 a tutorial for MA students has been set up on: “Oncology Related Voice and Speech Disorders” (Vakcode TW85501), which focuses on the conduction of systematic literature reviews, an essential part of many start-up research projects.

Two students in the Master Linguistics and/or General Linguistics have started in 2008 and completed their project in 2009.

The first study concerns: Voice and speech outcomes after chemo radiation: a systematic review. This master project has been successfully completed in the beginning of 2009. An article on the topic has been submitted to a peer-reviewed journal.
The second study concerns: “Assessing intelligibility of speech in an objective way: a systematic review of the objective methods used in research.” This master thesis was completed in August 2009. An article on the topic is submitted to a peer-reviewed journal and is currently under review.

Both studies will be part of the PhD thesis of Lisette v/d Molen, who together with Irene Jacobi was the main tutor for both students.
13. Revitalizing older linguistic documentation

Coordinator: Otto Zwartjes

Website: http://www.hum.uva.nl/aclc/rold.cfm

Participants:
Otto Zwartjes, Senior lecturer Spanish Linguistics
Norval Smith, Senior lecturer Theoretical linguistics
Mauro Scorretti, Lecturer Italian Linguistics
Manfred Woidich, Professor emeritus Arabic language and culture
Liesbeth Zack, Lecturer Arabic language and culture
Astrid Alexander-Bakkerus, Associate member (affiliated staff), Linguistics of the Romance languages
Cristina Altman, Universidade de São Paulo
José Antonio Flores Farfán, CIESAS Mexico
Hella Olbertz, associate member Theoretical linguistics

Description: After the discovery of the New World the Europeans began to establish their hegemony in a new continent. European expansion, colonisation and christianisation of a large number and variety of Amerindian tribes was accompanied by the study and recording of the native languages of the Americas. In the same period, Christian missionary activities escalated in Asia, especially the Far East. The linguistic activities of Spanish and Portuguese missionaries during the colonial period are focussed on. Almost without exception grammars and dictionaries were composed by missionaries for missionaries. It has been argued that this pioneer work is not interesting from a linguistic point of view, since the missionaries always follow strictly the Greco-Latin grammatical model, even imposing this system on languages that are typologically completely different. However, the results of recent research demonstrate that this is not the case - many missionaries, if not the most, had an excellent command of these ‘exotic’ languages. These pioneers in many cases adapted, or even partially abandoned the Greco-Latin model in a ‘revolutionary’ way, focusing on the idiosyncratic features of the native languages themselves. It is also an established fact that the work of these missionaries was hardly known in the Old World and until today many works have never been studied nor analysed in a satisfactory way.

A frequently encountered problem with using older phonological documentation is the amount of incorrect identifications of phonological elements, underdifferentiation, and even overdifferentiation of the phonological units in the language or dialect concerned. However, with knowledge of later stages of the same or closely related speech-forms, or of earlier stages, we can frequently recover sufficient details of the systems, the phonological processes and even allophony, to provide useful material as a basis for further analysis and/or comparative work. While phonologists, in particular historical phonologists, frequently make reference to older phonological documentation in their work, this has often not moved much beyond the philological. This older documentation should be subject to strict phonological analysis, using an explicit methodology. A problem is that there is no general methodology of how to interpret such phonological records. General answers
to problems of interpretation can be developed by taking the perspective of the naive recorder. The native language of the recorder can of course be a factor. The number of variables is considerable: the skill of the recorder, the language spoken by the recorder, the target language, the phonological distance between the two languages/dialects involved, with the first of these posing the greatest problems. However, even very bad recorders can reveal valuable information in terms of the mistakes they make, even to the extent of not recording particular sounds at all.

Overview of progress in 2009: The objectives of the research-group are twofold: the history of linguistics, and historical linguistics. The following project covers both topics, which was finished in 2009. Elisabeth Zack, a member of the research group, completed and defended her thesis, which deals with an edition and analysis of a manuscript from the beginning of the 17th century, entitled Daf’ al-isr ‘an kalam ahl Misr ("Removing the burden from the speech of the Egyptians") by Yusuf al-Maghribi. Daf’ al-isr ‘an kalam ahl Misr acquires its importance from the fact that it is, to the best of our knowledge, the first dictionary of the Egyptian Arabic dialect, in addition to its cultural and historical relevance.

Four books were published by Otto Zwartjes, one of the co-ordinators of the research-group, two book-projects were co-ordinated with German colleagues (2009a and 2009b), one in co-operation with scholars in Mexico (a volume of selected articles of the Fifth International Conference on Missionary Linguistics, held in Mérida Yucatán in 2007. Finally, an annotated edition has been prepared of the first grammar of Japanese which was written in Spanish by the Basque Franciscan Melchor Oyanguren de Santa Inés, in co-operation with Toru Maruyama (Nanzan University).

With Cristina Altman (Universidade de São Paulo) and José Antonio Flores Farfán (CIESAS, Mexico) progress has been made with the ‘Léxicon de Términos Lingüísticos y gramaticales’ (Leterling) and international co-operation has been prepared with the Tokyo University of Foreign Studies (Research Institute for Languages and Cultures of Africa and Asia), where in 2010 the sixth International Conference will be organized.

Two new members joined the research group:
- Hella Olbertz (affiliated researcher of the ACLC) with a project on Linguistic documentation and language change in the Andes, particularly in Salcedo, Ecuador.
- Anna Pytlowany (University of Leiden) who is affiliated as external PhD to the “Himalayan Project” co-ordinated by Prof. Dr. George van Driem. She has planned an edition and analysis of the first grammar of Sinhalese composed by a Dutch Protestant missionary Joannes Ruell

A Vici-proposal has been prepared and submitted to NWO in 2009 (without success), and a common proposal with the Japanese Research Foundation has been submitted and approved. The projects starts in December 2009 and continues in 2010 (with prof. Masuyuki Toyoshima, Tokyo University of Foreign Studies).
14. Sign language grammar and typology

**Coordinators:** Roland Pfau, Anne Baker & Joke Schuit (secr.)

**Webpage:** http://www.hum.uva.nl/aclc/sltg.cfm

**History:** The SiLaGaT research group was set up in September 2008 in order to consolidate research interests that had previously been distributed across different research groups. The collaborating researchers share an interest in typological and formal descriptions of sign language structures, including the acquisition and processing of such structures.

**Funding:** UvA funding

**Participants in 2009:**
Anne Baker (ACLC), senior researcher
Roland Pfau (ACLC), senior researcher
Beppie van den Bogaerde (Hogeschool Utrecht), external, senior researcher
Onno Crasborn (University of Nijmegen), external, senior researcher
Victoria Nyst (University of Leiden), external, senior researcher
Trude Schermer (Nederlands Gebarencentrum), external, senior researcher
Inge Zwitserlood (University of Nijmegen), external, senior researcher
Marcel Giezen (ACLC), PhD candidate, project: *Speech and sign comprehension in children with a cochlear implant*
Joke Schuit (ACLC), PhD candidate, project: *Typological aspects of Inuit Sign Language (Canada)*
Michele Brunelli (University of Venice / ACLC), external PhD candidate, project: *Antisymmetry and sign language – A comparison between NGT and LIS*
Brendan Costello (University of the Basque Country / ACLC), external PhD candidate, project: *Language and modality: effects of the use of space in Spanish Sign Language*

**Description:** Comparative studies on languages of different language families have revealed striking differences as well as interesting (possibly universal) similarities concerning their grammatical – in particular, morphological and syntactic – structure. However, traditionally, these studies were only concerned with the comparison of grammatical phenomena across spoken languages. Once we include sign languages in the typological picture, new research questions emerge.

First of all, we need to ask whether grammatical models that have been developed on the basis of spoken language data can also be applied to sign languages. The general picture that emerges is that many of these models are in fact applicable to visual-gestural languages. While studies that test the cross-modal applicability of theoretical models often focus on a single sign language, it is also important to include, in a second step, typological comparisons in the investigation.

On the one hand, we want to know whether typological classifications and generalizations that have been established on the basis of spoken language samples also hold for sign languages despite the different language modality. In case we find modality-specific patterns, we need to investigate whether these can be accounted
for in a theoretical model. On the other hand, we also want to know in how far sign languages differ from each other. And even more importantly: do they differ along the same lines as spoken languages do?

**Progress in 2009:**
Anne Baker, Beppie van den Bogaerde, Roland Pfau, and Trude Schermer are currently working on the English version of their Dutch book *Gebarentaalwetenschap – een inleiding*, to be published with Benjamins. The English version will include even more examples from diverse sign languages.

Roland Pfau, in collaboration with Bencie Woll (London) and Markus Steinbach (Göttingen), is busy editing a handbook *Sign Languages* to be published in the Mouton de Gruyter HSK handbook series. The handbook will contain 44 chapters. Anne and Beppie are continuing to work on turn-taking in NGT. Their results indicate that overlap plays an important role and is only gradually acquired by signing children.

Roland is continuing his work on grammatical non-manual markers in sign languages. He proposes to analyze such markers on a par with suprasegmentals with grammatical functions (i.e. tones) in spoken languages. Just like tones, non-manuals are capable of spreading. Data from various sign languages indicate that spreading is confined to prosodic domains of varying size.

