

Prof. Dr. Petra Schulz

1. General Information

Prof. Dr. Petra Schulz

Born 14.08.1964, female

Institut für Psycholinguistik und Didaktik der deutschen Sprache, FB10 Neuere Philologien

Goethe University Frankfurt, Norbert-Wollheim-Platz 1, 60629 Frankfurt am Main

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Homepage: https://scholar.google.com/citations?view_op=list_works&hl=en&user=SOlayHYAAAAJ

Position: University Professor (W3)

Family obligations: 2 children (born in 12/2001 and in 01/2005)

2. University Training and Degree

1989 – 1995 Magister Studies of General Linguistics, Psychology, and Informatics
University of Tübingen, Magister Artium (*with distinction*)

1988 – 1989 Teacher training, Second State Board Exam for Elementary and High School,
Heidelberg (*with distinction*)

1983 – 1987 Teacher studies in German, Education, Educational Psychology at University of
Education Heidelberg, First State Board Exam (*with distinction*)

3. Advanced Academic Qualifications

2000 Doctoral Degree (Dr. phil.) in Linguistics at the University of Tübingen: *Factivity: Its Nature and Acquisition (summa cum laude*, Supervisors: R. Tracy, M. Reis)

4. Postgraduate Professional Career

2006–current Professor of German as a Second Language (W3), Goethe University Frankfurt

2004–2006 Professor of Linguistics and Didactics (C3), 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 centre SFB 471 „Variation and development in
the lexicon”, Konstanz University

1996–2000 Elementary School Teacher, Stuttgart

5. Achievements

- 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 (2019-2024)
- Fellowship at the Netherlands Institute for Advanced Study (NIAS), Amsterdam (9/2021-1/2022)
- Director of the GRADE Center Language (w/E. Rinke), Goethe Research Academy for early career researchers (since 2017)
- Formal university recognition: ranked among the 10% most successful faculty members in research and teaching (2014, 2017, 2020)
- Vice Dean for Research, Head of the PhD Admission Committee, Faculty of Modern Philologies (2013–2016)
- Selected grants: 2018–2023 Child second language acquisition after age 6, Ministry for Higher Education, Research and the Arts, Hesse; 2014–2023 (Deputy Spokesperson) DFG Graduate school Nominal Modification (PI: E. Rinke); 2011–2017 CARU: Acquisition of (non-)restrictive relative clauses, DFG-Research Unit Relative Clauses; 2011–2015 (PI) Cammino: Multilingualism in kindergarten and primary school, Ministry for Education and Research (BMBF) and European Social funds (ESF); 2008–2014 (PI) MILA: Relationship between migration background and language impairment in children’s language achievement, IDeA Center, Hesse Excellency Grant 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); 2006–2010 (Group Leader) Crosslinguistic robust stages of children's linguistic performance with application to language assessment, EU COST A 33, (PI: Uli Sauerland)
- Editorial Board of *Zeitschrift für Sprachwissenschaft* (since 2013), *Diskurs Kindheits- und Jugendforschung* (since 2012), *Language Acquisition and Language Disorders* (LALD) Series, John Benjamins (since 2012)
 - Number of PhDs supervised (16 and 3 ongoing, member of external PhD committees: 6)

6. Selected publications

- Pérez-Leroux, A., Roberge, Y., Lowles, A. & **Schulz, P.** (2022). Structural diversity does not affect the development of recursivity: The case of possession in German. *Language Acquisition*, 29:1, 54-78. DOI: [10.1080/10489223.2021.1965606](https://doi.org/10.1080/10489223.2021.1965606)
- Sanfelici, E. & **Schulz, P.** (2021). Can frequency account for the grammatical choices of children and adults in nominal modification contexts? Evidence from elicited production and child-directed speech. *Languages*, 6, 35. <https://doi.org/10.3390/languages6010035>
- 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.
- 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.
- 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>
- 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.
- 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.org/10.5334/gjgl.549
- Schulz, P.** (2018). 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.
- 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
- 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. DOI 10.1007/s12187-013-9230-6.
- 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.
- Schulz, P.** & Roeper, T. (2011). Acquisition of exhaustivity in wh-questions: A semantic dimension of SLI? *Lingua*, 121(3), 383–407.
- Schulz, P.** & Tracy, R. (2011). *Linguistische Sprachstandserhebung – Deutsch als Zweitsprache (LiSe-DaZ)*. Göttingen: Hogrefe Verlag. (Language test for monolingual and eL2 children; 7 subtests)
- Schulz, P.** (2003). *Factivity: Its Nature and Acquisition*. Tübingen: Niemeyer. Linguistische Arbeiten 480.
- 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.