Faculteit der Geesteswetenschappen
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Annual report 2011

Amsterdam Center for Language and Communication

ACLC
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Foreword

This annual report brings you an overview of the results achieved by the ACLC during the year 2011, 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 of the ACLC during 2011. Prof. dr Arend Quak, Dr Norval Smith, Prof. dr Frans Hilgers, Dr Sies de Haan, and Dr Cecilia Odé retired in 2011, but all stayed on as affiliated emeritus researchers. Dr Nomi Olsthoorn stopped her work as post-doc and now works at Lancaster University, Dr Paola Escudero accepted a position at Sydney University, but still is a visiting professor at the CSCA and as such affiliated researcher at the ACLC. Dr Evelien Keizer accepted a position as full professor at the University of Vienna and Dr Nada Vasic’s post-doc position has expired, but she remains affiliated as a guest researcher.

We were happy to welcome a number of new members: Iris Duinmeijer, Magály Grández Ávila, Bibi Janssen, Jing Lin, Konrad Rybka, Margreet van Koert, Marlou van Rijn and Rob Tempelaars all started a PhD project. University teachers Caroline Roset, Elisabetta Materassi, and Carmen Lie-Lahuerta were granted research time by the Faculty of Humanities to prepare a dissertation, and as such they became member of the ACLC. Roos van der Zwaard and Lissan Taal-Appelqvist were granted a similar position, their research appointments start as of 2012. Both Dr Tuba Yarbay Duman and Dr Eva van Lier started a research project as a post-doc; Dr Jenny Audring and Dr Nicolien van der Sijs each got a short-term post-doc grant to prepare a grant submission. Both Dr Sible Andringa and Dr Catherine van Beuningen got extensions as post-docs, and were able to combine this with (temporary) appointments as assistant professor Dutch Linguistics; Dr Jeannette Schaeffer got an appointment as assistant professor Dutch Linguistics as of September, and Dr Judith Rispens finished her work as a post-doc in September, but could continue her work as assistant professor Learnability.

In terms of output, the ACLC managed to maintain a high level of productivity and is in good shape, as the present report will show.

Kees Hengeveld & Rob Schoonen
Director ACLC    Vice-Director ACLC
Insights into ACLC Research
Four ACLC members reflect on their research in 2011
Harry Perridon is senior lecturer Scandinavian Languages and cultures

Last year (2011) my research was mainly concerned with historical linguistics, as I tried to find an answer to some intriguing questions as to the nature of language change. What force, for instance, causes related languages to change in the same way, long after they parted company and turned into separate languages? All the Germanic languages have developed a periphrastic perfect, obligatory definiteness marking, V2 in main clauses (at a later stage abolished in English) etc., but judging from the oldest texts in the daughter languages the parent language had none of these. It is possible that some of these phenomena are areal in nature, and have emerged in the contact between the Romance and Germanic languages in Western and Central Europe. This is likely in the case of the periphrastic perfect, as Brigit Drinka has shown in a number of papers. The definite article might also be the result of language contact, although it is unclear what the source language might have been, and how it could spread from one language to another. But in other cases language contact can be excluded as a possible cause of identical developments in related languages. The construction I have since long been interested in, viz. the ‘determiner-genitive’ (*s-genitive) is a case in point: it emerged independently in the various Germanic languages and dialects when they lost the morphological genitive. Its structure is: NP1 – linking element – NP2, with the first noun phrase combined with the linking element functioning as a definite determiner of the second noun phrase. The linking element is an ending (such as the –s in English and the Mainland Scandinavian languages, -sa in Faroese and some North Swedish dialects, -a in some South Swedish dialects) or a possessive pronoun (Afrikaans, Dutch, German dialects and colloquial German, West-Jutlandic). The factors that I think made the emergence of the determining genitive possible, or even necessary, are the following:

(a) the language in question has a prenominal slot for determiners;
(b) possessive pronouns are placed (or can be placed) in this slot, and function as determiners;
(c) relational adjectives precede the noun.

The triggering factor seems to have been the loss of the morphological genitive. In the Romance languages, which to a large extent followed the same path of syntactic change as the Germanic languages, no prenominal possessive construction emerged, probably because one of the factors, viz. (c), was missing.

When working on the Saxon genitive and its counterparts in other Germanic languages, one is more or less obliged to take a stand in the ongoing debate on the
status of the element/ending – s, and the nature of grammaticalization. If it is a clitic, and hence has turned from an affix or ending into a more independent element, then we are faced with an exception to the alleged unidirectionality of grammatical change. Since thecline, which in most works on grammaticalization theory represents the direction of change, is ill-defined (in fact not defined at all) the discussion seems to me utterly pointless. I concur with Brian Joseph that grammaticalization is a product, not an independent process of change.

Rethinking another important question in historical linguistics, viz. whether sound laws are exceptionless, I came to the conclusion that there are in fact two rather different types of sound change, viz. (a) one which changes the phonological structure of the language or dialect, and therefore is exceptionless; and (b) another which does not introduce a restriction on permissible sound structures, and therefore has to work its way through all the individual items in the lexicon. Final devoicing (Auslautverhärtung) is an example of the former type of change (voiced obstruents are no longer permitted before a pause), intervocalic d-deletion in Dutch an example of the latter (intervocalic d is not banned from the language).

Acceptance of sound laws of the latter type should be counterbalanced by a stricter definition of analogy. Usually no restrictions are imposed on proportional analogies \((a : b = c : x)\), anything can be compared with anything. But such a lack of rigor is indefensible. One condition any proportional analogy should meet, is that \(a\) and \(c\) are dominant or major forms (e.g.: the (stem of the) present in the case of verbs in Germanic) that have some perspicuous element (e.g.: the stem vowel) in common, whereas \(b\) and the analogous form \(x\) are dependent, secondary forms.

Although most of my work was on historical linguistics I didn’t neglect synchrony altogether. With my master students I delved into the mysteries of the reflexives pronouns in Dutch and the Mainland Scandinavian languages, trying to find out whether the element SELF in the ‘strong’ forms (zichzelf, sig selv, sig själv) is the same element as the SELF used as a focus particle (we think it is). The semantics of the modal particles Swedish ju, väl; Danish jo, vel; Dutch toch, wel turned out an attractive subject for both my students and me. By looking at a number of translations we found out that there is not more than 25-30 % correspondence between any Dutch and any Scandinavian modal particle.
Reflections by Leston Buell

Leston Buell is NWO-funded postdoc researcher of Functional categories in analytic languages.

I’m a syntactician who works primarily on languages from two different African language families: Bantu and Kwa. I first came to the Netherlands in 2005 to work on a project at Leiden University directly related to my dissertation work on Zulu morphosyntax. That was right after receiving my doctorate from the University of California, Los Angeles (UCLA). When that project ended, I came to work at the University of Amsterdam.

Ever since I was about eleven years old I’ve been something of a language fanatic. As a teenager, I took high school and university courses in French, Spanish, German, Mandarin, and Esperanto and dabbled in other languages on my own. At the same time, I also taught myself enough Swahili to immediately enrol in advanced courses as a freshman in college. After one year at UCLA, I moved to Egypt, where for ten years I worked mostly as a private Arabic teacher and translator. When later I returned to university, I wanted to do something involving languages. Linguistics was a logical choice for me, because the inner workings and formal analysis of language had long interested me, while at the same time linguistics would allow me to leverage my knowledge of languages from diverse language families.

At the University of Amsterdam, I work as a postdoctoral fellow in an NWO-funded project officially named ‘Functional Categories in Analytic Languages’, but which we informally call the ‘Sino-Kwa Project’. In this project we are looking for underlying structural similarities between two groups of languages (the West African Kwa family and the Asian Sinitic family), which are both thought of as ‘analytic’ (characterized by a lack of inflection, among other things). The main research question in the project is whether analyticity is merely a superficial descriptive property or whether analytic languages share certain fundamental structural properties. My work in this project mostly entails conducting new syntactic research on Ewe, a language spoken in Ghana and Togo.

My work within this project has brought me great opportunities. In particular, I have been able to study Ewe, which belongs to an entirely new language family for me, and to make two two-month trips to Togo to conduct fieldwork, one in a mountain village and another in a small city. Although conditions on these trips were at times difficult, it was an enjoyable and enriching experience of the kind that few other lines of work could afford me. Within the project I have had the freedom to find interesting phenomena in Ewe to research. The topics I have chosen mostly
involve the left periphery of the clause: subject clitics, why questions, and various issues involving focus.

My work on why questions provides a good example of my approach to syntactic issues. While why questions in most languages resemble other types of questions in many respects, such as in word order, there is a growing body of evidence that why questions have an underlying structure distinct from that of other types of questions. In English, for example, I have shown that why interacts with negation differently than do other question types. To illustrate this, one can easily respond to the question ‘Why didn’t you sing?’ with the sentence ‘But I did sing!’ But you can’t use the same sentence to respond to the question ‘When didn’t you sing?’

In the course of collecting data on questions in Ewe, I discovered several ways in which why questions differ syntactically from other question types. My work describes these differences and shows how they relate to previous work on languages like Italian and Korean, as well as to earlier discoveries of my own in Zulu, all pointing to a particular cross-linguistic syntactic analysis of why questions which differs from that of all other question types.

Aside from my work on Ewe, my appointment at the University of Amsterdam has allowed me to continue my work on Zulu, which has recently focused on various inversion constructions and on non-verbal predication. Like my work on Ewe, this work uses language-specific phenomena to address syntactic issues of a cross-linguistic nature. In addition to my research activities, I have had the pleasure of teaching an undergraduate course each year, in Dutch, on syntactic typology. My experience in the Netherlands as a whole has been an extremely positive one, and I hope to make this country my permanent home.
Reflections by Caroline Roset

Caroline Roset is lecturer and PhD candidate working on A Grammatical Description of Darfur Arabic

I started as a PhD candidate of the ACLC in September 2011 with the project A Grammar of Darfur Arabic. I combine my part-time PhD project with my part-time job as a teacher in the Arabic Department. My main occupations since September 2011 until now were preparations for my first fieldwork trip from December 2011 until March 2012. I first followed courses on phonetics and on software for language documentation (DOBES, Nijmegen), made a short field work trip to Birmingham where many speakers of Darfur Arabic can be found, and I explored publications on linguistic fieldwork, Sudanese and Chadian Arabic. Furthermore, I made other practical preparations like establishing and maintaining Sudanese contacts in Sudan and Europe, arranging visa and flight, and acquiring suitable hardware and software.

During this period, I recorded seven interviews with Darfurians living in the Netherlands and Birmingham, England, and transcribed parts of them. So far, hypotheses put forward in my project proposal on phonological features seem to be valid: the 'typical' Arabic pharyngeals and pharyngealised phonemes seem indeed to have disappeared from this dialect, they are pronounced 'weaker' or merge with other phonemes.

On a sociolinguistic level, the language situation in Darfur seems even more heterogeneous than expected and is changing rapidly. Drought and war have recently enhanced large-scale migrations. Together with the increasing influence from the Sudanese capital Khartoum over the last decades, these factors seem to strengthen the position of Arabic. Arabic is not only spoken as a lingua franca, a pidgin or L1 according to tribe or place of origin, but as any of them by Darfurians of all descents (except Baggara Arabs probably). For example, a Darfurian from the Fur tribe, who might be assumed to speak the Fur language as L1 and Arabic as L2, might in reality be a L1-speaker of Arabic and hardly speak any Fur. But the opposite might also occur, and anything in between. This also holds for other, originally African tribes in Darfur.

In spite of the recent and partly ongoing civil war in Darfur and hence increased awareness and pride of African roots and resentment against Arabs, Arabic appears to be the language of prestige (Standard Arabic as the written language and Khartoum Arabic as the spoken language). Since Sudan's independence from England in 1956, Arabic is the language of education, the language of the capital and the media and the language of the Darfurians who want to become anything else than a farmer or a cattle breeder.
At the moment of writing, I am performing my field research in Khartoum, the capital of North Sudan. I collect my data via elicitation as well as speech recordings, which I transcribe and analyse together with my main informant, a PhD-student in Arts from al-Fashir, the capital of Darfur. Unfortunately, my travel permit to Darfur has been refused by the Sudanese authorities for security reasons. However, many Darfurians moved to Khartoum in the past years so I can collect data here. Most of them adapt to the dominant Khartoum Arabic in apparently a couple of months, but a few elder Darfurians who have not settled here since long, maintain their Darfurian colloquial.

It is not easy to find these basilect speakers, since they are not as numerous as the linguistically adapted Darfurians, they do not get out of their homes as much and they live in the (poorer) suburbs. The challenge of getting hold of these Darfurians is reinforced by the Sudanese themselves, who generally find it strange and difficult to understand that I am interested in the 'broken' Arabic (as they call it themselves) of Darfur, which they generally look down on. Explaining my interest is time consuming and sometimes results in misunderstandings, but it is all the more rewarding when I manage to meet a 'steadfast' native speaker. I have made a couple of hours of recordings among these elder Darfurians, so far only women. They unanimously seem to be strong persons and are extremely kind, relaxed, generous and cheerful, like most Sudanese I met so far. This makes the recording not only rewarding but also fun!
Did 2011 contribute to your research goals? Our group investigates an explicit theory of Bidirectional Phonology and Phonetics (BiPhon), which I like to advertise with computer simulations at conferences. For almost two years, the only way for me to do that had been to submit an abstract and get it accepted, but then I suddenly received five invitations for keynote addresses at conferences in 2011 and 2012. This allowed me (1) to publicly complete and synthesize the incomplete theories of two other keynote speakers at a conference, and (2) to investigate publicly the properties of a speculative new edition of BiPhon, namely one implemented along the lines originally proposed for my Vici project.

So that’s two contributions. What was the first? Yes, the “completing and synthesizing” one. The keynote session of the 19th Manchester Phonology Meeting had “Contrast in phonology” as its subject, and all three invited speakers agreed to talk about the phenomenon of post-velar fronting in 13th-century Russian, a process whereby syllables originally pronounced as [ki], with a central vowel, came to be pronounced as [kʲi], with a front vowel, probably as a result of the fall of the jers and the resulting noncontrastiveness of palatalization in velars (an insight by Jakobson 1929). The first speaker was Jaye Padgett of UC Santa Cruz, who had written an article in 2003 claiming that velar fronting came about as a result of goal-oriented improvement of auditory dispersion, and the other was Elan Dresher of Toronto, who had written a book in 2009 arguing that velar fronting was instead caused by the underspecification of the palatality of /k/. In joint work with Silke Hamann (2008) I had already shown that auditory dispersion comes about automatically in BiPhon when the learner first optimizes her grammar for comprehension and subsequently uses the same grammar in production. This already improved on Padgett’s account by getting rid of goal orientation, and it turned out that Dresher’s assumption of underspecification was necessary in my BiPhon simulations as well. So it turned out that Padgett had missed something that Dresher had seen, but it also turned out that Dresher had missed something that Padgett had seen, namely that a dispersion effect was necessary. Not having done the necessary explicit computations, however, neither of them could see how their own account lacked something. It took the successful BiPhon simulations to make the connection and provide the synthesis.

And what was the second? The second contribution is about a speculative implementation of BiPhon in terms of
artificial neural networks, using nodes with connection weights instead of symbolic representations with constraints. At the 5th International Conference on Native and Non-native Accents of English in Łódź, I showed that a simple network with symmetric connections predicted that Dutch learners of the English /æ/~/ɛ/ contrast could fail to learn to perceive the difference although they could learn to produce a (small) difference. After that I modelled Kuhl’s (1991) perceptual magnet effect, by which infants warp their auditory space towards the categories of their ambient language, and together with Titia Benders I am now modelling the acquisition of the integration of spectral and duration cues in the Dutch /a/~/ɑ/ contrast by Dutch infants. We hope to be coming close to being able to model the results of our distributional learning experiments with adults and infants, namely the EEG experiments by Karin Wanrooij and the eye-tracking experiments by Sophie ter Schure.

**Where to go from here?**

I think neural network models constitute the future of linguistic theory, because, after all, the brain consists of neural networks and it is the brain that must ultimately represent and process language. Our modelling of BiPhon with the decision mechanisms of Optimality Theory has been successful in various areas (as in the post-velar fronting case, and in recent work on features with Katja Chládková), but we are beginning to see the boundaries of what is possible with Optimality Theory, because the number of candidates grows exponentially with the number of levels (BiPhon sometimes needs six levels of representation), and joint work on French gender allomorphy with Jan-Willem van Leussen shows that learning algorithms are hard to get convergent even for even simple cases (perhaps a new trick by Tamás Biró may push the applicability of OT a bit further). On the other hand, neural network modelling in linguistic theory is still in its infancy, accounting for such low-level phenomena as the perceptual magnet effect but still being an awful distance away from tackling phonological or morphological structures such as the ones needed to account for post-velar fronting or gender allomorphy. Perhaps we can contribute to bringing neural network modelling to that higher level within the next ten years or so.
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 Figure 1)\(^1\), which focuses on variation and the system behind variation in its widest sense. Natural languages exhibit a tremendous amount of variation. This variation manifests itself in all aspects of the structure of languages, in the way languages convey meaning, and in the way they are used. Any adult confronted with an unfamiliar language will have great difficulty in acquiring that language, let alone understand its structure. Yet any infant anywhere in the world, irrespective of its genetic descent, will learn the language it is exposed to without even being aware of its structure. The human language faculty is tremendously flexible, and accepts a whole array of systems.

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

The Amsterdam Center for Language and Communication applies a novel and integrated strategy in order to significantly increase our understanding of the nature of this blueprint. A key feature of the ACLC approach is that universals are studied from the widest possible variety of perspectives, both descriptive and theoretical, in order to ensure that the findings are not accidental, but are truly representative of the basic parameters that govern the organization of natural languages. A general outline of this programme is given in Figure 1.

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\(^1\) See the ACLC website (www.hum.uva.nl/aclc) for the full text of this internal document, under the headings *About ACLC* and *Mission*. By the end of 2011, a group of ACLC and ILLC researchers started working on an update of this document. April 2012 this update was finished.
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 priority area Brain and Cognition\(^2\) 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\(^3\) 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.

\(^2\) Here we use the common name for the research priority area, but the research priority area was officially established as Brain and Cognitive Sciences.

\(^3\) See the ACLC website (www.hum.uva.nl/aclc) for the full text of this internal document, under the headings About ACLC and Mission.
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 priority area *Brain and Cognition* also with researchers of the Cognitive Science Center Amsterdam (CSCA).

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 2011 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), Dr Rob Schoonen (deputy: Prof. dr Folkert Kuiken) and Dr Petra Sleeman (due to sabbatical leaves of Weerman and Fischer). 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 2011 was Dr Tamás Biró (deputy: Dr Tuba Yarbay Duman) and the PhD
representative Karin Wanrooy, MA (deputy: Renee Clapham, MA). 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 and midterm reviews. It meets once a year with the Advisory Board. In 2011 it was decided that the Scientific Council would be renewed in two steps. The Scientific Council consisted 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). In September, as the first step of renewal, Prof. dr Noordman and Prof. dr Cutler rotated off. Prof. dr Bencie Woll accepted the invitation to become a member of the Scientific Council. A fourth member has been approached. In the second step (2013) Prof. dr Muysken and Prof. dr Smith will rotate off.

1.3.4. Organogram

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

![Organogram of the ACLC in 2011](image)

1.3.5. PhD meetings

The PhD candidates have regular meetings with the ACLC coordinator. The ACLC director attends these meetings when possible. Below follows a summary, written by Sterre Leufkens, of what was discussed during the four meetings in 2011.
ACLC annual report - summary of PhD meetings

Introduction
Several times a year all ACLC PhD students get together with coordinator Els Verheugd-Daatzeelaar and ACLC director Kees Hengeveld. During these meetings the PhD students are informed about important announcements coming from the ACLC. They get a chance to ask questions, discuss problems and inform each other about their experiences, for instance with courses they attend. 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 2011

New PhD candidates
In 2011, no less than 11 ACLC PhD students started their projects. Konrad Rybka applied successfully for NWO funding for his project When ‘what’ and ‘where’ fall into place: the ontological status of place terms in Lokono. Bibi Janssen started working in September on her project Typological constraints for the acquisition of gender and case. A cross-linguistic comparison of monolingual and bilingual acquisition of gender and case in Polish and Russian. Iris Duinmeijer began working on the project Persistent problems in SLI: rule learning or implementation? Marlou van Rijn started her research called Predication and modification within the noun phrase. A typological study. Margreet van Koert will work the coming 4 years on her project Child L2 acquisition of the binding principles in Dutch. Jing Lin started on her research project Acquiring negative polarity items. Magaly Grández Ávila, who was already working at the UvA as an external PhD, started as an internal PhD on November 1 and will continue her project called A diachronic and functional approach to the verbal system of Andean Spanish in Peru. A new external PhD also started in 2011: Anna Pytlowany will carry out her project Ketelaar rediscovered. Dutch colonial linguistics through the prism of the first grammar of Hindustani (1698).

Three new PhDs started working within the programme Promoveren voor docenten. These are: Caroline Roset with her project A Grammatical Description of Darfur Arabic, Carmen Lie Lahuerta with the project Fix your vowels: the perception and production of Spanish vowels by Dutch learners and Elisabetta Materassi with Metaphor in academic discourse: a study of metaphoric language and L2 learning. Roos van der Zwaard will start in 2012 with the project The Effect of Technology on Task-Based Interaction: Negotiation of Meaning in Synchronous Computer-Mediated Communication, also in the Promoveren voor docenten programme.

