

CURRICULUM VITAE - Kristof Baten

EDUCATION

- 2011 **PhD** in Linguistics, **Ghent University** “A Processability Approach to the Acquisition of the German Case System by Dutch-Speaking Foreign Language Learners” (Supervisor: Prof. dr. K. Willems)
- 2007 **Teacher’s degree**: Germanic Languages, Vrije Universiteit Brussel, Belgium
- 2005 **Master** in Germanic languages and literature, Dutch-German, Vrije Universiteit Brussel, Belgium
- 2003-2004 Foreign Exchange Student at the **Heinrich-Heine Universität**, Düsseldorf, Germany
- Other
- 2012-2013 Statistics for Researchers
- 2011-2014 Swedish Language Course

CURRENT POSITION

- 2016 – present **Post-doctoral Research Fellow**, Research Foundation Flanders (FWO), Belgium
Project title: “The Role of Individual Learner Differences in the Study Abroad Context. Their Effect on Foreign Language Development from an Integrative Perspective”

PREVIOUS POSITIONS

- 2013 – 2016 Post-doctoral Research Fellow, Research Foundation Flanders (FWO), Belgium
Project title: “The Effectiveness of Explicit/Implicit Instruction in L2 Acquisition: Interactions with Explicit/Implicit Knowledge, Language Complexity and Developmental Readiness
- 2011 – 2013 Post-doctoral Assistant, Linguistics Department, Ghent University
- 2005 – 2011 Teaching and Research Assistant, Linguistics Department, Ghent University

RESEARCH (see detailed list in Appendix below)

- Publications
- Organisation of (scientific) meetings
- Presentations at national and international conferences
- Invited lectures

TEACHING ACTIVITIES

- Ghent University (either as lecturer-in-charge, co-lecturer or assistant): *Introduction to Text Linguistics; Capita Selecta: Multilingualism; Research Seminar: Contact linguistics, Multilingualism and Translation Studies; Research Seminar: Second Language Acquisition.*
- Guest Lectures on Second Language Acquisition at different universities: University of Paderborn, Germany; Ludwigsburg University of Education, Germany; University of Iceland, Iceland; University of Lund, Sweden; University of Bremen, Germany.

SUPERVISION (see detailed list in Appendix below)

- **Supervision of BA students: $n = 60$**
- **Supervision of MA students: $n = 29$**
- **Supervision of ongoing PhDs: $n = 5$**

PREVIOUS AND PRESENT INSTITUTIONAL RESPONSIBILITIES

- Member of the Faculty Board Arts & Humanities, UGent (2010 – 2016)
- Member of several Faculty commissions, UGent (*Policy commission: 2012 – 2016, internationalization: 2010 – 2012, and several selection commissions*)
- Member of the Council of Doctoral Schools: Arts, Humanities & Law, UGent (2010 – 2014)

- Member of the Board of the Linguistics department, UGent (2011 – present)
- Member of the Education Board of the Linguistics and Literature Programme, UGent (2006-2018)
- Member of the Policy Group ‘Dutch as a Second Language in Adult Education’ at the Flemish Education Council (**VLOR, Vlaamse Onderwijsraad**) (2017 – present)
- Member of the Language Policy Group (**Werkgroep Taalbeleid, DOWA, UGent**) (2018 – present)

COMMISSIONS OF TRUST

- **Reviewer for a number of journals** (*Language Learning; Language Learning: special issue on developmental sequences; Applied Psycholinguistics; EuroSLA Monographs Series; Language Teaching Research; InfoDaF; Second Language Research; International Journal of Learner Corpus Research; Deutsch als Fremdsprache: Zeitschrift zur Theorie und Praxis des Deutschunterrichts für Ausländer; Belgian Journal of Linguistics, Journal of Study Abroad Research in SLA and International Education*) **and book volumes** (EuroSLA Monograph Series; PALART book series).
- **Reviewer for *The US National Science Foundation***
- **Member of Scientific committee of a number of conferences:**
 - *International Symposium on Bilingualism (from 2013)*
 - *International Symposium on Processability Approaches to Language Acquisition (from 2013)*
 - *International Conference on Task-Based Language Teaching (from 2017)*
- **Jury Member** of PhDs in Linguistics (Verona, Italy; Amsterdam, NL), **External Evaluator** of PhD in Linguistics (Verona, Italy), Member of PhD **Examination Board** (Ghent, Belgium).
- **Member of the AILA research network** (ReN) on Study abroad and Language Acquisition convened by Carmen Pérez-Vidal (University Pompeu Fabra, Barcelona) and Martin Howard (University College Cork)
- **Expert Member** of a visitation committee, which visited the programme for Dutch as a Second Language in an institution of adult education (*Collegiale Visitatie, Departement onderwijs, 14-16 November, 2018*)
- **Panellist** on a debate about Dutch as a Second Language (*Agentschap Inburgering & Integratie, 9 October, 2018*)

