

CV PROF. DR. PETRA SCHULZ

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POSITIONS HELD¹

2007–	Associated Faculty, Linguistics Department, Goethe University
2006–	Professor (W3) of German as a Second Language, Goethe University, Frankfurt
2004–2006	Professor (C3) of Linguistics and Didactics, University of Education Karlsruhe
2001–2004	Research Fellow, DFG-research group FOR 381: "Early Language Development", Charité Berlin
2000	Assistant Professor (C1), Department of Special Language Education, University of Education Ludwigsburg
1998–2001	Research fellow, DFG-research program SFB 471 „Variation and development in the lexicon“, Konstanz University
1996–2000	Elementary School Teacher, Stuttgart

DEGREES

2000	Dr. phil. in Linguistics, Tübingen University (<i>summa cum laude</i>) Supervisors: R. Tracy, U Mannheim, M. Reis, U Tübingen, T. Roeper, UMass
1995	Magister Artium in General Linguistics, Psychology, and Informatics, U Tübingen (with distinction)
1989	Second State Board Exam for Elementary and High School, Heidelberg (with distinction)
1987	First State Board Exam in German, Education, Educational Psychology, U of Education Heidelberg (with distinction)

SELECTED FUNCTIONS AT THE UNIVERSITY

2019–	Deputy spokesperson of the DFG Graduate School "Nominal Modification", Goethe University
2017–	Director of the GRADE Center "Language" (w/E. Rinke), Goethe Research Academy for early career researchers, Goethe University
2013–2016	Vice Dean for Research, Faculty of Modern Philologies, Goethe University, Head of the PhD Admission Committee

AWARDS AND STIPENDS

2019–2021	Elected member of DFG Senate Committee on Collaborative Research Centres (SFB) and elected scientific member of the DFG Grants Committee on Collaborative Research Centres, German Science Foundation
2019	Invited researcher, Workshop at Villa Vigoni, "Dimensions of wh-words: a German-Italian question time", Menaggio, Italy, Exchange program DFG -Italy
2016–2020	Appointed expert for the Systematic Review „Interventions for Improving Children’s Language in Early-Childhood-Education-and-Care Settings in German-Speaking Countries“, DIPF, Frankfurt
2015–	Appointed member of the expert group "Education" as part of the Asylum Convention, Hesse
2014, 2017, 2020	Formal university recognition: ranked among the 10% most successful faculty members in research and teaching
2014	Poster Price, Conference Linguistic Evidence, "Acquisition of (non-)restrictivity in relative clauses" (with C. Koch, E. Sanfelici und A. Thiel)

¹ Times of child care: 2 children (born 2001 and 2005)

2013	Short Term Scientific Mission (COST IS0804) to Tel Aviv University (N. Friedmann), March 2013
2008	Founding member of the Centre for Research on Individual Development and Adaptive Education of Children at Risk (IDeA), Hesse Excellency Grant LOEWE
1992–1993	Visiting student at University of Massachusetts, USA, with a foreign study scholarship for outstanding students, Evangelisches Studienwerk Villigst
1991–1995	Scholarship for outstanding students, Evangelisches Studienwerk Villigst
EDITORIAL BOARDS	
2018	Special Issue Editor, University of Massachusetts Occasional Papers in Linguistics (UMOP). Graduate Linguistics Student Association
2017	Special Issue Editor, Zeitschrift für Sprachwissenschaft
2013–	Zeitschrift für Sprachwissenschaft (Journal)
2012–	Diskurs Kindheits- und Jugendforschung (Journal)
2012–	Language Acquisition and Language Disorders (LALD) series, John Benjamins
2011	Special Issue Editor, Lingua, Elsevier (Journal)
1999–2003	Annual Review of Language Acquisition (ARLA), John Benjamins
REVIEWING ACTIVITIES	
Grants	DFG (German Science Foundation), NWO (Vidi Programm), NSF (National Science Foundation), Alexander von Humboldt Foundation (Research stipends, Humboldt-research prize), Austria (Sparkling Science, Elise Richter program), Open University, Israel, DAAD (German academic exchange program: research visits, structured PhD programs), Sparkling Science (Austria), University of Vienna (PhD positions), Margarete von Wrangell-Habilitation program, Deutschland Stipendium (national student stipend program), Studienstiftung (PhD positions)
Journals	Applied Psycholinguistics, Bilingualism: Language and Cognition Clinical Linguistics and Phonetics, Diskurs Kindheits- und Jugendforschung, Glossa, International Journal for Language and Communication Disorders, International Journal of Bilingualism, International Review of Applied Linguistics in Language Teaching, Italian Journal of Linguistics, Journal of Child Language, Journal of Communication Disorders, Journal of Comparative Germanic Linguistics, Journal of Germanic Linguistics, Journal for Speech, Language, and Hearing Research, Language Learning and Development, Language Acquisition, Lingua, Linguistic Variation, Linguistische Berichte, Psychologische Rundschau, Research in Developmental Disabilities, Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, Zeitschrift für Erziehungswissenschaft
Book chapters	Trends in Linguistics. Studies and Monographs (Mouton de Gruyter), Studies on Language Acquisition (SOLA, Mouton de Gruyter), Cognitive Linguistics Research Series (Mouton de Gruyter), Handbook on Information Structure (Oxford University Press), Proceedings of the Romance Turn (Cambridge Scholar Publishing), Generative Approaches to Language Acquisition (GALA, Cambridge Scholar Publishing), Trends in Language Acquisition Research: Semantics in Acquisition (TILAR, Mouton de Gruyter)
Conferences	Bi-SLI Tours, Boston University Conference on Language Development (BUCLD), Generative Approaches to Language Acquisition (GALA), International Symposium on Bilingualism (isb), Linguistic Evidence (LE), Generative Approaches to Language Acquisition North America (GALANA), Going Romance, Multilingual Individuals and Multilingual Societies (MIMS), Sinfonija

