

# Curriculum Vitae

## Stefanie Wulff

Assistant Professor  
Linguistics Department  
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### Education

- Mar 2007                      Ph.D., English linguistics  
                                    (University of Bremen)
- Aug 2002                      M.A., English linguistics, media culture, political science  
                                    (University of Hamburg)

### Experience

- Aug 2012–...                 Assistant Professor  
                                    (University of Florida, Department of Linguistics)
- Sep 2009–Jul 2012         Assistant Professor  
                                    (University of North Texas, Department of Linguistics & Technical  
                                    Communication)
- Jul 2008–Jun 2009         Lecturer  
                                    (University of California at Santa Barbara, Department of Linguistics)
- Apr 2007–Sep 2008         Postdoctoral Research Fellow  
                                    (University of Michigan, English Language Institute)
- Oct 2006–Feb 2007         Writing Lab Tutor  
                                    (Santa Barbara City College, Cartwright Learning Resources Center)
- Mar 2006–Mar 2007         Visiting scholar  
                                    (University of California at Santa Barbara, Department of Linguistics)
- Oct 2002–Feb 2006         Instructor in English Linguistics  
                                    (University of Hamburg, Department for British and American Studies)
- Apr 2004–Jul 2004         Instructor for English linguistics  
                                    (University of Bremen, Faculty of Linguistics and Literature)
- Oct 2002–Feb 2004         Instructor in English  
                                    (University of Southern Denmark, Institute of Business Communication  
                                    and Information Science)

## Statement of Research Interests

My theoretical orientation is cognitive–linguistic, so two major premises drive my choice of methods: (a) language is a complex cognitive task and (b) the use of language shapes grammar. In my opinion, the former necessitates multifactorial analyses. As to the latter, I have found that combining different research methodologies such as experimental and corpus linguistic data and tools is the most promising avenue for addressing the question of how much of grammar is usage–based and what exactly a usage–based model of grammar should look like.

Most of my research so far has been concerned with variation phenomena, a fundamental property of language. Accordingly, my list of publications includes studies on

- complex multifactorial variation: in my 2008 book on English V–NP idioms, I present a corpus–based and multifactorial approach to measuring the lexical, syntactic, and semantic aspects that contribute to a phrases’s overall idiomaticity. Similarly, my 2003 article published in the *International Journal of Corpus Linguistics* accounted for the ordering of prenominal adjectives in English presenting a corpus–based, multifactorial analysis.
- lexico–syntactic or constructional variation: two recently published articles present evidence in favor of the view that serial verb constructions like *go–V* and *go–and–V* or *try–V* and *try–and–V* are separate constructions in the sense of Goldbergian Construction Grammar, rather than the shorter being mere truncated surface variants of as suggested in generative approaches.
- dialectal variation: an article co–authored with Stefan Gries and Anatol Stefanowitsch shows that the so–called *into*–causative construction (as in *He talked me into buying the car*) is used differently between British and American English, inviting explanations of differences in meaning construction and cultural frames.

The second major strand of my research is concerned with second language acquisition, which I also approach from a constructionist or phraseological perspective. Two papers co–authored with Stefan Th. Gries present evidence that German learners of English store abstract constructions like the ditransitive construction or complementation constructions alongside words in their mental lexicon. A Morley Scholarship at the University of Michigan in the summer 2010 allowed me to take first steps towards a large–scale expansion of Gries’s and my collaborative efforts, gathering preliminary data for an external grant proposal to be submitted next year in which we plan to investigate second language learner’s acquisition of English alternations, including prenominal adjective order, the genitive alternation, dative shift, and clause ordering. In collaboration with Nick Ellis, Ute Römer, Kathleen Bardovi–Harlig, and Chelsea LeBlanc, a recent study (published in the *Modern Language Journal*) revisits how second language learners acquire tense–aspect in English. We provide corpus–based and experimental evidence suggesting that the acquisition of tense–aspect can be understood according to psychological principles of category learning with various factors conspiring in the acquisition process including input frequency, reliability of form–function mapping, and prototypicality of lexical aspect.

A third area of interest to me is academic spoken and written discourse. A non–native speaker of English myself, I find this field of research in general, and studies that are based on authentic language use in particular, especially relevant from the learner’s perspective who strives to

become a successful member of the academic community. In a 2009 paper co-authored with Ute Römer, we look at the different uses of the progressive in native and non-native corpora of academic student writing. We uncover a range of lexical biases, some of which are specific to L2 learners, while others seem to point more to a lack of writing proficiency, which ultimately blurs a native/non-native distinction. In another paper co-authored with Ute Römer and John Swales, we examine the optional presence of the demonstrative pronoun *this* in academic student writing. Our results point towards an ongoing delexicalization of *this+verb* clusters like *this is* and *this means* into textual organization markers, which stands in sharp contrast to traditional cautions against unattended *this* as mere “vague reference” that is to be avoided. Recently, I have begun a fruitful collaboration with my colleague Ryan Boettger, a technical communicator. To date, we have secured over \$17,000 in internal funds to compile and publish *TechCorp*, the first corpus of student technical writing. So far, 500 students have consented to contribute their technical writing assignments to this corpus; by the end of the fall 2011 semester, *TechCorp* will comprise around 5,000 texts. Contingent on further (external) funding, *TechCorp* will be made publicly available to students, researchers, and practitioners through an online interface.

