

Dr Gwen Brekelmans

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Education

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| 2021-2022 | PGCert in Academic Practice (<i>Distinction</i>)
<i>Queen Mary University of London, UK</i> |
| 2015-2020 | PhD Speech, Language & Cognition
<i>University College London, UK</i>
Investigating the effect of variability in phonetic training for speech sound perception in child and adult L2 learners of Dutch and English.
<i>Supervisors: Dr Elizabeth Wonnacott & Dr Bronwen G. Evans - viva Oct 2019</i> |
| 2013-2015 | Research Master Language & Communication (<i>Bene Meritum</i>)
<i>Radboud University Nijmegen, the Netherlands</i> |
| 2010-2013 | BA English Language & Culture (<i>Bene Meritum</i>)
<i>Radboud University Nijmegen, the Netherlands</i> |

Academic and Research experience

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| April 2021 – present | Lecturer in Psychology, Advanced Research Methods – Psychology dept
<i>Queen Mary University of London</i>
Teaching-focussed lecturer in Psychology. |
| Sept 2019 - Aug 2021 | Teaching fellow – Division of Psychology and Language Sciences
<i>University College London</i>
Teaching across various modules on the BSc/MSci Psychology and Language Sciences, as well as on the MRes Applied Research in Human Communications Disorders, and MSc Speech and Language Sciences. |
| June 2020 – Apr 2021 | Project manager – Ecological Language Lab
<i>University College London</i>
PI: Professor Gabriella Vigliocco
Responsible for coordinating and supervising interns and student assistants, ensuring data anonymity and keeping track of data access where needed. |
| Oct 2019 – April 2021 | Data manager – Ecological Language Lab
<i>University College London</i>
PI: Professor Gabriella Vigliocco
Responsible for the storing, organisation, and managing of the multimodal video, audio, eye-tracking, and Kinect project data, as well corpus archiving. |
| Sept 2019 – Oct 2020 | Lab manager & research assistant – Language Learning Lab
<i>University College London</i>
PI: Dr Elizabeth Wonnacott
Assisting with various aspects of school-based research projects, including supervision of project students, school recruitment, updating lab website. |

- Sept 2015 - Sept 2019 **Postgraduate Teaching Assistant – Psychology & Language Sciences**
University College London
Developing, planning, and delivering teaching on various modules on the BSc/MSci Psychology and Language Sciences, MSc Speech and Language Sciences, and BA/MA Linguistics; providing written and oral feedback on coursework, providing individual and group tutoring, project supervision.
- March – Sept 2015 **Research assistant – Department of English Language and Culture**
Radboud University Nijmegen
Supervised by Prof Ans van Kemenade & Dr Diana Dimitrova
Prepared and annotated stimuli to be used in behavioural experiments on the semantic interpretation of syntactic variation.
- Sept 2014 - Jan 2015 **Research intern - Speech Comprehension research group**
Centre for Language Studies & MPI for Psycholinguistics Nijmegen
Supervised by Prof Mirjam Ernestus & Dr Kimberley Mulder
Designed and ran a behavioural experiment on the effect of speech reduction on Dutch-English cognate comprehension. Data collected at the MPI and in the phonetics lab at the University of Cambridge, UK.
- Feb 2014 - Sept 2015 **Research assistant - Centre for Language and Speech Technology**
Radboud University Nijmegen
Supervised by Dr Henk van den Heuvel
Annotated various spoken materials for use by automatic speech recognition and automatic spelling detection systems.
- 2013 – 2014 **English language expert**
ITSLanguage Doetinchem
Phonetically annotated English speech production data, to be used as training material for speech technology used in Dutch secondary schools.

