

Dr. AUDREY ROUSSE-MALPAT
Assistant Professor in Language Learning
University of Groningen, the Netherlands



BACKGROUND AND FUNDING

Degrees:

2013-2019: PhD in Applied Linguistics, University of Groningen
2014: University Teacher Qualification (BKO), University of Groningen
2012: Master degree in Applied Linguistics (Cum Laude), University of Groningen
2012: Research Master degree of Linguistics (Cum Laude), University of Groningen
2009: Bachelor degree of Romance Languages, Major French, University of Groningen
2007: Bachelor degree of Applied Foreign Languages, Profile International relations, University of Bordeaux, France

Prizes

2022: **The Journal of EuroSLA best article prize** for the paper Communicative language teaching: Structure-Based or Dynamic Usage-Based?

Grants:

2025: M20 Ubbo Emmius PhD programme, Cog-TWIN: Cognitive Modelling to Tailor to Writers' Individual Needs, with Marije Michel and Niels Taatgen, **290.000 euros** (not granted)

2024: Gratama Jubileum Gift, WRAITE - WRititng with AI to foster Thinking and Engagement, with Marije Michel, Marieke van Vugt, Niels Taatgen, **100.000 euros** (not granted, last 3)

2024: Virtual Internationale Samenwerkingprojecten, Ministerie van Volksgezondheid, Welzijn en Sport, project with the university of Rouen (France) involving teacher trainees and language learners. **15.000 euros (granted)**

2022: NWO- Veni, IN-DEP(th): a longitudinal study on the development of IN-DEPendence and autonomy in language learning. **300.000 euros** (not granted, very good)

2022: HELLO- grant, faculty of Arts, project to collaborate with a local company on interactive video.
1.000 euros (granted)

2022: Virtual Internationale Samenwerkingprojecten, Ministerie van Volksgezondheid, Welzijn en Sport, project with the university of Rouen (France) involving teacher trainees and language learners. **15.000 euros (granted)**

2022: Comenius Teaching fellowship, NRO, project on a multilingual approach in higher education.
50.000 euro (granted)

2021: Writing-up grant, faculty of Arts, project to write a Veni proposal.
3.000 euros (granted)

2021: Impact grant, faculty of Arts, project to start a podcast.
3.000 euros (granted)

2013: PhD grant from NWO for the project: Effectiveness of explicit vs. Implicit L2 instruction, a longitudinal study of 3 years. **200.000 euros (granted)**

RESEARCH

PhD dissertation

Rousse-Malpat, A. (2019). Explicit vs. Implicit L2 instruction: a longitudinal study on oral and written skills. PhD dissertation. University of Groningen.
Supervised by Prof. dr. Verspoor, dr. Steinkrauss and dr. de Jonge

Publications in academic journals and books:

Tang, X. Rousse-Malpat, A & Duarte, J. (in preparation). Trick or treat? Pedagogical Translanguaging or English Medium Instruction in Chinese English Writing Classrooms?

Salama, M., Rousse-Malpat, A. & Michel, M. (in preparation). Orbiting Language Skills: A Dynamic Usage-based Approach to TBLT.

Pattemore, M. Rousse-Malpat, A. & A. Pattemore. (in preparation). ChatGPT as a tutor for autonomous written assignment revisions. In Duarte, J. & Neokleous, G. (Eds.), AI in foreign language education.

Salama, M., Rousse-Malpat, A. & Michel, M. (submitted). Making the case for DUB-TBLT, TASK.

Prichard, C. & Rousse-Malpat, A. (submitted). Responding to humor online: An exploratory L2 study on the effect of instruction. *The European Journal of Humour Research*.

Prichard, C., Rousse-Malpat, A. & H. Girard. (2025). Humor convergence based on humor type : a quantitative study of L2 humor responses. *HUMOR*.

Tang, X., Rousse-Malpat, A., & Duarte, J. (2024). Implementing translanguaging strategies in the English writing classroom in higher education: A systematic review. *AILA Review*.

Rousse-Malpat, A., Koote, L., Steinkrauss, R., & Verspoor, M. (2024). Parlez-vous francais? Effects of structure-based versus dynamic-usage-based approaches on oral proficiency. *Language Teaching Research*, 28(5), 1893-1917.

Stalman, A., & Rousse-Malpat, A. (2023). Taalverlies van het Frans als vreemde taal; De voorspellende kracht van taalaanleg. *Levende Talen Tijdschrift*, 24(3), 17-28.