Joke Schuit completed her first 8-week field trip to Nunavut where she visited the communities of Rankin Inlet and Baker Lake. The first data she collected suggest that Inuit Sign Language (IUR) has some interesting typological features in the areas of agreement and classifiers and is thus not easily integrated into the existing typological classification. Also, it appears that the extreme weather conditions do affect signing – that is, signers usually avoid signing with gloves on.

Michele Brunelli has completed his data collection. His comparison of Italian Sign Language and NGT data reveals that the languages display different syntactic structures at the clause and the noun phrase level. Michele accounts for the attested differences within a formal model, i.e. Kayne’s Antisymmetry model, and puts the data into larger typological picture. His thesis will be submitted in 2010.

Brendan Costello is in the process of writing up his thesis on the use of space in Spanish Sign Language. Besides some typologically common agreement patterns, he also describes phenomena that to date have only received little attention in the sign language literature, e.g. single argument agreement. Brendan will also submit his thesis in 2010.

As part of the international board of the Sign Language Linguistics Society, Anne Baker, Beppie van den Bogaerde, and Onno Crasborn are involved in the preparations for the next triennial international conference *Theoretical Issues in Sign Language Research* (TISLR 10), to be held at Purdue University in September 2010.
15. SinoKwa

Coordinator: Rint Sybesma (Leiden University)

Website: http://www.hum.leiden.edu/lucl/research/research-projects/functional-projections.html

Participants:
Enoch O. Aboh (UvA)
Umberto Ansaldo (UvA)
Lisa Cheng (LU)
Linda Badan (LU)
Leston Buell (UvA)
Rint Sybesma (LU)

Description: Languages differ with respect to which functional categories they overtly realize. Whereas some overtly realize case, others overtly realize the initiation node in the verb phrase (also known as “little v”). This project aims at investigating which functional categories are overtly realized in so-called “analytic” languages and to find out whether they form a natural class. To this end we will study two language groups, which are both supposedly analytic, but which are geographically and genetically wide apart from one another, Sinitic (East Asia) and Kwa (West Africa). The results will be relevant for general theorizing on (i) language types; (ii) the nature of functional categories; (iii) the distribution of functional categories; and (iv) the question whether the verbal and nominal domains are as parallel in structure as is often assumed. Recent work under this project has included work on Mandarin, Ewe, and Gungbe, with respect to the structure of the DP, topic and focus, and serial verb constructions.

Progress in 2009: In the course of 2009, a database has been set up to collect relevant data for the project. The Postdocs conducted numerous elicitation sessions in Ewe with a consultant in Den Haag. These data will serve for further fieldwork in Benin and Togo planned for summer 2010. In order to prepare for this, Linda and Leston have been studying Ewe. Their work on focus constructions in this language led to a joint paper that was presented at the 2010 TiN-dag and that was submitted to the LiN-bundel. In addition, Linda and Leston will be presenting a joint talk at the 2010 ACAL (Annual Conference on African Linguistics) in Toronto on the nature of subjects in Ewe.

Similarly, Leston and Enoch collected significant data on telicity and verb serialization in Gungbe. This work also led to a joint talk on the telicity of Gungbe serial verb constructions at the 2010 TiN-dag. The authors plan to develop this into a paper to be submitted to a journal.

Numerous team meetings have been held in which presentations have been given and in which discussions have been conducted on topics including the following: Gungbe serial verb constructions, various aspects of DPs in both Kwa and Sinitic languages, topic and focus in Ewe, and focus in Mandarin.
16. Tundra Yukaghir

**Coordinator:** Cecilia Odé

**Webpage:** http://hum.uva.nl/aclc/ty.cfm

**History:** In May 2008 a proposal for the research project has been submitted to NWO Free Competition which was awarded in December 2008 and started in March 2009 (Odé) and July 2009 (Schmalz)

**Funding:** NWO funding

**Participants in 2009**
Kees Hengeveld, promotor and supervisor
Cecilia Odé, postdoc
Mark Schmalz, PhD student

**Description:** The Tundra Yukagir (henceforth: TY) language belongs to the group of Paleo-Asian languages. Two Yukagir languages exist, often described as the Kolyma and Tundra dialect, that are not mutually intelligible, and probably form an isolated language family. TY has a strong agglutinative morphology with SOV word order. Only a few incomplete TY grammars are available. Of special interest in the TY language is the system of morphosyntactic encoding of information structure. So far the relationship and interaction between grammaticalized and prosodic marking of focus is not clear. Furthermore, TY is an especially unique language as regards prosodic features in traditional storytelling in which speaking gradually changes into singing. Prosodic features on utterance and on word level have been observed that have never been experimentally verified and described. All these issues will be studied.

The research methodology is the one common in documentary linguistics (fieldwork, recording, interview, elicitation, transcription and interlinearization, translations).

The research programme consists of three parts:
1) Full description of the language (morphosyntax, phonology) (Schmalz)
2) Documentation of the language through digital audiovisual recordings of narratives and songs, conversation and discourse, and the digital audio recording of a dictionary (Odé)
3) Contribution to the development of courseware (Odé and Schmalz).

**Overview of progress in 2009:** The project started for Odé on the first of March 2009, for Schmalz on the 15th of July. During a stay at the Institute for Linguistics of the Russian Academy of Sciences, Odé studied available publications on Tundra Yukagir. It only confirmed the necessity of the project, as the literature on TY, mainly in Russian, shows among others many gaps in the description of the phonetics of the language, especially with respect to issues like word stress and intonation that appeared not to be tackled at all. The opposition between short and long vowels on the one hand and long vowels and diphthongs on the other hand, is also not yet experimentally studied. Therefore, Odé devoted the first fieldwork period
of three months from September till December mainly to these issues by recording production experiments and spontaneous monologues and dialogues. Rather confusing is the observation that in their pronunciation, native speakers seem to be influenced by the dominating languages Russian (vowel reduction) and Yakut (pronunciation). Furthermore, probably dialectal differences are observed. A complicating factor, but not surprisingly in this respect, is the absence of a standard orthography. Generally speaking, the orthography by native linguist G.N. Kurilov is used, but also in his work there is no consistency.

From July till October Mark Schmalz studied the available literature on Tundra Yukagir after which he concentrated on focus marking, a pivotal aspect of the TY grammar. A first aim of his research, as part of his PhD dissertation, is to provide an as complete as possible description of the focus system. As preparation to fieldwork he paid special attention to the existing descriptions of focus which appeared to show many gaps. These are, for example, the exact definition of the functions of the particle me focalizing the subject of transitive verbs. This issue is not yet understood. Furthermore, he studies focus expression in passives, in negative clauses and the functional scope of focal markers in general. For this purpose he conducted elicitation sessions with native speakers during fieldwork from October to January 2009. This resulted in a more elaborate inventory of research questions.

As part of the project, folkloristic materials have been collected by Odé by making video recordings of traditional clothing with an explanation of decorations in Tundra Yukagir. Also, a small dictionary compiled with terms of traditional housing, kitchenware and clothing has been recorded with native speaker G.N. Kurilov. This is considered very important by the Tundra Yukagir community as many of these terms are disappearing, and are not understood and not correctly pronounced anymore by younger generations. Also, part of a dictionary by G.N. Kurilov (2001), in which each lemma is presented in a context example, has been recorded with a female native speaker. The naturalness of all examples is proved by the fact that she did not encounter any difficulties in reading them.

During their fieldwork, Odé and Schmalz paid much attention to the teaching of Tundra Yukagir by visiting language classes and discussing course materials that need to be developed with native language teachers.

Finally, Odé presented the project with audiovisual demonstrations at two conferences in Yakutsk, and she also gave interviews on the project in newspapers (www.kp.chersky.ru/modules.php?name=News&file=article&sid=2604 and www.gazetayakutia.ru/node/3023/) and in radio and television programmes. Public relations are important to get support from institutions and officials as fieldwork has to be carried out in a military zone where the TY live.
17. Typology of topic and focus

Coordinator: Enoch O. Aboh

Website: http://www.hum.uva.nl/topic-focus/

History: This research group developed from a Vidi-grant on the study of discourse-syntax interface awarded to Enoch O. Aboh in 2003.

Funding: NWO until 2008 and UvA funding.

Participants in 2009:
Enoch O. Aboh (ACLC), senior researcher, coordinator
Umberto Ansaldo (ACLC), senior researcher
Hans Den Besten (ACLC), senior researcher
Kees Hengeveld (ACLC), senior researcher
Norval Smith (ACLC), senior researcher
Roland Pfau (ACLC) senior researcher
Lisa Lim (ACLC), senior researcher
Marina Dyakonova (ACLC), PhD candidate, project: The typology of topic and focus and functional structure
Niels Smit (ACLC), PhD candidate, project: The typology of topic and focus: information structure

Description
This research project investigates the nature of the interface between discourse pragmatics and syntax. In other words, we propose to study how focus and topic interact with the clause structure and how syntactic rules driving clause structure and discourse/pragmatic properties interact. Using descriptive tools from the generative framework, the innovative contribution of this research is to analyze syntactic properties in relation to their discourse function in order to shed more light on the discourse-syntax interface and, therefore, provide a better characterization of how information structure affects syntax.

