

Dr. phil. Andreas Opitz

Linguistics of German as a Foreign and Second Language · Lexicology · Language Processing and Language Acquisition

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PROFILE AND RESEARCH INTERESTS

- Lexicology, phraseology and the mental lexicon of German in L1 and L2
- Vocabulary and grammar acquisition in the context of German as a foreign and second language
- Morphology and grammar of present-day German; the interface between grammatical theory and psycholinguistics
- Mental representation and processing of grammatical categories; second language acquisition and second language processing
- Empirical methodology: experimental design, eye-tracking, corpus- and frequency-based analyses, quantitative data analysis in R

EDUCATION AND ACADEMIC QUALIFICATIONS

07/2012	Doctorate (Dr. phil.), Leipzig University, Faculty of Philology Thesis: “Feinstrukturelle Aspekte der Flexionsmorphologie in Grammatiktheorie und Psycholinguistik” (Fine-grained aspects of inflectional morphology in grammatical theory and psycholinguistics) Examiners: Prof. Dr. Gereon Müller (Leipzig University), Prof. Dr. Markus Bader (Goethe University Frankfurt am Main) Grade: summa cum laude
02/2006	Magister Artium (MA), Leipzig University, Faculty of Philology First major: General Linguistics (1.0) · second major: German as a Foreign Language (1.1) · overall grade “with distinction” (1.0; German scale: 1.0 = highest) MA thesis: “Zum Einfluss der phonologischen Form auf die Genusproduktion im Deutschen als Muttersprache und Fremdsprache” (The influence of phonological form on gender production in German as a first and as a foreign language), grade 1.0
04/2000 – 02/2006	Continuation of studies, Leipzig University 2001: change of first major from Sinology to General Linguistics; second major German as a Foreign Language
03/1999 – 03/2000	Civilian service in lieu of military service, Aidshilfe Leipzig e. V. Public education and prevention work; support in psychosocial care
10/1994 – 02/1999	Studies in Sinology (major), Leipzig University Minor subjects: Philosophy and German as a Foreign Language
09/1993 – 08/1994	Internship, Kabeljournal Schwarzenberg (regional television) Unpaid one-year internship in regional television journalism
06/1993	Abitur (general higher education entrance qualification) Bertolt Brecht Gymnasium Schwarzenberg / Erzgebirge · overall grade 1.2 Advanced course: Mathematics

PROFESSIONAL EXPERIENCE

- 05/2025 – 04/2028 Research Associate, Leipzig University / Herder Institute**
DFG project “Meaning in Grammar: The Role of Conceptual Information in the Processing and Retention of Number and Gender in L1 and L2 German”; principal investigator: Prof. Dr. Denisa Bordag
Design, administration, analysis and publication of psycholinguistic experiments; international collaboration (e.g. Michigan State University); research data documentation; supervision of student assistants
- 10/2025 – 03/2026 Lecturer (teaching assignment), Leipzig University / Herder Institute**
“Selected Topics in Lexicology and Phraseology” – seminar in the BA module Lexicology, taught in two groups
- 05/2022 – 04/2025 Research Associate, Leipzig University / Herder Institute**
DFG project “Retention of Linguistic Surface Information During Reading in L1 and L2”; principal investigator: Prof. Dr. Denisa Bordag
Design, administration, analysis and publication of psycholinguistic experiments; research data documentation; supervision of student assistants
- 01/2020 – 04/2022 Research Associate, Leipzig University / Herder Institute**
DFG project “Representation and Processing of Non-Finite Forms in L1 and L2 German”; principal investigator: Prof. Dr. Denisa Bordag
Design, administration, analysis and publication of psycholinguistic experiments; research data documentation; supervision of student assistants
- 10/2019 – 12/2019 Interim Professor (W3) of German as a Foreign Language (focus on grammar)**
Leipzig University / Herder Institute – teaching in BA and MA programmes, examinations, departmental and committee duties
- 10/2017 – 09/2019 Research Associate, Leipzig University / Herder Institute**
DFG project “The Mental Representation of Conversion and Its Incidental Acquisition in L1 and L2 German”; principal investigator: Prof. Dr. Denisa Bordag
Design, administration and analysis of psycholinguistic experiments; research data documentation; supervision of student assistants
- 08/2012 – 09/2017 Research Associate, Leipzig University**
Institute of Linguistics, Department of Psycholinguistics (Prof. Dr. Thomas Pechmann)
Focus on teaching (language acquisition, language comprehension, language production, neuropsychology of language, statistics and methodology); supervision of more than 40 BA and 30 MA theses; research; academic self-governance
- 04/2012 – 07/2012 Research Associate, Leipzig University / Herder Institute**
DFG project “Incidental Acquisition of Lexical Knowledge During Reading in German as a Foreign Language”; principal investigator: Prof. Dr. Denisa Bordag
Design, administration and analysis of psycholinguistic experiments; research data documentation
- 04/2006 – 03/2012 Research Associate, Leipzig University**
Project “Experimental Studies on the Fine Structure of Argument-Encoding Inflectional Markers” within the DFG Research Unit “Grammar and Processing of Verbal Arguments”; directed by Prof. Dr. Gereon Müller (Leipzig University) and Prof. Dr. Angela D. Friederici (MPI for Human Cognitive and Brain Sciences, Leipzig)
Research on morphology in grammatical theory and psycholinguistics (behavioural and ERP experiments); editorial work on academic publications; teaching; project administration