APPENDIX: RESEARCH

-publications

(a) Monography

- 1) Baten, K. (2013) *The Acquisition of the German Case system by Foreign Language Learners*. Amsterdam: Benjamins (PALART Series).
[Reviewed by Christine Frederiksson in *Studia Neophilologica*, 86: 97–101, 2014; and by Marije Michel in *International Journal of Applied Linguistics*, 165: 77-83, 2014]

(b) Edited volume / special issues

- 2) Baten, K., Buyl, A., Lochtman, K. & Van Herreweghe (2015). *Theoretical and methodological development in Processability Theory*. Amsterdam: Benjamins
- 3) Baten, K. & S. Verbeke (in prep.). "The L2 Acquisition of Case in Typologically Different Languages". Special Issue of *Language, Interaction, Acquisition*. [proposal accepted; review process ongoing]

(c) International peer-reviewed articles

- 4) Baten, K. (2007). "Book Review: *Einführung in die Mehrsprachigkeitsforschung*. Natascha Müller, Tanja Kupisch, Katrin Schmitz und Katja Cantone". *International Journal of Multilingualism* 4/4, p. 300-305.
- 5) Baten, K. (2008). "Der Regelkomplex der Wechselpräpositionen mit dem Blick auf den DaF-Unterricht". *Deutsch als Fremdsprache* 45/1, p. 22-26.
- 6) Baten, K. (2009). "Die Wechselpräpositionen im DaF-Unterricht." *Deutsch als Fremdsprache* 46/2, p. 96-104.
- 7) Baten, K. (2010). "Die Erwerbssequenzhypothese: Theorie und Praxis des Kasuserwerbs." *Deutsche Sprache* 38/1, 43-69.
WOS:000277351200003
- 8) Bollen, K. & Baten, K. (2010). "Bilingual Education in Flanders: Policy and Press Debate." *Modern Language Journal* 94/3, 412-433.
WOS:000281373300003
- 9) Baten, K., Hofman, F. & Loeyts, T. (2011). "Cross-lingual Activation in Bilingual Sentence Processing: the Role of Word Class Meaning." *Bilingualism: Language & Cognition* 14/3, 351-359.
WOS:000291983500006
- 10) Baten, K. (2011). "Processability Theory and the Acquisition of the German Case System." *Language Learning* 61/2, 455-505.
WOS:000290486400004
- 11) Loeyts, T., Rosseel, Y. & Baten, K. (2011). "A Joint Modeling Approach for Reaction Time and Accuracy in Psycholinguistic Experiments." *Psychometrika* 76/3, 487-503.
WOS:000292003800007
- 12) Baten, K. & K. Willems (2012). "Kasuserwerb in der Präpositionalphrase vom Standpunkt der Verarbeitbarkeitstheorie (*Processability Theory*)."
Deutsche Sprache 40/3, 221-239.
WOS:000310400600002
- 13) Baten, K. (2013). "Der Genitiv als Attributskasus im Fremdsprachenerwerb". *Deutsch als Fremdsprache* 50/4, p. 195-205.
- 14) Baten, K. & P. Hadermann (2014). Le syntagme verbal en FLE : complexité, variation, systématique. *Cahiers de l'AFLS* 19, 23-56.
- 15) De Cuyper, L., De Coster, E. & K. Baten (2014). The Acquisition of the English Dative Alternation by Russian Foreign Language Learners. *Phrasis* 50/2, 187-212.
- 16) Baten, K. & L. De Cuyper (2014). "The Dative Alternation in L2 German? Conceptualization Transfer from L1 Dutch". *VIAL – Vigo International Journal of Applied Linguistics*, 9-40.

WOS:000331920300001

- 17) Baten, K. & K. Lochtmann (2014). "Eine Forschungsübersicht über den Fremdsprachenerwerb des deutschen Kasussystems: Rezeption, Produktion und Vermittlung." *Muttersprache* 124, 1-25.

WOS:000333864000001

- 18) De Cuypere, L., Baten, K. & G. Rawoens (2014). "A Corpus-based Analysis of the Swedish Passive Alternation". *Nordic Journal of Linguistics* 37/2, 199-223. WOS:000344015200004

- 19) Baten, K. & G. Håkansson (2015). "The Development of Subordinate Clauses in German and Swedish as L2s. A Theoretical and Methodological Comparison." *Studies in Second Language Acquisition* 37/3, 517-547.

