

## De Grote Taaldag 2017: AVT TIN-dag en ANÉLA TTiN-dag

### De genomineerden voor de dissertatieprijs 2016 zijn:

- Barend Beekhuizen “Constructions emerging. A usage-based model of the acquisition of grammar”
- Eva van de Sande “Executive functions for early literacy learning”
- Kashmiri Stec “Visible quotation: The multimodal expression of viewpoint”

### Alfabetisch overzicht van ingediende abstracts

#### Jenny Audring

Universiteit Leiden

*Kibbelen, schnüffeln* and *tickling*: verbal diminutives

Dutch, German and English have “verbal diminutives” that express a repeated activity of low intensity. Examples are *snuffelen, grommelen* (Dutch), *krabbeln, hüsteln* (German), and *sparkle* and *crumble* (English). These verbs present interesting challenges. They occur in substantial numbers and are clearly structured; yet the pattern is virtually unproductive. Despite their native suffixes, they often have synchronically non-lexical roots. Moreover, many verbal diminutives are derivationally ambiguous due to a homophonous nominal suffix. The absence of a lexical base and the lack of productivity preclude modelling verbal diminutives in terms of word-formation rules. Instead, I will argue for a constructional approach (Booij 2010, Jackendoff & Audring forthcoming) involving declarative schemas capturing regularities among listed words. In particular, I will explore the notions of *multiple motivation* and *partial motivation*, for which the verbal diminutives provide an interesting illustration.

Booij, G. (2010). *Construction Morphology*. Oxford: OUP.

Jackendoff, R. & Audring, J. (forthcoming). Relational morphology in the parallel architecture. In J. Audring & F. Masini (Eds.), *The Oxford Handbook of Morphological Theory*. Oxford: OUP.

#### Karin Beijering

Universiteit Antwerpen / Fonds Wetenschappelijk Onderzoek – Vlaanderen (FWO)

Semi-insubordinate dat-constructions in Dutch: formal, semantic and functional properties

This paper discusses one subtype of semi-insubordination in Dutch, viz. adverbial and adjectival semi-insubordinate dat-constructions. These constructions, in (1), are problematic for standard syntactic analyses because the subordinate clause is not part of a matrix clause, but headed by just one adverb or adjective.

(1) Misschien/Leuk dat hij komt.  
'Maybe/nice that he comes'

In this talk I will outline the semantic, structural and functional properties of semi-insubordinate att-constructions, by reviewing previous accounts of this phenomenon (Bos 1963; Aelbrecht 2006; Van linden & Van de Velde 2014) on the basis of spoken and written corpus data.

- Bos, G.F. (1963). Een verwaarloosd zinstype. In A.W. De Groot & H. Schultink (Eds.) *Studies op het gebied van het hedendaagse Nederlands*, 174–194. Den Haag: Mouton.
- Aelbrecht, L. (2006). IP-ellipsis in Dutch dialects. In J. van de Weijer & B. Los (Eds.) *Linguistics in the Netherlands 2006*, 1–14. Amsterdam: Benjamins.
- Van Linden, A. & Van de Velde, F. (2014). (Semi-)autonomous subordination in Dutch: Structures and semantic-pragmatic values. *Journal of Pragmatics* 60, 226–250.

### **Maaïke Beliën**

Universiteit Leiden / TU Delft

Auxiliary choice with three particle verbs in Dutch

Dutch verbal particles have been observed to affect perfect auxiliary choice. Van Hout (1996; 2004), for example, lists several one-argument verbs that ‘switch’ from *hebben* ‘have’ to *zijn* ‘be’ when a ‘goal’ particle is added, including *lopen* ‘walk’ and its particle variant *weglopen* ‘walk away’ (see also Booij 1990, Lieber & Baayen 1997, Broekhuis 2013).

- (1) John heeft de hele nacht gelopen (van Hout 1996, 332)  
John has the whole night walked  
‘John walked all night.’
- (2) John is weggelopen (van Hout 1996, 192)  
John is away-walked  
‘John walked away’

While this generalization holds for many such particle verbs, this presentation discusses the implications of three that show different behavior in specific contexts: *weglopen* in counterfactual contexts, *omdraaien* ‘turn around’ in the context of the talent show *The Voice of Holland* (cf. also Beliën 2014 on draaien in this context), and *afdalén* ‘descend (off)’ with atelic and telic interpretations, with and without measure phrases.

### **Margot van den Berg & T. Oosting**

Universiteit Utrecht

Zitten is het nieuwe zijn. Variatie en verandering in het gebruik van positiewerkwoorden in het Nederlands

We rapporteren in deze lezing over ons onderzoek naar variatie in beschrijvingen van statische spatiale relaties in het Nederlands. Data zijn verzameld in Nederland in 2014, 2015 en 2016 door middel van interviews met jongvolwassenen, volwassenen en ouderen aan de hand van vragenlijsten en Bowerman en Pederson’s (1992) elicitatie stimulus genaamd "Topological Relations Picture Stimulus", kortweg BowPed. Geïnterviewden kregen afbeeldingen van ruimtelijk gesitueerde objecten (x) te zien en werden vervolgens gevraagd de locatie van het object te benoemen (‘waar is x?’). Onze bevindingen verdiepen bestaande inzichten in het gebruik van positiewerkwoorden en adposities in het Nederlands met betrekking tot codeerverplichting, codeerkeuze en codeervariatie, en dragen zo bij aan het

onderzoek naar grammaticalisatie van positiewerkwoorden in het Nederlands. We sluiten af met enkele voorlopige waarnemingen uit lopend onderzoek met dezelfde stimulus onder meertalige Nederlands - Sranantongo sprekers.

### **Myrthe Bergstra**

Universiteit Utrecht

The change of Frisian infinitives

As a result of language contact with Dutch, parts of the Frisian syntax are changing. One aspect which seems to change is the distinction between two kinds of infinitives (infinitives ending in –E (e.g. *rinne* “walk”) and infinitives ending in –EN (e.g. *rinnen* “walk”). Although their distribution is supposed to be complementary, many speakers of Frisian nowadays seem to allow both options in the same contexts. To find out why precisely these items are sensitive to Dutch influence, we have to understand their syntactic structure. Traditionally the –E infinitive has been labelled “verbal” and the –EN infinitives have been labelled “nominal”, referring to the kinds of contexts they show up in (cf. Hoekstra 1997). However, there is no comprehensive theory on what exactly is nominal and verbal in the structure of these elements. This talk aims to explain the behavior of these infinitives by proposing a different internal structure for the two infinitives and relate this to the question of why this is a context for language change.

### **Jelke Bloem**

Universiteit van Amsterdam

Testing the Processing Hypothesis of word order variation using a probabilistic language model

This work investigates the application of a measure of surprisal to modeling a grammatical variation phenomenon between near-synonymous constructions. We investigate a particular variation phenomenon, word order variation in Dutch two-verb clusters, where it has been established that word order choice is affected by processing cost. Several multifactorial corpus studies of Dutch verb clusters have used other measures of processing complexity to show that this factor affects word order choice. This previous work allows us to compare the surprisal measure, which is based on constraint satisfaction theories of language modeling, to those previously used measures, which are more directly linked to empirical observations of processing complexity. Our results show that surprisal does not predict the word order choice by itself, but is a significant predictor when used in a measure of uniform information density (UID). This lends support to the view that human language processing is facilitated not so much by predictable sequences of words but more by sequences of words in which information is spread evenly.

### **Gerrit Bloothoof & Lucas van der Deijl**

Universiteit Utrecht

Voornamen in kinderboeken

Auteurs bedenken namen voor hun personages, en dat brengt ze, zeker voor kinderboeken, in een positie die vergelijkbaar is met ouders die hun kinderen namen geven. Vanaf 1950 heeft het verschijnsel van modenaam zijn intrede gedaan in de naamgeving, waardoor voornamen

uitdrukking geven aan de sociaal-culturele, etnische en linguïstische kenmerken van de sociale groep waarin die namen vaak worden gegeven. Daarom kunnen voornamen in kinderboeken een graadmeter zijn van de doelgroep en de sociale omgeving die een auteur voor ogen heeft. Recent onderzoek naar de diversiteit onder personages in de Nederlandse romanliteratuur wees bovendien op een verband tussen de (groeps)identiteiten van schrijvers en die van hun personages. Door namen van personages in kinderboeken te vergelijken met de namen die in Nederland gegeven zijn aan kinderen van ongeveer dezelfde leeftijd (bij het verschijnen van het boek), kunnen we deze relatie bestuderen. Daarmee krijgen we een indicatie welke sociale groepen in kinderboeken de bovenhand voeren, maar ook kunnen we laten zien of en hoe namen in kinderboeken afwijken van gangbare namen.