Progress in 2009: This Vidi-project was scheduled to end in November 2008, but has been extended till January 2010. This extension mainly allowed the Aios to finish their theses. In this regard, Marina Dyakonova’s thesis “A phase-based approach to Russian free word order” was defended successfully on October 9th. This thesis deals with the interaction of syntax and information structure in Russian. The conclusions reached in the thesis on the basis of Russian extends to some typologically different languages, such as Bantu, where issues of word order and information structure recall to some extent the patterns found in Russian.

Niels Smit, the second Aio in this project, spent most of year 2009 rewriting previous drafts into a coherent thesis. For instance, some partial results of his work, which were published in 2007, were developed into significant sections or chapters of the thesis. In this thesis, which combines highly theoretical considerations as well as purely empirical and typological work, Niels demonstrates that arguments of formal, notional and descriptive nature can be advanced against current FDG analyses, and
in favour of an alternative analysis in which informational and evocational structures are dissociated so as to command their own primitives. The thesis entitled “FYI” (i.e., For Your Information) is now completed and has been accepted by the committee. The defence is scheduled on April 10th 2010.

Similarly to previous years, the Topic-Focus group maintained the collaboration with the Language Creation Research Group of the ACLC and ‘Le Groupe de Recherche sur les Grammaires Créoles (GRGC)’ of Paris 8. In this regard, Enoch O. Aboh and Norval Smith put together a volume entitled “Complex processes in New Languages” that has just been published in the Creole Library Series of Benjamins.

On the other hand, our collaboration with Paris 8 focuses on issues of reduplication, which, in many languages, serve for topicalizing or focusing the predicate. While most Romance and Germanic express these notions either by prosodic means or by fronting operations that target the predicate, many creoles and West African languages, exhibit doubling processes where the predicate is frontal and repeated inside the clause. In order to better understand this process, members of the Topic-focus group joined forces with experts in Paris 8 working on the same issue on various creoles. In this context, we have received an NWO Van Gogh project grant for travel expenses. In June 2009, a 2-days international workshop was held in Paris 8 that brought together the GRGC Paris 8, the Language Creation Group as well as colleagues from Paris 3, Paris 7, Université d’Orléans, Humboldt University, and University of Toronto. This workshop was followed by a 1-day workshop at the Uva that took place in December. The results achieved during the series of four workshops during 2008 and 2009 will be put together in a collective volume edited by the coordinators of the three research groups.
Appendices
Appendix 1: Annual accounts of the ACLC, 2009

2009

Balance 1-1-09: € 50.633\(^7\)

<table>
<thead>
<tr>
<th></th>
<th>Budget 2009</th>
<th>Expenses 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research expenses</td>
<td>€ 40.000</td>
<td>€ 40.873(^8)</td>
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<td>General expenses</td>
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<td>Conferences</td>
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<td>Total</td>
<td>€ 65.844</td>
<td>€ 54.185</td>
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Balance 31-12-09: € 62.291

In 2009 part of the research budget (€4000) was spent on an award for excellent researchers. €1500 was awarded to PhD candidates for completion on time.

In 2009, the newly formed Research Groups could apply for extra research funds for equipment, research assistance and conference organization for a period of two years (2009-10). For all groups together the amount of €26.765 was granted.

In the budget planning for 2010 it was decided to keep the research budget for conference visits for individual senior researchers and the research budget for external PhD candidates on the same level as in 2009 (€1000 a year resp. €1000 for 3 years). It was decided furthermore that internal PhD candidates are granted the amount of €4000 in total for the whole period of their contract. As in 2009, 10 excellent researchers will be granted an excellence award of €500.

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\(^7\) Since the figures of last year were provisional, there is a difference between the balance 31-12-2008 and the balance 01-01-2009.

\(^8\) The real expenses made in 2009 are €49.510. The lower figure given here is due to a correction of €8646 (incorrectly booked in 2008).
Appendix 2: Overview of research staff and their research time in 2009

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Fte: situation per 31-12-2009</th>
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</thead>
<tbody>
<tr>
<td>Full professors</td>
<td>Baker</td>
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</tr>
<tr>
<td></td>
<td>Bennis, Meertens Institute*</td>
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<tr>
<td></td>
<td>Boersma</td>
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<td></td>
<td>Fischer</td>
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<td>Hengeveld</td>
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<tr>
<td></td>
<td>Hilgers, NKI*</td>
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<td></td>
<td>Hulstijn</td>
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<td></td>
<td>Jansen, Esperanto-Inst.*</td>
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<td></td>
<td>Kuiken, Amsterdam City Council*</td>
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<tr>
<td></td>
<td>Weerman</td>
<td>0,40</td>
</tr>
<tr>
<td>Tenured full professors</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Weerman</td>
<td>0,40</td>
</tr>
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<td></td>
<td></td>
<td>2,65</td>
</tr>
<tr>
<td>Non tenured full professors</td>
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<td><strong>Total PhD candidates</strong></td>
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<td><strong>Total non tenured research staff</strong></td>
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<td><strong>Total research staff</strong></td>
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</tbody>
</table>

* = non tenured professors by special appointment
## Appendix 3: Programme ACLC Lecture series 2009