RESEARCH GRANTS (SINCE 2006)

- 2018–2023 (PI) Child second language acquisition after age 6, Ministry for Higher Education, Research and the Arts, Hesse
- 2016–2022 (PI) Sprachförderprofis: Professionalization of educators for language support of multilingual children. Ministry of Education, Hesse, Foundation Polytechnische, City of Frankfurt
- 2016–2020 (PI) DAZHOCHZWEI: Teacher training in German as a second language. Ministry of Education, Hesse
- 2015–2018 (Co-PI) TRIO: Professionalization of language training in preschool and elementary school. Ministry for education and research (BMBF) and European Social funds (ESF)
- 2014–2023 (Deputy Spokesperson) DFG Graduate school Nominal Modification, Goethe University Frankfurt (w/13 colleagues in Linguistics, PI: E. Rinke)
- 2014–2018 (External Collaborator) The development of syntactic recursion in preschool-aged children: a cross-linguistic approach (PI: A. Pérez-Leroux, U. Toronto), Social Sciences and Humanities Research Council of Canada (SSHRC)
- 2013–2016 (Co-Applicant) Cooperation with N. Friedmann (Tel Aviv University) and A. Pérez-Leroux (U of Toronto), German academic exchange program (DAAD)
- 2011–2017 (PI) CARU: Acquisition of (non-)restrictive relative clauses, part of the DFG-Research group on Relative Clauses
- 2011–2015 (PI) Cammino: Multilingualism in kindergarten and primary school, Ministry for Education and Research (BMBF) and European Social funds (ESF)
- 2011–2014 (PI) PROFessio: Professionalization of language training teachers for multilingual children, IDeA center, Hesse Excellency Grant LOEWE
- 2011–2014 (Co-Applicant) A study of the language of Russian-Hebrew and Russian-German migrant children in preschool and school years, German-Israeli-Foundation (GIF)
- 2008–2014 (PI) MILA: Relationship between migration background and language impairment in children's language achievement, IDeA center, LOEWE
- 2009–2013 (Group Leader) Language Impairment in a multilingual society: Linguistic patterns and the road to assessment, EU COST IS0804 (PI: Sharon Armon-Lotem)
- 2008–2011 (PI) Language assessment and language training in monolingual and bilingual children, Hertie Foundation and Goethe University Frankfurt
- 2005–2010 (Co-PI) Development and norming of the language test LiSe-DaZ (w/R. Tracy), Baden-Württemberg Foundation and Hogrefe publishing house
- 2006–2010 (Group Leader) Crosslinguistic robust stages of children's linguistic performance with application to language assessment, EU COST A 33, (PI: Uli Sauerland)

INVITED INTERNATIONAL TEACHING

The acquisition of Semantics. Linguistics Summer School of the DGfS (German Linguistics Society), Tübingen, Germany (August 2016).