There are 4 vacancies for new PhD students from September 2012: 2 for individual projects and 2 for research group projects. Furthermore, Folkert Kuiken and Rob Schoonen were allotted so called SLOA-means, which were matched by the ACLC to make it a PhD project.
Conferences, LOT schools, courses and other relevant 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 offered by the LOT winter and summer schools, 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) and for example NWO Talent Days or Talent Classes. Evaluations of such courses 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 UvA and the summer school in Leuven were evaluated, as well as the skill courses specially designed for UvA PhDs. The introduction of these courses as an obligatory part of the curriculum of new PhDs was subject to debate and will therefore be discussed separately below.

The LOT school organized by the ACLC in cooperation with LOT in January was generally seen as a big success. Many PhDs from all over the country, as well as foreign PhDs, followed the courses and got to know the ACLC. Our own PhDs helped the local organization by being course consultants and were thanked for this by Els Verheugd. A new feature in this LOT school were the master classes: special courses where students (who had to pass a selection by the teacher) could present their own research to the teacher and fellow students. They thus get more extensive feedback than possible in a regular course. These master classes got a positive evaluation and are now standard for all LOT schools.

The LOT school in Leuven, held in June 2011, was a success as well, according to the ACLC PhDs who went there. They especially liked the fact that all students stayed and ate in the same building as where the lectures were given, which resulted in a good opportunity to meet people.

As an extra activity, Renee Clapham took the great initiative to organize a meeting with Jan Moorman and Monica Soegiarti from the UvA administrative department, where we could ask questions regarding payslips, travel reimbursements, etc. Renee came up with this idea after having trouble with some regulations and finding out that no-one really had an answer to her questions - not even the HR department. Many of us attended the meeting and were enthusiastic about the quality and quantity of information.

Education programme / skill courses
In the beginning of the year, Titia Benders (being the ACLC representative of the graduate school committee) asked how we felt about obligatory skill courses for all PhD candidates. There was consensus that some specific courses would definitely be useful, such as Academic English and Dutch for foreigners, but that the needs were also largely dependent on the candidate and her/his project. As for the LOT courses, we felt that it would not be useful to make those obligatory, as they are not always relevant and if they are, you can go anyway. We also discussed the amount of time that we would want to spend on skill courses. Most people agreed that courses are more useful and can therefore take more time in the first year(s), while the final year(s) of a PhD project should not involve too much courses as the work load is so high already. Titia passed this feedback on to the graduate school committee.

During the year, the new PhD education programme took shape and was finally established. All PhDs who started in 2011 or later are now obliged to follow at least 6 ECTS in skill courses offered by the Graduate School of Humanities, as well as to
spend at least 15 ECTS to linguistic courses offered by a national research institute, for instance the LOT courses. Older PhDs (that is, the ones that started before September 2011) can follow the Graduate School’s skill courses, but are not obliged to. They are however expected to follow at least some LOT courses.

Some of the new PhDs have by now followed some of the skill courses; their experiences varied. Bibi Janssen and Iris Duimeljer took the course *Presentatievaardigheden*, which they thought was useful to some extent but could have been given in one day instead of four. This may have been due to the low number of participants: they were the only two. This will likely change in the coming years. The course *Loopbaanoriëntatie*, attended by all new PhDs, received mixed opinions. There were some good and interesting speakers, but not everyone found all talks relevant. The course consists of 4 meetings, of which this was only the first – again, the programme is likely to become more suited to all students’ wishes over time. Jing Lin followed the Academic English course and was negatively surprised by the level of her fellow students. In general, the information on courses and on how to register for them was sometimes confusing, but such problems will be solved in the coming year. At the end of 2011-2012, there will be a general evaluation of the new programme.

**NAP-dag**

Katja Chládková, Karin Wanrooy and Jan-Willem van Leussen organized the *NAP-dag*, which was held on October 7th. A new invention was a block of 5-minute presentations by the PhD students who had just started in September. This was a nice way for them to present themselves and for the ACLC to get to know them and their projects. There were seven regular presentations. Sterre won the prize for the best presentation.

**Teaching**

During one of the meetings, questions were raised about teaching. Some of the ACLC PhDs teach one or more courses during their affiliation. It happens that they feel ‘thrown in at the deep end’. In some cases the supervisor gives the necessary counseling, but if (s)he does not take this up, the PhD candidate has to find out everything on her/his own.

After exchanging some experiences, we agreed to organize a lunch every semester for all teaching PhDs and PhDs who will teach in the future. During this lunch they can discuss their experiences and ask questions to the more experienced teachers. Joke Schuit has organized the first teaching-lunch, which turned out to be a nice way to informally address teaching issues. Further available help for teachers-to-be is the skill course ‘Teacher Training’, which can be attended twice a year to acquire the necessary teaching skills.

**Preparation of ACLC evaluation in 2012**

Every six years, the ACLC is evaluated by an external committee. This will happen in 2012. One part of this evaluation is a self-evaluation, in which ACLC Director Kees Hengeveld writes down what ACLC’s strong points are, what could be better and what has been done to improve the negative points in the earlier review in 2005 and the midterm self-review in 2008. The director asked the PhDs to help him with the self-evaluation by sharing what they think are strong and weak points of the ACLC.
One problem is that there is a large non-tenured staff but a small tenured staff. This causes a (too) high supervision load on the tenured staff. Especially the small amount of Postdoc positions is conceived as a problem. The director explains that this is due to financial structure: finished PhD dissertations bring money to ACLC while Postdocs do not. Nonetheless, ACLC is working on this and successfully so: two new Postdocs were appointed in December, thanks to additional funding to the research focus area Learnability.

Another problem is the low rate of PhDs who complete their project in time; this is only 25% (this is comparable to other universities). The director asks what the reasons could be. One reason could be maternity leave: it seems to be the case that PhDs suffer from a hampered work resumption after pregnancy leave. It could be a solution to extend maternity leave with a part-time period; the director will see whether this is possible. A second reason for the low completion rate could be the combination of teaching and research: Titia Benders mentions that teaching usually takes a lot more time than allotted, which can result in a delay. However, the ACLC is not involved in the teaching regulations and cannot really change this. Nonetheless, The director will bring it up in a meeting with the responsible education departments. He also mentions that a PhD who finishes on time is rewarded with a 500 euro bonus. Hopefully, this will be an extra stimulant.

**Publishing in LOT Dissertation Series, practical planning issues**

During the year, tips and news were exchanged on the more bureaucratic side of finishing a PhD. ACLC Coordinator Els Verheugd stressed that it is strongly encouraged to publish an ACLC dissertation in the LOT Series. ACLC even awards a bonus of 500 euros if you publish with LOT. As LOT has a new publisher that is known for not being the cheapest, some of us wanted to know why ACLC promotes LOT – can we not find our own publisher? The coordinator explained that the great advantages of publishing with LOT are that a LOT dissertation can be easily accessed online and is announced through the Linguist List, which ensures a good exposure to the audience. Also, LOT has prestige in the field which is not the case with less well-known publishers.

ACLC Director and Coordinator furthermore stressed that it is important to start on time with the publication procedures. A dissertation should be announced to LOT 25 work days before the pedeldatum, which is 4 weeks before the defense. It is even better to contact LOT 30 days before the pedeldatum, to check whether all complex things (figures, symbols, etc.) come across correctly.

The PhDs were reminded again that publishing and defending a dissertation can be quite expensive: apart from publishing, you also have to pay for the Agnietenkapel, a reception, formal clothing, etc. An overview of possible costs can be found at [http://www.hetpnn.nl/promoveren/tijdens/afronding/](http://www.hetpnn.nl/promoveren/tijdens/afronding/). Note that ACLC, on top of the 500 euro bonus for publishing with LOT, rewards a bonus of 500 euro if you finish on time.

Hadil Karawani explained that all PhDs must request admission to candidacy for a doctorate. New PhDs (those that started in 2011 or after) must obtain that admission before they start their projects. Furthermore, PhDs who acquired their MA degree in a foreign country must submit an exemption request. More information about both documents and about other regulations and procedures can be found at [http://www.uva.nl/onderzoek/promoveren/promoveren.cfm](http://www.uva.nl/onderzoek/promoveren/promoveren.cfm).
Learnability community, SMART lectures
Jelle Zuidema (the new so called community builder Learnability) attended one of our meetings to introduce the SMART lectures: lectures organized by the Faculty of Humanities, in collaboration with the Cognitive Science Center Amsterdam, that intend to bring together academics from linguistics, cognitive science, psychology, and other branches of science. Jelle explained how he feels these fields can benefit greatly from each other and that he therefore hopes that we will attend the lectures and expand our networks across traditional discipline boundaries. On his question whether we were planning to attend, some of us expressed some doubts: if the lectures would be given at Science Park at inconvenient times, we would perhaps not go. But if they were given in the Bungehuis or PCH, and if the lectures would always be understandable for linguists, most of us would definitely be present.

Thanks
On a final note, we would like to thank several PhD students for their organizational efforts in 2011: Karin Wanrooy as the PhD representative on the ACLC advisory board and Renee Clapham as the back-up representative. Katja Chládková, Karin Wanrooy and Jan-Willem van Leussen for organizing the NAP-dag. Vadim Kimmelman and Sterre Leufkens for embodying the borrelcommissie. Tessa Verhoef and her successor Margreet van Koert for organizing the monthly PhD lunch. Joke Schuit for organizing intevision meetings and for organizing the teachers’ lunch. Renee Clapham as webmaster and Mirjam Trapman for managing the mailing list. Sophie ter Schure, Sterre Leufkens, Vadim Kimmelman and Renee Clapham for chairing the PhD meetings; Joke Schuit, Katja Chládková, Mirjam Trapman and Margot Kraaykamp for providing the minutes; and Mirjam Trapman, Sophie ter Schure, Jan-Willem van Leussen and Jing Lin for presenting their work during the meetings. Joke Schuit and Hadil Karawani as PhD mentors.

1.3.6. Postdoc meetings

The ACLC postdocs meet regularly. Tamás Bíró, the 2011 postdoc representative in ACLC’s Advisory Board, reports on these meetings.

The postdoctoral researchers at ACLC usually meet once in a year, at wintertime, in the form of an informal “postdoc lunch” in Café Van Zuylen. Due to technical reasons, the 2010-2011 meeting was advanced to November 12, 2010, whereas the 2011-2012 meeting was delayed to January 19, 2012. Postdoc researchers often work alone, and these meetings provide an opportunity for colleagues to meet. In fact, people are distributed in different research groups and various buildings, and may even not have met. The eight-to-ten colleagues who are present at such lunches have consequently the chance to discuss work-related and personal issues, including career perspectives for young scholars without a tenure, or the eternal “family (children) or work?” dilemma so important for this age group. These meetings also serve as an informal occasion for introducing the new postdoc representatives at the ACLC advisory board. Thus, in November 2010, Tamás Bíró took over this year-long role from Sible Andringa. In January 2012, Tuba Yarbay Duman became the new postdoc representative, with Liesbeth Zack serving as her new back-up (and successor in 2013).
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 PhD 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 website4.

The progress interviews with the postdocs and with the PhD candidates are shared among the director and senior members of the ACLC ((associate) professors). 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 and their work more visible. Activities are announced on the ACLC’s Events page.

The research groups are the organizational layer below the Advisory Board. The groups have coordinators who are responsible for the communication within the group. The main task of the coordinators is to regularly organize meetings of the group, to update the work plan of the group and to write a summary of the year’s scientific development and activities (meetings, major publications, conferences etc.) for the ACLC annual report. The activities of the group can include meetings open to non-members where appropriate. Individual staff members are encouraged to present new ideas through the research groups.

1.4. Strategy and policy

1.4.1. Content policy

The strength of ACLC is the broadness of its research in terms of theoretical modelling, empirical domains, and the interaction between the different types of approaches. This distinguishes it from comparable research institutes inside and outside the Netherlands. This property also accounts for the many forms in which

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4 www.hum.uva.nl/aclc further under For members; then Minutes.
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 collaboration with the ILLC in *Cognition: Learnability and Modelling* as the Faculty’s contribution to the inter-faculty research priority area *Brain and Cognition*, which started in 2009, is fully compatible with the Language Blueprint programme. 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 a personal 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 (inclusive a track of 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 *General 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 2011 the two-year research master had twelve 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 is implemented in 2011. However, ACLC involvement has not been arranged, yet.

2. Input

2.1. Researchers and other personnel

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

<table>
<thead>
<tr>
<th>Staff</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
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<td>2.74</td>
</tr>
<tr>
<td>Senior lecturers</td>
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<td>2.08</td>
</tr>
<tr>
<td>Lecturers</td>
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<td>5.91</td>
</tr>
<tr>
<td>Non-tenured staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professors</td>
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<td>0.72</td>
</tr>
<tr>
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<td>9.80</td>
</tr>
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<td>36.95</td>
</tr>
<tr>
<td>Supporting staff</td>
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<td>1.20</td>
</tr>
<tr>
<td>Total staff</td>
<td>39.30</td>
<td>38.15</td>
</tr>
</tbody>
</table>

Table 1 shows a small decrease in tenured staff size (6%) and a small increase in non-tenured staff size (7%) from 2010 to 2011. The number of the supporting staff did not change. The reduction in tenured staff is due to the fact that researchers leaving the UvA are not always being replaced as the result of budgeting targets of the language departments. In the course of 2011 the situation slightly improved and constraints were slightly relaxed. The increase in non-tenured staff is due to a successful year regarding the acquisition of PhD positions.

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5 See Appendix 2 for an overview per individual staff member.
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 affiliated to the ACLC, in principle for one year. If their research plan is approved, then they are given the status of guest researcher (see also below). Retired full professors and professors by special appointment can make use of the so-called emeriti-scheme for a maximum of four years (see www.hum.uva.nl/emeriti).

Postdocs

Due to the national policy of providing more postdoc research positions at different levels, the number of postdoc positions is still relatively high, although decreasing (see Table 1). All applications for (externally funded) postdoc positions are screened by the ACLC director, who then gives written approval to the Dean. It is ACLC policy that these applications are prepared within the research groups so that the group of researchers most closely related to the topic can give feedback and advice. In such cases the ACLC has the task to look carefully at the desired structure of research staff. In 2011, two postdocs joined ACLC (Van Lier and Yarbay Duman); Van Beuningen replaced Olsthoorn, and Van der Sijs and Audring received small Faculty grants to prepare research proposals to be submitted to external grant programmes for the year 2012.

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, relative to the success rate of the other research institutes at the Faculty. The number of PhD's completed over the previous three years is averaged and about 40% of that number is awarded, also dependent on performances of the faculty's other research institutes. In the course of 2011, the Faculty's position improved and two additional PhD positions were offered to the ACLC. Sometimes part of the available positions are used to collaborate with an external party providing 50% of the necessary funding. However, in 2011 no such collaborative project was submitted.

PhD candidates externally funded

In 2011 Hengeveld/Rybka successfully applied for NWO funding for their project When ‘what’ and ‘where’ fall into place: the ontological status of place terms in Lokono within NWO’s programme Promoveren in de Geesteswetenschappen.
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 2011, it was decided that these external PhD candidates can apply for ACLC travel support for conferences, as regular PhD candidates can. In 2011, Rob Tempelaars started on a project called: Aspecten van neologismen in het Nederlands; and Smadar Cohen on a project named Person Markers in Spoken Spontaneous Israeli Hebrew. Both projects are self-funded.

**Docent-promovendus**

Docent-promovendi 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 this vacancy 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 2011, within the Faculty's programme “Promoveren voor docenten”, four PhD positions (4 years, 0,5 fte) were awarded to following persons and projects:

- Caroline Roset for her project A Grammatical Description of Darfur Arabic,
- Carmen Lie-Lahuerta for her project Fix your vowels: the perception and production of Spanish vowels by Dutch learners,
- Elisabetta Materassi for her project Methaphor in academic discourse: a study of metaphoric language and L2 learning, and
- Roos van der Zwaard with the project The Effect of Technology on Task-Based Interaction: Negotiation of Meaning in Synchronous Computer-Mediated Communication.

Roos van der Zwaard will start her project in 2012.

**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. In 2011, the ACLC hosted the following associate researchers: Dr Julia Albert (Karoli Protestant University, Budapest; 1/1/2011 - 1/7/2011), Dr Raquel Criado Sánchez (Universidad de Murcia; 1/10/2011 - 1/11/2011), Dr Johnson Folorunso Ilori (Adekunle Ajasin University, Nigeria; 1/2/2011 - 1/9/2011), and Dr Freek van de Velde (KU Leuven; 1/4/2011 - 1/7/2011).

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. In 2011, all retiring ACLC members choose to remain associated to the ACLC. 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 (capaciteitsgroepvoorzitter) 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.
**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) that the candidate and supervisor(s) have drafted, is discussed. In that plan the needs of the candidate for training (linguistic or in any other 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 had no official time for training or teaching. In the four-year programme that became operational September 2008, PhD students have an appointment of 0.8 fte and can acquire additional contracts to gain experience in teaching.

All ACLC PhD candidates could apply to follow local courses that are offered. As of September 2011, the training of PhDs is supervised by the Graduate School of Humanities. New PhD candidates are required to follow 6 ECTS of skill courses and 15 ECTS of LOT courses. Skill courses comprise courses such as on Project management, Social skills, Academic English, How to write a PhD, Basic teaching skills etc. For the LOT courses, they can choose from the excellent international courses offered at the LOT Winter and Summer Schools. These Schools give the candidates a chance to meet other post-graduates and are highly rated. ACLC staff regularly teaches on these courses. Furthermore, the University offers also intervision session to its staff and this concept has recently been extended to PhD candidates.

2.1.3. Exchange policies

Individual programme groups and individuals have connections with other institutes on the basis of current work. Exchanges are also arranged within European programmes, for 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 2011 Pfau was visiting Fellow Researcher at the Lichtenberg-Kolleg, Georg-August-University, Göttingen (Germany), 09/2011 – 01/2012.

2.2. Resources, funding and facilities

2.2.1. Financial situation

The figures for 2011 as compared to 2010 are given in Table 2.
Table 2. Funding and expenditure for ACLC in 2011 as compared to 2010 (in k€)

<table>
<thead>
<tr>
<th>Funding</th>
<th>2011</th>
<th>%</th>
<th>2010</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct funding</td>
<td>1322.08</td>
<td>58</td>
<td>1236.34</td>
<td>53</td>
</tr>
<tr>
<td>Research funds</td>
<td>816.07</td>
<td>36</td>
<td>986.62</td>
<td>42</td>
</tr>
<tr>
<td>Contracts</td>
<td>104.48</td>
<td>4</td>
<td>72.01</td>
<td>3</td>
</tr>
<tr>
<td>Support staff</td>
<td>46.31</td>
<td>2</td>
<td>46.31</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>2288.94</td>
<td>100</td>
<td>2341.28</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>2011</th>
<th>%</th>
<th>2010</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel costs*</td>
<td>2288.94</td>
<td>96</td>
<td>2341.28</td>
<td>98</td>
</tr>
<tr>
<td>Other costs</td>
<td>83.02</td>
<td>4</td>
<td>51.69</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>2371.96</td>
<td>100</td>
<td>2392.97</td>
<td>100</td>
</tr>
</tbody>
</table>

* Personnel costs: all wages, salaries of the personnel including the social security charges, the donation to the provision "wachtgelden" (=reduced pay in case of unemployment), the cost of temporary workers or agency staff and other personnel costs such as allowances for child care and commuter travel.

A comparison of the figures of 2010 and 2011 shows that the overall funding and expenditure remained virtually the same. However, there is a slight shift due to increased direct funding and decreased research funds. A gradual increase of the external fundings (research funds + contracts) over the last ten years did not continue in 2011. There is also a notable increase in ‘Other costs’ as a result of the investments in the (extension of) research lab in the Bungehuis (see also Appendix 1).

2.2.2. Policy

Staff
The ACLC has had to face a gradual reduction in permanent staff over the last ten years. Also in the year 2011, ACLC had to face a reduction of tenured staff. However, at the same time a change in policy came into sight and measures were taken to replace retiring staff and to fill vacancies. The effects of which will probably show in 2012. Furthermore, to strengthen research priority area Learnability a new assistant professor was recruited (starting September 2011). 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 is still relatively successful, as Table 2 shows, but the danger of this success that has been notified before, that is that it goes hand in hand with an increasingly larger organizational and supervising load for directly funded permanent staff, is still existent.

Travel
The allowances for travel and conference attendance in 2011 remained the same as they were for 2010. Each senior researcher and PhD candidate has an allowance of €1200 per year for conference attendance, PhD candidates with a maximum of €4800 for the duration of their project. In 2011 it was decided that in this respect the external PhD candidates can make the same claims as regular PhD candidates. The ACLC continues 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 is geared 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 2011: the yearly conference on Iconicity (Sweden), two theme workshops within the Syntax Circle, Fifth ‘Dag van de Nederlandse Zinsbouw’, and Comparative Germanic Workshop 26. ACLC researchers were involved in the organization of 18 conferences and workshops, of which 9 took place in Amsterdam.

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. However, in 2011, a successful attempt was made together withUIL-OTS Utrecht to acquire external funding by NWO for eyetracking and EEG equipment. The necessary expansion of the laboratory to host the new equipment was paid from the same grant, and from both the budget allocated to the research priority area Brain and Cognition and the ACLC.