WOS:000360012400004

- 20) Baten, K. (2015). Methodologische Herausforderungen der empirischen Fremdsprachenerwerbsforschung am Beispiel des Kasuserwerbs: Die „Elicited Imitation Task“. *Zeitschrift für Fremdsprachenforschung* 26/2, 3-23.
- 21) Ponnet, A., Verbeke, S., & K. Baten. (2016). The Acquisition of Differential Object Marking in Hindi as a Foreign Language. *Dutch Journal of Applied Linguistics* 5/2.
- 22) Cornillie, F., De Hertogh, D. & K. Baten (2017). The potential of elicited imitation for oral output practice in German L2. *Proceedings of the EUROCALL 2017 Conference*, Portsmouth, UK.
- 23) Garðarsdóttir, M.A., Baten, K. & M. Whelpton (2017). Tileinkun frumlagsfalls í íslensku sem öðru máli. *Milli Mála - Journal of Language and Culture* 9.
- 24) Baten, K. (subm.). Social Network Development, L2 Use, and Speaking Proficiency Development in an ERASMUS Study Abroad Context. Special issue of the journal *Study Abroad Research in Second Language Acquisition and International Education*, 30 Years of Erasmus: Study Abroad in Research and Practice. (25pp.)
- 25) Baten, K., Van Hiel, S., & L. De Cuypere (subm.). Vocabulary Development in a CLIL Context: A Comparison Between French and English L2. *SLLT*.
- 26) Hoang, G., Baten, K., De Cuypere, L. & M. Taverniers (subm.). Predictors of vocabulary knowledge of Vietnamese preschool-age children in a city centre. *Journal of Child Language*. (36 pp.)
- 27) Baten, K. & F. Cornillie. Elicited imitation as a window into developmental stages. Will be submitted to *JESLA: Journal of the European SLA Association*.
- 28) Strobl, C. & K. Baten. Language contact, social networks and writing development during study abroad. Will be submitted to the *Modern Language Journal*. (19pp.)
- 29) Baten, K. & C. Strobl. The effect of follow-up activities after study abroad on writing performance in L2 German. Will be submitted to *System*. (18pp.)

(d) International peer-reviewed book chapters

- 30) Baten, K., Buyl, A., Lochtmann, K. & M. Van Herreweghe (2015). Theoretical Developments in PT Research. In: Baten, K. et al., (pp. 1-18).
- 31) Baten, K. & S. Verbeke (2015). The Acquisition of the Ergative Case in Hindi as a Foreign Language. In: Baten, K. et al., (pp. 71-108).
- 32) Baten, K. (2016). A Study on Explicit Instruction and its Relation to Knowing/Using Linguistic Forms and Individual Learner Readiness. In S. A. Liszka, P. Leclercq, M. Tellier, & G. D. Véronique (Eds.), *EUROSLA Yearbook* (pp. 116-143). Amsterdam: John Benjamins.
- 33) Baten, K (in press). The Elicitation of Oral Language Production Data: An Exploration of the *Elicited Imitation Task*. In R. Arntzen, G. Håkansson, A. Hjelde & J.-U. Keßler (eds.). *Teachability and Learnability Across Languages*. Amsterdam: John Benjamins.
- 34) Baten, K & J. Keßler (in press). Research Timeline: Processability Theory and the Teachability Hypothesis. In R. Arntzen, G. Håkansson, A. Hjelde & J.-U. Keßler (eds.). *Teachability and Learnability Across Languages*. Amsterdam: John Benjamins.

- 35) Baten, K. (in press). Teaching the German Case System: A Comparison of Two Approaches to the Study of Developmental Readiness. In A. Lenzing, H. Nicholas & J. Roos (Eds.), *Widening Contexts for Processability Theory: Theories and issues*. Amsterdam: John Benjamins.
- 36) Baten, K. & A. Ponnet (subm.). Extending PT to split ergative marking and differential object marking: theoretical reflections with reference to L2 Hindi. In S. Kawaguchi, B. Di Biase, Y. Yamaguchi & Y. Zhang. *Processability Theory in the Asia-Pacific Region* (17pp.). Amsterdam: Benjamins.

