

# Dr. Merle Weicker

## Curriculum Vitae

ORCID

<https://orcid.org/0000-0001-6977-8695>

Focus in research:

Child language acquisition (semantics), multimodal communication, language and cognition, linguistics in educational contexts

Focus in teaching:

Child language acquisition, language support, language diagnostics, language didactics

## Education

**Dr. phil. in Linguistics** (*summa cum laude*) 04/2019

DFG Research Training Group "Nominal Modifikation", Goethe University Frankfurt

Supervisors: Prof. Dr. Petra Schulz, Prof. Dr. Thomas Ede Zimmermann, Prof. Dr. Tom Roeper

Dissertation: *The role of semantic complexity for the acquisition of adjectives*

**Master of Arts Cognitive Linguistics** 06/2014

Goethe University Frankfurt

Thesis: *Quantifizierung und Exhaustivität im ungestörten und gestörten Spracherwerb*

**Bachelor of Arts Cognitive Linguistics** 09/2011

Goethe University Frankfurt

## Academic Career

**Co-Principal Investigator** Since

DFG Collaborative Research Center 1629 „Negation in Language and beyond“

04/2024

**Principal Investigator** Since

Project KonText, IDeA—Center for Adaptive Education and Children at Risk

06/2023

**Research associate (Postdoc)** Seit 05/2019

Institute for Psycholinguistics and Didactics of German, Goethe University Frankfurt

**Principal Researcher** 05/2021-

DFG Research Training Group "Nominal Modifikation"

09/2023

**Research associate (Doctoral student)** 10/2017-

Institute for Psycholinguistics and Didactics of German, Goethe University Frankfurt

04/2019

**Research associate (Doctoral student)** 10/2014-

DFG Research Training Group "Nominal Modifikation"

09/2017

**Research internship** 07/2014-

Leibniz-Institut für Deutsche Sprache, Mannheim

09/2014

**Student assistant** 10/2010-

Project MILA (Relationship between migration background and language impairment in children's language achievement), funded IDeA - Center for Research on Individual Development and Adaptive Education of Children at Risk the Hesse Excellency Grant LOEWE (LOEWE)

09/2014

**Research internship** 07/2010-

Universitätsklinikum Frankfurt (Phoniatrie und Pädaudiologie)

10/2010

## Third-party funding

**Project „Negation beyond language: Interactions between verbal and nonverbal negation“** 447.800 €

DFG Collaborative Research Center 1629 „Negation in Language and beyond“

**Project „KonText: Die Rolle kausaler Konnektoren für das Textverstehen in der Grundschule“** 9.980 €

Seed grant IDeA - Center for Research on Individual Development and Adaptive Education of Children at Risk

## Awards and scholarships

<b>Wilhelm von Humboldt-Prize for early career researchers</b>	2.000 €
German Linguistic Society (DGfS)	
<b>Short term research grant (Bar-Ilan Universität, Ramat Gan, Israel)</b>	Ca. 750 €
Minerva Stiftung	
<b>Travel grant</b>	543 €
Goethe Research Academy (GRADE) - center <i>Language</i>	
<b>Travel grant</b>	674 €
Freunde und Förderer der Goethe-Universität	
<b>Travel grant</b>	1.000 €
Fachbereich Neuere Philologien, Goethe-Universität	
<b>Funding for student assistants</b>	1.865 €
Goethe Research Academy (GRADE) - center <i>Language</i>	

## Trainings

<b>Certificate for teaching in higher education</b>	10/2022
Interdisciplinary Center for University Teaching and Learning	
<b>Trainings in career planning, third-party funding, strategic networking, and leadership and supervision</b>	06/2022-11/2023
Mentoring Hessen (Program <i>ProAcademia</i> )	
<b>Summer / winter schools</b>	
EMLAR (Empirical Methods in Language Acquisition Research) (2015), LOT winter school (2017), LOT summer school (2021)	