Teaching

- 2022 Fellow of the Higher Education Academy (FHEA)
- 2020-2021 Nominated for Inspiring Teaching Delivery for UCL Student Choice Awards
- 2017 Associate Fellow of Higher Education Academy (AFHEA)

Department of Psychology, Queen Mary University of London

Lecturer

- 2021-present *BSc Psychology – Essential skills for Psychologists (~200 students)*
Module coordinator and teaching lead, redesigned and delivered a module on academic skills (e.g. academic writing, career skills) for first year psychology students. Coordinated ~25 staff for tutorial organisation.
- 2021-present *MSc Mental Health Sciences – Advanced Research Methods and Statistics (~30 students)*
Module coordinator and teaching lead, wrote, designed, and delivering a module on advanced statistics for students interested in mental health sciences.
- 2022-present *BSc Psychology – Cognitive and Affective Neuroscience (~90 students)*
Guest lecture on the Neuroscience of Language.

2021-present	<i>BSc Psychology – Exploring Psychology 2</i> (~200 students) Guest lecture on Language to first year students.
2021-present	<i>BSc Psychology and MSc Mental Health Sciences - Writing workshops</i> Organising and delivering support sessions and workshops on essay writing and project writing.
2021-2022	<i>BSc Psychology – Brain & Behaviour</i> (~180 students) Designed and delivered lectures on visual and auditory perception, movement, emotion, and motivation.

Supervision

2021-present	<i>BSc Psychology</i> Supervising BSc final year research projects; 3 students (21/22), 8 students (22/23)
2021-present	<i>MSc Mental Health Sciences</i> Supervising MSc research project; 1 student (21/22), 1 student (22/23)

Division of Psychology & Language Sciences, University College London

Lecturer

2020-2021	<i>MSc Speech & Language Sciences – Research Methods</i> (60 students) Teaching lead, redesigned and delivered a module on statistics for students who are working to qualify as speech- and language therapists.
2019-2021	<i>BSc PALS/BA Linguistics – Multilingualism in Cognition</i> (30-90 students) Delivered lectures on topics in bi- and multilingualism: bilingual development, developmental language disorder and bilingualism.
2015-2021	<i>BSc PALS - Development of Communication & Cognition</i> (45 students) Coordinated and lead the module (20/21), convened the module (19/20), designed and delivered lectures on lexical development, second language acquisition, essay writing, and statistical analyses of a coursework experiment, designed the coursework, provided statistical help for students.
2019-2020	<i>MRes Human Communication Disorders – Research methods</i> (5 students) Designed and delivered a module on statistics and research methods, providing students who are qualified speech- and language therapists with a solid foundation in statistics.

Module developing

2019-2020	<i>BSc Psychology and Language Sciences – Programme Development</i> Jointly helped develop a proposal for a new module on language in use.
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Lab demonstrating

2016-2019	<i>MSc Speech & Language Sciences - Phonetics & Phonology</i> (60 students) Demonstrated on ear training tutorials, practical phonetics labs.
2016-2018	<i>BA & MA Linguistics/ BSc PALS - Sociolinguistics</i> (30 students) Demonstrated on practical sociophonetics labs.

Tutorial lead

2020-2021	<i>BSc Psychology and Language Sciences – Gorilla support sessions</i> Providing support sessions for third year project students who are putting
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together their projects in the Gorilla experiment software.

- 2019-2021 *BSc Psychology and Language Sciences - Year 1 tutorial lead* (12 students)
Delivered tutorials on research methods and academic skills.
- 2018-2021 *BSc Psychology and Language Sciences - Year 3 tutorial lead* (10 students)
Delivered tutorials on research methods guiding students on their theses.
- 2020 *MSc Speech & Language Sciences – Research methods*
Tutored an individual student on statistics, and provided statistics surgeries to students working on their final year projects.
- 2017 *MSc Speech & Language Sciences - Phonetics & Phonology*
Tutored an individual student on introductory phonetics and the IPA.

