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Foreword

The ACLC had to face an enormous loss, with the untimely death of Prof. Dr Hans den Besten in the summer of 2010. We will continue to miss his continuous contribution to the research of ACLC, his encyclopedic knowledge of virtually all aspects of linguistics, and his prominent personality for a long time.

This annual report brings you an overview of the results achieved by the ACLC during the year 2010, 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 2010.

Dr Suzanne Aalberse, Dr Wolfgang Kehrein, Dr Petra Poelmans, and Dr Menzo Windhouwer finished their NWO projects at the ACLC. Dr Wolfgang Kehrein and Dr Menzo Windhouwer stayed on as affiliated researchers, combining this position with jobs at the University of Groningen and the Max Planck Institute Nijmegen respectively. Dr Suzanne Aalberse acquired a postdoc position at the Radboud University Nijmegen, and Dr Petra Poelmans left the ACLC for a job at the Hogeschool van Amsterdam.

We were happy to also welcome a significant number of new members. Dr Arjen Versloot joined us as a professor by special appointment of Frisian Linguistics funded by the Frisian Academy. Heimir Vidarsson, Renée Clapham, Margot Kraaijamp, Vadim Kimmelman, Sterre Leufkens, Sophie ter Schure, Lucia Contreras Garcia, and Marc Bavant joined us as PhD candidates.

In terms of output, the ACLC managed to maintain the high level of production that had been gradually built up over the last years.

In all, the ACLC is in good shape, as the present report shows in more detail.

Kees Hengeveld
Director ACLC
Insights into ACLC Research
Interview with Tamás Biró

Tamás Biró is a postdoctoral researcher at the Institute of Phonetic Sciences of the ACLC. He is working on his NWO-Veni project ‘Efficient communication full of errors’.

Can you briefly describe what your research is about? Briefly?!
The shortest version is: playing with Optimality Theory (OT) and with computer models, but such a description doesn’t get your research financed. If I have to explain it in a way accessible to lay people, I would say that I investigate what the brain does if it has to do less well than optimal. If you speak quickly, your speech is full of errors you wouldn’t make if you spoke slowly. Under time pressure your brain produces speech that is not optimal. I make computer models that do just that. I use OT as a model that predicts what a correct grammatical form should look like. Then I use a technique called Simulated Annealing (SA) that searches for the optimal form. However, this search costs time, and if there is time pressure, the model will sometimes fail to find the optimal form. The faster it has to run, the more errors it makes. In this way, OT is a model of competence and SA is a model of performance.

Can you imagine using the model for other aspects of cognition? Oh yes! Are you ready? I enjoy working with the model at least as much as working with language itself. I would like to use OT as a model of human cognition, and perhaps cognitive approaches to culture, religion... I am sort of betting that OT with SA is a general model of how the brain works so that other cognitive domains can be described by it. I enjoy stepping back and thinking not just about the questions about language and cognition, but also about broader philosophy of science.

Why do you do this? During my studies I was in physics as well as in linguistics. I enjoyed doing a bit of both; doing only one would have been a bit boring for me. This computational approach to linguistics gives me the opportunity to do a bit here and a bit there. Also, programming is fun, like Sudokus and puzzles. You can lose yourself in it.

Have you always wanted to be a scientist? Yes. Since the age of about 8, I would have said: “I want to become a mathematician”. In high school I wanted to go into physics. When I was 18, a friend said: “Tamás, if you’re good in math and you like languages, then you should become a linguist.”

Can you imagine doing something else? Hardly. Before coming to the Netherlands, I applied for jobs like programmer, but it was always difficult to convince the human resource managers that I wanted to leave the academic world. They felt I wouldn’t stay with them for very long if I had the chance to go back.
What would you like to achieve? I would like to have a tenured position at a university from which I can work on my theory. I would like to have it accepted by more people. I have one MA student now, so I have one “follower” but perhaps a few more would be nice.

What are the highlights of 2010? I had a peer commentary on an article on OT and kinship relations accepted in Brain and Behavioral Sciences. This has made me more optimistic about how my theory can be applied. I also have developed this idea into a workshop proposal for the Cognitive Science conference, which has recently been accepted. And of course, I am now supervising an MA student and I became a member of the ACLC advisory board. It is interesting to read other people’s applications and see how they are processed. For once I am sitting on the other side of the table.

What would you do with a Nobel prize, given that you can spend it however you like? Well, I would use some of it to start a foundation supporting the research of young scientists, to help them overcome what I call the “curse of postdocs”. Namely, I am really tired of moving from apartment to apartment, from institution to institution, from country to country. If I had the means, I would help others (and myself) find a single place to consider a permanent home.
Interview with Jan Hulstijn

Jan Hulstijn is professor of second language acquisition at the ACLC, in charge of the ‘Cognitive Aspects of Second Language Acquisition’ research group.

Can you give a brief account of your research? The last couple of years I have been working on language proficiency. Language proficiency appears trivial – you tend to think of it as something that you put in a description of a person: Dutch proficiency: perfect, English proficiency: good, etcetera. But if you think about it, it appears to be less straightforward. The most fundamental issue related to it is that of the critical period. Why is it much harder for adult second-language learners to attain the level of proficiency that child second-language learners ultimately attain? To investigate that you need to define what proficiency is and think about what level of proficiency can ultimately be attained. Therefore we need a good definition of language proficiency. Another important issue is the relation to learnability. I propose that all native speakers (without language-related disorders) attain a certain level of basic proficiency and a theory of learnability needs to explain that. Individual variation resides in what I call “higher language cognition”. Of course, such a simple model does not render the “Truth”, and I am definitely not going to defend it to the death, because Truth doesn’t exist in science. A theory shouldn’t be too plausible, because then everybody will agree with you, but it should not be too implausible either, because then it will be ignored. I think scientific theories should be mildly crazy: a fruitful theory should be attractively wrong.

How did you end up a linguist? Oh, if I could do things over, I wouldn’t choose linguistics. If I were smart enough, I would become an engineer, so I could build something concrete. Building a bridge, now that would be fantastic... Why do people have the career they have? My father thought I had two options: become a medical doctor or a clergyman. But he did accept that I ended up as a linguist. I studied Dutch language and literature, but I didn’t manage to finish because of these huge literature exams. Then in the early ’70s I attended a course on Chomsky (which I officially wasn’t allowed to attend) and then I thought: “Wow, this is interesting, now I know what I want”. And this motivated me to finish those literature exams.

Is there something you still want to achieve? I still have two NWO-projects on language proficiency, and I hope to write a new project proposal with researchers at the Meertens institute. Another exciting thing I am doing is supervising a school teacher. School teachers can now get time off to do a PhD. Supervising PhD students is something I will continue to do after my retirement.
So you don’t want to stop at retirement? Of course not! I am still having too much fun as a researcher. I cannot imagine doing no scholarly work.

How was 2010? One of the highlights was that a paper reporting the main results of one of our NWO project was accepted for publication. It can be frustrating how long it takes to get things published, but it is nice when it works. It gives you the feeling of “Mission accomplished”. But as for highlights, for me, the best moment of every week is the lunch meeting of my research group. I always look forward to that. It’s both a scientific and a social event, and it is very important, because research is the work of a group.

The final question: what would you do with a Nobel prize? I think linguistics should become interdisciplinary, so I would spend that bag of money on that. Narrow linguistics does not tell us enough about humans and human society. How do you encourage interdisciplinary research? By waving a financial carrot in people’s faces. I think in that respect we are already moving in the right direction. Of course, my wife and I wouldn’t mind having a nice house on one of the canals, but I would be embarrassed if I bought it. One thing I would spend part of the prize on is student refugees. I used to teach Dutch as a second language to student refugees. In my time they came from Argentina and Chile. That is always something where money is needed.
Interview with Alla Peeters

Alla Peeters is a researcher at the ACLC, teaching Russian at the department of Slavic languages and cultures. Like all Russians she likes to be surprised by what life brings.

*Can you give a brief account of what your research is about?* There are two main areas that interest me the most. The first is the link between language and cognition. I want to investigate the role that spatial cognition plays in language and look at the different ways in which languages express relations between space and movement. The main question in my research is: Do we perceive and mentally interpret space and motion language-independently, or do we partition the world according to our language and thus acquire a world view in the way the language forces us to do. We conduct eye-tracking studies with participants with different native languages to see how certain spatial and motive relations are interpreted. Then we can also investigate whether they, as L2 speakers of another language, interpret the situations differently when we test them in this L2. The second area involves the acquisition of morphological features in Slavic languages by children who learn this as a second mother tongue. Based on this research I am developing teaching methods to help these children acquire the features of rich morphological systems such as gender and grammatical case.

*Have you always wanted to do this?* Yes, language has always been my passion. When I was four years old in Russia, they introduced English lessons for the little ones in my school. This was so new; it was even broadcast on television. For me this was a great experience and I already knew at a very young age that I wanted to become a teacher of foreign languages. I speak different languages, and each of them gives me a different feeling and view on the world. My biggest ambition is to look at the world through a different pair of glasses every time I speak a different language. Language as a science appeals to me very much since it is such a lively field. It is dynamic, always carries something subjective in itself and has a strong human factor.

*Can you imagine yourself doing something completely different?* Medicine. There are many parallels with what I do now in the field of medicine. Both focus on human beings and are very dynamic — continually changing. In the same way that language has a million faces with every person speaking their own language, medicine has a million faces with every person having their own version of a certain disease.
How was 2010? This year we formulated a new project proposal for a PhD position on the acquisition of gender and case in Russian and Polish in monolingual and bilingual children and children with SLI. This proposal has been accepted so that was certainly one of the highlights of 2010. Besides this, I published the second part of my teaching method for bilingual children as well as a revision of a teaching method for Dutch learners of Russian.

What would you do with a Nobel prize, given that you can spend it on non-scientific things as well? First of all, I would not stop working. I want to work until I no longer can. It is what I enjoy doing and I want to keep developing new exciting projects, interact with students, learn about new things and explore technical research gadgets. With the money, I would love to buy a little house in the Russian countryside with a beautiful garden. I love gardening - working with my hands: digging in the soil, pruning plants, weeding, all of that. Ideally, I would work here all year long on my research and then in summer I would go to Russia to write and work in my garden.
Interview with Sophie ter Schure

Sophie ter Schure started her PhD project in 2010 within the university priority program Brain and Cognition. This is an interdisciplinary project, which makes her travel around between multiple offices, but at least one day a week she can be found at the ACLC.

*Can you give a brief account of what your research is about?* I am working on a project about category formation related to language, emotions and objects. My background is in linguistics, so I will focus mainly on the part about language. This can be investigated by looking at auditory processing and visual processing and I am interested in figuring out how, on the basis of visual and auditory cues, a category can be formed. The most interesting is to investigate this with people in the process of forming their first categories. So I will conduct experiments with babies, using for instance eye-tracking or near-infrared spectroscopy.

*How is it to be working within such an interdisciplinary project?* It is really inspiring. My advisors all come from very different backgrounds and traditions. Susan Bögels also works with babies, but these are more observational studies and therefore different from the techniques we aim to use in my project. Maartje Raijmakers is very much interested in visual categories, or actually, the learning process of learning any category, while Paul Boersma and I are more linguistically oriented. What is really interesting in this collaboration is that we as linguists sometimes make assumptions that are not immediately logical from the point of view of for instance psychology or pedagogy. This can be a real eye-opener.

*Have you always wanted to do this?* I am a very curious person and I have always found language extremely interesting. Especially first language acquisition, it is such a miracle! It must be natural, but where does this come from? It really fascinates me. When studying at the UvA I developed this feeling that the ideas about innateness just cannot be true and this became even clearer to me when I studied in Edinburgh and started following a course on language evolution. Language simply cannot have descended into our heads as a god-given particle. In my project I hope to find a general learning mechanism that underlies category formation in language, emotions and objects.

*Can you imagine yourself doing something completely different?* I have always loved to study and everybody always thought I was going to end up in academia, but actually I also really enjoy doing practical things. This might be something typically West-Frisian, but I have had many jobs, since I was twelve years old. Working in the barn, on the field or as a cleaner. I really liked this: something is dirty, I clean it, and the reward is immediate. The same counts for cooking and baking. You start with
nothing and reach your goal within the hour. Academia on the other hand takes a long time. Besides my work as a PhD, I am a musician. I learned how to play mbira, a Zimbabwean thumb piano, and I work for the Memo Foundation, which brings performing arts to babies and toddlers in nurseries and schools. This is a very rewarding job and absolutely great to do. And I sing in two folk bands as well.

_How was 2010?_ It was a great year! I graduated this year in January and I really enjoyed working on my MA thesis. When I finished I was quite happy to spend my time traveling, making music and writing, and then suddenly Paul Boersma contacted me about this project. I did not think I had a chance, because I only met about six of the twelve requirements, but here I am!

_What would you do with a Nobel Prize, given that you can spend it on non-scientific things as well?_ They say money doesn’t make you happy, so I would donate it. I would try my best to find a very useful charity. Maybe something that could improve education. Currently it happens too much that children are labeled in schools. Whether you are labeled “the straight-A girl” or get the dunce stamp, it puts you apart from the rest and people suffer from that for the rest of their lives. Everybody should be assessed on their merits and allowed to feel equally worthy in society. I would support any initiative that could bring this about.
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.

\(^1\) See the ACLC website for the full text of this internal document: www.hum.uva.nl/aclc further under research.
Figure 1. Schematic representation of ACLC’s research programme

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 (CSCA).

Note that these research themes do not coincide with research groups. As will be shown below, research groups 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. 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. In 2010 the Board consisted 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 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 2010 was Dr Sible Andringa (deputy: Dr Tamás Biró) and the PhD representative Joke Schuit (deputy: Karin Wannooij). In the case of the postdoc and PhD representatives the deputy usually takes on the full responsibility the following year. The Advisory Board thus consists of six people (not including the director who acts as chairperson), but the deputies can be consulted on some matters making a Board of twelve people.
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 2010](image)

**Figure 2. Organogram of the ACLC in 2010**

1.3.5. PhD meetings

The PhD candidates of the ACLC have regular meetings with the ACLC coordinator. The ACLC director attends these meetings when possible. Below follows a report by PhD candidates Mirjam Trapman and Jan-Willem van Leusen on these meetings:

**ACLC annual report – Summary of PhD meetings**

**Introduction**

Several times a year all ACLC PhD students get together with coordinator Els Verheugd-Daatzelaar and director Kees Hengeveld. During these meetings the PhD students are informed about important announcements coming from the ACLC and get a chance to ask questions, discuss problems and inform each other about their experiences, for instance with courses they attended. 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. Because of this, attendance at the PhD meetings is strongly encouraged and involvement in the PhD meetings is included in PhD students’ individual progress reports.