-Organisation of (scientific) meetings

- 1) 28-29 Sept. 2012, Ghent: The 12th International **Symposium** (and **Summer school**) on Processability Approaches to Language Acquisition [lead organizer]
- 2) 5-6 Feb. 2015, Ghent: **Workshop** on 'L2 Acquisition of Alignment Patterns in Typologically Diverse Languages: Case & Agreement' [co-organizer]
- 3) 7 June 2016, Ghent: **Research day** on 'the use of questionnaires in applied linguistics research' [lead organizer]
- 4) 11 Sept. 2016, Tokyo: **Colloquium** 'Psycholinguistic Perspectives on SLA: Findings from PT-Based Research' at PacSLRF (Chuo University, Japan) [co-organizer]
- 5) 2016-2017, Ghent: **Lecture series** on 'Second Language Acquisition: New Flavours' (Five guest speakers; <http://www.sla-newflavours.ugent.be/>) [lead organizer]
- 6) 16 May, 2018, Ghent: **Workshop** on 'social network formation and foreign language development in a study abroad context' (with Dan P. Dewey, Brigham Young University, as international speaker)
- 7) 1-2 June, 2018, Egmond aan Zee (NL): **Colloquium** on 'Language contact, social network development and language acquisition during study abroad' at Anéla [convenor];
- 8) 2018-2019, Ghent: **Lecture Series** on 'Dutch as a Second Language' (Four guest speakers; <http://www.nt2.ugent.be/lezingenreeks>) [co-organizer]
- 9) 2018-2019, Ghent: **Workshops for teachers** of Dutch as a Second Language (<http://www.nt2.ugent.be/activiteiten/navorming/>) [co-organizer]

-Participation in international conferences

- 1) 12 Oct. 2007, "What Processing Theories can explain about a developmental sequence in SLA: the German case system". SLRF (*Second Language Research Forum*), Urbana-Champaign.
- 2) 28 Aug. 2008, "Kasuserwerb niederländischsprachiger Lerner im DaF-Unterricht: eine Untersuchung der Erwerbssequenzhypothese". AILA-conference, Essen, Germany.
- 3) 15 Sept. 2008. "Processability Theory and German case acquisition". PALA (Processability Approaches to language acquisition), Verona.
- 4) 1 Nov. 2009. "Cross-lingual activation in bilingual sentence processing: the neglected role of word class semantics. SLRF, Michigan state University, Lansing.
- 5) 3 Sept. 2010. "A processability account on the acquisition of the German case system". EuroSLA 20, Università di Modena e Reggio Emilia.
- 6) 8-10 Sept. 2011. "The use and non-use of semantic information, word order and case markings during L2 production of German L2 learners". EuroSLA 21, University of Stockholm.
- 7) 11-13 Sept. 2011. "L2 German case development: From marking the position to marking the function". PALA (Processability Approaches to language acquisition), Innsbruck.
- 8) 5-8 Sept. 2012. "Complexity and Developmental Stages in L2 German: Is Subordination Complex? ". EuroSLA 22, University of Poznan.
- 9) 28-29 Sept 2012. "The development of the ergative case in foreign language learning: a cross-sectional study". PALA (Processability Approaches to language acquisition), Ghent.
- 10) 14 June 2013. "La complexité interne au syntagme verbal dans un corpus écrit FLE." Workshop: L'acquisition de la morphologie verbale en FL2, Vrije Universiteit Brussel. [together with Pascale Hadermann].