Rousse-Malpat, A., Steinkrauss, R., Wieling, M., & Verspoor, M. (2022). Communicative language teaching: Structure-based or Dynamic usage-based?. *Journal of the European Second Language Association*, 6(1).

Lowie, W., Michel, M., Rousse-Malpat, A., Keijzer, M., & Steinkrauss, R. (Eds.). (2020). Chapter 1 : Introduction. *Usage-based dynamics in second language development* (Vol. 141). Multilingual Matters.

Rousse-Malpat, A., Steinkrauss, R., & Verspoor, M. (2019). Structure-based or dynamic usage? based instruction. *Instructed Second Language Acquisition*, 3(2), 181-205.

Rousse-Malpat, A., & Verspoor, M. (2018). Foreign language Instruction from a dynamic Usage-based (DUB) perspective. In A. Tyler, L. Ortega, M. Uno & H. I. Park (Eds.), *Usage-inspired L2 instruction: Researched pedagogy* (pp. 55). Amsterdam/Philadelphia: John Benjamins Publishing Company.

Rousse-Malpat, A., & Verspoor, M. (2012). Measuring effectiveness in focus on form versus focus on meaning. *Dutch Journal of Applied Linguistics*, 1(2), 263-276.

Book Edition:

Lowie, W., Michel, M., Rousse-Malpat, A., Keijzer, M., & Steinkrauss, R. (Eds.). (2020). *Usage-based dynamics in second language development* (Vol. 141). Multilingual Matters.

Publications in professional journals:

Stalman, A., & Rousse-Malpat, A. (2023). Taalverlies van het Frans als vreemde taal; De voorspellende kracht van taalaanleg. *Levende Talen Tijdschrift*, 24(3), 17-28.

Rousse-Malpat, A., Steinkrauss, R., Wieling, M. & Verspoor, M. (2019). Effecten van typen instructie en hoeveelheid doeltaal in de klas voor het vak Frans in de onderbouw. *Levende Talen Tijdschrift*, 20, 16-26.

Gombert, W., & Rousse-Malpat, A & M. Verspoor. (2018). J’AIME parler français. *Levende Talen Magazine*, 105 (Special Issue), 90-93.

Rousse-Malpat, A., & Gombert, W. (2017). Gebruik van de doeltaal in de les moeilijk? *Levende Talen Magazine*, 104 (2), 4-8.

Rousse-Malpat, A., Verspoor, M., & Visser, S. (2012). Frans leren met AIM in het voortgezet onderwijs. Een onderzoek naar de effecten van AIM-didactiek op schrijven in het Frans van brugklasleerlingen. *Levende Talen Tijdschrift*, 13(3), 3-14.

Unpublished reports:

Rousse-Malpat, A. (2015). *Project frans op de middelbare school: Resultaten jaar 1 en 2 esdal college* No. 2). Groningen: Rijksuniversiteit.

Jans, D., & Rousse-Malpat, A. (2010). *Iedereen spreekt hier Frans*. Groningen: Rijkuniversiteit.

Invited speaker:

Rousse-Malpat, A. (2024, June). *On a Dynamic Usage-based inspired L2 pedagogy from primary school to university*. Inductive Learning of Language Networking Event. Cardiff University.

Rousse-Malpat, A. (2024, April). *Apprendre en faisant! Les méthodes basées sur l’usage: exemples de la méthode AIM et AIM-extended*. Journée pédagogique LIDILEM. Université de Grenoble.

Rousse-Malpat A. (2024, February). *Can you become a good language teacher without a structure-based training?* ILS colloquium. University of Utrecht.

Rousse-Malpat, A. (2023, May). *Approches basées sur l’usage pour l’apprentissage des langues-cultures*. Journée d’étude INSPE Lorraine. Université de Nancy.

Rousse-Malpat, A., & W. Gombert (2017, March). AIM language learning, invited presentations and workshop, faculty of education, University of Turku (Finland).

Rousse-Malpat, A. (2017, May). *Onderweg naar meer doeltaal in het klas lokaal en minder grammatica*. LinQ symposium, Utrecht.

Symposium organized in an international conference:

Rousse-Malpat, A. & Michel, M. (2023, July). *Dynamic Usage-Based Research pedagogies*. AILA conference, Lyon.

Conference papers:

Prichard, C., Rucynski, and A. Rousse-Malpat. (2025, July). *Responding to L2 Humor The Effect of Instruction in Japan and the Netherlands*. Humor Conference IHSH 20205, Krakow, Poland.

