



UNIVERSITÀ
di VERONA

unibz Freie Universität Bozen
Libera Università di Bolzano
Università Lìedia de Bulsan



Philipps
Universität
Marburg

PhD program in Linguistics

Course Catalogue, Academic Year 2024/2025

Updated: 24 April 2025

Overview

<i>Date</i>	<i>Short title</i>	<i>Instructor (Proponent)</i>
8-9.4.2025	Introduction to Psycholinguistics: Language processing and first language acquisition/Einführung in die Psycholinguistik: Sprachverarbeitung und Erstspracherwerb [in German] (unibz)	Domahs, Kauschke (Abel, Alber)
17.04.2025	Mapping linguistic variation with the REDE SprachGIS (UniVR)	Frank (Rabanus)
05.05.2025	Quantitative methods in Linguistics: fieldwork in sociolinguistic research and speech corpora – methods and tools (unibz)	Mereu (Vietti, Schettino)
07.05.2025	Phraseology and CxG (UniVR)	Schafroth (Cantarini)
13.05.2025	(Inter)acting Appropriately in a L2/FL: Theoretical Principles and Practical Applications (UniVR)	Trubnikova (Artoni)
20.5., 27.5., 3.6. 2025	Quantitative Methods in Linguistics: Introduction to empirical research for linguistics (unibz)	Schettino (Alber, Vietti)
22.05.2025	The abstract gets concrete: do's, don'ts and some practice to write successful conference abstracts (UniVR)	Bertollo
Summer School in Linguistics unibz, 23-27.6.2025, BX A1.24		
	Learner corpora: An introduction to theory and practice Teoria e pratica della trascrizione	Durrant, Abel Frontini, Spreafico
Winter School in Linguistics UniVR, 19-23.1.2026, UniVR		
	Exploring Reading Comprehension: From Psycholinguistics to Educational Practices	Dal Maso, Vender N.N.
	Old Icelandic Grammatical Literature: The Grammatical Study of Runes and Old Norse Language in Dialogue with Latin Authorities	Cipolla Raschellà Males Longo
Summer School in Linguistics unibz, 8-12.6.2026, unibz		
	Lexikographie	P. Videsott, R. Videsott Priftin
	Contact-induced language change	Dal Negro

Title	Introduction to Psycholinguistics: Language processing and first language acquisition/Einführung in die Psycholinguistik: Sprachverarbeitung und Erstspracherwerb
Teacher	Ulrike Domahs, Christina Kauschke (Universität Marburg)
Coordinator UniVR/UniBZ	Andrea Abel, Birgit Alber
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	8/2
When?	8-9 April 2025 10.00-12.00, 13.00-15.00
Where?	Unibz, Campus Brixen, A1.24, A1.04
Language of instruction	German
Assessment	In class
Learning outcomes	Students will learn mechanisms of language processing and how these mechanisms are acquired. More concretely, they will acquire knowledge about multimodal models of language processing and recent experimental findings on visual and auditory word processing (part Domahs). Students will consider how children acquire language in their early years. They will be introduced to both traditional and recent approaches to language acquisition and explore developmental sequences illustrated by the acquisition of grammar in German (part Kauschke).
Course contents	The workshop focuses on psycholinguistic models and empirical findings on language processing and first language acquisition and consists of four parts: <ol style="list-style-type: none"> 1. Models on hearing, speaking, reading and writing 2. Approaches to language acquisition (nativist, cognitive, social-pragmatic, emergentist, usage-based) 3. Experimental findings on visual and auditory word processing, bimodal processing, and psycholinguistic factors influencing word processing 4. Empirical findings on the development of sentence structure in German
Reading	Dietrich, R. & Gerwien, J. (2017): <i>Psycholinguistik: Eine Einführung</i> . Kapitel 3, 4 und 5. Fernández, E. M. & Smith Cairns, H. (2018). <i>The Handbook of Psycholinguistics</i> . Malden, MA: Wiley-Blackwell. Kapitel 11 und 12. Kauschke, C. (2023). Der ungestörte Spracherwerb im Deutschen – Verläufe und Erklärungsansätze. In: T. Ulrich, A. Mayer (Hrsg.) Studienbuch Sprachheilpädagogik. Kohlhammer. 135-166. Perre, L., Midgley, K., & Ziegler, J. C. (2009). When beef primes reef more than leaf: Orthographic information affects phonological priming in spoken word recognition. <i>Psychophysiology</i> , 46(4), 739-746.