**Important topics discussed in 2010**

**New PhD candidates**

In 2010 seven ACLC PhD students started their projects. Sterre Leufkens and Vadim Kimmelman both applied successfully for NWO funding for their projects *Transparency in language. A typological study* and *Information structure in Sign Language of the Netherlands and Russian Sign Language* respectively. Heimir Vidarsson started on his project *Variation and Change in Morphological Case Marking in Dutch*, Renee Clapham began working in the project *Automatic evaluation of voice and speech intelligibility following treatment of head and neck cancers*. Sophie ter Schure started within the university priority program Brain and Cognition with the project *Category learning across linguistic, visual and social-emotional domains*. Finally, Margot Kraakamp became a PhD candidate in the project *Semantic versus Lexical Gender Agreement in Germanic*. Finally, Lucía Contreras García works at the ACLC on the PhD project *Grammar in 3D: On linguistic theory design* with a grant from the university of Oviedo. In some very good news it was announced that 5 vacancies for PhD students would be available from September 2011.

**LOT winter school**

An important theme during the meetings was the organization of the LOT Winter School, which took place at the University of Amsterdam in January 2011. Josefien and Hadil took a large part in organizing the event and creating the programme. Several other PhD students also helped out with some smaller organizational tasks. An important new feature of the LOT school was the so-called Master Classes. The Master Class will bring together interested students with the professors teaching in LOT school, allowing them to present their work and get feedback, thereby deepening their understanding of those issues directly related to their specific projects and research questions.

**Midterm review**

The upcoming midterm review of the ACLC was also discussed several times in the meeting. One point of criticism was the small amount of space and equipment available at the laboratory. In response to this criticism, the ACLC have requested funding for equipment in cooperation with the Utrecht Institute of Linguistics. Another minor point was that ACLC researchers should pay some more attention to advertising their research. Regardless, the overall judgement was quite positive.

**Supervision**

A special point of interest this year was the supervision of PhD candidates: their expectations, frequency of contact with the supervisor, etcetera. From the discussion, it was concluded that there is enormous variation between candidates in this respect, and that their needs are too different to come up with a standard
protocol for supervision. Nevertheless, it is important that PhD students indicate how often they want to see their supervisor.

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 winter school at the Free University and the summer school in Nijmegen were evaluated, as well as some other courses, e.g., a summer school on the documentation of endangered languages, two eye tracking workshops, the courses NWO Talent Classes, ‘Write it Right’, and Career Advice. Kees Hengeveld took the initiative in creating a Veni/Rubicon class for ACLC PhD students in order to successfully apply for a grant.

Thanks
On a final note, we would like to thank several PhD students for their organizational efforts in 2010: Joke, as the PhD representative on the ACLC advisory board. Karin, as the back-up representative on the ACLC advisory board. Hadil and Josefien, for taking place in the LOT committee preparing the winter school 2011 at the UvA. Titia, for taking place in the Graduate Studies Committee as the ACLC PhD representative Mark, Katja, Karin and Jan-Willem for organizing the NAP-dag. Katja and Jan-Willem for embodying the borrelcommissie. Esther, Josefien, Loulou and Hadil as PhD mentors. Tessa for organizing the monthly PhD lunch. Joke for organizing the intervision meetings. Marcel and Renee as webmaster and Mirjam for managing the mailing list. Joke, Tessa, Marcel, Hadil, Karin and Jan-Willem for chairing the PhD meetings or providing the minutes, and Mark and Josefien for presenting their work during the meetings.

1.3.6. Postdoc meetings

The ACLC postdocs meet regularly. Sible Andringa, the 2010 postdoc representative in ACLC’s Advisory Board, reports on these meetings.

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. As a member of the advisory board, the postdoc representative participates in all advisory board discussions and has a vote in the decisions that are made. In 2010, these concerned issues about co-authorship, ethics approval, and the selection of new PhD students.

The postdoc representative informs his or her colleague postdocs about ongoing ACLC affairs and brings any concerns that postdocs may have to the ACLC advisory board meetings. The ACLC postdocs meet each other 2 to 3 times a year at informal lunches, where we discuss the progress we make in our research, our
career perspectives, and whatever else comes up. We also elect the next advisory board representative at these lunches. It has to be said that it can be difficult to find new representatives. This is not because no-one wants to, but because postdoc appointments tend to be quite short. This is why postdoc representatives stay on for one year only. If the postdoc representative cannot attend a meeting, his or her ‘back-up’ representative will attend. The back-up automatically becomes the new representative the following year. Tamas Biró was my back-up, and so he is the 2011 postdoc representative; Tuba Yarbay Duman is his back-up.

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 e-mail consultations. The Advisory Board 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 website.

The progress interviews with the 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.

Through a monthly newsletter individual members of staff are informed about important developments, upcoming events, organizational matters 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 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.

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2 [www.hum.uva.nl/aclc](http://www.hum.uva.nl/aclc) further under internal communication, then minutes.
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 programme 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 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. In 2010 a number of projects were funded in the context of the research focus area. One of these, Category formation, is co-organized by Paul Boersma. As part of this project, Sophie ter Schure started in 2010 with the PhD project Category learning across linguistic, visual and social-emotional domains. The ACLC continued its series of Learnability Lectures as part of the ACLC Seminar (see the Seminar programme in Appendix 3).

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, Theoretical Linguistics, and Language Variation and Change are possible. Foreign students may also apply. The two-year research MA programme Linguistics draws on the courses in the one-year programme but also has its own specialized courses. This programme recruits a limited number of students of high quality; foreign students as well as Dutch students may apply. In 2010 the two-year research master had 8 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 two-year 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. A new honours programme will be implemented in 2011.

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 1. ACLC staff 2010 as compared to 2009\(^3\)

<table>
<thead>
<tr>
<th>Staff</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured staff</td>
<td>10.73</td>
<td>11.64</td>
</tr>
<tr>
<td>Professors</td>
<td>2.74</td>
<td>2.65</td>
</tr>
<tr>
<td>Senior lecturers</td>
<td>2.08</td>
<td>2.76</td>
</tr>
<tr>
<td>Lecturers</td>
<td>5.91</td>
<td>6.23</td>
</tr>
<tr>
<td>Non-tenured staff</td>
<td>26.22</td>
<td>27.93</td>
</tr>
<tr>
<td>Professors</td>
<td>0.72</td>
<td>0.60</td>
</tr>
<tr>
<td>Postdocs</td>
<td>9.80</td>
<td>11.05</td>
</tr>
<tr>
<td>PhD candidates</td>
<td>15.70</td>
<td>16.28</td>
</tr>
<tr>
<td>Total research staff</td>
<td>36.95</td>
<td>39.57</td>
</tr>
<tr>
<td>Supporting staff</td>
<td>1.20</td>
<td>1.20</td>
</tr>
<tr>
<td>Total staff</td>
<td>38.15</td>
<td>40.77</td>
</tr>
</tbody>
</table>

Table 1 shows a slight decrease in both tenured and non-tenured staff sizes from 2009 to 2010. The reduction in tenured staff is due to the fact that researchers leaving the UvA are not always 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.

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 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](http://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

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\(^3\) See Appendix 2 for an overview per individual staff member.
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 such cases the ACLC has the task to look carefully at the desired structure of research staff. No new postdocs joined the ACLC in 2010, but several applications were prepared for the 2011 funding procedures.

**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. Sometimes part of the available positions are used to collaborate with an external party providing 50% of the necessary funding. In 2010, collaboration with the Meertens Institute led to the appointment of Heimir Vidarsson who started in February working on his project *Dutch diachronic case variation in the verbal domain: the role of deflection.* Collaboration with the NKI, the Dutch Cancer Institute, led to the appointment of PhD student Renee Clapham for the project *Automatic evaluation of voice and speech intelligibility following treatment of head and neck cancers.* In a regular appointment, Sophie ter Schure started within the university priority program Brain and Cognition with the project *Category learning across linguistic, visual and social-emotional domains.*

**PhD candidates externally funded**

In some externally funded projects (NWO or other grant giving bodies) positions are awarded for PhD candidates. In 2010 Sterre Leufkens and Vadim Kimmelman both applied successfully for NWO funding for their projects *Transparency in language. A typological study* and *Information structure in Sign Language of the Netherlands and Russian Sign Language* respectively.

ACLC professors are regularly approached to supervise PhD candidates who have their own funding. Frequently such candidates are working at universities abroad. 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 2010 Lucia Contreras Garcia started the project *Grammar in 3D: On linguistic theory design* with a grant from a Spanish bank. Marc Bavant started with the project *A comparison of resultative passives in Old Persian, Basque and Georgian.*

**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. In 2010 Margot Kraalikamp became a docent-promovendus with the PhD project *Semantic versus Lexical Gender Agreement in Germanic.*
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 Technology Transfer 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 programma 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, English academic writing 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 intervention 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 instance within the COST programme Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment. Individual PhD candidates are encouraged to spend some time at another institution. For instance, in 2010 Tessa Verhoef visited the Center for Research in Language at the University of California, San Diego.

2.2. Resources, funding and facilities
2.2.1. Financial situation

The figures for 2010 as compared to 2009 are given in Table 2.

Table 2. Funding and expenditure for ACLC 2010 as compared to 2009

<table>
<thead>
<tr>
<th>Funding (in k€):</th>
<th>2010</th>
<th>percentage</th>
<th>2009</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct funding</td>
<td>1236,34</td>
<td>53%</td>
<td>1409,72</td>
<td>55%</td>
</tr>
<tr>
<td>Research funds</td>
<td>986,62</td>
<td>42%</td>
<td>1047,15</td>
<td>40%</td>
</tr>
<tr>
<td>Contracts</td>
<td>72,01</td>
<td>3%</td>
<td>68,66</td>
<td>3%</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>2341,28</td>
<td>100%</td>
<td>2571,85</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure (in k€):</th>
<th>2010</th>
<th>percentage</th>
<th>2009</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel costs[1]</td>
<td>2341,28</td>
<td>98%</td>
<td>2571,85</td>
<td>98%</td>
</tr>
<tr>
<td>Other costs</td>
<td>51,69</td>
<td>2%</td>
<td>54,18</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>2392,97</td>
<td>100%</td>
<td>2626,03</td>
<td>100%</td>
</tr>
</tbody>
</table>

A comparison of the figures of 2009 and 2010 shows that there is a slight increase in the proportion of funding through external research funds and contracts: from 43% in 2009 to 45% in 2010. This continues a gradual development over the last ten years.

2.2.2. Policy

Staff
The ACLC has had to face a gradual reduction in permanent staff over the last ten years, which seems not to be coming to a halt. The general policy has been to invest a lot of energy in the acquisition of externally funded projects to compensate for the loss of tenured staff. 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, PhD candidates 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 2010. ACLC researchers were involved in the organization of 9 conferences and workshops, 6 of which took place at 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, 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

Many 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, Els Verheugd, for 16 hours per week, and a secretary, Marijke Vuijk, for 16 hours a week. The webmaster, Renee Clapham, 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 structural 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).

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 2010 this target was achieved easily (see Table 2), and has reached a level of 45%.

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 his/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. 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 1997-2010. This table has been adapted as compared to earlier reports in the sense that the data at which a manuscript is handed over to the committee is seen as the completion date. In doing so we follow the policy of the faculty to considere these projects on time. The reason for this is that the various administrative steps that lead up to a thesis defence take four months on average, during which the candidate is not actually working on the thesis.

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; two such were awarded in 2010. 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. It is too early to tell what the results for 2006 will be, due to extensions received by some candidates.

Table 3: Success rate and duration of financed PhD projects in intake years 1997-2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of successful PhD’s</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>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<td></td>
</tr>
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<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
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<td></td>
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<td>2004</td>
<td>14</td>
<td>10</td>
<td>0</td>
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<td>8</td>
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<td>2005</td>
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<tr>
<td>2006</td>
<td>3</td>
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<tr>
<td>2007</td>
<td>3</td>
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<tr>
<td>2008</td>
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<tr>
<td>2009</td>
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<tr>
<td>2010</td>
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</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- 2010

<table>
<thead>
<tr>
<th>Table for report 1997-2010</th>
<th>n</th>
<th>male</th>
<th>fem</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A university</td>
<td>94</td>
<td>18%</td>
<td>19%</td>
<td>37%</td>
</tr>
<tr>
<td>B research</td>
<td></td>
<td>11%</td>
<td>13%</td>
<td>23%</td>
</tr>
<tr>
<td>C prof. work</td>
<td></td>
<td>13%</td>
<td>20%</td>
<td>33%</td>
</tr>
<tr>
<td>D self employed</td>
<td></td>
<td>1%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>E unemployed/unknown</td>
<td></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 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 56% were women. Women are slightly less succesful in obtaining an academic position (categories A and B) compared to men: 57% of the female PhDs as compared to 66% of the male PhDs obtained such a position. Proportionally more women 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,

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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).
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 (see 3.3.).

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 called *Linguistics in Amsterdam* (see [www.hum.uva.nl/aclc](http://www.hum.uva.nl/aclc) under Working Papers and 3.1.2. below) Postdocs meet regularly during lunchtime to discuss points 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 (see 3.3). Individual staff members are interviewed if there appear to be problems in producing work at the required level. The interviews are conducted by the ACLC director together with the professor 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 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 before they start. That was in 2008 for the groups as they worked in 2010. Each group is approved for a limited period (currently 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 2010 collaboration between the members of the ACLC continued, 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. The electronic journal *Linguistics in Amsterdam* (LiA, [http://www.linguisticsinamsterdam.nl/](http://www.linguisticsinamsterdam.nl/)) publishes work by ACLC members, and this work is discussed in LiA meetings that form part of the ACLC Seminar series (see below). In 2010 LiA was under the editorship of Judith Rispens and Hedde Zeijlstra.

