# Table of contents

Foreword 1
Insights into ACLC Research 3
   ACLC members interview ACLC members 3
Interview with Jenny Audring by Marlou van Rijn 4
Interview with Robert Cloutier by Liesbeth Zack 5
Interview with Lissan Taal-Apelqvist by Tessa Spätgens 6
Interview with Enoch O. Aboh by Eva van Lier 8
Documentation ACLC 11
1. Institutional review 13
   1.1. Mission statement 13
   1.2. Research organization 15
   1.3. Leadership 16
   1.3.1. Directors and Bureau 16
   1.3.2. Advisory Board 16
   1.3.3. Scientific Council 17
   1.3.4. Organogram 17
   1.3.5. PhD meetings 17
   1.3.6. Postdoc meetings 19
   1.3.7. Decision making procedures and management style 20
   1.4. Strategy and policy 20
   1.4.1. Content policy 20
   1.4.2. Quality control and external evaluation 21
   1.5. Embedding of linguistic research in teaching programmes 21
2. Input 22
   2.1. Researchers and other personnel 22
   2.1.1. Recruitment and selection 23
   2.1.2. Training and personal development 25
   2.1.3. Exchange policies 26
   2.2. Resources, funding and facilities 27
   2.2.1. Financial situation 27
   2.2.2. Policy 27
   2.2.3. Capital investments 28
   2.2.4. Research facilities 28
   2.2.5. Support for foreign staff 29
   2.2.6. Back office support 29
   2.2.7. Funding trends 29
   2.2.8. Funding targets 29
3. Current state of affairs 30
   3.1. Processes in research, internal and external collaboration 30
   3.1.1. Quality control 30
   3.1.2. Internal collaboration 33
   3.1.3. External collaboration 34
   3.1.4. Lecture series 36
   3.2. Academic reputation 36
   3.3. Internal evaluation 37
   3.4. External validation 37
   3.4.1. Research results outside the scientific community 37
   3.5. Overview of the results 37
3.5.1. Publication quantitative overview 37
3.5.2. Publication qualitative overview 39
3.5.3. Prizes and awards 39
4. Analysis, perspectives and expectations for ACLC 40
  4.1. Current situation 40
  4.2 Future plans 40
5. Reports from the research groups 41
  1. Bidirectional Phonology and Phonetics 41
  2. Cognitive approaches to second language acquisition 45
  3. Comparative Slavic verbal aspect (and related issues) 51
  4. Crosslinguistic semantics (XLX) 53
  5. DP: structure, semantics, acquisition and change 54
  6. Functional Discourse Grammar 57
  7. Grammar and Cognition 59
  8. Iconicity in language use, language learning, and language change 64
  9. Language Creation 66
  10. Institutional Discourse 68
  11. Oncology-related Communication Disorders 70
  12. Revitalising Older Linguistic Documentation 72
  13. Sign language grammar and typology (SiLaGaT) 74
  14. SinoKwa 77
  15. Language Description and Documentation 78
  16. Modelling the Evolution of Language 82
  17. Unlearnable and Learnable Languages 83
Appendices 85
Appendix 1: Annual accounts of the ACLC in 2012 86
Appendix 2: Overview of research staff and their research time in 2012 87
Appendix 3: Programme ACLC Lecture series 2012 90
Appendix 4: Overview of advisory bodies, committees, members and associate members in 2012 93
Appendix 5: Publications and output 2012 113
Appendix 6: PhD theses completed in 2012 148
Foreword
This annual report concerns an overview of the results achieved by the ACLC during the calendar year 2012. It also describes the ways in which these results were achieved, and the (members of the) research groups which were involved in these achievements.

There were a number of changes in the membership of the ACLC during 2012. A few of our colleagues retired in 2012: Prof. dr Jan Hulstijn, Prof. dr Wim Honselaar, Dr Arjen Florijn and Dr Harry Perridon. Fortunately, all of them remained affiliated to the ACLC as emeriti researchers. Other researchers joined the ACLC (or changed position within the ACLC). Dr Elma Bom and Dr Jeannette Schaeffer acquired post-doc positions within the Learnability-programme, and Dr Silke Hamann was hired as an assistant professor within the same programme. Prof. dr Enoch Aboh was appointed professor of Learnability, and Robert Cloutier was appointed assistant professor of English. We also welcomed a number of new PhD students: Mirjam de Jonge, Klaas Seinhorst, Seid Tvica, Tessa Spärgens, Matthias Passer, Elin Derks, Anna Pytlowany, Femmy Admiraal, Natalia Aralova, and Camille Welie. We were also very pleased that two more lecturers were granted the means to start work on their PhD theses. In the first 8 months of 2012, the vice-director was acting director to allow for a sabbatical leave of the director.

The year 2012 was an exciting year because the Institute was visited by the Visitatiecommissie for a 5-yearly Research Quality Assessment, which required intensive preparations and an extensive Self-assessment report (written by the director Prof. dr Kees Hengeveld). At the same time the Faculty of Humanities is preparing a radical reorganization of its research.

Based on its achievements and the Research Quality Assessment we can conclude that the ACLC is in good shape, nevertheless we still need to prepare for the future developments both within and outside of the faculty.

Rob Schoonen
Acting-Director ACLC
Insights into ACLC Research

ACLC MEMBERS INTERVIEW ACLC MEMBERS
Interview with Jenny Audring by Marlou van Rijn

Jenny Audring is a postdoctoral researcher at the ACLC. She is working on her NWO-Veni project ‘The complexity of gender’.

*Can you briefly describe what your research is about?*

Briefly?! In a few words: my research is on complexity and learnability of grammatical gender systems in the languages of the world. The aim is to find out if the complexity of such a system correlates with the amount of formal marking it receives in the language in question. The idea is that languages with a lot of gender marking can maintain a complex gender system through time, because a child learning these languages receives a lot of linguistic cues as to what the gender system of his/her native language is like. Languages without a lot of gender markers, on the other hand, cannot develop a very complex gender system, since such a system would be too hard for the child to learn. I’m trying to find out if this is true by looking at the grammars of a number of unrelated languages. It is very interesting and exciting to test these predictions, because it tells us something about where the limits to learnability lie and what unlearnable languages look like.

*Why did you choose the ACLC as your home base?*

I wanted to work at an institute where they do a lot of typological research, since my project involves the comparison of different languages. The ACLC is known for this line of research. Another important reason is that learnability has recently become a research focus of the ACLC, and my project fits in very well with this topic.

*How was 2012 for you?*

I started working on my Veni-project at the ACLC in January 2013. Before that time, I worked on a project called ‘Taalportaal’ at Leiden University - actually, I still spend one day a week on this work. Taalportaal is a joint project carried out by a number of universities and linguistic institutes in the Netherlands (among which the Meertens Instituut and the Fryske Akademy) which aims to create a comprehensive online grammar of Dutch and Frisian. Together with Geert Booij and Ton van der Wouden, I’m working on documenting the morphology of Dutch. I also taught courses on comparative linguistics and psycholinguistics to students of German linguistics at Leiden University, as well as a course on morphological typology here at the UvA.

*Did you always wanted to be a linguist?*

I did. I was always fascinated by the form of language: how people choose their words. Other people were always more interested in the content what was being said. However, at first I didn’t know that linguistics existed as a separate field of science. Only when I started to study English in Berlin I discovered that linguistics was a subject of its own, and I immediately took it as my second major. Interestingly enough, my first course was on morphology, which is now my field of research.

*What would you still like to achieve?*
My main goal for the short term is of course to successfully finish my Veni-project. Another big project I am working on is editing the Oxford Handbook of Morphological Theory, together with my colleague Francesca Masini of the University of Bologna. The book will be published at the end of 2013. Editing a book of this scope is a very challenging and exciting enterprise.

In 2013, I would also like to collaborate more with other linguists. I thrive in collaboration and enjoy to join forces wherever possible. In particular, I hope to further pursue a second line of research I am involved in, which is Construction Morphology. This is a relatively recent morphological theory developed by Geert Booij, which I find promising, innovative and fascinating. Because it is not part of my Veni-project, I’m making an effort keep in touch with the linguists involved in this field and participating in the discussions.

What would you do with a Nobel Prize?
Oef, that’s a tough one! I would like to keep on working in science, but spend more time on my two great passions: photography and singing. But if the sky was the limit, I would like to create a place, like a salon, where people can come together and talk. This is because I enjoy talking to people. It is something I spend a lot of time doing, if I am not cautious. In my salon, I would organize meetings for people to discuss different kinds of matters; linguistics, but also other topics: philosophy, psychology, art. Perhaps I would even write a book about it, because that is also still a dream of mine.

Interview with Robert Cloutier by Liesbeth Zack
Robert Cloutier is Assistant Professor of English Linguistics.

Can you briefly describe what your research is about?
I’m currently working on two different subjects. The first is about the evolution of the verb *haitan in the Germanic languages. This verb went through a very interesting development, both in semantics and syntax. In Gothic, it had three meanings, none of which is the modern Dutch use: “to call for someone”, “to give someone a name”, and “to command someone to do something”. This verb later develops the meaning “to be called” in the Germanic languages, as represented by Dutch *heten. So far, it seems that the only other language family in which a verb underwent a similar development is Sinitic. The other project I’m working on is about post-positions in Dutch, for instance *ik loop het huis in. Dutch seems to be the only Germanic language that has developed these postpositions, though scholars still debate whether these structures should be analyzed as postpositions or as phrasal verbs. I am looking at this question from a historical perspective in order to determine which one of the two is the best analysis.

Why do you do this research?
My motivation for doing research in comparative Germanic is that I’m curious about
how English became so different from all the other Germanic languages. It has lost much of its “Germanicness” over time, although it has also kept some features of Germanic. But I also like focusing on small things, like for instance the verb *haitan, which is quite specific, but also has a very interesting development over time that has not been studied yet in a lot of detail.

*How did you end up a linguist?*
I’ve always liked languages. I grew up speaking English, but I heard a lot of Korean at home because my mother is Korean. Unfortunately, I was not raised bilingually. I later studied Korean at university, but I only reached an intermediate level of proficiency. I also lived in Panama for a while as a child, where I was exposed to Spanish. It has always fascinated me how people express similar concepts in different ways.

*Can you imagine doing something completely different?*
Although you wouldn’t say it looking at my desk, I do like organizing things, so if I wasn’t a linguist, I think I would be good at administrative work.

*What would you like to achieve?*
Short term, I hope to have a few publications. A long-term project I’m working on now is a textbook on English historical morphology for advanced undergraduate and graduate students, which I have four years to complete. I also hope to get funding for my research. I have different ideas I am considering and am currently working on two of them on which I will publish articles and then hopefully expand these into a bigger project.

*What are the highlights of 2012?*
Two things come to mind: I got my position as Assistant Professor of English Linguistics at the UvA in September. The first semester I was really busy preparing and teaching my courses, which were of course all new to me, but now I have a period without teaching, so I can focus more on my research. The other major event of 2012 was that I spent a month last summer in Iceland learning Icelandic. I haven’t done much research yet on Scandinavian languages, so I would like to expand that. Icelandic is an extremely complicated language. Although Icelandic is such a difficult language to learn, I still had a great time in Iceland because it is a beautiful country.

*What would you do with a Nobel Prize, given that you can spend it however you like?*
That’s a difficult question. A lot of my education was done in the US where you accumulate a lot of loans, so the first thing that comes to mind would be to pay those off. Then I would put the remaining money toward research. I love teaching and believe it can complement one’s research, so I would only reduce my teaching load in order to spend more time doing research.

*Interview with Lissan Taal-Apelqvist by Tessa Spätgens*
Lissan Taal-Apelqvist started as a lecturer Swedish in the department of Scandinavian Languages and Cultures and as PhD researcher at the ACLC in 2012.
Can you briefly describe what your research is about?
I want to use second language learning to test Hengeveld’s theory on transparency, which states that the learnability of a language is connected to its transparency. The participants will be students from universities in the Netherlands, Sweden and Indonesia. The students in Leiden and my own students in Amsterdam are learning Indonesian and Swedish, respectively, and the Swedish and Indonesian students in Stockholm and Jakarta are learning Dutch. I want to compare the learnability of specific grammatical structures in Indonesian, Swedish and Dutch, to see if transparency is a factor in learnability.

What inspired you to study this topic?
Well, in principle it was the job offer! I knew for quite some time that a position would be open for a Swedish lecturer in 2012, and I was planning to apply for this position. When the job was advertised, it included both teaching and doing research as a PhD student, so I started to think about possible topics to study. For me it was quite natural that it would be about language learning, and that it would involve a comparison of Dutch and Swedish. I was curious about whether the ‘learning distance’ from language A to language B was the same as the distance from language B to language A. While I was forming my thoughts on this, I discussed it with several people, including Jan Hulstijn. He drew my attention to Hengeveld’s transparency theory and the idea developed further from there.

Have you always wanted to do this?
Actually, I started my university studies quite late, when I was thirty years old. Before this, I did all kinds of things. I worked in different types of health care settings and I taught at primary and secondary schools when I lived in Sweden. Before this position I worked at the INTT student information office and I taught Dutch in the INTT courses for several years, but I initially came to the Netherlands to work with drug addicts.
When I met my husband I moved to Amsterdam permanently. At that time I was job hopping for a while, and then I decided to start studying at the university. From then on, it was quite clear to me that I wanted to teach at the university. Also, language and language learning have always been part of my life. When I was a child, I would always try to communicate in the language of a country I was visiting, and when that did not work, I would switch to English although I did not have a good command of that either! That is actually how I learned Dutch as well, when I came here I was about twenty years old. I just talked to people and learned from them, I never took a course.

Can you imagine yourself doing something completely different?
Yes and no. This is what I really want to do. But I know that I could do all kinds of things, because I already have. So, if I would be forced to, there is a multitude of things I could do, but I really prefer to do what I am doing at the moment!
What would you like to achieve?
Of course I would like to say something really impressive here but I believe a research project is often a small part in a greater picture, and a PhD project is extremely small in that big picture. But small parts are important as well and I want to be a part of thoughts on language and language learning, contributing to knowledge in this area and to inspire people to make the most of their abilities. To me, it is a privilege to be a part of this relatively new topic of investigating learnability by using transparency.

What was the highlight of 2012 for you?
It was definitely getting this job!

What would you do with a Nobel prize, given that you could spend it on non-scientific things as well?
I would spend it on science, but also on education, probably. If there would not be a natural prolongation of my work when I won it, I would use it to set up a new project on something I had always wanted to do. I do not have any examples at the moment, but it would have to be something for which it is difficult to get funding. Other than that, I would spend it on educational projects somewhere in the world, for people who are less fortunate. I would like to give them the opportunity to study and start reaching personal goals, which they maybe cannot reach otherwise because of social or economic factors. I would set something up myself or, if there would be projects that appealed to me and that fitted my vision and goals, I would invest effort and money in those.

Interview with Enoch O. Aboh by Eva van Lier
Enoch Aboh is a newly appointed professor and he holds a special Chair on Learnability.

Can you give a brief account of what your research is about?
My work has developed around two main themes: linguistic variation and typology and the structure of creole languages in relation to their source languages. In exploring these matters, I developed a strong interest in issues of language acquisition and change. One of the things I learned from creole languages is that learners are endowed with a basic capacity of selecting different language elements out of a varying input and recombining them into a coherent new grammatical system. And this is of course related to my current position.

Can you tell us something about your new position?
Since September 2012, I’m a professor of Learnability, which involves three concrete aspects: One is to develop a new working hypotheses in terms of learnability of languages, as well as introducing new courses that address issues of learnability in
human languages.; the second is to formulate new research proposals and securing funding. The third aspect is to act as an ambassador of the Learnability program; to make it visible to the international community.

*How was 2012 for you?*
It was actually a fantastic period for me, because I was on sabbatical leave at the NIAS. I wrote a book on what I call ‘hybrid grammars’. What I try to say in that book is that every single grammar is a hybrid system; that it is a universal property of grammars, even though some languages may show this property more than others. I use creole languages to motivate this idea.

One reason why the NIAS-period was fantastic is because I felt like - this probably sounds a little bit weird - like a real Dutch person, because I could ride a bicycle to work. And it was really rewarding to experience life differently than from the NS perspective!

Also the NIAS is an incredible place: I could just enter my office and focus on what I wanted to do. The result is that I finished and submitted the manuscript to the editor; the book should appear in 2014. So that’s great. At the University you always combine various things: you do your research, your teaching, some administrative work, you collaborate with colleagues and students... and you don't necessarily have the time to think about just one thing. That’s a luxury I had in 2012. I wish everyone had this opportunity and my dream is for this kind of intermezzo in my life to come back again!

*What would you still like to achieve?*
The idea that every grammar is hybrid raises a number of questions with regard to how we envisage language acquisition, which is part of my current position. But it also affects other areas in our field; our conception of grammar. Generative linguistics has for a long time taken it for granted that speakers have a homogeneous grammar; if you notice variation in a community, it is variation across speakers, but not variation within the linguistic system that speakers have internalized. Now, if what I’m saying is right, then the default situation is that there is variation across speakers but also within speakers. Every single speaker develops a hybrid system. And that, I think, is mind-blowing, as it very much increases the width of variation that new learners are exposed to. Then the question comes, similar to what we find in typological variation, why do we see certain patterns more frequently than others? How do new generations manage this variation? Why don’t languages vary indefinitely in all imaginable domains of grammar? Is this related to cognitive processes available to learners? Clearly, when we assume that all grammars are hybrid, then all speakers are multilingual in a sense. And that has a huge impact on our conception of how to study language, both as a subject of enquiry and as means of communication. For instance in language teaching it implies that learning methods should be designed for multilinguals, not for monolinguals as is traditionally the case. But before we get there, we obviously have to understand better how, on the individual level, grammars come into existence. I see many opportunities for new collaborations with various people including linguists, cognitive scientists and computational scientists.