Supervision

- 2020-2021 *MA Applied Linguistics*
Co-supervising 1 MA research project, with Dr Elizabeth Wonnacott, at the University of Oxford.
- 2020-2021 *MRes Speech, Language & Cognition*
Co-supervising 1 MRes research project, with Dr Gabriella Vigliocco.
- 2016/17, 2019/20, 2020/21 *BSc Psychology & Language Sciences - Final year projects*
Supervising 1 BSc final research project. Co-supervised 4 BSc final research projects, with Dr Elizabeth Wonnacott.
- 2019-2020 *MSci Psychology & Language Sciences – Final year project*
Co-supervised 1 MSci final research project, with Dr Elizabeth Wonnacott.

Marking, examining and invigilating

- 2020-2021 *MSc Speech & Language Sciences – Research methods* (60 students)
Marked statistics exams.
- 2020-2021 *BSc PALS/BA Linguistics – Multilingualism in Cognition* (90 students)
Marked essays on parental advice for raising multilingual children.
- 2015-2021 *BSc PALS - Development of Communication & Cognition* (45 students)
Marked lab reports on the role of age in second language acquisition and essays on the role of social cognition on language development.
- 2020-2021 *BSc PALS – Memory*
Second marking coursework on context-dependent memory.
- 2020-2021 *BSc PALS – Perspectives on Clinical Psychology*
Second marking coursework on the aetiology of bulimia nervosa, and examining the effectiveness of treatments
- 2019-2021 *BSc PALS – Developmental Disorders of Language Learning and Cognition*
Second marking coursework on various developmental disorders.
- 2016-2020 *MSc Speech & Language Sciences - Phonetics & Phonology* (60 students)
Administered practical phonetics oral exams.
- 2016-2018, 2020 *BA & MA Linguistics/ BSc PALS - Sociolinguistics* (30 students)
Marked lab reports & essays on various topics in sociolinguistics.
- 2018, 2020 *MSc Speech & Language Sciences – Professional Studies*

- Invigilated exams & clinical vivas preparing students for employment.
- 2018 *MSc Speech & Language Sciences - Management of Communication Disorders 2*
Marked 60 lab reports on acoustic analysis of glossectomised speech.
- 2017 *BA Linguistics – Long Essay*
Second-marker of thesis coursework, with Dr Bronwen Evans.

Institute of Continuing Education, University of Cambridge

- 2017, 2019 *Undergraduate Certificate in Cognitive Psychology – Day school lecturer*
Designed and delivered 6 hours' worth of lectures as an introduction to linguistics and language research to 15 adults in continuing education.

Invited talks

1. **Brekelmans, G.** Learning L2 speech sounds: the role of age and input variability. *Second Language Learning and Teaching Research Group*, University of Lancaster. **8 March 2023.**
2. **Brekelmans, G.** Does high talker variability improve the learning of non-native phoneme contrasts? A large-scale replication of Logan, Lively and Pisoni (1991) and Lively, Logan and Pisoni (1993). *Speech Production, Acoustics and Perception Laboratory meetings*, CUNY. **15 November 2022.**
3. **Brekelmans, G.** Language learning across the ages: the role of talker variability. *Psychology Seminar*, QMUL, **26 October 2022.**
4. **Brekelmans, G.** The role of variation in second language speech learning: A large scale replication. *Word Lab*, UCL. **19 July 2022.**
5. **Brekelmans, G. & Lavan, N.** Does high talker variability improve the learning of non-native phoneme contrasts? A large-scale replication of Logan, Lively and Pisoni (1991) and Lively, Logan and Pisoni (1993). *Speech Science Forum*, UCL. **5 May 2022.**
6. **Brekelmans, G.** Learning across the ages: the role of talker variability. *Language Acquisition Colloquium*, University of Potsdam. **10 February 2022.**
7. Vigliocco, G. & **Brekelmans, G.** Creating a multimodal corpus of dyadic communication: the ECOLANG experience. *EMLAR XVII 2021*, Utrecht. **15 April 2021.**
8. **Brekelmans, G.** The effect of input variability on L2 phonetic training for children. *FLaDD research group seminar*, Radboud University & MPI Nijmegen. **29 March 2021.**
9. **Brekelmans, G.** Running language learning experiments with adults and children. *Behavioural Science Online 2020*, Gorilla and University College London. **30 June 2020.** [Talk](#)
10. **Brekelmans, G.** Phonetic vowel training for children: the effect of input variability. *Speech Science Forum*, University College London. **24 January 2019.** [Abstract](#)
11. **Brekelmans, G.** The effect of input variability on phonetic vowel training for Dutch children learning English. *MEITS Multilingualism seminar*, Uni. of Cambridge. **25 Oct 2018**
[Abstract](#)