SELECTED INTERNATIONAL PLENARY TALKS

- Semantic/pragmatic properties of wh-questions: Exhaustivity and pairing. Villa Vigoni Workshop: Dimensions of wh-words – a German-Italian question time, Menaggio, Italy (May 2019).
- First wait - then integrate. How children master the comprehension of complex sentences. Amsterdam Center for Linguistics and Cognition (ACLC) Seminar. University of Amsterdam: The Netherlands (February 2019).
- Exhaustivity in wh-questions in typical and impaired acquisition. University of Edinburgh Linguistic colloquium series, Edinburgh, Scotland (March 2018).
- Zur Semantik von Verben im Spracherwerb. 53. Jahrestagung des Instituts für Deutsche Sprache, IDS Mannheim (March 2017).
- Telicity in SLI. Workshop on Complexity in Acquisition, University of Toronto (May 2016).
- Semantic aspects in the acquisition of wh-questions. Workshop on Non-Canonical Questions and Interface Issues. University of Konstanz, Germany (February 2014).

- Differences between typically developing children and children with SLI in a bilingual context: Exhaustivity. Final COST IS0804 Conference on Child Language Impairment in Multilingual Context. Kraków, Poland (May 2013).
- Language assessment of bilingual children – Why a monolingual norm is not fair. Joint workshop of the University of Toronto and Goethe-University Frankfurt: The Role of Institutional Practices for Building Successful Multicultural Societies, University of Toronto, Canada (June 2012).
- Wer versteht wann was? Sprachverstehen im frühen Zweitspracherwerb des Deutschen. 48. Jahrestagung des Instituts für Deutsche Sprache (IDS) Mannheim, Germany (March 2012).
- How to disentangle SLI from successive bilingualism: Evidence from comprehension studies in German. Workshop on Bilingualism and Specific Language Impairment, Hebrew University, Jerusalem, Israel (February 2009).
- Some notes on Semantics and SLI. Generative Approaches to Language Acquisition (GALA), Lisbon, Portugal (September 2009).
- Language comprehension in bilingualism and SLI. Workshop: Windows on Inflection, Amsterdam, Netherlands (December 2008).

CONTRIBUTION TO GRADUATE SUPERVISION

I have supervised 17 PhD theses (plus 7 ongoing) and have served in PhD committees in Bangor, UK, Amsterdam, NE, Groningen, NE, and Tel Aviv, Israel. In addition, I have supervised 35 Magister/ MA Theses and 12 Diploma Theses (=all graduate level) as well 50 BA theses and 42 first State Board Exam theses (=undergraduate level). Several refereed publications (33) are in collaboration with graduate students.

OUTREACH ACTIVITIES

In 2009 I established Info-DaZ, an Information and Research Center for German as a Second Language at Goethe-University, Frankfurt, and have since headed several projects promoting transfer of our results to educators. I have given more than 50 outreach talks to educators, teachers, parents, and education policymakers. In 2015 I became appointed member of the expert group "Education" as part of the Asylum Convention, Ministry of Education, Hesse.

MAIN PUBLICATIONS

MONOGRAPHS AND EDITED VOLUMES

1. Voet Cornelli, B., Geyer, S., Lemmer, R., Müller, A. & **Schulz, P.** (2020). *Vom Sprachprofi zum Sprachförderprofi. Linguistisch fundierte Sprachförderung für Kinder in Kita und Grundschule*. Weinheim: Beltz. [How Language experts become language intervention experts: Linguistically based language intervention in kindergarten and elementary school]
2. Hollebrandse, B., Kim, J., Pérez-Leroux, A.T. & **Schulz, P.** (eds.) (2018). *T.O.M and Grammar. Thoughts on Mind and Grammar: A Festschrift in honor of Tom Roeper. University of Massachusetts Occasional Papers in Linguistics (UMOP) 41*. Amherst: University of Massachusetts, Graduate Linguistics Student Association.
3. **Schulz, P.**, Gawlitzek, I. & Wöllstein, A. (eds.) (2017). Monolingual and bilingual language acquisition: Harvesting the fruits from the grammar tree. *Zeitschrift für Sprachwissenschaft*. Special Issue, 36(1).
4. **Schulz, P.** & Friedmann, N. (eds.) (2011). Specific Language Impairment (SLI) across languages: Properties and possible loci. *Lingua*. Special Issue, 121(3).
5. **Schulz, P.** & Tracy, R. (2011). *Linguistische Sprachstandserhebung – Deutsch als Zweitsprache (LiSe-DaZ)*. Göttingen: Hogrefe Verlag. [first standardized language test with norms for eL2 learners of German]
6. **Schulz, P.** (2003). *Factivity: Its Nature and Acquisition*. Tübingen: Max Niemeyer Verlag. Linguistische Arbeiten 480.