This outline of my research agenda illustrates that while I have published a book and various journal articles as single author, I decidedly enjoy collaborating with colleagues on research projects, both within and across disciplines. I consider myself privileged to be working with some of the leading scholars in the fields of corpus linguistics (Stefan Th. Gries), second language acquisition (Nick C. Ellis), and English for Academic Purposes (John M. Swales). At the same time, I also enjoy teaming up with graduate and undergraduate students, and I have co-authored three publications with undergraduate students to date, two of which were published in international peer-reviewed journals, the *Modern Language Journal* and *English for Specific Purposes*.

#### Publications>Books

- [2] Wulff, Stefanie. 2008. *Rethinking Idiomaticity: A Usage-based Approach*. London/New York: Continuum.
- [1] Gries, Stefan Th., Stefanie Wulff and Mark Davies (eds.). 2009. *Corpus linguistic applications: Current studies, new directions*. Amsterdam: Rodopi.

#### Publications>Journal Articles (Peer-reviewed)

- [11] Martínez-García, Maria and Stefanie Wulff. 2012. Not wrong, yet not quite right: Spanish ESL students' use of gerundial and infinitival complementation. *International Journal of Applied Linguistics* 22.2:225-244.
- [10] Wulff, Stefanie, Ute Römer and John M. Swales. 2012. Attended/unattended *this* in academic student writing: quantitative and qualitative perspectives. *Corpus Linguistics and Linguistic Theory* 8.1:129–158.
- [9] Römer, Ute and Stefanie Wulff. 2010. Applying corpus methods to writing research: explorations of MICUSP. *Journal of Writing Research* 2.2:97–127.
- [8] Wulff, Stefanie. 2009. Converging evidence from corpus and experimental data to capture idiomaticity. *Corpus Linguistics and Linguistics Theory* 5.1:131–159.
- [7] Gries, Stefan Th. and Stefanie Wulff. 2009. Psycholinguistic and corpus-linguistic

- evidence for L2 constructions. *Annual Review of Cognitive Linguistics* 7:164–187.
- [6] Wulff, Stefanie and Ute Römer. 2009. Becoming a proficient academic writer: shifting lexical preferences in the use of the progressive. *Corpora* 4.2:115–133.
- [5] Wulff, Stefanie, Nick C. Ellis, Ute Römer, Kathleen Bardovi-Harlig and Chelsea LeBlanc. 2009. The acquisition of tense–aspect: converging evidence from corpora and telicity ratings. *Modern Language Journal* 93.3:354–369.
- [4] Wulff, Stefanie, John M. Swales and Kristen Keller. 2009. “We have about seven minutes for questions”: the QandA sessions from a specialized conference. *English for Specific Purposes* 28.2:79–92.
- [3] Wulff, Stefanie. 2005. Online statistics labs. *Corpus Linguistics and Linguistic Theory* 1.2:303–308.
- [2] Gries, Stefan Th. and Stefanie Wulff. Do foreign language learners also have constructions? Evidence from priming, sorting, and corpora. *Annual Review of Cognitive Linguistics* 3:182–200.
- [1] Wulff, Stefanie. A multifactorial corpus analysis of adjective order in English. *International Journal of Corpus Linguistics* 8.2:245–282.