*What would you do with a Nobel Prize?*
It’s an interesting question! I would do two things, which might on the surface look unrelated but are perhaps actually conceptually related. One is: I would start a restaurant, where I would cook for my friends. And the other one, close to my heart, is develop a linguistic school in Africa, where students can come for free to do language description based on theoretical premises that are broad enough to allow people from different backgrounds, so that we have a better typological characterization of some African areas. This idea is related to the effort I’m currently making with colleagues from Rutgers University and New York University: every two years we organize the African Linguistics School, where we give African students the chance to be exposed to current linguistics. Western linguistic work is simply not visible in Africa. And it is a real pity that African speakers are not participating in our debates, given the very high rates of linguistic diversity in Africa. I think that the input of these speakers will have a huge impact on our characterization of the languages of the world – there is still a lot to be learned. Right now as linguists, we describe languages like we are describing the voices of people, but the people themselves are not producing these voices. That’s one of the things that we have not succeeded in in our field: bringing in more native speakers of non-western languages, from countries that don’t have the resources… we want this multi-voiced research.

*Can you imagine doing something else?*
I can imagine myself as a cook. And, talking about hybridization, when I cook, I typically mix, I mix ingredients. Together with my wife we develop what could be called Eurafriican cooking. So yes, I could be a hybrid cook!
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 man-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 (http://aclc.uva.nl/) 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 Cognition2 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 programme3 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 (http://aclc.uva.nl/) 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 till September 2012 and Marten Hidma as of then) 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 2012 the Board consisted of Prof. 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 and stay abroad 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 2012 was Dr Tuba Yarbay Duman (deputy: Dr Liesbeth Zack) and
the PhD representative Renee Clapham, MA, (deputy: Marlou van Rijn, 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. 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 and Prof. dr Maria Koptjevik-Tamm accepted the invitation to become a member of the Scientific Council. In a second step Prof. dr Muysken and Prof. dr Smith will rotate off. The council aims to meet with the Advisory Board once a year.

1.3.4. Organogram

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

![Organogram of the ACLC in 2012](image)

*Figure 2. Organogram of the ACLC in 2012*

1.3.5. PhD Meetings

The PhD candidates have regular meetings with the ACLC coordinator. The ACLC director attends these meetings when possible. The report below was compiled by Renee Clapham. All information comes from the 2012 PhD meeting minutes and all PhD candidates were given an opportunity to comment on and contribute to the report's content.
Summary of the PhD meetings (Renee Clapham)

Introduction
PhD candidates met with the head of the ACLC and the ACLC coordinator on four occasions in 2012 (March, June, September and December). PhD attendance rate varied from 15 to 18 candidates. At these meetings the ACLC informs candidates about important ACLC announcements and candidates can ask questions, discuss problems and inform each other about their experiences. If possible, a candidate gives a presentation at the end of the meeting. Attendance at the PhD meetings is encouraged because it provides an opportunity for candidates to find out what is going on inside the ACLC, to be involved in the ACLC and to touch-base with colleagues. The PhD meeting is generally divided into three parts: (1) ACLC announcements, (2) Points for discussion and (3) Round table questions.

Important topics discussed in 2012
PhD candidates
Nine candidates began research projects in 2012: M. de Jong (Primitives of phonological representations), K. Seinhorst (Modelling the evolution of unlearnable phoneme inventories), E. de Haan (Opbrengst Taalachterstand Amsterdam West, OTAW project), F. Admiraal (The grammar of space in Baure), S. Bacchini (First aid by second language: research into an effective method for increasing vocabulary amongst young second-language learners), S. Tvica (Agreement, verb placement and unlearnable languages), T. Spätgens (Developing semantic networks and language proficiency of Dutch L1 and L2 children), and E. Derks (The ‘lastmeter’ in outpatient cancer consultations: help or hindrance to physician-patient communication?). Four candidates (A. MacLean, H. Vidarsson, M. Grandez, E. de Haan) ceased their research projects. C. Welie replaced E. de Haan in November (OTAW project).

Continuing education and skills development
LOT held courses that were attended by ACLC PhD candidates. In general attendees evaluated the subjects as positive but noted that sometimes the courses do not offer subjects relevant for a candidate’s research. Candidates evaluated the subjects offered by the Graduate School with mixed results and expressed concerns regarding the organization and content of some subjects.

Faculty of humanities PhD council
The ACLC PhD representative or reserve representative tries to attend these meetings and report back any relevant information to the ACLC candidate group. Attendance at these meetings is open to all PhD candidates within the faculty.

Contract termination
At the March PhD meeting a general discussion was held on the role of progress interviews, the “go-no go” evaluation moment, supervision and contract termination. Candidates who pass the so-called “go-no go” moment can have their contracts terminated if supervisors feel that progress is no longer being made on the project.
Thanks
Several candidates stepped down from various additional roles they held within the ACLC or the UvA. Thanks to the following people for their efforts representing the ACLC PhD group and thanks to their follow-ups.

- Graduate School representative: T. Benders, follow-up: B. Janssen;
- PhD mentor: J. Schuit, follow-up: S. Leufkens and M. Kraaikamp;
- *Borrel* committee: V. Kimmelman and S. Leufkens, follow-up: B. Janssen and K. Rybka;
- Representative on ACLC Advisory Board: R. Clapham follow-up: M. van Rijn (T. Spåtgens 2013 reserve);
- PhD mailing list coordinator: M. Trapman, follow-up: S. ter Schure.

Thanks also to the PhD meeting chairs (M. Schmalz, T. Verhoef, K. Rybka and M. van Koert), PhD minute takers (V. Kimmelman, J. Ling, J. Schuit and B. Janssen), PhD meeting presenters (C. Roset, M. van Koert, M. Panneman from *Bureau Kennistransfer*) and 2012 *NAP* dag organizers (R. Clapham, S. Leufkens and V. Kimmelman).

1.3.6. POSTDOC MEETINGS

The ACLC postdocs meet a meeting in 2012. Tuba Yarbay Duman, the 2012 postdoc representative in ACLC’s Advisory Board, reports on this meeting.

Summary of Postdoc meetings (Tuba Yarbay Duman)

The postdoctoral researchers at the ACLC usually meet once in a year in the form of an informal “postdoc lunch” in Café Van Zuylen. The meeting this year took place on January 17, 2013. The number of the colleagues who attended the lunch was lower than the previous years (6 in total), probably due to a decrease in the number of postdocs working at the ACLC. Those who were present at the meeting had the chance to know each other: some of them have not met earlier due to reasons such as working at another building or in a different field. Work related and personal issues were discussed during the lunch. In general, there were three major topics. First is that postdocs in general work alone and they feel isolated. Second is that postdocs work with temporary contracts, meaning that they have to move to other universities in different cities or countries once their contract ends. Therefore, they feel insecure about their future. Thirdly, they find it hard to make a decision between family/children and academic prospects under these circumstances. These meetings also serve as an informal occasion for introducing the new postdoc representatives to the ACLC advisory board. In January 2012, Tuba Yarbay Duman became the new postdoc representative, with Liesbeth Zack serving as her new back-up (and successor in 2013). In January 2013, Liesbeth Zack became the new post-doc representative, with Eva van Lier serving as her new back-up (and successor in 2014).
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. ACLC members interested in receiving a copy of the minutes from Advisory Board meetings can register for an email subscription.

The progress interviews with the postdocs and with the PhD candidates are shared among the director and senior members of the ACLC (associate and full 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 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. In 2012, the UvA adopted a new format for the website, consequently the ACLC pages have been completely redesigned. All staff members have their own homepage providing information on their own research. Furthermore the research groups have their own homepage to make the group and their work more visible. Activities, such as ACLC Seminars, 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 breadth of its research in terms of theoretical modelling, empirical domains, and the interaction between the different types of approaches. This distinguishes it from comparable research institutes inside and outside the Netherlands. This property also accounts for the many forms in which ACLC members are active nationally and internationally in the broad field of linguistics.
The research programme *The Language Blueprint* (see 1.1) guides all ACLC research. This plan focuses on discovering the universal properties of language (often referred to as the 'language blueprint') through the study of language variation, whereby variation in language form, language user and language situation is addressed. Through the exploration of these different cross-linguistic and intra-linguistic aspects the crucial properties of the language blueprint should be uncovered. The four themes, as discussed in 1.2, remain the strong areas of the ACLC: (i) Language description and typology; (ii) Linguistic modelling; (iii) Language variation and change; and (iv) Language acquisition and processing, with specific foci within these themes as described in 1.1. The choice for this focus also means that new research projects at the PhD and postdoc level have this unifying approach. Fitting in with the Language Blueprint is used as a criterion for judging new proposals. The Language Blueprint has already generated many projects around this approach.

As explained in 1.1, the 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 collaborates with the ILLC and CSCA in a series of so-called SMART Lectures (Speech & language, Music, Art, Reasoning & Thought).

### 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 linguistics courses, too. 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 2012/2013, 13 students enrolled for the research master. 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 the UvA. A new honours programme was implemented in 2011. Since 2012 the honours programme has included three courses on digital methods in Linguistics (and other domains). Moreover, honours students can take part in research projects at the ACLC as part of their coursework.

2. Input

2.1. Researchers and other personnel

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

Table 1. ACLC staff 2012 as compared to 2011

<table>
<thead>
<tr>
<th>Staff</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured staff</td>
<td>11.16</td>
<td>10.07</td>
</tr>
<tr>
<td>Professors</td>
<td>3.02</td>
<td>2.74</td>
</tr>
<tr>
<td>Senior lecturers</td>
<td>1.34</td>
<td>1.36</td>
</tr>
<tr>
<td>Lecturers</td>
<td>6.80</td>
<td>5.97</td>
</tr>
<tr>
<td>Non-tenured staff</td>
<td>25.96</td>
<td>28.03</td>
</tr>
<tr>
<td>Professors</td>
<td>0.62</td>
<td>0.64</td>
</tr>
<tr>
<td>Postdocs</td>
<td>5.57</td>
<td>7.09</td>
</tr>
<tr>
<td>PhD candidates</td>
<td>19.77</td>
<td>20.30</td>
</tr>
<tr>
<td>Total research staff</td>
<td>37.12</td>
<td>38.10</td>
</tr>
<tr>
<td>Supporting staff</td>
<td>1.20</td>
<td>1.20</td>
</tr>
<tr>
<td>Total staff</td>
<td>38.32</td>
<td>39.30</td>
</tr>
</tbody>
</table>

Table 1 shows a small increase in tenured staff size (10%) and a small decrease in non-tenured staff size (7%) from 2011 to 2012. The number of the supporting staff did not change. The increase in tenured staff is mainly due to the increase of the number of lectures (vacancies filled in the English Department and Linguistics Department), and to the Learnability chair. The decrease in non-tenured staff is due to a decrease in postdocs who finished their project and/or moved to another position and were not replaced.

4 See Appendix 2 for an overview per individual staff member.
5 The December 2011 research effort was used as the basis for the annual report in 2011. In 2012, the yearly average effort formed the basis for the figures above.
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 five years (see http://medewerker.uva.nl/fgw/az/item/emeritiregeling-fgw.html).

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 2012, two postdocs joined ACLC: Dr Blom and Dr Schaeffer.

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 PhDs 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 2012, the Faculty’s position improved and one additional PhD position was offered to the ACLC. Sometimes part of the available positions are used to collaborate with an external party providing 50% of the necessary funding. In 2012, collaborative projects were started with support of the Fryske Akademy, Dutch Cancer Institute and National Board of Secondary Education (VO-raad).

PhD candidates externally funded
In 2012 Boersma/De Jonge successfully applied for NWO funding for their project Primitives of phonological representations 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 2012, Femmy Admiraal (with *The Grammar of Space in Baure*), Natalia Aralova (with *Phonetic and phonological description of Even dialects*) and Anna Pytlowany (with *Ketelaar rediscovered. Dutch colonial linguistics through the prism of the first grammar of Hindustani (1698)*) were accepted as external PhDs. Also Sylvia Bacchini successfully applied for the status of external PhD, she also had received a grant from NWO to finish her thesis (*First aid by second language. Research into an effective method for increasing vocabulary amongst young second-language learners*) which she had largely prepared as a teacher trainer.

**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 2012, the Faculty and the Dept. of Language and Literature made two PhD positions possible for the following persons and projects:

- Imogen Cohen with her project *The sanitization of contemporary Dutch fiction translated into English: a corpus study*, and
- Lisan Taal-Apelqvist with her project *Acquisitional distance and syntactic diversion*.

Roos van der Zwaard was awarded a grant in 2011, she started her project in 2012.

**Associate researchers**

Several types of researcher are for fixed period of time associated with the ACLC. Some researchers from outside the Universiteit van Amsterdam come to the ACLC for a longer period or for a sabbatical as visiting scholars to work together with ACLC members; they 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 often stimulate the research climate and are generally beneficial to the research and researchers in the ACLC.

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 2012, 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 -as part of the evaluation interview (‘functioneringsgesprek’)– to the professorial chair (‘capaciteitsgroepvoorzitter’) under which the researcher’s position comes. The ACLC organizes additional interviews with individual staff members where appropriate. In such interviews the ACLC director assesses and discusses research progress. The professor responsible for the staff member is also asked to be present so that decisions on training etc. can be coordinated with the other tasks (teaching, administration) of the researcher. This procedure is necessary to ensure good communication. It is at this point that problems related to a clash of teaching duties and research obligations are addressed. The ACLC director also annually evaluates the research output of the senior members. This evaluation is communicated to the researcher and his/her direct superior. Such evaluations can be used in the progress interviews that the superior annually conducts with his/her staff.

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

Postdocs

Within a postdoc position that is externally funded there is usually little time allocated for training. The needs of the postdoc are assessed in the first interview and further in the yearly progress interviews (see 3.3) with recommendations being made according to the work plan of the researcher. The ACLC encourages postdocs to follow courses in supervision.
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 sessions 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.
2.2. **RESOURCES, FUNDING AND FACILITIES**

2.2.1. **FINANCIAL SITUATION**

The figures for 2012 as compared to 2011 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>2012</th>
<th>%</th>
<th>2011</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct funding</td>
<td>1422.80</td>
<td>63</td>
<td>1322.08</td>
<td>58</td>
</tr>
<tr>
<td>Research funds</td>
<td>688.64</td>
<td>31</td>
<td>816.07</td>
<td>36</td>
</tr>
<tr>
<td>Contracts</td>
<td>98.25</td>
<td>4</td>
<td>104.48</td>
<td>4</td>
</tr>
<tr>
<td>OBP</td>
<td>46.31</td>
<td>2</td>
<td>46.31</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2256.00</td>
<td>100</td>
<td>2288.94</td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Personnel costs*</td>
<td>2256.00</td>
<td>96</td>
<td>2288.94</td>
<td>96</td>
</tr>
<tr>
<td>Other costs</td>
<td>82.99</td>
<td>4</td>
<td>83.02</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>2338.99</td>
<td>100</td>
<td>2371.96</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 2011 and 2012 shows that the overall funding and expenditure remained largely the same. However, the shift from less research funding to increased direct funding that we noticed in 2011 continued in 2012, which caused a 5% larger dependence on direct funding.

2.2.2. **POLICY**

**Staff**

Over recent years, the ACLC has had to face a gradual reduction in permanent staff. However, in 2012 this development seems to have come to an end, and number of tenured staff slightly increased again. This latter is the results of a change in policy that allowed for replacement of retiring staff and fulfillment of vacancies. Furthermore, to strengthen research priority area *Learnability* a special Chair on *Learnability* was created (starting 1 September 2012). 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. It is difficult to maintain a high success rate, as Table 2 shows. As has been notified before, externally funded research goes hand in hand with a large organizational and supervising load for directly funded permanent staff, whereas the teaching load and related administrative work for staff members had substantially increased due to (among others) a reorganization of the teaching programmes and their calendars.
Travel
The allowances for travel and conference attendance in 2012 remained the same as they were for 2011. 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 2012: Farewell lecture for Hulstijn by Segalowitz (Concordia University), a NET-symposium, Workshop L2 acquisition and Syntax circle. ACLC researchers were involved in the organization of 15 conferences and workshops, of which 6 took place in Amsterdam.

2.2.3. Capital investments
There has been no ACLC budget for 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 with UiL-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. In April 2011, the labmanager's appointment was renewed to 2014, financed from Boersma's Vici and ACLC's Brain & Cognition resources.
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, this used to be Els Verheugd, for 16 hours per week. Verheugd retired in September 2012, and was replaced by Marten Hidma. During the summer there was a transition period that allowed Verheugd to introduce Hidma to the ins-and-outs of the ACLC office. Hidma has a background in research support and administration at the Faculty-level. He continues to work (part-time) there, as well. Secretary, Marijke Vuijk, works 16 hours a week at the ACLC office. The webmaster, Renee Clapham, one of the PhD candidates, is employed for 2 hours per week. Collaboration among these and the (acting) 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; this trend seems to have come to an end (see above and Table 1). The financial planning is related to research time being derived directly from fixed teaching programmes and is difficult to influence. 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. The number of chairs in General Linguistics has been reduced from four to three: one for Theoretical Linguistics, one for Phonetic Sciences and one for Language Acquisition. The latter is a merge of the chair Psycholinguistics, Language Pathology and Sign Linguistics and the chair Second Language Acquisition (see Appendix 2). The recruitment procedure for this chair is still ongoing. In 2012, the procedure for the fulfillment of the strategic chair Learnability within the focal research area Brain and Cognition led to the appointment of Prof. Dr Enoch Aboh.