<table>
<thead>
<tr>
<th>Date</th>
<th>Name lecturer + affiliation, title of the talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 - 2</td>
<td>Stefania Ferrari (University of Verona) <em>Measuring second language oral proficiency: interfaces between CAF and CEF</em></td>
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<tr>
<td>13 - 2</td>
<td>Jonathan Harrington (University of Munich) <em>An acoustic and perceptual analysis of diachronic /u/-fronting in Standard English.</em></td>
</tr>
<tr>
<td>27 - 2</td>
<td>Martin Bygate (Lancaster University) <em>Social approaches, cognitive approaches, and the use of pedagogical tasks: trying to resolve some tensions in the triangle.</em></td>
</tr>
<tr>
<td>13 - 3</td>
<td>Enoch O. Aboh (UvA/ACLC) <em>Don’t go chasing unicorns!</em></td>
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<tr>
<td>20 - 3</td>
<td>Rose-Marie Déchaine (University of British Columbia) <em>Five puzzles about adjectives and a solution.</em></td>
</tr>
<tr>
<td>3 - 4</td>
<td>Willem Adelaar (RUL) <em>Inverse markers in Andean languages.</em></td>
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<tr>
<td>17 - 4</td>
<td>Elise de Bree &amp; Annemarie Kerkhoff (Utrecht University) <em>Plif, saen, jik and lut: Category formation in phonology and grammar in infants.</em></td>
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<tr>
<td>24 - 4</td>
<td>Crit Cremers (Leiden University) <em>The mean machine.</em></td>
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<tr>
<td>8 - 5</td>
<td>Wolfgang Kehrein (UvA/ACLC) <em>Wilse speu1le of wilse speu2le? On tonal accent in (not only) Franconian.</em></td>
</tr>
<tr>
<td>15 - 5</td>
<td>Alla Peeters-Podgaevskaya (UvA/ACLC) <em>Spatial language and spatial cognition.</em></td>
</tr>
</tbody>
</table>
| 19 - 5 | **ACLC workshop on the syntax of NPs/DPs**  
Jenny Doetjes (Leiden University) *Representing gradability across categories.*  
Norbert Corver (Utrecht University) *Some notes on the internal syntax of Dutch numerals and quantifiers: a micro-comparative perspective*  
Giuliana Giusti & Anna Cardinaletti (Università Ca’ Foscari di Venezia) *Optional concord in nominal expressions*  
Hubert Haider (University of Salzburg) *Is grammaticality in the eye of the beholder? - On the search for behavioral correlates of ungrammaticality.* |
| 29 - 5 | Peter Ackema (University of Edinburgh) *Saving Lexical Integrity from Japanese Causatives.* |
| 4 - 6  | **ACLC workshop “Continuity, contagion and contiguity”**  
Accounting for commonalities among Asian Portuguese varieties.”  
Isabel Tomás (Universidade Nova de Lisboa) *The role of women in the cross-pollination process in the Asian-Portuguese varieties.* |
<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Topic</th>
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<tr>
<td>18-9</td>
<td>Asifa Majid (MPI, Nijmegen)</td>
<td>Action and perception semantic categories across languages.</td>
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<tr>
<td>24-9</td>
<td><strong>ACLC Workshop</strong> &quot;Recent Developments in Language Typology**</td>
<td>Sonia Cristofaro (University of Padua)</td>
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<tr>
<td></td>
<td>Grammatical categories and relations: universality vs. language specificity and construction-specificity.</td>
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<td></td>
<td>Helen de Hoop (Radboud University Nijmegen)</td>
<td><em>Optimality Theory/Harmonic Grammar in typology.</em></td>
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<td></td>
<td>Eva van Lier (UvA/ACLC)</td>
<td><em>The contrast between States of Affairs and Propositions: contexts, coding strategies, and a cognitive account.</em></td>
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<tr>
<td></td>
<td>Andrej Malchukov (MPI Leipzig)</td>
<td><em>Lexical variation in ditransitive constructions.</em></td>
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<tr>
<td>2-10</td>
<td>Paul Boersma (UvA/ACLC)</td>
<td>Learnability lecture</td>
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<tr>
<td></td>
<td><em>Emergent effects in simulations of language acquisition and evolution.</em></td>
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<tr>
<td>9-10</td>
<td><strong>ACLC workshop</strong> &quot;The Discourse-semantics and Syntax Interface&quot;</td>
<td>Roland Pfau (UvA/ACLC)</td>
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<td><em>Topics and conditionals in sign languages.</em></td>
<td>Lisa Cheng (Leiden University)</td>
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<td><em>Wh-subjects in Zulu.</em></td>
<td>Luigi Rizzi (Università di Siena)</td>
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<tr>
<td></td>
<td><em>Some Consequences of Criterial Freezing: Asymmetries, Anti-adjacency and Extraction from Cleft Sentences.</em></td>
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<tr>
<td>16-10</td>
<td><strong>ACLC workshop</strong> &quot;Specific Language Impairment and bilingualism&quot;</td>
<td>Johanne Paradis (University of Alberta, Canada)</td>
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<td><em>French-English Bilingual Children’s Acquisition of Morphosyntax and the Limited Capacity Hypothesis</em></td>
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<td>Paul Fletcher (University College Cork)</td>
<td><em>Identifying language delay via parent report in Irish.</em></td>
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<td>Esther Ruigendijk (University of Oldenburg)</td>
<td><em>How L2-learners' brains react to code switches. An ERP study.</em></td>
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**23-10 NAP-dag**
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<th>Date</th>
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<tr>
<td>94</td>
<td>Tessa Verhoef (UvA/ACLC)</td>
<td>Age effects in language acquisition and their preserving powers: an</td>
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<td>agent-based computer modelling approach.</td>
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<td>Gideon Borensztajn (UvA/ILLC)</td>
<td>Where do categories come from? A neural network account for</td>
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<td>grammar acquisition through the induction of a syntactic category</td>
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<td>Hadil Karawani (UvA/ACLC)</td>
<td>Mood for counterfactuals.</td>
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<td>Ekaterina Bobyleva (UvA/ACLC)</td>
<td>Variable plural marking in creole languages and the typology of the</td>
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<td>Aude Laloi (UvA/ACLC)</td>
<td>creole noun.</td>
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<td></td>
<td>Linguistic and non-linguistic processing in child L2 with SLI.</td>
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<td>Jelske Dijkstra (UvA/ACLC)</td>
<td>Frisian and Dutch development of toddlers.</td>
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<td>Joke Schuit (UvA/ACLC)</td>
<td>Verb agreement in Inuit Sign Language.</td>
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<td>Titia Benders (UvA/ACLC)</td>
<td>Can Dutch vowels be learnt from Dutch input?</td>
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<td>6-11</td>
<td>Fred Landman (Tel-Aviv University/ILLC) &amp; Susan Rothstein (Bar-Ilan University)</td>
<td>Incremental homogeneity in the semantics of aspectual for-phrases.</td>
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<td>Gemma Barberà (Universitat Pompeu Fabra)</td>
<td>Pronouns, classifiers and space: Defining salience in a signed</td>
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<td><strong>ACLC workshop 'Language contact in and around the Indian Ocean'</strong></td>
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<td>Umberto.Ansaldo (University of Hongkong)</td>
<td>Contact languages of Monsoon Asia</td>
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<td>Sander Adelaar (University of Melbourne)</td>
<td>Malay contact languages</td>
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<td>Hans den Besten (UvA/ACLC)</td>
<td>South African Malay</td>
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<td>Nick Enfield (MPI Nijmegen)</td>
<td>Spreading of innovations in language contact.</td>
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<td>Sebastian Nordhoff (UvA/ACLC)</td>
<td>The linguistic ecology of Sri Lanka</td>
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<td>James W. Gair (Cornell University)</td>
<td>Sri Lankan languages in the South-South Asia Linguistic Area</td>
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<td>Pieter Muysken (Radboud University Nijmegen)</td>
<td>Models for code-switching, with special reference to Sinhala-English</td>
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<td>4-12</td>
<td>Richard A. Rhodes (University of California, Berkeley)</td>
<td>Palatalization and the Structure of the Ojibwe Verb.</td>
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<td>18-12</td>
<td><strong>OAP-dag</strong></td>
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<td>Sible Andringa (UvA/ACLC)</td>
<td><em>Individual differences in listening proficiency</em></td>
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<td>Ingrid van Alphen (UvA/ACLC)</td>
<td><em>Quotatives in general perspective</em></td>
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<td>Aafke Hulk (UvA/ACLC)</td>
<td><em>Early Child Bilingualism</em></td>
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<td>Olaf Koeneman (UvA/ACLC)</td>
<td><em>Wh-questions in Dutch dialects</em></td>
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<td>Jan de Jong (UvA/ACLC)</td>
<td><em>Bilingual Children with SLI: an exploration of symptoms in Turkish</em></td>
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Appendix 4: Overview of advisory bodies, committees, members and associate members in 2009

Advisory Board


Members:
- Prof. dr Paul Boersma (back-up dr Roland Pfau)
- Dr Enoch Aboh (back-up prof. dr Wim Honselaar)
- Prof. dr Fred Weerman (back-up prof. dr Olga Fischer)
- Postdoc representative: dr Judith Rispens (back-up dr Sible Andringa)
- PhD candidate representative: drs Josefien Sweep (back-up drs Joke Schuit)

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)

Senior Staff

The following list contains the names of all persons who are currently employed or who were employed as senior staff members at the ACLC during (part of) 2009. The current research groups that the member is related to are also given. A research group in brackets means that the researcher is interested in this group but does not invest a considerable amount of time in it. In the case of members who have not joined a research group the topic of research is given.

**Dr Enoch Aboh** (*1962)
Lecturer
Research Groups:
1. *Language Creation*
2. *Functional Categories in Analytic Languages*
3. *(DP/NP: structure, acquisition and change)*

**Dr Ingrid van Alphen** (*1951)
Lecturer.
Research Groups: *Crosslinguistic Semantics*

**Dr Sible Andringa** (*1975)
Postdoc NWO Towards a theory of second-language proficiency: the case of segmenting and comprehending oral language (01-08-2007 until 31-7-2011).
Research Group: *Cognitive Approaches to Second Language Acquisition*
dr Umberto Ansaldo (*1967)
Lecturer (until 1-7-2009).
Research Group: Language Creation.

prof. dr Anne Baker (*1948)
Professor: General linguistics, in particular psycholinguistics and language pathology & Professor: Sign Language of the Netherlands.
Research Groups:
   1. Grammar and Cognition
   2. Sign Language Grammar and Typology

dr Anne Bannink (*1954)
Lecturer.
Research Group: Multiparty Discourse and Anthropology of Education

prof. dr Hans Bennis (*1951)
Professor: Language variation in Dutch.
Meertens Instituut (KNAW)
Research Group: Grammar and Cognition

dr Hans den Besten (*1948)
Senior Lecturer.
Research Groups:
   1. Language Creation
   2. DP/NP: Structure, Acquisition and Change
   3. (Grammar and Cognition)

dr Tamás Bíró
Postdoc NWO Veni Efficiënt communication full of errors: linguistic performance in a virtual speech community (: Efficiënt communication full of errors: linguistic performance in a virtual speech community (01-02-2009 until 010-02-2012)
Research Group: Bidirectional Phonology and Phonetics

dr Elma Blom (*1972)
Postdoc EU Marie Curie, A cross-context study of early language skills of immigrant children in Canada and the Netherlands (as of 01-04-2009).
Research Group: Grammar and Cognition

dr Bart de Boer (*1970)
Postdoc NWO Vidi Modelling the evolution of speech (01-03-2007 until 25-2-2012).
Research Group: Modelling the Evolution of Language

prof. dr Paul Boersma (*1959)
Professor: Phonetic Sciences.
Research Groups:
   1. Bidirectional Phonology and Phonetics
   2. Franconian Tones
**dr Leston Buell**  
Postdoc NWO Functional categories in analytic languages (01-02-2009 until 01-04-2012).  
Research Group: *Functional Categories in Analytic Languages*.

**dr Jan Don** (*1963)  
Lecturer.  
Research Group: *Grammar and Cognition*

**dr Margreet Dorleijn** (*1956)  
Lecturer.  
Research Group: *Language Creation*

**dr Paola Escudero Neyra** (*1976)  
Postdoc NWO Veni Did you say sheet or sh*t (1-7-2007 until 1-7-2010).  
Research Groups:  
1. *Bidirectional Phonology and Phonetics*  
2. *(Grammar and Cognition)*

**prof. dr Olga Fischer** (*1951)  
Professor: Linguistics of the Germanic languages, in particular English linguistics.  
Research Groups:  
1. *Iconicity*  
2. *DP/NP: Structure, Acquisition and Change*

**dr Arjen Florijn** (*1947)  
Lecturer.  
Research Group: *Cognitive Approaches to Second Language Acquisition*

**dr René Genis** (*1962)  
Lecturer.  
Research Group: *Comparative Slavic Verbal Aspect*

**dr Casper de Groot** (*1948)  
Lecturer.  
Research Project: *Depictives*.

**dr Sies de Haan** (*1946)  
Lecturer.  
Research project: *Past participle constructions in Dutch*.

**dr Margriet Heim** (*1955)  
Research Group: *Grammar and Cognition*

**prof. dr Kees Hengeveld** (*1957*)
Professor: General linguistics, in particular theoretical linguistics.
Research Groups:
1. *Functional Discourse Grammar*
2. *Crosslinguistic Semantics*
3. *(Tundra Yukagir)*