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 an extensive 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. In 2011 additional rooms could be equipped with a second eyetracker and a second EEG system. The technician, Dirk-Jan Vet, is kept very busy with managing these rooms. As of April 2011, the labmanager’s appointment was renew to 2014, financed from Boersma’s Vici and ACLC’s Brain & Cognition resources. 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-Daatzaelaar, 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 Table 1). 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). End of 2011 a recruitment procedure started to replace two chairs, i.e., Second Language Acquisition, vacant as of 2012, and Psycholinguistics, Language Pathology and Sign Linguistics, vacant as of 2013 by a single chair Language Acquisition. Although we are pleased that there will be some overlap in appointments between retiring chair holders and new chair holder, it also implies a further reduction of linguistic chairs. Also end of 2011, a procedure started to fill a strategic chair Learnability within the focal research area Brain and Cognition. Both procedures were still ongoing at the time of writing this report.

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 2011 this target was achieved easily (see Table 2), and was at the level of 36% and 4%, respectively.
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 will remain 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 plan 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 1997-2011. This table has been adapted as compared to earlier reports (through 2009) 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 consider 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; one such was awarded in 2011. Whereas from the intake of 1997 through 2001 33.3% (6 out of 18 candidates) finished (almost) in
time (0-3 months), the results for the next 5 years’ intake (2002-2006) have improved: 40% (14 out of 35 candidates). It is too early to tell what the results for more recent years are, due to extensions received by some candidates. Of the 2007 intake, one PhD has finished in 2011, the other two are close to finishing; they need a brief extension due to fact that they accepted other work. Of the 2008 intake, two got extension for different reasons, one is almost done and one will probably be somewhat overdue. It turns out the numbers of real drop-outs (i.e., “stopped”) are very low.

Table 3: Success rate and duration of financed PhD projects in intake years 1997-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Intake</th>
<th>Number of successful PhD’s</th>
<th>Point of completion (months delay)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of successful PhD’s</td>
<td>0-3</td>
</tr>
<tr>
<td>1997</td>
<td>6</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>1998</td>
<td>5</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>1999</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>2000</td>
<td>5</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2001</td>
<td>0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2002</td>
<td>6</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2003</td>
<td>7</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>2004</td>
<td>14</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>2005</td>
<td>5</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2007</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>4</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Candidates who have not finished their thesis within their contract time can be awarded a guest researcher status for the period of one year in order to complete it – this is beneficial since the student remains in the same research environment. These students are intensively supervised to optimize the chances of their completing quickly. It has been noticed that some candidates are being offered work positions in their last year, which, although indicative of the employability of the ACLC PhD candidates, can lead to a delay in completion.

All candidates are stimulated to follow a course in project management at the start of their project as well as courses in writing scientific English if time allows it. They are encouraged to practice writing from the beginning and to publish results early if possible so that they experience fewer problems later on when writing up the full dissertation. As of September 2011, writing is part of the skill courses. The candidates follow courses offered in the Winter and Summer schools of LOT. Four times a year there are 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. For new PhDs this kind of course has become part of
their basic training. 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 graduates 1997-2011
(number/percentages, N=100).

<table>
<thead>
<tr>
<th>type of employment</th>
<th>male (N/ %)</th>
<th>fem (N/ %)</th>
<th>total (N/ %)</th>
</tr>
</thead>
<tbody>
<tr>
<td>university</td>
<td>21/46</td>
<td>19/35</td>
<td>40/40</td>
</tr>
<tr>
<td>research</td>
<td>10/22</td>
<td>11/20</td>
<td>21/21</td>
</tr>
<tr>
<td>professional work</td>
<td>13/28</td>
<td>19/35</td>
<td>32/32</td>
</tr>
<tr>
<td>self employed</td>
<td>1/2</td>
<td>2/4</td>
<td>3/3</td>
</tr>
<tr>
<td>unemployed/unknown</td>
<td>1/2</td>
<td>3/6</td>
<td>4/4</td>
</tr>
<tr>
<td></td>
<td>46/100</td>
<td>54/100</td>
<td>100/100</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 54 (i.e., 54%) were women. Women are slightly less successful in obtaining an academic position (university or research) compared to men: (rounded) 56% (30 of 54) of the female PhDs as compared to (rounded) 67% (31 of 46) 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 his/her representative, together with their mentor from the senior staff where appropriate, to evaluate progress on their project and to discuss practical problems. Attention is paid to the feasibility of the project in the time allotted and the planned and realised publications from the project. An award of €500 is given to a few of the best individual postdocs in a particular year on the basis of their scientific output (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, headings Research and then Publications 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 (0.4 fte 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 2009 for the groups as they worked in 2011. 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 2011 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 2011 LiA was under the editorship of Judith Rispens and Roland Pfau.

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 2011 all were invited to a (guided) tour in the University’s Hortus Botanicus, 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. September 2011, Dr Jelle Zuidema was appointed as community builder for 0.2 fte to further explore and enhance the collaboration between the two research institutes, especially as it concerns their participation in the research priority area Brain and Cognition.

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. As was mentioned, both contribute to the research priority area Brain and Cognition, with the ACLC working on the issue of Learnability, the ILLC on the issue of Cognitive Modelling.

Within the University
The ACLC participates in the interdisciplinary Cognitive Science Center Amsterdam (CSCA). The areas of specialisation of the ACLC fit in clearly with this center, 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 center 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 Fryske Akademy. Both institutes finance a chair (professor by special appointment): the Meertens Institute for Language Variation (prof. dr Hans Bennis) and the Fryske Akademy for Frisian Linguistics (prof. dr Arjen Versloot). The Esperanto Foundation finances the special chair for Esperanto currently held by prof. dr ir Wim Jansen. The City Council of Amsterdam finances the chair for Dutch as a Second Language currently held by prof. dr Folkert Kuiken. The Pegasus Foundation finances the chair on Cultural Relations with Eastern Europe that is held by prof. dr Wim Honselaar. The Dutch Cancer Institute (NKI) finances a chair in Oncology-related communication disorders, held by prof. dr Frans Hilgers (until June 2011), his successor being prof. dr Michiel van den Brekel (officially starting as of January 2012).

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, Dr Enoch Aboh works on a project on functional categories in analytic languages together with researchers from 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, such as the PhD project on Dutch diachronic case, as well as between the ACLC and the Fryske Akademy, for instance in the PhD project on The bilingual language development of the young Frisian child.

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). Dr Elma Blom works on a project on Bilingual Production and Processing in SLI children together with the University of Reading (UK). Prof. dr Folkert Kuiken together with Dr 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. Dr Otto Zwartjes works together with the universities of Oslo and São Paulo, and with CIESAS, Mexico in his project on Missionary Linguistics. Dr Olaf Koeneman and Dr 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 8, Paris Descartes, 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 2011 7 PhD degrees were awarded, 3 internal candidates, 3 external and 1 bi-doctorate (see Appendix 6). Enoch Aboh received an NWO replacement grant for a stay at NIAS. Eva van Lier, Tuba Yarbay Duman and Liesbeth Zack were each awarded an NWO Veni grant. Marcel Giezen was awarded a Rubicon grant for the project Unravelling the competition of sign and speech in bimodal bilinguals. Bart de Boer received an ERC Starting Grant Advancing Behavioral and Cognitive Understanding of Speech, to be carried out in Bruxelles. Tamás Bíró received a postdoctoral fellowship for 12 months from the Rothschild Foundation (Hanadiv) Europe. Anne Baker received as a co-applicant a grant from Clarin-NL for the project Integrating and publishing resources on sign language acquisition, as well a grant from NWO Gebiedsbestuur Geesteswetenschappen for the project The States of the language faculty: a lifespan perspective. Kees Hengeveld together with Konrad Rybka was 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*, Paul Boersma is on the board of *Lingua*. Norval Smith is on the editorial board of the *Journal of Language Contact*, Enoch Aboh is on the board of the *Journal of Pidgin and Creole Languages*, Rob Schoonen is on the board of the *Journal of Second Language Writing* and of *Language Testing*, and Otto Zwartjes of *Historiographia Linguistica*.

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*, and Olaf Koeneman in *Nederlandse Taalkunde*.
The staff members were also active in organizing conferences both internationally and nationally. The ACLC (co-)organized the workshops Speech and Sign in Children and Adults, Meaning and Morpho-syntax in sign languages, Formal Semantics and Pragmatics of Sign Languages, Dag van de Nederlandse Zinsbouw, Nederlandse Taalkunde, the 4th Amsterdam workshop on Greek linguistics and the Closing Conference of NWO’s Endangered Languages Programme (Leiden).

The ACLC was well represented in research organization in 2011 (see Appendix 5). Internationally, for example, Rob Schoonen is member of the TOEFL Committee of Examiners at Educational Testing Service, and of the executive board of SLATE, Kees Hengeveld is president of the International Functional Grammar Foundation, Folkert Kuiken is member of the board of the TACOSELL (AILA), and Hedde Zeijlstra is member of the board Generative Linguistics in Eastern Europe. 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, and of the Wetenschapscommissie Frysk Akademy, KNAW, and Kees Hengeveld is chairman of the NWO committeee for Endangered Languages.

3.3. Internal evaluation

The bonus awards were given by the ACLC to 10 individual ACLC members, both senior and junior, on the basis of excellent work. For 2011 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 2011 the bonus awards were awarded to Van Beinum, Escudero, Giezen, Heim, Hilgers, Koeneman, Rozendaal, Sleeman, Woidich and Zeijlstra. A bonus was also awarded to PhD candidate Giezen who finished his PhD within the set time limits.

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: Josefien Sweep co-authored Van Dale grammatica Duits, Kino Jansonius published an article in the Tijdschrift voor orthopedagogiek and Akke de Blauw in the Tijdschrift voor Lerarenopleiders.

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:

3.5. Overview of the results

3.5.1. Publication quantitative overview

The productivity of the ACLC in 2011 (Table 5) in general remained fairly stable as compared to 2010: the average number of refereed academic publications (Category 1a, 1c and 2) went slightly down, from 4.7 to 4.2 per senior research fte. The number senior staff in 2009 (two years prior to the publication year) is taken as the point of reference. The number of academic articles in refereed journals slightly increased from 35% to 37% (i.e., Category 1a as percentage of Category 1-4). The current policy of encouragement for publication in top journals clearly continues to bear fruit: of the 49 articles, to the extent that these could be classified, 20 were published in an A journal. Two monographs and seven edited volumes were published in 2011 and the members were also active in making their results available to professionals in the field.

Table 5: Aggregated publication results of the ACLC in 2011

<table>
<thead>
<tr>
<th>Type of publication</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Academic articles and chapters</td>
<td>118</td>
</tr>
<tr>
<td>a. refereed journal articles</td>
<td>49</td>
</tr>
<tr>
<td>b. non refereed journal articles</td>
<td>12</td>
</tr>
<tr>
<td>c. refereed book chapters</td>
<td>46</td>
</tr>
<tr>
<td>d. non refereed book chapters</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
</tr>
<tr>
<td>2 Academic monographs</td>
<td>2</td>
</tr>
<tr>
<td>3 Academic monographs and journal volumes edited</td>
<td>7</td>
</tr>
<tr>
<td>4 PhD theses</td>
<td>7</td>
</tr>
<tr>
<td>5 Professional and popularizing publications and products</td>
<td>24</td>
</tr>
<tr>
<td>6 Lectures, posters and reviews</td>
<td>226</td>
</tr>
</tbody>
</table>

6 Using the ERIH Revised list, published in 2011 which is far from complete.

7 No distinction is made between paper and electronic information bearers.

1) Academic publications are aimed at an audience of scientists and researchers
   a) Refereed journal articles: papers in academic journals that employ an anonymous peer referee system separated from the editorial staff.
   b) Non refereed journal articles: papers in all other academic journals
   c) Book chapters are included here if they fall within the definition of academic publications (books are listed separately) and are peer refereed.
   d) Non refereed book chapters: book chapters in all other academic publications.

2) Academic monographs: books written for a learned audience, reporting results of scientific research.

3) Academic monographs and journal volumes edited

4) PhD theses are listed that are predominantly (>50%) the result of research carried out within the institute/programme.

5) Professional and popularizing publications and products: scientific papers aimed at a broader professional audience, chapters, books and reports aiming at the dissemination of scientific knowledge, software, CD-ROM’s, etc.
3.5.2. Publication qualitative overview
As indicated in the quantitative overview, ACLC members produced several outstanding publications in 2011: 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). In 2011, no external awards or prizes were gained.
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. Good 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 (further) 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 in the Faculty 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, especially considering the (NWO) policy to allocate research funds to areas that are less well related to language.
   c. Changing calendar for teaching and increasing teaching load for tenured staff may put the research time further under pressure.

4.2 Future plans

The Language Blueprint as content policy has been successful in creating a special interaction between researchers. An updated version (due 2012) might further strengthen and focus future research. The research priority area Brain and Cognition and ACLC’s contribution to that with Learnability studies are now well on their way. Key work is being done on the learnability of language from the point of view of typology and of course from acquisition. The establishment of a new Research Group on Unlearnable and Learnable Languages might further enhance the research priority area. The collaboration with semanticists and logicians from the ILLC increases in the joint research priority 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. Institutional Discourse
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
17. Unlearnable and Learnable Languages
1. Bidirectional Phonology and Phonetics

Coordinator: Paul Boersma (back-up: Titia Benders)

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.


Participants in 2011:
Paul Boersma (ACLC), senior researcher, coordinator (0.5 fte).
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.
Kateřina Chládková (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte), subproject: “Categories of speech: their identity and learnability”, September 2009 – September 2013.
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 “Models and tests of early category formation: interactions between cognitive, emotional, and neural mechanisms” (0.8 fte), September 2010 – September 2014.
Arjen Versloot (Fryske Akademy and ACLC), professor by special appointment of Frisian linguistics.
David Weenink (ACLC), senior researcher (0.2 fte).
Norval Smith (ACLC), senior researcher (0.1 fte) until September 2011.
Jeroen Vis (ACLC), assistant professor in Greek.
Dirk-Jan Vet, electronic engineer.
Jeannette van der Stelt, guest researcher.
Paola Escudero (MARCS Auditory Laboratories), external member.
Silke Hamann (University of Düsseldorf), external member.
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.

Overview of progress in 2011:
In March, Weenink gave a three-week course at Jinan University in Guanzhou, teaching the staff and students of the Dialect Research Department about elementary and advanced use of the Praat program.

As an invited speaker at the Manchester Phonology Meeting in May, Boersma showed simulations of velar fronting, a sound change that happened in the 13th century in Russian. It turned out that two ingredients were crucial: (1) bidirectionality of cue constraints, i.e. each cue constraint describes the behaviour of the speaker as well as of the listener, and (2) phonemes consist of features that can be underspecified.

Benders assembled a corpus of speech toward 11- and 15-month-old Dutch children. While it used to be generally assumed that mothers aim at producing segments clearly when talking to their baby, an analysis of the corner vowels /i/, /u/, /a/ and the fricative /s/ revealed that the realization of segments in Dutch infant-directed speech can be best characterized instead as expressing enhanced positive affect (i.e. the mother’s smile).
In July, at the annual meeting of the Cognitive Science Society in Boston, Biró organized a workshop on *Optimality Theory as a General Cognitive Architecture*. The speakers and poster presenters (including Paul Smolensky and Geraldine Legendre) covered various aspects of OT that connect it to cognitive sciences at large, such as neural implementation, learnability, Theory of Mind and phylogenetic aspects. They also presented analyses of phenomena that lie outside the traditional domains of OT, such as code switching, translation studies, calligraphy and anthropological issues.

In August, most of us presented at the International Congress of Phonetic Sciences in Hongkong, where our former professor Louis Pols delivered a keynote address.

Escudero, Benders and Wanrooij published an article in *JASA* showing that listening to an enhanced bimodal distribution of vowels representing the Dutch vowels /a/ and /a:/ facilitates the learning of these vowels for Spanish listeners.

As an invited speaker at the *Accents of English* conference in Łódź, Boersma presented the discovery that a simple symmetric artificial neural network that implements BiPhon shows that it is possible that L2 learners of a language with more categories than their L1, are capable of splitting an L1 category in L2 production but not in L2 perception. Thus, for instance, the simulations predict that a Dutch learner of English cannot hear apart the English *bet* and *bat* vowels, but produces *bet* consistently differently from *bat*. 
2. Cognitive approaches to second language acquisition

**Website:** [http://www.hum.uva.nl/adlc/casla.cfm](http://www.hum.uva.nl/adlc/casla.cfm)

**Coordinator:** Jan Hulstijn

**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 2011**

**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.*

Catherine van Beuningen  
Project: *Towards a theory of second-language proficiency: the case of segmenting and comprehending oral language.*

**PhD candidates**
Marjolein Cremer  
Project: *Accessibility of semantic networks of Dutch L1 and L2 children.*

Margarita Steinel  
Project: *What is speaking proficiency? Unraveling second language proficiency.*

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

**External PhD candidates**
Klaartje Duijm  
Project: *Aspecten van spreekvaardigheid: Een onderzoek naar de relaties tussen communicatieve spreekvaardigheid (CEFR), taakcontext en specifieke linguistische vaardigheden.*
Jelske Dijkstra
Project: Bilingual language development of the young Frisian child.

Associated researchers
Nomi Olsthoorn (Lancaster University)
Project: Towards a theory of second-language proficiency: the case of segmenting and comprehending oral language.

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

Overview of progress in 2011

Major events 2011
Folkert Kuiken and Rob Schoonen obtained a grant from the VO-Raad of €269,756 for a research project on Result-oriented language teaching in Amsterdam-West.

PhD candidates
Three PhD candidates defended their theses in 2011:

Jimmy Ureel,

Marije Michel
Project: Design features and sequencing of L2 tasks

Catherine van Beuningen
Project: The effect of feedback on written output in content-based (second) language instruction.
Title of thesis: The effectiveness of corrective feedback in second language writing. Defended on 19 April 2011.

In October and November of 2011, four language instructors in the Department of Language and Literature were successful in obtaining funding from the Faculty of Humanities to conduct PhD research. Their projects will be embedded in the CASLA research group. As of February 2012 we will welcome Elisabetta Materassi (instructor of Italian) with a project entitled Metaphor in academic discourse: a study of metaphoric language and L2 learning, Carmen Lie-Lahuerta (instructor of Spanish) with a project entitled Fix your vowels: the perception and production of Spanish vowels by Dutch learners, Roos van der Zwaard (instructor of English) with a project entitled The Effect of Technology on Task-Based Interaction: Negotiation of Meaning in Synchronous Computer-Mediated Communication, and
Lissan Taal-Appelqvist (instructor of Swedish) with a project entitled *Acquisitional distance and syntactic diversion*.

**Planned major event**

The CASLA group will organize the 2013 annual conference of EUROSILA, the European Second Language Association, which will take place in Amsterdam. The organizational work started in October 2011.

**Invited talks**

*Sible Andringa, Nomi Olsthoorn, Catherine van Beuningen, Rob Schoonen* and **Jan Hulstijn** were invited to present their research on listening proficiency "Determinants of success in native and non-native listening comprehension" at the fourth A. Guiora / Language Learning Roundtable at the Max Planck Institute, Nijmegen, September 22-23.

**Rob Schoonen** gave two invited talks at Stockholm University (April 8 and 11) and he was invited to give a so called Learnability lecture at the ACLC in Amsterdam (December 2).

**Folkert Kuiken, Ineke Vedder** and Alex Housen (Free University Brussels) organized an invited colloquium entitled *Complexity in L2 performance: Definition, measurement and research*, at the annual Eurosla conference (Stockholm). At the AILA conference in Beijing, **Folkert Kuiken** and **Ineke Vedder**, conveners of the AILA Research Network (REN) Tacosell (Task complexity in second language learning) organized a REN colloquium, entitled *Assessing oral and written L2 performance: rating scales, rating procedures and raters’ decisions*. They also submitted an application for a new REN, Cosell (Complexity and Second Language Learning).

**Ineke Vedder** was invited as a plenary speaker at the yearly AITLA conference in Bergamo (Italy); in her talk she reported on the CALC project, carried out with Folkert Kuiken and Roger Gilabert (University of Barcelona).

**Folkert Kuiken** was invited by the University of Mannheim to give a talk on ‘Early education in Amsterdam’.

**Jan Hulstijn** was invited as keynote speaker at the 2011 Annual Second Language Research Forum (SLRF), hosted by Iowa State University, October 13-16. He was also an invited plenary speaker at the Symposium on Writing Assessment in Higher Education, hosted by the VU University Amsterdam (27 October) and an invited speaker at the Université de Fribourg (Switzerland) (March 18).

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

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

**NWO-funded project Studies in Listening Proficiency**, conducted by *Sible Andringa, Nomi Olsthoorn, Catherine van Beuningen, Rob Schoonen* and **Jan Hulstijn**: In 2011, the first results were obtained and presented at several international conferences (AAAL, Chicago; ISB, Oslo; AILA, Beijing; Eurosla, Stockholm, and the A. Guiora / Language Learning roundtable, Nijmegen), pertaining to several different project interests. Variation in native speaker proficiency is one of these interests, and we demonstrated that differences in people’s daily reading and writing experiences can
explain why some people are more proficient than others in sentence processing. In addition, we used our data to demonstrate that biased native-speaker norm groups have been used in critical-period hypothesis research, which may have affected decisions about L2 learners' attainment of nativelike levels of proficiency. Another interest concerns the comparison of native and non-native listening proficiency, and the results of this comparison suggested that differences in success in native listening comprehension are explained by differences in linguistic knowledge and verbal processing speed, whereas for the non-natives success in listening was a function of linguistic knowledge and reasoning ability.