- 11) 20-21 Sept. 2013 "Complexity' of Subordinate Clauses In German and Swedish as L2." PALA (Processability Approaches to Language Acquisition), Lund. [together with Gisela Håkansson].
- 12) 4 Sept. 2014. "Effects of explicit instruction on the acquisition of the German case system: methodological issues and empirical results." EuroSLA 24, University of York.
- 13) 5 Sept. 2014. "The Development of the Verb Phrase in French as a Foreign Language: complexity, Variation and Systematicity". EuroSLA 24, University of York [together with Pascale Hadermann].
- 14) 22 Sept. 2014. "Teaching the German Case system: The Role of Developmental Readiness." PALA (Processability Approaches to Language Acquisition), Paderborn.
- 15) 5 Febr. 2015. "The L2 Acquisition of Case and Agreement Patterns: State-of-the-Art." Workshop 'L2 Acquisition of Alignment Patterns in Typologically Diverse Languages: Case & Agreement', Ghent University.
- 16) 6 Febr. 2015. "Research Perspectives and Prospect". Workshop 'L2 Acquisition of Alignment Patterns in Typologically Diverse Languages: Case & Agreement', Ghent University.
- 17) 18 Sept. 2015. "The Elicitation of Oral Language Production Data: An Exploration of the Elicited Imitation Task." PALA (Processability Approaches to Language Acquisition), Halden, Norway.
- 18) 10 April, 2016. "The Effects of Explicit Information in Instructed SLA: Case Marking in L2 German Production Data." AAAL, Orlando.
- 19) 11 June, 2016. "The role of explicit and implicit teaching on the L2 production of German case markers." CALP, Basel.
- 20) 25 August, 2016. "The acquisition of case with foreign language learners of Hindi. An investigation of variation and systematicity in language development." EuroSLA 26, University of Jyväskylä [together with Aaricia Ponnet].
- 21) 7 Sept. 2016. "A processability approach to the acquisition of ergative case and differential object marking in L2 Hindi." PALA (Processability Approaches to Language Acquisition), Tokyo, Japan [together with Aaricia Ponnet].
- 22) 10 Dec. 2016. "The acquisition of DOM in L2 Hindi: From emergence to mastery." International Workshop on DOM at INALCO, Paris. [together with Aaricia Ponnet & Saartje Verbeke].
- 23) 16 June, 2017. L2 Use/Interaction, Social Network Development and Speaking Proficiency Development in an Erasmus Study Abroad Context. Study Abroad Symposium, University College Cork, Ireland.
- 24) 26 August 2017. The potential of elicited imitation for oral output practice in German L2. EuroCALL, University of Southampton. (together with Frederik Cornillie & Dirk De Hertog)
- 25) 1 September 2017. Elicited imitation as a window into developmental stages. EuroSLA, University of Reading. [together with Frederik Cornillie]
- 26) 4 September 2017. KEYNOTE: Case in Point – The L2 Acquisition of Case: Theory, Research and Application. PALA (Processability Approaches to Language Acquisition), Ludwigsburg.
- 27) 25 March, 2018. L2 Use/Interaction, Social Network Development and Speaking Proficiency Development in an ERASMUS Study Abroad Context. AAAL, Chicago (poster).
- 28) 1 June, 2018. Changes in German L2 writing after study abroad: Insights from multiple measures. Anéla, Egmond aan Zee. [together with Carola Strob]]

-National conferences and symposia

- 1) 20 Dec. 2006, Poster "Verwerving van het Duitse naamvalsysteem: een vaste volgorde?". Doctorandicolloquium UGent.
- 2) 27 May, 2008, "Het verwervingsproces van het Duitse casussysteem in de tweedetaalverwerving". LingForum UGent.
- 3) 7 June, 2016, "Questionnaires: Foreign Language Anxiety, Willingness to Communicate and Foreign Language Enjoyment." LANG+GoLLD research day on questionnaires in applied linguistics research, Ghent University.

- 4) 16 May, 2018, "Presentation of Study Abroad research at the Faculty". Workshop 'social networks in study abroad', Ghent University.

-Invited lectures at universities and scholarly institutions

- 1) 5 June 2012. "The Acquisition of L2 German: Case and Subordination". Presentation at the Second Language Acquisition Seminar of **Lund University**.
- 2) 18 Nov. 2013 "Complexity and developmental stages in L2 German and L2 Swedish: Is subordination really complex and is second language development really unpredictable?", **Universität Paderborn**.
- 3) 3 Dec. 2013 "Bilingual education in Belgium: Policy and Practices", PH Ludwigsburg.
- 4) 18 Nov. 2014. „Erwerbssequenzen, Unterrichtsmethoden und Sprachstandsindikatoren. Zur Lehr- und Lernbarkeit von Kasus im DaF-Unterricht. Forschungskolloquium“, **Universität Bremen**.
- 5) 9 Dec. 2014. "The dative alternation from a cross-linguistic perspective. Experimental studies on Dutch-German, Russian-English, and Czech-Dutch Interlanguage", **Heinrich-Heine Universität Düsseldorf** [together with Ludovic De Cuypere]
- 6) 28 April 2015 "Bilingual education in Belgium: Policy and Practices", **PH Ludwigsburg**. [Guest Lecture; Invited]
- 7) 10 June 2015. "Die *Elicited Imitation* Aufgabe als Datenerhebungsmethode“, Forschungskolloquium, **Universität Bremen**.
- 8) 11 May, 2016. "Kasuserwerbssequenzen und die 'Elicited Imitation Task'", **Volkshochschule Bremen** (Presentation for Teachers of German as a Second Language).
- 9) 12 May, 2016. "Die 'Elicited Imitation Task': Datenerhebung und Auswertung am Beispiel des Kasuserwerbs“, **Universität Bremen**.
- 10) 05 July, 2016. Lecture: "The second language acquisition of case systems", **University of Iceland**.
- 11) 13 October, 2016. Seminar: "Processability Theory: Research methodology", **University of Iceland**.
- 12) 14 October, 2016. Seminar: "Research on German within PT", **University of Iceland**.