## Academic self-governance and scientific service

<b>Deputy member of the doctoral committee</b>	Since 2023
Department of Modern Languages, Goethe University	
<b>Member of the ethics committee</b>	Since 2020
DIPF Leibniz Institute for Research and Information in Education	
<b>Representative of the non-professorial staff</b>	Since 2019
Institute for Psycholinguistics and Didactics of German, Goethe University	
<b>Elected member of the program committee</b>	2024
47th annual meeting of the German Linguistic Society (DGfS)	
<b>Representative of the non-professorial staff in a Tenure Track evaluation committee</b>	2023
<b>Member of the organizational team</b>	2022
Conference „Generative Approaches to Language Acquisition“ (GALA 15)	
<b>Co-organizer Special Interest Group „Interdisciplinary Approaches to Language Research“</b>	2021
<b>Elected member of the program committee</b>	2020
43rd annual meeting of the German Linguistic Society (DGfS)	
<b>Reviewing</b>	
Journals: <i>Applied Psycholinguistics, First Language, Language Acquisition, Journal of Psycholinguistic Research, Cognitive Processing</i>	
Conferences: <i>International Congress for the Study of Child Language (IASCL), Generative Approaches to Language Acquisition (GALA), Symposium Series in Multimodal Communication (MMSYM)</i>	

## Knowledge transfer

Online-Workshop „Förderliches Sprachhandeln - Mythen und Empfehlungen“ for volunteers in the project „Start ins Deutsche - Studierende unterrichten Flüchtlinge“

09/2020

## Memberships

Deutsche Gesellschaft für Sprachwissenschaft (DGfS)

Research Centre for Individual Development and Adaptive Education of Children at Risk (IDeA)

Symposium Deutschdidaktik (SDD), AG Grammatik und Sprachbetrachtung

International Association for the Study of Child Language (IASCL)

## Skills

### Languages

German (native), English (C2), French (C1)

### IT

R, SPSS, LaTeX

### Experimental methods

Language comprehension: picture choice, judgement tasks

Language production: spontaneous speech data analysis, elicitation tasks

Language processing: eye-tracking

Administration of standardized language tests

## Publications

### Journal papers (peer-reviewed)

**Weicker, M.**, Heßler-Reusch, L. & Schulz, P. (2024). Wipe the table clean – German speakers construe telicity differently in adjectival resultatives and transitives. *Glossa: a journal of general linguistics* 9(1) (Special Collection “Change of state expressions”). DOI: <https://doi.org/10.16995/glossa.10105>

**Weicker, M.** & Schulz, P. (2024). Children and adults privilege linguistic over visual information when creating comparison classes for prenominal gradable adjectives. *Glossa: a journal of general linguistics* 9(1). DOI: <https://doi.org/10.16995/glossa.9912>

Schütt, E., **Weicker, M.**, Dudschig, C. (2023). Multimodal aspects of sentence comprehension: Do facial and color cues interact with processing negated and affirmative sentences? *Journal of Experimental Psychology: Learning, Memory, and Cognition*. Advance online publication. DOI: <https://dx.doi.org/10.1037/xlm0001302>

### Papers in edited volumes (peer-reviewed)

**Weicker, M.** (accepted). Teaching and learning the comparative in German: the role of semantic notions. In K. Zaychenko & H. Härtl (eds.), *Grammatical Categories in Linguistics and Education* (Trends in Applied Linguistics series). Berlin: De Gruyter.

**Weicker, M.** & Schulz, P. (2019). Red train, big train, broken train - semantic and syntactic aspects of adjectives in child language. In M. Rispoli & T. Ionin (eds.), *Three Streams of Generative Language Acquisition Research* (pp. 203–221) (Language Acquisition and Linguistic Disorders Series). Amsterdam: John Benjamins Publishing. DOI: <https://doi.org/10.1075/lald.63.11wei>

### Papers in conference proceedings (peer-reviewed conferences)

**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 & J. Schwab (eds.), *Proceedings of Sinn und Bedeutung 24* (pp. 406–422). Osnabrück University. DOI: <https://doi.org/10.18148/sub/2020.v24i2.905>

**Weicker, M.** & Schulz, P. (2020). Not everything needs to be big or small: evidence from children's interpretation of vague adjectives. In M. M. Brown & A. Kohut (eds.), *BUCLD 44: Proceedings of the 44th annual Boston University Conference on Language Development* (pp. 724–737). Somerville, MA: Cascadilla Press.