**prof. dr Frans Hilgers** (*1946*)
Professor: Oncology related voice and speech, especially in laryngectomized individuals.
Research Group: *Oncology-related Communication Disorders*

**prof. dr Wim Honseara** (*1947*)
Professor: Culturele relaties Nederland - Oost-Europa
Research Groups:
1. *Functional Discourse Grammar*
2. *Crosslinguistic Semantics*

**prof. dr Jan Hulstijn** (*1947*)
Professor: Second language acquisition.
Research Group: *Cognitive Approaches to Second Language Acquisition*

**prof. dr ir Wim Jansen** (*1948*)
Professor: Interlinguistics and Esperanto.
Research Group: *Language Creation*

**dr Nivja de Jong** (*1976*)
Postdoc NWO Unraveling second language proficiency (until 01-07-2009).
Research Group: *Cognitive Approaches to Second Language Acquisition*

**dr Jan de Jong** (*1955*)
Lecturer.
Research Group: *Grammar and Cognition*

**dr Janneke Kalsbeek** (*1953*)
Lecturer.
Research Group: *Comparative Slavic Verbal Aspect*

**dr Wolfgang Kehrein** (*1965*)
Postdoc NWO Franconian tones (01-05-2006 until 01-05-2009; postdoc NWO Emergent Categories and Connections until 31-12-2009)
Research Group: *Franconian Tones.*

**dr Evelien Keizer** (*1963*)
Lecturer.
Research Groups:
1. *Functional Discourse Grammar*
2. *(DP/NP: Structure, Acquisition and Change)*

**dr Olaf Koeneman** (*1970)  
Lecturer.  
Research Group: *Grammar and Cognition*

**prof. dr Folkert Kuiken** (*1953)  
Professor: Dutch as a second Language; Lecturer.  
Research Group: *Cognitive Approaches to Second Language Acquisition*

**dr Lisa Lim** (*1969)  
Lecturer (until 1-7-2009).  
Research Group: *Language Creation*

**prof. dr Fons Moerdijk** (*1944)  
Professor: Dutch lexicography (until December 2009, then associate member).  
Research Group: *Lexical Semantics* (until February 2009)

**dr Cecilia Odé**  
Postdoc NWO Tundra Yukagir, a nearly extinct Paleo-Asian Isolate in Arctic Russia (1-3-2009 until 1-3-2012).  
Research Group: *Tundra Yukagir*

**dr Nomi Olsthoorn** (*1974).  
Postdoc NWO Segmenting and comprehending oral language by native speakers of Dutch, as a function of age and educational level (1-8-2007 until 31-7-2011).  
Research Group: *Cognitive Approaches to Second Language Acquisition.*

**dr Harry Perridon** (*1947)  
Senior Lecturer.  
Research Group: DP/NP: Structure, Acquisition and Change  
Research project: *Ontwikkelingen in de fonologie en morfologie van het Oudgermaans, m.n. het Oud-Skandinavisch.*

**dr Roland Pfau** (*1966)  
Lecturer.  
Research Groups:  
1. *Sign Language Grammar and Typology*  
2. *Grammar and Cognition*

**dr Petra Poelmans** (*1976)  
Lecturer.  
Research Group: *Cognitive Approaches to Second Language Acquisition*

**dr Arend Quak** (*1946)  
Senior Lecturer.  
Research project: *Old Dutch.*
prof. dr Quer Villanueva (*1965)
Professor: Linguistics of the Romance languages (until 1-2-2009)
Research Groups:
  1. Grammar and Cognition
  2. Crosslinguistic Semantics

Postdoc NWO Veni Understanding the failure to repeat wafeisin: a study into the deficit underlying poor non-word repetition in SLI (1-9-2007 until 31-8-2011).

dr Rodie Risselada (*1957)
Lecturer.
Research Group: Crosslinguistic Semantics

dr Rob Schoonen (*1960)
Senior lecturer.
Research Group: Cognitive Approaches to Second Language Acquisition

dr Mauro Scorretti (*1953)
Lecturer.
Research Group: Revitalizing Older Linguistic Documentation

dr Petra Sleeman (*1957)
Lecturer.
Research Group:
  1. DP/NP: Structure, Acquisition and Change
  2. Crosslinguistic Semantics

dr Norval Smith (*1946)
Senior Lecturer.
Research Groups:
  1. Language Creation
  2. Revitalizing Older Linguistic Documentation
  3. Bidirectional Phonology and Phonetics

dr Rob van Son (*1960)
Postdoc NWO VIDI Integration of information in spoken conversation (01-01-2004 until 01-01-2009; then guest researcher).
Research Group: Integration of Information in Conversations (until 01-01-2009)

dr Nada Vasič
Postdoc NWO LA&M When agreement doesn’t agree: the production and processing of grammatical morphemes by L2 children and children with Specific Language Impairment (15-6-09 until 15-5-2010).
Research Group: Grammar and Cognition
dr Ineke Vedder (*1952)
Lecturer.
Research Group: *Cognitive Approaches to Second Language Acquisition*

dr Els Verheugd (*1950)
Lecturer (until 1-9-2009), coordinator ACLC as of September 2004

dr David Weenink (*1953)
Lecturer.
Research group: *Bidirectional Phonology and Phonetics*

prof. dr Fred Weerman (*1957)
Professor: Dutch linguistics.
Research Group: *Grammar and Cognition*

dr Menzo Windhouwer (*1971)
Postdoc NWO Typological Database System (until 1-1-2010).
Research Group: *Typological Database*

dr Hedde Zeijlstra (*1975)
Lecturer.
Research Groups:
1. *Grammar and Cognition*
2. *Crosslinguistic Semantics*

dr Otto Zwartjes (*1958)
Lecturer.
Research Group: *Revitalizing Older Linguistic Documentation*
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 (part of) 2009.

Titia Benders MA
PhD candidate: 15-9-2008 until 15-09-2012.
Supervisors: prof.dr Paul Boersma, dr Paola Escudero Neyra
Research Group: Bidirectional Phonology and Phonetics.
Funding: NWO.

Catherine van Beuningen MA
PhD candidate: 01-09-2006 until 01-09-2009 (extension granted until 12-12-2010)
Supervisors: prof.dr Folkert Kuiken, dr Nivja de Jong.
Project: Het effect van feedback op schrijfproducten binnen taalgericht vakonderwijs.
Research group: Cognitive Approaches to Second Language Acquisition
Direct UvA funding

drs Akke de Blauw
PhD candidate: 01-12-2006 until 01-12-2009.
Supervisor: prof.dr Anne Baker
Project: Precursors of narrative ability; parental strategies in developmental pragmatics.
Research Group: Grammar and Cognition
Own funding.

Ekaterina Bobyleva MA
PhD candidate: 01-09-2006 until 31-08-2009 (extension granted until 20-11-2010).
Supervisors: dr Enoch Aboh, prof. dr Kees Hengeveld.
Project: The development of nominal functional categories in creoles: Towards a multidimensional model of creole genesis.
Research Group: Language Creation.
Direct UvA funding

Richard Brown MA
PhD candidate.
Supervisor: prof. dr Kees Hengeveld.
Research Group: Functional Discourse Grammar
Own funding.
**Michele Brunelli MA**  
PhD candidate: 01-11-2007 until 31-10-2010 (co-tutelle).  
Supervisors: prof.dr Anne Baker, dr Roland Pfau, prof.dr Guglielmo Cinque.  
Project: *Antisymmetry and Sign Languages (a comparison between NGT and LIS)*  
Research Group: *Sign Language Grammar and Typology*  
Funding: University of Venice

**Katarina Chládková**  
PhD candidate: 01-09-2009 until 1-9-2013.  
Supervisor: prof. dr Paul Boersma.  
Project: *Categories of human speech: Their identity and learnability.*  
Research group: *Bidirectional Phonology and Phonetics.*  
Funding: NWO

**dr Robert Cirillo**  
PhD candidate: 01-11-2005 until 01-02-2009.  
Supervisors: prof dr Fred Weerman, dr Hans den Besten.  
Project: *The Syntax and Semantics of Quantifiers and Quantifier Phrases.*  
Research Group: *DP/NP: Structure, Acquisition, and Change*  
Direct UvA funding.  

**Brendan Costello MA**  
PhD candidate: 1-10-2008 until 1-10-2011 (co-tutelle).  
Supervisors: prof.dr Anne Baker, dr Roland Pfau, prof.dr Alazne Landa.  
Project: *The use of space in Spanish Sign Language (LSE).*  
Research Group: *Sign Language Grammar and Typology*  
Funding: University of the Basque Country

**Marjolein Cremer MA**  
PhD candidate: 01-09-2006 until 31-08-2009 (extension granted until 01-09-2010).  
Supervisors: dr Rob Schoonen, prof. dr Jan Hulstijn.  
Project: *Accessibility of semantic networks of Dutch L1 and L2 children.*  
Research Group: *Cognitive Approaches to Second Language Acquisition*  
Direct UvA funding.