Pedagogical scholarship

Leadership roles in scholarship

- **Critical friend** for the [National Teaching Repository](#) ensuring quality control of pedagogical materials that are deposited.
- **Developed staff resource page** on QMplus, initially for the Psychology department specifically, which included induction information for new starters as well as key general information for all staff. This page was subsequently adopted for use across the School and

is currently part of all new staff inductions.

- Established an informal **Psychology T&S staff network group**, enabling mentoring and discussion about career progression on the T&S track.
- Part of the **Transition to University working group**, focussing on providing extra support to first-year students entering university by organising sessions on demystifying the hidden curriculum.

Preprints

Pownall, M., Azevedo, F., König, L. M., Slack, H. R., Evans, T. R., Flack, Z., ... **Brekelmans, G.**, ..., FORRT. (2022, April 8). The impact of open and reproducible scholarship on students' scientific literacy, engagement, and attitudes towards science: A review and synthesis of the evidence. <https://doi.org/10.31222/osf.io/9e526>

- **Preprint, currently under review at Royal Society Open Science.** Engagement numbers as of 25 January 2023: 2120 views, 1163 downloads, 3 citations.

Conference presentations

Brekelmans, G. Showcasing diversity in Psychology through embedding in the academic skills curriculum. *CAISE Launch*. QMUL, **31 October 2022**. Poster.

Brekelmans, G., Pieptan, M.D*, & Yeboah, S.A.A*. Visualising diversity to increase awareness of the diversity. *University of Hull Summer Learning & Teaching Conference 2022: Personalised Pedagogies: inclusive, empowering and progressive higher education for all*. Hull UK (online conference). **July 2022**. <https://doi.org/10.25416/NTR.20089961> Infographic.

- *Co-created with student authors (indicated with *)*
Shared on National Teaching Repository 19 June 2022, engagement numbers as of 13 January 2023: 175 views, 23 downloads, 5 altmetric score

Brekelmans, G. Equality, Diversity, and Inclusion in PSY100. *Equality, Diversity and Inclusion in SBBS teaching meeting*. Queen Mary University of London. **1 Dec 2021**.

Open Educational Resources

I regularly **make available my teaching materials as Open Educational Resources** via the [Open Science Framework](#). This allows other university educators across the UK and beyond to use and adapt these materials for their own teaching, ensuring the spread of good teaching practice and making pedagogical practice more accessible to others who might have fewer resources to develop these materials. Current materials I have made available include the following topics:

- *Advanced Research Methods* – practical computer lab worksheets
- *Academic Skills* – practical writing session worksheets

Other distributions

Brekelmans, G. Showcasing diversity in Psychology through embedding in the academic skills curriculum. **January 2023**. *Queen Mary Academy*. Available at <https://www.qmul.ac.uk/queenmaryacademy/educators/resources/inclusive-curriculum/case-studies/showcasing-diversity-in-psychology-through-embedding-in-the-academic-skills-curriculum/>

Brekelmans, G. Exploring the Use of Guided Exercise Tasks to Improve Essay Writing in Psychology. *Queen Mary Academy. July 2022.* Available at <https://www.qmul.ac.uk/queenmaryacademy/educators/resources/graduate-attributes/all-case-studies/academic-writing-in-psychology/>