NWO funded project What is Speaking Proficiency, conducted by Nivja de Jong, Margarita Steinel, Arjen Florijn, Rob Schoonen and Jan Hulstijn. In the annual report of 2009 we reported some of the findings of study 1 of this project. Study 1 examines the associations between the speaking proficiency of 181 adult learners of Dutch as a second language and their linguistic competences. We can now report that, of these 181 L2 learners, 80 and 30 participants were found to be, respectively, at the B1 and B2 levels of the scale Overall Oral Production of the Common European Framework of Reference for Languages (Council of Europe, 2001). Discriminant analyses showed that all linguistic competences measured separately (except speed of articulation) discriminated participants at the two levels of oral production. Subsequent comparisons showed that the distance between B1ers and B2ers was smaller in knowledge of high-frequency words than in knowledge of medium- and low-frequency words. Extrapolation from scores on the vocabulary test yielded estimations of productive vocabularies of, on average, 4,000 and 7,000 words for B1ers and B2ers, respectively. The grammar test assessed grammatical knowledge in ten domains. B2ers were found to outperform B1ers on all parts of the test. Thus, the differences in lexical and grammatical knowledge of B1ers and B2ers appear to be a matter of degree, rather than a matter of category or domain.

In study 2 of the project, conducted by Margarita Steinel (together with Jan Hulstijn, Arjen Florijn and Rob Schoonen), the factors affecting L2 speaking proficiency are investigated from the perspective of potential L1-related variability in subskill performance (focusing on knowledge of grammar and verb subcategorization frames in particular) despite close similarity in terms of level of functional adequacy of L2 speaking. In total, 70 people participated in the experiment - 53 L2 learners of Dutch, with English and Turkish as their mother tongue (n = 26 and n = 27, respectively), and 17 native speakers of Dutch. On the whole, the group of English participants performed significantly better in terms of speaking proficiency and scored slightly higher on knowledge of verb frames and vocabulary, though not significantly so, while at the same time they did not outperform the Turkish group with respect to two different measures of grammatical knowledge. The results on the subsections of the ‘traditional’ grammar test revealed that only in one area, verbal inflection, there were significant differences between the L1 groups as a whole such that the Turkish participants outperformed the English ones. Regression analyses revealed that the new measure reflecting knowledge of verb subcategorization frames was significantly related to functional adequacy of L2 speaking and, on its own, explained 77% of the variance. Additional analyses of error rates pertaining to participants’ actual speaking performances for several grammatical categories revealed that the English participants outperformed the Turkish ones with respect to
inverted word order in main sentences and verb frames of verbs subcategorizing for prepositional complements, whereas the Turkish group performed significantly better in terms of subordinate clause word order. These differences did not surface when participants were assessed in a more controlled way by means of a written grammar test. These results need to be further broken down in terms of level of functional adequacy of L2 speaking.

In study 3 of the project, conducted by Nivja de Jong (co-authors Rachel Groenhout [research assistant], Rob Schoonen and Jan Hulstijn), 29 English and 24 Turkish native speakers performed speaking tasks in their L1 and in their L2 (Dutch). It was found that a large proportion of the variance of the L2 fluency measures could be predicted on the basis of the L1 measures. L2 vocabulary knowledge, as an index of L2 proficiency, was correlated to L2 fluency measures (uncorrected), as well as to L2 fluency measures that were adjusted for L1 fluency (corrected). For all measures, except for duration of pauses, both the corrected and the uncorrected measures significantly predicted L2 vocabulary knowledge. For mean syllable duration the corrected measure was a stronger predictor of L2 proficiency than the uncorrected measure. Combining the results from this study with the large-scale study on fluency (reported on in the previous report), we can now conclude that the fluency measure syllable duration is a good predictor of L2 proficiency. The fluency measure duration of silent pauses in L2 speech, however, is only weakly related to measures of L2 proficiency and seems to be dependent on individual speaking style.

In her NWO-funded, longitudinal study Literacy-related attributes of at risk students in grades 7-9 PhD candidate Mirjam Trapman (supervisors Jan Hulstijn and Amos van Gelderen, SCO-Kohnstamm Institute) found that linguistic knowledge, fluency and knowledge about text characteristics are substantially associated with reading comprehension of adolescent low achievers. However, the role of these predictor variables appears to be different for the monolingual and bilingual students: knowledge is more important in explaining reading comprehension of bilinguals, whereas fluency is more important in explaining the monolinguals’ reading comprehension. Furthermore, results of longitudinal analyses reveal that individual differences in later reading comprehension ability (grades 8 and 9), can to a large extent be predicted by individual differences found in reading comprehension in earlier grades. In addition, differences in linguistic knowledge account for a small but significant proportion of the variance. Writing proficiency of the low achieving students is predicted by linguistic knowledge, which also predicts a small proportion of writing proficiency in later years when writing proficiency in earlier grades is accounted for. In grade 9 knowledge of text characteristics adds to this.

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) confirmed in a new experiment, using priming techniques, that individual differences in reading comprehension can (to a small extent) be accounted for by differences in accessibility of semantic word knowledge. In this new experiment accessibility was operationalized as automatic activation of the semantic knowledge as measured with lexical and semantic priming.
In her project *The bilingual language development of the Frisian child*, PhD candidate Jelske Dijkstra (first supervisor Folkert Kuiken) monitors the development of a bilingual (Frisian/Dutch) vocabulary of 98 toddlers during three successive periods of six months. The results of the first two periods, when the participants are aged between 2;6-3;6 years, indicate that an effect of home language is present in both receptive and productive vocabulary in Frisian and Dutch. Interestingly, this effect is largest in Dutch receptive vocabulary. Further analyses are necessary to explain these results, as are comparisons with the data gathered in the third and last period of this longitudinal study.

In her research project on language attitudes among minority groups, Elisabeth van der Linden investigated language attitudes among Hungarian-speaking teenagers in a town in Romania. In a comparison of a matched-guise technique study and a sociolinguistic questionnaire, she found that the language attitudes reflected by the responses of her subjects differed according to the method used. She claimed that research into language attitudes should always use several different methods in order to obtain nuanced and reliable results.

Quotes from papers published in 2011
Discussing assessment of language proficiency in SLA: "(...) there is no underlying ability continuum that maps to the quantity of linguistic features used or understood. This should make us cautious in using these kind of measures [frequency counts of structures and lexical features] as part of the assessment of language proficiency. They can be interesting tools to describe language use (as "typical behaviour"), but inferences about language ability might be one step too far." (p. 712). Discussing important questions regarding operationalizations of language ability in SLA research: "(...) Addressing these questions should lead to a theory of response behaviour (cf. Borsboom et al., 2004; Snow & Lohman, 1989); a response behaviour in which the abilities we want to measure are essential and causally related to the outcomes, that is the quality of the language performance, so that we learn how language ability is best assessed for a given purpose." (p. 712).

“Our findings point to substantial differences among native speakers both in linguistic subskills and in speaking proficiency, suggesting that it is impossible to define the prototypical native speaker in terms of language ability. We presume that such differences reflect the level and amount of verbal activities in people’s daily lives, of which level of education and level of profession may only form an imperfect index.” (p. 492)

“Since Chomsky (1965) claimed that all adult native speakers share the same grammatical competence ("the ideal speaker-hearer's intrinsic competence"; p. 4), most researchers, except sociolinguists and speech therapists, have simply taken the
proposition for granted, neglecting the obligation of finding out to what extent it can be empirically upheld.” (p. 232)

3. Comparative Slavic verbal aspect (and related issues)

Coordinators: Dr Janneke Kalsbeek, Dr René Genis

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

History: Founded July 2009

Funding: UvA

Participants in 2011
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 2011
1. Throughout the year: monthly meetings and consultations with native informants;
2. Throughout the year: elaborate extension of ASPAC (Amsterdam Slavic Parallel Aligned Corpus) (cf. http://home.medewerker.uva.nl/a.a.barentsen/page3.html);
4. Extended research group meeting December 11 (guest lecture Jaap Kamphuis, Universiteit Leiden “Aspect in Old Church Slavic”);
5. Thematic focus in 2011: “Bounded repetition in narrative and retrospective use, and its aspectual consequences.”
6. Consultations Jaap Kamphuis, PhD-student (Leiden). (Barentsen)

Overview of progress in 2011
In 2011 our research focused mainly on the similarities and differences between the Slavic languages in the choice of aspect in contexts of “bounded (quantified) repetition”. Until recently, research on the topic of aspect in “bounded repetition” has been concentrating almost exclusively on Russian. In Russian, the imperfective aspect clearly prevails when repetition of an action in the past is involved, but the perfective aspect can be used in contexts of bounded repetition. Earlier research by Barentsen already showed that for Russian the difference between narrative and retrospective use of aspectual-temporal forms plays a role in the choice of aspect, and also particular lexical and contextual factors. Earlier research also made clear
that there are quite considerable discrepancies between the aspectual systems of individual Slavic languages. Our research in 2011 yielded the following results:

• in Russian, Polish, Czech and Croatian, in contexts of bounded repetition the perfective aspect prevails in narrative use, and the imperfective aspect prevails in retrospective use;
• in Czech, the perfective aspect in narrative contexts is about 35 percent more frequent than in Russian, and in retrospective use a spectacular 70 percent more frequent;
• the results for Croatian are close to those for Czech;
• Russian and Polish share most characteristics in this respect, but in retrospective use Russian shows a clearer tendency to choose the imperfective aspect.

In conclusion we can say that within Slavic there is considerable variation in the formal expression of bounded repetition. All of these recent findings further confirm the general, typological East-West opposition within the Slavic language family concerning aspect.
4. Crosslinguistic semantics (XLX)

Coordinator: Frank Veltman (till September 2011), Hedde Zeijlstra (April 2011 –)

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

Participants in 2011:
ILLC: Maria Aloni, Paul Dekker, Jeroen Groenendijk, Angelika Port, Floris Roelofsen, Robert van Rooij, Galit Sassoon, Katrin Schulz, Frank Veltman.

Description:
In their search for the universal features and the range of variation of the language system linguists have paid most attention to phonological, morphological and syntactic properties. Much less attention has been paid to the universal aspects of semantic and pragmatic features and the range of variation they exhibit.

To fill this gap researchers from ACLC and ILLC have joint forces addressing the questions involved in two different ways: (i) the documentation of cross-linguistic semantic variation through typological research; (ii) the modeling of semantic variation in explicit formalizations.

Overview of progress in 2011:
The XLX group has started their monthly meetings again, and as well initiatives have been started to apply for funding, both within the faculty and for NWO funding.

Characteristic of XLX is the work done in the VIDI project of Maria Aloni ‘Indefinites and beyond – evolutionary pragmatics and typological semantics’, Jeroen Groenendijk and Floris Roelofsen's on inquisitive semantics (including Roelofsen's newly obtained VENI grant Interpreting questions --- a fine-grained compositional semantics), the PhD project project ‘Mood for Modality: A Cross Linguistic Study of Counterfactuality executed by Hadil Karawani, and the work by Hedde Zeijlstra in his VENI project ‘Doubling, Redundancy, Syntactic Categories and the Architecture of Grammar’ (esp. his work on negation and modality).

Members of the XLX research group produced a series of results in 2011. For example, Floris Roelofsen, in close cooperation with Donka Farkas (USCS), formulated a theory that explains the exact meaning and use of words like ‘yes’ and ‘no’ in a series of languages. Hengeveld discovered that if languages have basic question words for quantity, time and/or reason, they also have question words for manner, location, and time and provided an explanation for that. Zeijlstra, together with Sabine Iatridou (MIT), investigated what underlies differences across languages with respect to the interpretation of sentences containing both a modal and a negation.
Finally, a joint ACLC/ILLC project proposal on *Imperatives* is currently being prepared 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/dpnp.cfm

Participants in 2011: ACLC members: Enoch Aboh, Robert Cirillo, 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 2011:
In February 2011 the volume The Noun Phrase in Romance and Germanic: Structure, variation and change was published in the Benjamins’ Linguistik Aktuell series. The book contains papers that were presented at a conference on the DP in Romance and Germanic that was organized by Harry Perridon and Petra Sleeman, in collaboration with Fred Weerman and Josep Quer, in January 2009. Besides an introductory paper by the editors, Harry Perridon and Petra Sleeman, on common developments and differences with respect to the Noun Phrase in Romance and Germanic, the volume contains a paper by Robert Cirillo on the combination of universal quantifiers and wh-words in Romance and Germanic. Other members of the DP-group contributed to the book by reviewing some of the submitted papers.

In September 2011, Harry Perridon and Petra Sleeman posted a call for papers for a conference on adjectives, which they are organizing in collaboration with Freek van der Velde, one of the contributors to the volume mentioned above, and which will take place in March 2012. Several DP-group members will participate in this conference.

Olga Fischer continued her studies of the distribution of adjectives in earlier English (Fischer 2000, 2001, 2006) with a detailed examination of the pattern seen in good men and true, now archaic but formerly quite common, with and without a determiner after and. The question asked is why did the construction disappear, in what circumstances was it used and with what meaning? In a paper in the book
Analysing older English, which will be published in 2012 by Cambridge University Press, Olga Fischer argues that the postposed member is not attributive but predicative (in the traditional sense) in Old English. Throughout she contrasts her position with the generative analysis of Haumann (in ELL 2003, 2010). Olga Fischer makes the point that an over-reliance on economy and elegance is dangerous, sometimes because it ignores inconvenient facts, sometimes because an apparent economy of description in one part of the grammar can be shown to bring diseconomy elsewhere. The article offers a detailed tabulation of findings based on the tagged Old English corpus, discussing the semantics and pragmatics of individual cases and using the test of strict vs sloppy identity as a diagnostic. The paper also deals with the breakdown of the Old English system and criticises as somewhat overschematic Haumann’s explanation based on loss of agreement features in the adjective, using typological comparative evidence and a language-internal diachronic comparison.

Based on his presentations and research in 2011, and the article published in the book The Noun Phrase in Romance and Germanic mentioned above, Robert Cirillo reached the following insights into the DP:

1. Based on evidence from Japanese, Robert Cirillo judges that it is still too early to write off the stranding theory of floating quantifiers. There are examples of floating numerals that are semantically and prosodically adnominal (generated DP-internally) but are located below the position where nominative case is assigned, that is, below the position of the nominative case marker -ga, which is attached to DP. In his view, this means that it would be difficult to derive this without a stranding approach.

2. Although Robert Cirillo is still convinced that DPs and other types of constituents can strand a negation marker, which is how inverse scope of negation is derived, it remains an open question whether the stranded negation marker is a specifier of the stranding DP or the head of a NegP that dominates the DP.

3. Starting with arguments in Giusti (1990) that floating alles in German interrogative sentences is the complement rather than the selector of DP, Robert Cirillo extended the analysis to English and Swedish and showed not only that Giusti was right, but also that the combination of the universal quantifier with an interrogative word is something that takes place in the syntax in German and probably also in Swedish, but in the lexicon in American English.

In 2011, Dana Niculescu started the postdoctoral research project ‘Syntactic Features of Romanian from a Typological Perspective. The Gerund’, at the Romanian Academy (2011-2013). The project regards the syntax and semantics of the Romanian gerundial structure in a Romance and Germanic context, aiming to reveal those syntactic and semantic aspects which are specific to Romanian on the one hand, and to the Romanian gerund among the other non-finite forms, on the other hand. The study is organized in four parts, analyzing (a) the gerund in verbal structures, (b) the argumental gerund, (c) the gerund in modifier position, and (d) the gerund as a ‘converb’. In 2011, and in collaboration with Petra Sleeman, Dana Niculescu contributed to research on the DP by studying the gerund in modifier position, which she noticed to display a gradual process of adjectivation, with intermediate stages mixing verbal and adjectival features (such as non-agreement with the head noun, simultaneously with the occurrence of the adjectival determiner cel and non-agentivity).
In comparing the bilingual acquisition of grammatical gender of the determiner in Greek/English and Dutch/English children, Aafke Hulk (in cooperation with Ianthi Tsimpli and others) proposed to distinguish the notions of linguistic default and learnability default. She argued that this makes it possible to explain the differences in the acquisition of neuter gender in Greek and Dutch. In both languages neuter can be argued to be the linguistic default, but only in Greek it is also the learnability default.

Aafke Hulk and Petra Sleeman did a pilot study on the acquisition of nominal ellipsis with or without the support of a quantificational pronoun by French and Dutch L1 and 2L1 children. They found that not only in French L1 (as reported by Valois et al. 2009) and 2L1 acquisition, but also in the early stages of Dutch L1 and 2L1 acquisition, noun ellipsis is licensed by an adjective with a partitive meaning, but contrary to Valois et al.’s claim for French, they showed that, both in Dutch and in 2L1 French acquisition, noun ellipsis can be produced in the absence of a determiner. They further confirmed Gavarró et al.’s (2010) and Van Hout et al. (2011) findings that in L1 acquisition the complete mastering of the use of the quantitative pronoun is late and does not occur before the age of five. They showed that, probably due to cross-linguistic influences, in 2L1 Dutch-French acquisition the quantitative pronoun emerges later than in L1 Dutch and French.

Petra Sleeman studied fronting to a sentence-initial position of focalized quantificational adjectives such as ‘rare’ and ‘numerous’ in French and Italian and, on the basis of corpus research, discovered that it is a root phenomenon, occurring only in root sentences (Emonds 1976) and root-like sentences (Hooper & Thompson 1973). She also found that fronting to a non sentence-initial position of a focalized constituent such as a quantificational adjective is not a root(-like) phenomenon. Although, on the basis of Emonds’ work on English, this finding was as expected, the question is why there should be this distinction. Petra Sleeman rejected a purely syntactic account for root phenomena as proposed by Haegeman (2007) or a non-syntactic, interpretative, account as defended by De Cat (2010), and proposed a mixed account for the focalization phenomena she studied, inspired by Bianchi & Frascarelli’s (2010) account for dislocation. Within a cartographic approach, she claimed that only sentence-initial focalized constituents can express emphatic focus and that emphatic focus is licensed by illocutionary force, which would account for the fact that it can only occur in root and root-like sentences.

The Vidi project ‘Indefinites and beyond. Evolutionary pragmatics and typological semantics’ coordinated by Maria Aloni continued its research on indefinite DPs. In a paper presented at SALT 21, Maria Aloni and Floris Roelofsen tried to explain the meaning and distribution of indefinites in comparatives, focusing on the case of English some and any and German irgend-indefinites. They combined three competing theories of comparatives with an alternative semantics of some and any, and a novel account of stressed irgend-indefinites. They showed that one of the resulting theories, based on Heim’s (2006) analysis of comparatives, predicts all the relevant differences in quantificational force, and explains why free choice indefinites are licensed in comparatives. In a paper presented at NELS 41, Maria Aloni and Angelika Port provided an account of epistemic indefinites cross-linguistically, focusing on German irgend(ein) and Italian un qualche. Furthermore, in 2011, they extended their cross-linguistic corpus of indefinite uses annotated with semantic
information that they are building, making a small English corpus available online. Angelika Port made good progress on her dissertation. Her thesis is expected to be completed in the course of 2012.
6. Functional Discourse Grammar

**Coordinator:** Hella Olbertz

**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 2011:**
- Lucía Contreras García (ACLC), external PhD-candidate project: *Grammar in 3E: on linguistic theory design*
- Magaly Grandez Ávila (ACLC), PhD-candidate, project: *A diachronic and functional approach to the verbal system of Andean Spanish in Peru*
- Kees Hengeveld (ACLC), senior researcher
- Wim Honselaar (ACLC), senior researcher
- Sterre Leufkens (ACLC), PhD-candidate, project: *Transparency in language: a typological approach*
- Hella Olbertz (ACLC), associate member, coordinator
- Marlou van Rijn (ACLC), PhD-candidate, project: *Predication and modification within the noun phrase: a typological study*
- Gerry Wanders (ACLC), external PhD-candidate, project: *Typology and diachrony: on the use of the subjunctive in adverbial clauses in the Ibero-Romance languages*

**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 a 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 morphosyntactic and a phonological level of linguistic organization and the levels are ordered in a top-down fashion. It starts with the representation of 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 structured 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 grammar, pragmatic 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 2011: In 2011 the group was involved in two activities. The first is the biennial workshop on FDG, which took place in Barcelona on September 8-9 and was dedicated to the interaction between the Grammatical Component and the Contextual Component. At the workshop 11 papers were presented, on this subject, two of which were presented by members of this group and one by an MA student working in FDG. These papers were discussed in some detail within the group. The second activity of the group is a project on the grammaticalization of tense and aspect in various languages, where each member is to contribute data from his/her own expertise, with the aim of compiling a publication on this subject. The project started in autumn and is still in progress.

This project was inspired largely by Hengeveld's publication this year of “The grammaticalization of tense and aspect” in Heine & Narrog (eds), The Oxford Handbook of Grammaticalization. A further 2011 publication worth mentioning is the special issue of Linguistics in Amsterdam, entitled Transparency in Functional Discourse Grammar to which several members of the group contributed.