### **Minne G. de Boer**

Universiteit Utrecht

Chomsky's Syntactic Structures in historisch perspectief

De historicus van de taalkunde kan Syntactic Structures op verschillende manieren bekijken: de externe historie, als paradigmaveranderend document, de tekst zelf, als voorbeeld voor latere taalkundeteksten en inhoudelijk: wat verandert er precies? Dit laatste wil ik bekijken vanuit terminologisch standpunt, waarbij ik een onderscheid maak tussen algemene taal en vaktaal, en binnen de laatste tussen gebruikstaal en strikte terminologie, terwijl notatieproblemen een apart onderdeel vormen. Het gaat mij om de bronnen van de termen (het onderscheid tussen sentence en utterance komt van Harris, het onderscheid tussen string en sequence van de symbolische logica) en om de receptie, ook in andere talen, bijvoorbeeld Italiaans en Frans (wanneer wordt language vertaald als langue en wanneer als langage) en het Nederlands, waar een speciaal probleem gevormd wordt door het feit dat er geen vertaling van het boek is geweest: langs welke weg heeft zich dan een terminologische praktijk ontwikkeld? Ik maak gebruik van een eigengemaakte concordans en kan daarmee bijvoorbeeld de 327 voorkomens van grammar keurig indelen volgens niveau van vaktaligheid.

### **Ronny Boogaart, Timothy Coleman, Maaike Beliën & Ton van der Wouden**

Universiteit Leiden

Naar een nieuwe e-ANS

Sinds het voorjaar van 2016 werkt een team van taalkundigen in Leiden en Gent aan een inhoudelijke revisie van de Algemene Nederlandse Spraakkunst. Deze nieuwe versie van de Nederlandstalige standaardgrammatica van het Nederlands zal vooralsnog alleen digitaal gepubliceerd worden. In onze voordracht besteden we aandacht aan de achtergronden en de uitgangspunten van de revisie en bespreken we onze aanpak, geïllustreerd met voorbeelden uit de domeinen voorzetsels en ontkenning.

### **Nathalie Boonen, Hanne Kloots & Steven Gillis**

Universiteit Antwerpen

Welke rol speelt ervaring bij het herkennen van de spraak van kinderen met een gehoorverlies?

Akoestische analyses tonen verschillen aan tussen de spraak van normaalhorende kinderen en kinderen met een gehoorverlies (Lenden & Flipsen, 2007; Verhoeven et al., 2016). In een

categorisatie-experiment werd nagegaan of luisteraars deze twee groepen louter op basis van auditieve input kunnen onderscheiden. We werkten met 90 luisteraars: 30 audiologen, 30 leerkrachten en 30 onervaren luisteraars. Elke luisteraar oordeelde over de hoorstatus van een honderdtal uitingen. Deze uitingen waren afkomstig van zeven normaalhorende kinderen, zeven kinderen met een akoestisch hoortoestel en zeven kinderen met een cochleair implantaat.

Uit de resultaten bleek dat luisteraars de spraak van normaalhorende kinderen en de spraak van kinderen met een gehoorverlies goed van elkaar konden onderscheiden en beide groepen zeer betrouwbaar identificeerden. Ze slaagden er echter niet in om te differentiëren tussen een cochleair implantaat en een akoestisch hoortoestel. Ervaring met de spraak van kinderen bleek wel een invloed te hebben. Zowel audiologen als leerkrachten categoriseerden normaalhorende kinderen beduidend vaker correct dan onervaren luisteraars, die significant meer uitingen als “kind met gehoorverlies” labelden.

Lenden, J. M., & Flipsen, P., Jr. (2007). Prosody and voice characteristics of children with cochlear implants. *Journal of Communication Disorders* 40(1), 66–81.

Verhoeven, J., Hide, O., De Maeyer, S., Gillis, S., & Gillis, S. (2016). Hearing impairment and vowel production. A comparison between normally hearing, hearing-aided and cochlear implanted Dutch children. *Journal of Communication Disorders* 59, 24–39.

### **Leston Buell**

Complementizers in Egyptian Arabic

Certain complementizers of Egyptian Arabic must be followed by a nominal element, but the nature of that nominal element is non-trivial. For example, only certain complementizers allow a clitic to fulfill this requirement. An attempt will be made to explain the complex selectional properties of the complementizers entirely on the basis of case properties: certain complementizers assign accusative case, whereas not all nominal elements can bear accusative case. This analysis requires a rigorous examination of the case properties of different classes of DPs—such as of independent pronouns, referential and expletive clitics, and referential and expletive pro—to determine which classes can appear in which grammatical cases.

### **Lucas van Buuren**

linguavox.nl

It don't mean a thing if it ain't got that bostrodac fypaestmo

All speech has rhythm. Rhythmic options have fundamental deictic functions, witness: *yes but WHY did that light house keep her fly inner plane to take alta monica and grey to london if fruit flies like bananas?* A Rhythmic Alternation aXiom (RAX) saying ‘no more than two remisses between Ictuses, etc.’, entails just 9 groupings: (r)(r)I(r)(r), i.e. yamBOS, TROchee, DACTylus, (r)amPHIbrach(r), anaPAEST, MONE.

A scientific linguistics seems to require sophisticated embodied rhythmic analysis of speech. Dismissing ‘parole’ or ‘performance’ seems curiously unscientific. Inspired by Paul Feyerabend’s views on mainstream science and my own damning H-index rating (of 1!) in Google Scholar Database I hope to elaborate the above a little further still.

## **Karen De Clercq**

Universiteit Gent

Decomposing vague quantifiers

The aim of this talk is to contribute to our understanding of the internal structure and the distribution of vague or scalar quantifiers (Qs) (Horn 1989:247) like *much, many, little, few, often, seldom* and *rarely*. Even though these Qs in English are morphologically opaque, I will argue that *little, few* and *rarely/seldom* contain a Neg-feature. Evidence comes from 1) typological data (Malagasy, Japanese, Malayalam, Hixkaryana) and 2) the interaction with negative adjectives (De Clercq & Vanden Wyngaerd 2017). Based on this, I will propose a syntactic explanation for inversion data, question tags and NPI-licensing.

De Clercq, K. & Vanden Wyngaerd, G. (2017). Why affixal negation is syntactic. In *Proceedings of WCCFL 34*, Cascadia Press.

Horn, L. (1989). *A Natural History of Negation*. Chicago: The University of Chicago Press.

## **Cas Coopmans<sup>1</sup>, Marijn Struiksma<sup>2</sup>, Peter Coopmans<sup>2</sup> & Aoju Chen<sup>2</sup>**

Radboud University Nijmegen<sup>1</sup>, Universiteit Utrecht<sup>2</sup>

Automatic detection of morpho-syntactic violations in Dutch? A Mismatch Negativity study

This study investigated how the serial order of words in spoken language is processed in the brain. Using an odd-ball paradigm, we measured EEG of twenty-nine Dutch listeners while they heard Dutch subject-verb sequences (linguistic condition), and similar sequences in which the subject was replaced by filtered noise (non-linguistic condition). The subject-verb sequences differed acoustically only in the inflection of the verb, which rendered them either grammatical or ungrammatical (i.e., *wij dansen* vs. *\*wij danst*). Each sequence served once as the deviant and once as the standard in its respective condition. Activity at frontal-central regions around 150ms after deviance onset was analyzed. We found that MMNs were elicited only by deviants containing ‘dansen’. Moreover, the MMN was significantly greater in the linguistic than in the non-linguistic condition. These results are incompatible with the sequence detector model (Pulvermüller & Shtyrov 2003), which assumes automatic processing of morpho-syntactic violations and predicts the MMN in the linguistic condition to be lower than all others. We suggest a stress-based low level processing account instead.

## **Norbert Corver**

Universiteit Utrecht

Decomposing adverbs

Although the external syntax of so-called adverbs has figured quite prominently on the generative-linguistic research agenda (Cinque 1999), their internal syntax has received much less attention. In this talk, I will examine a number of Dutch adverbial expressions, among which temporal adverbs (*dan, toen* ‘then’) and the adverb *zo* ‘so’. These adverbs can occur on their own within a clause, but sometimes they are part of a bigger “adverbial” expression (stacked patterns): *toen straks, zo straks, zo strakjes, zo net, zo meteen, daar zo net, daar toen straks, daar zo juist, daar(z)o, zo langzamerhand, zo af en toe*. Building on Cardinaletti&Starke’s-1999 insight that adverbs share properties with pronouns and on Déchaine&Wiltschko’s-2002 insight that pronouns have a composite structure, I will argue that these adverbial patterns have an internal syntax too. One of the claims will be that (weak) *zo* and *toen* undergo left-

ward movement within the adverbial expression. Word order asymmetries such as *net na het feest* and *zo net* possibly hint at a reordering operation.

### **Merijn de Dreu**

LUCL, Universiteit Leiden

Attributive adjectives and relative clauses in Zulu

Attributive adjectives are sometimes analyzed as reduced relative clauses (Kayne 1994). Zulu adjectives might bring new light to this discussion. In Zulu, attributive adjectives have the same morphology as relative clauses. This suggests that attributive adjectives really are relative clauses. I will look at new evidence such as non-intersective adjectives and the interpretation of tense of attributive adjectives and relative clauses to determine whether attributive adjectives in Zulu are indeed relative clauses.