APPENDIX: SUPERVISION

-BA students

Dutch

- 1) Wouter Degreve. Code-Switching: Sociale motivaties voor code-switching.
- 2) Katrien Persoons. Leeftijd en late tweedetaalverwerving: een case study. Over de verhouding tussen de leeftijd van oudere beginnende tweedetaalleerders en het niveau dat ze behalen.
- 3) Koen Leenaerts. Afrikaans in Zuid-Afrika. Een taal die terrein verliest.
- 4) Nina Vermaesen. Expliciete en impliciete kennis van volwassenen in tweedetaalonderwijs. Een kwalitatief en introspectief onderzoek.
- 5) Machteld De Hertogh. De ZISA-sequentie ook voor het Nederlands? Op zoek naar een verwervingssequentie voor de Nederlandse woordvolgorde door anderstaligen.
- 6) Frauke De Graeve. *'Zelfs mijn oma spreekt Nederlands in mijn dromen'*. Een onderzoek naar de invloed van het beeld dat migrantenkinderen hebben van het Nederlands op de gespreksituaties met hun naaste familie.
- 7) Lore Moerman. Onderzoek naar het beheersingsniveau van verkleinwoorden bij Nederlandstalige en Turkse kinderen van 7 tot 10 jaar.
- 8) Tim Vansteenbrugge. De invloed van tweetaligheid op de mentale ontwikkeling van het kind.
- 9) Karen Vandenoudenhoven. De perceptie en aanvaarding van leenwoorden: de rol van taalbewustzijn.
- 10) Fabrice Hofman. De rol van frequentie bij de perceptie van homografen in een zinscontext. Evidentie voor non-selectiviteit?
- 11) Loes Houthuys. De verwerving van de Nederlandse lidwoorden door Turken. Is er sprake van transfer?
- 12) Marta Sobolska. De kritische leeftijd in de verwerving van Nederlandse lidwoorden door Poolse taalverwervers.
- 13) Fiorina Di Rosa. Een kritische leeftijd voor klankproductie? Een case-study bij Belgische migranten.
- 14) Caroline De Witte. Language transfer bij tweedetaalverwerving? Processability Theory vs. Full Transfer/Full Access Hypothesis.
- 15) Pieter Van Wassenhove. T2-verwervingsproblemen: Een onderzoek naar de geldigheid van de aspecthypothese.
- 16) Charlotte Wabbes. Invloed van voorlezen op de tweedetaalverwerving van allochtone kinderen.
- 17) Fauve Demeester. Processability Theory en de verwerving van woordvolgorde in het Nederlands.
- 18) Eva Van Goethem. Syntactische ontwikkeling bij kinderen: een priming-onderzoek.
- 19) Katrijn Gijswijt. De verwerving van de woordvolgorde bij Nederlandstalige leerders van het Zweeds : een onderzoek in het kader van de Developmentally Moderated Transfer Hypothesis.
- 20) Kim Muylaert. Hoe jongen heten hoe? De productie van vraagzinnen in het geschreven Nederlands van D/doven. Een onderzoek in het kader van Processability Theory.
- 21) Laura De Ryck. De verwerving van niet-canonieke structuren in het Nederlands als tweede taal: een onderzoek in het kader van processability theory.
- 22) Ulrike Houwenhuyze. Onderzoek naar de invloed van de Nederlandse datiefalternantie op het Duitse datiefobject.
- 23) Tim Penninck. Een corpus-analyse van de datiefalternantie bij Nederlandstalige moedertaalsprekers.
- 24) Yenthel Van Canegem. De canonieke woordvolgorde in L1 Nederlands en L1 Engels bij jonge kinderen.
- 25) Jana Matthys. Lexicale preferenties van (niet-)cognaten in het Nederlands en het Engels.
- 26) Borremans Marie. De perceptie van meertalig onderwijs in de Vlaamse en Nederlandse pers in de periode 2007 – 2014: een comparatieve discoursanalyse.
- 27) Vanacker Wouter. De verwerving van de datief bij L2-leerders van het Duits.

- 28) Sharon Volckaert. De Teachability Hypothese opnieuw. De verwerving van de Nederlandse woordvolgorde bij anderstalige leerders.
- 29) Elien De Leeuw. De datiefalternantie bij leerders van het Nederlands als tweede taal.
- 30) Yana Vandecasteele. De rol van persoonlijkheidskenmerken en buitenschools taalcontact in NT2-woordenschatkennis.
- 31) Ella Van Eynde. De datiefalternantie in de vreemdetaalverwerving: Hoe worden Nederlandstaligen beïnvloed door hun moedertaal bij de verwerving van de datiefalternantie in het Engels.
- 32) Roselien Van Gucht. Taalverwerving en autisme. De passiefconstructie bij kinderen met hoogfunctionerend autisme.
- 33) Arlieke De Zitter. Visies en benadering van het taalonderwijs binnen OKAN