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. Recent publications that appeared in Linguistics in Amsterdam are discussed in dedicated sessions as part of the ACLC Seminar. 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 2010 all were invited to a boat trip through 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 Cognitive Science Center Amsterdam (CSCA). 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 Prof Dr Anne Baker is a member of the CSCA board on behalf of the ACLC. 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. 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 Frisian 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 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 Honseelaar. The Dutch Cancer Institute (NKI) finances a chair in Oncology-related communication disorders.

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. For instance, Enoch Aboh works on a project on functional categories in analytic languages together with the University of Leiden. Research on oncology related voice and speech disorders is carried out in close collaboration with the Netherlands Cancer Institute. There are various PhD projects being carried out in collaboration between the ACLC and the Meertens Institute as well as the Frisian Academy.

Cooperation with universities abroad takes place in a number of projects, such as the COST programme Language Impairment in a Multilingual Society: Linguistic Patterns and the Road to Assessment, projects with the ‘Groupe Européen de Recherches en Langues Créoles’ (CNRS), and 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). The researchers on Functional Discourse Grammar work together with other international centres of FDG-research for example in Denmark and Brazil. Otto Zwartjes works together with the universities of Oslo and São Paulo, and with CIESAS, Mexico in his project on
Missionary Linguistics. Olaf Koeneman and Hedde Zeijlsta collaborate with the NORMS group in Tromsø. 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 2010 five PhD degrees were awarded, four internal candidates and one external (see Appendix 6). Judith Rispens was awarded a Partnership Programme in Science Selection Board grant-in-aid as a contribution towards a workshop on the role of morpho-phonology in language and literacy development and disorders. Jan Don received as a co-applicant an NWO investment grant for the project Taalportaal, and Anne Baker and Kees Hengeveld were each awarded an NWO grant for an individual PhD project.

   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 is an editor 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, 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, Judith Rispens in Afasiologie.

   The staff members were also active in organizing conferences both internationally and nationally. The ACLC (co-)organized the workshops Verb movement: Its nature, triggers, and effects, Taalontwikkeling en de maatschappij,

The ACLC was well represented in research organization in 2010 (see Appendix 5). Internationally, for example, Rob Schoonen is member of the TOEFL Committee of Examiners at Educational Testing Service, Kees Hengeveld is president of the International Functional Grammar Foundation and Folkert Kuiken is member of the board of AILA. Cecilia Odé is representative on the board of MAPRYAL. To give some examples at the national level, Aafke Hulk is member of the Fachberat MPI Nijmegen, 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 is chairman of the NWO commitee for Endangered Languages.

3.3. Internal evaluation

The bonus awards were given by the ACLC to ten individual ACLC members, both senior and junior, on the basis of excellent work. For 2010 excellence criteria included publishing in A-journals, publishing important research monographs, and publishing books making scientific results accessible for a professional audience. For excellence in 2010 the bonus awards were awarded to Florien van Beinum, Paola Escudero, Marcel Giezen, Margriet Heim, Frans Hilgers, Olaf Koeneman, Margot Rozendaal, Petra Sleeman, Manfred Woidich and Hedde Zeijlstra. A bonus was also awarded to those PhD candates who finished their PhD within the set time limits: these were given to Lotte Henrichs and Niels Smit.

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: Florien van Beinum co-authored a book on the methodology of documenting the early phases of the acquisition of speech; Margriet Heim co-authored a book on the COCPvg programme, which aims at improving the communication with the multiply handicapped. Folkert Kuiken co-edited a handbook on Dutch as a Second Language in adult education. As of 2010 the ACLC stimulates the publication of books like this by making them one of the target categories for the publication bonus.

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/. A
website designed by Cecilia Odé on the issue of language endangerment is now available in Dutch, English, Russian, Spanish and Portuguese: http://endangeredlanguages.nl. 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 2010 remained stable as compared to 2009: the average number of refereed academic publications went from 4.5 per senior research fte to 4.7 per senior research fte. The number of academic articles in refereed journals went up from 31% to 35%. The current policy of encouragement for publication in top journals clearly continues to bear fruit: of the 53 articles, to the extent that these could be classified\textsuperscript{5}, 14 were published in an A journal and 12 in a B journal. Four monographs and 19 edited volumes were published in 2010 and the members were also active in making their results available to professionals in the field.

Table 5: Aggregated publication results of the ACLC\textsuperscript{6}

<table>
<thead>
<tr>
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<th>2010</th>
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<tbody>
<tr>
<td>1 Academic articles and chapters</td>
<td>a. refereed journal articles</td>
</tr>
<tr>
<td></td>
<td>b. non refereed journal articles</td>
</tr>
<tr>
<td></td>
<td>c. refereed book chapters</td>
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<tr>
<td></td>
<td>d. non refereed book chapters</td>
</tr>
<tr>
<td>Total</td>
<td>122</td>
</tr>
<tr>
<td>2 Academic monographs</td>
<td>4</td>
</tr>
<tr>
<td>3 Academic monographs and journal volumes edited</td>
<td>19</td>
</tr>
</tbody>
</table>

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

\textsuperscript{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.
<table>
<thead>
<tr>
<th>4 PhD theses</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Professional and popularizing publications and products</td>
<td>28</td>
</tr>
<tr>
<td>6 Lectures, posters and reviews</td>
<td>266</td>
</tr>
</tbody>
</table>

3.5.2. Publication qualitative overview

As indicated in the quantitative overview, ACLC members produced several outstanding publications in 2010: articles in top international journals, books with top international publishing houses, and books making the results of scientific research available to professionals. Here are some examples (ACLC authors in boldface):


3.5.3. Prizes and awards

Internal excellence awards were given to 10 researchers (see 3.3). On July 8, 2010, ACLC’s Paola Escudero won the highly prestigious Heineken Award for Young Investigators.
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
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.
   c. The faculty’s research priority areas provide space for new contracts.
4. Threats
   a. The smaller languages are under serious threat and this is affecting the number of staff employed in these sections.
   b. 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 now well on its way, 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 increases 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. Functional Discourse Grammar
7. Grammar and Cognition
8. Iconicity in language use, language learning, and language change
9. Language Creation
10. Multiparty Discourse and Anthropology of Education
11. Oncology-related Communication Disorders
12. Revitalizing older linguistic documentation
13. Sign language grammar and typology
14. SinoKwa
15. Tundra Yukaghir
16. 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:
http://www.fon.hum.uva.nl/katerina/, http://home.medewerker.uva.nl/k.e.wanrooij/,
http://www.fon.hum.uva.nl/janwillem/,
http://home.medewerker.uva.nl/s.m.m.tereschure/


Participants in 2010:
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)
Kateřina Chládková (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte),
Karin Wanrooij (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte),
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
Sophie ter Schure (ACLC/CSCA), PhD candidate in the Brain & Cognition project
**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 (at least) 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.

![Diagram](image)

**Overview of progress in 2010:**
Benders and Wanrooij started to use the new equipment: Benders uses the eye-tracker to investigate 9-months-olds with the Anticipatory Cue Weighting paradigm
that she developed together with Dorothy Mandell, and Wanrooij uses EEG to
investigate distributional learning of vowels in 2-months-olds.

Boersma & Chiádková won an award for one of the best papers at Interspeech
2010, which develops a maximum-likelihood method for analysing continuous data
from discrimination experiments.

A major research question in the group is the nature of phonological features,
around which many of the experiments revolve. From the theoretical side, Norval
Smith combined OT with Dependency Phonology, attempting to avoid purely
articulatory phonetic definitions in favour of a more perception-based set resembling
that proposed by Jakobson, Fant & Halle; a major difference, however, is the
abandonment of binary features, which has proved profitable in the analysis of vowel
harmony.

Ter Schure started as a PhD candidate in the new CSCA project and is based
in the P building at the Roeterseiland, where several others of our group are also
spending their Tuesdays.

Escudero discovered that zebra finches weigh acoustic cues in the same way
as Dutch human adults, and that multilinguals; second language helps the learning of
minimally different words in a third language. In January 2011, she starts a new job
as an associate professor at MARCS Laboratories in Sydney. She will still come to the
CSCA project as a visiting professor during three months in each of the coming four
years.
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, funding by NWO, and funding from the Amsterdam City Council.

Members in 2010

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

Non-tenured researchers
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
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 Duijm
Project: *Aspects 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*

**Associated researchers**
Nivja de Jong (Utrecht University)
Project: *What is speaking proficiency? Unraveling second language proficiency*

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**Overview of progress in 2010**

**Major events**

*PhD candidates*

PhD candidate Lotte Henrichs, who successfully applied for a postdoc position at Utrecht University in 2009, defended her thesis in April 2010. PhD candidate Loulou Edelman defended her thesis in October 2010. Jimmy Ureel, Marije Michel and Catherine van Beuningen completed their theses in 2010, to be defended in January, March and April 2011, respectively. Marije Michel won the student abstract award at the 2010 Eurosia in Reggio Emilia in Italy.

*Invited talks.*

Jan Hulstijn was invited as keynote speaker at the 2010 Annual conference of the European Association for Language Testing and Assessment, held in The Hague. Rob Schoonen and Jan Hulstijn were each invited speakers at the *Symposium on Approaches to the Lexicon*, hosted by the Copenhagen Business School, December 6-8, 2010.

*Special publications*

2010 saw the publication of the first Open-Acces book in which CASLA members were involved, entitled *Communicative proficiency and linguistic development,*
published under the auspices of the European Second Language Association and edited by Ineke Vedder, Inge Bartning (Stockholm) and Maisa Martin (Jyväskylä). The book, containing chapter contributions of Folkert Kuiken, Ineke Vedder, Rob Schoonen and Jan Hulstijn, can be seen as an offshoot a group of European researchers first brought together at a workshop organized by our group in 2006. Folkert Kuiken published (together with Anne Ribbert) an article entitled \textit{L2-induced changes in the L1 of Germans living in the Netherlands in Bilingualism, Language and Cognition}. Together with Sarah Droge he published the \textit{Woordenlijst Amsterdamse Kinderen}, a vocabulary list containing 10.000 words, designed for pupils in Dutch elementary schools. A digital version of the list is available at \url{www.digiwak.nl}.

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

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

In her project Accessibility of semantic networks in the mental lexicon of Dutch L1 and L2 children, PhD candidate Marjolein Cremer (first supervisor Rob Schoonen) found that individual differences in reading comprehension can (to a small extent) be accounted for by differences in accessibility of semantic word knowledge, beyond the variance accounted for by word decoding and availability of semantic knowledge. Furthermore, differences in reading comprehension between mono- and bilingual children disappear when differences in availability, and to a lesser extent accessibility, are taken into account.

Folkert Kuiken found (together with Sarah Droge and Eva Suijkerbuij) that half of the more than 800 preschool teachers in Amsterdam do not have reached the language proficiency level in Dutch which is required for that function. As a consequence the Amsterdam City Council has started a vast training programme in order to improve their proficiency level.

In the framework of the NWO-funded project \textit{Studies in Listening Proficiency}, Rianne Hoek, student in the research master cognitive science, conducted an experimental study. Participants (N = 66) were adult native speakers of Dutch (age range 16-35) with either higher education (HBO and university; n = 29) or lower education (NBO; n = 37). Participants were tested on their working-memory (WM) capacity (digit span), they filled out a questionnaire regarding the quantity of their reading and writing activities (linguistic experience) and they performed a self-paced listening task, using four different types of sentences that differed in syntactic complexity. On the basis of Hulstijn’s language-proficiency model, making a distinction between basic and higher language cognition, Hoek predicted that complex sentences would be processed (paced) more slowly than simple sentences and that the variance in the pacing times of complex sentences would be explained by WM memory, linguistic experience and level of education. However, linguistic experience and level of education were not found to be associated with pacing times. This finding therefore potentially challenges Hulstijn’s language-proficiency model.

For most projects, the year 2010 was a year of writing up the findings, briefly reported in last year’s annual report, and submitting them for publication. The time span from date of submission to date of publication for journals in our field is long. For instance, the paper \textit{Facets of Speaking Proficiency} (De Jong, Steinel, Florijn, Schoonen & Hulstijn) was submitted in early March 2010, the revised version was accepted in October 2010, and it has been scheduled to appear in March 2012.
Quotes from papers published in 2010

"The way in which adults position children during spoken discourse has a strong influence on the nature of the conversation, and on the opportunities created for children’s own creative contributions to the particular discourse. It seemed that when the social relationships were thus shaped, ample opportunity was created for knowledge transfer and co-construction, and the content of the conversation (field) and the structure of the conversation (mode) followed accordingly." (p. 202)

"It would be fascinating to examine at which CEFR level the language proficiencies of adult native speakers begin to differ. Is A2 the highest level shared by adult native speakers or do they share as much as B1? Our view of L2 proficiency at different CEFR levels might undergo some fundamental changes when we take differences in native speakers’ language proficiency into account “ (p. 237).
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, some additional funding from KUL-Leuven and the Polish Embassy Belgium

Participants in 2010

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 2010

1. Throughout the year: monthly meetings and consultations with native informants;
3. Thematic focus: “Open repetition vs. closed repetition and its aspectual consequences.”
4. Workshop “New perspectives on Slavic aspect: Integrating insights from diachrony and linguistic theory” Leiden, 10-11 September 2010 (LUCL, Leiden University)
4.1 Lecture and discussion: Current research in comparative Slavic aspectology (Barentsen)
4.2 Presentation and discussion: Current projects of the Amsterdam Research Group in Slavic aspectology (Kalsbeek)
5. Consultations Jaap Kamphuis, PhD-student (Leiden). (Barentsen)
6. Consultations BA-theses: - D. Dragušin “Vergelijking van het aspectgebruik in de imperatief tussen het Russisch en het Servisch en Kroatisch” (Kalsbeek / Barentsen )
7. I. Šimičević “De Servische/Kroatische conditionals in de functie van het weergeven van een herhaalde handeling in het verleden” (Kalsbeek )

**Overview of progress in 2010**

We have gained considerable insights in the aspectual behaviour in predicates expressing ‘open’ (unbounded, unquantified) cq ‘closed’ (bounded, quantified) repetition. It was already clear that there are quite considerable discrepancies between the aspectual systems of individual Slavic languages. The formal expression of repetition shows quite formidable variation, with Croatian boasting a specialised construction (akin to the English ‘would’ habitual) and Polish with syntactic possibilities that are lacking in other languages, most notably Russian. All of these findings further confirm the general, typological East-West opposition within the Slavic language family concerning aspect.
4. Crosslinguistic semantics

Coordinator: Frank Veltman

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 2010:
After having met about once a month to become familiar with other’s work, researchers started all kinds of successful collaborations. In the near future the group will start again with monthly meetings.