### **Jorik van Engeland**

Universiteit Utrecht

De structuur van dubbelobjectconstructies in het Nederlands

De objecten van ditransitieve werkwoorden komen voor in verschillende zinsposities:

- (1a) dat Jan <*morgen*> de meisjes <*morgen*> het boek <*morgen*> zal geven
- (b) \*dat Jan <*morgen*> het boek <*morgen*> de meisjes <*morgen*> zal geven
  
- (2a) dat <*gisteren*> de meisjes <*gisteren*> het boek <?\**gisteren*> werd gegeven
- (b) dat <?\**gisteren*> het boek <*gisteren*> de meisjes <?*gisteren*> werd gegeven

Uit (1) blijkt dat bij actieve ditransitieven het indirect object (IO) ‘de meisjes’ altijd het direct object (DO) ‘het boek’ moet voorgaan en dat elke objectpositie t.o.v. het bijwoord beschikbaar is. De omgekeerde volgorde veroorzaakt ongrammaticaliteit, ongeacht de objectpositie t.o.v. het bijwoord. Bij passieve ditransitieven komen beide volgordes voor, met een beperkt aantal objectposities t.o.v. het bijwoord.

Mijn analyse is gebaseerd op Den Dikken (2012, *Nederlandse Taalkunde*), die uitgaat van een Small Clause, met het DO als subject en het IO als predicaat. De volgordes in (1) en (2) zijn te verklaren door verplaatsing van het IO voor licensing, en de vrije SpecIP-positie in (2). Deze analyse bouw ik verder uit voor het Vroegmodernnederlands.

### **Hanna Fricke**

Leiden University

The rise of clause-final negation in Flores-Lembata languages: A Jespersen’s Cycle

The Austronesian Flores-Lembata languages in Eastern Indonesia show great variation in negation patterns. In this paper, I focus on the languages of this subgroup that use clause-final negators and on the development of this negation pattern. This is a pattern that is not considered to be inherited Austronesian but rather emerged in several Austronesian languages in Eastern Indonesia due to contact to non-Austronesian (Papuan) languages (Reesink 2002:246).

By comparing negation structures in these languages, I investigate the diachronic stages of the different patterns and the lexical origin of the clause-final negators. I propose a develop-

ment in different phases from pre-predicate negation only (typical Austronesian), over embracing negation, to clause-final negation only (typical Papuan). This circular development from simple negation to double negation and back to simple negation is cross-linguistically well-known and has been named Jespersen's Cycle (Jespersen 1917; Hoeksema 2009:16). This study provides a supporting case for Jespersen's Cycle, with the particularity that the circular change of negation patterns has been triggered by contact.

**Aliza Glasbergen-Plas, Stella Gryllia, Leticia Pablos & Jenny Doetjes**

Universiteit Leiden

Balancing experimental control and ecological validity: a methodology for prosody research

Currently, two methods are commonly used in prosody research: recording pre-scripted, isolated utterances and eliciting speech as part of a communicative task. Both methods have their advantages and disadvantages. The first method can be argued to lack naturalness and does not take discourse properties into account, while the second sacrifices some control over the specific properties of the collected data. We designed an experimental paradigm that combines the advantages of both methods. We used scripted stimuli. This allows for the controlled data collection needed to keep features constant across conditions, enabling a reliable comparison of prosodic properties. We embedded the target utterances in short dialogues, allowing for the study of discourse factors. The experimental paradigm mimics a real-time conversation. We used this paradigm in a production experiment which investigated the influence of context on the prosody of questions in French. I will lay out the experimental paradigm and show that it yielded reliable and naturalistic data.

**Claire Goriot, Mirjam Broersma, Roeland van Hout, James McQueen & Sharon Unsworth**

Radboud Universiteit Nijmegen

De relatie tussen vroeg vreemdetalenonderwijs en de ontwikkeling van het fonologisch bewustzijn

Steeds meer scholen in Nederland bieden Engels aan vanaf de kleuterklas (VVTO-E). Wellicht heeft dit type onderwijs niet alleen invloed op de Engelse taalvaardigheid, maar ook op andere aspecten van de taalontwikkeling, zoals het fonologisch bewustzijn: het besef dat woorden uit afzonderlijke klanken bestaan en dat die klanken gemanipuleerd kunnen worden. Eerder onderzoek suggereert dat bij kinderen die vanaf hun geboorte tweetalig opgevoed worden het fonologisch bewustzijn eerder ontwikkelt dan bij eentalige kinderen. De vraag is of deze versnelde ontwikkeling zich ook voordoet bij kinderen die vanaf de kleuterklas Engelse les krijgen. In dit onderzoek zijn bij 241 kinderen (50,6% vroeg Engels) uit de eerste drie groepen van de basisschool taken afgenomen die het fonologisch bewustzijn meten. Leerlingen die Engelse les kregen presteerden significant beter op de Engelse woordenschattoets ( $M_{diff} = 5.88$ ,  $p = .003$ ), maar niet op de taken die betrekking hadden op het fonologisch bewustzijn. Verschillen in de ontwikkeling van het fonologisch bewustzijn lijken samen te hangen met individuele ontwikkelingsverschillen in bijvoorbeeld woordenschat en geheugen.

## **Maria van de Groep, Joske Piepers, Hans van Halteren & Helen de Hoop**

Radboud Universiteit Nijmegen

Grote Taaldag 2017, je was weer geweldig!

Op sociale media lijkt er een trend te bestaan waarbij mensen plekken (zoals steden en festivals) aanspreken alsof het personen zijn (“Amsterdam, je was weer geweldig vandaag!”). Uiteraard kan een plaats niet werkelijk fungeren als gesprekspartner, dus de vraag is waarom mensen dit zo doen (zie ook Pascual 2014). In een Twittercorpus hebben we onderzocht wat er zoal fictief wordt aangesproken in tweets en welke (soorten) eigenschappen er beschreven worden. Hierbij maken we een onderscheid tussen eigenschappen die je ook tegen een echt persoon zou kunnen zeggen, zoals “Amsterdam, je bent prachtig in het zonlicht”, eigenschappen die je niet zo snel tegen een echt persoon zou zeggen, zoals “Amsterdam, je ruikt naar kebab”, en eigenschappen die geen eigenschappen van een echt persoon kunnen zijn, omdat ze specifiek betrekking hebben op de plaatsen die worden aangesproken, zoals “Amsterdam, je grachten zijn mooi”. In onze presentatie zullen we een verklaring schetsen voor dit fenomeen.

## **Nynke de Haas**

Universiteit Utrecht

The Middle English Northern Subject Rule: fine-grained morphosyntactic variation

The Northern Subject Rule (NSR) is typically analysed as a combination of two effects: the subject condition (under which pronoun subjects trigger different inflection than full noun phrase subjects) and the adjacency condition (under which the special inflection with pronoun subjects is only triggered when verb and subject are adjacent). However, in present-day English NSR dialects, syntactic configurations in which the subject and the finite verb are nonadjacent do not uniformly affect verbal inflection. This talk will illustrate similar patterns in Middle English texts from the LAEME and MEG corpora, and highlight the roles various syntactic constructions played in the NSR in Middle English.

The paper will also yield insight into diatopic and diachronic variation in Middle English. It will be shown that although the traditional dialect differences between Northern, East Midlands and West Midlands dialect areas remain visible, the primary dialect division revealed by the NSR variation is one between North and South, where the NSR pattern (or variation related to it) spread southward during the Middle English period.

## **Frans Hinskens, Stefan Grondelaers & Eva Smidt**

Meertens Instituut (KNAW), VU

Introducing Sprekend Nederland, a recent multi-purpose collection of Dutch speech

Sprekend Nederland is a collection of Dutch speech that has recently been compiled via crowd-sourcing, using a free smartphone app. After a brief sketch of the history of the project as well as the persons and institutions involved, we will outline the aims, which are two-sided: informing a general audience about geographical, social and cultural variation in contemporary spoken standard Dutch on the one hand, and assembling a huge and rich data base for scholarly research on the other. Next we will sketch the approaches taken to the recruitment of participants and the design of the instruments with which both the participants’ speech and their perception of speech was systematically collected. Subsequently we give a first indication of the size and dimensions of the database. A small-scale variationist pilot study will then

serve to illustrate several, mutually related aspects of the data. Finally, we will give a preliminary overview of prospective research topics from several areas of modern linguistics.

**Marko Hladnik<sup>1</sup>, Tanja Temmerman<sup>2</sup>, Sterre Leufkens<sup>1</sup>, Will Harwood<sup>2</sup>, Jeroen van Craenenbroeck<sup>2</sup> & Norbert Corver<sup>1</sup>**

Universiteit Utrecht<sup>1</sup>, KU Leuven<sup>2</sup>

The syntax of idioms database: New data from Dutch dialects

In a four-year research project, we studied the internal and external syntax of idioms. To contribute to existing research concentrating on a set of English poster-child idioms, we collected idioms from dictionaries from 14 Dutch varieties both in the Netherlands and Flanders. Subsequently, we systematically tested syntactic manipulations of these idioms by asking native speakers of these varieties for their judgments. All dictionary and fieldwork data have been stored in an online, easily searchable database, together with syntactic analyses, word-by-word glosses and translations. In our talk, we will demonstrate the opportunities for systematic investigation that this database offers.

Analyses of our data show that idioms follow regular syntactic rules, rather than being atomic units, stored wholesale in the mental lexicon (cf. Jackendoff 1977). We demonstrate this by means of evidence from three syntactic phenomena in three Dutch dialects: determiner drop in dialects from Groningen, possessive alternations in the dialect from Leuven, and perfect doubling in the dialect of Tessengerlo.