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 2012 this target was achieved easily (see Table 2), and was at the level of 31% 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; in 2012 no such grant was awarded.
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). For the next time window (2007-2011), no overall figures can be given yet, but PhDs that have started in the years 2007-2008 are expected to have finished by 2012, apart from extensions. It turns out that only two out of seven have finished, and the other five are still busy. Of both the 2010 and 2011 cohort one PhD project was discontinued. In 2012, one PhD shortly after the start decided to quit; for this project a new candidate could be appointed.

Table 3: Success rate and duration of financed PhD projects in intake years 1997-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Intake PhD Stop Busy</th>
<th>0-3</th>
<th>3-6</th>
<th>6-12</th>
<th>12-18</th>
<th>18-24</th>
<th>&gt;24</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1998</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2001</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2002</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2004</td>
<td>14</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2005</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>10</td>
<td>1</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>11</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 academic 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 also 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 1997-2012 (number/percentages, N=105).

<table>
<thead>
<tr>
<th>Type of employment</th>
<th>male (N/%)</th>
<th>female (N/%)</th>
<th>total (N/%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>university</td>
<td>24/53</td>
<td>19/32</td>
<td>43/41</td>
</tr>
<tr>
<td>research</td>
<td>10/22</td>
<td>9/15</td>
<td>19/18</td>
</tr>
<tr>
<td>professional work</td>
<td>9/20</td>
<td>26/43</td>
<td>35/33</td>
</tr>
<tr>
<td>self employed</td>
<td>1/2</td>
<td>3/5</td>
<td>4/4</td>
</tr>
<tr>
<td>unemployed/unknown</td>
<td>1/2</td>
<td>3/5</td>
<td>4/4</td>
</tr>
<tr>
<td></td>
<td>45/100</td>
<td>60/100</td>
<td>105/100</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 60 (i.e., 57%) were women. Women are slightly less successful in obtaining an academic position (university or research) compared to men; proportionally more women go into a professional occupation.

Postdocs

The category of postdoc researchers has stopped growing and has decreased slightly. 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 http://aclc.uva.nl/, headings Research and then Publications and 3.1.2. below)

Postdocs meet every know and then 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 2012. 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. 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/) publishes work by ACLC members. In 2012, only one issue was published, which could imply that new ACLC-members are not aware of the possibility to publish in LiA, or that ACLC-members prefer other channels for publication. This should be evaluated in the next few years. LiA was under the editorship of Judith Rispens (till September 2012), Silke Hamann (as of September 2012) 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. 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 2012 all were invited to a (guided) tour in the Amsterdam’s new film institute Eye, 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. Since 2012 SMART lectures are organized. SMART is an acronym for Speech & language, Music, Art, Reasoning & Thought, and the lectures are organized to highlight the important contributions to cognitive science from traditional humanities disciplines. SMART works in close collaboration with the CSCA (see below).

The Friday afternoon lecture series of the two institutes 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 Kees Hengeveld 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 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 was held by Prof. dr Wim Honselaar until his retirement. The Dutch Cancer Institute (NKI) finances a chair in Oncology-related communication disorders, held by Prof. dr Michiel van den Brekel.

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, Prof. dr Enoch Aboh has worked 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 Franconian, 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). 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 members of the CSLA Research Group participate in 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. Furthermore, there are three PhD projects carried out in collaboration with other universities (Université de Paris 8, Paris Descartes, 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.

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 2012 4 PhD degrees were awarded, 2 internal candidates, 1 external and 1 in collaboration with the Meertens Institute (see Appendix 6). Jenny Audring was awarded an NWO Veni grant. Paul Boersma together with Mirjam de Jonge was awarded an NWO grant for an individual PhD project ‘Primitives of phonological representations’; Baker, De Jong and Weerman were awarded a CLARIN grant for their project on ‘Functional Elements in Specific Language Impairment (FESLI)’. Lenz received a small Faculty grant to prepare research proposal to be submitted to an external grant programme.

The staff members are prominent in their international and national activities (see Appendix 5: categories 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, Arend Quak is editor of Amsterdamer Beiträge zur älteren Germanistik, Kees Hengeveld and Olga Fischer are on the board for Studies in Language; Aafke Hulk is on the board of Bilingualism: Language and Cognition and Jan Hulstijn on that of Studies in Second Language Acquisition. 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, of International Journal of English Studies 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 Taal en Tongval, Tijdschrift voor Nederlandse Taal- en Letterkunde, Anne Baker and Jan de Jong in Stem-, Spraak- en Taalpathologie.

The staff members were also active in organizing conferences both internationally and nationally. The ACLC members (co-)organized the workshops Adjectives in Germanic and Romance: variation and change, and conferences as International Conference on Missionary Linguistics and Annual symposium Netwerk Eerste Taalverwerving (cf. Appendix 5:13).

The ACLC was well represented in research organizations in 2012 (see Appendix 5:14). Internationally, for example, Olga Fischer was President of the Societas Linguistica Europeae, Kees Hengeveld was president of the International
3.3. **INTERNAL EVALUATION**

The bonus awards were given by the ACLC to individual ACLC members, both senior and junior, on the basis of excellent work. For 2012 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 2012 the bonus awards were awarded to De Boer, Boersma, Chládková, Hulstijn, Perridon, Pfau, Verhoef, Wanrooij and Zwartjes.

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: Ingrid van Alphen was interviewed by a national newspaper on (an co-edited volume on) Quotatives. Paul Boersma participated in a television programme on popular science (Pavlov), Jan Stroop wrote several contributions for weblog Neder-L.

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/](http://cf.hum.uva.nl/poldernederlands/) and Olga Fischer on iconicity [http://home.hum.uva.nl/iconicity/](http://home.hum.uva.nl/iconicity/). The functional discourse grammarians maintain an international website [http://home.hum.uva.nl/fdg/](http://home.hum.uva.nl/fdg/). A website designed by Cecilia Odé on the issue of language endangerment is now available in Dutch, English, Russian, Spanish and Portuguese: [http://endangeredlanguages.nl](http://endangeredlanguages.nl).

3.5. **OVERVIEW OF THE RESULTS**

3.5.1. **PUBLICATION QUANTITATIVE OVERVIEW**

The productivity of the ACLC in 2012 in general remained fairly stable as compared to 2011: there is a slight increase in the total number of articles that appeared in refereed journals (from 49 to 52). The average number of refereed academic publications (Category 1a, 1c and 2) per senior research fte went from 4.2 (in 2011) to 4.4 per senior research fte this year. The number of senior staff in 2010 (two years prior to the publication year) is taken as the point of reference. Despite the continued policy of encouragement for publication in top journals somewhat fewer
publications were in A journals than last year: of the 52 articles, to the extent that these could be classified\textsuperscript{6}, 14 were published in an A journal (ERIH: INT1) and 12 in B journals (ERIH: INT2). Of the 23 unclassified journals, a large number are from related fields such as biology and medicine. Three monographs and fifteen edited volumes were published in 2012 and the members were also active in making their results available to professionals in the field.

\textit{Table 5: Aggregated publication results of the ACLC in 2012 (cf. Appendix 5)}\textsuperscript{7}

<table>
<thead>
<tr>
<th>Type of publication</th>
<th>number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Academic articles and chapters</td>
<td></td>
</tr>
<tr>
<td>a. refereed journal articles</td>
<td>52</td>
</tr>
<tr>
<td>b. non refereed journal articles</td>
<td>7</td>
</tr>
<tr>
<td>c. refereed book chapters</td>
<td>39</td>
</tr>
<tr>
<td>d. non refereed book chapters</td>
<td>26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>124</strong></td>
</tr>
<tr>
<td>2 Academic monographs</td>
<td>3</td>
</tr>
<tr>
<td>3 Academic monographs and journal volumes edited</td>
<td>15</td>
</tr>
<tr>
<td>4 PhD theses</td>
<td>4</td>
</tr>
<tr>
<td>5 Professional and popularizing publications and products</td>
<td>53</td>
</tr>
<tr>
<td>6 Lectures, posters and reviews</td>
<td>225</td>
</tr>
</tbody>
</table>

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

\textsuperscript{7} Explanation: (No distinction is made between paper and electronic information bearers)

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

As indicated in the quantitative overview, ACLC members produced several outstanding publications in 2012: articles in international top journals, books with top international publishing houses, and books making the results of scientific research available to professionals. Junior researchers, PhDs and postdocs also publish in peer reviewed (and sometimes high impact) journals. Here are some examples of publications in 2012, first-authored by PhDs or post-docs (ACLC authors in boldface).


3.5.3. **Prizes and awards**

Internal excellence awards were given to 9 researchers (see 3.3). In 2012, Margriet Heim won the ‘Gehandicaptenzorgprijs’ 2012 for the best research publication (co-authored by Marjan Veen en Frank Velthausz) ([http://www.vgn.nl/artikel/14638](http://www.vgn.nl/artikel/14638)). Catherine van Beuningen won the Anéla poster prize 2012 at the Anéla conferentie
(May 2012), and Tessa Verhoef the Hurford Prize for her contribution at the 9th International Conference on the Evolution of Language (Kyoto, March 2012).

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 level of funding achieved, especially considering the (NWO) policy to allocate research funds to areas that are less well related to language.
   c. increased teaching load for tenured staff puts research time under further pressure.

4.2 FUTURE PLANS

The Language Blueprint as content policy has been successful in creating a special interaction between researchers. An updated version was published in 2012 to further strengthen and focus 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. Language Description and Documentation
16. Typology of topic and focus
17. Unlearnable and Learnable Languages

The websites of the individual research groups can be found on the ACLC website (http://aclc.uva.nl/research/groups). Researchers also have their personal websites (http://aclc.uva.nl/researchers/researchers.html). Only websites other than the ACLC Research Group's site are explicitly indicated.

1. **Bidirectional Phonology and Phonetics**

**Coordinator:**
Paul Boersma (back-up: Silke Hamann)

**Funding:**

**Participants in 2012:**
Paul Boersma (ACLC), senior researcher, coordinator (0.4 fte)
Silke Hamann (ACLC), senior researcher (0.55 fte)
David Weenink (ACLC), senior researcher (0.2 fte)
Arjen Versloot (Frysk Akademy and ACLC), special professor of Frisian linguistics (0.4 fte)
Jeroen Vis (ACLC), teacher in Greek (0.0375 fte)
Tamás Biró (ACLC), post-doc (1.0 fte)
Gideon Borensztajn (ACLC), post-doc in Boersma’s Vici-project (0.8 fte)
subproject: “A neural network model of the simultaneous acquisition of phonetic,
Titia Benders (ACLC), PhD candidate (1.0 fte)
project: NWO-Toptalent “Nature’s distributional-learning experiment: infants’
input, infants’ perception, and computational modeling”, September 2008 –
September 2012.
Kateřina Chládková (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte)
subproject: “Categories of speech: their identity and learnability”, September 2009
– September 2013.
Karin Wanrooij (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte)
subproject: “The acquisition of linguistic categories: neuroscientific and
Jan-Willem van Leussen (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte)
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” on the subject of “Category learning across
linguistic and object representation domains” (0.8 fte), September 2010 –
September 2014.
Mirjam de Jonge (ACLC), PhD candidate in Boersma’s Vici-project (1.0 fte)
project: NWO Promoties in de Geesteswetenschappen “Primitives of phonological
Klaas Seinhorst (ACLC), PhD candidate (0.5 fte)
project: “The learnability of phoneme inventories”, September 2012 – February
2019.
Dirk-Jan Vet, electronic engineer.

**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. We either
model this in a symbolic framework based on strict constraint ranking (Optimality
Theory), or in a distributed framework based on artificial neural networks. If we
employ a symbolic framework, we employ at least five representations (one
‘semantic’, two phonological, two phonetic) and four constraint families that connect
these representations to each other (see picture). We model the processes of
comprehension and production and their acquisition and evolution explicitly with
computer simulations, and we test aspects of this model by performing laboratory
experiments with adults and infants.
Boersma, Benders, Chládková and Borensztajn are involved in neural network modelling with the goal of providing a linguistic model that is one step more biologically plausible than models based on constraint ranking or weighting. Benders, Wanrooij and Ter Schure have been testing linguistically informed hypotheses on phonological acquisition by performing experiments with human infants in the language lab in the Bungehuis, and Hamann, De Jonge and Seinhorst are performing experiments with adults. All researchers publish widely in the phonological, phonetic, psycholinguistic and cognition literature.

Overview of progress in 2012:

In EEG experiments with two-to-three-month-old infants, Wanrooij showed for the first time that even these very young children can learn new phonetic categories from the statistics of the auditory input within minutes.

On the other hand, Ter Schure did not detect such fast phonetic learning in older babies who received language input from two senses (auditory and visual).

At LabPhon in July 2012, Boersma, Benders and Seinhorst presented a single neural network model that can do both supervised and unsupervised (lexicon-driven) learning. When unsupervised (fed only with sounds), it is able to construct categories from the statistics of the auditory input. When supervised (fed with pairs of meaning and sound), it shows the effects of auditory dispersion, leading over the generations to phoneme inventories that strike an optimal balance between articulatory effort and auditory distinctiveness.

December 2012 saw the approval of Benders’ PhD thesis entitled “Nature’s distributional learning experiment”, which describes (1) the phonetic input that Dutch infants receive for the vowels /a/ and /a:/, (2) experiments that test in detail Dutch infants’ perception of this contrast, and (3) two computational models of distributional learning aimed at understanding the relation between (1) and (2). Benders discovered, for instance, that the phonetic distributions of the Dutch vowels /a/ and /a:/ are bimodal (two-peaked) and thus suitable for statistical phonetic learning, if two phonetic cues, namely vowel duration and vowel quality, are taken into account. Benders and Boersma trained two very different computational learners on these distributions of /a/ and /a:/ in Dutch infants’ input. These simulations confirmed that Dutch infants need to learn from the distributions along two, and not one, phonetic dimensions in order to acquire the contrast between /a/ and /a:/. The
results of the input distributions and simulations are in line with Benders’ finding that Dutch infants represent associate the vowels /ɑ/ and /a:/ each with their own vowel quality and duration.

Biró devised a new learning algorithm in Optimality Theory that fails much less often than previous learning algorithms on realistically ambiguous language data, namely on data that lacks information on covert structures such as syntactic brackets, co-indexation of pronouns and antecedents, or foot and syllable boundaries.
2. **COGNITIVE APPROACHES TO SECOND LANGUAGE ACQUISITION**

**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 2012:**
Tenured researchers
Arjen Florijn (emeritus as of September 2012)
Jan Hulstijn, coordinator (professor emeritus as of March 2012).
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.*
Tessa Spätgens
  Project: *Developing semantic networks and language proficiency of Dutch L1 and L2 children.*
Camille Welie
  Project: *Result-oriented language teaching in Amsterdam-West.*

Lecturers working on their PhD
Elisabetta Materassi (lecturer of Italian)
Overview of progress in 2012:
Major events 2012
In July 2012, the Board of Language Teaching (Cambridge University Press) chose Catherine van Beuningen as the joint winner of the 2011 Christopher Brumfit Award for her “excellent thesis”, representing “an original, important and substantive contribution to research on the effects of comprehensive corrective feedback (CF) in L2 writing. (…) Among the many original features of this research is that the participants were secondary level students in multilingual educational settings, whereas most of the work on CF in L2 writing has been with adults. (…), the ‘ecological validity’ of working with comprehensive CF (as opposed to focused CF) also reflects a good decision on the part of the researcher for this research to have greater meaning and relevance pedagogically.” [Quotes from the Award report.]

As of March 2012, Jan Hulstijn obtained the status of professor emeritus. However, he continued acting as the coordinator of the CASLA research group, remaining active as a researcher.

PhD candidates
In 2012, two new PhD candidates started their PhD projects, Tessa Spätgens (supervised by Rob Schoonen and Jan Hulstijn) and Camille Welie (supervised by Folkert Kuiken and Rob Schoonen).
On December 7, Sylvia Bacchini defended her thesis, entitled “Eerste hulp bij tweede taal: Experimentele studies naar woordenschatdidactiek voor jonge tweedetaalverwervers”. Sylvia, who is lecturer at a teacher training college in Haarlem, obtained a grant from NWO to finish her thesis.

Planned major event
The CASLA group, assisted by the university’s Conference Bureau, is organizing the 2013 annual conference of EUROSLA, the European Second Language Association, which will take place in Amsterdam 27-31 August 2013. In 2012 the organizational work got in full swing.

Invited talks
Folkert Kuiken gave invites talks at the University of Zürich (Switzerland). Together with Marije Michel he organized a symposium entitled ‘Language at preschool in urban European settings’ at the Sociolinguistics Symposium 19 (Berlin). Ineke Vedder organized a symposium, ‘Contesti di apprendimento di italiano L2: tra teoria e pratica didattica’, at the XX conference of AlPI (Associazione internazionale dei professori di italiano) in Salzburg. She also gave invited talks at the University of Stockholm (Sweden), the University of Reggio Emilia (Italy) and the University of Macerata (Italy).

Jan Hulstijn, Rob Schoonen and Sible Andringa organized a colloquium entitled “Determinants of language proficiency”, at the annual AAAL conference (Boston). Rob Schoonen was co-organizer/co-chair of the 2012 annual Language Testing Research Colloquium, held in Princeton (US), and he gave an invited plenary talk at the 8th annual meeting of the British Association of Applied Linguistics, Language Learning and Teaching Special Interest Group, Oxford, (UK) and an invited plenary talk at the XVII annual conference of Gruppo di Intervento e Studio nel Campo dell’Educazione Linguistica, Reggio Emilia (Italy).

Jan Hulstijn gave an invited plenary talk at the International Symposium on Cognitive Factors and ELT: Explicit and implicit teaching. University of Murcia, 29 November 2012. He also gave invited talks at Oxford University (UK), the University of Victoria (Canada) and the University of Toronto (Canada).