English

- 34) Marjan Zabeau. The future of the Welsh language: Will the Welsh language yield to the dominance of English?
- 35) Laura Vandewynckel. The use of corpora and concordances in foreign language teaching. Research on the usefulness and desirability of corpus consultation in the teaching of Dutch as a Foreign Language.
- 36) Thomas Wielfaert. Cognitive task complexity in a second language: A comparison of two frameworks and the effect on learners' written output.
- 37) Sebastiaan De Smet. The impact of studying abroad on the pragmatic competencies of Dutch-speaking students learning Spanish: from the perspective of speech acts.
- 38) Goele De Cort. Processability Theory and the acquisition of Dutch verb position rules.
- 39) Eva Vermeire. Second language acquisition through transfer or processing? A study of the acquisition of German word order by Dutch-speaking students.
- 40) Lorin Renodeyn. Negotiated interaction in multi-user and one-to-one text chat rooms.
- 41) Laurence Bergez. Lexical transferability in L1 Dutch/French acquiring L2 English and German. Genealogical relationships.
- 42) Evelyn De Coster. The preference of dative constructions in the English dative alternation by Russian Students
- 43) Lien Vermeulen. The English dative construction: a research looking at the different use of the Double Object Construction and the Prepositional Construction with L2 students of the second, fourth and sixth year of secondary school.
- 44) Manon Willems. The influence of SES on language development in Spanish children.
- 45) Eline De Nolf. Cross-linguistic transfer of reading comprehension and spelling proficiency. Relations between L1 Dutch and L2 English.
- 46) Wietse Vergauwe. Examining the role of cross-linguistic ambiguity in a priming study. The production of Dutch relative clauses in active and passive sentences.

French

- 47) Miet Tiebaut. Les enfants bilingues. La corrélation entre l'environnement et l'attitude.
- 48) Jolien Chapelle. L'influence du latin sur l'apprentissage de la langue française par rapport au développement lexical.
- 49) Anne Claeys. Acquisition de la phrase interrogative en français L2: étude dans le cadre de la théorie de la processabilité.
- 50) Peire Elise. Dans quelle mesure la position des pronoms compléments d'objet direct et indirect est-elle influencée par le néerlandais?
- 51) Joyce De Backer. L'enseignement bilingue en Belgique. Politique et débat de presse (2007-2008). Une étude comparative entre la communauté flamande et la communauté française.
- 52) Silke Van Hiel. L'effet de l'approche EMILE sur l'attitude envers la langue étrangère. Une comparaison entre un groupe EMILE, un groupe non-EMILE et un groupe dans une école secondaire qui n'offre pas de trajet EMILE

German

- 53) Lize Cerneels. Der Einfluss eines Auslandsstudiums auf den Zweitspracherwerb am Beispiel der Partikeln im Deutschen.
- 54) Karel Vandermersch. Akkommodation beim Zweitspracherwerb des Deutschen.
- 55) Olivia Vanden Berghe. Der Erwerb der Verbstellungsregeln im Niederländischen als Fremdsprache durch deutsche Lerner: eine Untersuchung im Rahmen des Verarbeitbarkeitsprinzips.
- 56) Annelies Vantomme. "Morgen, ich gehe ins Kino." Der Erwerb von Inversion in der Zweitsprache Deutsch durch Lerner mit niederländischer Muttersprache: Eine Untersuchung im Rahmen der Pienemann'schen Transferhypothese.
- 57) Liesbeth Malbrain. Die Wechselpräpositionen im Fremdsprachenerwerb.

Spanish

- 58) Thomas pauwels. La influencia inglesa en el aprendizaje del español. Los errores en la adquisición del sustantiv

Swedish

- 59) Leen Van Acker. Inlärning av inversion och cancel-inversion hos andraspråksinlärare med nederländska som modersmål
- 60) Sara Van Herreweghe. Hur distribueras den perifrastika och morfologiska passivformen vid svenska verb som kan ha både formerna?