Sikkens, F., Rousse-Malpat, A., M. Michel. (2025). Writing into Speaking: Effects of a longitudinal Task-based Intervention in German L2 in the Netherlands. TBLT conference, Groningen.

Salama, M., Rousse-Malpat, A. & M. Michel. (2025, March). *Orbiting Language Skills: A Dynamic Usage-based Approach to TBLT*. TBLT conference, Groningen.

Sikkens, F. Rousse-Malpat, A. & Michel, M. (2024, July). *Writing as a Bridge to Speaking: Effects of a Task-based Writing Intervention on Speaking Skills in German of Pre-university Students in the Netherlands*, Doctoral workshop, EuroSLA 33 Montpellier.

Salama, M., Rousse-Malpat, A., and Michel, M. (2024, June). *Dynamic Usage-Based TBLT*. TDL5 conference. Kolding.

Rousse-Malpat, A. (2024, June). *Learning by doing: when learning becomes a tasky business*. TDL5, conference, Kolding.

Rousse-Malpat, A. & ter Borg, N. (2024, January). *Spreek je talenten aan! Meertaligheid in het hoger onderwijs*. Grote Taaldag, Utrecht.

Rousse-Malpat, A. (2023, November). *Tandem between teacher trainees and language learners: on language performance, intercultural competences and grit*. VIS live event! University of Groningen.

Rousse-Malpat, A. (2023, July). *Spreek je talenten aan! A multilingual approach in higher education*. AILA conference, Lyon.

Salama, M. Rousse-Malpat, A. and Michel, M. (2022, August). *Making the Case for Dynamic Usage-based TBLT*. TBLT conference Innsbruck.

Rousse-Malpat, A., Steinkrauss, R., de Jonge, R., & M. Verspoor. (2018, March). *Parlez-vous Français? L2 French oral and written proficiency after three years*. Paper presented at the American Association for Applied Linguistics (AAAL) in a colloquium organized by

Marjolijn Verspoor: Explicit versus implicit? Long-term interventions and free response oral and written data, Chicago, (IL).

Rousse-Malpat, A., Steinkrauss, R., de Jonge, R., & M. Verspoor. (2017, September). *Parlez-vous français? An ecologically valid study on French as a foreign language*. Paper presented at EuroSLA, Reading (UK).

Rousse-Malpat, A., de Jonge, R., & M. Verspoor. (2016, September). *Explicit vs. implicit: A longitudinal study on L2 oral and writing proficiency*. Paper presented at the Second Language Research Forum (SLRF) in a colloquium organized by Rick de Graaff and Marjolijn Verspoor, Re-assessing type and amount of exposure in form-focused instruction, New York (NY).

Rousse-Malpat, A., de Jonge, R., & M. Verspoor. (2016, May). *Implicit learning with a Dynamic-Usage Based method: a classroom oriented study*. Paper presented at the Junior Research Meeting (JRM) in Tallinn, Estonia.

Rousse-Malpat, A., de Jonge, R., & M. Verspoor. (2015, June). *Introduction of the colloquium*. Paper presented at Thinking Doing Learning 2 (TDL2) in a colloquium organized by Audrey Rousse-Malpat and Marjolijn Verspoor, AIM language learning. Groningen, the Netherlands.

Rousse-Malpat, A., de Jonge, R., & M. Verspoor. (2014, March). *The effect of UB inspired L2 instruction on general oral proficiency and grammatical accuracy: A longitudinal study*. Paper presented at Georgetown University Roundtable (GURT) in a colloquium organized by Teresa Cadierno and Marjolijn Verspoor, Usage-based approaches to L2 teaching? Providing the right exposure?, Washington (DC).

Conference posters:

Tang, X., Rousse-Malpat, A. & Duarte, J. (2024, January). Implementing Translanguaging in EFL Writing classroom in Higher Education: A Systematic Review. Next generation Literacies Conference. Hamburg university.

Rousse-Malpat, A. (2015, June). Explicit or implicit L2 teaching: a longitudinal classroom study. Poster presentation. Symposium on Implicit vs. explicit approaches, University of Lancaster.

Conferences for professionals:

Rousse-Malpat, A. & W. Gombert. (2018, March). Project Frans: onderzoek naar de effectiviteiten van AIM en AIME. AIM conference, University of Amsterdam.

Gombert, W. & Rousse-Malpat, A. (2018, January). J'aime parler français. Good practice Dag. Leiden.