#### Publications>Contributions to Edited Volumes (Peer-reviewed)

- [8] Wulff, Stefanie. to appear. Words and idioms. In: Trousdale, Graeme and Thomas Hoffmann (eds.). *The Oxford handbook of construction grammar*. Oxford: Oxford University press.
- [7] Wulff, Stefanie. 2012. Idiomaticity. In: Peter Robinson (ed.). *The Routledge encyclopedia of second language acquisition*. London: Routledge.
- [6] Gries, Stefan Th. and Stefanie Wulff. 2012. Regression analysis in translation studies. In: Michael P. Oakes and Ji Meng (eds.). *Quantitative methods in corpus-based translation studies: A practical guide to descriptive translation research*. Amsterdam/Philadelphia: John Benjamins, 35–52.
- [5] Wulff, Stefanie and Stefan Th. Gries. 2011. Corpus-driven methods for assessing accuracy in learner production. In: Peter Robinson (ed.). *Second language task complexity: Researching the Cognition Hypothesis of language learning and performance*. Amsterdam/Philadelphia: John Benjamins, 61–88.
- [4] Wulff, Stefanie. 2010. Marrying cognitive–linguistic theory and corpus-based methods: on the compositionality of English V NP–idioms. In: Dylan Glynn and Kerstin Fischer (eds.). *Quantitative methods in cognitive semantics: Corpus-driven approaches*. Berlin/Heidelberg/New York: Mouton de Gruyter, 223–238.
- [3] Wulff, Stefanie. 2008. V–and–V und V–V im Englischen: eine konstruktionsgrammatische Analyse. [V–and–V and V–V in English: a constructionist approach.] In: Kerstin Fischer and Anatol Stefanowitsch (eds.). *Konstruktionsgrammatik II: Von der Konstruktion zur Grammatik*. Tübingen: Stauffenburg, 189–201.
- [2] Wulff, Stefanie, Anatol Stefanowitsch and Stefan Th. Gries. 2007. Brutal Brits and persuasive Americans: variety-specific meaning construction in the *into*–causative. In: Günter Radden, Klaus–Michael Köpcke, Thomas Berg, and Peter Siemund (eds.). *Aspects*

*of meaning construction*. Amsterdam/Philadelphia: John Benjamins, 265–281.

- [1] Wulff, Stefanie. 2006. *Go–V vs. go–and–V in English: a case of constructional synonymy?* In: Stefan Th. Gries and Anatol Stefanowitsch (eds.). *Corpora in Cognitive Linguistics. Corpus–based approaches to syntax and lexis*. Berlin/Heidelberg/New York: Mouton de Gruyter (TiLSM), 101–125.

#### **Publications>Other (not Peer–reviewed)**

- [3] Wulff, Stefanie. 2011. Review of: Handwerker, Brigitte and Karin Madlener. 2009. *Chunks für DAF: Theoretischer Hintergrund und Protoyp einer multimedialen Lernumgebung*. Hohengehren: Schneider. *Constructions* 1/2011 (<<http://www.elanguage.net/journals/index.php/constructions/article/view/1442>>).
- [2] Chapman, Mackenzie and Stefanie Wulff. 2010. The frequency of *we* across academic disciplines and registers in MICASE. MICASE online kibbitzer (<<http://micase.elicorpora.info/researchers/micase-kibbitzers>>).
- [1] Wulff, Stefanie, Stefan Th. Gries and Mark Davies. 2009. Introduction. In: Stefan Th. Gries, Stefanie Wulff and Mark Davies (eds.). 2009. *Corpus linguistic applications: Current studies, new directions* (Proceedings of ACL 2008). Amsterdam: Rodopi.

#### **Publications>Submitted / In Progress (to Be Peer–reviewed)**

- [8] Kraut, Rachel and Stefanie Wulff. submitted. Foreign-accented speech perception ratings: a multifactorial case study.
- [7] Der-Galustian Mantecon, Hripsime and Stefanie Wulff. submitted. Do college students with ADHD have expressive writing difficulties? A case study.
- [6] Boettger, Ryan K. and Stefanie Wulff. submitted. The naked truth about the naked *this*: investigating grammatical prescriptivism in technical communication.
- [5] Yoon, Jiyoung and Stefanie Wulff. submitted. A corpus-based study of infinitival and sentential complement constructions in Spanish. Submitted for: Jiyoung Yoon and Stefan Th. Gries (eds.). *CxG beyond English: Current corpus-based approaches*. Amsterdam/Philadelphia: John Benjamins.
- [4] Ellis, Nick and Stefanie Wulff. in progress. Second language acquisition. Encyclopedia entry to be submitted to: Ewa Dabrowska and Dagmar Divjak (eds.). *Handbook of Cognitive Linguistics*. London/New York: de Gruyter Mouton.
- [3] Gries, Stefan Th. and Stefanie Wulff. in progress. *Corpora in Cognitive Linguistics*. Amsterdam/Philadelphia: John Benjamins. (author order TBD)
- [2] Gries, Stefan Th. and Stefanie Wulff. in progress. Second language acquisition alternations. (working title; author order TBD)
- [1] Wulff, Stefanie, Nicholas Lester and Maria Martínez–García. in progress. *That*–variation in German and Spanish L2 English. (working title; author order TBD)

#### **Conference Presentations (Peer–reviewed)**

- [37] Gries, Stefan Th. and Stefanie Wulff. 2012. Prenominal adjective order in Chinese and