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

The NWO-funded project Studies in Listening Proficiency, conducted by Sible Andringa, Nomi Olsthoorn, Catherine van Beuningen, Rob Schoonen and Jan Hulstijn was officially rounded off in 2012. The final report was submitted to NWO in December. Work on several project papers is still in progress. Two papers were published in 2012, one in Language Learning (August 2012) and one in International Journal of Bilingualism (preview, December 2012).

The NWO funded project What is Speaking Proficiency, conducted by Nivja de Jong (now at Utrecht University), Margarita Steinel, Arjen Florijn, Rob Schoonen and Jan Hulstijn was also officially completed. The final report was submitted to NWO in September. The main findings of the project were reported in last year’s annual report. In 2012, project papers appeared in Studies in Second Language Acquisition,
In December 2012, Sylvia Bacchini defended her doctoral thesis *Eerste hulp bij tweede taal: Experimentele studies naar woordenschatdidactiek voor jonge tweede-taalverwervers* (First aid for young second-language-learners). In this study three experiments were conducted to investigate which pedagogy facilitates the acquisition of words by preschoolers in the early stages of their second-language-development. In the first experiment, four experimental groups were distinguished with respect to frequency and mode of language input: (1) isolated words with moderate frequency, (2) words in ongoing speech with moderate frequency, (3) isolated words with high frequency and (4) words in ongoing speech with high frequency. All children (N=89) were randomly allocated to the control group or one of the four experimental groups. A computer program was developed for the learning of twenty target words. The experimental groups watched this program three times on three successive days, while the control group watched in the same way another program without the target words. The groups were compared with respect to the number of newly acquired words directly after the program as well as two weeks later. The results revealed that input of isolated words and high frequency of exposure make significant contributions to word learning. In a second experiment in which 106 children participated, the learning of words in a task-based activity was compared with learning words through picture story reading. Half of the children were repeatedly presented with the twenty words over a period of two weeks (distributed exposure). Before and after the program the children were tested on the acquisition of the words in the same way as in the first experiment. The results did not reveal any significant differences between the task-based condition and the read-aloud condition, but distributed exposure gave better results than one-time exposure. A third experiment was conducted to evaluate the effect of test format on word acquisition assessment. Results show that the isolated word program is most effective, even if a different test format is used.

In May 2012, the contract of PhD candidate Mirjam Trapman, working on a NWO-funded, longitudinal study *Literacy-related attributes of at risk students in grades 7-9* (supervisors Jan Hulstijn and Amos van Gelderen), reached its end. In the same month, Mirjam was hired as a lecturer at a teacher college in Ede. She expects to defend her thesis in the fall of 2013. The main results of her project were reported in last year’s annual report.

PhD candidate Marjolein Cremer (supervised by Rob Schoonen and Jan Hulstijn) completed her project *Accessibility of semantic networks in the mental lexicon of Dutch L1 and L2 children*. She expects to defend her thesis on 21st of June 2013.

In her project *The bilingual language development of the Frisian child*, PhD candidate Jelske Dijkstra (first supervisor Folkert Kuiken) monitors the bilingual (Frisian/Dutch) language development of 91 preschoolers during three successive periods of six months. Results indicated that home language played an important role for Frisian with regard to (productive and receptive) vocabulary and mean length of utterance. Regarding Dutch, home language was a factor in productive vocabulary, but not in
receptive vocabulary, nor in mean length of utterance. Therefore, it can be concluded that the acquisition of the minority language, Frisian, does not harm the acquisition of the majority language, Dutch.

Elisabeth van der Linden and Folkert Kuiken published a book about raising children in bilingual families, written for parents and other people interested in bilingual education. Its title is *Het succes van tweetalig opvoeden*. The book was nominated for the 2012 “publieksprijs” of the Dutch Association of Linguistics (NVT) and the Dutch Association of Applied Linguistics (Anéla). On February 9, 2013, the authors were awarded with this prize (along with the editors of the magazine *Onze Taal*).

Folkert Kuiken and Ineke Vedder, together with Alex Housen (Free University Brussels), published a book, entitled *Dimensions of L2 Performance and Proficiency. Complexity, Accuracy and Fluency in SLA* (Amsterdam/Philadelphia, John Benjamins Publishing Company). The study addresses a number of theoretical and methodological questions related to the nature, the assessment and the development of complexity, accuracy and fluency (CAF) as basic dimensions of second language proficiency.

Quotes from papers published in 2012

“Investigating complexity, accuracy and fluency in L2 is a fascinating, but daunting, task: fascinating, because it addresses fundamental issues in language acquisition and language use and how they are affected by varying conditions; daunting, because of the complex, multidimensional nature of CAF, the interacting effects of both learner-internal and learner external factors, and the multiple challenges which these present. … The heterogeneity of topics and methodology, however, does not contradict the homogeneity of purpose, which is to contribute to a fuller understanding of L2 knowledge, use and development” (p. 16-17). In: Housen, A., Kuiken, F. & Vedder, I. (Eds.) (2012). *Dimensions of L2 performance and proficiency. Investigating complexity, accuracy and fluency in SLA*. Amsterdam: John Benjamins Publishing Company.

“A single-resource account of working memory would predict separable effects of working memory capacity and the language predictors on listening, and it would probably also predict equal or stronger correlations for the non-native speakers on the assumption that listening comprehension would be equally or even more taxing for them. However, stronger correlations for the non-natives were not observed. These results make more sense from the experience-based explanation of working memory. Having much knowledge, being able to process linguistic information quickly, and scoring well on verbal working-memory tasks are probably all the result of one’s text processing experience, hence the strong correlations for the natives” (p. 72). In: S. Andringa, N. Olsthoorn, C. van Beuningen, R. Schoonen & J. Hulstijn (2012). *Determinants of success in native and non-native listening comprehension: an individual differences approach*. *Language Learning*, 62 (Suppl. 2), 49-78.

“Tasks differ and language learners might respond differently to task features. However, the distinction between ‘good’ and ‘bad’ variability (Deville and Chalhoub-
Deville, 2006: 12–13) is not for psychometrics to decide. G-theory is a very convenient tool to analyse variability, but is does not pass judgments on the meaningfulness of the universe of admissible observations. As a researcher we need to theorise about the universe of admissible observations, for example: What do we consider ‘admissible observations’ for writing proficiency? If in such a case the interaction between person and task is relatively large, we must be aware that generalising about a person’s writing proficiency on the basis of a single task is ‘ill-advised’” (p. 375). In: R. Schoonen (2012). The generalisability of scores from language tests. In F. Davidson & G. Fulcher (Eds.). Routledge Handbook of Language Testing (363-377). London & New York: Routledge.

“The paradox of science is that, in order to understand the phenomena that we are interested in, we have to do “un-justice” to them, as it were. We classify them into categories, disregarding differences between them. In the literature on bilingualism, people are categorized as native speakers, as monolingual and bilingual native speakers, as intermediate or advanced non-native speakers, or as balanced or unbalanced bilinguals. (…) This paper has attempted to make a case for the individual LP differences that exist WITHIN these conventional categories” (p. 430). In: Hulstijn, J.H. (2012). The construct of language proficiency in the study of bilingualism from a cognitive perspective. Bilingualism: Language and Cognition, 15, 422-433.
3. COMPARATIVE SLAVIC VERBAL ASPECT (AND RELATED ISSUES)

Coordinators:
Dr. Janneke Kalsbeek
Dr. René Genis

Funding: UvA

Participants in 2012:
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 2012:
- Throughout the year: monthly meetings and consultations with native informants; during these meetings plans were made to extend our cooperation with the University of Leiden (Jaap Kamphuis, Egbert Fortuijn). Our previous comparative studies on the choice of aspect in contexts of unbounded and bounded repetition have yielded many starting points for further study of these phenomena in the individual languages of our interest (Russian, Polish, Serbian/Croatian/Bosnian, Czech, Macedonian).
- Presentation Adrie Barentsen / René Genis 1 May 2012 “The essence of Slavic verbal aspect” for the research group Functional Discourse Grammar (ACLC - Amsterdam, Kees Hengeveld, Hella Olbertz).
- Presentation René Genis 25 May 2012 “Polish (Slavic) verbal aspect” for the research group Functional Discourse Grammar (ACLC - Amsterdam, Kees Hengeveld, Hella Olbertz).
- Final version of conference artikel “О сопоставительном изучении выбора вида в случаях ограниченной кратности в русском, польском, чешском и сербском/хорватском языках” which will be published during the course of 2013 in the collection of articles of the conference “Verbal Aspect: Grammatical Meaning and Context (Third Conference of the International Commission on Aspectology of the International Committee of Slavists)” held at Padua, 30 Sept 4 Oct 2011.

Overview of progress in 2012:
In 2012 our research continued to be 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 was continued in 2012 and 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. Earlier we were able to establish that the same also goes for unbounded repetition although the parameters and resulting aspectual choices are different. On this basis we are now formulating plans to continue this research. The next logical step is to explore these phenomena in more depth for the individual Slavic languages, which will certainly include: Russian, Polish, Serbian/Croatian/Bosnian, Czech, Macedonian and Slovene.

**Future plans 2013/2014:**
- Book on the genesis and grammaticalization of verbal aspect in Slavic compared to Gothic.
- Collection of articles by CSVA Slavicists on aspectual choice in contexts of bounded and unbounded repetition.
4. CROSSLINGUISTIC SEMANTICS (XLX)

Coordinator: Hedde Zeijlstra

Participants in 2012:

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 2012:
The XLX group has started their monthly meetings again, and as well initiatives have been started to apply for PhD funding. Matthias Passer's individual PhD project on the nature of nominal classification has been rewarded.

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 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 (to be finished soon), and the work by Hedde Zeijlstra on negation, modality and polarity.

In all these projects significant results have been achieved. Much more insight has been gained in the semantics of cross-linguistic distribution of speech acts (Groenendijk, Roelofsen, Veltman), indefinites (Aloni), mood (Veltman, Karawani, Sleeman) and modality (Zeijlstra).

The group also intends to submit applications for new PhD projects and other types of funding.
5. **DP: structure, semantics, acquisition and change**

**Coordinators:**
Petra Sleeman
Harry Perridon

**Funding:**
ACLC, ILLC, NWO, European Social Fund, Romanian Government

**Participants in 2012:**
Harry Perridon
Petra Sleeman
Olga Fischer
Aafke Hulk
Dana Niculescu
Elisabeth van der Linden
Robert Cirillo
Enoch Aboh
Maria Aloni (ILLC)
Angelika Port (ILLC)
Floris Roelofsen (ILLC)

**Description:**
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 within the DP.

**Overview of progress in 2012:**
In March 2012 the DP-group organized the conference “Adjectives in Germanic and Romance: variation and change”, in collaboration with Freek Van de Velde. The invited speakers were Frans Plank and Fred Weerman. Among the speakers were members of the DP-group: Robert Cirillo presented a paper in which he compared the position of quantifiers in Germanic and Romance, Dana Niculescu showed that in the Romanian *cel*-construction adjectivization of a present participle does not necessary take place. Harry Perridon discussed adjectives preceded by a determiner in Germanic and Romance. Petra Sleeman argued that, both in Germanic and Romance, adjectivisation of participles is gradual. Many of the speakers at the conference submitted their paper for publication in a volume on Adjectives in Germanic and Romance, to be published, after a review and acceptance procedure, by John Benjamins in the Linguistik Aktuell series. The editors of the volume are Freek Van de Velde, Petra Sleeman and Harry Perridon.

In September 2012 Harry Perridon officially retired from a long career as a senior lecturer at the University of Amsterdam. At the farewell ceremony that was organized...
by the Scandinavian Department of the University of Amsterdam, Petra Sleeman thanked Harry on behalf of the DP-group for having co-ordinated the DP-group, having co-organized two conferences and having co-edited two volumes on variation and change in the Germanic and Romance noun phrase and adjective, respectively. Petra Sleeman contributed to the book Language for its own sake: Essays on Language and Literature offered to Harry Perridon, published in 2012 as volume 8 of Amsterdam Contributions to Scandinavian Studies, with the paper “The suffixal nature of the post-nominal article in Swedish and Romanian: evidence from L1 acquisition”.

Besides the papers presented at the conference, the DP-group made further progress in the syntactic, semantic, diachronic, or acquisitional description of the noun phrase.

Robert Cirillo continued his work on floating quantifiers. In a paper published in Language and Linguistics Compass, he argued that it is still too early to give up on the Stranding Analysis of floating quantifiers. He provides evidence from Japanese showing that quantifier stranding really does occur. He shows furthermore that the Stranding Analysis can explain the optionality of the stranding phenomenon better than an adverbial approach. In a paper presented at GIST 6 (Generative Initiatives in Syntactic Theory), Robert showed that DPs (and other phrases) in the Germanic languages can be negated in their specifier position, resulting in true negated constituents, whereas in the Romance languages this is problematic.

In 2012 Dana Niculescu completed her two year postdoctoral research entitled “Syntactic Features of Romanian from a typological perspective. The Gerund”, which she carried out at the Romanian Academy, and which was funded by the European Social Fund and the Romanian Government. During an internship under Petra Sleeman’s supervision, Dana conducted a study on the gerund/present participle as a modifier position inside the DP, supporting a distinction of four different stages in the gerund’s adjectivization process. She presented the results of this study at various conferences, among which the conference on adjectives organized by the DP-group.

A paper by Olga Fischer was published in D. Denison et al. (eds), Analysing Older English (CUP 2012), which deals with “The Status of the Postposed ‘and-Adjective’ Construction in Old English”, with reference to the question whether this particular adjective phrase is to be interpreted as “Attributive or Predicative” in function. Based on data gathered from a large syntactically tagged OE corpus, she discusses the semantics and pragmatics of the individual cases using the test of strict versus sloppy identity as diagnostic. She then discusses the breakdown of the OE system of using these postposed adjective phrases in a predicative sense, referring also to her earlier work on Old and Middle English adjectives and criticizing Haumann’s generative explanation based on loss of agreement features in the adjective (in English Language and Linguistics 7 (2003) and 14 (2010)). She also uses evidence from other Germanic languages such as Dutch and German to elucidate the development that took place in English.

In collaboration with Adrian Brasoveanu and Donka Farkas, Floris Roelofsen carried out some experiments to investigate the relation between negation and n-words such as “nobody”. The test supported an analysis of this kind of n-words as indefinites in the scope of a possibly implicit negation operator.

In the framework of her VIDI-project “Indefinites and beyond. Evolutionary pragmatics and typological semantics”, Maria Aloni completed with Angelika Port
their cross-linguistic corpus of indefinite uses annotated with semantic information, making a small English corpus available online.

Angelika Port worked on the completion of her PhD-dissertation. The defence is expected to take place in 2013.

Aafke Hulk en Petra Sleeman presented their ongoing research on the monolingual and bilingual acquisition of nominal ellipsis and the quantitative pronoun in French and in Dutch at several (inter)national conferences. Petra Sleeman also presented a paper on the L2 acquisition of the quantitative pronoun by advanced learners of French, with Dutch as their L1. She showed that, despite the fact that, just like French, Dutch has a quantitative pronoun, in an elicitation task the learners incorrectly omitted it in almost 40% of the cases. The least advanced group did not produce it at all, but, besides omission, made use of compensating strategies. This is in line with Hulk & Sleeman’s findings on 2L1 acquisition of the quantitative pronoun, which, at least in Dutch-French bilingual acquisition, emerges later than in monolingual acquisition.

Under Elisabeth van der Linden and Petra Sleeman’s supervision, the transcription of a corpus of spontaneous data of three bilingual French-Dutch children and an Italian-Dutch child were prepared for publication on CHILDES. The publication is expected to take place in 2013.
6. **FUNCTIONAL DISCOURSE GRAMMAR**

**Coordinator:** Hella Olbertz

**Funding:** UvA

**Participants in 2012:**
Lucía Contreras García (ACLC), external PhD-candidate, project: *Grammar in 3D: on linguistic theory design*
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), senior researcher
Marlou van Rijn (ACLC), PhD-candidate, project: *Predication and modification within the noun phrase: a typological study*
Gerry Wanders (ACLC) († 01-02-2012), 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 structures 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. The basic tenets of the theory have been described in Hengeveld, Kees & Lachlan Mackenzie (2008) *Functional Discourse Grammar: a typologically based theory of language structure*. Oxford: OUP.

**Overview of progress in 2012:**
The most important activity the group was involved in was the 2012 International Conference on Functional Discourse Grammar, held June 6-8 in Ghent, at which almost all of the members read a paper. One of the focal areas of the conference was the grammaticalization of tense, aspect and modality, a subject the group had
been working on from the autumn of 2011 onward. Most of these papers had been discussed in the weekly meetings of the group before. A secondary focus of the conference was on the lexical component in FDG, which as yet has not been given much attention within the theory and which will be focussed on in the research group in 2013.

Some of the papers presented at the conference have been revised for publication in a *Casebook in Functional Discourse Grammar*, to be published in 2013, a project in which three members of the research group are involved: Hengeveld, Leufkens and Olbertz.

The year 2012 furthermore saw the publication of a special issue of *Language Sciences* entitled *The Morphosyntactic Level in Functional Discourse Grammar* edited by Daniel García Velasco and Gerry Wanders, which sheds a new light on important issues such as (pronominal) reference, agreement and constituent order in FDG.