**Weicker, M.** & Schulz, P. (2018). Is clean the same as not dirty? On the understanding of absolute gradable adjectives. In A. B. Bertolini & M. J. Kaplan (eds.), *Proceedings of the 42th Annual Boston University Conference on Language Development* (pp. 790–802). Somerville, MA: Cascadilla Press.

### Monographs

**Weicker, M.** (2019). *The role of semantic complexity for the acquisition of adjectives*. Dissertation Goethe Universität Frankfurt.

### Edited volumes

**Weicker, M.**, Lemmer, R., Listanti, A. & Grimm, A. (Eds.). (under contract). *Empirical and theoretical approaches to language acquisition: a generative perspective*. Newcastle upon Tyne: Cambridge Scholars Publishing.

### Presentations

#### Invited talks

**Weicker, M.** (2024). *The role of nouns in adjective acquisition*. Universität Göttingen.

**Weicker, M.** (2022). *Inhalte des Deutschunterrichts aus Perspektive der Spracherwerbsforschung und Linguistik*. TU Dortmund.

**Weicker, M.** (2021). *Context-sensitivity and vagueness in children's and adults' interpretation of gradable adjectives*. Universität Padua, Italien [online].

**Weicker, M.** (2018). *Die Rolle semantischer Komplexität für den Adjektiverwerb*. Universität Mainz.

**Weicker, M.** (2018). *The influence of semantic complexity on the acquisition of adjectives*. Bar Ilan Universität, Ramat Gan, Israel.

### Conference presentations (\* = peer review)

#### 2024

\*Schütt, E., **Weicker, M.** & Dudschig, C. (2024, September). *Human language comprehenders appear to integrate rapidly gestural and verbal expressions of “yes” and “no”: Evidence from a two-choice response time task*. (Poster) Symposium Series on Multimodal Communication 2024, Goethe-Universität Frankfurt.

\***Weicker, M.** (2024, September). *Konnektoren zwischen Sprachbetrachtung und Textverständnis*. (Poster). 25. Symposium Deutschdidaktik, Universität Mainz.

\*Schulz, P., **Weicker, M.** & Grimm, A. (2024, September). *Are true negatives difficult for children no matter where the negation appears? Evidence from the scrambling language German*. 16<sup>th</sup> Generative Approaches to Language Acquisition, NOVA University of Lisbon, Portugal.

**Weicker, M.** & Schulz, P. (2024, May). *Adjectives and language acquisition*. Abschlussworkshop des Graduiertenkollegs “Nominale Modifikation”, Goethe-Universität Frankfurt.

\***Weicker, M.** (2024, April). *Formen und Funktionen von Junktion: Ein Vergleich des neuen „Verzeichnis grundlegender grammatischer Fachausdrücke“ und Deutschlehrwerken für die Primarstufe*. Modern Linguistics and Language Didactics (LiDi) 2024. TU Dortmund.

\*Schütt, E., **Weicker, M.**, Dudschig, C. (2024, March). *Multimodal language: A pilot study on gesture-speech integration of logical “yes” and “no”*. (Poster) Tagung experimentell arbeitender Psycholog\*innen (TeaP) 2024, Universität Regensburg.

\***Weicker, M.** (2024, February). *Konnektoren als Lehr- und Lerngegenstand in der Primarstufe*. 46. Jahrestagung der Deutschen Gesellschaft für Sprachwissenschaft (AG: ‚Semantische Phänomene und Grundlagen lehren und lernen‘), Universität Bochum.

#### 2023

\***Weicker, M.** (2023). *Welche Rolle spielen satzstrukturelle Faktoren für das Verstehen von Konnektoren?* (Poster) 23. Norddeutsches Linguistisches Kolloquium, Universität Potsdam.