Language research

Preprints

1. **Brekelmans, G.**, Evans, B.G., Wonnacott, E. (2020, 11 November). Training child learners on non-native vowel contrasts: the role of talker variability. <https://doi.org/10.31234/osf.io/63dhn>
[Preregistration + R code + data](#)
2. **Brekelmans, G.***, Bruns, C.*, Meitanis, V.*, Coleman, M.D., & Zimmerer, V.C. (2020, 18 August). A three-minute test of implicit language processing for large sample sizes: Proof-of-concept application in a public science event. <https://doi.org/10.31234/osf.io/83zqg> (*joint first author)

Journal articles

1. **Brekelmans, G.**, Lavan, N., Clayards, M. & Wonnacott, E. (2022). Does high variability improve the learning of non-native phoneme contrasts over low variability training? A replication. *Journal of memory and Language [Special Issue: Replicating Influential Findings in Memory and Language]*. <https://doi.org/10.1016/j.jml.2022.104352> [Preprint](#) [Preregistration, data, and analyses on OSF](#) [OASIS summary](#) for the general public
2. Sinkevičiūtė, R., Brown, H., **Brekelmans, G.** & Wonnacott, E. (2019). The role of input variability and learner age in second language vocabulary learning. *Studies in Second Language Acquisition*, 1-26. <https://doi.org/10.1017/S0272263119000263> [R code](#) [data](#) [OASIS summary](#)
3. Bruns, C., Varley, R., Zimmerer, V., Carragher, M., **Brekelmans, G.** & Beeke, S. (2019). "I don't know": a usage-based approach to familiar collocations in non-fluent aphasia. *Aphasiology*, 33(2), 140-162. <https://doi.org/10.1080/02687038.2018.1535692>
4. **Brekelmans, G.** (2017). The value of phonetics and pronunciation teaching for advanced learners of English. *Linguistica*, 57(1), 45-58. <https://doi.org/10.4312/linguistica.57.1.45-58>

Peer reviewed conference proceedings

1. **Brekelmans, G.**, Evans, B.G., Wonnacott, E. (2020). No evidence of a high variability benefit in phonetic vowel training for children. *Speech Perception and Production across the Lifespan 2020*. London, UK. **March 2020 (virtual due to Covid-19)**. [Poster](#) [Peer-reviewed abstract](#)
2. **Brekelmans, G.**, Wonnacott, E. & Evans, B.G. (2017). The effect of variability on phonetic training for adults and children. *Workshop on Speech Perception and Production across the Lifespan*. London, UK. **April 2017**. [Poster](#) [Peer-reviewed abstract](#)
3. Mulder, K., **Brekelmans, G.** & Ernestus, M.T.C. (2015). The processing of schwa reduced cognates and non-cognates in non-native listeners of English. In The Scottish Consortium for ICPHS 2015 (Ed.), *Proceedings of the 18th International Congress of Phonetic Sciences [ICPhS 2015]*. Glasgow, UK: University of Glasgow. ISBN 978-0-85261-941-4. **August 2015**. Poster [Peer-reviewed paper](#)
4. **Brekelmans, G.** (2015). L2 pronunciation stability: how the pronunciation of advanced EFL students is affected by a lack of explicit instruction. *Phonetics Teaching and Learning Conference*. London, UK. **August 2015**. [Talk](#) [Peer-reviewed paper](#)