**Nurit Dekel MA**  
PhD candidate: 01-02-2009 until 01-02-2012.  
Supervisors: prof.dr Kees Hengeveld, prof. dr Shlomo Berger  
Project: *TMA in Spoken Israeli Hebrew Verb System.*  
Research Group: *Crosslinguistic Semantics*  
Own funding
**drs Anne Dijkstra**  
PhD candidate: 01-05-08 until 01-04-09.  
Supervisor: prof.dr Fons Moerdijk.  
Project: *Joost Hiddes Halbertsma en het "Lexicon Frisicum" (1872)*  
Research Group: *Lexical Semantics* (until February 2009)  
Own funding

**drs Jelske Dijkstra**  
PhD candidate: 01-02-08 until 01-03-11.  
Supervisors: prof. dr Folkert Kuiken, Dr. Edwin Klinkenberg (Fryske Akademy)  
Project: *The bilingual language development of the young Frisian child*  
Research Group: *Cognitive Approaches to Second Language Acquisition*  
Own funding

**drs Klaartje Duijm**  
PhD candidate: 01-09-2008 until 01-09-2011.  
Supervisor: prof.dr Jan Hulstijn.  
Project: *Aspekten van spreekvaardigheid.*  
Own funding.  
Research Group: *Cognitive Approaches to Second Language Acquisition*

**drs Loulou Edelman**  
PhD candidate: 01-09-2004 until 01-09-2008 (extension granted until 12-01-2010).  
Supervisors: prof. dr Durk Gorter, prof. dr Folkert Kuiken.  
Project: *Comparing linguistic landscapes.*  
Research Group: *Cognitive Approaches to Second Language Acquisition*  
Direct UvA funding.  

**dr Marian Erkelens**  
PhD candidate: 01-01-2004 until 01-01-2008 (extension granted until 4-2-2009).  
Supervisors: prof. dr Anne Baker, prof. dr Fred Weerman, dr Jan Don.  
Project: *The acquisition of lexical categories.*  
Research Group: *Parts of Speech* (until February 2009)  
Direct UvA funding.  

**Marcel Giezen MA**  
PhD candidate: 01-09-2007 until 01-09-2010 (extension granted until 11-11-2010).  
Supervisors: prof.dr Anne Baker, dr Paola Escudero.  
Project: *Speech and sign comprehension in children with a cochlear implant*  
Direct UvA funding.
Herby Glaude MA
PhD candidate: 01-04-2007 until 01-04-2010 (co-tutelle).
Supervisors: dr Enoch Aboh, prof.dr Kees Hengeveld, prof.dr Anne Zribi-Hertz (Paris 8)
Project: *La description de la syntaxe de l’haitien.*
Research group: *Language Creation.*
Funding: Paris 8.

drs Camiel Hamans
PhD candidate.
Supervisors: dr Hans den Besten, dr Norval Smith.
Project: *Grensgevallen. Morfologische en fonologische studies op het gebied van het Nederlands.*
Own funding.

drs Lotte Henrichs
PhD candidate: 01-09-2004 until 01-09-2009.
Supervisors: prof. dr Folkert Kuiken, dr Rob Schoonen.
Project: *The development and co-construction of academic language proficiency in 3-6 year old Dutch children: communicative contexts in school and at home.*
Research Group: *Cognitive Approaches to Second Language Acquisition*
Funding: NWO

Hadil Karawani MA
PhD candidate: 01-08-2008 until 01-08-2011.
Supervisors: prof. dr Frank Veltman (ILLC).
Project: *Mood for Modality: A Crosslinguistic Study of Mood as Means for Expressing Counterfactuality and Affecting Cancelability, Focus on Arabic.*
Research Group: *Crosslinguistic Semantics.*
Direct UvA funding.

Aude Laloi MA
PhD candidate: 01-09-2008 until 01-09-2012.
Supervisors: prof.dr Anne Baker, dr Jan de Jong.
Project: *Language processing: interaction between bilingualism and SLI.*
Direct UvA funding.

Jan Willem van Leussen MA
PhD candidate: 30-09-2009 until 01-10-2013.
Supervisor: prof. dr Paul Boersma.
Project: *The emergence of French phonology.*
Research Group: *Bidirectional Phonology and Phonetics.*
Funding: NWO
dr Eva van Lier

drs Alies Maclean

drs Marije Michel

dr Sebastian Nordhoff

dr Antje Orgassa

Itsik Pariente MA
**drs Esther Parigger**  
PhD candidate: 01-09-2004 until 31-08-2009 (extension granted until 02-08-2010).  
Supervisors: prof. dr Anne Baker, dr Jan de Jong.  
Project: *Language problems in children with ADHD - a unique profile?*  
Research Group: *Grammar and Cognition*  
Direct UvA Funding.

**Maike Prehn MA**  
PhD candidate: 01-10-2005 until 01-10-2009.  
Supervisors: prof.dr Paul Boersma, dr Ben Hermans, dr Marc van Oostendorp.  
Project: *Franconian tone-consonant interaction.*  
Research Group: *Franconian Tones.*  
Funding: NWO

**Mara van Schaik-Radulescu MA**  
PhD candidate: 01-11-2005 until 26-06-2010.  
Supervisors: prof. dr Olga Fischer, dr Evelien Keizer.  
Project: *Gradience in split intransitivity: a typological investigation.*  
Research Group: *Crosslinguistic Semantics*  
Direct UvA funding.

**Joke Schuit MA**  
PhD candidate: 01-09-2008 until 01-09-2012.  
Supervisors: prof.dr Anne Baker, dr Roland Pfau.  
Project: *Typological aspects of Nunavut Sign Language (Canada).*  
Research Group: *Sign Language Grammar and Processing*  
Direct UvA funding.

**Mark Schmalz MA**  
Supervisors: prof. dr Kees Hengeveld, dr Cecilia Odé  
Project: *Tundra Yukagir, a nearly extinct Paleo-Asian Isolate in Arctic Russia.*  
Research Group: *Tundra Yukagir*  
Funding: NWO

**Niels Smit MPhil.**  
PhD candidate: 01-09-2004 until 01-09-2008 (extension granted until 01-02-2010).  
Supervisors: prof. dr Kees Hengeveld, dr Enoch Aboh.  
Project: *The typology of Focus and Topic: information structure.*  
Research Group: *Typology of Focus and Topic*  
Funding: NWO.  
**drs Margarita Steinel-Terziyska**  
Supervisors: prof. dr Jan Hulstijn, dr Rob Schoonen.  
Project: *Unraveling second language proficiency.*  
Research Group: *Cognitive Approaches to Second Language Acquisition*  
Funding: NWO.

**Josefien Sweep MA**  
PhD candidate: 01-09-2007 until 01-09-2010 (extension granted until 09-04-2011).  
Supervisors: prof.dr Fons Moerdijk, dr Wim Honselaat, prof. dr Michiel van Lambalgen (ILLC)  
Project: *Logische metonymie in het directe object.*  
Research Group: *Crosslinguistic Semantics.*  
Direct UvA funding

**Mirjam Trapman MA**  
PhD candidate: 01-09-2007 until 01-09-2011.  
Supervisors: prof.dr Jan Hulstijn, dr Amos van Gelderen (Kohnstamm Institute)  
Project: *Literacy-related attributes of at-risk students in grades 7-9.*  
Research Group: *Cognitive Approaches to Second Language Acquisition.*  
Funding: NWO

**drs Jimmy Ureel**  
PhD candidate: 30-11-08 until 30-11-10.  
Supervisor: prof.dr Jan Hulstijn  
Project: *The imperfections of perfect tenses: Form-focused instruction and the acquisition of temporal form-meaning mappings by Dutch speaking L2 learners of English.*  
Research group: *Cognitive Approaches to Second Language Acquisition.*  
Own funding

**Tessa Verhoef MA**  
PhD candidate: 01-01-2009 until 31-03-2012.  
Supervisors: dr Bart de Boer, prof.dr Paul Boersma.  
Project: *Modelling the evolution of speech acquisition.*  
Funding: NWO

**Karin Wanrooij MA**  
PhD candidate: 01-09-2009 until 01-09-2013.  
Supervisor: prof. dr Paul Boersma  
Project: *The acquisition of linguistic categories. Neuroscientific and computational perspectives.*  
Research Group: *Bidirectional Phonology and Phonetics.*  
Funding: NWO
**drs Wiebeke Wesseling**
PhD candidate: 01-09-2004 until 01-09-2008 (extension granted until 15-3-2009).
Supervisors: prof dr ir Louis Pols, dr Rob van Son.
Project: *The use of Audiovisual Information in Conversations, with an emphasis on TRP's.*
Research Group: *Integration of information in conversations*
Funding: NWO.

**drs Pierre Winkler**
PhD candidate (stopped 01-09-2009).
Supervisors: dr Otto Zwartjes, prof.dr Olga Fischer.
Project: *Father Sanvitores' language course of Chamorro: a case study of missionary pragmatics.*
Research Group: *Revitalizing Older Linguistic Documentation*
Own funding.