**Eric Hoekstra<sup>1</sup>, Anne Merkuur<sup>1</sup>, Marjoleine Sloos<sup>1</sup>, Jeroen van de Weijer<sup>2</sup>**

Fryske Akademy (KNAW)<sup>1</sup>, Shanghai International Studies University<sup>2</sup>

Analogie, frequentie en de mentale representatie van paradigma's

Historisch gezien gebruiken steeds meer Engelse werkwoordsparadigma's (met oorspronkelijk patroon a) dezelfde stam voor verleden tijd en deelwoord. Daarbij wint patroon (b) het van patroon (c):

Patroon a: /ɪ - æ - ʌ /

Voorbeeld (a): sing - sang - sung

Patroon b: /ɪ - ʌ - ʌ /

Voorbeeld (b): cling - clung - clung

Patroon c: /ɪ - æ - æ /

Voorbeeld (c): sit - sat - sat

Waarom is dat? Bybee & Slobin (2007) blijven het antwoord schuldig. Volgens ons volgt dit uit productiviteit en bereik van de patronen in (b) en (c). Uit een analyse van onregelmatige werkwoorden blijkt dat:

- (1) het /ʌ/-patroon een veel hogere typefrequentie in de deelwoorden heeft dan het /æ/-patroon
- (2) het /ʌ/-patroon aangetroffen wordt bij een veel grotere verscheidenheid van coda's dan het /æ/-patroon, dus een groter analogisch bereik heeft.

Dit strookt met het psycholinguïstische inzicht dat een grotere vormgelijkheid eerder tot vormaanpassing leidt dan een kleinere vormgelijkheid.

## **M. Huijbregts**

Universiteit Utrecht

Uniform core and variable periphery

A strong thesis of the capacity for language holds that structure building and labeling are independent operations that take primacy over linear order. The latter is relevant only for the mapping to sensorimotor interface systems. The former operations determine core properties of natural language. Here we will consider some still unresolved problems that receive natural answers from a POP-constrained version of morphology. First, why can't compound verbs like "stofzuigen" vs. "hersenspoelen" support strong conjugation (cf. \* "stofzoog" vs. "hersenspoelde")? Second, how could verbal inflection end up on nominal elements in verbs like "klapwieken" or "stampvoeten" that also contradict RHR? Third, what explains correlating properties of word stress and transitivity in "doorlopen" or "omkleden" vs. "dóorlopen" or "ómkleden"? Finally, how do we account for standard counterexamples to RHR like "bevuilen" or "verhuizen"? These seemingly troubling questions receive foundational answers that support SMT. Narrow syntax and morphology are intercalated and can be unified, both reducible to the same principles of simple merge (structure building) and minimal search (efficient labeling). Distributed Morphology follows as a consequence.

## **Vera Hukker & Petra Hendriks**

Rijksuniversiteit Groningen

Children's sensitivity to speaker intentions in the interpretation of spatial prepositions

Spatial prepositions such as 'in front of' and 'behind' can be used to describe the position of objects in space. Speakers can use these prepositions to describe the relative position of objects from their own, ego-centric perspective, but also from the listener's perspective. Without clarification of which perspective a speaker takes, there is ambiguity for the listener as to the intended interpretation. The current study investigated how child and adult listeners interpret spatial prepositions when speaker and listener have opposite spatial perspectives. In addition, we investigated whether listeners' interpretations depend on the speaker's intention (description versus instruction). Dutch-speaking children (n=57, range 8;11–11;3, mean age 10;1) and adult controls participated in three computerized tasks: a sentence-picture verification task, an act-out task, and a perspective taking task. We hypothesized that children have difficulty taking another person's perspective and have a stronger preference than adults to interpret prepositions from their own perspective. Furthermore, it is expected that descriptions by an opposite speaker give rise to fewer ego-centric interpretations than instructions.

## **Jan Hulstijn**

Universiteit van Amsterdam

Determining the lower bound for near-native control of L2 grammatical knowledge in end-state nonnative speakers

Comparing language proficiency in native and nonnative speakers (NSs and NNSs) is fraught with conceptual and methodological difficulties. This paper proposes to deconstruct the NS notion by distinguishing NSs extralinguistically (i) along a biographical/environmental continuum from pure monolingualism to complete bi- or multilingualism and (ii) in terms of social-psychological attributes (age, level of education, profession, etc.). This would enable the study of linguistic cognition (language proficiency) as a function of variables along these two

dimensions. On the basis of a small corpus of speech produced by 98 adult NSs of Dutch, differing in age (18-76) and level of education and profession (High v. Low), I argue that the notion of grammatical cognition shared by all NSs is neither empty nor trivially small and that it may constitute the lower bound of near-native control of L2 grammatical knowledge. This approach might be fruitful in addressing two classical questions: (i) Is there a critical period for L2 acquisition? and (ii) Can bilinguals attain ‘complete’ command of both their languages?

**Lysbeth Jongbloed-Faber**

Fryske Akademy / Maastricht University

Taal en de constructie van sociale identiteit online

Sociale media worden steeds belangrijker in onze dagelijkse communicatie en kunnen mensen verbinden, onafhankelijk van plaats en tijd. Voor kleine talen als het Fries vormt deze onafhankelijkheid zowel kansen als bedreigingen. Enerzijds blijft het mogelijk voor mensen die vertrokken zijn uit Friesland om in het Fries te communiceren, anderzijds wordt vaak het Nederlands of Engels op sociale media gebruikt om het publiek te maximaliseren. Het gebruik van regionale taalvarianten wordt niet langer beschouwd als het automatische gevolg van waar iemand is opgegroeid; met specifieke taalvarianten kunnen sociale identiteiten worden geconstrueerd, al dan niet geassocieerd met een bepaalde plek of regio (Johnstone, 2010). De band ‘De Hûnekop’ komt uit de Friese Wouden en zingt in het Woudfries. De berichten op Facebook en Twitter van de band en zijn fans laten zien hoe taal op sociale media wordt ingezet om sociale identiteiten, vaak verbonden met (delen van) Friesland, te construeren.

Johnstone, B. (2010). Indexing the local. In N. Coupland (Ed.). *The Handbook of Language and Globalization*, 386–405. Malden, MA: Wiley-Blackwell.

**Dennis Joosen & Helen de Hoop**

Radboud Universiteit Nijmegen

Topic drop: Dutch chat language vs. spoken Dutch

Topic drop, the grammatically acceptable omission of constituents with discourse topic status from the position preceding the finite verb in Dutch declarative matrix clauses, has been described in previous literature as a spoken language phenomenon. Nevertheless, it seems to have made its appearance in written language as well, or more specifically: in Dutch chat language. Perhaps even to such an extent that it would be more adequate to describe topic drop in Dutch as a characteristic feature of chat language, instead of as a typical spoken language phenomenon. To test this claim, we use corpus data and investigate whether there are quantitative and qualitative differences in the use of topic drop between Dutch chat language and spoken Dutch. Preliminary results suggest that topic drop is indeed more frequent in Dutch chat language than in spoken Dutch, yet shows similar distributional properties in both modalities.

**Jacqueline van Kampen**

Universiteit Utrecht

Directionality switch in V-clusters with the perfective auxiliary *have*

I will discuss the directionality switch of the perfect auxiliary *have* in triple V-clusters from a learnability perspective. The directionality switch of the perfective auxiliary appears in some Germanic languages/dialects (Haegeman 1998, Wurmbrand 2003, Barbiers 2005, Biberauer 2010). West Flemish and Afrikaans have a right-branching V-cluster (1-2-3), but they optionally switch to a leftward-selecting perfective auxiliary, which gives rise to a mixed order 2-3-1 (*willen<sub>2</sub> lezen<sub>3</sub> eet<sub>1</sub>*). By contrast, the left-branching V-cluster in standard German switches to a rightward-selecting perfective auxiliary, which gives rise to a mixed order 1-3-2 (*hat<sub>1</sub> lesen<sub>3</sub> wollen<sub>2</sub>*). The IPP effect is obligatory in standard German and in West Flemish, but it is optional in Afrikaans (Zwart 2007).

I propose to derive the directionality switch as a matter of category assignment by the acquisition procedure and will consider the IPP effect in the same light.

### **Darlene Keydeniers, Jeanne Eliazer & Jeannette Schaeffer**

University of Amsterdam

Definite-indefinite article choice in Dutch child language

Many acquisition studies indicate that cross-linguistically, children overgenerate the definite article in indefinite contexts. However, the age at which children are claimed to no longer make this production error ranges from 4-9. In an attempt to resolve these mixed results, we combined the methods of two different studies (Schaeffer & Matthewson 2005 (SM) and Van Hout, Harrigan & deVilliers 2010 (HHV)) and carried them out with the same group of Dutch-acquiring children (N=82) aged 2-10 and an adult control group (N=23). The results show that a) the adults score at ceiling in the SM conditions, while only scoring around 70% correct in the HHV conditions; b) the children score adultlike in the SM indefinite condition from age 4 on, as opposed to still overgenerating the definite article at age 9 (50%!) in the HHV indefinite condition. This suggests that different methods lead to different results indeed, and lend stronger support to SM's (2005) proposal that children younger than 4 lack the pragmatic Concept-of-Non-Shared-Assumptions than to HHV's (2010) OT account.