Further conference presentations

1. **Brekelmans, G.,** Lavan, N., Saito, H., Clayards, M. & Wonnacott, E. No substantial evidence for a high-variability benefit for the learning of non-native phoneme contrasts? A replication. *Interdisciplinary Advances in Statistical Learning*. San Sebastian, Spain. **June 2022**.
Poster. Abstract.
2. **Brekelmans, G.,** Lavan, N., Saito, H., Clayards, M. & Wonnacott, E. Is there a multi-talker advantage for learning non-native phoneme contrasts? *Laboratory Phonology 18 – Phonology in a Rapidly Changing World*. Virtual. **June 2022**. Poster. Abstract.
3. **Brekelmans, G.,** Lavan, N., Saito, H., Clayards, M. & Wonnacott, E. Does high talker variability improve the learning of non-native phoneme contrasts? A large scale replication. *The 2022 Colloquium of the British Association of Academic Phoneticians*. Virtual via York, UK. **April 2022**.
Talk. [Abstract](#).
4. **Brekelmans, G.,** Lavan, N., Saito, H., Clayards, M. & Wonnacott, E. Does high talker variability improve the learning of non-native phoneme contrasts? A replication. *New Sounds 2022: the 10th International Symposium on the Acquisition of Second Language Speech*. Barcelona, Spain. **April 2022**.
[accepted for poster presentation – retracted due to Covid-19]
5. **Brekelmans, G.,** Lavan, N., Clayards, M. & Wonnacott, E. Does high talker variability improve the learning of non-native phoneme contrasts? A replication. *Experimental Psychology Society*. Online. **July 2021**.
[Research plan poster](#) [Talk-through video](#)
6. **Brekelmans, G.,** Evans, B.G., Wonnacott, E. (2020). No evidence of a high variability benefit in phonetic vowel training for children. *The 2020 Colloquium of the British Association of Academic Phoneticians*. York, UK. **April 2020 (conference postponed)** Talk [Abstract](#)
7. **Brekelmans, G.,** Evans, B.G., Wonnacott, E. The effect of input variability on L2 phonetic training for children. *Experimental Psychology Society – London meeting*. London, UK. **January 2020**.
[Talk](#) [Abstract](#)
8. **Brekelmans, G.,** Evans, B.G., Wonnacott, E. Phonetic vowel training for Dutch children learning English: the effect of input variability. *Dag van de Fonetiek 2018*. Amsterdam, Netherlands. **December 2018**.
[Talk](#) [Abstract](#)
9. **Brekelmans, G.,** Evans, B.G., Wonnacott, E. The effect of input variability on phonetic vowel training for children. *Laboratory Phonology 16 – Variation, development and impairment: Between phonetics and phonology*. Lisbon, Portugal. **June 2018**.
[Poster](#) [Abstract](#)
10. **Brekelmans, G.,** Evans, B.G., Wonnacott, E. The effect of input variability on phonetic vowel training for children. *The 2018 Colloquium of the British Association of Academic Phoneticians*. Canterbury, UK. **April 2018**.
[Poster](#) [Abstract](#)
11. **Brekelmans, G.,** Evans, B.G., Wonnacott, E. The effect of input variability on implicit phonetic training for adults and children. *Interdisciplinary Advances in Statistical Learning*. Bilbao, Spain. **June 2017**.
[Poster](#) [Abstract](#)

Public engagement

June 2020-present 'Skype a scientist' participant to do video chats with schools where students get the chance to talk to and ask questions to a scientist.

- March 2021 **'I'm a scientist' expert** taking part in the psychology zone to answer questions via a forum and do live chats with schools and the general public, over the course of a month.
- June 2018 **Given a talk to primary school teachers** at the *Teachers Workshop: Second Language Learning in the Primary Years II* organised by Dr Elizabeth Wonnacott and Dr Helen Brown. Talk title "Dutch children learning English vowels: The role of input variation." UCL, London, UK. [Presentation slides](#)
- Oct 2016 **Co-organisation of the "Predicting Language" installation** (a 3-minute computerised experiment) led by Dr Vitor Zimmerer, at the *Bloomsbury festival*. 150 members of the public took part in the psycholinguistic experiment to learn about language processing. UCL, London, UK.