#### 2022

**Weicker, M.** (2022). *The construal of telicity: Experimental evidence from adjectival resultatives in German*. Workshop ‘Word order in the nominal domain’, Goethe-Universität Frankfurt.

\*Schütt, E., **Weicker, M.**, Dudschig, C. (2022). *Investigating the effects of facial expressions and color cues on processing negated and affirmative sentences*. (Poster) KogWis 2022, Universität Freiburg.

- \*Weicker, M., Heßler-Reusch, L. & Schulz, P. (2022). *Incremental theme verbs do not encode measures of change: experimental evidence from German-speaking adults*. (Poster) Second Experiments in Linguistic Meaning (ELM) conference, University of Pennsylvania, USA.
- \*Weicker, M. (2022). *Getting to the comparative: Standards of comparison, scales, and antonyms in the classroom*. Modern Linguistics and Language Didactics (LiDi) 2022. Universität Kassel [online].
- \*Schütt, E., Weicker, M., Dudschig, C. (2022). Does the "not face" facilitate sentential negation processing? (Poster) Tagung experimentell arbeitender Psycholog\*innen (TeaP) 2022, Universität Köln [online].
- \*Weicker, M., Lemmer, R. & Schulz, P. (2022). *Input for second language learners benefits from linguistic insights: the case of dative*. 44. Jahrestagung der Deutschen Gesellschaft für Sprachwissenschaft (AG: ‚Adaptive linguistic complexity: readability, developmentally proximal input, alignment‘). Universität Tübingen [online].
- \*Heßler, L., Weicker, M. & Schulz, P. (2022). *Adjectives and Telicity – An Empirical Study of Resultative Adjective Constructions in German*. 44. Jahrestagung der Deutschen Gesellschaft für Sprachwissenschaft (AG ‚Change of State Verbs – Empirical and Theoretical Perspectives‘). Universität Tübingen [online].

## 2021

- \*Weicker, M. & Schulz, P. (2021). *Children's and adults' interpretation of gradable adjectives: the role of the comparison class*. Colloque des Syntaxe et Sémantique à Paris (CSSP), Université de Paris, Frankreich.
- \*Weicker, M. & Schulz, P. (2021). *How child interpretations can inform us about semantic theories of gradable adjectives*. 12th Dubrovnik Conference on Cognitive Science, Centre for Advanced Academic Studies Dubrovnik, Kroatien [online].
- Weicker, M. (2021). *Adjective use of a 2-year-old German-speaking child – Benefits and challenges of a single case study*. Special Interest Group ‘Interdisciplinary approaches to language’, IDeA centre [online].
- \*Weicker, M. (2020, postponed). Children are sensitive to the vagueness of 'big' and 'small': Evidence from borderline cases. XVth International Congress for the Study of Child Language, University of Pennsylvania, USA [online].
- Weicker, M. (2021). *How child interpretations can inform theoretical accounts of gradable adjectives*. Colloquium of the Language Acquisition Research Center, University of Massachusetts Amherst, USA [online].
- Weicker, M. (2021). *Context-sensitivity and vagueness in children's and adults' interpretation of gradable adjectives*. Language acquisition workshop of New England (LAWNE), USA [online].

## 2020

- Weicker, M. (2020). *Context-sensitivity and vagueness in children's and adults' interpretation of gradable adjectives*. Colloquium of the Language Acquisition Research Center, University of Massachusetts Amherst, USA [online].
- \*Weicker, M. (2020). *What children's interpretation of gradable adjectives can tell us about language variation*. 42. Jahrestagung der Deutschen Gesellschaft für Sprachwissenschaft (AG: ‚Variation in the lexical semantics of adjectives and their crosslinguistic kin‘), Universität Hamburg.
- Weicker, M. (2020). The role of the semantic complexity for the acquisition of adjectives. Workshop ‘Formal and experimental approaches to adjectival modification’, Goethe-Universität Frankfurt.