As the international home base of the FDG research community, the FDG research group engaged in a number of activities to enhance international collaboration. The conference in Ghent mentioned above was organized by the local organizing committee in collaboration with Gerry Wanders as the international secretary of the Functional Grammar Foundation, who, until her untimely death in February of 2012, also was the webmaster of the FDG website. This latter function has been taken over by Kees Hengeveld.
7. Grammar and Cognition

Coordinator: Anne Baker, Fred Weerman and Judith Rispens

Funding:
NWO (VENI: Tuba Yarbay Duman; Language across the Lifespan: Frank Wijnen (UU) & Anne Baker), Marie Curie (Elma Blom), FESLI (NWO, CLARIN) (Fred Weerman, Anne Baker, Jan de Jong) and UvA funding.

Participants in 2012:
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
Arjen Versloot (ACLC), senior researcher
Fred Weerman (ACLC), senior researcher, coordinator
Hedde Zeijlstra (ACLC), senior researcher

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)
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 Kraaikamp (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, defended her thesis on 30-11-2012  
**Project:** Language problems in children with Attention Deficit Hyperactivity Disorder (ADHD): a specific profile?

**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 language as a cognitive domain? In particular, the research group focuses on language acquisition, disordered language development, language change, language variation and executive functioning and the way these aspects interact.

**Overview of progress in 2012:**

Fred Weerman started two new projects, one on the acquisition of verb clusters and one on residual mistakes in the acquisition of inflection. Preliminary results suggest that the latter have a phonological basis, supporting that children’s morphological and syntactic knowledge of inflection is acquired very early. He was furthermore involved in a couple of projects of other members of this research group (e.g. a new explanation for the quantificational asymmetry).

Jan Don in collaboration with Olaf Koeneman and Paula Fenger studied the micro-variation of Dutch inflectional paradigms. The basis of this research is formed by the collection of data from the MAND and the SAND. These data show patterns of invariability across the whole language area. These patterns are in need of explanation since they cannot be the result of historical changes. Such changes would affect individual affixes thus distorting any underlying paradigmatic structure; however, since these patterns are visible, there must be underlying grammatical explanations that somehow limit the hypothesis-space of the language learning child. Currently, we investigate to what extent these grammatical explanations also limit the possible analyses for standard Dutch. This leads to a new analysis of the standard Dutch inflectional paradigm.
Arjen Versloot worked on corpus analysis of Old Germanic languages (paper on ICEHL in Zürich, article submitted). Two articles on the historical phonology of Proto-Frisian and other Old Germanic languages are in preparation. Two other articles on the emergence of Frisian in contact and contrast with other Germanic languages are in print now. Four PhD-projects, co-projects of the ACLC and Fryske Akademy, were designed and will start in 2013. Two are concerned with computational modeling of language change in the field of syntax (with Fred Weerman) and morphology, the other two with the impact of bilingualism in Fryslân on cognition and on the Frisian grammar.

Roland Pfau devoted much of his time to the study of language change, in particular the question whether grammaticalization in sign languages follows the same pathways as described for spoken languages. In joint work with Markus Steinbach (University of Göttingen), he shows that many of the attested changes are indeed modality-independent and can thus be captured by generative accounts of language change originally proposed for spoken languages. In ongoing research, he addresses the question whether the grammaticalization of co-speech gestures (e.g. pointing, headshake) – clearly a modality-specific grammaticalization path – can be captured by the same models.

Margot Kraaikamp continued her corpus study of pronominal gender agreement in Middle Dutch, and reported on the preliminary findings at an international conference. She supervised a pronoun elicitation experiment for a master’s thesis, in which semantic gender agreement was tested for Dutch and for German, and presented the results at an international conference. Her results were furthermore published in an international journal.

Hedde Zeijlstra continued working on (i) the syntax and semantics of negation, modality and polarity, (ii) syntax of agreement and (iii) the learnability of formal and semantic features.

Jing Lin completed a corpus study in the CHILDES database on the acquisition of Negative Polarity Items in three languages, i.e., Dutch hoeven (‘need’), English any and Mandarin Chinese shenme (‘a thing’), in which both child language and child-directed speech were investigated. She also executed a pre-pilot experiment with a design of a Sentence Repetition Task with 12 Dutch children (3;05 – 5;08). This pre-pilot study was of great importance in understanding children’s acquisition of the Negative Polarity Item hoeven in different developmental stages, and in preparing an experiment with a least three times more stimuli than in the pre-pilot.

Aafke Hulk and Petra Sleeman presented their ongoing research on the L1 and 2L1 acquisition of nominalellipsis and the quantitative pronoun in French and in Dutch at several (inter)national conferences. They showed that nominal ellipsis emerges early. Surprisingly, although it has been claimed in the literature that nominal ellipsis in standard Dutch and in French is not licensed in the same way, Hulk and Sleeman showed that there is uniformity in the types of nominal ellipsis that young Dutch and French children produce. On the other hand, although both Dutch and French have a quantitative pronoun Hulk and Sleeman showed, also surprisingly, that its acquisition in Dutch-French bilinguals is delayed, both in 2L1 and L2 learners. Aafke Hulk furthermore worked with Leonie Cornips on finalizing their paper on late child acquisition and identity construction.
Margreet van Koert investigated the comprehension and production of sentences containing reflexives and pronominals by Turkish child learners of Dutch. When comparing these results to those obtained by Dutch L1 children, we found no differences. However, in comparison to the English data collected by Marinis and Chondrogianni (2011) we found differences on the quantified noun phrase conditions.

Bibi Janssen continued working on her project, which intends 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 aimed at proving or dismantling the claim that a word fixed stress position and phonetic clarity and salience contribute to a faster language acquisition of nominal inflection. The past few months Bibi collected data on bilingual Russian-Dutch children in the Netherlands. Presently, she is collecting data on monolingual case and gender acquisition in Russian in Saint-Petersburg.

Anne Baker continued working on bilingualism and language disorders, specifically on the relationship between executive functioning and language. The COST action Multilingualism and Language Disorders will end in 2013 and has investigated the relationship as well as the methods to be used to disentangle the effects of bilingualism and language disorder. She worked together with Jan de Jong and colleagues from Nijmegen and Utrecht on a CLARIN proposal to construct a database for data about language disorders. This project, VALID, was awarded. The work on sign language acquisition continued, specifically on the development of turn taking in deaf children of deaf adults.

Jan de Jong was involved in the supervision of three PhD projects (together with Anne Baker and Fred Weerman): of Esther Parigger (finalised in 2012), Aude Laloi and Iris Duinmeijer. As Vice-chair of COST Action IS0804 he worked on bilingualism and SLI in an international context. He co-authored a number of articles originating in the BiSLI project together with Elma Blom (one of which showed that ‘dummy auxiliaries’ are a candidate for marker of SLI) and an article on language in hearing-impaired adults with Elke Huysmans (VU). In addition, he was involved in the CLARIN-sponsored project FESLI (with Anne Baker, Fred Weerman and colleagues at Meertens) and in the application for the recently funded CLARIN project VALID (together with Anne Baker and colleagues from Nijmegen and Utrecht).

Together with Misha Becker, Jeannette Schaeffer completed a study on unaccusatives in English child language and shows that even 2-year olds have knowledge of unaccusatives. Furthermore, Schaeffer finished a book on Specific Language Impairment and the domain-specificity of grammar and pragmatics. Schaeffer also continued her work (with Aviya Hacohen) on the acquisition of the mass/count distinction in Hebrew, with surprising results: even at age 18 Hebrew speaking children are not adultlike. Finally, she started a new research project on the language development of children with Specific Language Impairment and children with Autism Spectrum Disorder, in particular the development of grammatical vs. pragmatic phenomena. To this end, she developed several linguistic experiments and started conducting them.

Judith Rispens completed an ERP study on brain responses related to processing violations of past tense allomorphs versus omission of past tense markers in spoken language. The results underlined the morphophonological status of past
tense. She furthermore investigated with Annette Scheper (Kentalis) the optimal conditions for word learning in children distinguishing between phonotactic probability and neighbourhood density. Together with Elise de Bree and Annemarie Kerkhoff (both Utrecht University) she continued working on morphophonology in first, second and disordered language development. This collaboration has resulted in presentations on international conferences and in a peer reviewed article in an international journal.

Tuba Yarbay Duman has investigated whether there is a relationship between linguistic processing of counterfactuals and Executive Functions (EFs) in monolingual Turkish children with and without SLI. Hypothesizing that nonverbal EFs influence children’s language profile, it was predicted that SLI children who experience difficulties with EFs would also experience difficulties with counterfactuals due to similar cognitive processes involved in them. Her research shows that counterfactuals are particularly difficult for SLI children since they have problems with specific EFs, namely inhibition and cognitive switching.

Aude Laloi continued her PhD project on language and executive functioning in French monolingual and early-bilingual children with and without SLI. In 2012, she finished collecting the data and focused on the analysis of the language data. Language was assessed within the syntactic domain, the lexical domain and the domain of phonological short-term memory, respectively using a task of object pronouns production, a picture-naming task and a repetition task of difficult words. Results showed no cumulative impact of SLI and early-bilingualism on language in any of the three domains explored. These observations suggest that SLI is not more severe in early-bilingual than in monolingual children.

Iris Duinmeijer finished the design of her experimental tasks for her project ‘Persistent problems in SLI; rule learning or rule implementation’. Experimental tasks have been designed to test the comprehension and production of grammatical gender, subject-verb agreement and relative clauses in contexts that differ in complexity. She is collaborating with Jeannette Schaeffer in gathering data from children with and without Specific Language Impairments and will present her first results this summer at different symposia.

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 continued her research for precursors analyzing temporality development. A relation had been found between the Language score of narrative ability at age 7;0 and the speed of temporality acquisition between 1;9 and 3;9. More research is needed on the possible precursors of the Story score of narrative ability. These might be found in elaboration and child participation in the parent-child interaction, the focus of current analysis. She presented her findings on international conferences.

Margriet Heim received the Gehandicaptenzorgprijs 2012 for her publication on 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 also showed positive results.
8. Iconicity in Language Use, Language Learning, and Language Change

Coordinator: Olga Fischer

Webpage: www.iconicity.ch

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

Participants in 2012

Olga Fischer (ACLC, senior researcher, coordinator)
Imogen Cohen (ACLC, PhD)
Elisabetta Materassi (ACLC, PhD)
Ludovic De Cuypere (University of Ghent, Belgium)
Christina Ljungberg (Zürich University, Switzerland, coordinator)
Piotr Sadowski (American College, Dublin, Ireland)
Hendrik de Smet (Universiteit Leuven, Belgium)
William Herlofsky (Nagoya Gakuin University, Japan)
Klaas Willems (University of Ghent, Belgium)
Masako Hiraga (Rikkyo University Tokyo)

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 Talmay 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 2012
The volume of the eighth international symposium (held at the University of Växjö, Sweden in 2011) has been fully edited and will be published early in 2013 by Benjamins in the ILL series under the title: *Iconic Investigations* (http://benjamins.com/#catalog/books/ill.12/main) edited by Lars Elleström, Olga Fischer and Christina Ljungberg. The volume contains a selection of papers given at the conference, consisting of linguistic, literary and semiotic articles ranging from a close analysis of a Japanese *haiku* by the poet Basho (by Masako Hiraga), to a discussion of the connection between conceptual blending and iconicity in the ability of humans to develop abstract thinking (by Mark Turner), and more specifically linguistic topics dealing with the language of advertising, the use of iconicity in translations, sign language, the syntax of adverbial phrases, an analysis of onomatopoeia in Japanese, and of iconic structures in Proto Indo-European roots. The volume also includes a shortened version of the MA thesis written by Hans Mooier, an MA student in the English Department, which deals with (experiential) iconicity in digital reading games.

A monograph published in 2012 in the ILL series, *Creative Dynamics: Diagrammatic strategies in narrative* (ILL 11, http://benjamins.com/#catalog/books/ill.11/main) written by Christina Ljungberg, deals with maps and diagrams, and in general with the role played by visual signs in narratives. Olga Fischer has been involved in helping to edit an ILL volume on *Prosody and Iconicity*, (http://benjamins.com/#catalog/books/ill.13/main) which is based on a conference held at the University of Rouen, France, which will come out early in 2013.

Olga Fischer and Christina Ljungberg together with William Herlofsky and Masako Hiraga are busy organizing the next conference on Iconicity which will take place at Rikkyo University in Tokyo in May 2013. A new feature of this conference will be a workshop on iconicity and translation organized by Olga Fischer and Imogen Cohen.

Olga Fischer has, as president of the Societas Linguistica Europeae, given the presidential address at the conference in Stockholm in June 2012, where she talked about the force of analogy in both language change and language acquisition, comparing recent thinking in cognitive science with established Neogrammrian notions on analogy showing that in fact they were looking at the problem from similar angles, more intuitively in the case of the neogrammarians, more scientifically in the case of cognitive scientists such as Deirdre Gentner, Douglas Hofstadter and others. She has also been elected president-elect of ISLE (International Society of the Linguistics of English), and has been invited to speak at the next ISLE conference in Zurich (2014) about the relation between analogy in language change and in language acquisition in a workshop entitled: ‘The Changing English Language: Psycholinguistic Perspectives’.
9. LANGUAGE CREATION

Coordinator: Enoch O. Aboh

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 2012
Enoch O. Aboh
Ekaterina Bobyleva (PhD)
Margreet Dorleijn
Rachel Selbach (PhD, on temporary leave)
Norval Smith (emeritus)

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 (insomuch 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 – Otomi, Quechua and Guaraní.

Progress in 2012:
Part of 2012, researchers continued their research, but in view of new developments in 2012, this research group has ceased to exist. The research and researchers are merged into other research groups.
10. **INSTITUTIONAL DISCOURSE**

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

**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 2012**
Anne Bannink (ACLC), senior researcher, coordinator
Jet van Dam van Isselt (ACLC), guest researcher, coordinator
Elin Derks (ACLC)
Manon van der Laaken (UvA)
Jonathan Leather (Payap University, Chiangmai, Thailand)
Leo van Lier (Monterey Institute of International Studies, USA)
Remko Scha (ILLC, UvA)
Roos van der Zwaard (ACLC)

**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 2012

In the past year we have completed two substantial articles that will both be published in *Linguistics & Education* in 2013. A third one is about to be completed and will be sent to the *American Journal of Teacher Education*. The articles on the everyday discursive practices of professors during lectures were enthusiastically received (recently: “We are proud to publish your research”). Directly or indirectly these publications build on the corpora of video-taped lectures, seminars and lessons. Their potential for research-based courses and research projects is promising (see for instance the newly-implemented MA module ‘Institutional Discourse’). Our decision to expand the RG to other professional environments and change its name to Institutional Discourse has resulted in two PhD projects: Elin Derks’ project on medical discourse in close collaboration with the RG ‘Oncology-related communication disorders’ and Roos van der Zwaard’s project on CMC-mediated task-based communication (in collaboration with CASLA). In order to widen our network we attended a Conference on Ethnographic approaches to Communication Theory in the USA and have approached a number of colleagues in the Netherlands to explore possibilities to collaborate on PhD projects and other research projects. To mention a few: Tom Koole (UU; educational discourse), Vaclav Brezina (VU; corpus academic discourse), Rina de Vries (RUN) and Tessa van Charldorp (VU) on forensic linguistics. Judging from the appreciative responses we received recently from colleagues, the framework we developed in order to make different genres, configurations and professional practices more analytically transparent seem to catch on in a wider circle, which is promising.
11. **Oncology-related Communication Disorders**

**Coordinator:**
Michiel van den Brekel

**Funding:**
NKI-AVL, ACLC, Athos Medical, Verwelius Foundation

**Participants in 2012:**
Prof. Michiel van den Brekel (ACLC & NKI/AVL)
Prof. Olga Fischer
Prof. Frans Hilgers (ACLC & NKI/AVL)
Dr Anne Bannink
Dr Irene Jacobi (NKI/AVL & ACLC)
Dr Lisette van der Molen (NKI/AVL)
Dr Rob van Son (NKI/AVL & ACLC)
Renee Clapham (ACLC & NKI/AVL)
Elin Derks (ACLC & NKI/AVL)

**Description:**
One of the key aims of all research projects is to investigate if, and how, speakers learn to compensate for changes in speech and voice as a result of head and neck cancer. It is assumed that physiological limitations constraint certain communicative and language functions, which can impact language behaviour. All research has a clinical focus and there are strong ties between the ACLC and the Netherlands Cancer Institute-Antoni van Leeuwenhoek Hospital.

**Overview of progress in 2012:**
• We participated in the organization of *The INTERSPEECH 2012 Speaker Trait Challenge* at the Interspeech 2012 conference in Portland.

New PhD project of Elin Derks started in 2012: *Physician-Patient communication about quality of life in head and neck cancer consultations.*
12. Revitalising Older Linguistic Documentation

Coordinator: Otto Zwartjes

Funding: UvA, NWO (Veni Grant), externally funded or external PhD's

Participants in 2012:
Prof. Manfred Woidich (ACLC)
Prof. Cristina Altman (Universidade de Sao Paulo)
Dr Astrid Alexander-Bakkerus (ACLC)
Dr Hella Olbertz (ACLC)
Dr Norval Smith (ACLC)
Dr Liesbeth Zack (ACLC)
Dr Jose Antonio Flores Farfan (CIESAS, Mexico)
Dr Toon van Hal (Universiteit Leuven)
Dr Henning Kloter (Ruhr Universitat Bochum)
Rebeca Fernandez Rodriguez (Universidade Tras-os-Montes e Alto Douro, Vila Real)
Magaly Grandez Avila (ACLC)
Anna Pytlowany (ACLC)

Description:
European expansion, colonisation and christianisation after the discovery of the New World was accompanied by the study and recording of the native languages of the Americas. In the same period, Christian missionary activities escalated in Asia. Almost without exception, grammars and dictionaries were composed by missionaries for missionaries. Although it has been argued that this pioneer work is not interesting from a linguistic point of view, the results of recent research demonstrates that many missionaries, if not the most, had an excellent command of these ‘exotic’ languages and often focused on the idiosyncratic features of the native languages. The work of these missionaries was hardly known in the Old World and, until today, many works have never been studied nor analysed in a satisfactory way.