- German L2 English writing. Paper accepted for presentation at the *Second Language Research Forum* (SLRF) 31, 18-21 October 2012, Carnegie Mellon University.
- [36] Wulff, Stefanie, Nicholas Lester and Maria Martínez–García. 2012. *That*-variation in German and Spanish L2 writing: A corpus-based study. Paper accepted for presentation at the *Second Language Research Forum* (SLRF) 31, 18-21 October 2012, Carnegie Mellon University.
- [35] Wulff, Stefanie. 2011. Gradient grammaticalization in English complement constructions. Paper presented at the *Symposium on Exploring the Boundaries and Applications of Corpus Linguistics* 2011, 15–17 April 2011, The University of Alabama.
- [34] Wulff, Stefanie and Stefan Th. Gries. 2011. A multifactorial study of the genitive alternation in L2 English. Paper presented at the *Symposium on Exploring the Boundaries and Applications of Corpus Linguistics*, 15–17 April 2011, The University of Alabama.
- [33] Wulff, Stefanie. 2011. Gradient grammaticalization in English complement constructions. Paper presented at the *International Society for the Linguistics of English* conference, 17–21 June 2011, Boston University.
- [32] Wulff, Stefanie and Stefan Th. Gries. 2011. A multifactorial study of the genitive alternation in L2 English. Paper presented at the *International Society for the Linguistics of English* conference, 17–21 June 2011, Boston University.
- [31] Yoon, Jiyoung and Stefanie Wulff. 2011. A corpus–based study of infinitival complement constructions in Spanish. Paper presented at the *Societas Linguistica Europea* (SLE) conference, 8–11 September 2011, Logroño.
- [30] Gries, Stefan Th. and Stefanie Wulff. 2011. Constituent–order alternation phenomena in L2: two multifactorial and processing–based case studies. Paper presented at the *Learner Corpus Research* conference, 15–17 September 2011, Université Catholique de Louvain, Louvain.
- [29] Martínez–García, Maria and Stefanie Wulff. 2011. Infinitival and gerundial complementation in German and Spanish ESL writing. Paper presented at the *American Association for Corpus Linguistics* (AACL) conference, 7–9 October 2011, Georgia State University, Atlanta.
- [28] Wulff, Stefanie and Stefan Th. Gries. 2011. The genitive alternation in German and Chinese L2 English. Paper presented at the *American Association for Corpus Linguistics* (AACL) conference, 7–9 October 2011, Georgia State University, Atlanta.
- [27] Wulff, Stefanie. 2010. The function of the complementizer *that* in English complement constructions. Paper presented at the *Conceptual Structure, Discourse, and Language* (CSDL) conference, 16–19 September 2010, University of California, San Diego.
- [26] Wulff, Stefanie and Stefan Th. Gries. 2010. A constructionist approach to measuring accuracy in L2 production. Poster presented at the *Conceptual Structure, Discourse, and Language* (CSDL) conference, 16–19 September 2010, University of California, San Diego.
- [25] Wulff, Stefanie. 2009. *That*–variation in English complement constructions. Paper accepted for presentation at the *International Cognitive Linguistics Conference* (ICLC) 11,

- 28 July – 3 August 2009, University of California, Berkeley [conference canceled].
- [24] Wulff, Stefanie. 2009. A multifactorial analysis of (un)attended demonstratives in academic writing. Paper presented at the *American Association for Corpus Linguistics* (AACL) conference, 8–11 October 2009, Edmonton.
- [23] Gries, Stefan Th. and Stefanie Wulff. 2009. Constructions and chunks in learner language: experimental and corpus–linguistic evidence. Paper presented at the *American Association for Applied Linguistics* (AAAL) conference, 21–24 March 2009, Denver.
- [22] Ellis, Nick C., Matthew Brook O’Donnell, Ute Römer, Stefan Th. Gries and Stefanie Wulff. 2009. Measuring formulaicity. Paper presented at the *American Association for Applied Linguistics* (AAAL) conference, 21–24 March 2009, Denver.
- [21] Römer, Ute and Stefanie Wulff. 2009. SLA and the inseparability of vocabulary and syntax. Colloquium organized for the *American Association for Applied Linguistics* (AAAL) conference, 21–24 March 2009, Denver.
- [20] Wulff, Stefanie. 2008. A multifactorial approach to *that*–deletion in English complement constructions. Paper presented at the *American Association for Corpus Linguistics* (AAAL) conference, 13–15 March 2008, Brigham Young University.
- [19] Wulff, Stefanie and Stefan Th. Gries. 2008. Collostructions in SLA: corpus– and psycholinguistic evidence. Paper presented at the *International Association of Applied Linguistics* (AILA) conference, 24–29 August 2008, Essen.
- [18] Wulff, Stefanie and Stefan Th. Gries. 2008. *To*– vs. *ing*–complementation of advanced foreign language learners: corpus– and psycholinguistic evidence. Paper presented by Nick C. Ellis on our behalf at *Cognitive Approaches to Second Language Acquisition* (32nd International LAUD Symposium), 10–13 March 2008, University of Koblenz–Landau.
- [17] Wulff, Stefanie and Stefan Th. Gries. 2008. *To*– vs. *–ing*–complementation: corpus– and psycholinguistic evidence on their meaning and distribution. Paper presented at the *German Cognitive Linguistics Association* (GCLA) conference, 25–27 September 2008, Leipzig.
- [16] Wulff, Stefanie, Ute Römer, Kathleen Bardovi–Harlig and Nick C. Ellis. 2008. A constructional analysis of tense–aspect in spoken English. Paper presented at the *American Association for Applied Linguistics* (AAAL) conference, 29 March – 1 April 2008, Washington DC.
- [15] Keller, Kristen and Stefanie Wulff. 2008. "We have about seven minutes for questions" I: the QandA sessions from a specialized conference. Paper presented at the *Conference on Intercultural Rhetoric and Discourse 4*, 3–5 June 2008, Indiana University–Purdue University, Indianapolis.
- [14] Römer, Ute and Stefanie Wulff. 2008. Becoming a proficient academic writer: shifting lexical preferences in the use of the progressive. Paper presented at the *American Association for Corpus Linguistics* (AAAL) conference, 13–15 March 2008, Brigham Young University.
- [13] Römer, Ute and Stefanie Wulff. 2008. The new MICASE online interface and its potential for EAP teaching. Software demo presented at the *Teaching and Language Corpora*