TEACHING

Approximately 40 courses (seminars, lectures, practical classes and colloquia) since 2008 in BA and MA programmes in German as a Foreign Language and in Linguistics at Leipzig University and Merseburg University of Applied Sciences. They range from introductory lectures to research colloquia and include a full teaching load during the interim professorship in 2019.

Lexicology, Phraseology and Vocabulary

Selected Topics in Lexicology and Phraseology (winter term 2025/26, two groups) · Lexicon and Vocabulary Acquisition in the Context of German as a Foreign and Second Language (winter terms 2018/19 and 2019/20)

Grammar and Morphology of German

Theories of Grammar and Grammaticography (lecture, winter term 2019/20) · Introduction to the Morphology of Present-Day German (two seminars, winter term 2019/20) · Language Comprehension II: Morphology and Syntax (winter term 2014/15) · Morphological Processing (winter term 2012/13) · Grammatical and Psycholinguistic Aspects of Inflectional Morphology (summer term 2008) · Introduction to Phonology (lecture, winter term 2009/10) · Foundations of Linguistics (lecture, winter term 2008/09)

Empirical Methods, Data Analysis and Statistics

Quantitative Methods / Empirical Foundations (lecture, summer terms 2014 and 2017) · Statistics with R (summer term 2013, winter term 2015/16) · Psycholinguistic Methodology (winter terms 2013/14 and 2014/15) · Foundations of Data Collection and Data Analysis (summer term 2016) · Psycholinguistic Experimental Practical (summer terms 2014, 2015 and 2017) · Research colloquia (Leipzig University; Merseburg University of Applied Sciences, winter terms 2016/17, 2017/18 and 2021/22)

Project-Based Teaching and Cooperation with Practice

The research colloquia at Merseburg University of Applied Sciences (winter terms 2016/17, 2017/18 and 2021/22) were designed as research-based learning: in groups, students developed their own empirical projects from the research question through to the final presentation. In winter term 2017/18 the colloquium was run in cooperation with Ernst Klett Verlag, using eye-tracking to investigate design questions in primary school textbooks: the distribution of pictorial and textual information and the effect of syllable-based reading aids on reading speed and text comprehension.

Language Acquisition and Language Processing

Second Language Processing (summer term 2013) · Introduction to Psycholinguistics (lecture, winter term 2016/17) · Cognitive Foundations of Language Processing (lecture, winter term 2016/17) · Sentence Comprehension (winter term 2012/13) · Sentence Production (winter terms 2013/14 and 2015/16) · Neuropsychology of Language / Language Disorders (summer terms 2014 and 2016) · The Mental Representation of Stress (summer term 2014)

SUPERVISION, REVIEWING AND ACADEMIC SERVICE

- Supervision of more than 40 BA and more than 30 MA theses (Leipzig University, 2012–2017)
- Interim W3 professorship of German as a Foreign Language (10/2019 – 12/2019), including examination and committee duties
- Academic self-governance at the Institute of Linguistics (2012–2017)
- Supervision and coordination of student assistants in DFG projects since 2006
- Editorial work on academic publications in the DFG Research Unit “Grammar and Processing of Verbal Arguments”
- Editorships: Frontiers Research Topic “Fuzzy Lexical Representations in the Nonnative Mental Lexicon” (2021/22); Linguistische Arbeitsberichte, vol. 85 (2007)