ARTICLES AND CHAPTERS

1. Sanfelici, E. & **Schulz, P.** (submitted). Can frequency account for the grammatical choices of children and adults in nominal modification contexts? Evidence from elicited production and child-directed speech. *Languages*, Special Issue on New Empirical Approaches to Grammatical Variation and Change.
2. Makrodimitris, C. & **Schulz, P.** (under revision). Does timing in acquisition modulate heritage children's language abilities? Evidence from the Greek LITMUS-Sentence Repetition Task. *Languages*, Special Issue on Heritage Languages in Germany.
3. Pérez-Leroux, A., Roberge, Y., **Schulz, P.** & Lowles, A. (under revision). Structural diversity does not affect the development of recursivity: The case of possession in German. *Language Acquisition*.
4. Grimm, A. & **Schulz, P.** (in press). Phonology and semantics: markers of SLI in bilingual children at age 6? In K. Grohmann & S. Armon-Lotem (eds.), *LITMUS in Action*. Amsterdam: Benjamins.
5. Weicker, M. & **Schulz, P.** (2020). Not all gradable adjectives are vague – Experimental evidence from adults and children. In M. Franke, N. Kompa, M. Liu, J. L. Mueller & Juliane Schwab (eds.), *Proceedings of Sinn und Bedeutung 24* (pp. 406-422). Osnabrück University.
6. Sanfelici, S., Fery, C. & **Schulz, P.** (2020). What verb-final and V2 have in common: evidence from the prosody of German restrictive relative clauses in adults and children. *Zeitschrift für Sprachwissenschaft*, 39(2), 201–230. <https://doi.org/10.1515/zfs-2020-2011>
7. **Schulz, P.** & Sanfelici, E. (2020). Children are sensitive to the default verb order in German subordinate clauses: Evidence from 'because' clauses in spontaneous speech *Proceedings of the 44th Annual Boston University Conference on Language Development* (pp. 548-561). Somerville, MA: Cascadilla Press.
8. Weicker, M. & **Schulz, P.** (2020). Not everything needs to be big or small: Evidence from children's interpretation of vague adjectives. *Proceedings of the 44th Annual Boston University Conference on Language Development* (pp. 724-737). Somerville, MA: Cascadilla Press.
9. Sanfelici, E., Trabant, C. & **Schulz, P.** (2020). On the nature of integrated V2 relative clauses: An acquisition study of the alternation of verb-final and verb-second in German relative clauses in children. In T. Biberauer, S. Wolfe & R. Woods (eds.), *Rethinking Verb Second* (Book Series Rethinking Comparative Syntax) (pp. 790-809). OUP.
10. Lemmer, R., Huschka, S., Geyer, S., Brandenburg, J., Ehm, J.-H. Lausecker, A., **Schulz, P.** & Hasselhorn, M. (2019). Sind Fortbildungsmaßnahmen zu linguistisch fundierter Sprachförderung wirksam? – Analysen zu den Kompetenzen von Fachkräften und mehrsprachigen Kindern. *Frühe Bildung*, 8(4), 181-186. [Are teacher trainings with linguistically based language intervention effective? – Analyses of the teachers' and the children's competencies]
11. Balaban, N., **Schulz, P.** & Friedmann, N. (2019). Is Theory of Mind the basis for exhaustivity in wh-questions? Evidence from TOM impairment after right hemisphere damage. *Journal of Neurolinguistics*; 52: 100853. <https://doi.org/10.1016/j.jneuroling.2019.100853>
12. **Schulz, P.** & Grimm, A. (2019). The age factor revisited: Timing in acquisition interacts with age of onset in bilingual acquisition. *Frontiers in Psychology*, 9:2732. doi: 10.3389/fpsyg.2018.02732.
13. **Schulz, P.** (2019). Acquisition of telicity. In K. Syrett and S. Arunachalam (Eds.), *Semantics in Language Acquisition* (pp. 124-150). Series: Trends in Language Acquisition Research. Amsterdam: Benjamins.
14. Weicker, M. & **Schulz, P.** (2019). *Red train, big train, broken train* – Semantic aspects of adjectives in child language. In T. Ionin & M. Rispoli (eds.), *Three Streams of Generative Language Acquisition Research. Selected papers from the 7th Meeting of Generative Approaches to Language Acquisition-North America, University of Illinois at Urbana-Champaign*. Language Acquisition and Linguistic Disorders 63 (pp. 203-221). Amsterdam: Benjamins.
15. **Schulz, P.** & Tracy, R. (2018). Revisiting the tolerance of Universal Grammar. In B. Hollebrandse, J. Kim, J., A.T. Pérez-Leroux & P. Schulz (eds.), *T.O.M. and Grammar. Thoughts on Mind and Grammar: A Festschrift in honor of Tom Roeper*. University of