## 2019

- \*Weicker, M. & Schulz, P. (2019). *Not everything needs to be big or small: Evidence from children's interpretation of vague adjectives*. (Poster) 44th annual Boston University Conference on Language Development (BUCLD 44), Boston University, USA.
- \*Weicker, M. (2019). *Is everything either big or small? Evidence from children's judgements of relative gradable adjectives*. (Poster) 14th Generative Approaches to Language Acquisition (GALA 14), University Milano-Bicocca, Italien.
- \*Weicker, M. & Schulz, P. (2019). *Not all gradable adjectives are vague – Experimental evidence from children and adults*. Sinn und Bedeutung 24, Universität Osnabrück.
- \*Weicker, M. & Schulz, P. (2019). *Not all gradable adjectives are vague – Experimental Evidence from children and adults*. The semantics and pragmatics of gradable adjectives: Integrating perspectives from linguistic theory, psycholinguistics and modeling (XPrag-ADJ19), Universität Köln.

## 2018

- \*Weicker, M. & Schulz, P. (2018). *What big and clean have in common: on the interpretation of relative and absolute gradable adjectives in child and adult German*. (Poster) Linguistic Evidence, Universität Tübingen.

## 2017

- \***Weicker, M.** & Schulz, P. (2017). *Relative and absolute gradable adjectives in child comprehension: same or different?* (Poster) 42nd annual Boston University Conference on Language Development (BUCLD 42), Boston University, USA.
- \***Weicker, M.** & Schulz, P. (2017). *Relative and absolute gradable adjectives in child comprehension: same or different?* 1st Conference on Interdisciplinary Approaches to Linguistic Theory (CIALT-1), University of Crete, Griechenland.

## 2016

- \***Weicker, M.** & Schulz, P. (2016). *Red train, big train, broken train - semantic aspects of adjectives in child language.* (Poster) 7th Generative Approaches to Language Acquisition North America (GALANA-7), University of Illinois at Urbana-Champaign, USA.
- Weicker, M.** (2016). *The semantics of adjectives in acquisition: First insights from production.* Workshop on Complexity in Acquisition, University of Toronto, Kanada.

## 2015

- \***Weicker, M.** (2015). *How are exhaustivity and universal quantification related? Evidence from (un)impaired child German.* 12th Generative Approaches to Language Acquisition (GALA 12), University of Nantes, Frankreich.
- \***Weicker, M.** & Schulz, P. (2015). *Who knows what about exhaustivity and quantification? Evidence from (un)impaired German-speaking children.* (Poster) Child Language Symposium, University of Warwick, UK.

## 2014

- Weicker, M.** (2014). *Quantifizierung und Exhaustivität im (un)gestörten Spracherwerb.* 6. Semantik und Pragmatik im Südwesten, Universität Bielefeld.

## Teaching

### Regular courses

Linguistics:

Bilingualer Spracherwerb (BA Linguistik, Lehramt Deutsch: L3)

Phänomene des Spracherwerbs (BA Germanistik, Lehramt Deutsch: L2, L3, L5)

Psycho-/Neurolinguistik 1a (BA Linguistik, BA Germanistik)

Adjectives at the interface of language and cognition (MA Linguistics)

Recent developments in the study of classic language acquisition phenomena (MA Linguistics)

Experimental methods in language acquisition and processing (mit Sol Lago; MA Linguistics)

Acquisition of negatin (MA Linguistics)

Language didactics (Lehramt Deutsch: L1, L2, L3, L5):

Komplexe Sätze im Deutschunterricht

Einführung in die Sprachdidaktik

Deutsch als Zweitsprache – Grundlagen

Instrumente zur Sprachdiagnostik auf dem Prüfstand (Lehramt Deutsch: L1, L5)

Linguistisch fundierte Sprachförderung für Schülerinnen und Schüler mit Deutsch als Zweitsprache

### Other courses

Online-Workshop „Ethics approvals for linguistic research“ for researchers at Goethe Research Academy for Early Career Researchers (GRADE), Center *Language*

### Undergraduate thesis supervision

I have supervised 11 first State Board Exam theses, 2 BA theses, and one MA thesis.

I serve as an examiner for the Hessian State Boars Exams.