### **Samir Khalaily**

AlQasemi College

Palestinian Arabic proper names and metaphor

This paper argues that P(alestinian) A(rabic) proper names can undergo metaphorization, just like common nouns, contra the common assumption, as demonstrated in (1).

(1) Zida:n bifakkir ĥa:l-u Afla:taon

Zidane thinks self-3ms Plato

“Zidane thinks himself Plato”

The predicative use of proper names provides support to the hypothesis that proper names, just like other nouns, have sense in addition to reference (Frege). At first sight, it seems that it holds true of only a small subset of famous proper names associated with some general meaning, Plato being a lexicalization of the abstract type/concept PHILOSOPHER. PA and Hebrew identity sentences demonstrate that all proper names in principle can undergo metaphorization. Moreover, the linguistic fact that the “middle” name in PA must be adorned with the definite article al- (‘the’) when it functions as a family name gives support to the claim that

proper names can be used predicatively and family names are attributive modifiers rather than referring expressions. The paper concludes with some theoretical implications.

### **Hanne Kloots & Nathalie Boonen**

Universiteit Antwerpen

Vlaamse tussentaal vs. Missingsch: zoek de verschillen

Contact tussen talen en taalvariëteiten kan leiden tot het ontstaan van mengtalen en tussenvariëteiten (Riehl 2009). In deze bijdrage vergelijken we twee West-Europese tussenvariëteiten die voor zover ons bekend nooit eerder vergeleken zijn: Vlaamse tussentaal en het Missingsch uit Noord-Duitsland. Vlaamse tussentaal situeert zich tussen Standaardnederlands en de dialecten van Noord-België. Het Missingsch ontstond in de 17de eeuw, toen het Hoogduits en het Nederduits “ungleiche Nachbarn” werden (Elmentaler 2009), en sprekers met Nederduits als moedertaal overschakelden op Hoogduits. Bij onze literatuurstudie stelden we overeenkomsten vast tussen tussentaal en Missingsch, bv. negatieve connotatie, samenhang met dialectverlies, associatie met een taalleerproces en hypercorrectie. Maar beide verschillen ook van elkaar. Zo overbruggt Vlaamse tussentaal een structureel kleinere afstand dan het Missingsch, dat elementen combineert uit een taal met en zonder tweede klankverschuiving. Daardoor beantwoordt het Missingsch ook iets beter aan de definitie van een “mengtaal” dan tussentaal. Verder is Vlaamse tussentaal een gesproken variëteit, terwijl Missingsch vooral geassocieerd wordt met historische, vaak literaire teksten. Mede daarom is er nood aan een verschillende onderzoeksmethodologie.

Elmentaler, M. (2009). Hochdeutsch und Platt - zwei ungleiche Nachbarn. In M. Elmentaler (Hrsg.), *Deutsch und seine Nachbarn*, 31–45. Frankfurt: Lang.

Riehl, C. (2009). *Sprachkontaktforschung. Eine Einführung*. Tübingen: Gunter Narr.

### **Anna de Koster, Jakub Dotlacil & Jennifer Spenader**

University of Groningen

Children's understanding of distributivity and adjectives of comparison

Young children are often oblivious to explicit distributive markers like *each*, allowing them to have both a collective and a distributive reading, while adults reject collective readings (Brooks and Braine, 1996). Furthermore, while adults reject distributive readings of definite plural noun phrases (Moltmann, 1992; Dotlacil, 2010), children fully accept them (Pagliarini et al., 2012). Perhaps children understand distributivity/collectivity like adults, but are just more permissive. This would predict that other markers sensitive to distributivity, e.g., the adjective of comparison (AOC) ‘different’ should show the same development as distributive readings. We conducted two studies to investigate this. Study 1 examined children’s development of distributivity and study 2 aimed to find a relationship between distributivity and the sentence-internal reading of the AOC ‘different’. We found that children learn to understand ‘each’ before they start rejecting ‘the’ in the distributive interpretation. The results of study 2 indicated that the sentence-internal reading of ‘different’ is indeed dependent on distributivity, but it also made clear that further research is necessary to specify this relationship further.

Brooks, P. J. & Braine, M. D. (1996). What do children know about the universal quantifiers all and each? *Cognition* 60(3), 235–268.

- Dotlačil, J. (2010). *Anaphora and Distributivity. A Study of Same, Different, Reciprocals and Others*. Utrecht: Utrecht University dissertation.
- Moltmann, F. (1992). Reciprocals and same/different: Towards a semantic analysis. *Linguistics and Philosophy* 15(4), 411–462.
- Pagliarini, E., Fiorin, G. & Dotlačil, J. (2012). The acquisition of distributivity in pluralities. In *Proceedings of the Annual Boston University Conference on Language Development*, volume 2, pages 387–399.

### **Manon van der Laaken**

Universiteit van Amsterdam / NKI-AvL

Addressing psychosocial distress? A multi-perspective analysis of the effects of the Lastmeter on doctor-patient interaction during follow-up oncology consultations

Many studies indicate that physicians tend to limit themselves to biomedical concerns in their consultations, and avoid psychosocial topics, even though it is widely agreed that psychosocial distress needs to be discussed, especially in cancer care. To remedy this, screening instruments such as the Lastmeter are increasingly being used as discussion tools to introduce the discussion of psychosocial problems during the consultation.

Earlier findings in this project have shown that follow-up consultations without the Lastmeter overwhelmingly orient towards wellness. Several doctors in the study expressed concern that the introduction of the Lastmeter would not just open up the possibility for the discussion of psychosocial concerns, but would completely shift the focus towards distress. This paper combines insights from pragmatics, conversation analysis and ethnography of communication to analyse the effects of the use of the Lastmeter on doctor-patient interaction in cancer consultations, focusing on the following research question: Does the introduction and discussion of the Lastmeter in the follow-up cancer consultation affect the orientation of the consultation, and if so, how?

### **Ora Matushansky**

SFL (CNRS/Universite Paris 8)

Edo copular particles and the PredP hypothesis

The PredP theory (Bowers 1993, 2001) claims that non-verbal predication is only possible via a functional head (Pred<sup>o</sup>) intervening between the subject and the predicate of a small clause. To support this claim, Baker 2003 uses the Volta-Niger language Edo, where adjectival and nominal predicates are introduced by different copular particles. Relying on data and analyses from Melzian 1937, Omoruyi 1986, Baker 2003 himself, and Ogie 2009, among others, I will argue that Edo copular particles should not be analyzed as Pred<sup>o</sup>, but should rather be viewed as non-verbal copulas. I will discuss the implications of this conclusion in the more general context of eliminating PredP from the linguistic theory.

### **Caitlin Meyer**

Universiteit van Amsterdam

Ordinal acquisition: the state of the obvious

Data from ±250 Dutch and American children (2;08-6;4) show that irregular ordinals (e.g. *derde* ‘third’) are acquired after regular forms (*negende* ‘ninth’) and analytic ordinals (*auto*

*drie* ‘car thee’). This may seem obvious: it only makes sense for children to prefer regularity. Or does it? This talk highlights why, on ‘second’ thought, these findings are neither simple nor inconsequential for approaches on numerical development and language acquisition. Using novel evidence from a series of Give Me/Tell Me tasks (Wynn 1992, Colomé & Noël 2012), we argue that children acquire ordinals in a rule-based, rather than lexical, fashion (cf. Yang 2016), in which children use the morphosyntactic properties of ordinal forms to acquire ordinal meaning. This goes against purely frequency-reliant approaches and other ideas that may be plausible given e.g. acquisition patterns found for other phenomena. They also show that both a linguistic and a conceptual component are at play: children use language to apply knowledge developed in cardinal acquisition to the ordinal domain.

### **Emiel van Miltenburg**

Vrije Universiteit Amsterdam

Automatisch afbeeldingen beschrijven: een taalkundige analyse

Computers zijn tegenwoordig in staat om automatisch afbeeldingen te beschrijven in natuurlijke taal. Deze techniek maakt het straks bijvoorbeeld mogelijk voor blinden en slechtzienden om op sociale media te begrijpen wat voor foto’s er gedeeld worden door hun vrienden. In deze lezing beschrijf ik de techniek, en vooral de taaldata die ten grondslag ligt aan de huidige beschrijvingssystemen, waarbij ik me richt op de volgende vragen:

1. Hoe beschrijven mensen afbeeldingen?
2. Welke pragmatische fenomenen kunnen we observeren in hun beschrijvingen?
3. Hoe beschrijven computers afbeeldingen?
4. Hoe verschillen automatische beschrijvingen van menselijke?

Ten slotte bespreek ik de ethische problemen in het modelleren van menselijke beschrijvingen; hoe voorkom je bijvoorbeeld dat computers ook al onze vooroordelen overnemen in het beschrijven van afbeeldingen van andere mensen? Hier ligt ook een taak voor de taalkunde: hoe zou een computer eigenlijk horen te praten over afbeeldingen?