-MA students

Dutch

- 1) Wouter Degreve. Code-switching: sociale motivaties voor en structurele eigenschappen van code switching.
- 2) Sarah Van Landschoot. Humor en ondertiteling: De Britse sitcom (casus: 'Coupling') als intercultureel gegeven.
- 3) Fabrice Hofman. Restricties op non-selectieve toegang tot het mentale lexicon. De rol van frequentie en woordsoort.
- 4) Caroline De Witte. Processability Theory toegepast op mondeling en geschreven Engels: een onderzoek naar de verwerving van woordvolgorde bij Nederlandstalige leerders van het Engels.
- 5) Charlotte Wabbes. Invloeden van voorlezen op de woordenschat bij kinderen. Een vergelijkende studie tussen voorleesboekjes en hun digitale versie.
- 6) Fauve Demeester. Productie en begrip van passieve constructies bij Nederlandse tweedetaalverwerving, een studie in het kader van PT.
- 7) Marta Sobolska. Een cross-linguïstische studie van de processability theory. Empirisch onderzoek bij taalverwervers pools in Vlaanderen.
- 8) Leonie Degroote. Moedertaalinterferentie bij tweede-taalverwerving Nederlands-Zweeds met betrekking tot gelachscategorisatie.
- 9) Laura De Ryck. De verwerving van leesvaardigheden bij kinderen uit een verschillende socio-culturele context.
- 10) Ulrike Houwenhuysse. Peerfeedback bij coöperatief schrijven in een vreemde taal.
- 11) Yenthel Van Canegem. Specific Language Impairment (SLI): een morfologische en syntactische comparatieve studie van Engelstalige kinderen met en zonder taalstoornis.
- 12) Wouter Van Acker. Verfolgt der Mann der, den oder dem Hund? Onderzoek naar de receptieve en productieve verwerving van het Duitse naamvalsysteem door Nederlandstalige vreemdetaallearners.
- 13) Yana Van De Castele. Vreemdetaalangst en vreemdetaalplezier bij leerders van het Nederlands als vreemde taal. Een studie in verschillende leercontexten.

English

- 14) Laura Vandewynckel. The Weak Whorfian Hypothesis with regard to Gender Categorisation.
- 15) Liesbeth Vanhaverbeke. Processability Theory: the acquisition of Italian as a second language by Dutch speakers.
- 16) Karel Vandermerch. Task Complexity and Second Language Acquisition.
- 17) Sarah Candry. The acquisition of do-support by second language learners of English.
- 18) Heleen Cools. The Incidental Acquisition of English Vocabulary through Subtitling: The role of vocabulary input.
- 19) Jana Matthys. Collostructional transfer in the dative alternation: An experimental study on the transfer of the dative constructions' verb biases by Flemish EFL learners.
- 20) Thisbe De Rijcke. You're a Good Boy, Aren't You? Pet-Directed Speech, or Animalese. A Study of the Speech Used By Pet Owners

French

- 21) Anne Claeys. L'effet de l'enseignement EMILE sur la compétence linguistique et l'attitude vers la seconde langue: comparaison entre un groupe immergé et un groupe non-immergé en école primaire
- 22) Stefanie Callaert. L'acquisition de l'accord en FLE.
- 23) Silke Van Hiel. EMILE en français et en anglais L2: Effets sur l'attitude/la motivation et conséquences pour l'acquisition du vocabulaire.
- 24) Sharon Volckaert. L'influence de l'instruction explicite à l'oral. Le cas de la relative en français langue étrangère.
- 25) Jonathan Lerat. EMILE: Étude du vocabulaire auprès des élèves en sixième primaire.

German

- 26) Olivia Vandenberghe. Der Erwerb der Verbstellungsregeln im Niederländischen als Fremdsprache durch deutsche, schwedische und englische Lerner: eine Untersuchung im Rahmen des Verarbeitbarkeitsprinzips.
- 27) Jana Blondeel. Superstimmung oder super Stimmung? Eine korpusbasierte Analyse zum Gebrauch von substantiven und Fügungen mit super.
- 28) Elien De Leeuw. Der Einfluss eines Auslandsaufenthalts auf den Erwerb deutscher Modalpartikeln.

Swedish

- 29) Katrijn Gijswijt. Likheter och skillnader mellan modersmålinläring och andraspråksinläring.

-PhD students (ongoing)

- 1) Martje Wijers (Ghent University), "The Development of Subordinate Clauses in L2 Swedish. A Longitudinal Study".
- 2) Giang Hoang Thi Huong (EU Lotus+ Scholarship), "Do children from socioeconomically disadvantaged areas experience language disadvantages? A lexical semantic study of socioeconomically disadvantaged children living in Central-Vietnam".
- 3) Hilde De Vaere (Ghent University), "The alternation between the Indirect Object Construction and the Prepositional Object Construction in present-day German. A corpus-based analysis".
- 4) Aaricia Ponnet (FWO), "The acquisition of the Hindi case system by Dutch-speaking and German-speaking foreign language learners".
- 5) María Anna Garðarsdóttir (Joint PhD with the University of Iceland), "A Processability Approach to the Acquisition of Subject Case in L2 Icelandic".