Overview of progress in 2012:
In the year 2012 two major activities have been realised. From February 28th - March, 2nd 2012,. Otto Zwartjes co-organised the Seventh International Conference on Missionary Linguistics (University of Bremen). Astrid Alexander-Bakkerus, Toon van Hal, Henning Kloter, Anna Pytlowany and Otto Zwartjes have participated. http://www.fb10.uni-bremen.de/misling2012bremen/

In the second place, Astrid Alexander-Bakkerus and Otto Zwartjes, with the collaboration of Hella Olbertz, prepared the publication of selected papers of the IVth meeting of the ACLC Research group “Revitalising Older Linguistic Documentation” which was organised in May 2012. The book, entitled Historical Documentation and Reconstruction of American Languages has been submitted to the Bremen Series Koloniale und Postkoloniale Linguistik/ Colonial and Postcolonial Linguistics in December 2011, and has been accepted for publication (expected in July 2013). With
contributions written by Norval Smith (with John Johnson), Rebeca Fernández Rodríguez and Astrid Alexander-Bakkerus.

Other projects/collaboration between members of the research group/results:
- Otto Zwartjes and Toon van Hal (Leuven) have submitted a research proposal (NWO/FWO); collaboration between Leuven University and University of Amsterdam (application rejected).
- Liesbeth Zack started in 2012 her Postdoc project at ACLC, entitled: "The making of a capital dialect: Language change in 19th century Cairo". Veni-grant from NWO (The Netherlands Organisation for Scientific Research).
- Anna Pytlowany started as external PhD her project on the Dutch grammar of Hindustani of Jan Joshua Ketelaar (Promotor: Fred Weerman, co-promotor: Otto Zwartjes).
13. SIGN LANGUAGE GRAMMAR AND TYPOLOGY (SiLaGaT)

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

**Funding:** UvA funding

**Participants in 2012**

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

Brendan Costello (Basque Center on Cognition, Brain & Language (BCBL), San Sebastian / 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 2012:

In 2012, members of the research continued to study aspects of sign language structure and acquisition from a typological and cross-modal perspective. Research that has been conducted and published addresses (i) different types of manual communication systems (from co-speech gesture via home sign to natural sign languages), (ii) different sign language types (including secondary, shared, and tactile sign languages), as well as (iii) European and non-European sign languages. On the one hand, the findings indicate that more complex systems may evolve from less complex ones – possibly with gesture as point of departure –; on the other hand, the studies confirm again that natural sign languages display interesting similarities as well as typological differences.

Anne Baker continued working together with Beppie van den Bogaerde on sign language acquisition. This work will result in a paper in 2013 which will show how the adult turn-taking patterns in NGT develop over time in young deaf children. The adult pattern involves considerable floor sharing and the children develop towards that pattern whereby their floor sharing no longer has the character of interruptions.

Roland Pfau is delighted to have completed a huge project, the HSK handbook Sign Language, edited in cooperation with Bencie Woll and Markus Steinbach and published by Mouton de Gruyter in August, which contains 44 chapters that address all facets of sign language linguistics. Furthermore, he focused on two related issues in sign language grammaticalization. On the one hand, he showed that the attested pathways from lexical to functional element can be accounted for in generative models of syntactic change, thus demonstrating the modality-independence of these models: crucially, in both modalities, grammaticalization can be characterized as reanalysis ‘upwards’ along the functional structure. On the other hand, he added to the picture a modality-specific type of grammaticalization, i.e. the grammaticalization of manual (e.g. pointing) and non-manual (e.g. headshake) gestures. It remains to be seen how the transition from co-speech gesture to linguistic element can be captured within the generative model. What kind of functional change allows the gesture to be merged in the linguistic structure? In July, he delivered an invited keynote lecture on the grammaticalization of gestures at New Reflections on Grammaticalization 4 in Edinburgh.

Vadim Kimmelman demonstrated, based on corpus data, that topics in Russian Sign Language and Sign Language of the Netherlands are marked syntactically, prosodically, and non-manually. Both argument and spatio-temporal topics can be marked; however, argument topics are only marked in the presence of topic shift. In addition, thetic sentences can be marked by a special word order in these languages. Together with Roland Pfau he wrote a chapter on information structure marking in sign languages of the world to be published in an Oxford University Press handbook.

Joke Schuit continued the description of Inuit Sign Language (IUR). 2012 included a short fieldwork trip, during which previously collected data was checked with the informants, and final loose ends were tied together. She published two papers in an edited volume on sign languages in village communities that go beyond sketching grammatical properties of IUR by providing a sociolinguistic profile and examining external influences on language structure, respectively. The scholarly interest in IUR is evidenced by the fact that Joke was invited speaker at the
International Symposium on *Signed and Spoken Linguistics: Description, Documentation, and Conservation*, which took place in Osaka, Japan. Moreover, she won the prize for the best poster presentation at the *Workshop on Rural Signing Varieties* in Leiden. Joke also finalized central chapters for her PhD thesis, which will be completed in 2013.

Brendan Costello, who is now affiliated with the Basque Center on Brain, Cognition & Language in San Sebastian, 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)

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

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 2012: The research project came to an end in 2012 and the coordinator has been working on a report for NWO. The research group will not continue as such. The (ACLC)researchers are merged into other research groups.
15. LANGUAGE DESCRIPTION AND DOCUMENTATION

This research group consists of a number of projects that is concerned with language description and documentation. In this annual report, for each project the progress and relevant information is provided.

a) Tundra Yukagir

Coordinator: Dr Cecilia Odé

Funding: NWO (in 2012 just for Schmalz)

Participants:
Dr Cecilia Odé
Mark Schmalz, PhD

Other Members:
P.C. Hengeveld,
G. Kurilov,
S. Kurilova,
I. Nikolaeva.

Description:
The aim of the researchers on Tundra Yukagir, a nearly extinct Paleo-Asian Isolate in Arctic Russia, is a full description of the language (phonology, morphology, syntax: Schmalz), a documentation of the language through digital audiovisual recordings of narratives and songs, conversation and discourse, a digital audio recording of a dictionary, and a contribution to the development of courseware (Odé). Of special interest is the system of morphosyntactic encoding of information structure. Furthermore, Tundra Yukagir is an especially unique language as regards prosodic features in traditional storytelling in which speaking can gradually change into singing. Prosodic features have been observed that have never been experimentally verified and described. All these issues are studied.

Overview of progress in 2012:
Mark Schmalz wrote a contribution on the information structure in Tundra Yukaghir entitled “Towards a full description of the focus system in Tundra Yukaghir” which appeared in volume 10.2 (2012) of the Linguistic Discovery (66 pages). Furthermore, he worked the whole year long on his dissertation “A Grammar of Tundra Yukagir” of which he already completed many sections of the six chapters. Because of the time-consuming character of the grammar no presentations were given and no courses were given or attended.
In March 2012, together with director Edwin Trommelen and operator Paul Enkelaar, Odé visited the Tundra Yukagir speech community for a documentary film “Voices from the tundra. The last Yukagirs”. In December 2012 the documentary was
awarded the Grand Prix at the International Documentary Festival “Arktika” in St Petersburg. Odé worked on publications and lectures presented at conferences.

b) A grammar of Darfur Arabic

Participants:
Caroline Roset (PhD)
Kees Hengeveld (supervisor)
Manfred Woidich (supervisor)

Funding: ACLC (for Roset till September 2015)

Description:
The spoken Arabic of Darfur. The aim of the PhD project is to write a grammar of the spoken Arabic of Darfur. Due to conflicts and poor infrastructure, the area is underresearched and a grammar of this variety of Arabic does not exist yet. The grammar at issue will partly be compared with other already described varieties of Sudanese Arabic.

Overview of progress in 2012:
Fieldwork. In winter 2011-2012 and 2012-2013 Roset made two field work trips of two months each to Khartoum. Due to security reasons, she was not able to travel to Darfur itself, but interviewed and recorded elder Darfurians living in the capital. Roset now collected between 15 and 20 hours of speech, which should be sufficient data to base her grammar on. Roset also transcribed a couple of hours of her data with the help of informants from Darfur in Khartoum and in The Netherlands.

On 30 December 2013, Roset lectured on ‘an academic approach of the spoken Arabic of Darfur’ at the University of Khartoum, which also hosted her as a researcher at the Linguistic Department.

After consultation and agreement with both supervisors, Roset has written an article on the phonology of Darfur Arabic, which she hopes to publish in Estudios de Dialectología Norteaficana y Andalusí (EDNA). The article can be used as a basis of the first chapter of Roset’s dissertation.

c) A grammar of colloquial Israeli

Funding: self-funding

Participant:
Dr Nurit Dekel

Description:
Colloquial Israeli is a language under debatable genetic origins; this research is based on recordings of spontaneous Israeli. The aim of this research is a description of the language rules (phonology, morphology, syntax and the interface between them) as they are used by the speakers daily. The documentation of the language is
enabled through digital audio recordings of spontaneous speech. Rules are concluded based on the distribution of their daily usage, and not according to Hebrew scholars dictated rules. Of special interest are all the morphology-related rules – i.e. the systems of morphophonological, morphological and morphosyntactic rules that are usually characterized as mostly Semitic, but practically show many European, non-Semitic, characteristics. Also, prosodic features are referred to and described when relevant. This grammar has a great impact on language instruction and planning in Israel and elsewhere, as it shows materially different rules from those in existing Modern Hebrew grammars.

The corpus used for this grammar consists of 50 native Israeli speakers, at least 1000 words per speaker, and has been continuously updated with new recordings.

Overview of progress in 2012:

Dekel finished several publications and gave several presentations, both popular and academic (conference lectures). She was also invited to give several (popular) talks in different media on Hebrew and dialects.

d) When "what" and "where" fall into place: the ontological status of landscape terms in Lokono-Arawak

Funding: NWO

Participant:
Konrad Rybka

Description:
This Ph.D. project builds upon research into the grammar and lexicon of space in Lokono-Arawak. 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.

Overview of progress in 2012:
In 2012, Konrad has been working mostly on the transcription and analysis of data collected with the aim of writing an article about the expression of landforms in Lokono. The result has been recently submitted for reviewing. He has also worked on contact induced phenomena contributing to a publication about contact-induced
phenomena. As a side project, Konrad has been working on a Lokono writing system for the community, and on a way of popularizing it among the speakers. He was also awarded a small grant from the Gesellschaft für bedrohte Sprachen to publish a booklet about the spelling system, which was written in 2012, and to distribute it in the villages in 2013.
16. **Modelling the Evolution of Language**

**Coordinator:** Bart de Boer

**Funding:** NWO-vidi project Modelling the evolution of speech

**Participants in 2012:**
Bart de Boer
Jelle Zuidema
Tessa Verhoef (PhD)
Paul Boersma (supervisor)

**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 modeling 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 2012:**
This year saw the end of the vidi-project, and because of the end of Bart de Boer’s position at the UvA (februari 2012), and because of the end of Tessa Verhoef’s PhD project (December 2012), 2012 was the last year of the research group. There have been a number of notable successes for the project in the last year, most notably Tessa Verhoef’s winning of the Hurford Prize (best student paper award) at the Evolang 2012 conference in Kyoto, and the presentation of her work to the general public at the science museum Nemo’s “Science Live” program. In addition, Bart de Boer has presented his work on air sacs in the children’s television program “Het klokhuis”, while Tessa Verhoef has presented her work on several occasions as well, most notably at the faculty’s opening of the academic year.
Scientific output has also been satisfactory, with 4 journal articles and a number of conference contributions.
17. **Unlearnable and Learnable Languages**

**Coordinators:** Jan Don and Sterre Leufkens

**Funding:** UvA

**Participants in 2012:**
- Dr. Enoch Aboh
- Dr. Sible Andringa
- Dr. Jenny Audring
- Dr. Tamás Biro
- Prof. Paul Boersma
- Dr. Leston Buell
- Dr. Jan Don
- Prof. Kees Hengeveld
- Prof. Jan Hulstijn
- Prof. Wim Jansen
- Vadim Kimmelmann (PhD)
- Dr. Olaf Koeneman
- Margot Kraaikamp (PhD)
- Sterre Leufkens (PhD)
- Dr. Eva van Lier
- Dr. Harry Perridon
- Dr. Jeannette Schaeffer
- Dr. Rob Schoonen
- Klaas Seinhorst (PhD)
- Seid Tvica (PhD)
- Prof. Fred Weerman
- Dr. 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.

**Overview of progress in 2012:**
The group started at the end of 2011 having a series of meetings in November-December. These were followed by several presentations and discussion meetings in 2012, which are listed here.
- Kees Hengeveld presented his proposal for an ERC-grant. Several participants gave their feedback.
- In the 2011 meetings, the tension between generative and functionalist views on learnability was a recurrent topic: it appeared that representatives of different models had a different viewpoint on what the research group should address. Where the generative approach would stress the relevance of poverty of the stimulus and see a role for UG, the functionalist approach would rather account for language acquisition in terms of ecological and functional factors. To resolve methodological questions, get to know each other’s framework better and hopefully be able to compare them, participants were invited to introduce a linguistic phenomenon of their choice and explain its learnability according to their theoretical background. This format was applied to the topic of word order. Olaf Koeneman presented his generative standpoint on this matter, followed a week later by Kees Hengeveld explaining his functional approach. Since this raised a lot of discussion, a third meeting was devoted to a comparison of the approaches.
- Wim Janssen addressed the learnability of Esperanto, using a collection of proficiency tests made by Esperanto learners on a conference. Interestingly, some features of Esperanto appear unlearnable, despite its deliberately learnable design.
- A PhD Project proposal was written by Olaf Koeneman and Hedde Zeijlstra: a typological approach to the Rich Agreement Hypothesis. Participants of the research group commented on this proposal and it was open for applications. In September 2012, Seid Tvica started as a PhD candidate on this project, supervised by Fred Weerman, Hedde Zeijlstra, Olaf Koeneman and Kees Hengeveld. He presented his plans to the group.

**Future plans:**
- Presentation by Enoch Aboh (appointed professor in Learnability in 2012) on learnability from a creolist perspective. Enoch is interested in what possible languages are and whether they are actually attested. Since his views are also interesting for typologists, participants from the new research group on Language Description and Typology will be invited as well.
- Since the discussion of a linguistic phenomenon from the points of view of different framework was so succesful, we hope to do this again with a different topic. We will encourage our participants to propose a new topic.
- After the establishment of the ULL, several PhDs started working on acquisition studies. Since they are by now somewhat on their way, they could perhaps present their findings so far.
Appendices
# Appendix 1: Annual accounts of the ACLC in 2012

#### 2012

<table>
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<th>Budget 2012</th>
<th>Expenses 2012</th>
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<td>Balance 1-1-12</td>
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<td>Research expenses</td>
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<td>General expenses (policymaking)</td>
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| Balance 31-12-12 | € 48.101 |

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<sup>8</sup> An error caused a discrepancy of € 8.235,- in comparison with the 2011 annual report.
Appendix 2: Overview of research staff and their research time in 2012

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<tr>
<th>Position</th>
<th>Name</th>
<th>Average research effort 2012</th>
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<td><strong>Full professors</strong></td>
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<td>Biró NWO</td>
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<tr>
<td>Blom</td>
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<td>de Boer NWO</td>
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<td>Buell NWO</td>
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<td>Lenz</td>
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<td>Lier, van NWO</td>
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<tr>
<td>Schaeffer</td>
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<td>Yarbay Duman NWO</td>
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<td>Zack</td>
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<td>Zeijlstra NWO</td>
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<td><strong>Total postdocs</strong></td>
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<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Benders NWO</td>
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<td>Duinmeijer</td>
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<td>Karawani</td>
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<td>Kimmelman NWO</td>
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<td>Koert, van</td>
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<tr>
<td><strong>Total PhD candidates</strong></td>
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<td><strong>Total non tenured research staff</strong></td>
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<tr>
<td><strong>Total research staff</strong></td>
<td><strong>37.12</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.
## Appendix 3: Programme ACLC Lecture series 2012