Professional service

University service

- Sept 2022 - present **Director of Teaching and Learning for Psychology.**
Overseeing the educational delivery on the BSc Psychology, as well as the new Psychology associate programme, and staying in close contact with the programme director of the MSc Mental Health Sciences. Leading Teaching Working Group meetings, attending School Education Committees, organising programme paperwork, oversee teaching allocations together with the Head of Department, liaising with the BPS regarding the re-accreditation for the BSc Psychology, providing induction on educational delivery to new staff members, and line managing teaching fellows.
- 2021 – present **TIGER (Teaching Interest Group and Education Research) representative** for Psychology department.
- 2021 – present **Psychology Research methods working group member**
Founding member of the working group to reform the research methods teaching within the Psychology department.
- 2021 – present **Academic advisor** for BSc Psychology students (~10 Y1 students, ~10 Y2 students) and MSc Mental Health Sciences students (~4 students per year).
- Sept– Nov 2022 **Interim Online Experimental Coordinator**
While the post of Psychology Lab Manager was vacant, I took over the coordinating of the online experimental softwares used for research and teaching in the Psychology department: SONA, Gorilla, and Qualtrics.
- June – Sept 2022 **Interim Exam board chair** for the Department of Psychology.
- 2021 - 2022 **Year 1 tutor:** providing additional pastoral support for all ~180 first year students on the BSc Psychology.
- Sept '21 - May '22 **Deputy exam board chair** for the Department of Psychology. Chair: Dr Caroline Di Bernardi Luft.
- 2016-2017 **PhD student representative** for the Department of Language & Cognition

Conference and seminar service

- 2015-2021 **Departmental seminar organiser** - weekly [UCL Language & Cognition seminar](#)
Invited speakers, organised the venue, arranged meetings, arranged hosting and lunch/dinner with speaker, handled reimbursements.

May 2020	Language & Cognition PhD day Chair – leading the proceedings of the day during which current PhD students presented their work.
Sept 2015	Organising committee member - <i>Third Learner Corpus Research Conference</i> Radboud University Nijmegen, Nijmegen, Netherlands.

Ad hoc reviewing service

Attention, Perception & Psychophysics; ELOPE: English Language Overseas Perspectives and Enquiries; First Language; Journal of Memory & Language; Languages; Language Learning; Memory & Cognition; Open Scholarship of Teaching & Learning

Awards and scholarships

2021-2023	BA/Leverhulme Small Research Grant (£10,000) Research grant to fund a replication project investigating the role of variability in phonetic training.
Nov 2020	Gorilla Grant – Ruby level (100 Gorilla tokens) Grant awarding 100 tokens to be used for testing participants in online experiment platform Gorilla.sc.
2015-2019	UCL Demonstratorship (£96,890) Divisional demonstratorship for four years of PhD studies (covering tuition fees, a maintenance stipend, and research costs)
June 2018	UCL SLMS Graduate School Student Conference Fund (£282) Awarded to attend LabPhon 2018 in Lisbon
Aug 2014	SNUF Summer School grant (€750) Awarded one of 15 <i>Nijmegen University Fund</i> summer school grants for the Arts Faculty, to attend the Summer Course in English Phonetics.

Academic memberships

Since 2023	Experimental Psychology Society
Since 2021	Society for Teaching of Psychology
Since 2018	British Association for Academic Phoneticians
Since 2018	Nederlandse Vereniging voor Fonetische Wetenschappen (<i>Dutch Association for Phonetic Sciences</i>)
2018-2020; since 2022	Association for Laboratory Phonology
Since 2017	Higher Education Academy (Associate Fellow 2017, Fellow 2022)

Skills and Languages

Technical skills

Praat (including scripting), ELAN, R (for data-analysis, including mixed-effects models, Bayes Factor analyses, SEM), SPSS, Gorilla Experiment Builder, Qualtrics, Sona, Drupal, Microsoft Office.

Languages

Dutch	Native
English	Fluent – <i>IELTS in 2015, Cambridge Proficiency Certificate (C2) in 2009</i>
French	Upper intermediate – <i>Delf Scolaire Certificate (B2) in 2010</i>
German	Intermediate
Dutch sign language	Elementary – <i>In'to Languages Certificate (A1) in 2013</i>
Finnish	Elementary