### **Gijs Mulder & Elke Brouwer de Koning**

Radboud University, CLS

Hombrecitos versus mujercitas: diminutives in Spanish

Spanish possesses a rich and productive repertoire of diminutive suffixes. In addition to expressing small size, diminutives are used for a wide range of evaluative meanings. In this talk we present a qualitative, corpus-based study into the use of *-ito/-ita*, the most frequently used Spanish diminutive, with nouns that designate male and female persons, e.g. *hombrecito* (man-DIM) and *mujercita* (woman-DIM). The analysis shows that *mujercita* is used more often to convey affection but can as well have a pejorative meaning. The results suggest that the use of *-ito* and *-ita* reflects the prevailing power relations. Diminutives are typically used for referring to persons that do not belong to dominant group: they are not adults, they are not masculine, they are part of another social group.

## **Jan Odijk**

Universiteit Utrecht

Voorzetsels: wel of niet met een R-pronomen?

Naar aanleiding van contrasten zoals in (1a,c) v. (1b):

- (1) a. Hij stond onder mij / onder me / hieronder
- b. Hij liep naar mij / \* naar me / \* hiernaar
- c. Hij liep naar mij toe / naar me toe / hiernaartoe

onderzoeken we de descriptieve generalisatie (3):

(2) voorzetsel kan een zwak voornaamwoord als complement nemen  $\Leftrightarrow$  Voorzetsel kan met een R-pronomen optreden

We zullen zien dat deze descriptieve generalisatie in hoge mate geldig is, maar ook dat er enkele uitzonderingen op zijn. De meeste hiervan zijn echter systematisch en toe te schrijven aan onafhankelijke factoren. We stellen, zeer tentatief, een analyse voor die de descriptieve generalisatie (en de meeste uitzonderingen erop) afleidt. In onze analyse speelt een fonologische eigenschap van bepaalde voorzetsels een cruciale rol. We vergelijken onze analyse met gerelateerd werk, in het bijzonder Zwarts (1995, 1997) en Ruys (2008).

## **Marc van Oostendorp**

Meertens Instituut

Phonological structure as lambda functions

I propose an analysis of phonological structure as a set of lambda functions. This means that all there is to phonology is structure; the 'computation' does not consist of rules or any other kind of input-output mapping (as in OT), but in very general (and universal) combinatorial rules.

An earlier 'categorical' theory of phonological structure was proposed by Deirdre Wheeler in the 1980s. This only formalized phonotactics. I demonstrate how also subsegmental structure can be understood in this way, i.e. how we can formalize relations between features in the same way, introducing a different kind of relation.

The result of this is that the language learning child only has to learn a number of primitives (phonological features), which can be combined. Time permitting, I will show an implementation of these ideas in a functional language.

## **Nantke Pecht**

Maastricht University

Socio-historical development and grammatical features of a miners' variety

In this talk, I discuss the socio-historical development and salient grammatical features of a variety labeled 'German' by its speakers; a variety spoken in the multilingual former coalmining neighborhood of Eisdén-cité, Belgian-Limburg. By drawing on data of semi-structured interviews, observations and sociolinguistic fieldwork (Labov, 2001), collected in 2015/16 I first show how the social circumstances have contributed to its use in the 1930s/40s. I then outline salient morphosyntactic features of individual speakers. Based on the concept of

‘strategies of neutrality’ by Myers-Scotton (1976), I propose that this variety initially surged as a ‘strategy of sharing’, but over the years developed into a male in-group language – a fusion of German, Belgian Dutch and Limburgian – spoken in informal contexts (Auer & Cornips, *forthc.*; Pecht, 2013, 2015). Yet, who has the right, and who does not, to speak it? I further argue that the social stratification of the community, with men working in the mine and women in domestic spaces, led to a ‘separation of ‘symbolic capital’ (Bourdieu, 1991).

### **Marjolein Poortvliet**

University of Oxford

*Proeven* as an acquired taste: Semantic change among gustatory verbs, from Early Middle Dutch to present-day Dutch

Dutch has two gustatory verbs: *proeven* and *smaken*, which differ in that *proeven* is transitive taking an experiencer subject and a stimulus object and *smaken* is a copula taking a stimulus subject and a predicative adjective. Understudied is the fact that *smaken* was used in older stages of Dutch as transitive gustatory verb:

(1) *hi smaecte die dod*

‘he tasted death’. (Rijmbijbel, 1285)

I discuss the diachronic rise of *proeven* (from Old French prover) and demonstrate its semantic expansion and semantic reduction of *smaken*, based on corpora from Early Middle Dutch to present-day Dutch. I present the semantic shift over time (see 2) from *proeven* expressing meaning (i) and *smaken* expressing meanings (ii)- (iv) to *proeven* expressing meanings (i)-(iii) and *smaken* only meaning (iv). As constructions like *dat proeft lekker* are increasingly used in spoken Modern Dutch, I hypothesize that *proeven* will eventually also adopt meaning (iv).

(2) (i) to prove/to try > (ii) to experience > (iii) to taste (transitive) > (iv) to taste (copular)

### **Cora van de Poppe**

Universiteit Utrecht

Semantische en stilistische aspecten van genitiefvariatie in het toneel van D.V. Coornhert (1522-1590)

In de context van het NWO-project ‘Language Dynamics in the Dutch Golden Age’ (Universiteit Utrecht) behandelt deze lezing de effecten van zowel het interne taalsysteem als stijl op genitiefvariatie in de toneelstukken van D.V. Coornhert (1522-1590). In de historische sociolinguïstiek is vroegmodern genitiefgebruik meerdere malen onderzocht, maar dit betreft onderzoek naar genitiefvariatie tussen regionale of sociale groepen. Deze lezing zet een vervolgstap en brengt variatie binnen een individuele taalgebruiker onder de aandacht: intra-auteur variatie. Het betreft bovendien een taalgebruiker met een bijzondere belangstelling voor de variatiemogelijkheden van taal: Coornhert zette zich in voor verbetering van de Nederlandse taal en wilde zijn lezers via begrijpelijk Nederlands moreel opvoeden.

Uit mijn analyses blijkt dat het taalsysteem patroonmatige variatie mogelijk maakte: de verschillende genitieven werden gebruikt in onderscheiden semantische relaties. Daarnaast bepaalden stilistische en didactische keuzes het gebruik van de genitief. Coornherts genitieven

blijken dikwijls onderdeel van een literaire of retorische strategie: zij hielpen de lezer bij het maken van afwegingen of het verwerven van inzichten. Zo ondersteunde variatie de weg naar morele perfectie.

### **Hanneke Pot**

Universiteit van Amsterdam/ Inholland

T2PR: to do or not to do met jonge beginnende tweedetaalleerders?

Wat te doen met leerlingen die, zonder dat zij Nederlands verstaan, in groep 1 de basisschool binnenkomen? Leerkrachten zijn handelingsverlegen en de gebruikte vve-programma's genereren voor deze kinderen onvoldoende begrijpelijk taalaanbod. Bovendien is het leren van doelwoorden die aangeboden worden via lopende spraak in leergesprekken en voorleesverhalen, zoals gebruikelijk in deze programma's, voor hen een zware opgave (Bacchini, 2012). Dat geldt ook voor het direct moeten produceren van doelwoorden. Wat zijn de alternatieven?

Total Physical Response (TPR) is wereldwijd een veel toegepaste aanpak bij vreemdetalenonderwijs, onder andere om snel een start te kunnen maken met de doeltaal. In Nederland wordt TPR echter nauwelijks gebruikt bij tweedetaalonderwijs op de basisschool, en zeker niet in de onderbouw. Er is internationaal weinig betrouwbaar wetenschappelijk onderzoek gepubliceerd naar de effectiviteit van TPR in het algemeen en bij jonge kinderen in het bijzonder.

Hanneke Pot presenteert het eerste experiment uit haar promotieonderzoek naar het effect van TPR bij pre- en re-teachingsactiviteiten voor vierjarige beginnende tweedetaalleerders, in de context van een vve-programma.

### **Cora Pots**

KU Leuven

Variation in *te*-placement in Dutch infinitival three-verb clusters

The morphosyntactic variation in Dutch finite verb clusters has been studied extensively (cf. Wurmbrand 2015), in contrast to their non-finite counterparts. I present new data on the placement of the infinitival marker *te* 'to' in Dutch three-verb clusters. I show that a subgroup of Dutch speakers allows *te* to occur on a different verb than we would expect it to appear on based on selection criteria. In (1), *te* should appear on V1 (because it is selected by the infinitival complementizer *om* 'for'), but some speakers allow it to surface on V2. What is not possible however, is the placement of *te* on V3.

- (1) ... om dat huis <te> hebben<sub>1</sub> <%te> kunnen<sub>2</sub> <\*te> kopen<sub>3</sub>.  
for that house to have.INF to can.INF to buy.INF  
'... to have been able to buy that house.'

I will analyze this *te*-displacement as a PF phenomenon. In addition, I will show how these findings inform us on the size of the different VPs in the cluster.

## **Saskia van Putten**

Radboud Universiteit Nijmegen, Centre for Language Studies

The Avatime quotative: syntactic properties, functions and development

Avatime (Kwa – Niger-Congo, spoken in Ghana) has a verb *si* ‘say/tell’ which is also used as a quotative particle and complementizer. This is a common pattern in African languages. However, the Avatime quotative has a few unusual properties such as the possibility for co-occurrence of the verb and particle within a single construction, the possible positions of the particle within the sentence, and the use of the particle to introduce an addressee argument.