Two external PhD-candidates completed their theses. Arok Wolvengrey defended his thesis on Pragmatic and semantic functions in Plains Cree Syntax at the University of Amsterdam on February 22, and Maria Chondrogianni defended her thesis entitled The pragmatics of the modern Greek grammatical system at the University of Westminster on May 31.

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 the workshop in Barcelona mentioned above was organized by the local organizing committee in collaboration with Gerry Wanders as the international secretary of the Functional Grammar Foundation, who also maintains the FDG website. Evelien Keizer, who was the coordinator of this research group until being appointed a full professorship at the University of Vienna, continues to be the editor of the Web Papers on Functional Discourse Grammar.
7. Grammar and Cognition

**Coordinators:** Anne Baker, Fred Weerman and Judith Rispens

**Webpage:** [http://hum.uva.nl/aclc/gc.cfm](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 (VENI: Hedde Zeijlstra; Tuba Yarbay Duman; Language across the Lifespan: Frank Wijnen (UU) & Anne Baker), Marie Curie (Elma Blom until 2012) and UvA funding.

**Participants in 2011:**

**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
- Judith Rispens (ACLC), senior researcher, coordinator
- Jeannette Schaeffer (ACLC), senior researcher
- Fred Weerman (ACLC), senior researcher, coordinator
- Hedde Zeijlstra (ACLC), senior researcher
  - 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
- Marcel Giezen (external researcher).
  - project: Bilinguals who speak and gesture
- Margriet Heim (ACLC), external researcher
  - project: Improving communication between non-speaking people with a multiple handicap and their social network. (completed in 2011)
- Nada Vasic (ACLC), postdoc
  - project: The production and processing of grammatical morphemes by L2 Turkish-Dutch children and children with Specific Language Impairment (SLI)
- Tuba Yarbay Duman (ACLC), postdoc:
  - project: Identifying Specific Language Impairment in monolingual and bilingual children: Executive functions and linguistic processing.
- 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
Iris Duinmeijer (ACLC), PhD candidate
  project: Persistent problems in SLI; rule learning or rule implementation?
Bibi Janssen (ACLC), PhD candidate
  project: Typological constraints for the acquisition of gender and case. A cross-linguistic comparison of monolingual and bilingual acquisition of gender and case in Polish and Russian.
Margreet van Koert (ACLC), PhD candidate
  project: Child Second Language Acquisition of the Binding Principles in Dutch
Margot Kmma(kamp(ACLC), PhD candidate
  project: Semantic versus lexical gender agreement in Germanic
Aude Laloi (ACLC), PhD candidate
  project: SLI and executive functioning in the context of multilingualism
Jing Lin (ACLC), PhD candidate
  Project: Acquiring Negative Polarity Items
Alies MacLean (ACLC), PhD candidate
  project: Variation in inflection: geographical variation in verbal and adjectival inflection
Esther Parigger (ACLC), PhD candidate
  project: Language problems in children with Attention Deficit Hyperactivity Disorder (ADHD): a specific profile?
Heimir Vidarsson (ACLC/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 groups focuses on language acquisition, language change, language variation and executive functioning and the way these aspects interact.

Overview of progress in 2011:
2011 has been a successful year for this research group with 5 new Ph.D positions. Several researchers made substantial progress, as illustrated in the brief descriptions below.

Roland Pfau continued his work on various aspects of language typology, addressing the issues from both a cross-modal and intra-modal perspective. His joint work with Enoch Aboh shows how the realization of wh-questions in sign languages can contribute to our understanding of the essential ingredients and structure of interrogatives cross-linguistically.

Marcel Giezen successfully defended his Ph.D. thesis on speech and sign language in deaf children with cochlear implants. He obtained a Rubicon funding from NWO. His current position is a research fellow at the Laboratory for Language and Cognitive Neuroscience, San Diego State University.
In her PhD project on finding precursors of narrative ability at age 7;0, in parent-child interaction between 1;9 and 3;9, Akke de Blauw found that quantity of nonpresent talk-interactions, and especially taking initiatives in these interactions seems to be a precursor of one component of narrative ability, i.e. the 'language score'. No relation was found with the other component the 'story score'.

Margriet Heim published the final results of the COCPvg project. Evidence was found that the COCPvg intervention program leads to improved communicative interactions between nine nonspeaking children and youngsters with profound intellectual and multiple disabilities (PIMD) and their speaking communication partners. An extensive evaluation of the program integrity and the social validity had also positive results.

Fred Weerman made an analysis of different steps in the grammaticalization cline in terms of different sorts of learnability. The introduction of abstract features is a result of an interplay of adult's use of frames and the interpretation of these frames by children; the loss of inflection is confirmed to be triggered by (both child and adult) L2 acquisition. In his work on a corpus of 17th century Dutch (with Mike Olson and Robert Cloutier) he was able to show how the relics of a case system turn into fixed frames.

Heimir Vidarsson’s ongoing work on word order variation in ditransitive constructions using an Icelandic diachronic corpus indicates that word order flexibility since Early Modern Icelandic is much more restricted than one might expect from (i) discussion in the literature, (ii) the overt morphology. A comparable study of the same phenomena in 14th-17th century Dutch indicates that flexibility in word order is diachronically quite stable, despite a morphologically poorer case system.

A detailed analysis of morphological patterns in Dutch that are claimed to be 'paradigmatic' in nature reveals that this acclaimed paradigmatic nature is far from clear. Jan Don in collaboration with Jing Lin worked on a syntagmatic analysis which fares at least equally well as the 'paradigmatic' analyses and potentially offers a better account of the stress-patterns of the relevant complex words. This research is in line with other work (cf. Bachrach and Nevins 2010) that aims to show that 'paradigms' are not real linguistic objects but just epiphenomenal.

Hedde Zeijlstra continued working on the syntax and semantics of negation and related functional categories and furthermore developed his theory on the underlying syntax of agreement. Together with Olaf Koeneman he explored the relation between agreement and related syntactic effects, such as verb placement.

Jing Lin started to investigate the first language acquisition of Negative Polarity Items in English, Dutch and Mandarin Chinese, by means of both production and perception experiments.

Olaf Koeneman has (in collaboration with Hedde Zeijlstra) been working on verb placement across languages, focusing on the correlation with overt morphology. Together with Sjef Barbiers and Marika Lekakou, he has looked at dialectal constructions containing what looks like two auxiliary verbs. They are currently embedding their proposal into a larger, meso-comparative analysis in a collaborative effort with Italian, German and Swiss colleagues. He is also investigating early acquisition of coreference relations, comparing Dutch monolingual children with Turkish and Moroccan bilinguals. This work is partly related to a PhD project executed by Margreet van Koert.
In 2011 Aafke Hulk was mainly involved in presenting and writing up the results of the international NWO-project Early Child Bilingualism, of which the data collection was finished in 2010. She did this together with Sharon Unsworth (UU), Leonie Cornips (Meertens), Antonella Sorace (Edinburgh), Ianthi Tsimpli (Tessaloniki) and Froso Argyri (Athens). Moreover, she started working on the acquisition of the quantitative pronouns ER and EN together with Petra Sleeman. Finally, a new PhD project on the child L2 acquisition of Binding started under her co-supervision, carried out by Margreet van Koert.

Margreet van Koert has started to investigate the comprehension and production of sentences containing reflexives and pronominals by Turkish and Moroccan child learners of Dutch.

Bibi Janssen started a project to determine the influence of minimally differentiated pairs of linguistic features and constraints on proficiency and acquisition speed of gender and case in preschool monolingual and bilingual children. It is intended to prove or dismantle the claim that a word fixed stress position and phonetic clarity and salience contribute to a faster language acquisition of nominal inflection.

Jan de Jong continued work on bilingualism and SLI, together with Elma Blom, Anne Baker, Fred Weerman and Antje Orgassa – as well as with Aude Laloï. A new project was funded on older children with SLI, with Iris Duijnmeijer as PhD researcher and with Anne Baker and Fred Weerman as co-supervisors. In addition, he was involved as an advisor and co-author in Elke Huysmans’ VU project on language of hearing-impaired adults.

Anne Baker also continued working on bilingualism and language disorders together with other colleagues from the group and new PhD students and in the context of the COST action on that topic. The relation between executive functioning and language disorders was a focus of work. Together with Frank Wijnen from Utrecht an NWO grant was obtained for equipment and laboratory facilities in the context of a Language over the Lifespan project.

Jeannette Schaeffer completed a study on the interaction and division of labor between grammar and pragmatics, investigating direct object scrambling in Dutch-speaking children with Specific Language Impairment and subjects and articles in English-speaking children with Specific Language Impairment. She found that children with SLI do well on the pragmatic properties of these phenomena, but often underperform on their grammatical properties, suggesting that pragmatics is intact, but grammar deficient.

Judith Rispens completed her VENI-project in 2011. In collaboration with Elise de Bree (University of Utrecht) and Annemarie Kerkhoff (University of Utrecht) she investigated the learnability of allomorphs of tense and pluralisation markers in Dutch children with and without developmental language problems. The findings point to an important role of phonology and frequency in past tense and pluralisation acquisition.

Tuba Yarbay Duman started a VENI project entitled ‘Identifying Specific Language Impairment in monolingual and bilingual children: Executive functions and linguistic processing’. She developed a sentence comprehension test to assess comprehension of main clauses and if-clauses with varying syntactic and semantic complexity by monolingual (Turkish) and bilingual (Turkish-Dutch) children with SLI.
Within her PhD project, **Aude Laloi** focuses on executive functioning and grammar in French SLI and L2 children. Concerning executive functioning, preliminary results show that monolingual French SLI children exhibit deficits in inhibition but not in shifting, updating or planning. Concerning grammar, French object clitics appear highly problematic for both French SLI and L2 children who are neither capable of producing object clitics nor detecting omission errors of object clitics.

In their collaborative work with colleagues from the University of Reading, **Elma Blom** and **Nada Vasic** have shown that the presence of morphophonological cues in the target language influence the acquisition of grammatical gender in Dutch and Greek child L1 and child L2 acquisition. In her research on English L2 children, **Elma Blom** (with Johanne Paradis, University of Alberta) has found that the development of verb inflection conforms to the predictions of a usage-based approach to language development and that past tense use distinguishes between L2 children with and without language impairment.

**Iris Duinmeijer** started working on a PhD-project called ‘Persistent problems in SLI; rule learning or rule implementation’. Within this project, she aims to test a theoretical claim about the basis of Specific Language Impairments (SLI), namely that a processing problem impedes the initial acquisition of grammatical rules in SLI, but also affects the implementation of these rules once the rules have been learned. It is hypothesized that as children with SLI become older, their grammatical knowledge will increase, but performance will persistently fall short in contexts where the processing load is high.
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 cooperation 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/](http://es-dev.uzh.ch/)

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

Participants in 2011
Olga Fischer (ACLC), senior researcher, coordinator
Ludovic De Cuypere (University of Ghent, Belgium)
Lars Elleström (University of Växjö, Sweden)
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 or abstract and also more and more language- or system-dependent (i.e. in Peircean terms ‘symbolic’). Contrary to the structuralist idea that language is fundamentally arbitrary, 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 2011
The volume of the seventh international symposium (held at Victoria University in Toronto in 2009) has been published by Benjamins in the ILL series under the title: Semblance and Signification (see http://www.benjamins.com/#catalog/books/ill.10/main). The articles assembled there explore linguistic and literary structures from a range of theoretical perspectives with a view to understanding the extent, prevalence, productivity, and limitations of iconically grounded forms of semiosis. The volume brings a fresh understanding of the cognitive underpinnings of iconicity with its complementary examination of large theoretical issues, extensive corpus analysis in several modern languages such as Italian, Japanese Sign Language, and English, and applied close studies across a range of artistic media.

Also this year, the eighth symposium on Iconicity took place, organized by Lars Elleström together with Olga Fischer and Christina Ljungberg. It was held in Växjö, Sweden in June 2011. The plenary speakers were Masako Hiraga (professor of English and Linguistics at Rikkyo University, Tokyo), Wendy Steiner (Richard L. Fisher Professor of English at the University of Pennsylvania), Frederik Stjernfelt (professor of Semiotics at University of Aarhus), and Mark Turner (professor of Cognitive Science at Case Western Reserve University). Hiraga held a most interesting lecture on Japanese haiku by the poet Basho, showing how haikus with their formal brevity and semantic richness offer an optimal example of how the human mind connects things with minimal linguistic resources. Basho utilized iconicity and metaphor as connecting principles in his works, ranging from sounds to texts, from texts to intertexts. Mark Turner in his lecture on “Iconicity as a byproduct of conceptual blending” argued that no species except for our own appears to be able to move more than a fraction beyond its natural landscape, and he showed how the ability to blend a diffuse mental network into a single mental conception enables humans to think abstractly. He argues further that this blending led to analogical thinking. It is equally likely, however, that it is the human ability to think analogically in a more and more abstract way, that provided the basis for conceptual blending in the first place. Apart from talks on literary and musical forms of iconicity, and many papers on intermediality, there were, from a linguistic perspective, some new topics dealing with the language of advertising, and the use of iconicity in translations. Further linguistic topics dealt with sign language, syntax (adverbial phrases), onomatopoeia in Japanese, and Proto Indo-European roots. This last talk by Tatiana Kozlova from Ukraine, presented some very interesting data on the use of iconicity in PIE roots in
the form of metathesis, reduplication and symmetry. Two talks were given by Master students of the UvA, which were both very well received: Hans Mooijer talked about ‘The Effects of Interactivity on Iconicity in Digital Environments’, and Ritva Itkonen explained how ‘Experiential Iconicity and Iconicity of Absence’ work in ‘Ali Smith’s novel Hotel World’ on the way the characters are presented.

The next iconicity conference will be organized by Masako Hiraga, together with William Herlofsky, at the university of Tokyo in 2013.

Olga Fischer has described in an article published this year in the Oxford Handbook of Grammaticalization how analogy works in processes of grammaticalization in terms of the processing level, emphasizing 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 used within the theory, as also presented in this Handbook. Another article published this year (in Analysing Older English, CUP) deals with adjectival constructions in Old English, showing how the position and the function of the adjective is determined by iconic principles of linearity. Fischer was also invited to an intensive workshop on the usefulness of linguistic models for literary scholars (and vice versa), organised by PhD students at the university of Tübingen, where she showed in her paper how linguistic (syntactic) theory helps to get a better grip on the interpretation of literary texts.

Olga Fischer has been elected president of the Societas Linguistica Europeae, of which she was already ‘president-elect’, in 2010, and she has also been elected president-elect of ISLE (International Society of the Linguistics of English).
9. Language Creation

Coordinator: Enoch O. Aboh

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

History
The University of Amsterdam has a long tradition of studying contact languages with a focus on so-called creole languages. This research group was created from a number of different groups on the basis of existing research of senior and junior researchers. It combines work on creole languages, drastic linguistic contact, and new directions in language change.

Funding
UvA/ACLC funding.

Participants in 2011
Enoch O. Aboh
Ekaterina Bobyleva (PhD)
Margreet Dorleijn
Rachel Selbach (PhD, on temporary leave)
Norval Smith

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. 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 program is the perennial one of the creation of new languages. To what extent does the typology of new languages depend on the linguistic ingredients, 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 program 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 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 Guaraní.

Overview of progress in 2011
During the years 2009 and 2010, the Language Creation experienced a severe loss in personnel due to the graduation of many of PhDs but also to the tragic death of Hans den Besten (19th July, 2010). This loss of personnel continued in 2011 since Norval Smith, one of the most productive senior of the group, retired (30th September, 2011). Though, Norval remains a member of the group as guest researcher, it is important that new members be recruited.

Despite the severe loss of personnel for our group, the year 2011 was an active one. 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). The volume was submitted to the Creole Library Series of John Benjamins on December 23rd. This collective volume contains two joint articles by Aboh and Smith and should appear in 2012. This was a project involving the Language Creation group and the Groupe de Recherche sur les Grammaires Créoles (Paris). We are happy to inform the ACLC board that the UvA-Paris 8 collaboration has grown into a larger group “Groupement de recherche européen (GDRE) that has just been funded by the CNRS in France.

Secondly, the NWO Program Project 360-70-020 (2000-2004) grant (Muysken/Smith) publication was 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. This volume will also appear in 2012.

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.

Production 2011 – workshops and conferences
A number of workshops and conferences were attended by all members.
Enoch O. Aboh has been awarded a NIAS fellowship that will allow him to spend the academic year 2011-2012 at the NIAS. He gave three keynote lectures:

Why Creoles are not Simple Languages. International Conference of the Society for Pidgin and Creole Linguistics, August 2nd - 6th, Accra, Ghana.
Contact, Change, and Acquisition: A View from Hybrid Grammars. The 13th International Diachronic Generative Syntax Conference, June 2nd - 5th.
The Emergence of Hybrid Grammars: Contact, Language Change and Creation. Martin Luther King Colloquium, January 14th. University of Michigan.

as well as a conference paper

In addition, he published a joint review with Ekaterina Bobyleva in Language (see below) and completed a joint paper with Michel DeGraff (MIT): Some notes on nominal phrases in Haitian Creole and in Gungbé: a transatlantic Sprachbund perspective. The paper was submitted to the special volume of Language contact and Change. Grammatical Structure encounters the Fluidity of Language. Contact: Tor A. Afarli (tor.aafarli@ntnu.no, NTNU, Trondheim, Norway).

Ekaterina Bobyleva published two papers:

And a joint review with E. O. Aboh

Margreet Dorleijn completed three book (co-)authored chapters for a volume edited by Peter Bakker and Yaron Matras (eds.): Contact Languages; Carol A. Chapelle (ed.): The encyclopaedia of Applied Linguistics; and Jacomine Nortier and Bente A. Svendsen (eds.): Language, Youth and Identity in the 21st Century.

In addition, she presented three conference papers in Leiden and in Oslo.

Norval Smith gave a keynote lecture at the 9th Annual Meeting of ACBPLE (Associação de Crioulos de Base Lexical Portuguesa e Espanhola), Porto, Portugal on July 7th. His talk was entitled Reverse-engineering Saramaccan: The role of Portuguese function words.
10. Institutional Discourse  
(formerly: Multiparty Discourse and Anthropology of Education)

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

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

**History**  
This group aims to develop practice-based models of classroom interaction and multiparty discourse. Initially focused on language learning in formal educational settings, it now includes other institutional situations in which participants interact in a range of professional roles/identities.

**Funding:** UvA funding

**Participants in 2011**
Anne Bannink (ACLC), senior researcher, coordinator  
Jet van Dam van Isselt (ACLC), guest researcher, coordinator  
Elin Derks (UvA)  
Manon van der Laaken (UvA)  
Jonathan Leather (Payap University, Chiangmai, Thailand)  
Leo van Lier (Monterey Institute of International Studies, USA)  
Remko Scha (ILLC, UvA)

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

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

The theoretical framework of the programme is multidisciplinary. The issues addressed have implications in multiple domains, e.g. Discourse & Conversation Analysis; Language Acquisition (Socio-Cultural Theory; Complex Systems); Linguistic Pragmatics; Sociolinguistics; Intercultural Communication; Anthropology of Education; Teacher Education.
Overview of progress in 2011
In the past year the practical relevance of our research results was put to the test in two newly-developed courses at the University of Amsterdam: a course for the BKO (Teacher Qualification in Higher Education) and an Educational Minor. They provided evidence that our models of institutional interaction indeed equip young professionals with systematic analytic tools to reflect upon complex situations in the workplace. These practitioner experiences were reported on in a substantial article on overlooked dimensions of hearer roles and audience design in multiparty institutional discourse (to appear in Linguistics & Education). A companion article on complex speaker roles and Bakhtinian learner ‘voices’ in the lecture room is in preparation. We also decided to expand the scope of our investigations to include professional situations involving doctors, politicians, and journalists. This resulted in new members and a new name for our Research group: Institutional Discourse. Clearly we are actively seeking collaboration with colleagues and networks at home and abroad.
11. Oncology-related Communication Disorders

Participants
Frans Hilgers Coordinator; MD PhD, ACLC/NKI; chairman-emeritus
Department of Head and Neck Oncology and Surgery, NKI-AVL; professor-emeritus UvA, as of July 2011
Michiel van den Brekel MD PhD, chairman Department of Head and Neck Oncology and Surgery, NKI-AVL; professor Oncology-related voice and speech disorders UvA, as of October 20, 2011
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 (until October 2011; now NFI, The Hague (advisor)
Lisette van der Molen PhD, SLP
Renee Clapham PhD student, ACLC, as of August 2010 (0.8 fte)
Elin Derks PhD student (in preparation), NKI/ACLC, as of July 2011 (0.4 fte)
Louis Pols Ir. PhD, professor-emeritus ACLC

Website: [http://www.hum.uva.nl/aclc/ocd.cfm](http://www.hum.uva.nl/aclc/ocd.cfm)

History
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, effort, 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, the new rehabilitation program for preventive and prolonged therapeutically care of the head and neck cancer patient group, received structural funding by the health insurer at the beginning of 2011.
Description and overview of progress in 2011

Since 2006, Lisette van der Molen worked on 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. She presented her results at several international conferences and she defended her thesis successfully November 4th 2011. From now on she will continue her work at the NKI-AVL as a (research) SLP and as the coordinator of the above-described head and neck rehabilitation program.

