

# Curriculum Vitae

## Personalia

---

Name: Elise van Wonderen  
Date of birth: 12 February 1995  
Nationality: Dutch  
Place of residence: Utrecht  
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 | <p>MSc Methodology and Statistics for the Behavioral, Biomedical and Biomedical Sciences, Utrecht University</p> <ul style="list-style-type: none"><li>▪ <b>Average grade:</b> 8.7/10</li><li>▪ <b>Thesis:</b> <i>Meta-analysis vs. Bayesian evidence synthesis: An empirical comparison and simulation study</i></li></ul>                                                                       |
| 2017–2020    | <p>MA Linguistics and Communication Sciences (research), Radboud University Nijmegen</p> <ul style="list-style-type: none"><li>▪ <b>Average grade:</b> 8.9/10</li><li>▪ <b>Thesis:</b> <i>Lexical prediction in a low predictive validity context</i></li></ul>                                                                                                                                   |
| 2016–2017    | <p>MA Meertaligheid en Taalververwing, Utrecht University</p> <ul style="list-style-type: none"><li>▪ <b>Average grade:</b> 8.9/10</li><li>▪ <b>Thesis:</b> <i>Experiential variables influencing absolute and relative language proficiency in Spanish-Dutch bilingual children</i></li></ul>                                                                                                    |
| 2013 – 2016  | <p>BA Latijns-Amerikastudies, Leiden University</p> <ul style="list-style-type: none"><li>▪ <b>Average grade:</b> 8.6/10</li><li>▪ <b>Minor:</b> Second Language Acquisition</li><li>• <b>Thesis:</b> <i>La elisión de preposiciones en la lengua hablada: Entender el caso del español rioplatense</i> (Preposition elision in spoken language: Understanding the Rioplatense Spanish)</li></ul> |

## Internships & Student Assistantships

---

Sept-Oct 2021	Intern Psychometric Research Cito, Arnhem  <i>I analyzed and visualized data from a survey administered to 1500 primary schools in the Netherlands concerning the preparation and administration of the end-of-school exam.</i>
July 2021	Student assistant Summer Schools Utrecht University  <i>I assisted in the following courses: Introduction to Multilevel Analysis, Introduction to Structural Equation Modelling using Mplus, Advanced Multilevel Analysis, Advanced course on using Mplus.</i>
Feb 2018 – Nov 2019	Intern <a href="#">Idiomatic Second Language Acquisition</a> (ISLA) project Radboud University, Nijmegen  <i>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.</i>
Feb-Sept 2018	Research assistant <a href="#">L2TOR</a> project Tilburg University  <i>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.</i>
Feb 2017- March 2018	Intern and student assistant <a href="#">2in1</a> project Radboud University, Nijmegen  <i>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.</i>

## Ancillary activities

---

March-Dec 2019	Teaching informal Dutch classes for international students
Sept 2018 – March 2019	Volunteer at the <a href="#">VoorleesExpress Nijmegen</a> : reading books with children from an immigrant family for one hour per week

2017-2019	Helped running demos at three editions of the <a href="#">Kletskoppen Kindertaalfestival</a> : 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

---

- |                                                                                                                                                                              |                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Data analysis in R</li> <li>• Basic programming in Python</li> <li>• Creating questionnaires in Qualtrics and LimeSurvey</li> </ul> | <ul style="list-style-type: none"> <li>• Creating, running, and analyzing behavioral and EEG experiments</li> <li>• Academic writing &amp; presentation skills</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Languages

---

- |                                                                                                                              |                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Dutch (native)</li> <li>• English (fluent)</li> <li>• Spanish (advanced)</li> </ul> | <ul style="list-style-type: none"> <li>• German (basic)</li> <li>• Hebrew (basic)</li> </ul> |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|

## 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 12<sup>th</sup> 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 28<sup>th</sup> 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.