Reviewing for Journals and Funding Organisations

The Mental Lexicon · Journal of Experimental Psychology: Learning, Memory, and Cognition · Journal of Linguistics · Frontiers in Psychology · Applied Psycholinguistics · Bilingualism: Language and Cognition · Language Learning · Estonian Research Council · Austrian Agency for International Cooperation in Education and Research (OeAD)

International Collaboration

- Charles University Prague (Prof. Dr. Jan Chromý): continuous collaboration in all joint DFG projects at the Herder Institute – recruitment and on-site testing of Czech learners of German, joint planning of data collection
- University of Haifa (Prof. Dr. Bracha Nir): long-standing academic exchange and preparation of joint data collection
- Joint projects and publications with, among others, Michigan State University (P. Winke), University of Maryland (K. Gor) and the University of Innsbruck (S. Rossi, B. Hinger)
- Papers at international conferences, including AMLaP, EuroSLA and the International Morphology Meeting

PRACTICAL EXPERIENCE IN GERMAN AS A FOREIGN AND SECOND LANGUAGE

2004 – 2005

German course for refugees, Flüchtlingsrat Leipzig e. V.

Teaching German as a second language alongside my studies: independent planning and delivery of a language course for a group of learners with highly heterogeneous linguistic and educational backgrounds

- Contributor to the *Handbuch synonymer grammatischer Mittel im Deutschen* (Buske, 2024) – a practice-oriented reference work for teachers and learners of German
- Transfer of research findings to the professional community in German as a Foreign Language, e.g. Opitz et al. (2026) and Bordag et al. (2016) in the journal *Deutsch als Fremdsprache*

ADDITIONAL SKILLS

Empirical and Quantitative Methods

- Advanced descriptive and inferential statistics, in particular linear mixed-effects models
- Foundations of Bayesian statistics; data visualisation in R
- Corpus research and association measures (DWDS core corpus, DeReKo); frequency and co-occurrence data from the Leipzig Corpora Collection and CELEX

Software

- R and RStudio, SPSS
- E-Prime, Presentation, Experiment Builder (SR Research EyeLink)

Experimental Methods

- Behavioural methods and designs
- Eye-tracking (SR Research EyeLink)
- EEG/ERP experiments
- Foundations of research data management

Languages

- German (native), English (C1)
- Dutch (A2); Russian, Czech, Chinese (A1 each); German Sign Language (A1); Latin

CONTINUING PROFESSIONAL DEVELOPMENT

12/2025

Workshop “Examinations and Generative AI”

Hochschuldidaktik Sachsen (HDS) / Leipzig University

Legal framework of assessment in the context of generative AI; comparison and further development of examination formats; 4 units in the area of examining, grading and assessment

- 06/2023** **Data Science with R: Advanced**
Graduate Academy Leipzig, Leipzig University – 16 hours
Statistical modelling, advanced visualisation and data transformation in R
- 01–03/2023** **Introduction to Bayesian Data Analysis**
openHPI, Hasso Plattner Institute (S. Vasishth, A. Laurinavichyute)
Bayesian inference, hierarchical regression models, implementation with brms/Stan
- 01/2023** **Crash Course Research Data Management**
Graduate Academy Leipzig, Leipzig University – 7 hours
Data management plans and metadata documentation, legal framework, archiving and publication of research data
- 09/2017** **Leipzig Summer School “Advanced Statistics”**
Centre for Teacher Training and School Research, Leipzig University
Effect sizes and power analysis, bootstrapping, foundations of Bayesian inferential statistics, multivariate regression models

PUBLICATIONS

Monographs, Handbooks and Edited Volumes

- Bordag, D., Münster, M., Gruber, V., Meller, L. N., & **Opitz, A.** (2024). *Handbuch synonymer grammatischer Mittel im Deutschen*. Buske. <https://doi.org/10.46771/978-3-96769-423-9>
- Gor, K., Bordag, D., Chrabaszcz, A., Cook, S. V., & **Opitz, A.** (Eds.). (2022). *Fuzzy lexical representations in the nonnative mental lexicon* [Research Topic, e-book]. Frontiers Media. <https://doi.org/10.3389/978-2-83250-413-0>
- Trommer, J., & **Opitz, A.** (Eds.). (2007). *1-2-many: One-to-many relations in grammar*. Linguistische Arbeitsberichte, 85. Leipzig University.