Semester 2 of academic year 2011-2012: February- July 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Name lecturer + affiliation, title of the talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-2</td>
<td>Bart de Boer (ACLC / Vrije Universiteit Brussels) &amp; Tessa Verhoef  (ACLC) Language acquisition age effects and their role in the preservation and change of communication systems.</td>
</tr>
<tr>
<td>11-2</td>
<td>Wim Honselaar, valedictory lecture (ACLC) Wanneer is een woordenboek volledig? When is a dictionary complete?</td>
</tr>
<tr>
<td>24-2</td>
<td>Erkki Luuk (University of Tartu, Estonia; University of Düsseldorf) &amp; Hendrik Luuk (University of Tartu, Estonia) The redundancy of recursion and infinity for natural language and arithmetic processing.</td>
</tr>
<tr>
<td>2-3</td>
<td>Leo Wetzels (Free University Amsterdam) Biphasic consonants in the indigenous languages of South America: typological, phonological, and phonetic aspects.</td>
</tr>
<tr>
<td>23-3</td>
<td>Matthias Madsen (University of Amsterdam, ILLC) Metaphor without safety net: Unfamiliar language as a risky bet.</td>
</tr>
</tbody>
</table>
| 29-3  | Congress on Adjectives:  
- Fred Weerman (University of Amsterdam, ACLC) The rise and fall of adjectival inflection.  
- Marit Julien (Lund University) & Dorian Roehrs (University of North Texas) Constructions off the beaten track: revisiting the inflections on attributive adjectives in German and Norwegia.  
- Ulla Stroh-Wollin (Uppsala University) & Rico Simke (Friedrich-Alexander-Universität, Erlangen-Nürnberg) Weak adjectives in early Swedish/Scandinavian.  
- Amanda Pounder (University of Calgary & Universität Konstanz) Adjective inflection: information and informativeness.  
- Freek Van de Velde (University of Leuven) The Dutch attributive inflectional schwa is not functionless yet.  
- Alexander Pfaff (CASTL/University of Tromsø) Pre- and postnominal adjectives from an Icelandic perspective.  
- Erik Schoorlemmer (MIT) Germanic and Romance predicative adjectives: variation in agreement.  
- Maartje Schulpen & Ana Aguilar-Guevara (Utrecht University) Weak definites & modification: the individual vs. kind-level distinction in Dutch.  
- Harry Perridon (ACLC) Adjectives and the definite article.  
- Martin Hummel (Karl-Franzens-Universität, Graz) The adjective-adverb interface in Romance and English.  
- Kristel Van Goethem & Hendrik De Smet (University of Leuven) How nouns turn into adjectives: the emergence of new adjectives in French, Dutch and English through debonding processes.  
- Alexander Pfaff (CASTL/University of Tromsø) Pre- and postnominal adjectives from an Icelandic perspective.  
- Erik Schoorlemmer (MIT) Germanic and Romance predicative adjectives: variation in agreement.  
- Maartje Schulpen & Ana Aguilar-Guevara (Utrecht University) Weak definites & modification: the individual vs. kind-level distinction in Dutch.  
- Harry Perridon (ACLC) Adjectives and the definite article.  
- Martin Hummel (Karl-Franzens-Universität, Graz) The adjective-adverb interface in Romance and English.  
- Kristel Van Goethem & Hendrik De Smet (University of Leuven) How nouns turn into adjectives: the emergence of new adjectives in French, Dutch and English through debonding processes. |
| 30-3  | Congress on Adjectives:  
- Olaf Koeneman (ACLC), Marika Lekakou (Meertens Institute) & Sjef Barbiers (Meertens Institute & Utrecht University) Diagnosing adjectival participles in Dutch.  
- Volker Struckmeier (Universität Köln) Attributive agreement induces phase structure in German(ic).  
- Carola Trips (Universität Mannheim) The position proper of the adjective in Middle English: a result of language contact.  
- Petra Sleeman (ACLC) From participle to adjective in Germanic and Romance.  
- Ilse Stangen (Universität Hamburg) 2L1 and L2 acquisition of interfaces in French adjective placement.  
- Robert Grill (University of Amsterdam, ACLC) Accounting for the variation in pre- and post-nominal universal quantifiers in Germanic and Romance.  
- Dana Niculescu (ACLC) The mixed categorial behavior of ‘cel’ + participle in Romanian.  
- Caroline Morris & Muriel Norde (University of Groningen) |
From descriptive genitive to adjective: Swedish ‘slags’.

- Frans Plank (University Konstanz)

The direction of derivation between nouns and adjectives, with special reference to Germanic vs Romance.

13-4 Syntax Circle
- Julie Franck (University of Geneva)

The acquisition of word order: evidence for early abstract representations.

- Jana Hosemann (University of Göttingen)

Agreement violation in sign language and its neurocognitive response.

- Aafke Hulk and Petra Sleeman (ACLC)

The acquisition of nominal ellipsis in Dutch and French L1 and 2L1: consequences for a theoretical analysis.

20-4 SMART Lecture: Tecumseh Fitch (University of Vienna)

Music and language: the formal identity hypothesis.

27-4 Ianthi Maria Tsimpeli (Aristotle University of Thessaloniki)

Language learnability and language impairment: the Interpretability Hypothesis.

11-5 Margo Zwitserlood (Pento Audiological Centre Amersfoort)

A locus for persistent speech problems in children with a cleft palate.

11-5 SMART Lecture: Carel ten Cate (Leiden University)

On the linguistic abilities of songbirds.

1-7 Arndt Wigger (Studienhaus für Keltische Sprachen und Kulturen, Königswinter)

Irish verbs in context: findings and problems in corpus-based lexicographical work.

8-7 Jeanette Schaeffer (ACLC)

On interface pragmatics and grammar in specific language impairment.

22-7 SMART Lecture: Östen Dahl (Stockholm University)

How languages get complex.

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**Semester 1 of academic year 2012-2013: September- December 2012**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name lecturer + affiliation, title of the talk</th>
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<tbody>
<tr>
<td>7-10⁹</td>
<td>NAP-dag</td>
</tr>
<tr>
<td></td>
<td>• Mathias Madsen (University of Amsterdam, ILLC) Reference accountability: logic as social psychology.</td>
</tr>
<tr>
<td></td>
<td>• Matthijs Westera (University of Amsterdam, ILLC) Meanings as proposals: an inquisitive approach to exhaustivity.</td>
</tr>
<tr>
<td></td>
<td>• Marlou van Rijn (ACLC) Valency within the possessive noun phrase: a new approach to head/dependent marking</td>
</tr>
<tr>
<td></td>
<td>• Natalia Aralova (Max Planck Institute Leipzig, ACLC) The even vowel system: comparative data from a perception study</td>
</tr>
<tr>
<td></td>
<td>• Margreet van Koert (ACLC) A reinterpretation of the quantificational asymmetry.</td>
</tr>
<tr>
<td></td>
<td>• Jing Lin (ACLC) The acquisition of Dutch NPI hoeven (‘need’) in the absence of negative evidence.</td>
</tr>
<tr>
<td>19-10</td>
<td>Elma Blom (ACLC) Tense morphology in English second language children with and without specific language impairment: a usage-based approach</td>
</tr>
<tr>
<td>26-10</td>
<td>SMART Lecture: Afra Alishahi (University of the Saarland in Saarbrücken, Germany) What computers tell us about human language: the case of learning words.</td>
</tr>
<tr>
<td>2-11</td>
<td>Swynthia Danielsen (University of Leipzig) Compound affixes and their lexicalization in Baure (Arawakan).</td>
</tr>
<tr>
<td>16-11</td>
<td>Bencie Woll (University College London) Developmental disorders in sign language: insights into language modality and language impairment.</td>
</tr>
<tr>
<td>23-11</td>
<td>SMART Lecture: Mark Steedman (The University of Edinburgh) Using linguistic knowledge in natural language processing.</td>
</tr>
<tr>
<td>30-11</td>
<td>Symposium of the occasion of the defence of Esther Parigger’s doctorate thesis</td>
</tr>
<tr>
<td></td>
<td>• Rosemary Tannock, Ph.D., Ontario Institute for Studies in Education, University of Toronto and</td>
</tr>
</tbody>
</table>

⁹ The regular programme started in October due to two farewell lectures in September 2012.
The Hospital For Sick Children, Ontario, Canada

Accounting for the co-occurrence of ADHD and speech/language problems.
- Ágnes Lukács, Ph.D., BME Department of Cognitive Science, University of Budapest, Hungary
  Working memory, executive functions and language in specific language impairment

30-11 Leonie Cornips (Maastricht University, Meertens Institute, KNAW) & Vincent de Rooij (UvA, ASSR)
About language culture.

30-11 Syntax Circle
- Peter Ackema (University of Edinburgh) & Ad Neeleman (University College London)
  Person features and syncretism: a case study.
- Jan Don & Olaf Koeneman (ACLC) & Paula Fenger (University of Amsterdam)
  Micro-variation as a tool for linguistic analysis
- Hedde Zeijstra (ACLC)
  Impoverishment and formal features

14-12 SMART Lecture Marc Slors (Radboud University)
Folk-Psychology as Reconstruction: Why Social-Cognitive Processes Need Not Resemble Their Linguistic Representations.

16-12 OAP-dag
- Silke Hamann (ACLC)
  Pitch perception by congenital amusics and what it can tell us about the language faculty.
- Eva van Lier (ACLC)
  Nouns and verbs (or the lack of them) in Oceanic languages.
- Alla Peeters-Podgaevskaja (ACLC)
  On expression of definiteness and indefiniteness in bilingual Dutch-Russian children.
- Arjen Versloot (ACLC)
  How strong are strong verbs?
- Otto Zwartjes (ACLC)
  Jacob Golius (1596-1667) and Martino Martini (1614-1661): The Vocabularium Hispanico-Sinese (Bodleian Library, MS Marsh 696) and the study of Chinese in the Netherlands.
Appendix 4: Overview of advisory bodies, committees, members and associate members in 2012

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)
Prof. dr Enoch Aboh (back-up prof. dr Wim Honselaar)
Prof. dr Fred Weerman (back-up prof. dr Olga Fischer)
Postdoc representative: dr Yarbay Duman (back-up dr Liesbeth Zack)
PhD candidate representative: drs Renee Clapham (back-up drs Marlou van Rijn)

Scientific Council

Prof. dr. Maria Koptjevskaja-Tamm (University of Stockholm)
Prof. dr Pieter Muysken (University of Nijmegen)
Prof. dr Leo Noordman (University of Tilburg)
Prof. dr Neil Smith (University College London)
Prof. dr Bencie Woll (University College London)

Senior Staff

The following list contains the names of all persons who are currently employed or who were employed as senior staff members at the ACLC during (part of) 2012. 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 research time in it. In the case of members who have not joined a research group the topic of research is given.

Prof. dr Enoch Aboh (*1962)
Professor: Learnability of Human Languages (1-9-2012 until 1-9-2017)
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 Group: Crosslinguistic Semantics

Dr Sible Andringa (*1975)
Lecturer/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** (07-11-2011 until 06-02-2012)
Postdoc UvA. 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:
1. *Grammar and Cognition*
2. *Sign Language Grammar and Typology*

**dr Anne Bannink** (*1954)
Senior (as per September 2012) Lecturer.
Research Group: *Institutional Discourse*

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

**dr Catherine van Beuningen** (*1979)
Lecturer/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 Bíró** (*1975)
Postdoc NWO Veni, Efficient communication full of errors: linguistic performance in a virtual speech community (01-02-2009 until 10-02-2012)
Research Group: *Bidirectional Phonology and Phonetics*

**dr Elma Blom** (*1972)
Postdoc EU Marie Curie, A cross-context study of early language skills of immigrant children in Canada and the Netherlands (01-04-2009 until 01-04-2012).
Postdoc Research Priority Area Brain and Cognition (01-04-2012 until 1-12-2012)
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** (*1961)
Professor: Oncology related voice and speech, especially in laryngectomized individuals
Research Group: Oncology-related Communication Disorders

**dr Robert Cloutier** (*1979)
Lecturer (as per September 2012)
Research Group: Grammar and Cognition

**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:
1. Iconicity
2. DP/NP: Structure, Acquisition and Change

**dr Arjen Florijn** (*1947) (until September 2012)
Lecturer.
Research Group: Cognitive Approaches to Second Language Acquisition

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

**dr Silke Hamann** (*1971)
Lecturer
Research Group: Bidirectional Phonology and Phonetics

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

**prof. dr Wim Honselaar** (*1947) (until January 2012)
Professor: Culturele relaties Nederland - Oost-Europa / Senior lecturer
Research Groups:
1. Functional Discourse Grammar
2. Crosslinguistic Semantics

prof. dr Aafke Hulk (*1952)
Professor: Dutch Linguistics.
Research Groups:
1. Grammar and Cognition
2. DP/NP: Structure, Acquisition and Change

prof. dr Jan Hulstijn (*1947) (until March 2012)
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 Tom Lenz (06-2012 until 08-2012)
Postdoc UvA. Preparation of FGw-UvA research application.

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. Erik Metz (*1971)
Lecturer

dr Alla Peeters-Podgaevskaja (*1968) (as per September 2012)
Lecturer
Research Group: Crosslinguistic Semantics

Dr Harry Perridon (*1947) (until August 2012)
Senior Lecturer.
Research Group: DP/NP: Structure, Acquisition and Change
**dr Roland Pfa** (1966)
Lecturer.
Research Groups:
1. Sign Language Grammar and Typology
2. Grammar and Cognition

**dr Judith Rispens** (1972).
Lecturer Learnability.

**dr Jeannette Schaeffer** (1965)
Lecturer (until August 2012).
Postdoc Research Priority Area Brain and Cognition (01-01-2012 until 03-03-2014)
Research Group: Grammar and Cognition
1. Research Group: Grammar & Cognition
2. 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:
1. DP/NP: Structure, Acquisition and Change
2. Crosslinguistic Semantics

**dr Eva van Lier** (1978)
Postdoc NWO Veni, Nouns and verbs, and what it means not to have them (01-10-2011 until 01-10-2015).

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

**prof. dr Arjen Versloot** (1965).
Professor: Frisian linguistics. (until September 2012)
Professor: Germanic linguistics (as per September 2012)
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)
Postdoc NWO Veni, Identifying specific language impairment in monolingual and bilingual children: Executive functions and linguistic processing (01-03-2011 until 01-12-2014).

dr Liesbeth Zack (*1975)
Lecturer.
Postdoc NWO Veni, The making of a capital dialect: Language change in 19th century Cairo (01-01-2012 until 01-01-2016)
Research Group: Revitalizing Older Linguistic Documentation

dr Hedde Zeijlstra (*1975)
Lecturer.
Postdoc NWO Veni Doubling and Redundancy (01-06-2008 until 01-06-2012).
Research Groups:
1. Grammar and Cognition
2. Crosslinguistic Semantics

dr Otto Zwartjes (*1958)
Lecturer.
Research Group: Revitalizing Older Linguistic Documentation
PHD CANDIDATES

The following list contains the names and projects of all persons working on their PhD project as an internal or external candidate at the ACLC during (part of) 2012.

**drs. Femmy Admiraal**
PhD candidate: 15-02-2012 until 15-2-2016.
Supervisors: prof. dr Kees Hengeveld, dr Swintha Danielsen.
Project: *The Grammar of Space in Baure*
Own funding.

**dr Sylvia Bacchini**
PhD candidate: 01-03-2012 until 7-12-2012.
Supervisors: prof. dr Folkert Kuiken, dr Rob Schoonen, dr Dorian de Haan.
Project: *Eerste Hulp bij Tweede Taal.*
Research Group: *Cognitive Approaches to Second Language Acquisition.*
Own funding & NWO.
Thesis defended 7 December 2012.

**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.

**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.

**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.
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.

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.

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

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.

drs. Imogen Cohen
Lecturer/PhD candidate: 01-09-2012 until 01-09-2016.
Supervisors: prof. dr Olga Fischer, prof. dr Ton Naaijkens.
Project: The sanitization of contemporary Dutch fiction translated into English: a corpus study.
Research Group: Iconicity.
Direct UvA funding.

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
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.

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

Elin Derks MA
PhD candidate: 01-09-2012 until 01-09-2016
Supervisors: prof. dr Michiel van den Brekel, prof. dr Olga Fischer, prof. dr Neil Aaronson, dr Anne Bannink
Project: The ‘Lastmeter’ in Outpatient Cancer Consultations: Help or Hindrance to Physician-Patient Communication?
Research Group: Oncology-Related Communication Disorders
Funding: NKI/UvA

Jelske Dijkstra MA
PhD candidate: 01-02-08 until 01-03-12 (extension granted until 31-08-2013)
Project: The bilingual language development of the young Frisian child.
Research Group: Cognitive Approaches to Second Language Acquisition.
Own funding.

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

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.
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.

Magaly Grández Avila MA
PhD candidate: 01-05-2011 until 01-04-2012 (stopped 2012).
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.

drs Camiel Hamans
PhD candidate.
Supervisors: prof. dr Olga Fischer, dr Norval Smith.
Project: Grensgevallen. Morfologische en fonologische studies op het gebied van het Nederlands.
Funding: own funding.

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.
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.
Direct UvA funding.

Mirjam de Jonge MA
PhD candidate: 01-09-2012 until 01-09-2016
Supervisors: prof. dr Paul Boersma
Project: Primitives of phonological representations
Research Group: Bidirectional Phonology and Phonetics
Funding: NWO

Hadil Karawani MA
PhD candidate: 01-08-2008 until 01-08-2011 (Extension granted until 19-10-2012)
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.
Vadim Kimmelman MA  
PhD candidate: 01-09-2010 until 31-08-2014.  
Supervisors: prof. dr Anne Baker, dr Roland Pfau  
Project: *Information Structure in Sign Language of the Netherlands and Russian Sign Language.*  
Research Group: *Sign Language Grammar and Typology.*  
Funding: NWO

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.

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.

Aude Laloi MA  
PhD candidate: 01-09-2008 until 01-09-2012. (Extension granted until 21-04-2013)  
Supervisors: prof. dr Anne Baker, dr Jan de Jong.  
Project: *Language processing: interaction between bilingualism and SLI.*  
Direct UvA funding.

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

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
**drs Carmen Lie-Lahuerta**  
PhD candidate/lecturer: 01-01-2012 until 31-12-2015  
Supervisors: prof. dr Anne Baker, dr Paola Escudero  
Project: *Fix your vowels: the perception and production of Spanish vowels by Dutch learners*  
Research Group: *Cognitive Approaches to Second Language Acquisition.*  
Direct UvA funding

**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.

**drs Elisabetta Materassi**  
PhD candidate/lecturer: 01-01-2012 until 31-12-2015  
Supervisors: prof. dr Olga Fischer, prof. dr Jan Hulstijn  
Project: *Metaphor in Academic Discourse: a Study of Metaphoric Language and L2 Learning*  
Research Group: *Cognitive Approaches to Second Language Acquisition.*  
Direct UvA funding.

**Alies Maclean MA**  
PhD candidate: 01-09-2004 until 01-10-2008 (extension granted until 01-05-2009). (stopped as of January 2012).  
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.

**Itsik Pariente MA**  
PhD candidate: 01-09-2007 until 01-09-2010 (stopped 2012).  
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.

