

**Prof. Dr. Petra Schulz****1. General Information**

Prof. Dr. Petra Schulz

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Homepage: <https://www.researchgate.net/profile/Petra-Schulz>, <https://tinygu.de/DaZ>

Position: University Professor (W3)

Supplementary Career Information: two 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

1988 – 1989 Teacher training, Second State Board Exam for Elementary and High School,  
Heidelberg

1983 – 1987 Teacher studies in German, Education, Educational Psychology at University of  
Education Heidelberg, First State Board Exam

**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, T. Roeper)

**4. Postgraduate Professional Career**

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

2005 Offer of a C3 Professorship for Linguistics and Language Didactics, University of  
Education, Heidelberg (declined)

2004 – 2006 Professor of Linguistics and Didactics (C3), University of Education Karlsruhe

2001 – 2004 Research Fellow, DFG 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 CRC 471 „Variation and development in the lexicon”, Konstanz  
University

1996 – 2000 Elementary School Teacher, Stuttgart

**5. Achievements**

2022 Main organizer of the conference “Generative Approaches to Language Acquisition  
(GALA), Goethe University Frankfurt

2021 Fellowship at the Netherlands Institute for Advanced Study (NIAS), Amsterdam  
(9/2021-1/2022)

2019 – 2024 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 – current Deputy spokesperson of the RTG “Nominal Modification”, Goethe University

2017 – 2024 Spokesperson of the GRADE Center “Language” (with E. Rinke), Goethe Research  
Academy for early career researchers

2013 – 2016 Vice Dean for Research, Head of the PhD Admission Committee, Faculty of Modern  
Philologies

2013 – current Editorial Board of *Zeitschrift für Sprachwissenschaft*

2012 – current Editorial Board of *Diskurs Kindheits- und Jugendforschung*, and of *Language  
Acquisition and Language Disorders (LALD) Series*, John Benjamins

2008 Founding member of the IDeA center (Individual development and adaptive  
education), DIPF (Leibniz Institute for Research and Information in Education),  
Goethe-University, Sigmund-Freud Institute, funded by the Hessian Excellence  
Initiative LOEWE)

2020, Formal university recognition: ranked among the 10% most successful faculty  
2017 & 2014 members in research and teaching

Number of supervised doctoral students: 16 (as first or second supervisor) concluded and 3 ongoing.

## 6. Externally Funded Projects (Selection)

- 2018–2023 PI, *Child Second Language Acquisition after age 6*, Ministry for Higher Education, Research and the Arts, Hesse
- 2014–2023 PI, DFG-RTG *Nominal Modification* (Spokesperson: E. Rinke)
- 2011–2017 PI, *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 & Member of the Management Committee for Germany, *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)

## 7. Main Publications

- Pérez-Leroux, Ana, Yves Roberge, Alex Lowles Petra **Schulz**. 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)
- Weicker, Merle & Petra **Schulz**. 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, Emanuela, Corinna Trabant, & Petra **Schulz**. 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*, pp. 790-809. OUP.
- Balaban, Noga, Petra **Schulz**, & Naama Friedmann. 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**, Petra & Angela Grimm. 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.
- Schulz**, Petra. 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**, Petra & Rabea Schwarze. 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**, Petra & Tom Roeper. 2011. Acquisition of exhaustivity in wh-questions: A semantic dimension of SLI? *Lingua*, 121(3), 383–407.
- Schulz**, Petra 2003. *Factivity: Its Nature and Acquisition*. Tübingen: Max Niemeyer Verlag. Linguistische Arbeiten 480.