- (TaLC) conference, 4–6 July 2008, Lisbon.
- [12] Wulff, Stefanie. 2007. What constitutes idiomaticity? Converging evidence from corpus and experimental data. Paper presented by Anatol Stefanowitsch and Arne Zeschel on my behalf at the *International Cognitive Linguistics Conference 10*, 15–20 July 2007, Kraków.
- [11] Wulff, Stefanie. 2007. Marrying cognitive–linguistic theory and corpus–based methods: on the compositionality of English V–NP idioms. Paper presented by Anatol Stefanowitsch and Arne Zeschel on my behalf at the *International Cognitive Linguistics Conference 10*, 15–20 July 2007, Kraków.
- [10] Wulff, Stefanie. 2007. Measuring compositionality in corpus data. Paper presented at the *Corpus Linguistics* conference, 27–30 July 2007, Birmingham, UK.
- [9] Wulff, Stefanie. 2007. Combining corpus and experimental data to capture idiomaticity. Paper presented at the *Corpus Linguistics* conference, 27–30 July 2007, Birmingham, UK.
- [8] Wulff, Stefanie. 2006. A corpus–linguistic approach to compositionality. Paper presented at the *American Association of Applied Corpus Linguistics (AACL)* conference, 20–22 October 2006, Flagstaff, AZ.
- [7] Wulff, Stefanie. 2006. Measuring compositionality in corpus data. Paper presented at the *High Desert Linguistics Conference 7*, 9–11 November 2006, Albuquerque, NM.
- [6] Wulff, Stefanie. 2005. Phrasal verbs revisited: a corpus–linguistic approach to compositionality. Paper presented at the *International Cognitive Linguistics Conference (ICLC) 9*, 17–22 July 2005, Yonsei University.
- [5] Wulff, Stefanie, Stefan Th. Gries and Anatol Stefanowitsch. 2005. Brutal Brits and argumentative Americans: what collostructional analysis can tell us about lectal variation. Paper presented at the *International Cognitive Linguistics Conference (ICLC) 9*, 17–22 July 2005, Yonsei University.
- [4] Wulff, Stefanie. 2004. *Go–V* vs. *go–and–V*: a case of constructional synonymy? Paper presented at the *International Conference on Construction Grammar (ICCG) 3*, 7–10 July 2004, Université Aix–Marseille III.
- [3] Wulff, Stefanie and Stefan Th. Gries. 2004. Prefer to construe vs. prefer construing: a corpus–linguistic perspective on cognitive–linguistic claims concerning complementation. Paper presented at the *Current Trends in Cognitive Linguistics* conference, 10–11 December 2004, University of Hamburg.
- [2] Gries, Stefan Th. and Stefanie Wulff. 2004. Foreign language learners have constructions: evidence from priming and sorting argument structure constructions. Poster presented at the *International Conference on Construction Grammar (ICCG) 3*, 7–10 July 2004, Université Aix–Marseille III.
- [1] Gries, Stefan Th. and Stefanie Wulff. 2004. Do foreign language learners also have constructions? Interrelated evidence from priming, sorting, and corpora. Poster presented at the *Conceptual Structure, Discourse and Language (CSDL)* conference, 8–10 October 2004, University of Alberta.