Journal Articles and Book Chapters

- Opitz, A.**, Berulava, H.-G., Winke, P., & Bordag, D. (2026). Welche Informationen speichern wir beim Lesen? Zur unterschiedlichen Rolle von Form und Bedeutung in L1 und L2. *Deutsch als Fremdsprache*, 63(1). <https://doi.org/10.37307/j.2198-2430.2026.01.03>
- Bordag, D., **Opitz, A.**, & Berulava, H.-G. (2025). Asymmetry in the retention of content and surface linguistic information during reading in L1 and L2. *Frontiers in Psychology*, 16, Article 1610120. <https://doi.org/10.3389/fpsyg.2025.1610120>
- Bordag, D., & **Opitz, A.** (2025). Retention of grammatical information by L1 and L2 readers: The role of form and meaning. *Journal of Memory and Language*, 142, Article 104605. <https://doi.org/10.1016/j.jml.2024.104605>
- Opitz, A.**, Bordag, D., & Furgoni, A. (2025). Morphosyntactic underspecification affects the processing of verbal forms at different levels of abstraction in L1 and L2 German. *Bilingualism: Language and Cognition*, 28(1), 185–197. <https://doi.org/10.1017/S1366728924000282>
- Opitz, A.**, Bordag, D., & Furgoni, A. (2024). The role of linguistic factors in the retention of verbatim information in reading: An eye-tracking study on L1 and L2 German. *Applied Psycholinguistics*, 1–25. <https://doi.org/10.1017/S0142716424000122>
- Opitz, A.**, Bordag, D., & Furgoni, A. (2022). Mental representation of word family structure: The case of German infinitives, conversion nouns, and other morphologically related forms. *Frontiers in Psychology*, 13, Article 910849. <https://doi.org/10.3389/fpsyg.2022.910849>
- Müller, G., Englisch, J., & **Opitz, A.** (2022). Extraction from NP, frequency, and minimalist gradient harmonic grammar. *Linguistics*. <https://doi.org/10.1515/ling-2020-0049>