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.

In preparation: A joint ACLC/ILLC project proposal on Imperatives for NWO’s free competition. The goal of this project would be to investigate what part of the meaning of an imperative is due to its semantics and what to its pragmatics and to what extent languages vary in this respect.
5. DP/NP: structure, acquisition and change

Coordinators: Harry Perridon & Petra Sleeman

Webpage: http://www.hum.uva.nl/aclc/dpnpcf

Participants in 2010: 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 2010: The research group suffered a severe blow by the sudden death of one of its members, Hans den Besten. He will be sorely missed by all of us. As a small tribute to his memory our book The Noun Phrase in Romance and Germanic. Structure, variation and change was dedicated to him.

In the introductory chapter of this book (‘The noun phrase in Germanic and Romance: Common developments and differences’ the editors Harry Perridon & Petra Sleeman try to show that Longobardi & Guardiano (2009) are on the wrong track when claiming that syntactic change is very slow, and that synchronic variation in the structure of the DP/NP across languages might therefore reveal the genetic relationships between these languages. Discussing the similarities and differences between Germanic and Romance languages in the ways they integrated the new category of definiteness in their grammatical systems, Perridon and Sleeman pay attention to word order (pre- and postposition of adjectives, possessives and genitives and other possessive constructions) and morphology (‘strong’ and ‘weak’ declension of adjectives in Germanic). One of the striking innovations of the Germanic languages is the development of ‘determining genitives’, i.e. prenominal possessive constructions that function as definite determiners. It is remarkable that these constructions have developed separately in the individual languages and dialects, which suggests that their grammars were all to some extent ‘geared’ to the same solution, when the case system broke down.
The development of one such prenominal genitival construction was the subject of an investigation into the origin and development of the $\textit{s}$-genitive in Danish by Harry Perridon. The development of the $\textit{s}$-genitive in English and Swedish has often been used as a prime example of a counterdirectional change, i.e. a degrammaticalisation, which would invalidate the main claim of ‘grammaticalisation theory’ that grammatical change only proceeds in one direction: from ‘lexical’ to ‘grammatical’, from content to function. Perridon found, however, that the so-called ‘cline of grammaticalisation’ is not properly defined and, that the unidirectionality hypothesis therefore has little or no content.

In several presentations, Petra Sleeman argued that Cinque’s (2010) analysis of (reduced) relative clauses as being merged within the functional projections of the NP cannot be correct. She discovered furthermore that, in an elicitation test, beginning Dutch L2 learners of French often make their choice of the article in French based on the specificity setting of the article parameter and not based on the definiteness setting of their L1 and L2. In a presentation of research on this subject with Viviane Deprez and Hakima Guella at the GALANA conference in Toronto, instead of a semantic account, as in Ioin et al. (2004), a pragmatic account was proposed. On the basis of Horton & al. (1996) and Keysar et al. (2000), they showed that adults can be egocentric in communication, i.e. do not always take their interlocutor’s knowledge into account, especially when their computational capacities are taxed, as in L2 processing. They argued that when the L2 learner becomes more proficient, processing the L2 becomes computationally less taxing, which accounts for the fact that less specificity-biased errors are made by more proficient L2 learners.

Aafke Hulk & Elisabeth van der Linden found that grammatical gender, both in Dutch and in Romance, is ‘vulnerable’ in the sense that it requires a certain quantity (and quality) of input at an early age. For balanced bilingual children, however, they discovered that the ‘other’ language could also have a positive influence, largely compensating for the lower quantity of the input. These findings were published in the volume $\textit{New Directions in Language Acquisition}$, edited by Pedro Guijarro-Fuentes & Laura Domínguez.

In a paper published in $\textit{Linguistics}$ Robert Cirillo studied phrases that consist of a universal quantifier and a numeral, such as $\textit{alle drie, all three, alle drei, tutti e tre, tous les trois}$, etc., and offered a hypothesis on exactly what these ‘floating universal numeric quantifiers’ are, how they are formed, and whether they are present in all Germanic and Romance languages. In several presentations he argued furthermore that a negation marker that is embedded in a QP or a DP in the Germanic languages can be stranded, and that this is why sentences like $\textit{Iedereen heeft de film niet gezien}$ are ambiguous. Under the interpretation in which the quantifier $\textit{iedereen}$ takes scope over the negation marker, there is sentential negation and the negation marker originates in the specifier position of the phrase headed by the perfect auxiliary $\textit{heeft}$. However, under the interpretation in which the negation marker takes scope over the quantifier, there is constituent negation and the negation marker originates in $[\text{SPEC, DP}]$ or $[\text{SPEC, QP}]$ and is stranded.

Dana Niculescu analyzed Romanian measure phrases such as $\textit{pahar de apă}$ (‘glass of water’) as being headed by a semi-lexical category, in the form of N1. What is specific for Romanian measure phrases, however, is the fact that they occupy a very low position on the grammaticalization scale, preserving most of their lexical
properties, including the referent. As true quantity designators, they can constitute the answer to the question ‘how much?’.

The main results of Maria Aloni’s Vidi project (with Katrin Schulz and Angelika Port) in 2010 were (i) the completion of a cross-linguistic synchronic and diachronic corpus study on indefinites and (ii) the development of a framework for the analysis of epistemic indefinites cross-linguistically.
6. 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.

Websites:  http://www.hum.uva.nl/aclc/fdg.cfm,  
http://www.functionaldiscoursegrammar.info

Funding: UvA funding

Participants in 2010:
Kees Hengeveld (ACLC), senior researcher
Wim Honselaar (ACLC). senior researcher
Evelien Keizer (ACLC), senior researcher, coordinator

Chondrogianni, Maria (ACLC), external PhD candidate, project: A Functional Grammar account of the Greek mood system.
Lucía Contreras García (ACLC), PhD candidate, project: Grammar in 3D: On linguistic theory design.
Rafael Fischer (ACLC), PhD candidate, project: A descriptive grammar of Cofan.
Sterre Leufkens (ACLC), PhD candidate, project: Transparency in language: a typological approach.
Niels Smit (ACLC), PhD candidate, project: FYI: Theory and typology of information packaging.
Arok Wolvengrey (ACLC), external PhD candidate, project: Plains Cree syntax.

Marize Hatthner, visiting 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 2010**

During 2010 the FDG group divided its attention over two different topics. The first half year the group jointly prepared for the biannual FDG conference that took place in June 2010 in Lisbon. Nine members of the group presented their work at this conference on a variety of topics. The research of these members has in common that it elaborates aspects of the theory of Functional Discourse Grammar, newly introduced in 2008, in much greater detail. The second half of the year, apart from discussing ongoing research, the group was geared towards the joint preparation for the 2011 Barcelona workshop on Grammar and Context in FDG. A new feature of FDG is that it provides an interface between the grammatical component and the contextual component, the latter storing information about at least the preceding discourse and the situational context. This information is crucial for the understanding of a range of grammatical phenomena, such as passive, raising, reflexives, tense choices, etc.

The year 2010 furthermore saw the publication of Hengeveld & Mackenzie’s short presentation of Functional Discourse Grammar in *The Oxford Handbook of Linguistic Analysis*, edited by Bernd Heine and Heiko Narrog for Oxford University Press. This chapter will be an important point of reference for those wanting to become acquainted with FDG, and will also appear in Spanish, Portuguese and French translations. Among the many publications of the group there was furthermore the second volume of papers resulting from the 2008 London FDG conference, edited by Evelien Keizer and Gerry Wanders.

Niels Smit completed his PhD thesis *FYI: Theory and typology of information packaging*. Using FDG, he proposes a classification of informational articulations based on parameters that allow the formulation of typological generalizations. He subsequently shows on the basis of the comparison of 15 languages that these typological generalizations hold.

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 First International Conference on Functional Discourse Grammar, held in Lisbon in June 2010, and helped to maintain the FDG webpage. Evelien Keizer edited the *Web Papers on Functional Discourse Grammar* (WP-FDG, formerly WPFG).

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7. 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 2014, Marie Curie until 2012; UvA funding

**Participants in 2010:**

**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
- 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), external researcher
  **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 'wafeisin': 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**
- Akke de Blauw (ACLC), External PhD candidate
  **Project:** Precursors of Narrative Ability; Parental Strategies in Developmental Pragmatics
Marcel Giezen (ACL C), PhD candidate
project: *Speech and sign comprehension in children with a cochlear implant* (successfully defended in 2011)
Margot Kraikamp (ACL C), PhD candidate
project: *Semantic versus Lexical Gender Agreement in Germanic*
Aude Laloi (ACL C), PhD candidate
project: *SLI and executive functioning in the context of multilingualism*
Alies MacLean (ACL C), PhD candidate
project: *Variation in inflection: geographical variation in verbal and adjectival inflection*
Esther Parigger (ACL C), PhD candidate
project: *Language problems in children with Attention Deficit Hyperactivity Disorder (ADHD): a specific profile?*
Daniela Polisenska (ACL C), PhD candidate (successfully defended in 2010)
project: *Variation in inflection: first language acquisition*
Heimir Vidarsson (ACL C/Meertens), PhD candidate
project: *Variation and Change in Morphological Case Marking in Dutch*

**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 group focuses on language acquisition, language change, language variation and executive functioning and the way these aspects interact.

**Overview of progress in 2010:** 2010 has been a successful year for this research group. Several researchers made substantial progress, as illustrated in the brief descriptions below.

**Akke de Blauw** and **Anne Baker**, searching for individual patterns in the narrative ability of three children studied from 1;9 to 7;0 have found that, although they all are quite advanced at age 7;0, individual differences can already be seen at age 2;9.

**Anne Baker, Jan de Jong** and **Fred Weerman** obtained some preliminary results with older SLI children indicating that some aspects such as verbal inflection and gender assignment remain problematic even at age ten and older. This work will be further deepened by a PhD project that will start in 2011.

Focusing on the acquisition of grammatical gender **Fred Weerman** made an analysis of the role of different forms of learnability in language change. His work on the acquisition of gender by older SLI children (with Iris Duinmeijer and Antje Orgassa) suggests that the basic problem for these children is not so much a matter of knowledge but rather of performance. In his work on a corpus of 17th century Dutch (with Mike Olson and Robert Cloutier) he was able to show how a distinction can be made between case that is introduced ‘from above’ and case that disappears ‘from below’.

**Jan de Jong**’s work shows that Bilingual children with SLI differed from a group of typically developing age peers in their accuracy in marking for accusative in two obligatory contexts (in a sentence completion task). The same difference was witnessed in a grammatical judgment task.
In the project entitled 'When agreement doesn't agree', Nada Vasic and Elma Blom completed all experimental studies in 2010. The most important finding is that monolingual Dutch children, bilingual Turkish-Dutch children and monolingual Dutch children with Specific Language Impairment are all capable of detecting agreement errors in the verbal domain in online processing even though in speech production they exhibit agreement errors. We may thus conclude their knowledge of verbal agreement is intact. This does not hold for gender where errors in processing remained undetected.

For her Marie Curie project, Elma Blom investigated minority L1 children learning English L2 and found effects of the L1, frequency distributions and lexicon size on the acquisition of regular inflection. These findings indicate that L2 children acquire lexical and grammatical knowledge in a similar way, supporting a single mechanism approach to language acquisition.

In Judith Rispens VENI project, it was found that the presence of reading difficulties within a group of children with SLI determines sublexical processing, but not processing at the lexical level. Only children with SLI and reading difficulties have profound problems with repeating nonwords low in phonotactic probability, but children with only SLI and normal reading skills perform like the control children. Neighbourhood density did not influence word recognition in children with SLI regardless of reading difficulties, unlike normally developing children who showed poorer performance for items high in neighbourhood density.

Sharon Unsworth (Utrecht University), Leonie Cornips (Meertens Institute) and Aafke Hulk (University of Amsterdam/NIAS) made a first analysis of Dutch adjective inflection in the experimental production data of different populations of Dutch-English bilingual children, collected in their NWO-project on Early Child Bilingualism. The results indicate that once children’s knowledge of gender attribution is properly taken into account, simultaneous and successive bilingual children behave similarly to each other and similarly to monolingual children. Thus, use of the uninflected form is restricted to neuter nouns for all groups, although it is sometimes used in definite as well as indefinite DPs, and accuracy rates for neuter nouns remain lower for definite than indefinite DPs even when knowledge of gender attribution is taken into account. These results strongly support the hypothesis that there are no age of onset effects in the bilingual acquisition of adjectival inflection.

Aude Laloi explored the methodological aspects of the use of Executive Function tasks with bilingual SLI children and proposed a battery for the age group 6-8 years.

Jan Don set up a (series of) priming experiments in order to find out whether native speakers of Dutch morphologically parse irregular nominalizations (such as broken - breuk). From the viewpoint of Distributed Morphology in principle such parsing takes place even in those cases that have traditionally been analysed as purely stored forms.

Olaf Koeneman has completed a study on perfect doubling constructions in Dutch dialects and is currently involved in a meso-comparative analysis that tries to relate the Dutch constructions to similar constructions in German and Italian dialects. He is also writing up his research with Hedde Zeijlstra on the correlation between verb movement and rich inflection. With several researchers in the Dutch linguistics department he is also involved in the development of two research proposals to be submitted to NWO this year.
Hedde Zeijlstra continued his VENI-proj ect by further developing his theory of upward agree and by continuing his collaboration with MIT’s Sabine Iatridou on polarity effects in the domain of modality.

In ongoing work, Roland Pfau, in collaboration with colleagues from Göttingen and Zürich, attempts to account for sign language agreement without reference to modality-specific characteristics (such as a combination of thematic and syntactic agreement). The account they propose is purely syntactic in nature.