#### Conference Presentations (Invited and Others)



- [12] Wulff, Stefanie. 2011. Using corpora in SLA research: potential and limitations. Invited presentation, 6–7 January 2011, Humboldt Universität Berlin.
- [11] Wulff, Stefanie and Stefan Th. Gries. 2010. Second language acquisition alternations: the genitive alternation in German ESL. Invited presentation, 19 July 2010, English Language Institute, University of Michigan.
- [10] Wulff, Stefanie. 2010. Attended and unattended this is academic student writing. Invited presentation, 13 October 2010, University of North Texas.
- [9] Wulff, Stefanie. 2009. Constructions in learner language: experimental and corpus–linguistic evidence. Invited presentation, 20 February 2009, University of California, Santa Barbara.
- [8] Wulff, Stefanie. 2009. Constructions in learner language: experimental and corpus–linguistic evidence. Paper presented at the *DFW Metroplex Linguistics Conference*, 7 November 2009, Arlington.
- [7] Wulff, Stefanie. 2007. Language acquisition: first and second. Invited presentation, 7 March 2007, Santa Barbara City College.
- [6] Wulff, Stefanie. 2007. A corpus–linguistic approach to idiomaticity. Invited presentation, 8 March 2007, University of California at Santa Barbara.
- [5] Wulff, Stefanie. 2007. Rethinking idiomaticity: a usage–based approach. 4 June 2007, English Language Institute, University of Michigan.
- [4] Wulff, Stefanie and Stefan Th. Gries. 2006. Prefer to construe vs. prefer construing: a corpus–linguistics perspective on non–finite sentential complementation. Stand–up paper presented at the *High Desert Linguistics Conference 7*, 9–11 November 2006, Albuquerque, NM.
- [3] Wulff, Stefanie. 2006. Breaking the ice without an ice–pick: idioms in language. Invited presentation, 25 October 2006, Santa Barbara City College.
- [2] Gries, Stefan Th. and Stefanie Wulff. 2005. Foreign language learners have constructions: evidence from priming, sorting, and corpora. Paper presented at the second meeting of the *Construction Grammar Network Germany*, 1 October 2005, University of Jena.
- [1] Gries, Stefan Th. and Stefanie Wulff. 2004. Foreign language learners have constructions: evidence from priming, sorting, and corpora. Invited presentation, 26 November 2004, University of Jena.

#### Ad Hoc Reviewing

- **journal articles:** *Cognitive Linguistics* (July 2007; December 2009; April 2012); *Constructions* (March 2005); *Corpus Linguistics and Linguistic Theory* (April 2006, November 2006, August 2009; March 2010; April 2012); *English Text Construction* (February 2009); *International Journal of Corpus Linguistics* (September 2007; August 2010; July 2012); *Language Learning* (March 2011); *Modern Language Journal* (December 2011)
- **edited volumes:** one paper for Kerstin Fischer and Dylan Glynn (eds.), *Quantitative*

- methods in cognitive semantics* (October 2008); two papers for Doris Schönefeld (ed.), *Converging evidence – discussing and extending the methodological tool-kit of the linguist* (July 2009); encyclopedia entry for John Williams (area editor), *The Encyclopedia of Applied Linguistics* (March 2010); one paper for John Newman, Sally Rice and Harald Baayen (eds.), *Corpus-based studies in language use, language learning, and language documentation* (June 2010); one paper for Graeme Trousdale and Thomas Hoffmann (eds.), *The Oxford Handbook of Construction Grammar* (November 2010)
- **conference abstracts:** *American Association for Applied Corpus Linguistics* (AACL) conference 2008, 2009; *American Association for Applied Linguistics* (AAAL) conference 2012; *International Cognitive Linguistics Conference* (ICLC) 2009; *Language, Culture, and Mind* (LCM) conference 2006; *Quantitative Investigations in Theoretical Linguistics* (QITL) conference 2011
  - **book/series proposals:** Routledge (February, March, and April 2009); Heinle & Heinle (November 2009); Continuum (January 2010)
  - **grant proposals:** dissertation proposal for the NSF (August 2010; March 2011); grant proposal for the *Swiss National Science Foundation* (SNSF) (November 2011)

### Editorial Activities

- 2011—date. Co-editor (with Carita Paradis), *Cognitive Linguistics in Practice* (CLiP) (book series, John Benjamins)
- 2010—date. Board member, *Theory and Practice in Language Studies*

### Translation Work

- Tomasello, Michael. 2006. Konstruktionsgrammatik und früher Erstspracherwerb. In: Kerstin Fischer and Anatol Stefanowitsch (eds.). *Konstruktionsgrammatik – von der Anwendung zur Theorie*. Tübingen: Stauffenburg, 19–38. (in collaboration with Arne Zeschel)