- Bordag, D., & **Opitz, A.** (2022). Employing general linguistic knowledge in incidental acquisition of grammatical properties of new L1 and L2 lexical representations: Towards reducing fuzziness in the initial ontogenetic stage. *Frontiers in Psychology*.
- Bordag, D., Gor, K., & **Opitz, A.** (2022). Refining key concepts of the Ontogenesis Model of the L2 lexical representation. *Bilingualism: Language and Cognition*. <https://doi.org/10.1017/S1366728921000894>
- Bordag, D., & **Opitz, A.** (2021). Zweitspracherwerbsforschung. In C. Altmayer, K. Biebighäuser, S. Haberzettl, & A. Heine (Eds.), *Handbuch Deutsch als Fremd- und Zweitsprache* (2nd ed., pp. 192–212). J. B. Metzler.
- Bordag, D., & **Opitz, A.** (2021). Representation and processing of overtly identical complex forms in L1 and L2: The case of conversion and its ‘siblings’. *Studies in Second Language Acquisition*.
- Bordag, D., Gor, K., & **Opitz, A.** (2021). Ontogenesis Model of the L2 lexical representation. *Bilingualism: Language and Cognition*, 1–17. Keynote article with peer commentaries in *Bilingualism: Language and Cognition*, 25(2), 2022.
- Bordag, D., **Opitz, A.**, Polter, M., & Meng, M. (2021). Non-native readers are more sensitive to changes in surface linguistic information than native readers. *Bilingualism: Language and Cognition*.
- Opitz, A.**, & Bordag, D. (2020). Word category conversion revisited: The case of adjectives and participles in L1 and L2 German. *Frontiers in Psychology*, 11, Article 1045.
- Parhammer, S., Ebersberg, M., Tippmann, J., Stärk, K., **Opitz, A.**, Hinger, B., & Rossi, S. (2019). The influence of distraction on speech processing: How selective is selective attention? *Proceedings of Interspeech 2019*.
- Regel, S., **Opitz, A.**, Müller, G., & Friederici, A. D. (2019). Processing inflectional morphology: ERP evidence for decomposition of complex words according to the affix structure. *Cortex*, 116, 143–153.
- Richter, M., & **Opitz, A.** (2018). Nebensätze im Wettbewerb: Konflikte in der Position von extraponierten Relativsätzen und Argumentsätzen. *Linguistische Berichte*, 256, 455–484.
- Bordag, D., **Opitz, A.**, Rogahn, M., & Tschirner, E. (2018). The strength of meaning: Representations of new words with different properties in the L2 semantic network. *The Mental Lexicon*, 13(1), 74–104.
- Bordag, D., Kirschenbaum, A., Rogahn, M., **Opitz, A.**, & Tschirner, E. (2017). Misbehaved masculines: Incidental acquisition of grammatical gender in L2 German during reading. *Bilingualism: Language and Cognition*, 1–12.
- Bordag, D., Kirschenbaum, A., Rogahn, M., **Opitz, A.**, & Tschirner, E. (2017). Semantic representation of newly learned L2 words and their integration in the L2 lexicon. *Studies in Second Language Acquisition*, 39(1), 197–212.
- Opitz, A.**, & Pechmann, T. (2016). Gender features in German: Evidence for underspecification. *The Mental Lexicon*, 11(2), 216–242.
- Bordag, D., Kirschenbaum, A., **Opitz, A.**, Rogahn, M., & Tschirner, E. (2016). Der Einfluss syntaktischer Komplexität auf den beiläufigen Erwerb des Wortwissens beim Lesen in Deutsch als Fremdsprache. *Deutsch als Fremdsprache*, 3, 159–169.
- Bordag, D., Kirschenbaum, A., **Opitz, A.**, & Tschirner, E. (2015). Incidental acquisition of grammatical features during reading in L1 and L2. *Studies in Second Language Acquisition*.
- Regel, S., **Opitz, A.**, Müller, G., & Friederici, A. D. (2015). The past tense debate revisited: Electrophysiological evidence for subregularities of irregular verb inflection. *Journal of Cognitive Neuroscience*, 27(9), 1870–1885.
- Bordag, D., Kirschenbaum, A., **Opitz, A.**, & Tschirner, E. (2014). Incidental acquisition of new words during reading in L2: Inference of meaning and its integration in the semantic network. *Bilingualism: Language and Cognition*.
- Bordag, D., Kirschenbaum, A., **Opitz, A.**, & Tschirner, E. (2014). To store or not to store, and if so, where? An experimental study on incidental vocabulary acquisition by adult native speakers of German. In V. Torrens & L. Escobar (Eds.), *The processing of lexicon and morphosyntax*. Cambridge Scholars Publishing.

- Opitz, A.,** Regel, S., Müller, G., & Friederici, A. D. (2013). Neurophysiological evidence for morphological underspecification in German strong adjective inflection. *Language*, 89(2), 231–264.
- Bordag, D., Kirschenbaum, A., **Opitz, A.,** & Tschirner, E. (2012). Incidental vocabulary acquisition during reading by adult native speakers of German. *Proceedings of ExLing 2012*, 21–25.
- Barnickel, K., & **Opitz, A.** (2012). Schaltreferenz im Deutschen. In P. Weisser (Ed.), *Local modeling and empirical distribution* (pp. 83–105). Linguistische Arbeitsberichte, 89. Leipzig University.
- Opitz, A.** (2008). Case and markedness in Tlapanec. In G. Grewendorf & A. von Stechow (Eds.), *Linguistische Berichte* (Vol. 214, pp. 211–237). Buske.
- Opitz, A.** (2006). A reanalysis of definiteness-markers in Albanian noun inflection. In G. Müller & J. Trommer (Eds.), *Subanalysis of argument encoding in Distributed Morphology* (pp. 103–114). Linguistische Arbeitsberichte, 84. Leipzig University.
- Bordag, D., **Opitz, A.,** & Pechmann, T. (2006). Gender processing in first and second languages: The role of noun termination. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 32, 1090–1101.

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