Anne Baker and Beppie van den Bogaerde compared the code-blending in three deaf and in three hearing children of deaf adults (Kodas) at ages 3;0 and 6;0 years. They found that the deaf children at age 3 are beginning to acquire spoken Dutch but they code-blend much less than the hearing children. At age 6 they are further in their development of Dutch and their code-blending increases but is still below that of the hearing children. The input does not change a great deal and remains different for both groups of children. The distribution of code-blend types is different between the two groups of children at age 3 and remains different at age 6. There are however some interesting shifts in both the children’s production and the input that are influenced by the factors input, general language development level and hearing status.

Marcel Giezen has completed his PhD project on speech and sign perception in deaf children with a cochlear implant (CI). The main conclusions from this project are that children with a CI continue to have difficulties in perceiving important speech sound distinctions, that signing experience does not negatively impact their speech perception abilities, and that the use of signs to support speech may facilitate spoken word recognition.

Heimir Vidarsson’s ongoing study of Old(er) Icelandic indicates that Icelandic is in some sense of the word ‘deflected’, but neither in the sense that the inventory of morphological case (suffixes) has been reduced nor in the sense that it has become less transparent. A comparative study of Middle Dutch indicates that scrambling across arguments is less common than one might expect from a rather rich morphological system. Possibly being a genre effect, more research is needed to substantiate these claims.

Margriet Heim also finished her research project. The 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. The programme is published and the final research report will be published in 2011.
8. 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 2010
Olga Fischer (ACLC), senior researcher, coordinator
Pascal Michelucci (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 ‘imagic’ 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 2010:** The volume of the sixth international symposium (held at the University of Johannesburg in 2007), which was delayed, has now been published. (see [http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=ILL](http://www.benjamins.com/cgi-bin/t_seriesview.cgi?series=ILL)).

After the successful seventh symposium on iconicity held in Toronto in 2009, the organisers, Olga Fischer, Christina Ljungberg and Pascal Michelucci have worked on the publication of a selection of the papers offered there which will be published by Benjamins in 2011. Of interest to the language section are papers by Hu (on the iconic nature of the characters and ideophones of Chinese), by William Herlofsky (on Japanese ideophones, both spoken and signed); by Mark Changizi (on visual and auditory aspects nature reflected in writing and speech); by Mark Dingemanse (on ideophones used in Siwoe, the language of the Mawu people in eastern Ghana), by Olga Fischer (on the fundamental iconicity to be found in most forms of reduplication in both signed and spoken language).

Also this year Olga Fischer and Christina Ljungberg have started preparing the eighth symposium, together with Lars Elleström, which will be held in Växjö, Sweden in June 2011. We have received abstracts from many countries, from scholars who have contributed before but also many newcomers showing that the project is flourishing. We have been able to invite Mark Turner and Masako Hirago as plenary speakers for the language section. It is worth noticing that two of our MA students (who followed the MA course ‘Linguistic Rust Removal: Iconicity in Language and Literature in 2010), Hans Mooijer and Ritva Itkonen, have had their abstracts accepted for this symposium.

Olga Fischer has continued to work on the influence of analogy in language change. She has especially considered how analogy works in processes of grammaticalization. Rather than looking at what happens on the output level, as is usually done by linguists working within this framework, she looks at what happens at the processing level. She argues that it is the speaker/hearer who is ultimately responsible for change. This casts a different light on the mechanisms and principles supposed to be at work in grammaticalization, such as the principle of unidirectionality, and the various semantic/pragmatic and syntactic clines currently used within the theory. Since analogy plays a crucial role in language learning, Fischer argues that it is more than likely that the same principle plays a role in language change. She illustrates how speakers analogize on various, both concrete and abstract levels of language, where both function and form, and the frequency of forms or constructions, are involved in the recognition of similarities between patterns. Naturally, many of these patterns are part of the conventional language
system on the basis of which the child learns his language, and Fischer is particularly interested in showing how a process of grammaticalization is steered and shaped by this system rather than by general principles or clines.
9. 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 2010:**
Enoch O. Aboh (ACL), senior researcher
Hans den Besten (ACL), senior researcher (-July 2010)
Margreet Dorleijn (ACL), senior researcher (2009-)
Kees Hengeveld (ACL), senior researcher
Norval Smith (ACL), senior researcher, coordinator

Ekaterina Bobyleva (ACL), PhD candidate, project: *The development of nominal functional categories in creoles: Towards a multidimensional model of creole genesis*
Rachel Selbach (ACL), PhD candidate, project: *Structure and development of Lingua Franca (1500-1900)*

Dik Bakker (ACL), associated researcher

**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 2010

The year 2010 was one in which the Language Creation group most unfortunately lost Hans den Besten (19th July), a top syntactician and a creolist whose work has revolutionized ideas on the creation of Afrikaans. This follows the death five years ago of Jacques Arends (16th August 2005).

This loss comes on top of the departure for China in 2009 of no less than three of our members, Umberto Ansaldo and Lisa Lim (Hong Kong) and Hugo Cardoso (Macao), and the departure for the Max Planck Institute for Evolutionary Anthropology in Leipzig of Sebastian Nordhoff in 2010.

All in all a severe loss of personnel for our group, which now only has three senior members, Enoch Aboh, Margreet Dorleijn and Norval Smith. Two AIOs remained in 2010, Ekaterina Bobyleva and Rachel Selbach.

While the year 2010 was an active one for our group, we marked time in terms of publications. The reason for this was that a number of articles completed in 2009 and 2010 form part of projects that will come to fruition in 2011 and 2012.

Firstly, the results of the Van Gogh project 30-670 'Topic, focus and reduplication: a cross-linguistic approach' (2007-2009) will be published as The morphosyntax of reiteration in creole and noncreole languages, edited by Aboh; Smith and Anne Zribi-Hertz (Paris VIII), and to be published by John Benjamins, containing two joint articles by Aboh and Smith is planned to appear in 2011. This was a project involving the Language Creation group and the Groupe de Recherche sur les Grammaires Créoles (Paris).

Secondly, the NWO Program Project 360-70-020 (2000-2004) grant (Muysken/Smith) publication is also planned for the end of 2011. The Trans-Atlantic sprachbund: Benin and Surinam, edited by Pieter Muysken (Radboud University Nijmegen) and Smith, and to be published by De Gruyter, will contain one article by Aboh, two articles and two appendices by Smith, and two joint articles by Aboh and Smith.

A third project, the Atlas of Pidgin and Creole Language Structures (APICS), edited by Susanne Michaelis, Philippe Maurer, Martin Haspelmath & Magnus Huber, and to be published by Oxford University Press, is planned to appear in 2012. This contains questionnaire data on Saramaccan by Aboh, Smith and Tonjes Veenstra (ZAS Berlin), and a survey article on Saramaccan by the same authors. In addition a
survey article on Early Sranan has been written by Margot van den Berg (Radboud University Nijmegen) and Smith.

A number of workshops and conferences were attended by all three senior members.

In April, a Workshop Pieter Muysken took place organized by the Radboud University Languages in Contact group (LinC) on the occasion of Pieter Muysken’s 60th birthday. Dorleijn gave a presentation, as did Aboh and Smith jointly.

In August Aboh and Smith gave presentations at the Kréyol workshop in Groesbeek, Gelderland, also organized by the RU Languages in Contact group (LinC).

In November, Smith was invited speaker at the Formal Approaches to Creole Studies II (FACS 2) conference in Berlin.
10. 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 2010:**
Anne Bannink (ACLC), senior researcher, coordinator
Jet van Dam van Isselt (ACLC), guest researcher, coordinator
Jonathan Leafer (Payap University, Chiangmai, Thailand)
Leo van Lier (Monterey Institute of International Studies, USA)
Remko Scha (ILLC, UvA)
Elin Derks (UvA)
Manon van der Laaken (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 2010:** This year we have been refining and further developing a dynamic discourse-based framework for describing what happens during lectures and classes at university and secondary school level. There were both scholarly and social motives to do so. On the one hand we feel the need to address reductionist notions of what constitutes the data in institutional multi-party interactions. In the digital learning tools we have developed we show that interactional ‘details’ (e.g. laughter, silence, body language, shifts in tone or gaze)
may crucially affect the course of events in engaging or frustrating the active involvement of learners. These often remain ‘under the radar’ of conventional research paradigms. This ties in with needs in the social domain. Increasingly young professionals are faced with extremely demanding workplace situations with minimal practical training. Our annotated database of videotaped teacher-learner encounters has triggered positive feedback from these groups of users. Proposals have been written up to extend our analyses to other types of workplace multiparty data, such as media talk and medical consultations.
11. Oncology-related Communication Disorders

Coordinator: Frans Hilgers

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

Funding: Rob van Son and Irene Jacobi have a position as Post-doc (0.8 and 1.0 fte, respectively) funded by an unrestricted research grant of Atos Medical AB, Hörgb, Sweden. Lisette van der Molen’s project is, in part, funded by Atos and the NKI-AVL. Renee Clapham’s project is funded by the Verwelius Foundation and the ACLC through the ‘matching program’ of the Faculty of Humanities.

Participants in 2010:
Frans Hilgers Coordinator; MD PhD, ACLC/NKI; chairman-emeritus Department of Head and Neck Oncology and Surgery, NKI-AVL
Michiel van den Brekel MD PhD, chairman Department of Head and Neck Oncology and Surgery, NKI-AVL
Annemieke Ackerstaff PhD, NKI-AVL (until retirement November 1, 2010)
Rob van Son PhD, Postdoc NKI-AVL
Irene Jacobi Sub-coordinator; PhD, Postdoc NKI-AVL
Corina van As-Brooks PhD, SLP, MBA; NKI-AVL (0.1 fte)
Maya van Rossum PhD, SLP, University of Leiden (advisor)
Lisette van der Molen SLP, PhD student at the NKI-AVL
Renee Clapham PhD student, ACLC, as of August 2010
Louis Pols Ir. PhD, emeritus professor ACLC

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, and/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 evaluation of short and long-term effects of different interventions is addressed in the research program. The intention is to contribute in this way to an further evidence-based approach to rehabilitation of oncology-related language and communication disorders.

Next to this, based on previous outcome, a pilot of a new rehabilitation program for preventive and prolonged therapeutically care of the head and neck
cancer patient group started in 2010, advancing the assessment of patient data in a systematic way for evidence-based research.

Since 2006, Lisette van der Molen is preparing her thesis about the functional side effects of chemo-radiation for advanced head and neck cancer (project title: Prevention of trismus, swallowing and speech problems in patients treated with chemo-radiation for advanced head and neck cancer). She has conducted a randomized control trial (RCT) in 55 patients with advanced functional and anatomical inoperable head and neck cancer treated with chemoradiotherapy. Randomization concerned two different preventive rehabilitation programs with data acquisition pre-treatment, and at 10 weeks, 6 months, 12 months and 24 months post-treatment. These data will allow the assessment of tumour, treatment and rehabilitation effects both on swallowing function and on voice and speech. In 2010 the short-term results (10 weeks posttreatment) of this RCT were published in Dysphagia. Next to this, she presented her results at several international conferences. Her PhD thesis will be finalized in the fall of 2011.

In August 2010, Renee Clapham started on a new PhD project “Automatic evaluation of voice and speech intelligibility following treatment of head and neck cancer”. Together with Catherine Middag of Ghent University we installed and tested their Flemish ASR for the use with Dutch patients.

Irene Jacobi and Rob van Son presented papers at the Interspeech 2010 conference in Tokyo (“Pre- and Short-term Posttreatment Vocal Functioning in Patients with Advanced Head and Neck Cancer Treated with Concomitant Chemoradiotherapy” and “Manipulating tracheoesophageal speech”, respectively).

Irene Jacobi is involved in the evaluation of postlaryngectomy voice and speech in the project on development of the third generation Provox voice prostheses, resulting in 2 peer-reviewed papers in 2010. Moreover, she is involved in another (multicentre) project on peristomal attachment of HME and speaking aids for laryngectomized individuals, which will be finalized in 2011.

**Research teaching activities:** In 2010 one MSc student in Brain and Cognitive Sciences at the UvA, Kim van Geemen, followed the tutorial on Oncology-related voice and speech disorders. As part of this tutorial, she wrote the paper “The effect of concurrent chemoradiation therapy on speech and voice outcomes in patients treated for advanced head and neck cancer”. This concerned a systematic literature review on 190 papers screened for relevance, 20 of which fulfilled the predefined inclusion and quality criteria. Her paper also included a study of the 2-year results for quality of life from Lisette van der Molen’s patient population (see above). Both elements of this paper will be part of the peer-reviewed papers of Lisette van der Molen’s thesis.
12. Revitalizing older linguistic documentation

Coordinator: Otto Zwartjes, Norval Smith

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

Participants:
Mauro Scorretti: (UvA/ ACLC) sebior researcher
Norval Smith (ACLC), senior researcher, coordinator
Manfred Woidich, (ACLC) senior researcher, emeritus professor
Liesbeth Zack (ACLC), senior researcher
Otto Zwartjes (ACLC), senior researcher, coordinator:
José Antonio Flores Farfán (ACLC), guest researcher.
Cristina Altman (Universidade de São Paulo, visiting scholar ACLC): Co-edition with Otto Zwartjes of Figueira’s grammar of Tupinambá (1621)
Rebeca Fernandez Rodriguez (Universidad de Valladolid, junior visiting scholar ACLC): PHd + edition of Vivar’s dictionary of Ilocan.
Dr. Henning Klöter (Taiwan Normal University) (associated researcher):
Anna Pytlowany (Leiden University) (Dutch grammars in India and Sri Lanka)
Toon van Hal (Leuven University) (Renaissance Linguistics, Western grammars of Sanskrit)

History:
This research group is based on a fusion of two subprojects already existing within the ACLC prior to 2006: Missionary Linguistics (Zwartjes) and “Phonological reconstitution of extinct dialects or languages”, (Smith). In this group two directions are combined: the History of Linguistics and Historical Linguistics. The new structure opened new horizons since different individual projects came together.

Description: The objective of the research project “Revitalizing older linguistic documentation” is twofold: 1-Historical linguistics, and 2-History of Linguistics. The first objective concentrates on descriptive aspects, such as the reconstruction of linguistic data based on pre-modern linguistic documentation, the second aims at the reconstruction, analysis and perception of early-modern descriptive models.