Quotative markers and complementizers, in Africa and elsewhere, have often been claimed to derive from verbs of saying (e.g. Lord 1976, Heine et al 1993). However, Güldemann (2002, 2008) suggests a different path of development where quotatives may derive from other types of elements and develop further into (defective) verbs.

In this talk, I present the syntactic properties and semantic functions of the Avatime quotative *si* and discuss how these fit in with the two alternative hypotheses of the development of quotatives.

## **Yunyun Ran<sup>1,2</sup>, Marjoleine Sloos<sup>1</sup> & Jeroen van de Weijer<sup>2</sup>**

Fryske Akademy<sup>1</sup>, Shanghai International Studies University<sup>2</sup>

Cantonese tones in English intonation

The close relation between tone and intonation leads one to suspect that the tones in a first language may surface in second language intonation. We hypothesize that Guangzhou English learners whose first language is Cantonese speak rather flat L2 English, where intonation is sprinkled with Cantonese tones. In this paper we aim to show the effect of Cantonese tones on the English intonation of Cantonese speakers.

Cantonese is a well-documented language with 9 tones, including 3 checked tones which end in a coda consonant. We recorded the English and Cantonese spoken by 18 Cantonese speakers, 9 female and 9 male. Spontaneous speech was elicited for each speaker (20 sentences for English and 20 sentences for Cantonese). The English pitch movement is compared with that of the Cantonese tones.

## **Alex Reuneker**

Universiteit Leiden

De classificatie van voorwaardelijke zinnen in corpusdata

In de literatuur over voorwaardelijke zinnen worden verschillende typen onderscheiden. Zo onderscheiden Dancygier en Sweetser (2005) *voorspellende* voorwaardelijke zinnen, zoals in (1), van *niet-voorspellende* voorwaardelijke zinnen, zoals het epistemische type in (2) en het taalhandelingstype in (3).

(1) *Als je het gras maait*, geef ik je tien dollar.

(2) *Als hij haar scriptie heeft getypt*, moet hij wel van haar houden.

(3) *Als je hulp nodig hebt*, mijn naam is Ann.

In corpusstudies wordt gewag gemaakt van een mogelijke discrepantie tussen de toepasbaarheid van classificaties op standaardvoorbeelden en op daadwerkelijk taalgebruik (e.g. Carter-Thomas & Rowley-Jolivet 2008). In deze lezing worden de resultaten

gepresenteerd van een classificatietask waarin proefpersonen classificaties hebben toegepast op corpusdata. Onderzocht is hoe drie classificaties scoren in termen van betrouwbaarheid en toepasbaarheid op standaardvoorbeelden en corpusdata.

Carter-Thomas, S., & Rowley-Jolivet, E. (2008). If-conditionals in medical discourse: From theory to disciplinary practice. *Journal of English for Academic Purposes*, 7(3), 191–205.

Dancygier, B., & Sweetser, E. (2005). *Mental spaces in grammar: Conditional constructions*. Cambridge: Cambridge University Press.

### **Marlein Rusch<sup>1</sup> & Alma Veenstra<sup>2</sup>**

Université Libre de Bruxelles<sup>1</sup>, University of Cambridge<sup>2</sup>

Is there a Bilingual Advantage in the development of Theory of Mind?

We investigated the influence of bilingualism and bidialectalism on the development of Theory of Mind (ToM) in 10- to 12-year-old children. ToM is the cognitive ability to attribute mental states to oneself and others, and is shown to improve with speaking more than one language (Kovács, 2009). As the role of the typological distance between the languages is unclear, we tested monolinguals (Dutch), bilinguals (French/Dutch), and bidialectals (West-Flemish/Dutch), 137 children in total. Is there a bilingual advantage and is it stronger for bilinguals than bidialectals?

The children watched silent movies (from Devine & Hughes, 2013) and described the beliefs and intentions of the protagonist. Their parents provided information on language background and socio-economic status (SES). Controlling for age and SES, language group did not affect the ToM-scores. However, low SES children did seem to benefit from bilingualism: numerically, the ToM-scores were highest for the bilinguals, followed by the bidialectals, and lowest for the monolinguals. This suggests that the bilingual advantage might be weaker than the benefits of a high SES.

### **Gert-Jan Schoenmakers, Sander Lestrade & Gijs Mulder**

Radboud Universiteit Nijmegen

Expressing change in Dutch: *Raken* vs. *worden*

Besides its use as an active verb, the Dutch verb *raken* ‘to touch’ has a copular use. As a copula it expresses a change into a state, much like English *turn* (e.g. turning pale) and *get* (e.g. *getting enthusiastic*). Some examples are given in (1).

- (1) a. Sommige mensen raken eenmaal snel gefrustreerd.  
‘Some people happen to get frustrated easily.’
- b. Bij het ongeluk zijn drie mensen gewond geraakt.  
‘Three people were injured in the accident.’
- c. Ik raak steeds enthousiaster over mijn plannen!  
‘I am getting more and more enthusiastic about my plans!’

One can use a more general copula in most cases to express a similar change instead, viz. *worden* ‘to become’. This paper studies the distribution of labor between *raken* and *worden*.

We argue that *raken* preserved three main elements of its original (lexical) meaning; a negative change of place of human subjects. These parameters are still clearly visible in the predicates *raken* links to the subject, realized differently in combination with adjectives or past participles.

### **Maria Eleonora Sciubba**

Tilburg University

Transcribing “Romanesco” from the perspective of the speaker: a nethnomethodological study.

Drawing from Bucholts (2000) statement that all transcripts take sides, favoring a specific speaker, the present paper seeks to give voice to the dialectal speakers without imposing on them the stereotyping (Jefferson, 1996) or “stigma” that often characterizes the transcription of vernacular varieties.

In order to remain true to the speakers, to update and represent modern ways of writing Romanesco (which has not produced a recognizable set of literary production during the last century), a corpus of linguistic data is being collected from Social Media (like Facebook and Twitter), whose main vehicular language is Romanesco. In addition, new wave poets collectives, “Poeti der Trullo”, “Poesie in Romanesco” and the like, who are very popular online and offline, and who are publishing both online and on paper, are being taken into account.

The outcome of this analysis will help Conversation Analysts, who deal with dialectal varieties and code switching, to go beyond negative stereotyping and give true voice to the participants in their corpora of spontaneous interactions.

### **Marjoleine Sloos<sup>1</sup>, Yunyun Ran<sup>1,2</sup> & Jeroen van de Weijer<sup>2</sup>**

Fryske Akademy KNAW<sup>1</sup>, Shanghai International Studies University<sup>2</sup>

Extreme consonant-vowel co-articulation: Three examples from Huangyan Taizhou

In this paper we discuss three extreme cases of consonant-vowel co-articulation in Huangyan Taizhou, a Wu dialect spoken in Zhejiang, China. First, syllables consisting of a fricative and a following vowel may be pronounced as a single fricative vowel. Fricative vowels typically affect high vowels and occur if the consonant and the vowel share the same place of articulation. This extreme consonant-vowel co-articulation is observed in a small number of languages, e.g. in Standard Chinese. In Huangyan Taizhou, fricative vowels occur remarkably frequently and affect all high vowels [sz̥] szi̥ szi̥, βu̥].

We observed two similar processes of extreme consonant-vowel co-articulation in this dialect. As a historical process, co-articulation of a nasal and a following high vowel with the same place of articulation resulted in a single nasal:

mu>m    ni>n    ŋu>ŋ

Finally, breathy high front vowels followed by a nasal are co-articulated, as in [dz̥i̯ŋ] ‘gold’. Although breathy vowels and nasals are articulatorily different, they are acoustically/perceptually similar. Co-articulation strengthens both features, nasality and breathiness (cf. Garellek et al. 2016).

**Rosalinde Stadt, Aafke Hulk & Petra Sleeman**

Universiteit van Amsterdam

The Role of L1 Dutch vs. L2 English in L3 French acquisition: a study on developmental pattern

Recent TLA-research shows that language transfer from the L1 and L2 into the L3 depends on a complex set of variables. This contribution aims to further explore these variables by studying three stages of L3 acquisition in students with different L2 proficiencies. We compare regular Dutch secondary school students (L2 English, L3 French) with students partly enrolled in an English immersion programme. In a previous study (Stadt et al., to appear), we tested to what extent the L2 is more important than the L1 in L3 acquisition (cf L2 status factor hypothesis, Bardel & Falk, 2007) amongst 3th and 4th year students. In the present study, we present results of 1st year students, who are initial state learners of French and we discuss the (cross-sectional) developmental path we find in our studies. Interestingly, all learners show a stable use of the L2 and a developmental decrease of the L1 as background language of L3. We will argue that these results only partly support the L2 status factor hypothesis.

**Elena Tribushinina & Pim Mak**

Universiteit Utrecht

The acquisition of Dutch pronominal gender: Bilingual bootstrapping?

This paper analyses the use of personal pronouns in the narratives elicited from Dutch-speaking monolingual children, Dutch-speaking adults and Dutch-Russian bilingual children (simultaneous bilinguals and early sequential bilinguals). Since Dutch grammatical gender is opaque, its acquisition is notoriously difficult. We test a hypothesis that bilingual Dutch-Russian children may have an advantage over their monolingual Dutch peers because the bilinguals also speak a language with a transparent gender system. The results revealed that monolingual children aged 7 were not yet adult-like in the use of pronominal gender; they over-generalized masculine pronouns to female referents. As against this, 7-year-old simultaneous bilingual children performed as well as the adult controls, which confirms the prediction that bilingualism may bootstrap the acquisition of gender. In contrast to simultaneous bilinguals, child L2 learners of Dutch over-used feminine pronouns, most likely under the influence of their L1 (Russian).