### Grants and Fellowships

#### External Funding

- [5] 2011. Engineering Information Foundation (\$24,780)  
Status: not funded  
Project: Developing and evaluating a data-driven learning model for improving engineering undergraduates' technical writing skills  
PI: Ryan K. Boettger; Co-PI: Stefanie Wulff
- [4] 2011. Google Research Award (\$64,000)  
Status: not funded  
Project: Digitally enhancing a corpus of student technical writing  
PI: Stefanie Wulff; Co-PI: Ryan K. Boettger
- [3] 2011. NSF TUES Grant (\$200,000)  
Status: not funded  
Project: Evaluating a data-driven approach to teaching technical writing to STEM majors  
PI: Stefanie Wulff; Co-PIs: Ryan K. Boettger, Clifford K. Whitworth, Duane B. Huggett, Matthew J. Traum

- [2] 2011. Council of Writing Program Administrators (CWPA) Grant (\$4,000)  
Status: not funded  
Project: TechCorp: Creating a corpus of first-year technical writing  
PI: Ryan K. Boettger; Co-PI: Stefanie Wulff
- [1] 2010. Morley Scholarship, English Language Institute, University of Michigan (\$4,000)  
Status: completed  
Project: What determines learners' word choices?  
PI: Stefanie Wulff; Co-PI: Stefan Th. Gries

## Internal Funding

- [6] 2012. UNT Research Initiative Grant (\$7,340.00)  
Status: active  
Project: When textbooks meet language in use: a contrastive study of student technical writing  
PI: Stefanie Wulff; Co-PI: Ryan K. Boettger
- [5] 2011. UNT Research Initiative Grant (\$3,800)  
Status: completed  
Project: A linguistic approach to assessing the vocabulary richness of student technical writing  
PI: Ryan K. Boettger; Co-PI: Stefanie Wulff
- [4] 2011. UNT Research Initiative Grant (\$6,500)  
Status: completed  
Project: *TechCorp\_Pilot*: creating a databank of student technical writing  
PI: Stefanie Wulff; Co-PI: Ryan K. Boettger
- [3] 2010. UNT Research Opportunity Grant (\$4,390)  
Status: completed  
Project: What determines learners' word order choices?  
PI: Stefanie Wulff; Co-PI: Stefan Th. Gries
- [2] 2010. UNT Supplemental Travel Award, College of Arts and Sciences (\$495)
- [1] 2009. UNT Supplemental Travel Award, College of Arts and Sciences (\$780)

## Other Research-related Activities

- [4] 2012. Organizer workshops "Statistics for linguists with R"/ "Quantitative corpus-linguistics with R", 30 July-11 August 2012, University of California at Santa Barbara.
- [3] 2011. Organizer/co-instructor workshop "Statistics for linguists with R", 8-14 August 2011, University of North Texas.
- [2] 2010. Organizer workshop "Quantitative corpus-linguistics with R", 9-15 August 2010, University of North Texas.
- [1] Apr 2007-Sep 2008. Member of the corpus compilation teams and interim co-PI for the *Michigan Corpus of Upper Level Student Papers* (MICUSP), the *Michigan Generation 1.5 Corpus*, and the *John Swales Conference Corpus* (JSCC) at the English Language Institute, University of Michigan.

## Professional Affiliations

*Construction Grammar Network Germany*  
*German Cognitive Linguistics Association (GCLA)*  
*International Society for the Linguistics of English (ISLE)*

## Statement of Teaching Philosophy

Teaching constitutes one of the most enjoyable aspects of my academic career. In the following, I would like to describe some of the major guiding principles underlying my approach to teaching.

I am very much concerned with trying to make the courses both interesting and worthwhile to a sometimes quite diverse student population. One consequence of this, apart from administrative matters mentioned below, is that every course has at least two introductory sessions in which I introduce the most important concepts of the course, and identify the hotly discussed topics of the field. For example, in my *Psychology of Language* class, there are three sessions in which we, first of all, define psycholinguistics as a discipline before we revisit some basic linguistic and psychological concepts.

A second content aspect is that the reading material usually approaches phenomena from different theoretical and methodological angles. This allows the students to gain a multi-faceted and deeper understanding of course material while opening a larger array of research questions for the students to pursue.

A final aspect of my courses to be mentioned here is the development of methodological knowledge transcending the subject matter. Even students who do not continue to study linguistics benefit from the practice of problem solving. Furthermore, students can pursue research goals independently, an important factor for students who seek careers outside of academia.

As to general teaching policies, my students and I regard myself as a relatively demanding teacher. Among average grades in my evaluations to be presented below, those for level of difficulty and amount of content are regularly lowest while still in the positive range of possible grades. While I demand much from my students, I try to offer them as much as I feel is reasonable with the intent to encourage self-determined learning. For example, I organize classes so that students learn interactively on the basis of natural data, making students actively apply newly acquired knowledge to their interests. Accordingly, oral presentations by students are often an important part of my courses. When students prepare their presentations, they have to organize content in a way that will most certainly differ from how they encountered it the first time, resulting in a deeper understanding of the subject matter. Moreover, students must be able to organize ideas well and react flexibly to different audiences in their future careers, academic or otherwise. In my experience teaching and working in a corporate context, I know how important such skills can be and would like to support students in acquiring these skills as early as possible.