**Arok Wolvengrey MA**
PhD candidate.
Supervisor: prof. dr Kees Hengeveld.
Project: *Plains Cree Syntax.*
Research Group: *Functional Discourse Grammar*
Own funding.
Associate members

Former staff

**dr Adrie Barentsen** (*1942)
Associate member as of 2001.
Research Group: *Comparative Slavic Verbal Aspect*

**dr Dik Bakker** (*1947)
Associated member as of 2007.
Research Group: *Language Creation*

**dr Jet van Dam van Isselt** (*1941)
Associate member as of 2004.
Research Group: *Multiparty Discourse and Anthropology of Education*

**dr Els Elffers-van Ketel** (*1946)
Associate member as of 2007.
Research Group: Lexical Semantics (until February 2009)

**dr Marlies Philippa** (*1944)
Associate member as of 2006.
Research group: *Lexical Semantics* (until 2009)
*Etymologisch Woordenboek van het Nederlands*

**prof. dr Harm Pinkster** (*1942)
Associate member as of 2001.
*A comprehensive Latin grammar.*

**prof. dr ir Louis Pols** (*1941)
Associate member as of 2006.
Research Group: *Oncology-related Communication Disorders*

**dr Ron Prins** (*1944)
Associate member as of April 2007.
Research Group: *Grammar and Cognition*

**prof. dr Albert Rijksbaron** (*1943)
Associate member as of 2005.

**dr Jeannette van der Stelt** (*1943)
Associate member as of 2005.
Research Group: *Bidirectional Phonology and Phonetics*

**dr Jan Stroop** (*1938)
Associate member as of 2004.
dr Elisabeth van der Linden (*1946)
Associate member as of January 2009.
Research Groups:
   1. Cognitive Approaches to Second Language Acquisition
   2. (DP/NP: Structure, Acquisition and Change)
   3. (Grammar and Cognition)

dr Frits Waanders (*1945)
Associate member as of November 2006.

prof. dr Manfred Woidich (*1943)
Associate member as of October 2008.
Research group: Revitalizing Older Linguistic Documentation

AFFILIATED STAFF

dr Suzanne Aalberse (Nederlandse Taalkunde, UvA)
Research Group: Grammar and Cognition

dr Astrid Alexander-Bakkerus (Universiteit Leiden)
Research Groups:
   1. Revitalizing Older Linguistic Documentation
   2. Crosslinguistic Semantics

dr Diana Apoussidou (NWO Rubicon at Amherst)
Research Group: Bidirectional Phonology and Phonetics

drs Jeroen Balkenende
Etymologisch Woordenboek van het Nederlands

dr Roberto Bolognesi (until 01-02-2009)

dr Alexis Dimitriadis
Research group: Typological Database System

Dr Jorge Gomez Rendon
Research Group: Functional Discourse Grammar

dr Rob Goedemans
Research group: Typological Database System

dr Bernadet Hendriks
Research group: Sign Language Grammar and Typology
prof. dr Aafke Hulk (former Dean Faculty of Humanities)
Research Groups:
1. Grammar and Cognition
2. DP/NP: Structure, Acquisition and Change

dr Irene Jacobi (NKI) (as of August 2009).
Research Group: Oncology-related Communication Disorders

dr Kino Jansonius (as of April 2009)
Research Group: Grammar and Cognition

dr Dana Niculescu (Romaanse Taalkunde, UvA) (as of November 2009)
Research Group: DP/NP: Structure, Acquisition and Change

dr Hella Olbertz (Brill publishing house)
Research Group: Functional Discourse Grammar

dr Maren Pannemann (Bureau Kennistransfer)
Research Group: Grammar and Cognition

dr Alla Peeters-Podgaevskaja (Slavische Taalkunde, UvA)

drs Annelies Roeleveld
Etymologisch Woordenboek van het Nederlands

dr Margot Rozendaal
Research Group: Grammar and Cognition

dr Rob van Son (NKI) (as of January 2009)
Research Group: Oncology-related Communication Disorders

dr Jeroen Vis (Latin linguistics, UvA)
Research Group: Bidirectional Phonology and Phonetics

VISITING SCHOLARS

dr Luca Alfieri (University of Rome); 01-12-2008 until 01-06-2009.
Research Group: Functional Discourse Grammar

dr Nuria Alturo Monné (University of Barcelona); 01-02-2009 until 01-09-2009.
Research Group: Functional Discourse Grammar

dr Inge Genee (University of Lethbridge); 04-06-2009 until 28-06-2009.
Research Group: Functional Discourse Grammar
**Dr Marize Mattos Dall’Aglio Hattner** (São Paulo State University); 01-09-2009 until 30-04-2010.
Research Group: *Functional Discourse Grammar*

*Junior visiting scholars*

**Hanna Gauvin MA** (RMA Cognitive Science); 1-2-2009 until 31-8-2009.
Research Group: *Cognitive Approaches to Second Language Acquisition*

**Mike Olson MA** (University of Wisconsin); 15-8-2008 until 15-5-2009.
Project: *Koinéization in the Verbal System in Golden Age Amsterdam*
Appendix 5: Publications and output 2009

1. Refereed journal articles


carcinoma: a systematic review of the literature. European Archives of Oto-Rhino-Laryngology, 266(11), 1687-1696.


1. **Non refereed journal articles**


2. **Refereed book chapters**


Boer, B.G. de (2009). Why women speak better than men (and its significance for evolution). In R. Botha & C. Knight (Eds.), The prehistory of language Vol. 11.


Rijksbaron, A. (2009). Negatives in questions (and answers): the case of 'oukoun (…) ou'. Or: does Ancient Greek have a word for 'no'? In K. Loudová & M. Žákova (Eds.), *Early European languages in the eyes of modern linguistics: proceedings of the Colloquium on the Ancient Indo-European Languages and the Early Stages of the Modern Romance, Germanic and Slavonic Languages, 28 September-1 October 2008, Brno* (pp. 261-270). Brno: Masarykova univerzita.


Complex processes in new languages (Creole language library, 35) (pp. 51-73). Amsterdam: Benjamins.


3. Non refereed book chapters


4. Academic monographs


5. Academic monographs and journal volumes edited


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6. PhD theses


7. **Professional and popularizing publications and products**

8a. Professional books


8b. Professional articles and book chapters


8c. Popularizing articles and book chapters


8. Reviews


9. Lectures and posters


Aalberse, S.P. (2009, June 11). Number as a neutralizing context for person in Dutch dialects: the odd one out or only part of the story? University of Leipzig, Morphology of the World's Languages.


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Alphen, I.C. van (2009, December 18). *Quotatives in Global Perspective*. Amsterdam, OAP-day ACLC.


Bakker, D. & Hekking, E. (2009, October 01). *Borrowing and Morphology in some American Languages*. University of Bremen, Festival of Languages: Contact and Morphology.


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Besten, H. den (2009, January 29). Demonstratives in Afrikaans and Cape Dutch Pidgin: partial destruction, innovative re-use and creative construction. Amsterdam, Conference “Variation and change in the structure of the Noun Phrase in Germanic and Romance”.


Besten, H. den (2009, August 07). What primeval soup does the Afrikaans demonstrative paradigm derive from? Stellenbosch, Departmental Lecture, Dept. of General Linguistics

Standaardtalen in beweging: Standaardisatie en destandaardisatie in Nederland, Vlaanderen en Zuid-Afrikaans.


**Biró, T.S.** (2009, May 14). *Finding the Right Words – All you wanted to know about Optimality Theory, Harmony Grammar and Simulated Annealing, but were afraid to ask....* Amsterdam, Sound Circle (invited).


Bobyleva, E.V. (2009, January 28). Specificity and definiteness in creole languages: Unfinished grammaticalization or contact-induced variation? Amsterdam, Variation and change in the structure of the noun phrase in Germanic and Romance.


Cirillo, R.J. (2009, January 29). WHAT ALL happens when universal quantifiers select wh-DPs in the Romance and Germanic languages. Amsterdam, Conference on Variation and Change in the Romance and Germanic DP.


Hulk, A.C.J. (2009, July 10). The role of gender and number features in the L1/L2 acquisition of determiners and (pro)nouns: a cross-linguistic perspective. Nanzan University, Nagoya, Japan, The 6th Workshop of the international research project on comparative syntax and language acquisition (invited).


Keizer, E. (2009, September 17). English proforms in FDG. University of Oviedo, Spain, FGD-workshop on the Morphosyntactic Level in FDG.


Kuiken, F. (2009, March 06). Amsterdam, die meertalige stad.... Amsterdam, Babylonisch Europa, Universiteit van Amsterdam.


linguïstische complexiteit bij het schrijven in een tweede taal. Kerkrade, 
Rolduc, 6e Anéla conferentie.

Kuiken, F. (2009, May 14). Naar het museum om... in te burgeren! Amsterdam, De 
Amsterdamsche Kring.

Kerkrade, Symposium Doorlopende leerlijnen. 6e Anéla Conferentie.

Kuiken, F. (2009, June 23). Op weg naar taalbeleid binnen de FGw. Amsterdam, 
Onderwijscafé, Universiteit van Amsterdam.

influence of task complexity on linguistic performance in L2 writing and 
speaking. Lancaster, Colloquium Tasks across modalities. TBLT 2009. The 3rd 
biennial conference on task-based language teaching.

Introduction. Lancaster, Lecture at Featured Colloquium Tasks across 
modalities TBLT (Task Based Language Teaching) 2009, Lancaster: Tasks: 
context, purpose and use.

Kuiken, F. & Linden, E.H. van der (2009, September 26). Multilingualism, 
language politics and language education in the Netherlands and Romania: A 
comparison. Budapest, Conference on Concepts & Consequences of 
Multilingualism in Europe.

Doorlopende leerlijnen in Amsterdam.

Schoolvak Nederlands.