In Head & Neck Oncology, one of the biggest concerns is the impact treatment will have on patients’ quality of life. Unavoidably, treatment adversely affects areas vital for speaking and swallowing, because of which patients’ (physical, emotional and social) functioning can be severely hampered until long after treatment. To optimise patients’ quality of life, the Oncology Research Group has been developing forms of treatment and rehabilitation in which these functions are most preserved. Optimal quality of life, however, cannot be easily measured or achieved. Monitoring patients’ overall well being and making the right treatment decisions ultimately depends on good physician-patient communication.

Traditionally, however, physician-patient communication tends to limit itself to biomedical concerns. Psychosocial concerns are often dealt with shortly or avoided altogether, since both physician and patient feel less comfortable in discussing these. To ensure the discussion of such issues, it is now proposed by the Dutch ACCC (IKNL) that all outpatient cancer clinics implement the ‘Lastmeter’, a screening tool for psychosocial distress to be used as discussion prompt. Elin Derks has started in 2011 with a study, taking a conversation-analytic approach to physician-patient communication. She will investigate the impact of such a tool on the conversation that unfolds during outpatient consultations. Currently, a pilot is underway in which follow-up consultations will be recorded, transcribed and studied in depth for the sense-making processes between physician and patient. The question is whether a discussion prompt will ultimately lead to more shared understanding between the two.

Renee Clapham and Rob van Son have collected existing recordings and corpora of pathological speech from earlier studies at the NKI-AVL and ACLC. In 2011, five corpora have been annotated with a total of over 18 hours of pathological speech. One of the corpora, based on the PhD work of Petra Jongmans, was used in a study in collaboration with Catherine Middag of Ghent University to replicate human intelligibility judgements using the Flemish ASR system from Ghent University. From this study it was concluded that the Flemish ASR system has to be retrained for Dutch speech before it can be used to evaluate Dutch pathological speech. This effort is now underway.
Over the summer, Renee Clapham recorded judgements on speech pronunciation and intelligibility from recently/newly graduated speech pathologists on recordings that were also studied by Lisette van der Molen. During a visit to INTERSPEECH 2011 in Florence, a proposal for an ASR challenge was formulated with researchers from Ghent University and the University of Erlangen-Neurenberg. The proposed challenge for the automatic assessment of intelligibility of pathological speech has been accepted as part of the international INTERSPEECH 2012 Speaker Trait Challenge. The corpus with the intelligibility judgements has been formatted for use as the base corpus of this part of the challenge.

Renee Clapham has visited universities in Brisbane and Sydney, Australia, as part of a collaborative effort to record a corpus of pathological speech from Australian patients. In this collaboration with the prof. Ward from the University of Brisbane, the language dependence of automatic intelligibility evaluation will be studied.

Rob van Son has developed a program that implements the Acoustic Signal Typing described in the PhD thesis of Corina van As. This program will be used to investigate the quality of automatic intelligibility evaluations of TLE speakers using simple acoustic measures on sustained /a/. This development is targeted at assisting speech pathologists during consultations.

Irene Jacobi was involved in a (multicentre) project on peristomal attachment of HME and speaking aids for laryngectomized individuals, which was finalized in November 2011. She analyzed voice and articulation problems acoustically in the patient group treated with chemo-radiation for advanced head and neck cancer and presented her results at two international congresses. She is also involved in a (multicentre) project on the functional outcome of radiotherapy and laser in early glottic carcinoma, and assists technical medicine students of the University of Twente within the project on 3D-lip-modelling, part of the larger project ‘virtual surgery’.

Research teaching activities
In 2011 one MA student in Linguistics at the UvA, Loes Verloop, followed the tutorial on Oncology-related voice and speech disorders. Unfortunately, because of personal problems she quitted before she could finish this tutorial.

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, Hörby, 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. Elin Derks pre-PhD project is funded by the Department of Head and Neck Oncology and Surgery of the NKI.
12. Revitalising Older Linguistic Documentation

Coordinator: Otto Zwartjes (with Norval Smith until his retirement)

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

Participants in 2011:
Cristina Altman (Universidade de São Paulo), Astrid Alexander-Bakkerus (UvA/ACLC), Rebeca Fernández Rodríguez (Universidad de Valladolid/ Vila Real, Trás-os-Montes), José Antonio Flores Farfán (CIESAS/ México), Toon van Hal (UvA/ACLC/ Universiteit Leuven), Henning Klöter (Bochum Ruhr Universität), Hella Olbertz (UvA/ACLC), Norval Smith (UvA/ACLC), Manfred Woidich (UvA/ACLC), Liesbeth Zack (UvA/ACLC), Otto Zwartjes (UvA/ACLC).

Overview of progress in 2011:
1- Conference/workshop
In May, Astrid Alexander-Bakkerus, Hella Olbertz and Otto Zwartjes, members of the Research Group Revitalising Older Linguistic Documentation - co-organised a workshop with the members of the AIN (Americanists in the Netherlands). Most members of the ACLC ROLD-group participated with a paper. Invited professors: Radboud University (Prof. dr Pieter Muysken with some members of his research group), and University of Leiden (Prof. dr Willem Adelaar). We have gained considerable insights in the methods and cultural background of language documentalists. It has been an important step to compare the results of missionary-linguists (grammarians and lexicographers) and those of non-missionary pre-modern linguistics description in the colonial period and the work of more recent linguists and field workers. A separate publication of a selection of these papers has been planned and will be submitted to Akademie Verlag (Bremen).

2- Grants
Liesbeth Zack's VENI application (NWO) has been approved, entitled “The making of a capital dialect: language change in 19th century Cairo”.

3- Books/monographs
Henning Klöter's monograph appeared (The Language of the Sangleys: A Chinese Vernacular in Missionary Sources of the Seventeenth Century. Leiden: Brill. Manfred Woidich finished the second volume of his Wortatlas der arabischen Dialekte and with Otto Zwartjes he prepared a paper on the Arabic of Damascus, according to missionary sources (Franciscans of the 17th-18th century), submitted, and accepted in a selection of papers of the second AIMA meeting (ed. by Liesbeth Zack and Arie Schippers, to appear in 2012). Otto Zwartjes’s monograph has been published, which is the result of a NIAS-fellowship, supported by a NWO replacement grant (Portuguese Missionary Grammars in Asia, Africa and Brazil, 1550-1800). Amsterdam & Philadelphia: John Benjamins Academic Publisher. It is the first monograph covering the entire Portuguese grammatical tradition outside Portugal during the colonial period.
Other activities:


Hella Olbertz presented a lecture at the ROLD-meeting about the “Salcedo corpus” and another lecture was presented at the XVI Congreso de la Asociación de Lingüística y Filología de América Latina (ALFAL, Alcalá de Henares).

Liesbeth Zack presented lectures at the 9th Conference of the Association Internationale de Dialectologie Arabe (Pescara, Italy).

Otto Zwartjes discovered that the anonymous grammar housed in the Bodleian Library (Marsh 696), once owned by the Dutch Arabist Jacob Golius (1596-1667) is possibly one of the manuscripts composed by the Spanish Dominican Francisco Díaz (ca. 1640). To this dictionary, an appendix is appended, containing a fragment of a grammar. There is evidence that this text is the oldest fragment of the earliest grammar of Mandarin Chinese. Preliminary results have been published in Taiwan in English and Mandarin. Zwartjes also presented the inaugural plenary lecture (invited) of the conference Trans/Misión europeo/indígena. (Cultural and linguistic translation: missionaries’ attitudes towards the indigenous peoples in the colonial period/ Missionarische Übersetzungsstrategien: Sprachliche und kulturelle Konversion in der frühen Kolonialzeit, Freie Universität Berlin.

Some highlights: Quotes and reviews published in 2011:

Hal, Toon van: “renaissance Europe (re)discovered Persia and its language. Despite the supposed Semitic nature of Persian, some striking lexical similarities between this language and the Germanic languages became unmistakably to many Western scholars. Until the elaboration of comparative linguistics as an autonomous academic discipline at the beginning of the 19th century, Dutch (or German) and Persian were often considered to have a privileged relationship”. (in Hassler, ed. p.147).


Zwartjes, Otto: “In conclusion, this monograph by Otto Zwartjes offers a profound theoretical and historical study of Portuguese missionary linguistics during the pre-modern period (16th - 18th centuries). As a compulsory reference in this scientific field of linguistics, Zwartjes' work deserves to be read, studied and analysed by all interested in this subject and by all experts in missionary linguistics”. *Historiographia Linguistica* vol. 39.
13. Sign language grammar and typology (SiLaGaT)

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

**Webpage:**  [http://www.hum.uva.nl/aclc/slgt.cfm](http://www.hum.uva.nl/aclc/slgt.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 2011**

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 2011:

In 2011, 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.

The research group initiated a sign language workshop at the 18th Amsterdam Colloquium (19-21 December 2011; main organizer: Vadim Kimmelman). The workshop was has a highly succesful, well-attended, and stimulating event, with Philippe Schlenker as invited speaker and four other presentations on formal semantics in sign languages. To date, formal semantics has only received little attention in the field of sign language linguistics, and the inclusion of a workshop on sign languages in one of the most important international semantics conferences is unprecedented. It is hoped that this event will stimulate further research on sign language semantics.

Anne Baker continued her research on sign language development together with Beppie van den Bogaerde (Hogeschool Utrecht) and started some work on the effects of dementia in older signers. Together with Beppie and Onno Crasborn and Paula Fikkert (Radboud University) a CLARIN grant was obtained for archiving language acquisition data (IPROSLA).

Roland Pfau continued his research on sign language morphosyntax (agreement, locative constructions), but actually spent most time editing the handbook Sign Languages (to be published in the Mouton de Gruyter HSK handbook series in fall 2012), which he is co-editing with Bencie Woll (London) and Markus Steinbach (Göttingen). Editing work also turned out to be his main activity during his sabbatical (September 2011 until January 2012), which he spent at the university of Göttingen, thanks to a Lichtenberg Fellowship from the German Science Foundation. Together with Markus Steinbach, he published a chapter on grammaticalization in sign languages in the well-known Oxford University Press handbook series.

Joke Schuit continued the documentation of Inuit Sign Language (IUR). 2011 did not include a fieldwork trip, as Joke has been mainly focusing on annotating and translating the data gathered in 2009 and 2010. With Anne Baker and Roland Pfau, Joke published an article in Linguistics in Amsterdam entitled "Inuit Sign Language: A contribution to sign language typology". Joke also worked on a paper that will be published in an edited volume. In in the last months of 2011, Joke started writing chapters of her PhD thesis.
Vadim Kimmelman’s corpus study on doubling in two sign languages (Sign Language of the Netherlands and Russian Sign Language) shows that doubling has a pragmatic function of foregrounding of salient information. In addition, a small corpus of semi-naturalistic discourse of Russian Sign Language has been collected during a field-trip to Moscow.

External PhD student Michele Brunelli completed his dissertation entitled "Antisymmetry and Sign Languages". His defence took place on September 29th 2011.

Brendan Costello continued the work on his dissertation on the use of space in Spanish Sign Language.
14. SinoKwa
(*Functional categories in analytic languages*)

**Coordinator:** Rint Sybesma (Leiden University)


**Participants:**
This joint project between the University of Amsterdam and Leiden University involves the following researchers:
- Prof. dr R.P.E. Sybesma (hoofdaanvrager, LUCL)
- Prof. dr L.L. Cheng (LUCL)
- Dr E.O. Aboh (UvA)
- Dr U. Ansaldo (Hong Kong University)
- Dr L. Badan (postdoctoral fellow, LUCL)
- Dr L.C. Buell (postdoctoral fellow, UvA)
- Daan van Esch (Sinitic Studies, Leiden University)
- Hilde Gunnink (LUCL)

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

**Progress in 2011:** Members of this research group meet twice a month in order to discuss progress made in the various areas of study that are relevant to the research programme. Recent work under this project has included work on Mandarin, Ewe, and Gungbe, with respect to the structure of the DP, topic and focus, and serial verb constructions. In this regard, Leston Buell has spent seven weeks in Togo in summer 2011 in order to collect data on both verb focus and serial verb constructions. The data collected during this project serve to develop a database that will be accessible to the linguistic community at the end of the project.

This year, a lot of effort has been put in developing this database and tuning it to meet the objectives of the project. We developed a database system (using PHP and MySQL) that allows us to store large amounts of sentences from fieldwork and other sources, and to add various meta data to all sentences in the database. Currently, the database contains more than 2,600 sentences from 18 languages relevant to our research project, gathered from 24 different sources. English glosses and translations
have been provided for almost all sentences, and the research assistants (Daan van Esch and Hilde Gunnink) are working to add glosses and translations where necessary. Furthermore, they are working with the other project members to add grammatical judgements to the sentences. This way, this database is not only useful for grammatical sentences but when possible it also provides information about ungrammatical sentences (i.e., speaker's judgment). The entire data set is searchable online in a number of ways, and can be exported to XML for portability or long-term storage at DANS, the NWO department responsible for sustained access to digital research data.

Linda Badan and Leston Buell have continued their work in writing papers as well as presenting their results at different conferences. For instance, they have submitted a paper on “The expression of focus in Ewe” to the Journal of African Languages and Linguistics, an A journal. They also presented a paper on the “subject clitic alternation in Ewe” at the TINdag in Utrecht as well as at the Linguistic Association of Ghana. In January, Leston Buell will present the analysis of some data he collected this summer in Togo at the Linguistic Society of America.

Because this project contrasts analytic languages with non-analytic ones, these two postdocs continue to contribute to the theoretical debate in generative syntax in general, by publishing papers that build on their earlier work and how that relates to our understanding of functional projections. For instance, Leston Buell co-edited a special issue of Lingua, where he (co)-publishes two papers on the complementizer system as well as on the relation between word order and the morphosyntax of functional projections.
15. Language Description and Documentation
(formerly: Tundra Yukagir)

Coordinator
Cecilia Odé

Members
Cecilia Odé
Mark Schmalz
Caroline Roset
Nurit Dekel
Konrad Rybka

History: This new research group consists of four research projects: 15.1 Tundra Yukagir, 15.2 Spoken Arabic of Darfur, 15.3 A grammar of colloquial Israeli, and 15.4 The ontological status of place terms in Lokono-Arawak.

15.1 Tundra Yukagir
Tundra Yukagir, a nearly extinct Paleo-Asian isolate in Arctic Russia: a collection on CD/DVD of linguistic and folkloristic materials of the language and culture of a Siberian People for documentation, education and safeguarding for posterity.

Webpages Tundra Yukagir project
http://hum.uva.nl/adc/ty.cfm
http://home.medewerker.uva.nl/c.ode/
http://home.medewerker.uva.nl/m.schmalz/

Participants Tundra Yukagir project in 2011
Kees Hengeveld, promotor and supervisor
Cecilia Odé, postdoc
Mark Schmalz, PhD student
Samona Kurilova, candidate of Sciences, assistant to the project from 06-09 till 04-12

History Tundra Yukagir project
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 Tundra Yukagir project
NWO funding

Description Tundra Yukagir project
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 Tundra Yukagir project in 2011**

*by Cecilia Odé, postdoc*

Together with Dr Dejan Matić from the Max Planck Institute Nijmegen a first article was written on the correlation between pitch prominence and different types of grammatical focus in TY which was found to exist. The interesting, new finding that Tundra Yukagir 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, has further been studied. At present, new results from more experimental phonetic analyses of the data are worked on.

In April 2011 Odé visited Yakutsk to work with TY writer and artist Nikolai Kurilov on the publication of his mother's notebook about her life on the tundra, a unique document in our project. A lot of specific details in the TY texts had to be verified and explained for the translation into Russian and English, also to make them understandable for the reader. The stories will appear as parallel texts in TY, Russian and English with illustrations.

In 2011 Odé continued her work on the transcription and translation of audio- and videorecordings of TY spontaneous speech. During the last three months of the year, Samona Kurilova, a linguist specialized in the TY language, was invited to Amsterdam to assist Odé with this timeconsuming work. The result of their cooperation is a series of five texts, some of them with songs and poems, on tundra life, traditional clothing etc., in TY and Russian.

A short version of a movie on teaching the TY language in primary school, recorded by Odé in the village of Andryushkino, has been published on the website of the Kultur Stiftung Sibirien (http://www.kulturstiftung-sibirien.de).

Mark Schmalz continued his work on a large article with new findings on the theory of focus marking in TY. Furthermore he worked on glossing TY texts and continued his work on writing the TY grammar. He also completed two papers which he presented at conferences in Holland and Spain. His poster on ergativity in TY presented in Spain at the International Annual Meeting of the Societas Linguistica Europaea (SLE 2011) was awarded a second prize for the best presentation.

In October 2011 he started his second period of fieldwork in two villages on the tundra where he recorded dialogues and, with native speakers, he transcribed and
translated earlier recordings of TY spontaneous speech. The texts will be glossed and included in his TY grammar.

15.2 Spoken Arabic of Darfur

Webpage Spoken Arabic of Darfur project
http://home.medewerker.uva.nl/c.j.roset/

Participants Spoken Arabic of Darfur project in 2011
Caroline Roset
Kees Hengeveld
Manfred Woidich
Darfurian consultants

History Spoken Arabic of Darfur project
Start of the project: 1 September 2011

Funding Spoken Arabic of Darfur project
ACLC, Faculty of Humanities (FGw)

Description Spoken Arabic of Darfur project
A grammatical description of Darfur Arabic, based on recordings and texts collected during field work and elicitation.

Overview of progress in Spoken Arabic of Darfur project in 2011
by Caroline Roset, PhD candidate
The main occupations since September 2011 until now (December 2011) were preparations for Roset's first fieldwork trip from December 2011 until March 2012.

Roset followed two UvA courses on phonetics, a course on software for language documentation (DOBES, Nijmegen), she made a short field work trip to Birmingham, taught Research Skills and Modern Arabic Texts at the Department of Arabic Language and Culture at UvA, explored publications on linguistic fieldwork, Sudanese and Chadian Arabic and made other practical preparations like establishing and maintaining Sudanese contacts in Sudan and Europe, arranged visa, flight, and acquiring suitable hardware and software.

During this period, Roset also recorded 7 interviews with Darfurians living in the Netherlands and Birmingham, England, and transcribed parts of them. So far, hypotheses put forward in her project proposal on phonological features seem to be valid: the 'typical' Arabic pharyngals and pharyngalised fonemes seem indeed to disappear, pronounced 'weaker' or merge with other fonemes.

On a sociolinguistic level, the language situation in Darfur seems even more heterogeneous than expected and is changing rapidly. Drought and war have recently enhanced large-scale migrations. Together with the increasing influence from the (North) Sudanese capital Khartoum since decades, these factors seem to strengthen the position of Arabic. Arabic is not only spoken as a lingua franca, a pidgin or L1 according to tribe or place of origin, but all three of them by Darfurians of all descents (except baggara Arabs probably). For example, a Darfuri from the Fur tribe, who might be assumed to speak Fur as L1 and Arabic as L2, might in reality be a L1-
speaker of Arabic and hardly speak any Fur. But the opposite might also occur, and anything in between. This also accounts for other African tribes in Darfur, though the Zaghawa tribe might seem to be most aware and proud of its origins and language and to maintain it. Perhaps this is due to the relatively isolated area where most Zaghawas come from, but also the vastness of the tribe.

In spite of the recent (and partly ongoing) civil war in Darfur and hence raised awareness and proudness of African roots and resentment against Arabs, Arabic seems to be the language of prestige. It is the language of education, the language of the capital and the language of the Darfurians who want to become anything else than a farmer or a cattle breeder. Roset has therefore the impression many spoken African languages in Darfur are seriously endangered to the favour of Sudanese and Standard Arabic but maybe also the expanding Baggara Arabic.

Dispersed Darfurians easily adapt to 'Standard Sudanese' or Khartoum Arabic. In order to catch 'original' Darfur Arabic, Roset's focus in Sudan should be basilect speakers, who according to most informants so far, seem to be found among elder people and women.

15.3 A grammar of Colloquial Israeli

Webpage Colloquial Israeli project
http://home.medewerker.uva.nl/n.dekel/

Participants Colloquial Israeli project in 2011
Kees Hengeveld, promotor and supervisor
Shlomo Berger, co-advisor
Nurit Dekel, postdoc

History Colloquial Israeli project
A research proposal was submitted to the ACLC on August 21, 2010, and was approved on September 20, 2010.

Funding Colloquial Israeli project
Self-funding

Description Colloquial Israeli project
by Nurit Dekel, postdoc
My research is aimed to providing a synchronic grammar of the Israeli language, elsewhere referred to as Israeli Hebrew or Modern Hebrew.

At present, several grammars of Modern Hebrew are available (Berman 1978, Glinert 1994, Schwarzwald 2001, Coffin and Bolozky 2005). Surprisingly, although intentionally being descriptive, most of the descriptions in these grammars are based on grammar rules of traditional Hebrew. Relying on a corpus of the spontaneous spoken language in Israel, I have a solid basis to believe that the grammatical rules which are used in speech are different from the traditional ones. I believe that it is a mistake to refer to traditional Hebrew and Israeli as one language. Since the traditional grammars are not based upon substantial spoken data they do not cover the language rules of spontaneous speech.
The research methodology is based upon recordings of spontaneous speech made in Israel and their transcriptions.