Another aspect of my courses is that I always strive to be transparent with respect to the objectives and requirements of each course and the standards applied in examinations. For example, at the beginning of a course, students get a syllabus which outlines course structure and each session's topic(s), as well as requirements for credits, office hours, the web site for the course, etc. Moreover, students are informed about learning objectives concerning both methodology and content in the first session of the course. This way, students are always fully aware of what I expect from them.

I strive to create a course atmosphere where every student feels free to contribute in class and to the discussion, and I take pride that course evaluations explicitly testify to my success in this regard. In addition, I place emphasis on getting right all the minor details that ensure students feel that they and their education are taken seriously. These details include punctuality in both classes and office hours, returning assignments in the next class, responding to all emails within 24 hours, and, ultimately, developing a course structure that offers what is needed for successful learning. Students can contact me any time and I am always available for appointments outside of office hours.

### Overview of Classes Taught/Scheduled

The syllabi and evaluations of all my courses can be downloaded from my web page under the respective course links on this page:

< <http://www.lingtechcomm.unt.edu/~swulff/teaching/teaching.html>>.

### University of North Texas (all organized and taught alone)

Acquisition of English as a Second Language	fall 2009; fall 2010
Research Methods in Linguistics/ESL	fall 2010
Corpus Linguistics	spring 2010
Pedagogical Grammar	fall 2009; fall 2010; fall 2011
Psycholinguistics	fall 2011
Second Language Acquisition	spring 2011; spring 2012

### University of California at Santa Barbara (all organized and taught alone)

English Grammar for Teachers	winter 2008
Introduction to Corpus Linguistics	fall 2008
Introduction to Linguistics	winter 2008
Language and Power	spring 2009
Psychology of Language	fall 2008
Semantics	spring 2009

### University of Bremen, Germany (organized and taught alone)

Empirical Methods in Linguistics	spring 2004
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### University of Hamburg, Germany (all organized and taught alone)

Approaches to Discourse	fall 2004
Introduction to Corpus Linguistics	fall 2005
Introduction to Linguistics	fall 2005
Linguistic Data and Methodology	spring 2003
Second Language Acquisition	spring 2003
Selected Readings in Morphology	fall 2003
Word Order Alternations in English	fall 2002

## University of Southern Denmark (organized and taught alone)

Study Techniques

fall 2003; fall 2002

## Cartwright Learning Resource Center, Santa Barbara City College

Writing Lab Tutor

Oct 06 – Mar 07

Furthermore, I guest-taught different ESL writing classes at the English Language Institute at the University of Michigan, and co-taught an *Introduction to Second Language Acquisition* with Nick C. Ellis in the winter term 2007.

## Dissertation/Thesis committees

- [9] 2012. Sales, Rachel. "Perception of foreign accented speech: the roles of familiarity and linguistic training"  
(chair, M.A. thesis)
- [8] 2011. Hartmann, Lillian. TBA.  
(committee member, Ph.D. thesis; ongoing)
- [7] 2011. Arizmendi González, Graciela. "Strategy training in the classroom to improve listening skills"  
(co-chair, dual M.A. thesis)
- [6] 2011. Barron, Andrew. "Facing red-hot anger: a metaphor pattern analysis of mixed anger metaphors"  
(chair, M.A. thesis)
- [5] 2011. Heidler, Linda. "A cross-sectional analysis of adverbial use in learner writing"  
(chair, M.A. thesis)
- [4] 2011. Lester, Nicholas. "Isomorphic and semantic constraints in English quasi-serials: a corpus approach to *get/come to*-INF constructions"  
(chair, M.A. thesis)
- [3] 2011. Martínez-García, Maria Teresa. "A corpus-based approach to gerundial and infinitival complementation in Spanish ESL writing"  
(chair, M.A. thesis)
- [2] 2010. Der-Galustian Mantecon, Hripsime. "Do college students with ADHD have expressive writing difficulties as do children with ADHD? A case study at undergraduate level"  
(co-chair, M.A. thesis)
- [1] 2010. Kheerani Jhowry. "Does the provision of an intensive and highly focused indirect corrective feedback lead to accuracy?"  
(committee member, M.A. thesis)

### Service

- [7] 2012. Member, Technical Communication Search Committee
- [6] 2011. Member, UNT Research Opportunity Grant Panel
- [5] 2010/2011. Co-chair, Linguistics Search Committee
- [4] 2010/2011. Member, Technical Communication Search Committee
- [3] 2010–2012. Member, Graduate Committee
- [2] 2010–2012. Organizer, departmental colloquium series
- [1] 2009/2010. Member, Linguistics Search Committee