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 focused 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 2010:** The group organized the Sixth International Conference on Missionary Linguistics at the Research Institute for Languages and Cultures of Asia and Africa (ILCAA)/ Tokyo University of Foreign Studies (TUFS). Special conference topic: Missionary Linguistics in Asia. (ca. 45 participants). Several members of the research group participated (Astrid Alexander-Bakkerus, Henning Klöter.

Otto Zwartjes has been working in Japan (February-March, 2010), as guest-researcher (“invited eminent scholar”) funded by the Japan Society for the promotion of Science" (JSPS), in the "Invitational Training Program for Advanced Japanese Research Institutes". Host Institute: Research Institute for Languages and Cultures of Asia and Africa (ILCAA)/ Tokyo University of Foreign Studies (TUFS).

Co-operation between members of the research group: The fusion of several subprojects and members has proved to be successful. This has become visible in the direct collaboration between Manfred Woidich and Otto Zwartjes (article on Damascus Arabic will be published in 2011).

Two members of the group Otto Zwartjes and Henning Klöter participated at the Sixth Fu Jen University International Sinological Symposium: “early European (1552-1814): Acquisition and research on Chinese Languages, November 2010/ Taipei, Taiwan. In 2011 an article will be finished concerning the earliest Western Grammar of Mandarin Chinese.

Five books have been published by members of the research group:
13. Sign language grammar and typology

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

**Webpage:** http://www.hum.uva.nl/aclc/sigt.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 2010:**
Anne Baker (ACLC), senior researcher
Roland Pfau (ACLC), senior researcher
Vadim Kimmelman (ACLC), PhD candidate
project: *Information Structure in Sign Language of the Netherlands and Russian Sign Language*
Joke Schuit (ACLC), PhD candidate
project: *Typological aspects of Inuit Sign Language (Canada)*

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

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 2010:**
In 2010, members of the research group have continued to focus on typological aspects of sign language structure (i.e. comparison of sign languages to spoken languages and of sign languages to each other), including less or as yet undescribed sign languages like Russian Sign Language and Inuit Sign Language. Again, the findings confirm that proposed universals and typological variation also apply to languages in the manual-visual modality.

In September 2010, all UvA members of the research group attended the international conference *Theoretical Issues in Sign Language Research (TISLR 10)* in West Lafayette, Indiana (USA), where they presented talks and/or posters and exchanged ideas with other members of the sign linguistics community.

At TISLR 10, Marcel Giezen, Anne Baker and Paola Escudero presented work on bimodal language processing in profoundly deaf children with a cochlear implant. Experimental work showed that spoken and sign language development is not mutually exclusive for children with a CI. Children with a higher perception score in sign also had a higher score in speech perception. Length of CI use correlated with scores in both modalities. Marcel will defend his thesis on April 29th, 2011. Anne also presented, together with Beppie van den Bogaerde, the results from work on language acquisition in deaf and hearing children of deaf adults, specifically on their code-blending of signed and spoken language. They showed that for the Deaf children the complexity of the Dutch used in blends is related to the amount of code-blending used, whereas for the hearing children the complexity in NGT was more related to the individual amounts of NGT used. General language ability appeared to be the strongest factor in explaining developmental changes in code-blending in all the children. The mothers’ input is fine-tuned to this ability. Roland and Anne together with Beppie van den Bogaerde and Trude Schermer continue to work on the English version of their Dutch book *Gebarentaalwetenschap – een inleiding*, to be published with Benjamins.

Roland Pfau mainly focused on two issues in sign language morphosyntax: agreement and spatial adpositions. Sign language agreement is a notoriously complex topic because of a number of apparent modality-specific properties. In collaboration with Martin Salzmann (Zürich) and Markus Steinbach (Göttingen), Roland explored the possibility of providing a modality-independent generative account for the phenomenon, arguing against previous thematically-based (or hybrid) accounts (e.g. Meir 2002). In a similar effort, Enoch Aboh and Roland investigated locative constructions. It has been argued that sign languages do not make use of spatial adpositions because spatial information can be encoded simultaneously within locative predicates (e.g. be-located-on). Enoch and Roland, however, argue (i) that the spatial predicate can be decomposed and involves (at least) a path and a part component (cf. English *inside*), and (ii) that such complex
spatial predicates can be captured by the structure suggested for (complex) adpositions in spoken language by Aboh (2010). Roland also devoted a fair amount of time to the handbook *Sign Languages* (to be published in the Mouton de Gruyter HSK handbook series) which he is editing in collaboration with Bencie Woll (London) and Markus Steinbach (Göttingen) and which is now in the final stages of production. Joke Schuit continued the documentation of Inuit Sign Language (IUR). She went on two fieldwork trips in 2010. Due to circumstances, the last of the three communities (Taloyoak) could not be visited during the first trip, so a second trip was planned. The description of aspects of the grammar of IUR is progressing well. In the area of morphosyntax, Joke discovered interesting similarities and differences with other sign languages. IUR exhibits, for instance, spatial inflections to indicate verb agreement (just as many other sign languages do), and uses an absolute frame of reference with locative verbs (just as some village sign language do). An interesting aspect of IUR is that arguments can remain unspecified. This is true not only for locative arguments – an aspect commonly found with absolute reference – but also for subject arguments. A closer inspection of the data suggests that the omission is not an instance of pro drop but a different phenomenon, as even lexical subject arguments can be dropped.

Vadim Kimmelman started his PhD project in September 2010. He prepared a paper based on his MA thesis on word order in Russian Sign Language (RSL) in which he shows that word order in this language is constrained by morphosyntactic, semantic, and modality-specific factors similar to those previously described for other SLs. In addition, however, he finds that locative sentences in RSL can be constructed using one of two strategies: syntactic or spatial – a phenomenon that has not been described previously for other sign languages. He also worked on a paper in collaboration with Pavel Rudnev (Groningen) in which they discuss how obviation of Principle B of the Binding Theory in RSL can be explained.

By the end of 2010, Michele Brunelli had completed all chapters of his dissertation, a comparative, generative study on selected aspects of the syntax of Italian Sign Language and NGT. Michele shows that both sign languages, despite structural differences at the clause and the noun phrase level, can be accounted for within Kayne’s Antisymmetry model – which, on the one hand, provides further evidence for the claim that the formal description of sign languages does not require modality-specific machinery and, on the other hand, is proof of the modality-independence of Kayne’s model. Michele will defend his thesis in September 2011.

Brendan Costello continued the work on his dissertation on the use of space in Spanish Sign Language.
14. 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)
Daan van Esch, database assistant (UL)

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 ν”). 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 project is descriptive, typological and theoretical in nature. Besides identifying phenomena that may have to do with analyticity, which might lead to establishing defining properties of analytic languages that go beyond the word level, the main question is why there are languages in which such properties may cluster. We will investigate to what extent this has to do with the nature of the functional projections in such languages. 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) whether the verbal and nominal domains are as parallel in structure as is often assumed within the generative framework. These results will be presented in a monograph to be written by participants in this research.

Progress in 2010: Since the beginning of the project, the team members meet every six weeks. Besides practical issues (database maintenance, planning for fieldwork) we discuss the progress of the subprojects as well as the relevance of the research for the study of language in general.

This project develops a database where the data collected during the project are stored. Currently, this data base contains data on the Kwa languages mainly Gungbe, Ewegbe, but also Yoruba as well as data from Mandarin Chinese and Cantonese. Monitoring of the database is one of the tasks of Leston Buell and Daan van Esch (who assist in entering the data in the database and fine-tune some technical aspects of the database).

The data entered in this database come from existing written sources but also from data collected by the postdocs during their elicitation sessions in The Netherlands and during their fieldwork in Africa. In this regard, Leston Buell spent
seven weeks (June-August 2010) in Kpalime (Togo) where he collected data on a
dialect of Ewegbe. During this trip, Leston collected data for both subprojects (i.e.,
the clausal domain and the nominal domain). These data will serve for various
theoretical and descriptive articles and are being processed to be entered in the
database.
15. Tundra Yukaghir

Coordinator: Cecilia Odé

Webpage: http://hum.uva.nl/aclic/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 2010
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 2010: Cecilia Odé (postdoc): Most of the research in 2010 consisted of an analysis of word and utterance prosody in Tundra Yukagir (henceforth TY), an issue that so far has hardly been studied and is not well understood yet. The main results so far are the following.

During fieldwork, Odé observed that TY speakers show interference from Yakut and Russian. For example, speakers reported that vowel phoneme /ø/, an open-mid near-front rounded vowel [œ], is often pronounced as Yakut /ö/ (phonetic realization: [ø]), a close-mid front vowel, written in Cyrillic as /ө/. It is also often
realized as central mid vowel [ə] occurring in Russian in certain unstressed positions. Furthermore she observed that /ø/ has allophone [ɐ]. In order to define the realization of /ø/, she carried out a production experiment. Three female and two male TY speakers pronounced 20 words where /ø/ occurs in various positions. She measured the formants and found considerable differences between and within speakers. From this analysis it follows that for this phoneme no standard pronunciation can be established. Since there are no minimal pairs or oppositions between variations of /ø/, the perception of the phoneme is no problem.

In another production experiment on defining types of intonation, Odé found further interference from Russian: yes/no questions in TY were sometimes realized with the typical Russian pitch accent for these questions: a high rise followed by a steep low fall. In TY, however, after a gradual rise a raised peak occurs followed by a fall to the middle of a speaker’s register. In English, Dutch and Russian, this typical pitch contour for yes/no questions in TY would be perceived as calling someone. Questions with question words in TY are realized with pitch movements rising towards the end of the utterance. Other types of intonation are being described. Results of experiments on the existence of word stress are not satisfactory, so more experimental work should be carried out here.

In order to avoid interference, found to exist with Russian and Yakut, as much as possible, before actual recordings Odé always asks TY speakers in the field to read a TY story, hoping that they would “shake off” Yakut or Russian and switch to TY. This indeed resulted in more authentic TY speech.

Another topic, studied during fieldwork in 2010 together with Dr Dejan Matić from the Max Planck Institute Nijmegen, is the question of the existence of a correlation between pitch prominence and different types of focus in TY. The question is whether in words with grammatical focus markers, pitch movements or abrupt pitch changes are more salient than in the surrounding words, thus lending perceptual prominence to these words that are already marked for focus. A further question then is the relationship between words with pitch prominence and focus marker and with pitch prominence but without focus marker. During fieldwork in summer 2010 these questions arose to Odé and Matić when native speakers reported that focus marking is not entirely grammaticalized and intonation is involved here. In order to study the issue, a production experiment was carried out. A preliminary analysis shows that intonation in questions is confined to marking the interrogative sentence type and has no connection with focus marking. However, in answers, all speakers consistently lend perceptual pitch prominence to the words with focus marking. Any prosodic difference between contrastive and non-contrastive foci was so far not identified. Tundra Yukagir thus seems to be a language in which pitch prominence is associated with focus marking only in declarative sentences, regardless of the presence or absence of contrast. A further experimental phonetic analysis of the data is necessary.

One of Odé’s tasks in this research is language documentation. For this purpose she added some more stories from daily life to those collected in 2009, especially told by speakers who live or lived on the tundra as nomads. This resulted in a number of lively records that are currently being transcribed and translated for publication. One specific document should be mentioned here. During fieldwork in 2010, she met TY writer and artist Nikolai Kurilov, who registered in a notebook what his mother told him about her life on the tundra a long time ago, on toponyms,
names of relatives and the traditional calendar they used. He translated the notes into Russian and sent them to her together with his drawings and old pictures for publication. The stories will appear in a book in TY, Russian and Odé’s English translation.

Five hours of video material on teaching the TY language in kindergarten, primary and secondary school, recorded by Odé in the village of Andryushkino, has been edited and reduced to a movie of 18 minutes, illustrating how with poor materials the language is taught in a traditional way (by means of the translation method) to native TY children. The movie needs some further editing before publication.

**Mark Schmalz (PhD):** The main work in 2010 by Mark Schmalz consisted in writing a large article on the theory of focus marking in TY. A considerable amount of his time has been spent studying relevant theoretical issues and visiting two summerschools. In order to solve problems in glossing the many language data and facilitating linguistic analysis, much time has been spent on mastering computer programmes, more specifically the software of the glossing programme *Toolbox*. Refining the system, many problems due to the complex grammar of TY could be solved in the course of the year and texts can now partly be successfully glossed using *Toolbox*.

Having become much better acquainted with the Tundra Yukagir language in the course of 2010, some sections of a TY grammar Schmalz could begin to compose right away.
Appendices
Appendix 1: Annual accounts of the ACLC, 2010

Balance 1-1-10

<table>
<thead>
<tr>
<th></th>
<th>Budget 2010</th>
<th>Expenses 2010</th>
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<td>Research expenses</td>
<td>€ 36.118</td>
<td>€ 21.740(^7)</td>
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<tr>
<td>General expenses (policymaking)</td>
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<td>Conferences</td>
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<td>Total</td>
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<td>€ 51.694</td>
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Balance 31-12-10

As in the foregoing years part of the research budget (€5500) was spent on an award for excellent researchers. €2000 was awarded to PhD candidates for completion on time.

In the budget planning for 2011 it was decided to raise the research budget for conference visits for individual senior researchers and the research budget for external PhD candidates to €1200 a year resp. €1200 for 3 years. It was decided furthermore that internal PhD candidates are granted the amount of €4800 in total for the whole period of their contract.

As in 2010, approximately 10 excellent researchers will be granted an excellence award of €500 in 2011. It was decided furthermore, that both in- and external PhD candidates are awarded €500 if they publish their dissertation within the LOT series.