- Massachusetts Occasional Papers in Linguistics* (UMOP) 41 (pp. 129-145). Amherst: University of Massachusetts, Graduate Linguistics Student Association.
16. Fekete, I., **Schulz, P.**, & Ruigendijk, E. (2018). Exhaustivity in single bare wh-questions: A differential-analysis of exhaustivity. *Glossa: a journal of general linguistics*, 3(1), 96. DOI: <http://doi.org/10.5334/gjgl.549>
 17. **Schulz, P.** & Schwarze R. (2017). How robust is the ban on nonfinite verbs in V2? Evidence from early second language learners of German with and without SLI. *Zeitschrift für Sprachwissenschaft*, 36(1), 51-78. doi.org/10.1515/zfs-2017-0004
 18. Foryś, M., Haman, E., Katsos, N. & **Schulz, P.** (2016). Exploring syntactic, semantic and pragmatic correlates of the acquisition of exhaustivity in wh-questions: A study of Polish monolingual children. *Language Acquisition*. DOI:10.1080/10489223.2016.1179744.
 19. Grimm, A. & **Schulz, P.** (2016). Warum man bei mehrsprachigen Kindern dreimal nach dem Alter fragen sollte: Sprachfähigkeiten simultan-bilingualer Lerner im Vergleich mit monolingualen und frühen Zweitsprachlernern. *Diskurs Kindheits- und Jugendforschung*, 11(1), 27-42. [Why Age Matters Thrive for Multilingual Children: A Comparison of Language Abilities of Simultaneous-Bilingual Learners with Monolingual Children and Early Second Language Learners of German. In *Discourse Childhood and Youth Research*]
 20. **Schulz, P.** (2015). Exhaustivity. In S. Armon-Lotem, J. de Jong & N. Meir (Eds.), *Methods for assessing multilingual children: disentangling bilingualism from Specific Language Impairment* (pp. 76-94). Book Series: Multilingual Matters.
 21. Grimm, A. & **Schulz, P.** (2014). Specific Language Impairment and early second language acquisition: The risk of over- and underestimation. *Child Indicators Research*, 7, 821-841. Published online DOI 10.1007/s12187-013-9230-6.
 22. **Schulz, P.** (2012). Why and how individual differences matter for linguistic theory and experimental research but not for UG. *Linguistic Approaches to Bilingualism*, 2(3), 298-303.
 23. **Schulz, P.** & Roeper, T. (2011). Acquisition of exhaustivity in wh-questions: A semantic dimension of SLI? *Lingua*, 121(3), 383-407.
 24. Wojtecka, M., Koch, C., Grimm, A. & **Schulz, P.** (2011). Production and comprehension of sentence negation in child German. In A. Grimm, A. Müller, C. Hamann & E. Ruigendijk (eds.), *Production and comprehension asymmetries in child language. SOLA Studies on Language Acquisition 43* (pp. 217-245). Berlin: Mouton de Gruyter.
 25. Kieburg, A. & **Schulz, P.** (2010). Input factors in early verb acquisition: Do word order variability and word frequency of verbs matter? In M. Anderssen, K. Berentzen & M. Westergaard (eds.), *Optionality in the Input. Papers from the GLOW 30 Workshop* (Studies in Theoretical Psycholinguistics) (pp. 95-127). Berlin: Springer.
 26. **Schulz, P.**, Kersten, A. & Kleissendorf, B. (2009). Zwischen Spracherwerbsforschung und Bildungspolitik: Sprachdiagnostik in der frühen Kindheit. *Zeitschrift für Soziologie der Erziehung und Sozialisation*, 29, 122-140. [Inbetween language acquisition research and educational politics: language assessment in early childhood]
 27. **Schulz, P.** & Kiese-Himmel, C (2006). Verbverstehen und expressiver Wortschatzumfang bei sprech-/sprachentwicklungsgestörten Kindern. *L.O.G.O.S. Interdisziplinär*. 14(4), 244-252. [verb comprehension and expressive vocabulary size in children with SLI]
 28. Penner, Z., **Schulz, P.** & Wymann, K. (2003). Learning the meaning of verbs: What distinguishes language impaired from normally developing children? *Linguistics*, 41(2), 289-319.
 29. **Schulz, P.**, Wymann, K. & Penner, Z. (2001). The early acquisition of verb meaning in German by normally developing and language impaired children. *Brain and Language*, 77, 407-418.
 30. Pérez-Leroux, A. & **Schulz, P.** (1999). The role of tense and aspect in the acquisition of factivity: Children's interpretation of factive complements in English, German and Spanish. *First Language*, 19:1(55), 29-54.