Rousse-Malpat, A. & W. Gombert (2017, March). Onderzoek naar de effecten van AIM en AIME in de onderbouw en in de bovenbouw. Congres Frans, Noordwijkerhout.

Gombert, W., & A. Rousse-Malpat (2017, March). Het toetsen van spreekvaardigheid met SOPA en OPTF. Congres Frans, Noordwijkerhout.

Rousse-Malpat, A. (2015, January). Frans leren met AIM: onderzoek naar de taalontwikkeling van leerlingen in de onderbouw. Dag van Taal Kunst and Cultuur, Groningen.

Rousse-Malpat, A. (2016, January). Oral assessment with SOPA. Dag van Taal Kunst and Cultuur, Groningen

Rousse-Malpat, A. (2016, November). Resultaten na 3 jaar onderzoek naar de effecten van AIM. AIM conference, University of Amsterdam.

Rousse-Malpat, A. (2014, January). Frans leren met AIM: onderzoek naar de taalontwikkeling van leerlingen in de onderbouw. AIM conference, University of Amsterdam.

Workshops:

2024, March: Exploiter des fragments de films dans la classe de FLE, with Héloïse Girard, Congres Frans.

2024, March : Spreekvaardigheid ontwikkelen II: Het reduceren van spreekangst (Werkvormen: Stoelendans en Snelformuleren), with Wim Gombert, Congres Frans.

2018, March: Workshop “Het maken van rubrics voor het testen van taalvaardigheid”. Noordhoff Uitgevers, Groningen

2016, March: Workshop for teachers on the practicalities of working with AIM, with Wim Gombert, Greijdanus College, Zwolle.

2015, December: Workshop for teachers on the practicalities of working with AIM, with Wim Gombert, Highschool in Boxmeer.

Event organization:

2025: Vice-chair of Biannual conference of Task-based Language Teaching. 2-4 April 2025. Groningen, NL.

2020: Member of the organization team of the World Congress of Applied Linguistics (AILA). Groningen University, 15 to 20 August 2021 for 2200 delegates (online).

2017-2018: Member of the organization of the national conference for Applied Linguistics (Anéla), Egmond aan Zee.

2015-2016: Member of the organization of the international conference Thinking Doing Learning, Groningen.

2015: Member of the organization of Anéla Juniorendag, Utrecht.

2013: Member of the organization of Anéla Juniorendag, Leiden.

TEACHING

Teaching French as a foreign language outside of university:

2012- 2022: General proficiency French from A1 to B2 at the Institut Français in Groningen

2009-2011: Teacher of French in secondary education in the Netherlands (grade 1-3), level Atheneum +, Zernike College, Haren

University courses designed and taught:

2022- to date: Masterlanguage, Master class in French Linguistics taught to all French majors in the Netherlands. Course given in collaboration with colleagues from Utrecht, Nijmegen, Leiden and Amsterdam.

2023- to date: Educational Elective, part 1 and 2. The Dynamics of Instructed SLA. Program European Languages and Cultures , Ba2, university of Groningen

2022- to date: CEFR in context. Educational Master for pre-service teachers, university of Groningen.

2018-to date: Language specific 2. 3rd year Bachelor. Program European Languages and Cultures, University of Groningen [taught in French]

2018-2019: Into the local laboratory: language. 3rd year Bachelor. Program Minorities and Multilingualism.

2013-2015: French Proficiency (Major) B2/C1. Program European Languages and Cultures, University of Groningen [taught in French]

2014-2017: Registers in French (course designed with dr. Stella Linn). 2nd year Bachelor. Program European Languages and Cultures, University of Groningen [taught in French]

2012-2014: French Proficiency (Major) B1. Program European Languages and Cultures, University of Groningen [taught in French]

2011-2015: French Proficiency (Minor) B2. Program International Organizations and International relations, University of Groningen [taught in French]

2010-2011 and 2012-2013: Rapportage 2 in French linguistics: les expressions figées et le développement d'une L2, Program Romance Language and Culture, University of Groningen [taught in French]

2009-2012: Oral proficiency French (Major) B1 and B2/C1, Program Romance Languages and Culture, University of Groningen [taught in French]

University courses taught:

2018-2019: French Proficiency 3b Basis, 2nd year bachelor, Program European Languages and Culture, University of Groningen [taught in English]

2018-2019: Research methodology 2, 2nd year bachelor, Program Minorities and Multilingualism, University of Groningen [taught in English]

2016-2017: French Proficiency Plus (Minor) B1. Program European Languages and Culture, University of Groningen [taught in French]