\(^7\) In fact, the expenses made in 2010 were € 47.521; however,
Appendix 2: Overview of research staff and their research time in 2010

<table>
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<tr>
<th>Position</th>
<th>Name</th>
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<tr>
<td>Full professors</td>
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<tr>
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<td>Hengeveld</td>
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<td>Hilgers, NKI*</td>
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<td>Honselaar, Pegasus*</td>
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<td>Jansen, Esperanto-Inst.*</td>
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<td></td>
<td>Kuiken, Amsterdam City Council*</td>
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<td>Versloot, Fryske Akademy*</td>
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<td>Zwartjes</td>
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<td>Total senior lecturers</td>
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<td>Vedder</td>
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<td>(Total) lecturers</td>
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<tr>
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<td>Blom Marie Curie</td>
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<tr>
<td></td>
<td>de Boer NWO</td>
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<tr>
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<td>Buell NWO</td>
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<td>Rispens NWO</td>
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<tr>
<td></td>
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<td>(Total) PhD candidates</td>
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* = non tenured professors by special appointment
### Appendix 3: Programme ACLC Lecture series 2010

**Semester 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name lecturer + affiliation, title of the talk</th>
</tr>
</thead>
</table>
| 5-2   | Catherine Snow (Harvard Graduate School of Education)  
      | *The nature of deep reading comprehension.* |
| 19-2  | Jan Hulstijn (UvA/ACLC)  
      | Learnability lecture:  
      | *Learnability and the place of linguistics in cognitive neuroscience.* |
| 26-2  | Eve V. Clark (Stanford University)  
      | *Adults use speech and gesture to inform young children about new word meanings.* |
| 5-3   | Leston Buell (UvA/ACLC)  
      | *Purpose WHY in vP, reason WHY in CP: evidence from Zulu.* |
| 12-3  | Gary Morgan (City University London)  
      | *Deafness, language and cognitive development.* |
| 19-3  | Martin Everaert (Universiteit Utrecht)  
      | *The lexical encoding of idioms.* |
| 8-4   | Workshop Acquisition of Inflection.  
      | - Frank Wijnen (Universiteit Utrecht)  
      | *We can X it: Grammatical Category Formation in Infants*  
      | - Sonja Eisenbeiss, Michael Bass, Wendy Bevan, and Veronika Hubickova (University of Essex):  
      | *The acquisition of adnominal possessive constructions*  
      | - Heike Behrens (Universität Basel):  
      | *Verb-second from a usage-based perspective*  
      | - Elma Blom (UvA/ACLC):  
      | *Domain-general or domain-specific learning? The case of third person singular -s in child L2 English.* |
| 9-4   | Linguistics in Amsterdam discussion meeting  
      | Zeijlstra, Hedde (2009), *How parameters arise.*  
      | [www.linguisticsinamsterdam.nl/aclc/02/nr01/a01](http://www.linguisticsinamsterdam.nl/aclc/02/nr01/a01) |
| 23-4  | Mary Schleppegrell (University of Michigan, Ann Arbor)  
      | *The role of a meta-language in supporting academic language development.* |
| 21-5  | Fred Weerman (UvA/ACLC)  
      | Learnability lecture:  
      | *Learnability and Agents of Language Change.* |
| 11-6  | Daniel Garcia Velasco (Universidad de Oviedo/ACLC)  
      | *On the adequacy of prototype theory: a Spanish view.* |
| 18-6  | Jeroen Arendsen (TU Delft)  
<table>
<thead>
<tr>
<th>Date</th>
<th>Name lecturer + affiliation, title of the talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-9</td>
<td>Judith Rispens (UvA/ACLIC) Using long-term knowledge for a phonological short-term memory task: SLI, dyslexia and typical development.</td>
</tr>
<tr>
<td>4 -10</td>
<td>Raushán Kondybáeva (University of Almaty) Word prosody in the Kazakh language.</td>
</tr>
<tr>
<td>15-10</td>
<td>NAP-dag</td>
</tr>
<tr>
<td></td>
<td>• Kateřina Chládková Subsegmental perception</td>
</tr>
<tr>
<td></td>
<td>• Jan-Willem van Leussen Modeling self-organization in consonant inventories</td>
</tr>
<tr>
<td></td>
<td>• Heimir Vidarsson Syntactic effects of morphological case: deflection and variation in double object constructions.</td>
</tr>
<tr>
<td></td>
<td>• Josefien Sweep A metonymical account of transitive locative alternations</td>
</tr>
<tr>
<td></td>
<td>• Marjolein Cremer Accessibility of semantic networks and reading comprehension: comparing L1 and L2 children</td>
</tr>
<tr>
<td></td>
<td>• Marcel Giezen Effects of signed input on speech processing in CI children</td>
</tr>
<tr>
<td></td>
<td>• Titia Benders Infants’ discrimination of vowel spectrum and duration (Or: What all those babies do on the 3rd floor)</td>
</tr>
<tr>
<td></td>
<td>• Karin Wanrooij Dynamic categories</td>
</tr>
<tr>
<td>10-11</td>
<td>Workshop on Grammaticalization</td>
</tr>
<tr>
<td></td>
<td>• Muriel Norde Degrammaticalization - a construction grammar análisis</td>
</tr>
<tr>
<td></td>
<td>• Magaly Grández Ávila A functional approach to the subjectification of facultative meaning: the case of capaz in American Spanish</td>
</tr>
<tr>
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<td>• Karin Beijering The rise of (post)modal meanings in Mainland Scandinavian MUST/MAY</td>
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<tr>
<td></td>
<td>• Roland Pfau Grammaticalization of auxiliaries in sign language - the role of event schemas</td>
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<tr>
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<td>• Vadim Kimmelman Auxiliaries in Adyghe</td>
</tr>
<tr>
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<td>• Heiko Narrog Directionality in semantic and syntactic change – the case of modality</td>
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<td>• Hella Olbertz The grammaticalization of the Spanish connective pues</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>19 - 11</td>
<td>Kees Hengeveld (UvA/ACLC)</td>
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<tr>
<td></td>
<td>Learnability lecture:</td>
</tr>
<tr>
<td></td>
<td>Learnable and unlearnable languages.</td>
</tr>
<tr>
<td>26 - 11</td>
<td>Linguistics in Amsterdam discussion meeting</td>
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<tr>
<td></td>
<td>Roland Pfau (2010), The grammar of headshake. A Typological Perspective on German Sign Language Negation.</td>
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<td><a href="http://www.linguisticsinamsterdam.nl/aclc/01/nr01/a03">http://www.linguisticsinamsterdam.nl/aclc/01/nr01/a03</a></td>
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<td>3 - 12</td>
<td>Gaetano Fiorin (Universiteit Utrecht)</td>
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<td>Language Comprehension, Dyslexia, and Working Memory.</td>
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<td>17 - 12</td>
<td>OAP-dag</td>
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<td>Hedde Zeijstra</td>
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<td><em>Negation and deontic modality: scopal interactions</em></td>
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<td>Nomi Olsthoorn</td>
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<td><em>A closer look at variations in listening proficiency</em></td>
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<td>Evelien Keizer</td>
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<td><em>The prenominal possessive in English, Dutch and German: constraints, preferences and principles</em></td>
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<td>Wim Honselaar</td>
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<td><em>Non-prepositional temporal expressions in Dutch</em></td>
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<td>Olga Fischer</td>
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<td><em>The influence of the grammatical system and analogy in processes of language change</em></td>
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</table>
Appendix 4: Overview of advisory bodies, committees, members and associate members in 2010

Advisory Board

Director: prof.dr Kees Hengeveld.
Vice-director: dr Rob Schoonen (back-up prof. dr Folkert Kuiken)
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 Sible Andringa (back-up dr Tamás Bíró)
PhD candidate representative: drs Joke Schuit (back-up drs Karin Wanrooj)

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) 2010.
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

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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

prof. dr Hans den Besten (*1948), until his death in July 2010.
Senior Lecturer.
Research Groups:
  1. Language Creation
  2. DP/NP: Structure, Acquisition and Change
  3. (Grammar and Cognition)

dr Tamás Bíró (*1975)
Postdoc NWO Veni Efficient communication full of errors: linguistic performance in a
virtual speech community (01-02-2009 until 10-02-2012)
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
  3. Praat
**dr Leston Buell** (*1963)  
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.*

**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 Honselaar (*1947)
Professor: Culturele relaties Nederland - Oost-Europa / Senior lecturer
Research Groups:
1. Functional Discourse Grammar
2. Crosslinguistic Semantics

prof. dr Aafke Hulk (*1952) (as of 01-09-2010; associate member until then)
Professor: Dutch Linguistics
Research Groups:
1. Grammar and Cognition
2. DP/NP: Structure, Acquisition and Change

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

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

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 Cecilia Odé** (*1948)  
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), until 01-09-2010.  
Lecturer.  
Research Group: *Cognitive Approaches to Second Language Acquisition*

**dr Arend Quak** (*1946)  
Senior Lecturer.  
Research project: *Old Dutch*.

**dr Judith Rispens** (*1972).  
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).  
Research Group: *Grammar and Cognition*.

**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 Nada Vasić (*1974)
Postdoc NWO LA&M When agreement does’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)
Coordinator ACLC

prof. dr Arjen Versloot (*1965), as of 01-09-2010.
Professor: Friese taalkunde.
Research Group:

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 Liesbeth Zack (*1975)
Lecturer
Research Group: Revitalizing Older Linguistic Documentation

dr Hedde Zeijlstra (*1975)
Lecturer/Postdoc NWO Veni Doubling and Redundancy (01-06-2008 until 01-06-2012).
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) 2010.

Marc Bavant MA
PhD candidate: 01-02-2010 until 31-01-2013.
Supervisors: prof. dr Kees Hengeveld, prof.dr ir. Wim Jansen
Project: Subject-object-predicate relationships and their genesis, on the basis of material from ergative languages.
Research Group: Functional Discourse Grammar
Own funding
Interview: November 2010

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.
Interview: January 2011

dr Catherine van Beuningen
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: The Effectiveness of Comprehensive Corrective Feedback in Second Language Writing.
Research group: Cognitive Approaches to Second Language Acquisition
Direct UvA funding
Interview: January 2010.
Thesis defended on April 19th 2011.

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.
Interview: December 2010.
Ekaterina Bobyleva MA
PhD candidate: 01-09-2006 until 31-08-2009 (extension granted until 23-06-2011). Supervisors: dr Enoch Aboh, prof. dr Kees Hengeveld.
Project: *The development of nominal functional categories in creoles: Towards a multidimensional model of creole genesis.*
Direct UvA funding
Interview: June 2010.

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
Thesis defence on September 28th 2011.

Katarina Chládková MA
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
Interview: February 2011.

Renee Clapham MA
PhD candidate: 15-07-2010 until 14-07-2014.
Supervisors: prof. dr Frans Hilgers, prof. dr Paul Boersma
Project: *Automatic evaluation of voice and speech rehabilitation following treatment of head and neck cancers.*
Research Group: *Oncology-related communication disorders.*
Funding : NKI/UvA
Interview : March 2011.

Lucia Contreras Costello MA
PhD candidate : 01-10-2010 until 31-09-2012.
Supervisor : prof. dr Kees Hengeveld
Project : *Interfaces in grammatical theory.*
Research Group: Functional Discourse Grammar
Funding: Universidad di Oviedo
Interview: October 2010
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
Interview: June 2010.

Marjolein Cremer MA
PhD candidate: 01-09-2006 until 31-08-2009 (extension granted until 19-06-2011).
Supervisors: dr Rob Schoonen, prof. dr Jan Hulstijn.
Research Group: Cognitive Approaches to Second Language Acquisition
Direct UvA funding.
Interview: December 2010.

dr Nurit Dekel
PhD candidate: 01-02-2009 until 02-07-2010, then associate member.
Supervisors: prof.dr Kees Hengeveld, prof. dr Shlomo Berger
Project: TMA in Spoken Israeli Hebrew Verb System.
Research Group: Crosslinguistic Semantics
Own funding
Thesis defended on July 2nd 2010.

dr 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
Thesis defended on June 30th 2011.

drs Jelske Dijkstra
PhD candidate: 01-02-08 until 01-03-12.
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
Interview: December 2010.

drs Klaartje Duijm
PhD candidate: 01-09-2008 until 01-09-2012.
Supervisor: prof.dr Jan Hulstijn.
Project: Aspekten van spreekvaardigheid.
Own funding.
Research Group: Cognitive Approaches to Second Language Acquisition
Interview: June 2010.

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**dr 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.  
Thesis defended on October 1\textsuperscript{st} 2010.

**dr Marcel Giezen**
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*  
Research Group: *Grammar and Cognition*.  
Direct UvA funding.  
Thesis defended on April 29\textsuperscript{th} 2011.

**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.  
Interview: September 2008

**drs Camiel Hamans**
PhD candidate.  
Supervisors: dr Hans den Besten, dr Norval Smith.  
Project: *Grengevallen. Morfologische en fonologische studies op het gebied van het Nederlands*.  
Own funding.  
Interview: March 2011.

**dr 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  
Thesis defended on April 21, 2010.
**Hadil Karawani MA**
PhD candidate: 01-08-2008 until 01-08-2011.
Supervisors: prof. dr Frank Veltman (ILLC), prof. dr Josep Quer (Universitat Pompeu Fabra).
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.
Interview: February 2011.

**Vadim Kimmelman MA**
PhD candidate: 01-09-2010 until 31-08-2014.
Supervisors: prof. dr Anne Baker, dr Roland Pfau
Project: *Information Structure in Sign Language of the Netherlands and Russian Sign Language.*
Research Group: *Sign Language Grammar and Typology.*
Funding: NWO
Interview: June 2011

**Margot Kraaikamp MA**
PhD candidate/lecturer: 01-09-2010 until 31-08-2015
Supervisors: prof. dr Fred Weerman.
Project: *Semantic versus lexical gender agreement in Germanic*
Research Group: Grammar and Cognition
Direct UvA funding
Interview: May 2011.

**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.
Interview: February 2011.

**Sterre Leufkens MA**
PhD candidate: 01-09-2010 until 31-08-2014
Supervisors: prof. dr Kees Hengeveld, dr Norval Smith
Project: *Transparency in language. A typological study.*
Research Group: *Functional Discourse Grammar*
Funding: NWO
Interview: June 2011.
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
Interview: February 2011.

drs Alies Maclean
PhD candidate: 01-09-2004 until 01-10-2008 (extension granted until 01-05-2009).
Supervisors: prof. dr Hans Bennis, prof. dr Fred Weerman, dr Olaf Koeneman.
Project: Geographical variation in verbal and adjectival inflection.
Research Group: Grammar and Cognition
Funding: NWO.
Interview: September 2008.

dr Marije Michel
PhD candidate: 01-10-2005 until 01-10-2008 (extension granted until 01-07-2009).
Supervisors: prof. dr Folkert Kuiken, dr Ineke Vedder.
Project: Design features and sequencing of L2 tasks.
Research Group: Cognitive approaches to Second Language Acquisition
Funding: direct UvA funding/City Council of Amsterdam.
Thesis defended on March 10th 2011.