My research plan consists of the following parts:
1. Introduction: definition of Israeli, explanation of the difference between Israeli and Hebrew, short review of available grammar books.
2. Phonology: sound inventory, phonological rules, consonant clusters, syllable structure, stress.
3. Morphology: word formation processes - roots and patterns, affixes, blends, abbreviations, acronyms, compounds.
4. Parts of speech: nouns, verbs, adjectives, adverbs, pronouns, particles, questions, negation, duplications and repetitions.
5. Morpho-phonology - the addition of affixes and entailed phonological changes in stems.
6. Syntax (for simple and complex speech units): word order in speech, gender and number agreement, noun compounds, verb compounds, subjectless constructions, nominal and adverbial constructions.
7. Semantics: the correlation between form and meaning.

Overview of progress in Colloquial Israeli project in 2011
by Nurit Dekel (postdoc)

The relevant data for each chapter were collected, analyzed, and undergone statistical analyses. Then, the following parts have been written (completed): introduction, morphology, agreement, nouns, particles.

The following parts have been almost completed: phonology, adjectives, speech units, verbs, word order.

The findings in these categories show that whereas some of the grammar rules of Colloquial Israeli are similar to those of traditional Hebrew, many others are different from them. Examples of such differences are:
1. Clusters of up to three consonants or three vowels are allowed in Colloquial Israeli, whereas in traditional Hebrew they are forbidden.
2. The syllable structure in traditional Hebrew is limited to three patterns (CV, CVC, CVCC); in Colloquial Israeli, however, the phonological sequences are multi-syllabic.
3. The verb system in traditional Hebrew is based on three tenses: past, present, future. In Colloquial Israeli, the verb system is aspectual, with a perfective-imperfective distinction; it also includes a minor mood distinction; tense representation is minor.
4. Traditional Hebrew has seven verbal patterns, two of which are passive, whereas Colloquial Israeli has only five productive verbal patterns, none of them passive.
5. In traditional Hebrew, nouns and adjectives inflect for both gender and number; in Colloquial Israeli, however, nominals inflect for number; gender distinction is applied only to singular forms.
6. The traditional Hebrew clause mandates gender-number agreement between subject and predicate. In Colloquial Israeli speech, however, my research reveals gender-number agreement only when the predicate follows the subject; when preceding the subject, the predicate appears in its unmarked form, the masculine singular.
7. In traditional Hebrew, there is gender-number agreement between a noun and its modifiers. In Colloquial Israeli speech, however, my research reveals gender-number agreement only if the modifier follows the noun; when preceding the noun, the modifier appears in its unmarked form, the masculine singular.

The following part is in progress: questions.

Still to be written: adverbs, pronouns, negation, duplications and repetitions, morpho-phonology, noun compounds, verb compounds, subjectless constructions, nominal and adverbial constructions, semantics, pragmatics.

### 15.4 The Ontological Status of Place Terms in Lokono-Arawak

**Name Lokono-project**

When what and where fall into place: the ontological status of place terms and their linguistic expression in Lokono (Arawak)

**Webpage Lokono-project**

http://home.medewerker.uva.nl/k.a.rybka/

**Participants Lokono-project**

K.A. Rybka (PhD)
K. Hengeveld (promoter and supervisor)
E. Aboh (co-promotor)
E.B. Carlin (co-promotor)

**History Lokono-project**

The project started in September 2011

**Funding Lokono-project**

NWO funding

**Description Lokono-project**

*by Konrad Rybka, PhD candidate*

My PhD project builds upon my research into the grammar and lexicon of space in Lokono-Arawak, a moribund North-Arawakan language of Coastal Guianas. It addresses the question of landscape categorization - the language-specific division of the contiguous surface that landscape is by means of distinct generic landscape terms. The parameters that underlie this division, their universality and language specificity lie at the core of this project. Simultaneously, the grammatical and lexical means used to talk about spatial relations in general in Lokono-Arawak are studied (topology, deixis, motion, frames of reference etc.). Landscape terms are then analyzed in this context, to better understand their position in the Lokono-Arawak perception of space. The cultural significance of place and landscape in domains such as navigation, subsistence strategies and the system of beliefs is also brought into the picture to investigate how culture and language influence each other in the landscape domain. Additionally, written historical sources and historical cartographic material are consulted in order to broaden the perspective along the temporal and spatial dimension.
The project aims at integrating linguistic data on landscape recorded \textit{in situ}, that is audio-visual recordings of linguistic interactions about landscape collected while field walking with Lokono-Arawak speakers, with geographic data obtained from a GPS device and historical data (such as ethnographic records and cartography). This methodology will ultimately help answer the following research questions:

- What is the landscape categorization system in Lokono-Arawak like?
- What parameters shape this categorization and how?
- Can landscape in fact be treated as a domain in its own right in Lokono-Arawak?
  - If yes, how is this domain structured if at all?
  - If no, why not? Is landscape categorization mapped from other domains? Which?
- What is the ontological status of landscape terms (Objects or Places)?
- How have contact issues influenced the landscape categorization and the grammar of space in general?

\textbf{Overview of Progress in Lokono-project in 2011}

\textit{by Konrad Rybka}

Although the project has just started, important results can already be glimpsed. The preliminary analysis of 18th century historical sources on the Lokono language (a dictionary and a bible translation) proves to be very important to the understanding of the synchronic grammatical opposition that hold in the language. Both, linguistically common patterns (such as the development of a locative from a dative marker) as well as language specific ones (such as the development of locatives from a comitative) have been observed, which to a certain extent explain the synchronous Object-Place division in the language. Gradually also the corpus of transcribed and translated texts is growing, with the last addition of a genre which is new to Lokono – the recounting of bible stories – which might prove an interesting domain for analyzing contact-induced structural changes. In the international context, the project has been affiliated to the LACOLA project (Language, Cognition and Landscape) at Lund University (Sweden), which combines specialist from different language settings in order to test a number of hypotheses across different languages and landscapes.
16. Modelling the Evolution of Language

Coordinator: Bart de Boer

History: Started in 2007 as the result of Bart de Boer’s Vidi grant and Jelle Zuidema’s Veni grant.

Funding: NWO-vidi project Modelling the evolution of speech

Participants:
Bart de Boer
Jelle Zuidema
Tessa Verhoef
Paul Boersma (as promotor)

Description: The goal of this research program is to create a framework at the Faculty of Humanities where the various researchers that work on language evolution and modelling of language evolution can interact and share their knowledge on relevant evidence (ranging from phonetics and linguistic typology to behavioral biology) as well as knowledge on relevant computational and mathematical techniques (ranging from evolutionary game theory to advanced statistics).

Overview of progress in 2011: This year three important results have been published: 1) that the female human vocal tract appears to be optimal for producing the largest possible range of speech sounds, 2) that it can be shown experimentally how simple combinatorial structure emerges in acoustic communication through cultural processes and 3) that air sacs have a negative effect on the intelligibility of speech and have therefore most likely disappeared when speech evolved.
These results have also been presented in the popular scientific press: Bart de Boer’s work on the vocal tract in different news papers and radio programmes, Tessa Verhoef’s work on evolution of combinatorial structure on www.kennislink.nl and Bart de Boer’s work on air sacs in New Scientist. In November, Tessa Verhoef visited the University of California at San Diego to set up further experiments on cultural learning of combinatorial signals. Also, Bart de Boer has gotten an ERC-starting grant to pursue further research.
17. Unlearnable and Learnable Languages

**Coordinators:** Jan Don & Sterre Leufkens

**Participants:**
Sible Andringa
Jenny Audring (Univ. of Leiden)
Tamás Biro
Jan Don
Kees Hengeveld
Jan Hulstijn
Olaf Koeneman
Sterre Leufkens
Eva van Lier
Harry Perridon
Jeannette Schaeffer
Hedde Zeijlstra

**Description**
It seems to be rather exceptional for languages to show a systematic one-to-one relation between meaning and form, i.e. for them to be totally faithful. The few languages that are like this show faithfulness in all domains of grammar: they avoid purely syntactically motivated features such as grammatical agreement, raising, tense copying, and grammatical roles; purely morphologically motivated features such as declension, conjugation, fusion, and head-marking; and purely (morpho-) phonologically motivated processes such as sandhi and degemination. The question is why there are so few of these languages, while they seem to be the most easily learnable ones from a faithfulness perspective. This question is all the more relevant since among the limited set of examples of transparent languages creole languages are well represented, indicating that in intensive contact situations transparency prevails, and since early stages in child language acquisition as well as interlanguages in second language acquisition seem to be representative of this type of linguistic system. The only explanation that seems to be available is that diachronic change gradually ranks markedness over faithfulness, thus perhaps making languages more efficient though at the same time more difficult to learn. These issues are extremely relevant for the theoretical debate about the autonomy of grammar. The programme investigates these issues from a crossmodal typological, acquisitional, diachronic, and language contact perspective by looking at phonological, morphological, syntactic, semantic, and pragmatic features.

The group just started at the end of 2011 having a series of meetings in november-december.

**Overview of progress in 2011**
- Kick-off: inviting people, launching webpage, creating mailing list
- Different presentations by Sterre Leufkens, Jenny Audring, and Jan Don, Olaf Koeneman, Hedde Zeijlstra on *Transparency and Learnability*. Audring presented the concept of a research-proposal that she intends to submit for NWO.
Follow-up plan: discuss different linguistic datasets (e.g. the position of the inflected verb in main and embedded clauses) from a learnability perspective, and see what different predictions are being made by different analyses of these phenomena, thus trying to get some further grip on the theoretical issues and questions by trying to translate them into empirical questions.
Appendices
## Appendix 1: Annual accounts of the ACLC in 2011

### Balance 1-1-11

<table>
<thead>
<tr>
<th></th>
<th>Budget 2011</th>
<th>Expenses 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research expenses</td>
<td>€ 38.521</td>
<td>€ 62.620</td>
</tr>
<tr>
<td>General expenses (policymaking)</td>
<td>€ 23.100</td>
<td>€ 28.726</td>
</tr>
<tr>
<td>Conferences</td>
<td>€ 2.640</td>
<td>€ 87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>€ 64.261</strong></td>
<td><strong>€ 91.433</strong></td>
</tr>
</tbody>
</table>

**Budget External PhD's**

- € 8.413

### Balance 31-12-11

<p>| | | |</p>
<table>
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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>€ 60.325</strong></td>
<td></td>
</tr>
</tbody>
</table>

As in the foregoing years part of the research budget (€5000) was spent on an award for excellent researchers. €500 was awarded to a PhD candidate for completion on time.

In the budget planning for 2012 it was decided to raise the research budget for conference visits for external PhD candidates to the same level as that for internal candidates, that is, to €4800 for the whole period of their contract.

As in 2011, approximately 10 excellent researchers will be granted an excellence award of €500 in 2012. As in 2011, both in- and external PhD candidates are awarded €500 if they publish their dissertation within the LOT series.

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8 A relatively large amount (15.800) was spent on a contribution to the renovation of the lab space on the third floor of the Bungehuis.

9 The budget for external PhD's is deducted from the expenses made in 2011.
Appendix 2: Overview of research staff and their research time in 2011

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>situation per 31-12-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full professors</td>
<td>Baker</td>
<td>0.40</td>
</tr>
<tr>
<td></td>
<td>Bennis, Meertens Institute*</td>
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<tr>
<td></td>
<td>Boersma</td>
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</tr>
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<td></td>
<td>Fischer</td>
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<tr>
<td></td>
<td>Hengeveld</td>
<td>0.40</td>
</tr>
<tr>
<td></td>
<td>Honselaar, Pegasus*</td>
<td>0.08</td>
</tr>
<tr>
<td></td>
<td>Hulk</td>
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<tr>
<td></td>
<td>Hulstijn</td>
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</tr>
<tr>
<td></td>
<td>Jansen, Esperanto-Inst.*</td>
<td>0.08</td>
</tr>
<tr>
<td></td>
<td>Kuiken, Amsterdam City Council*</td>
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<tr>
<td></td>
<td>Versloot, Fryske Akademy*</td>
<td>0.08</td>
</tr>
<tr>
<td></td>
<td>Weerman</td>
<td>0.40</td>
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<tr>
<td>Tenured full professors</td>
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<tr>
<td>Non tenured full professors</td>
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<td>0.64</td>
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<td>Total full professors</td>
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<td>Senior lecturers</td>
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<td></td>
<td>Perridon</td>
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<td>Schoonen</td>
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<tr>
<td></td>
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<tr>
<td>Name</td>
<td>Percentage</td>
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<td>van der Sijts</td>
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<td>Janssen</td>
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<td>Karawani</td>
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<td>Kimmelman NWO</td>
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<td>Leufkens NWO</td>
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<tr>
<td>van Leuszen NWO</td>
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<tr>
<td>Lie-Lahuerta</td>
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<tr>
<td>Lin</td>
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<tr>
<td>Materassi</td>
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<tr>
<td>van Rijn</td>
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<td>Rybka NWO</td>
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<td>Trapman NWO-PROO</td>
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<td>Verhoeft NWO</td>
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<td>Wanrooij NWO</td>
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<td><strong>Total PhD candidates</strong></td>
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<td><strong>Total non tenured research staff</strong></td>
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<td><strong>Total research staff</strong></td>
<td><strong>38.10</strong></td>
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</table>
* = non tenured professors by special appointment.
Italics: these persons were new to the position they are categorized in.
Note. Fischer, Schoonen and Pfau were granted a sabbatical leave from September 2011 until February 2012. Aboh was granted a stay at Nias from September 2011 until September 2012. Weerman was granted a sabbatical leave from September 2011 until September 2012 as a compensation for his administrative functions. Lie-Lahuerta, Materassi and Roset had a sabbatical leave before the start of their PhD project.
### Appendix 3: Programme ACLC Lecture series 2011

Semester 2 of academic year 2010-2011: February- July 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Name lecturer + affiliation, title of the talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-2</td>
<td>Corien Bary (Radboud Universiteit Nijmegen)</td>
</tr>
<tr>
<td></td>
<td><em>Tense and Aspect in Ancient Greek.</em></td>
</tr>
<tr>
<td>11-2</td>
<td>Hein van der Voort (Museu Goeldi &amp; Radboud Universiteit Nijmegen)</td>
</tr>
<tr>
<td></td>
<td><em>Recursion versus reduplication of person inflexion in some Southwestern Amazonian languages.</em></td>
</tr>
<tr>
<td>18-2</td>
<td>Peter Bakker (Aarhus University)</td>
</tr>
<tr>
<td></td>
<td><em>New light on the typology of creoles.</em></td>
</tr>
<tr>
<td>4-3</td>
<td>Anna Kijak (Universiteit Utrecht)</td>
</tr>
<tr>
<td></td>
<td><em>Cross-linguistic differences in the processes of L2 perception and production of stress.</em></td>
</tr>
<tr>
<td>11-3</td>
<td>Peter Robinson (Aoyama Gakuin University,Tokyo)</td>
</tr>
<tr>
<td></td>
<td><em>Task Demands, Task Sequencing and Instructed Second Language Learning.</em></td>
</tr>
<tr>
<td>18-3</td>
<td>Danko Šipka (Arizona State University)</td>
</tr>
<tr>
<td></td>
<td><em>Cross-linguistic Lexical Differences: Theory and Solutions.</em></td>
</tr>
<tr>
<td>1-4</td>
<td>Aafke Hulk (UvA/ACLC) &amp; Sharon Unsworth (Universiteit Utrecht)</td>
</tr>
<tr>
<td></td>
<td><em>Assessing age of onset effects in the bilingual acquisition of adjectival inflection.</em></td>
</tr>
<tr>
<td>8-4</td>
<td>Freek van de Velde (Katholieke Universiteit Leuven)</td>
</tr>
<tr>
<td></td>
<td><em>Correlating language change and demographic evolutions in Western Europe.</em></td>
</tr>
<tr>
<td>18-4</td>
<td>Lourdes Ortega (University of Hawai at Manoa)</td>
</tr>
<tr>
<td></td>
<td><em>Language teaching and SLA: Exploring the possibilities and limits of the research-teaching interface.</em></td>
</tr>
<tr>
<td>29-4</td>
<td>Workshop at the occasion of the thesis defense of Marcel Giezen:</td>
</tr>
<tr>
<td></td>
<td>- Paul Boersma (UvA/ACLC)</td>
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<tr>
<td></td>
<td><em>Phonological influences on the McGurk effect.</em></td>
</tr>
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<td></td>
<td>- Steven Gillis (University of Antwerp)</td>
</tr>
<tr>
<td></td>
<td><em>Can you hear the difference? Vowel production in 8YO children with a cochlear implant.</em></td>
</tr>
<tr>
<td></td>
<td>- Gisela Szagun (University College, London)</td>
</tr>
<tr>
<td></td>
<td><em>Sources of variability in the acquisition of spoken German by young children with cochlear implants.</em></td>
</tr>
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<td></td>
<td>- Karen Emmorey (SALK Institute, CA)</td>
</tr>
<tr>
<td></td>
<td><em>Bimodal Bilingualism.</em></td>
</tr>
<tr>
<td>20-5</td>
<td>Bart de Boer (UvA/ACLC)</td>
</tr>
<tr>
<td></td>
<td><em>Learnability lecture: Evolution of learnability.</em></td>
</tr>
<tr>
<td>27-5</td>
<td>René Genis (UvA/ACLC)</td>
</tr>
<tr>
<td></td>
<td><em>Polish aspect in compound sentences in the past tense.</em></td>
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<tr>
<td>10-7</td>
<td>Lotte Hogeweg (Radboud Universiteit Nijmegen)</td>
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<tr>
<td></td>
<td><em>Dutch &quot;toch&quot; and &quot;wel&quot;.</em></td>
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Semester 1 of academic year 2011-2012: September- December 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Name lecturer + affiliation, title of the talk</th>
</tr>
</thead>
</table>
| 28-9 | Workshop on Meaning and Morpho-syntax in sign languages at the occasion of the thesis defense of Michele Brunelli:  
- Enoch Aboh (UvA/ACLC)  
  *The two functions of a question: Evidence from Spoken and Signed Languages.*  
- Markus Steinbach (Georg-August-Universität, Göttingen)  
  *Semantics and Modality: Mapping Meaning onto Morphosyntax.*  
- Christian Rathmann (Centrum für die Deutsche Gebärdensprache Hamburg)  
  *Two types of nonconcatenative morphology in signed language.* |
| 30-9 | Workshop at the occasion of Norval Smith’ retirement:  
- Camiel Hamans (Anne Vondeling Stichting/Europees Parlement Brussel)  
  *From prof to provo: some observations on clippings in Dutch.*  
- Roland Noske (Université de Lille)  
  *The Grimm-Verner Push Chain and Contrast Preservation Theory*  
- Geert Booij (Universiteit Leiden)  
  *Allomorphy and the architecture of the grammar.*  
- Bert Botma* & Marc van Oostendorp** (*Universiteit Leiden, *Meertens Instituut)  
  *A propos of the Dutch vowel system 21 years on, 22 years on.*  
- Carlos Gussenhoven (Radboud Universiteit Nijmegen & Queen Mary College, London)  
  *Quantity or durational enhancement of tone: the case of the Maastricht Limburgish high vowels.*  
- Ben Hermans (Meertens Instituut)  
  *The phonological representation of the Limburgian tonal accents.*  
- Diana Apoussidou  
  *The Tibetan numerals segmentation problem and how virtual learners solve it.* |
| 7-10 | NAP-dag  
- Kateřina Chládková  
  *Subsegmental perception*  
- Jan-Willem van Leussen  
  *Modeling self-organization in consonant inventories*  
- Heimir Vidarsson  
  *Syntactic effects of morphological case: deflection and variation in double object constructions.*  
- Josefien Sweep  
  *A metonymical account of transitive locative alternations*  
- Marjolein Cremer  
  *Accessibility of semantic networks and reading comprehension: comparing L1 and L2 children*  
- Marcel Giezen  
  *Effects of signed input on speech processing in CI children*  
- Titia Benders  
  *Infants’ discrimination of vowel spectrum and duration (Or: What all those babies do on the 3rd floor)*  
- Karin Wanrooij  
  *Dynamic categories* |
| 14-10 | Pamela Perniss (Radboud Universiteit Nijmegen)  
  *The effects of iconicity and embodiment in structuring expression in the visual modality.*  
| 4-11 | John Nerbonne (Rijksuniversiteit Groningen)  
  *One of structuralism’s dreams.*  
| 11-11 | Vaclav Jonáš Podlipský (Palacký University Olomouc, Tsjehië)  
  *Same cue, new role: English learners’ use of vowel duration as a perceptual cue in Czech.* |
18-11 Tuba Yarbay Duman  
*Word Order, Time Reference and Case in Agrammatic Broca’s Aphasia.*

25-11 Samona Kurilova (Russian Academy of Sciences, Yakutsk)  
*Primary Interjections in the Dialects of the Yukaghir Language.*

2-12 Rob Schoonen (UvA/ACL)  
Learnability lecture: Predicting individual differences in L2 proficiency and learning.