**Thijs Trompenaars, Maaïke ten Buuren, Dennis Joosen, Kim Schreurs & Jetske Klatter**

Radboud Universiteit Nijmegen

“I must have slept” - Linguistic expressions of uncertainty in the works of J. Bernlef

Epistemic modality is the linguistic tool with which speakers can express their degree of certainty about the world. As such, these expressions provide a way to quantify (un)certainly in literary texts. We investigated expressions of epistemic modality in two novels by Dutch author J. Bernlef: *Hersenschimmen* and *Eclips*. These novels display opposite patterns: *Hersenschimmen* describes a protagonist losing his grip on reality, whereas *Eclips* features a protagonist recovering his awareness of the world. Thus, we expected a gradual increase in the use of expressions of epistemic modality in the former, and a gradual decrease in the latter novel. Our results showed a different pattern. Epistemic modality decreases in *Hersenschimmen* whereas in *Eclips* it continues to fluctuate. In *Hersenschimmen* the protagonist loses awareness of his own uncertainty, thereby in fact becoming more certain. Conversely, in *Eclips*, the

protagonist continues to receive new information challenging his developing certainty throughout the story.

### **Sophie Villerius**

Radboud Universiteit Nijmegen

Code-mixing patterns in Surinamese Javanese

In Suriname, where a dynamic and complex situation of multilingualism exists, code-mixing is an everyday phenomenon. Among the descendants of former contract laborers from Java, Indonesia, it is common practice to mix elements from Javanese, Sranan Tongo (the Surinamese creole) and Dutch in daily conversations.

This paper discusses the patterns observed in Surinamese Javanese trilingual code-mixing, using the typology in Muysken (2000). The data seems to show different patterns for code-mixing from and to Dutch on the one hand, and Sranan Tongo on the other hand. These patterns can be related to speaker variables such as age and gender (e.g. younger, female speakers use more Dutch), as well as the semantic domain of the mixed elements (e.g. Dutch is more linked to formal contexts such as school and work). Finally, we relate these patterns to the sociolinguistic history of Surinamese Javanese, where Sranan Tongo and Dutch have been in contact with Javanese in different time frames and different contexts.

### **Rianne Vlaar, Ted Sanders & Camille Welie**

Universiteit Utrecht

Individual differences in processing coherence markers: the effect of metacognitive knowledge

Coherence markers such as connectives positively influence the reading process and reading comprehension for most, but not all, readers. Metacognitive knowledge, concerning strategies to regulate the reading process, may explain these individual differences. We investigated how metacognitive knowledge affects the processing of high- and low-coherent texts. Online eye-movement data and offline reading-comprehension data were gathered from 60 eighth-grade students with high or low metacognitive knowledge, but equal in knowledge of connectives. The online data showed that both groups benefit from connectives, but not to the same extent. Readers with high metacognitive knowledge looked longer and more often back from the connective itself to previous text parts than readers with low metacognitive knowledge. In addition, they displayed a much stronger ‘bridging’ effect at the end of sentences: they briefly looked back to previous text, and proceeded to integrate the two clauses faster. Their reading behavior led to better information integration, as the group with more metacognitive knowledge obtained higher scores on comprehension questions measuring local sentence integration.

### **Maurice Vliegen**

Vrije Universiteit Amsterdam

Het blijkt 't lijkt, schijnt

In het recente verleden is een aantal bijdragen verschenen met als onderwerp (de constructies van) de werkwoorden *blijken*, *lijken* and *schijnen* (Broekhuis & Corver 2015, Mortelmans (2017, in prep.) Van Bogaert & Coleman 2013, Van Bogaert en Leuschner 2015, Van

Oostendorp 2012, 2015, Vliegen 2011). Op Mortelmans (2017) na concentreren zich deze artikelen op gesproken Belgisch Nederlands en geschreven Nederlands. Mortelmans betreft op haar beurt *blijken* niet in de analyse. In deze corpusgebaseerde bijdrage komen de drie werkwoorden in de gesproken en geschreven varianten aan de orde. Speciale aandacht gaat uit naar de derde persoon enkelvoud in de gesproken varianten (CGN). Van Bogaert & Colleman (2013) introduceren voor de analyse van vormen van *schijnen* een tweevoudige strategie: de parataxishypothese en de matrixhypothese (resp. voor *'t schijnt sterven daar veel talen af en ... hebben - zo schijnt - geen middelen ...*). Om een beter zicht op een en ander te krijgen is het noodzakelijk ook de derde persoon van de andere werkwoorden bij de analyse te betrekken. Daarnaast komt de in Belgisch Nederlands vergelijkenderwijs frequente constructie *naar het schijnt* (Van Oostendorp 2015a) aan de orde.

### **Cesko Voeten**

Leiden University Center for Linguistics & Leiden Institute for Brain and Cognition  
The sociolinguistics of Dutch long vowel realization

This talk focuses on regional variation in the realizations of the Dutch vowels /e:,ø:,o:/ and /ɛi,oeɪ,ou/. The first three vowels have diachronically become diphthongs in Standard Dutch ([1], [2], [3]; but not pre-/l/), and the latter three have begun to lower as a result ('Polder Dutch'; [4], [5]). It will be investigated whether and how far these changes have spread to different varieties of (a) Netherlandic Dutch; and (b) Flemish Dutch. Comparisons of eight varieties (in total) of both types of Dutch, obtained from the *teacher corpus* ([6]), reveal salient differences between the Netherlands and Belgium, but not *within* them.

[1] Zwaardemaker, H. & Eijkman, L. P. H. (1924). *Leerboek der Phonetiek. Inzonderheid met betrekking tot het Standaard-Nederlands*. Haarlem: De erven F. Bohn.

[2] Van de Velde, H. (1996). *Variatie en verandering in het gesproken Standaard-Nederlands*. Nijmegen: Katholieke Universiteit Nijmegen.

[3] Van de Velde, H. & van Hout, R. W. N. M. (2003). Diftongering in het Standaard-Nederlands. In: T. Koole, J. Nortier, & B. Tahitu (Eds.), *Artikelen van de vierde sociolinguïstische conferentie* (pp. 486–497). Delft: Eburon.

[4] Stroop, J. (1998). *Poldernederlands. Waardoor het ABN verdwijnt*. Amsterdam: Bert Bakker.

[5] van der Harst, S. (2011). *The vowel space paradox: a sociophonetic study on Dutch*. Utrecht: LOT.

[6] Adank, P. M. (2003). *Vowel normalization: a perceptual-acoustic study of Dutch vowels*. Katholieke Universiteit Nijmegen.

### **Joris Wolterbeek, Lisa van Dijke, Lotte Hogeweg & Caitlin Meyer**

Universiteit van Amsterdam

Learning to suspend implied contrast: the acquisition of *ook* 'also'

Children seem to acquire the meaning of *ook* 'also' in Dutch relatively late (Bergsma 2006), although it is highly frequent. We argue this delay to be caused by a pragmatic rule, contrastive implicature. Sentences without *ook* are normally interpreted contrastively with respect to the context. However, *ook* suspends this interpretation and establishes a relation of similarity (Sæbø 2004). Data from a sentence completion task (N=62, ages 4;0-5;11) suggest that the acquisition of *ook* consists of three stages. First, children do not distinguish sentences with *ook* from sentences without *ook*. After that, the contrastive implicature is acquired, which

causes children to apply a contrastive interpretation to all sentences. Though this should only apply to sentences without *ook*, children overgeneralize this rule to include sentences with *ook*. This causes five-year-olds to have lower comprehension scores on *ook* than four-year-olds. Finally, children learn that *ook* suspends the contrastive implicature. The results show that the acquisition of *ook* depends on a general pragmatic rule.

### **Ton van der Wouden & Frans Zwarts**

Meertens Instituut

Je houdt een lezing over "of niet" of niet

Onze lezing gaat over de constructie "of niet" en zijn tegenhanger "or not" in het Engels. Er zijn (op zijn minst) drie gebruiksmogelijkheden te onderscheiden, geïllustreerd in de volgende voorbeelden:

- (1) Of we nu rijk zijn of niet, we maken allemaal deel uit van de wereldeconomie.
- (2) Ben je bereid in te grijpen of niet?
- (3) Je committeert je of niet.

We zullen betogen dat de semantische bijdrage van "of niet" in het algemeen niet descriptief (waarheidsconditioneel) is, maar veeleer pragmatisch, waarbij de exacte interpretatie afhankelijk is van de context.

### **Guido Vanden Wyngaerd & Karen De Clercq**

KU Leuven

Comparative suppletion: DM vs Nanosyntax

We argue that the comparative head that enters into the morphological makeup of the comparative (Bobaljik 2012) is to be split up into two distinct heads. Evidence for this claim comes from Czech comparative morphology, root suppletion, and the interaction of Czech suppletion with negation. We further argue that the nanosyntactic account for root suppletion that we provide captures the data better than a DM account.