Itsic Pariente MA
PhD candidate: 01-09-2007 until 01-09-2010.
Supervisors: prof.dr Paul Boersma, dr Paola Escudero
Project: Perception and Representation in the Acquisition of General Modern Hebrew and Sephardic Modern Hebrew as Second Dialects.
Research Group: Bidirectional Phonology and Phonetics.
Own funding.
Interview: January 2010.

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.
Interview: June 2011.

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
Interview: December 2009.
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.
Interview: May 2011.

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.
Interview: March 2011.

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
Interview: February 2011.

dr Niels Smit
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.
Thesis defended on April 22nd 2010.

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.
Interview: November 2010.
Josefien Sweep MA
PhD candidate: 01-09-2007 until 01-09-2010 (extension granted until 22-07-2011).
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
Interview: November 2010.

Sophie ter Schure MA
PhD candidate: 01-09-2010 until 31-08-2014.
Supervisors: prof. dr Paul Boersma
Project: Models and tests of early category formation: interactions between cognitive, emotional, and neural mechanisms
Research Group: Bidirectional Phonology and Phonetics.
Funding: Research focus area Brain and Cognition
Interview: June 2011.

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
Interview: September 2011

dr 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
Thesis defended on January 14th 2011.

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.
Research Group: Modelling the Evolution of Language.
Funding: NWO
Interview: August 2011.
Heimir Vidarsson MA
PhD candidate: 01-02-2010 until 31-01-2014
Supervisors: prof. dr Hans Bennis, prof. dr Fred Weerman
Project: Dutch diachronic case variation in the verbal domain: the role of deflection
Research Group: Grammar and Cognition
Funding: Meertens Institute/UvA
Interview: December 2010.

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
Interview: February 2011.

drs Wieneke Wesseling
PhD candidate: 01-09-2004 until 01-09-2008 (stopped)
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.
Interview: January 2009.

dr Arok Wolvengrey
PhD candidate.
Supervisor: prof. dr Kees Hengeveld.
Project: Plains Cree Syntax.
Own funding.
Thesis defended on February 22nd 2011.
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)

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

**dr Nomi Olsthoorn** (*1974).
Associate member as of 31-7-2011.
Research Group: *Cognitive Approaches to Second Language Acquisition.*

**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 Florien van Beinum**  
Associate member as of 2004.

**dr Frederieke van der Leek**  
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 Astrid Alexander-Bakkerus** (as of August 2007)  
Research Groups:  
1. *Revitalizing Older Linguistic Documentation*  
2. *Crosslinguistic Semantics*

**drs Jeroen Balkenende** (as of July 2006)  
*Etymologisch Woordenboek van het Nederlands*

**dr Robert Cirillo** (as of January 2009)  
Research Group: *(DP/NP: Structure, Acquisition and Change)*

**dr Robert Cloutier** (as of February 2009)  
Research Group: *(Grammar and Cognition)*

**dr Nurit Dekel** (as of October 2010)  
dr Loulou Edelman (as of October 2010)
Research Group: *Cognitive Approaches to Second Language Acquisition*

**dr Jorge Gomez Rendon** (as of October 2008)
Research Group: *Functional Discourse Grammar*

**dr Margriet Heim** (as of April 2007)
Research Group: *Grammar and Cognition*

**dr Bernadet Hendriks** (as of November 2008)
Research Group: *Sign Language Grammar and Typology*

**prof. dr Aafke Hulk** (former Dean Faculty of Humanities) (until 01-09-2010)
Research Groups:
1. *Grammar and Cognition*
2. *DP/NP: Structure, Acquisition and Change*

**dr Kino Jansonius** (Sint Marie Eindhoven) (as of April 2009)
Research Group: *Grammar and Cognition*

**dr Wolfgang Kehrein** (as of January 2010)
Research Group: *Bidirectional Phonology and Phonetics*

**dr Eva van Lier** (Lancaster University) (as of September 2009)
Research Group: *Functional Discourse Grammar*

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

**dr Hella Olbertz** (Brill publishing house) (as of February 2006)
Research Group: *Functional Discourse Grammar*

**dr Alla Peeters-Podgaevskaja** (Slavische Taalkunde, UvA) (as of June 2008)
Research Group: *Crosslinguistic Semantics*

**dr Daniela Polisenska** (as of April 2010)
Research Group: *Grammar and Cognition*

**drs Annelies Roelleveld** (as of July 2006)
*Etymologisch Woordenboek van het Nederlands*

**dr Margot Rozendaal** (as of August 2008)
Research Group: *Grammar and Cognition*

**Rachel Selbach MA** (as of January 2009)
*Lingua Franca of the Mediterranean (1500-1830).*
**dr Niels Smit** (as of 01-02-2010)
Research Group: *Functional Discourse Grammar*

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

**dr Jeroen Vis** (Latin linguistics, UvA) (as of June 2007)
Research Group: *Bidirectional Phonology and Phonetics*

**drs Gerry Wanders** (as of March 2009)
Research Group: *Functional Discourse Grammar*

**dr Menzo Windhouwer** (MPI) (as of January 2010)
Research Group: *Typological Database System*

**VISITING SCHOLARS**

**dr. Julia Albert** (Karoli University, Budapest); 01-10-2010 until 01-03-2011.
Research Group: *Sign Language Grammar and Typology.*

**dr Kata Balogh** (UvA/ILLC) ; as of 09-04-2010.

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

**dr. Daniel Garcia Velasco** (Universidad de Oviedo); 01-03-2010 until 01-07-2010.
Research Group: *Functional Discourse Grammar*

**dr Bruce Marlowe** (Roger Williams University); 01-01-2010 until 31-05-2010.
Research Group: *Sign Language Grammar and Typology.*

*Junior visiting scholars*

**Iulia Burlacu MA** (University of Bucharest); 01-11-2010 until 01-06-2011.
Research project: *Languages and Cultural Identities.*

**Lucia Contreras Garcia MA** (Universidad de Oviedo); 06-04-2010 until 01-08-2010, then PhD with own funding.
Research Group: *Functional Discourse Grammar*

**Raushán Kondybáeva MA** (University of Kazakhstan); 01-09-2010 until 31-10-2010.
Research Group: *Tundra Yukagir.*
**Sonia Lopez MA** (University of Murcia); 01-09-2010 until 31-12-2010. Research Group: *Cognitive Approaches to Second Language Acquisition.*

**Daniel Williams** MA (University of Sheffield); 01-09-2010 until 31-12-2010. Research Group: *Bidirectional Phonology and Phonetics.*
Appendix 5: Publications and output 2010

1. Refereed journal articles


2. Non refereed journal articles


3. Refereed book chapters


Honselaar, W.J.J. (2010). The infinitive or the past participle with the verb 'komen' in Dutch: variation or opposition? In J. Chojak, T. Korpysz & K. Waszakowa (Eds.), *Człowiek, słowo, świat* (pp. 316-325). Warszawa: Wydawnictwa Uniwersytetu Warszawskiego.


Hulstijn, J.H., Aldersen, J.C. & Schoonen, R. (2010). Developmental stages in second-language acquisition and levels of second-language proficiency: are there links between them? In I. Bartning, M. Martin & I. Vedder (Eds.), *Communicative proficiency and linguistic development: intersections between SLA and language testing research* (Eurosla monographs series, 1) (pp. 11-20). [s.l.]: European Second Language Association.


4. Non refereed book chapters


5. **Academic monographs**


6. **Academic monographs and journal volumes edited**


Sweep, J. & Schaik-Radulescu, M.O. van (Eds.). (2010). Linguistics in Amsterdam, 2(3).


7. PhD theses


8. Professional and popularizing publications and products

8a. Professional books


8b. Professional articles and book chapters


8c. Popularizing books


8d. Popularizing articles and book chapters


9. Reviews


10. Lectures and posters


Aboh, E.O. & Berg, M. van den (2010, mei 29). Done already? The expression of completion in the Gbe languages, Sranan and Negerhollands. Department of Linguistics. The Ohio State University, Workshop on Surinamese Creoles: A comparative approach to the historical development of the creole language of Suriname.


Beuningen, C.G. van (2010, juni 05). De rode pen werkt! Over het effect van correctieve feedback op de schrijfvaardigheid van tweedetaalleerders. Hoeven, 5e BVNT2 conferentie (invited).


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Fischer, O.C.M. (2010, juni 06). The role of contact in English syntactic change. University of Zurich, ECoLa (Symposium on English language as a contact language).


Hulk, A.C.J. (2010, februari 15). What the acquisition of HET can tell us about its features. Leiden, linguistic seminar.


Jong, J. de (2010, september 02). *Vulnerable markers in bilingual SLI: a study on Turkish-Dutch.* Aalborg, Limobis: Language Impairment in Monolingual and Bilingual Society.


Keizer, E. (2010, januari 27). *The prenominal possessive in English, German and Dutch: constraints, preferences and interactive principles.* University of Vienna, Guest lecture, application procedure (invited).


Kuiken, F. (2010, oktober 08). (Taal)vaardigheden van leiders in de Amsterdamse vve. Amsterdam, WAP-Symposium Taal op school slaat een brug.


Kuiken, F. (2010, maart 01). De taalvaardigheid van voorschoolleiders. Amsterdam, Het begint met lezen.


Orgassa, A. & Jong, J. de (2010, juli 02). Dummy auxiliaries in SLI and bilingualism: an efficient strategy. Nijmegen, Workshop 'Dummy auxiliaries in (a)typical first and second language acquisition'.


Rijksbaron, A. (2010, december 17). Negatives in questions (and answers): the case of "oukoun (...) ou". Or: Does ancient Greek have a word for "no"? And what about Latin? Nijmegen, Radboud University, Conference Ancient Greek and Semantic Theory (invited).


Verhoef, T. & Boer, B.G. de (2010, april 16). The critical period and preservation of emerged vowel systems. Utrecht, EVOLANG.


Zwartjes, O.J. (2010, maart 17). The typology of syntax according to missionary grammars of the Portuguese tradition (16th - 18th century). Tokyo, Sixth International Conference on Missionary Linguistics.


11. Other contributions


Boer, B.G. de (2010). De kletsende mens, Intermediair.


Kuiken, F. (06-03-2010). Crèchejuf spreekt taal wel. Het Parool


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

Aboh, E.O. Lingua
Baker, A.E. Stem- Spraak en taalpathologie.
Bakker, D. Sprachtypologie und Universalienforschung
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.
Hulk, A.C.J. LAB.
Hulstijn, J.H. Computer Assisted Language Learning
Jong, J. de Stem-, spraak-, en taalpathologie.
Kalsbeek, J. Čakavška rič.
Keizer, E. Web Papers in Functional Discourse 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.
Quak, A. *Amsterdamer Beiträge zur älteren Germanistik
Roeleveld, A. *Amsterdamer Beiträge zur älteren Germanistik.
Rijksbaron, A. *Mnemosyne.
Schoonen, R. *Language Testing.
Smith, N.S.H. *Creole Language Library.
Smith, N.S.H. *Journal of Language Contact.
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.
Zwartjes, O.J. *HISTORIOGRAPHIA LINGUISTICA.
Zwartjes, O.J. *Revista de GEL.
Zwartjes, O.J. *Revista internacional de lingüística iberoamericana.

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

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

Baker, A.E. Member of Advisory Panel Netherlands Institute for Advance Science (NIAS).

Baker, A.E. Member of supervisory committee Interpreter and teacher training Nederlandse Gebarentaal, Hoge School van Utrecht.

Bennis, H.J. Honorary member Koninklijke Academie voor Nederlandse Taal- en Letterkunde (KANTL, Gent).

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).

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., 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 evaluation committee VLIR.

Jong, J. de, Chair of the Board of Stichting Makkelijk Lezen.

Jong, J. de, Vice-chair COST Action IS 0804

Kuiken, F. Member Association Internationale de Linguistique Appliquée (AILA).

Kuiken, F. Chair Bestuur ITTA-INNT, Universiteit van Amsterdam.
Kuiken, F. Member Erkenningscommissie Interventies, deelcommissie 3: Ontwikkelingsstimuleriing, onderwijsgerelateerd en jeugdwelzijn, Nederlands Jeugdinstituut (NJl).

Kuiken, F. Member Kenniskring NT1, Ministerie van OCW.

Kuiken, F. Member Kenniskring Pilots Taalbeleid Onderwijsachterstanden, Ministerie van OCW.

Kuiken, F. Member Klankbordgroep Taalweb po, Gemeente Amsterdam.

Kuiken, F. Member NWO Rubicon programme.

Kuiken, F. Member Platform Taalnorm VVE.

Kuiken, F. Member Programmaad Meesterschap, een masterclas voor Amsterdamse leraren, Amsterdams Platform Onderwijsmarkt.

Kuiken, F. Chair of the Task Complexity and Second Language Learning (Tacosell), AILA Research Network.

Kuiken, F. Member Visitatiecommissie Taal- en letterkunde Vlaamse Universiteiten.

Pols, L.C.W. Member of ISCA Advisory Council.

Pols, L.C.W. Member of the Scientific Advisory Council of KNAW-DANS (Data Archiving and Networked Services).

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 Veni committee for the Humanities of the Netherlands Organization for Scientific Research.

Vedder, I. Member Associazione Internazionale Professori di Italiano (AIPI).

Vedder, I. Member International Consortium on Task-Based Language Teaching; International Advisory Board (ICTBLT).

Vedder, I. Member Second Language Acquisition and Testing in Europe (SLATE).

Waanders, F.M.J. Dutch representative for CIPEM (Comité International Permanent des Etudes Mycénienes).

Weerman, F.P. Member Adviescommissie Buitenlandse Neerlandistiek, Nederlandse Taalunie.

Weerman, F.P. Member Beoordelingscommissie Huygens Scholarship Programme, Nuffic.

Weerman, F.P. Chair Landelijke Vereniging voor Neerlandici (LVVN).

Zeijlstra, H.H., Member of the Board of Generative Linguistics in Eastern Europe

15. Research awards applied for (and granted)


16. Supervision of completed PhD theses


17. Prizes

Appendix 6: PhD theses completed in 2010