Expertmeeting begrijpend lezen. ABC Groep.

Rekkelijken en preciezen. Amsterdam, Symposium Kijk op leermiddelen. 
Amsterdam: Vrije Universiteit, Afdeling NT2.

Amsterdam, Symposium Meertalig opgroeien. Illustere School, Universiteit van 
Amsterdam.

Baarn, KleurRijkerdag.

Laloi, A. (2009, October 23). Linguistic and non-linguistic processing in child L2 with 
SLI. NAP-dag, Universiteit van Amsterdam.

Lier, E. van & Don, J. (2009, June 11). Semantic (non-) compositionality and (re-

Lier, E. van & Don, J. (2009, August 16). Semantic (non-) compositionality and (re-
categorization in flexible languages. Kosice, Slowakije, Universals and 
Typology in Word-formation (invited).

Linden, E.H. van der & Hulk, A.C.J. (2009, September 02). Having a hard time: 

Linden, E.H. van der & Kuiken, F. (2009, September 25). Multilingualism, 
language policy and language education in the Netherlands and Romania: A 
comparison. Boedapest, Congres Concepts and Consequences of 
Multilingualism in Europe.


Olsthoorn, N.M. (2009, December 07). *Native and non-native speaker effects in Working Memory and Listening proficiency*. Lancaster, Lecture at the
Department of Linguistics and English Language, Lancaster University. Second Language Learning Research Group (invited).


Schaik-Radulescu, M.O. van (2009, April 21). Unaccusatives in the Turkish impersonal passive: A semantic analysis. Universiteit van Amsterdam, Crosslinguistic Semantics, research group meeting.

Schaik-Radulescu, M.O. van (2009, December 14). Unaccusatives in Dutch impersonal passive constructions. Universiteit van Amsterdam, ACLC PhD students’ meeting (Juniorenoverleg).


Sweep, J. (2009, June 02). The metonymy of logical metonymy. Amsterdam, Reserach Group XLXS


Vedder, I. (2009, June 08). Task complexity, task type and measures of linguistic complexity. Jyväskylä (Finland), Summerschool Language Acquisition and Assessment; the 27th School of Applied Language Studies, University of Jyväskylä (invited).


Vis, J. (2009, May 02). Variation in Mycenaean Greek. Thessaloniki, 30th annual meeting of the department of linguistics.


10. Other contributions

Kuiken, F. (2009, November 9). 40% van leidsters op voorscholen heeft moeite met Nederlands. Interview AT5 Television.
Odé, C. (2009, December 31). Ne ischeznut’s litsa zemli (not to disappear from the face of the earth). Interview in Gazeta Iakutia 244, 2 pp.


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


Baker, A.E. Stem-, spraak-, en taalpathologie.

Boersma, P.P.G. Lingua.

Don, J. SKASE Journal for Theoretical Linguistics.

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. Iconicity in Language and Literature.


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.

Giezen, M.R. Wap nieuwsbrief.

Hengeveld, K. Acta Linguistica Hafniensia.


Hengeveld, K. Studies in Language.

Honselaar, W.J.J. Etymologisch woordenboek van het Nederlands.

Hulk, A.C.J. Bilingualism: Language and Cognition.

Hulk, A.C.J. Probus.


Jong, J. de Stem-, spraak-, en taalpathologie.


Kalsbeek, J. Čakovska rič.

Keizer, E. Working Papers in Functional Grammar.


Kuiken, F. AILA Applied Linguistics Series.

Kuiken, F. Association des néerlandistes de Belgique francophone et de France.
Kuiken, F. *Eurosla Monograph Series.*
Perridon, H.C.B. *Tijdschrift voor Skandinavistiek.*
Perridon, H.C.B. *Etymologisch woordenboek van het Nederlands.*
Pfau, R. *Sign Language & Linguistics.*
Poelmanns, P. *Anéla. Tijdschrift voor toegepaste taalwetenschap.*
Poelmanns, P. *Les.*
Poels, L.C.W. *Speech Communication.*
Prins, R.S. *Afasiologie.*
Quak, A. *Amsterdamer Beiträge zur älteren Germanistik*
Rispens, J.E. *Linguistics in Amsterdam.*
Roeleveld, A. *Amsterdamer Beiträge zur älteren Germanistik.*
Schoonen, R. *Language Testing.*
Smith, N.S.H. *Creole Language Library.*
Smith, N.S.H. *Journal of Language Contact.*
Vedder, I. *Eurosla Monograph Series.*
Waanders, F.M.J. *Etymologisch woordenboek van het Nederlands.*
Waanders, F.M.J. *Mnemosyne.*
Waanders, F.M.J. *Pasiphae.*
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.*
Zeijlstra, H.H. *Linguistics in Amsterdam.*
Zwartjes, O.J. *Historiographia Linguistica.*
Zwartjes, O.J. *Revista do GEL.*
Zwartjes, O.J. *Revista Internacional de Lingüística Iberoamericana.*
Zwartjes, O.J. *UniverSOS.*

13. Organization of conferences and symposia


14. Board membership

Alpen, I.C. van, Member Scientific Committee Sociolinguistic Symposium 18.
Baker, A.E., Member of Advisory Panel Netherlands Institute for Advance Science (NIAS).
Baker, A.E., Member of advisory group on Multilingualism in Special Education for the City Council Amsterdam.
Baker, A.E., Member of board of Cognitive Science Centre Amsterdam.
Baker, A.E., Scientific committee for Language and Literature, Flemish Research Council (FWO Vlaanderen).
Baker, A.E., Member of advisory board for project on cochlear implantation in children, NSDSK.
Baker, A.E., Member of 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., Member of Supervisory committee for the Interpreter and Teacher Training Nederlandse Gebarentaal, Hoge School Utrecht.
Baker, A.E., Member of task force for Cognition focus area.
Bennis, H.J. Honorary member Koninklijke Academie voor Nederlandse Taal- en Letterkunde (KANTL).
Beuningen, C.G. van, Member of Board Anéla.
Blom, E., Member of COST IS0804, WG1 “Syntax with interface with morphology and semantics”.
Boersma, P.P.G., Member of the Board of Stichting Spraaktechnologie.
Costello, B.D.N., Member of Research Fund Committee European Forum of Sign Language Interpreters (Efsli).
Giezen, M.R., Werkverband Amsterdamse Psycholinguïsten (WAP).
Hengeveld, K., Member of the National Advisory Panel of CLARIN-NL.
Hengeveld, K., Member of the Nominating Committee of the Association for Linguistic Typology.
Hengeveld, K., Chair of the Committee on Endangered Languages of the Netherlands Organization for Scientific Research (NWO)
Hengeveld, K., Chair of the Board of the International Functional Grammar Foundation
Hengeveld, K., Chair of the Board of the Dutch Graduate School in Linguistics (LOT) (until September).
Hengeveld, K., Member of the Board of the Dutch Graduate School in Linguistics (LOT) (from September).
Hengeveld, K., Member of the Research Council of the University of Amsterdam
Hulk, A.C.J. Member Fachberat MPI Nijmegen.
Hulk, A.C.J. Member of Board of CLARIN.
Jong, J. de, Member of the Board of Stichting Makkelijk Lezen.
Kuiken, F., Member at large AILA Executive Board.
Kuiken, F., Member of the AILA Research Network Task Complexity and Second Language Learning (TaCoSeL).
Kuiken, F., Member of Visitatiecommissie Taal- en Letterkunde Vlaamse universitaire opleidingen, Vlaamse Interuniversitaire Raad.
Poelmans, P., Member of board of ANÉLA.
Pols, L.C.W., Member ISCA Advisory Council.
Pols, L.C.W., Member STEVIN working group.
Pols, L.C.W., Member Scientific Advisory Council of KNAW-DANS (Data Archiving and Networked Services).
Pols, L.C.W., Member Scientific Committee LREC 2010.
Schoonen, R., Member at Large of the Executive Board of the International Language Testing Association.
Schoonen, R., Member of the TOEFL Committee of Examiners at Educational Testing Service.
Schoonen, R., Member Klankbordgroep PPON peiling spreekvaardigheid 2010 voor Cito.
Sleeman, P., Member of Veni selection committee NWO.
Vedder, I., Member of the European Research Network Second Language Acquisition and Testing.
Vedder, I., Member of the Associazione Internazionale Professori di Italiano (AIPI).
Vedder, I., Member of the AILA Research Network Task Complexity and Second Language Learning (TaCoSeL).
Vedder, I., Member of the international committee PHD award Associazione Italiana di Linguistica Applicata (AITLA).
Waanders, F.M.J. Dutch representative CIPEM (Comité International Permanent des Études Mycéniennes).
Weerman, F.P., Member Veni-commissie NWO.
Weerman, F.P., Member Beoordelingscommissie Huygens Scholarship Programme.
Weerman, F.P., Member Adviescommissie projecten Taalunie.
Zeijlstra, H.H., Member of the Board of Generative Linguistics in Eastern Europe.

15. Research awards applied for (and granted)


Zwartjes, O.J. (2009) Grant for Oslo project on Missionary Linguistics (OsProMil), Financial support for the publication of a book edition and for a stay at NIAS. Funding agency; Norges Forskningsråd

16. Supervision of completed PhD theses


17. Prizes


Appendix 6: PhD theses completed in 2009


