**Curriculum Vitae**

**Personalia**

Name: Elise van Wonderen

Date of birth: 12 February 1995

Nationality: Dutch

Email address: [e.vanwonderen@students.uu.nl](mailto:e.vanwonderen@students.uu.nl)

**Interests**

Bilingualism ● Psycholinguistics ● Language Acquisition ● Multilevel Modelling ● Testing informative hypotheses ● Multi-method studies ● Evidence synthesis

**Education**

2020-present MSc Methodology and Statistics for the Behavioral, Biomedical and

Biomedical Sciences, Utrecht University

* **Preliminary GPA**: 8.7/10

2017–2020 MA Linguistics and Communication Sciences (research), Radboud

University Nijmegen

* **GPA**: 8.9/10
* **Thesis:** *Lexical prediction in a low predictive validity context*

2016–2017 MA Meertaligheid en Taalververwing, Utrecht University

* **GPA**: 8.9/10
* **Thesis**: *Experiential variables influencing absolute and relative language proficiency in Spanish-Dutch bilingual children*

2013 – 2016 BA Latijns-Amerikastudies, Leiden University

* **GPA***:* 8.6/10
* **Minor***:* Second Language Acquisition
* **Thesis***:* *La elisión de preposiciones en la lengua hablada: Entender el caso del español rioplatense* (Preposition elision in spoken language: Understanding the Rioplatense Spanish)

**Internships / Student Assistantships**

Feb-Sept 2018 **Research assistant L2TOR project**

Tilburg University

*I designed and carried out semi-structured interviews with primary school teachers on their attitudes and ideas for employing social robots as an aid for learning Dutch as a second language.*

Feb 2018 – **Intern Idiomatic Second Language Acquisition (ISLA) project**

Nov 2019 Radboud University Nijmegen

*I set up two behavioral experiments investigating idiom processing, using a novel idiom verification paradigm. I created the stimulus set, programmed the experiment, and tested 160 participants. In addition, I analyzed the results using mixed-effects models in R and wrote a research report about the results.*

Feb 2017- **Intern and student assistant 2in1 project**

March 2018 Radboud University Nijmegen

*I created the Dutch version of the Cross-linguistic Lexical Task (a vocabulary task for bilingual children) and tested 43 Dutch-Spanish bilingual children in both Spanish and Dutch. In addition, I analyzed the results and published a paper on this project in the Journal of Child Language.*

**Ancillary activities**

March-Dec 2019 Teaching informal Dutch classes for international students

Sept 2018 – Volunteer at the VoorleesExpress Nijmegen: reading books with

March 2019 children from an immigrant family for one hour per week

2017-2019 Helped running demos at three editions of the Kletskoppen Kindertaalfestival: a child language festival for children and parents with demonstrations, games and information about language and language research (Nijmegen/Den Haag)

2015 – 2016 Student member of the directory board of Latin American studies, Leiden University

**Skills**

* Data analysis in R
* Basic programming in Python
* Creating questionnaires in Qualtrics and LimeSurvey
* Creating, running, and analyzing behavioral and EEG experiments
* Academic writing & presentation skills

**Languages**

* Dutch (native)
* English (fluent)
* Spanish (advanced)
* German (basic)
* Hebrew (basic)

**Publications**

van Dijk, C., van Wonderen, E., Koutamanis, E., Kootstra, G. J., Dijkstra, T., & Unsworth, S. (2021). Cross-linguistic influence in simultaneous and early sequential bilingual children: A meta-analysis. *Journal of Child Language*, 1–33. <https://doi.org/10.1017/S0305000921000337>

van Wonderen, E., & Unsworth, S. (2020). Testing the validity of the Cross-Linguistic Lexical Task as a measure of language proficiency in bilingual children. *Journal of Child Language*, 1-25. <https://doi.org/10.1017/S030500092000063X>

**Unpublished manuscripts**

van Wonderen, E., & Nieuwland, M. S. (in preparation). Lexical prediction does not rationally adapt to prediction error: ERP evidence from pre-nominal articles.

van Wonderen, E., Hubers, F., & Dijkstra, T. (in preparation). Readers activate both word forms and literal word meanings during idiom processing.

**Oral presentations**

van Wonderen, E., & Unsworth, S. (2019, June 27). *Assessing the validity of the Dutch Cross-linguistic Lexical Task (CLT).* Paper presented at the 12th International Symposium on Bilingualism, Alberta, Canada.

van Wonderen, E., & Unsworth, S. (2019, April 17). *Testing the validity of the Cross-Linguistic Lexical Task as a measure of bilingual proficiency.* Paper presented at the workshop on Bilingual Language Development, Nijmegen, the Netherlands.

van Wonderen, E., & Unsworth, S. (2018, June 26). *Using the Cross-linguistic Lexical Task (CLT) to assess absolute and relative proficiency in Spanish-Dutch bilingual children.* Paper presented at the Child Language Symposium, Reading, UK.

van Wonderen, E. (2018, April 21). *Input, output and number of speakers: Assessing the influence of experiential variables on language proficiency in Spanish-Dutch bilingual children.* Paper presented at the 28th Anéla/Viot Juniorendag, Tilburg, the Netherlands.

**Poster presentations**

van Wonderen, E., Hubers, F., & Dijkstra, T. (2019, April 9). *Processing single words in idiomatic expressions: Anticipation of word forms and word meanings?* Poster presented at the Language in Interaction symposium, Nijmegen, the Netherlands.

van Wonderen, E., & Unsworth, S. (2017, October 7). *Using Cross-linguistic Lexical Tasks to compare individual variation in language proficiency across and within bilingual children*. Poster presented at the Many Paths to Language workshop, Nijmegen, the Netherlands.