9-12 Eithne Carlin (Rijksuniversiteit Leiden)  
*Lose in Translation: The missing categories problem*

16-12 OAP-dag  
- Liesbeth Zack  
  *Language change in Cairo in the 19th century.*  
- Janneke Kalsbeek  
  *Some historical developments in western South Slavic verb systems.*  
- Tamas Biró  
  *Errors in language production, language learning and language change: Some computational experiments with Optimality Theory.*  
- Judith Rispens  
  *Lexical and sublexical processing in developmental language disorders.*  
- Jan Hulstijn  
  *The study of second language acquisition: Short history, long future.*
Appendix 4: Overview of advisory bodies, committees, members and associate members in 2011

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 Tamás Biró (back-up dr Yarbay Duman)
PhD candidate representative: drs Karin Wanrooij (back-up drs Renee Clapham)

Scientific Council

Prof. dr Anne Cutler (MPI Nijmegen), rotated off end of 2011
Prof. dr Pieter Muysken (University of Nijmegen)
Prof. dr Leo Noordman (University of Tilburg), rotated off end of 2011
Prof. dr Neil Smith (University College London)
Prof. dr Bencie Woll (University College London), starting as of 1-1-2012
There is a vacancy for a new member to cover Language description and typology.

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) 2011. 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)
Lecturer (as of September 2011)/Postdoc NWO Towards a theory of second-language proficiency: the case of segmenting and comprehending oral language (01-08-2007 until 01-09-2012).
Research Group: *Cognitive Approaches to Second Language Acquisition*

**dr Jenny Audring**
Postdoc UvA (07-11-2011 until 06-02-2012). Preparation of FGw-UvA research application.

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

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

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

**dr Catherine van Beuningen** (*1979)
Lecturer (as of September 2011)/Postdoc NWO Towards a theory of second-language proficiency: the case of segmenting and comprehending oral language (01-09-2011 until 01-09-2012).
Research Group: *Cognitive Approaches to Second Language Acquisition.*

**dr Tamás Biritó** (*1975)
Postdoc NWO Veni, Efficiënt 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 (01-04-2009 until 01-04-2012).
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. NWO Vici: Emergent Categories and Connections (1-3-2009 until 1-3-2014).
Research Group: Bidirectional Phonology and Phonetics.

dr Leston Buell (*1963)
Postdoc NWO Functional categories in analytic languages (01-02-2009 until 01-04-2012; extension granted until 11-07-2012).

prof. dr Michiel van den Brekel
Professor: Oncology related voice and speech, especially in laryngectomized individuals (as of 1-1-2012).
Research Group: Oncology-related Communication Disorders

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

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

prof. dr Olga Fischer (*1951)
Professor: Linguistics of the Germanic languages, in particular English linguistics.
Research Groups:
  Iconicity
  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 (until April 2011).
Research Project: Depictives.

dr Sies de Haan (*1946) (until December 2011)
Lecturer.
Research project: Past participle constructions in Dutch.
prof. dr Kees Hengeveld (*1957)
Professor: General linguistics, in particular theoretical linguistics.
Research Groups:
   Functional Discourse Grammar
   Crosslinguistic Semantics
   (Language Description and Documentation (formely Tundra Yukagir))

prof. dr Frans Hilgers (*1946) (until June 2011)
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:
   Functional Discourse Grammar
   Crosslinguistic Semantics

prof. dr Aafke Hulk (*1952)
Professor: Dutch Linguistics.
Research Groups:
   Grammar and Cognition
   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 Olaf Koeneman (*1970)
Lecturer.
Research Group: Grammar and Cognition

prof. dr Folkert Kuiken (*1953)
Professor: Dutch as a second Language.
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 15-9-2011).
Research Group: *Language Description and Documentation* (formerly *Tundra Yukagir*).

**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:
- *Sign Language Grammar and Typology*
- *Grammar and Cognition*

**prof. dr Arend Quak** (*1946)
Senior Lecturer (until September 2011)
Research project: *Old Dutch*.

**dr Judith Rispens** (*1972).
Lecturer Learnability (as of September 2011)/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 Jeannette Schaeffer** (*1965)
Lecturer (as of August 2011).
Research Groups:
- *Grammar & Cognition*
- *Learnable and Unlearnable Languages*

**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:
- *DP/NP: Structure, Acquisition and Change*
- *Crosslinguistic Semantics*


**dr Norval Smith** (*1946)
Senior Lecturer (until September 2011).
Research Groups:
- Language Creation
- Revitalizing Older Linguistic Documentation
- Bidirectional Phonology and Phonetics

**dr Eva van Lier**
Postdoc NWO Veni, Nouns and verbs, and what it means not to have them (01-10-2011 until 01-10-2015).

**dr Nicolien van der Sijs**
Postdoc UvA (1-10-2011 until 31-10-2011). Preparation of FGw-UvA research application.

**dr Nada Vasič** (*1974)
Postdoc NWO LA&M When agreement doesn't agree: the production and processing of grammatical morphemes by L2 children and children with Specific Language Impairment (15-6-09 until 30-09-2011).
Research Group: *Grammar and Cognition*

**dr Ineke Vedder** (*1952)
Lecturer.
Research Group: *Cognitive Approaches to Second Language Acquisition*

**prof. dr Arjen Versloot** (*1965).
Professor: Frisian linguistics.
Research Group: *Bidirectional Phonology and Phonetics*

**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 Tuba Yarbay Duman** (*1978)

**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:
   Grammar and Cognition
   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) 2011.

**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.*
Own funding.
Interview: October 2011.

**Titia Benders MA**
PhD candidate: 15-9-2008 until 15-09-2012.
Supervisors: prof. dr Paul Boersma, dr Paola Escudero Neyra.
Project: *Unsupervised learning of cue weighting in phoneme perception: human and computer learners.*
Research Group: Bidirectional Phonology and Phonetics.
Funding: NWO.
Interview: November 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 (extension granted until 05-03-2011).
Supervisor: prof. dr Anne Baker.
Project: Precursors of narrative ability; parental strategies in developmental pragmatics.
Own funding.
Interview: December 2011.

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.
Research Group: Language Creation.
Direct UvA funding.
Interview: October 2011.

dr Michele Brunelli
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).
Funding: University of Venice.
Thesis defended 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: November 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: January 2012.

Smadar Cohen MA
PhD candidate: 01-01-2011 until 01-01-2014.
Supervisor: prof. dr Kees Hengeveld.
Project: Person Markers in Spoken Spontaneous Israeli Hebrew.
Research Group: Language Description and Documentation.
Own funding.
Interview: January 2012.
Lucia Contreras Garcia MA
PhD candidate: 01-10-2010 until 31-09-2012.
Supervisor: prof. dr Kees Hengeveld.
Project: Interfaces in grammatical theory.
Funding: Universidad di Oviedo.
Interview: June 2011.

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).
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 J an Hulstijn.
Research Group: Cognitive Approaches to Second Language Acquisition.
Direct UvA funding.
Interview: November 2011.

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.

Jelske Dijkstra MA
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.
Funding: The Province of Fryslân and the Fryske Akademy
Interview: September 2011.

drs Klaartje Duijm
PhD candidate: 01-09-2008 until 01-09-2012.
Supervisor: prof. dr Jan Hulstijn, dr Rob Schoonen
Project: Aspekten van spreekvaardigheid.
Own funding.
Research Group: Cognitive Approaches to Second Language Acquisition.
Interview: April 2011.
Iris Duinmeijer MA
PhD candidate: 01-09-2011 until 31-08-2015.
Supervisors: prof. dr Anne Baker, prof. dr Fred Weerman, dr Jan de Jong.
Project: Persistent problems in SLI: rule learning or implementation?
Direct UvA funding.
Interview: September 2011.

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.
Direct UvA funding.
Thesis defended on April 29th 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

Magaly Grández Avila MA
PhD candidate: 01-05-2011 until 01-11-2015.
Supervisors: prof. dr Kees Hengeveld, prof. dr Pieter Muysken (RUN), dr Otto Zwartjes.
Project: A diachronic and functional approach to the verbal system of Andean Spanish in Peru.
Funding: own funding until 01-11-2011, direct UvA funding as of 01-11-2011.
Interview: September 2011.

drs Camiel Hamans
PhD candidate: 01-03-2007 until 01-08-2013.
Supervisors: prof. dr Olga Fischer, prof. dr Hab Jacek Fisiak (Poznan, Polen),
dr Norval Smith.
Project: Borderline Cases in Morphology
Own funding.
Interview: March 2011.

Bibi Janssen MA
PhD candidate: 01-09-2011 until 31-08-2015.
Supervisors: prof. dr Anne Baker, prof. dr Wim Honselaar, dr Alla Peeters- Podgaevskaya.
Direct UvA funding.
Interview: October 2011.

Hadil Karawani MA
PhD candidate: 01-08-2008 until 01-08-2011 (extension granted until 01-06-2012).
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: December 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.
Funding: NWO
Interview: June 2011

Margreet van Koert MA
PhD candidate: 01-09-2011 until 31-08-2015.
Supervisors: prof. dr Fred Weerman, prof. dr Aafke Hulk, dr Olaf Koeneman.
Project: Child L2 acquisition of the binding principles in Dutch.
Direct UvA funding.
Interview: September 2011.

Margot Kraaikamp MA
PhD candidate/lecturer: 01-09-2010 until 31-08-2015
Supervisor: prof. dr Fred Weerman.
Project: Semantic versus lexical gender agreement in Germanic.
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: November 2011.

**drs Carmen Lie-Laherta**  
PhD candidate/lecturer: 01-09-2011 until 01-06-2015  
Supervisors: prof. dr Anne Baker, dr Paola Escudero  
Project: *Fix your vowels: the perception and production of Spanish vowels by Dutch learners.*  
Research Group: *Bidirectional Phonology and Phonetics.*  
Direct UvA funding  
Interview: February 2012.

**Jing Lin MA**  
PhD candidate: 01-09-2011 until 31-08-2015.  
Supervisors: prof. dr Fred Weerman, dr Hedde Zeijlstra.  
Project: *Acquiring Negative Polarity Items*  
Direct UvA funding.  
Interview: October 2011.

**drs Elisabetta Materassi**  
PhD candidate/lecturer: 01-09-2011 until 01-06-2015  
Supervisors: prof. dr Jan Hulstijn, prof. dr Olga Fischer.  
Project: *Methaphor in academic discourse: a study of metaphoric language and L2 learning.*  
Research Group: *Cognitive Approaches to Second Language Acquisition.*  
Direct UvA funding.  
Interview: February 2012.

**Alies Maclean MA**  
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.

**Itsik 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.

**Esther Parigger MA**
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.

**dr Maike Prehn**
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

**Marlou van Rijn MA**
PhD candidate: 01-09-2011 until 31-08-2015.
Supervisor: prof. dr Kees Hengeveld.
Project: *Predication and modification within the noun phrase. A typological study.*
Direct UvA funding.
Interview: September 2011.

**Konrad Rybka MA**
PhD candidate: 01-09-2011 until 31-08-2015.
Supervisor: prof. dr Kees Hengeveld.
Project: *When ‘what’ and ‘where’ fall into place: the ontological status of place terms in Lokono.*
Funding: NWO.
Interview: October 2011.

drs Caroline Roset
PhD candidate/lecturer: 01-09-2011 until 01-08-2015.
Supervisors: prof. dr Kees Hengeveld, prof. dr Manfred Woidich.
Project: A Grammatical Description of Darfur Arabic.
Research Group: Language Description and Documentation.
Direct UvA funding.
Interview: September 2011.

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 15-09-2012.
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: Language Description and Documentation (formerly Tundra Yukagir).
Funding: NWO
Interview: February 2011.

Margarita Steinel-Terziyska MA
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, prof. dr Wim Honselaar, 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.
Supervisor: 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.

Rob Tempelaars MA
PhD candidate: 01-01-2011 until 01-02-2013.
Supervisor: prof. dr Fons Moerdijk
Project: Aspecten van neologismen in het Nederlands.
Own funding.

Mirjam Trapman MA
PhD candidate: 01-09-2007 until 01-09-2011 (extension granted until 24-5-2012).
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, dr Liesbet Heyvaert (Kath. Universiteit Leuven)
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 (extension granted until 30-11-2012).
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: September 2011.

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: November 2011.

drs Wieneke Wesseling  
PhD candidate: 01-09-2004 until 01-09-2008 (stopped July 2011)  
Supervisors: prof. dr ir Louis Pols, dr Rob van Son.  
Project: *The use of Audiovisual Information in Conversations, with an emphasis on TRPs.*  
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*

**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 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 Roeleveld** (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*

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**VISITING SCHOLARS**

**dr Johnson Folorunso Ilori** (Adekunle Ajasin University, Nigeria); from 01-02-2011 until 01-09-2011
Research Group: *Functional Discourse Grammar*

**dr Freek van de Velde** (Katholieke Universiteit Leuven); from 01-04-2011 until 01-07-2011
Research Group: *Functional Discourse Grammar*

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**JUNIOR VISITING SCHOLARS**

**Marina Artese MA** (University of Macerata); from 01-03-2011 until 01-07-2011.
Research Group: *Cognitive Approaches to Second Language Acquisition.*

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

**Florentina Conesa MA** (University of Murcia); from 01-01-2011 until 31-05-2011.
Research Group: *Cognitive Approaches to Second Language Acquisition.*

**Lilian Minikel Brod MA** (Universidade Federal de Santa Catarina, Florianópolis, Brazilië); from 01-02-2011 until 01-10-2011.
Research Group: *Bidirectional Phonology and Phonetics.*
Appendix 5: Publications and output 2011

1. Refereed journal articles


2. Non refereed journal articles


3. Refereed book chapters


Sweep, J. (2011). Metonymy determining the type of the direct object. In When arguments don't fit verbs: Interdisciplinary approaches to metonymy and


4. Non refereed book chapters


5. Academic monographs

6. Academic monographs and journal volumes edited


7. PhD theses


Professional and popularizing publications and products

8a. Professional books


8b. Professional articles and book chapters


8c. Popularizing articles and book chapters

Alphen, I. van (21-10-2011). Laat meisjes kiezen voor 'fotografe' en 'monteuse'. NRC Handelsblad, pp. 18.


9. Reviews


10. Lectures and posters

10a. Invited Lectures


Fischer, O.C.M. (2011, september 08). To what extent does morpho-phonological reduplication follow the iconicity principle? Logrono, Spain, 44th Meeting of the Societas Linguistica Europeae, Workshop on "Doubling".


Hulstijn, J.H. (2011, maart 18). What is language proficiency and how can it best be measured? Language proficiency in native and nonnative speakers. Université de Fribourg (Switzerland), invited talk.


10b. Lectures


Aboh, E.O. (2011, januari 14). *The Emergence of Hybrid Grammars: Contact, Language Change and Creation*. University of Michigan, Martin Luther King Colloquium.


Odé, C. (2011, mei 12). Slovar’ terminov k websaitu Transkriptsiiia russkoi intonatsii ToRL. Shanghai, XI Congress of the International Association of Teachers of Russian language and literature.


Sleeman, P. (2011, september 9). 'Rare'-preposing in French, root clauses, and information structure. Logroño, Spain, 44th annual meeting of Societas Linguistica Europaea.


Vedder, I. (2011, mei 04). *Syntactic complexity, lexical diversity and accuracy in Italian L2 writing.* Sevilla, Seminar PhD students, University of Sevilla (Erasmus staff mobility teaching assignment abroad).

Vedder, I. (2011, december 12). *Syntactische complexiteit als maat voor de ontwikkeling van taalvaardigheid in een tweede taal.* Utrecht, board meeting DUJAL and general assembly ANELA.


Vis, J. (2011, april 08). Ancient Greek vocabulary acquisition and the Involvement Load Hypothesis. Amsterdam, Amsterdam workshop on Greek linguistics.


10c. Posters


11. Other contributions


**Bavant, M.J.J.** (2011). The Elamite class marker system revisited (slides) [Dataset].

**Bavant, M.J.J.** (2011). The periphrastic perfect of Old Persian revisited (slides) [Dataset].


meervoudige beperking en hun sociale netwerk. Amsterdam: COC-
publicaties.

18 [televisie-uitzending]. In Rio Preto em Pauta. São José do Rio Preto: Rio
Preto TV.

Jong, J. de (Interview) (2011, Feb 23). Serie Jan de Jong [radio-uitzending]. In
Goedemorgen Nederland KRO.
http://goedemorgennederland.kro.nl/seizoenen/2011-02/afleveringen/23-02-
2011/fragmenten/serie_jan_de_jong_3.

SPRAAKSAAM: voor en door jongeren met spraak- of taalmoeilijkheden(ESM).
http://www.spraaksaam.com/

'poepen' en BN 'poep' en 'poepen'. Televisie interview in het programma Man
over Woord: (2011, december 16).

Stroop, J.P.A. (26-03-2011). Het goede leven van Jan Stroop (interview met ..).
Friesch Dagblad

Stroop, J.P.A. (22-04-2011). Kleuters maken geen grammaticale fouten (interview
met ...). Folia

Cappuccino. NCRV.

Gids. Vara.

Taal. Radio Wereldomroep.

Stroop, J.P.A. (interview) (2011, Jan 07). Hun hebben de taal verkwanseld [radio-
uitzending]. In De Avonden. VPRO.

In Man over woord. Canvas, VRT.

evolution of combinatorial structure in ongoing artificial speech learning
experiments: technical report. (CRL newsletterVol. 23, No. 1 ). La Jolla, CA:
Center for Research in Language, University of California at San Diego.

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


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

Bakker, D. STUF: Sprachtypologie und Universalienforschung = Language typology
and universals.

Boersma, P.P.G. Lingua.

Buell, L.C. Lingua.

Don, J. SKASE Journal for Theoretical Linguistics.

Fischer, O.C.M. Anglia.
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 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.
Hengeveld, K. Acta Linguistica Hafniensia.
Hengeveld, K. Linguistics in Amsterdam, 4.
Hengeveld, K. Studies in Language.
Hulk, A.C.J. Linguistic Approaches to Bilingualism.
Jansen, W.H. Esperanto.
Jong, J. de Stem-, Spraak- en Taalpathologie.
Kalsbeek, J. Čakavská říč.
Koeneman, O.N.C.J Nederlandse Taalkunde.
Pfau, R. Sign Language & Linguistics.
Pfau, R. Linguistics in Amsterdam.
Quak, A. Amsterdamer Beiträge zur älteren Germanistik.
Rispens, J.E. Linguistics in Amsterdam.
Roeleveld, A. Amsterdamer Beiträge zur älteren Germanistik.
Schoonen, R. Journal of Second Language Writing.
Schoonen, R. Language Testing.
Vedder, I. Toegepaste Taalwetenschap in Artikelen.
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 internacional de lingüística iberoamericana.

13. Organization of conferences and symposia


14. Board membership

Andringa, S.J. Member Commissie Staatsexamens NT2 bij het College voor Exams.

Andringa, S.J. Kritische Vriend HBO-raad vakredactie Nederlands bij de HBO-raad.

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 (Nederlandse Vereniging voor Toegepaste Taalwetenschap).

Blom, E. Member COST IS0804, WG1 "Syntax with interface with morphology and semantics".

Boersma, P.P.G. Member of advisory board Manchester Phonology Meeting

Fischer, O.C.M. President elect of the International Society for the Linguistics of English (ISLE).

Fischer, O.C.M. President elect of the Societas Linguistica Europeae

Fischer, O.C.M. Member of the Foundation of Language.

Fischer, O.C.M. Member of the Koninklijke Hollandsche Maatschappij van Wetenschappen.

Fischer, O.C.M. Fellow of the The English Association.

Hengeveld, K. Director Amsterdam Center for Language and Communication, University of Amsterdam.

Hengeveld, K. Member of the Executive Committee Association for Linguistic Typology.

Hengeveld, K. Member of the National Advisory Board CLARIN-NL.

Hengeveld, K. Member of the Board Dutch Graduate School in Linguistics (LOT).

Hengeveld, K. Chair of the Board International Functional Grammar Foundation.

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

Hengeveld, K. Member of the Research Council University of Amsterdam.

Hulk, A.C.J. Member Fachbeirat MPI.

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

Jong, J. de Vice Chair COST Action IS0804 Language impairment in a multilingual society.

Kuiken, F. Member TACOSELL (AILA Research Network on Task Complexity and Second Language Learning AILA Research Networks (REN).

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

Schoonen, R. Member of the Executive Board SLATE (SLA and Testing in Europe).

Schoonen, R. Member of Board TOEFL Committee of Examiners at Educational Testing Service.

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

Vedder, I. Member committee PHD award Applied Linguistics Italy AITLA 2011 (Associazione Italiana di Linguistica Applicata).

Vedder, I. Member of board ICTBLT (International Consortium Task Based Language Teaching).

Vedder, I. Member TACOSELL (AILA Research Network on Task Complexity and Second Language Learning AILA Research Networks (REN).

Weerman, F.P. Member Wetenschapscommissie Fryske Akademy KNAW.

Weerman, F.P. Member Buitenlandcommissie Nederlandse Taalunie.

Weerman, F.P. Fellow Netherlands Institute of Advanced Studies.
Weerman, F.P. Member beoordelingscommissie Huygens Scholarship Programme Nuffic.
Weerman, F.P. Member wetenschappelijk adviescollege geesteswetenschappen NWO.
Zack, E.W.A. Member of the Scientific Advisory Board Netherlands-Flemish Institute in Cairo.
Zeijlstra, H.H. Member of Board Generative Linguistics in Eastern Europe.

15. Research awards applied for (and granted)

Lier, E.H. van (2011). Veni Grant Nouns and verbs, and what it means not to have them.

16. Supervision of completed PhD theses


17. Prizes

Appendix 6: PhD theses completed in 2011