2013-2016: Seminars Language Chart of Europe (Dutch and English track), 1st Year bachelor, Program European Language and cultures, University of Groningen [taught in Dutch and English]

2011-2014: Syntax and semantics of French, Program Romance Languages and Culture, University of Groningen [taught in French]

2011-2012: French Proficiency (Minor) B1, Program International Organizations and International relations, University of Groningen [taught in French]

Guest lectures:

2018 (January): Wat zijn de belangrijkste inzichten over vreemdetaal ontwikkeling? Hoe hebben die het huidige MVT onderwijs beïnvloed?, Educational Master, Faculty of teaching and education, Groningen

2017 (November): AIM language learning, Theoretical aspects of SLD, Master of Applied Linguistics, Groningen

2015-2018 (April): Becoming a PhD student, Course Design your research project, Research Master Program of Linguistics, University of Groningen

2015-2016 (October): Let's talk about teaching! , Minor course of Applied Linguistics, University of Groningen

2015-2016 (November): Let's talk about teaching! , Teaching Methodology and Second Language development, Master of Applied Linguistics, University of Groningen

2012 (November)-2013 (November): Teaching Methodology and Second Language development, Master of Applied Linguistics, University of Groningen

Supervision:

More than 15 Ba, Ma courses in the faculty of Arts and Education from 2009 to 2024

Supervision of 3 PhD candidates (ongoing), supervision of more than 20 Ba, Ma theses from 2012 to 2024

DISSEMINATION

Valorization projects:

Rousse-Malpat, A. (2025, February). *Embracing Linguistic Diversity Learning languages connects us to each other's hearts and minds*. Collector's item. Brainstorm, Studium Generale, Groningen.

Rousse-Malpat, A. (2023, May). *Approches basées sur l'usage pour l'apprentissage des langues-cultures. Déconstruire les approches explicites (dès l'école élémentaire)*. Podcast Entendu! Université de Nancy.

Rousse-Malpat, A. and Berns, J. (2021, Octobre). *Le français précoce: Initiation théorique et déconstruction des mythes*. Journée du français précoce Institut Français et Alliance Française. Amsterdam.

2022 to date: Creator and host of podcast Je suis prof de FLE, internal Impact grant and external partner Institut Français (6 episodes)

2018, June: Invited speaker at Bessensap 2018, Presentation of my research in front of journalists, researchers and experts in science communication

2016 to date: Designer and coordinator (together with Wim Gombert) of Projectfrans.nl, an internet platform that links research to practice

Press:

2019, May: Taal leren met gebaren, Editie NL (RTL4).

2019, May: Kèsku sè? Een nieuw soort Franse les, NRC Handelsblad.

2019, April: Zeg maar adieu tegen spreekangst, het Parool.

2019, April: Taal leren als toneelspeler, AD.

2017: www.ProjectFrans.nl , article in Levende Talen Magazine.

2016, November : “Papa fume une pipe ou bonjour tout le monde!” Interview by Saksia Visser for Letteren en Samenleving Magazine.

SERVICE:

2020-2025: Treasurer of the Dutch Association of Applied Linguistics (Anéla)

2023- to date: Member of the Exam committee Faculty of Arts/ Faculty of Behavioral Sciences (Educational Master)

2021- to date: Member of Francosciences, group of French scientists in the Netherlands

2018- to date: Reviewer for academic journals (Dutch journal of Applied Linguistics, Frontiers, Language Sciences, Journal of Second Language Writing, Instructed Second Language Acquisition)

2018- to date: Study advisor for the Master program Minorities and Multilingualism

2018-2020: Member of Visiegroep Buurtalen, group of experts in the teaching of French and German in the Netherlands

2016-2017: Member of the program committee of the European Languages and Culture

2015-2017: Activity for highschool students during the French film afternoon.

2015-2016: Member of the PhD council, in charge of the organization of research skill workshops

2013- 2015: Coordinator PhD support group

LEADERSHIP

2024- to date: member of the Leadership Lab by Sandra Fillaudeau. Group for leaders working on sustainable ambitions and personal development.

2023-2024: Leadership programme called Conscious Ambitions to harmonize personal with professional ambitions with Sandra Fillaudeau.

2022-2023: Young Arts Leadership Programme at the Faculty of Arts, Groningen.

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LANGUAGES ACQUIRED

- French: Native level
- Dutch: C2 reading and listening/ C1 speaking and writing
- English: C1 level reading, listening, speaking, writing
- Spanish: C1 reading and listening/ B2+ speaking/ B2 writing