**dr Esther Parigger**  
PhD candidate: 01-09-2004 until 31-08-2009 (extension granted until 02-08-2010).  
Supervisors: prof. dr Anne Baker, dr Jan de Jong.  
Project: *Language problems in children with ADHD - a unique profile?*  
Research Group: *Grammar and Cognition*  
Direct UvA Funding.  
**Matthias Passer MPhil**  
PhD candidate: 01-09-2012 until 01-09-2016  
Supervisors: prof. dr Kees Hengeveld, dr Hedde Zeijlstra  
Project: *The nature of nominal classification*  
Research Group: *Cross-Linguistic Semantics*  
Direct UvA funding

**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  
Thesis defended 31 January 2012.

**Anna Pytlowany MA**  
PhD candidate: 01-01-2012 until 01-01-2014.  
Supervisors: prof. dr Fred Weerman, dr Otto Zwartjes.  
Project: *Jan Joshua Ketelaar rediscovered. Dutch colonial linguistics through the prism of the first grammar of Hindustani (1698)*  
Research Group: *Revitalizing older linguistic documentation*.  
Own funding.

**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.

**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.

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

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

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

Klaas Seinhorst MA
PhD candidate: 01-09-2012 until 31-01-2019
Supervisors: prof. dr Paul Boersma
Project: Modelling the evolution of unlearnable phoneme inventories
Research Group: Bidirectional Phonology and Phonetics.
Direct UvA funding.

Tessa Spätgens MA
PhD candidate: 01-09-2012 until 01-09-2016
Supervisors: prof. dr Jan Hulstijn, dr Rob Schoonen
Project: Developing semantic networks and language proficiency of Dutch L1 and L2 children.
Research Group: Cognitive Approaches to Second Language Acquisition
Direct UvA funding

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.
**dr Josefien Sweep**  
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  
Thesis defended 23 November 2012 (cum laude).

**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

**drs. Lissan Taal-Apelqvist**  
Lecturer/PhD candidate: 01-02-2012 until 01-02-2017.  
Supervisors: prof. dr Kees Hengeveld, prof. dr Jan Hulstijn.  
Project: *Acquisitional distance and syntactic diversion*  
Research Group: *Cognitive approaches to Second Language Acquisition.*  
Direct UvA funding.

**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

**Seid Tvica MA**  
PhD candidate: 01-09-2012 until 01-09-2016  
Supervisors: prof. dr Fred Weerman, prof. dr Kees Hengeveld, dr Hedde Zeijlstra, dr. Olaf Koeneman  
Project: Agreement, verb placement and unlearnable languages  
Research Group: *Unlearnable and Learnable Languages*  
Direct UvA funding
**Tessa Verhoef MA**
PhD candidate: 01-01-2009 until 31-11-2012.
Supervisors: dr Bart de Boer, prof. dr Paul Boersma.
Project: *Modelling the evolution of speech acquisition.*
Funding: NWO

**Heimir Vidarsson MA**
PhD candidate: 01-02-2010 until 31-01-2014 (stopped 2012).
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

**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

**Camille Welie MA**
PhD candidate: 01-11-2012 until 11-12-2016.
Supervisor: prof. dr Folkert Kuiken, dr. Rob Schoonen
Project: *Gevorderde taalverwerving: Opbrengst Taalonderwijs Amsterdam-West (OTAW)*
Research Group: *Cognitive approaches to Second Language Acquisition.*
Funding: VO-raad/UvA

**drs. Roos van der Zwaard**
Lecturer/PhD candidate: 01-02-2012 until 01-01-2015.
Supervisors: prof. dr Folkert Kuiken, prof. dr Olga Fischer.
Research Group: *Cognitive approaches to Second Language Acquisition.*
Direct UvA funding.
ASSOCIATE MEMBERS

FORMER STAFF

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

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

dr Roberto Bolognesi (*1952)
Associated member as of 2007.
Research group:

dr Jet van Dam van Isselt (*1941)
Associate member as of 2004.
Research Group: Institutional Discourse

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

dr Casper de Groot (*1948)
Associate member as of April 2011
Research Project: Depictives.

dr Sies de Haan (*1946)
Associate member as of January 2012
Research project: Past participle constructions in Dutch.

prof. dr Frans Hilgers (*1946)
Associate member as of June 2011.
Research Group: Oncology-related Communication Disorders

prof. dr Wim Honselaar (*1947)
Associated member as of 2012
Research group: Functional Discourse Grammar

prof. dr Jan Hulstijn (*1947)
Associated member as of 2012
Research group: Cognitive Approaches to Second Language Acquisition

prof. dr Fons Moerdijk (*1944)
Professor: Dutch lexicography (until December 2009, then associate member).
Research Group: Lexical Semantics (until 2009)
**dr Marlies Philippa** (*1944)
Associate member as of 2006.
Research Group: *Lexical Semantics* (until 2009)
*Etymologisch Woordenboek van het Nederlands*

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

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

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

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

**dr Florien van Beinum** (*1939)
Associate member as of 2004.

**dr Frederieke van der Leek** (*1940)
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*

**prof. dr Arend Quak** (*1946)
Associate member as of September 2011.
Research project: *Old Dutch.*
**dr Norval Smith** (*1946)
Associate member as of September 2011.
Research Groups:
1. *Language Creation*
2. *Revitalizing Older Linguistic Documentation*
3. *Bidirectional Phonology and Phonetics*

**dr Nada Vasić** (*1974)
Associate member as of October 2011.
Research Group: *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*

**dr Bart de Boer** (as of March 2012)
Research Group: *Modelling the Evolution of Language*

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

**dr Nurit Dekel** (as of October 2010)
Research Group: *Language Description and Documentation.*

**dr Paola Escudero Neyra** (*1976) (as of January 2011)
Research Groups:
1. *Bidirectional Phonology and Phonetics*
2. *Grammar and Cognition*

**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 Kino Jansonius** (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** (as of November 2009)
Research Group: *DP/NP: Structure, Acquisition and Change*

**dr Cecilia Odé** (as of September 2011)
Research Group: *Language Description and Documentation.*

**Hella Olbertz** (as of February 2006)
Research Group: *Functional Discourse Grammar*

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

**dr Alla Peeters-Podgaevskaja** (June 2008-September 2012; since then staff member)
Research Group: *Crosslinguistic Semantics*

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

**dr Nada Vasič** (as of 30-09-2011).
Research Group: *Grammar and Cognition*

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

**dr Menzo Windhouwer** (MPI) (as of January 2010)
Research Group: *Typological Database System*
Appendix 5: Publications and output 2012

1. **Refereed journal articles**


Rijksbaron, A. (2012). Does Ancient Greek have a word for ‘no’? The evidence from ουκουν ... οu questions. *Journal of Greek Linguistics*, 12, 140-160.


2. **Non refereed journal articles**


3. **Refereed book chapters**


4. Non refereed book chapters


Boer, B.G. de (2012). Infant-directed speech and language evolution. In M. Tallerman & K.R. Gibson (Eds.), The Oxford handbook of language evolution


5. Academic monographs


6. Academic monographs and journal volumes edited


7. **PhD theses**


8. **Professional and popularizing publications and products**

8a. **Professional books**


8b. **Professional articles and book chapters**


**Barentsen, A.A.** (2012). Exploring the borders: a contrastive view on the Swedish connectives ‘tills (till dess (att))’, ‘innan’ and ‘förrän’. In H. van der Liet & M. Norde (Eds.), *Language for its own sake: essays on language and literature offered to Harry Perridon* (Amsterdam contributions to Scandinavian studies, 8) (pp. 255-286). Amsterdam: Scandinavisch Instituut UvA.


Biró, T.S. (2012). „A szívnek van két rekeszé”: interjú Schweitzer József professzorral a neológíáról: 2012. május. The heart has two compartments": interview with József Schweitzer about the Neology. In K. Koltai (Ed.), "A szívnek van két rekeszé": tanulmánykötet Prof. Dr. Schweitzer József tiszteletére, 90. születésnapja alkalmából. The heart has two compartments: a festschrift in honour of Prof. Dr. József Schweitzer, on the occasion of his 90th birthday (Studia Hebraica Hungarica, 2) (pp. 9-28). Budapest: L’Harmattan.


Peeters-Podgaevskaja, A.V. (2012). ‘... and I stayed behind on my old village.' Competition of the prepositions ‘in’ and ‘on’ in Old Russian. In H. van der Liet & M. Norde (Eds.), Language for its own sake: essays on language and literature offered to Harry Perridon (Amsterdam contributions to Scandinavian studies, 8) (pp. 229-254). Amsterdam: Scandinavisch Instituut, Universiteit van Amsterdam.


Grand'Henry à l'occasion de son 70e anniversaire (Publications de l'Institut orientaliste de Louvain, 61) (pp. 333-351). Louvain-la-Neuve: Université catholique de Louvain, Institut orientaliste.

8c. Popularizing books


8d. Popularizing articles and book chapters


Fischer, O.C.M. (2012). Is het erg dat taal verandert? In M. Boogaard & M. Jansen (Eds.), Alles wat je altijd al had willen weten over taal: de taalcanon (pp. 92-95). Amsterdam: Meulenhoff.


Jong, J. de (2012). Wanneer heeft een kind een taalstoornis? Over taalverwerving die niet vanzelf gaat. In M. Boogaard & M. Jansen (Eds.), Alles wat je altijd al had willen weten over taal: de taalcanon (pp. 45-48). Amsterdam: Meulenhoff.

Odé, C. (2012). Zijn kleine talen een bedreigde soort? In M. Boogaard & M. Jansen (Eds.), Alles wat je altijd al had willen weten over taal: de taalcanon (pp. 140-143). Amsterdam: Meulenhoff.


9. Reviews


Rispens, J.E. (2011). [Bespreking van het boek Reading development and
difficulties]. International Journal of Language and Communication Disorders,
46(4), 495.

Waanders, F. (2011). [Bespreking van het boek A companion to Linear B:
Mycenaean Greek texts and their world. - Vol. 1]. Mnemosyne, 64(4), 685-
689.

10. Lectures and posters

10a. Invited Lectures

en vooroordelen. Spui 25, Amsterdam, Kring Taalwetenschap UvA.

Bakker, D. (2012, oktober 26). Lexicostatistics and genealogic comparison. Firenze,
Italy, 37th Annual Conference of the Società Italiana di Glottologia.

the Swedish connectives tills (till dess att), innan and förrän. University of
Gothenburg, Dept of Languages and Literatures in collaboration with the
Grammar seminar (Swedish dept).

agreement by Dutch-acquiring children diagnosed with Specific Language
Impairment. University of Amsterdam, Annual symposium Netwerk Eerste
Taalverwerving.

Boersma, P.P.G. (2012, juli 27). A neural network model for phonology and
phonetics. Stuttgart, 13th Conference on Laboratory Phonology.

Boersma, P.P.G. (2012, december 17). A single neural network for supervised and
unsupervised learning. Donostia, Basque Center on Cognition, Brain and
Language.

Boersma, P.P.G. (2012, februari 01). Acoustic analysis with the PRAAT program.
Utrecht, Workshop on Experimental Methods in Language Acquisition
Research.

Wrocław, lecture series EGG Summer School.

series at Northwestern University.

Ljouwert, 19th Frysk Filologekongres.

and phonetics. Coimbra, 10th International Conference on Computational
Processing of Portuguese Language — PROPOR 2012.

Boersma, P.P.G. (2012, mei 02). Velar fronting in Russian emerges from a
bidirectional phonology-phonetics interface. Kloster Seeon, Second Workshop
on Sound Change.


Jong, J. de (2012, januari 30). Bilingual SLI: what progress has been made? Utrecht, Kick-off workshop Discourse Coherence in Bilingualism and SLI UiL OTS.


10b. Lectures


Biró, T.S. (2012, juli 23). May I circumcise myself? On rituals and "halakhically incorrect" cognition in midrashic exegesis. Amsterdam, International meeting of SBL (Society for Biblical Literature), program unit 'Palestine and Babylon: Two Jewish Late Antique Cultures and Their Interrelation'.


Cirillo, R.J. (2011, februari 05). Johnny didn’t used to speak such bad English: On the grammaticalization of used to in English. University of Utrecht, Taalkunde in Nederland Dag (Linguistics in the Netherlands Day).


Dam van Isselt, J. van (2012, juni 10). *A collusive school diary or 'chatting avant la lettre'*. Omaha, Nebraska, Ethnography of Communication: Ways Forward.


Duijm, K. (2012, mei 31). *Do professional and non-professional raters weigh components of L2 speaking similarly?* Innsbruck, EALTA.


Kuiken, F. (2012, februari 08). Opbrengstgericht werken in de vve. Amsterdam, Amsterdamse Taalconferentie 'De professional aan het woord'.


Kuiken, F. (2012, februari 08). Wat is taalvaardigheid? Amsterdam, Amsterdamse Taalconferentie 'De professional aan het woord'.


Rijn, M.A. van (2012, oktober 05). From cross-reference towards agreement within the possessive NP. Marburg, Germany, Workshop Agreement from a diachronic perspective.


Schaeffer, J.C. (2012, april 08). On articles in (impaired) language acquisition. Amsterdam, Meeting Dutch Linguistics UvA.


Sleeman, P. (2012, maart 30). *From Participle to adjective in Germanic and Romance*. University of Amsterdam, Conference "Adjectives in Germanic and Romance: variation and change".


and bilingual adolescent low achievers: roles of linguistic and metacognitive knowledge and fluency. Cadiz, ECER.


10c. Posters


11. Other contributions


Parigger, E.M. (2012, december 5). Hij tettert echt niet zomaar door de les (Interview met ... ) *Trouw*.


Stroop, J.P.A. (website) (2012 oktober 22). De dialecten van het Nederlands


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

Baker, A.E. Stem-, Spraak-, en Taalopathologie.
Bakker, D. STUF: Sprachtypologie und Universalienforschung (Language typology and universals).
Duinmeijer, I. Werkverband Amsterdamse Psycholinguisten (WAP)-nieuwsbrief.
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. Studies in Language.
Hulk, A.C.J. Bilingualism: Language and Cognition.
Hulk, A.C.J. Linguistic Approaches to Bilingualism.
Hulk, A.C.J. Probus.
Jong, J. de Stem-, Spraak-, en Taalopathologie.
Kalsbeek, J. Čakavščina rica.
Roeleveld, A. Amsterdamer Beiträge zur älteren Germanistik.
Lier, E.H. van *Linguistic Discovery.*
Pfau, R. *Linguistics in Amsterdam.*
Pfau, R. *Sign Language & Linguistics.*
Quak, A. *Amsterdamer Beiträge zur älteren Germanistik.*
Quer, J. *Sign Language & Linguistics.*
Rispens, J.E. *Linguistics in Amsterdam.*
Risselada, R. *Lampas.*
Roeleveld, A. *Amsterdamer Beiträge zur älteren Germanistik.*
Schoonen, R. *Journal of Second Language Writing.*
Schoonen, R. *Language Testing.*
Smith, N.S.H. *Creole Language Library.*
Vedder, I. *Dutch Journal of Applied Linguistics.*
Weerman, F.P. *Nederlandse Taalkunde.*
Weerman, F.P. *Taal en Tongval.*
Weerman, F.P. *Tijdschrift voor Nederlandse taal- en letterkunde.*
Zwartjes, O.J. *Amsterdam studies in the theory and history of linguistic science.*
Zwartjes, O.J. *Anuario de Lingüística Hispánica.*
Zwartjes, O.J. *Boletín de la Sociedad Española de Historiografía Lingüística.*
Zwartjes, O.J. *Historiographia Linguistica.*
Zwartjes, O.J. *Revista do GEL.*
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 Examens.

**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, Hogeschool van Utrecht.

**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".

**Blom, E.** Member Network on Developmental Language Disorders (DLD Network).

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

**Fischer, O.C.M.** Guest professor at University of Lille 3.

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

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

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

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

**Fischer, O.C.M.** Fellow of 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 Board Dutch Graduate School in Linguistics (LOT).

**Hengeveld, K.** Chair of the Board International Functional Grammar Foundation.
Jong, J. de  Vice Chair COST Action IS0804 Language impairment in a multilingual society.
Jong, J. de  Chair of Board Stichting Makkelijk Lezen.
Kuiken, F.  Treasurer Eurosla.
Kuiken, F.  Member Raad van Advies Landelijke Toetsenbank Lerarenopleidingen bij de HBO-Raad.
Kuiken, F.  Convener COSELL (AILA Research Network Complexity and Second Language Learning AILA Research Networks (REN).
Schoonen, R.  Member of Advisory Board Routledge Book Series: New Perspectives on Language Assessment.
Schoonen, R.  Member of the Executive Board SLATE (SLA and Testing in Europe).
Schoonen, R.  Member of Board & Research Subcommittee TOEFL Committee of Examiners at Educational Testing Service.
Smith, N.S.H.  Member International Scientific Coordination Network (GDRI) - Structure, emergence and evolution of pidgin and creole languages.
Vedder, I.  Member of Board AIPI (Associazione Internazionale Professori di Italiano).
Vedder, I.  Member committee PHD award Applied Linguistics Italy AITLA 2012 (Associazione Italiana di Linguistica Applicata).
Vedder, I.  Member of Board ICTBLT (International Consortium on Task-Based Language Teaching).
Weerman, F.P. Visiting Scholar Australian National University.
Weerman, F.P.  Fellow Netherlands Institute of Advanced Studies.
Zack, E.W.A.  Member of the Scientific Advisory Board Netherlands-Flemish Institute in Cairo.

15.  Research awards applied for (and granted)


16.  Supervision of completed PhD theses


17. Prizes


Appendix 6: PhD theses completed in 2012