Title	Mapping linguistic variation with the REDE SprachGIS
Teacher	Marina Frank (Universität Marburg)
Coordinator UniVR/UniBZ	Stefan Rabanus
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	6/1.5
When?	17 April 2025, 9:00–16:45
Where?	Aula Co-Working
Language of instruction	English
Assessment	In class
Learning outcomes	Upon successful completion of this module, PhD students will be able to demonstrate their ability to create linguistic maps and utilize the additional features of REDE's Geographic Information System.
Course contents	<p><i>Regionalsprache.de</i> (REDE) is an innovative, long-term research project based at the Forschungszentrum Deutscher Sprachatlas in Marburg, focused on exploring the contemporary regional languages of German. Funded by the Akademie der Wissenschaften und der Literatur Mainz, REDE offers an online platform designed for linguistic geography research. The platform, www.regionalsprache.de, gives researchers access to a wealth of resources, including digitized linguistic atlases, audio recordings, Wenkerbögen, and a database of dialectological literature. The REDE SprachGIS allows you to:</p> <ol style="list-style-type: none"> 1. Access the above mentioned linguistic maps, audio files, Wenkerbögen, and bibliography, 2. Create your own customized maps by importing and visualizing spatial data, 3. Publish and export maps with ease for use in your academic work. <p>The REDE platform can also be used for creating maps in other languages than German, which we will cover during the course as well.</p>
Reading	Limper, Juliane / Pheiff, Jeffrey / Williams, Anneli (2019): The REDE SprachGIS: A Geographic Information System for Linguists. In: Brun, Stanley, D. / Kehrein, Roland (Hrsg.): Handbook of the Changing World Language Map. Dordrecht: Springer, 3743–3771.

Title	Quantitative methods in Linguistics: fieldwork in sociolinguistic research and speech corpora – methods and tools
Teacher	Daniela Mereu, Università di Torino
Coordinator UniVR/UniBZ	Alessandro Vietti, Loredana Schettino
Compulsory/free choice?	Free Choice
Teaching hours/ECTS credits	4/1
When?	Monday 5 May 9 -13
Where?	Campus Bozen-Bolzano, D 0.02
Language of instruction	Italian
Assessment	In class
Learning outcomes	At the end of the course, students are expected to achieve a basic knowledge on theoretical and methodological issues related to sociolinguistic fieldwork and the construction of speech corpora.
Course contents	The seminar provides an introduction to theoretical and methodological issues related to sociolinguistic fieldwork and concerning the construction of speech corpora. The course covers the following general topics: <ul style="list-style-type: none"> - Approaches and issues in fieldwork data collection - Data elicitation techniques - Recording methods - The collection of spontaneous speech - Sociolinguistic and ethnographic interview - Designing a speech corpus: techniques and tools
Reading	Schilling, N. (2013), <i>Sociolinguistic Fieldwork</i> . Cambridge: Cambridge University Press.

Title	Phraseology and CxG
Teacher	Sibilla Cantarini (Introduction) and Prof. Dr. Elmar Schafroth
Coordinator UniVR/UniBZ	Sibilla Cantarini
Compulsory/free choice?	Free Choice
Teaching hours/ECTS credits	4/1
When?	7 May 2025, 10.00-12.00 and 14.00-16.30
Where?	UniVR - Aula Co-working
Language of instruction	German (slides in English)
Assessment	In class
Learning outcomes	On completion of this introductory course, students will have gained an understanding of the basic theoretical concepts used in the study of phraseology and constructional grammar.
Course contents	What new insights has phraseology gained through the approaches of construction grammar? What role does the lexical-syntactic continuum play? What is the significance of corpus linguistics? To what extent do contrastive phraseology and foreign language learning benefit from these approaches?
Reading	<p>1) Schafroth, Elmar (2015): „Italian phrasemes as constructions: how to understand and use them“, in: Journal of Social Sciences 11/3. Special issue: Phraseodidactics and Construction Grammar(s), 317-337.</p> <p>2) Schafroth, Elmar (2020): „Why equivalence of idioms in different languages is the exception. Arguments from a constructional perspective“. In: Paola Cotta Ramusino/Fabio Mollica (Hgg.), Contrastive Phraseology. Cambridge (Cambridge Scholars), 129-150.</p> <p>For further study</p> <p>3) Carmen Mellado Blanco/Fabio Mollica/Elmar Schafroth (Hgg.) (2022): Konstruktionen zwischen Lexikon und Grammatik. Phrasem-Konstruktionen monolingual, bilingual und multilingual. Berlin/Boston (de Gruyter) (Open-Access-Publikation).</p>

Title	(Inter)acting Appropriately in a L2/FL: Theoretical Principles and Practical Applications
Teacher	Victoriya Trubnikova
Coordinator UniVR/UniBZ	Daniele Artoni
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	4 hours/1 credit
When?	13.05.2025
Where?	Verona
Language of instruction	English
Assessment	In-class evaluation
Learning outcomes	<p>The course aims to enable participants to:</p> <ul style="list-style-type: none"> - Learn the basic notions of pragmatics related to contextually appropriate linguistic behavior; - Use the main methods of data collection and analysis applied in cross-cultural pragmatics studies; - propose practical solutions for teaching speech acts in the L2/FL context.
Course contents	<p>This course provides the theoretical foundation for understanding the concepts of appropriate linguistic behavior for research purposes. Firstly, participants will be introduced to speech act theory and politeness theories, which underpin the interpretive analysis of communicative strategies and linguistic choices made by speakers. Secondly, the aim is to provide the operational tools necessary to conduct research in the field of cross-cultural pragmatics and to identify universal and culturally specific trends that regulate interaction. Finally, the focus will be on designing teaching procedures for L2/FL pragmatics</p>
Reading	<p>Selected pages from: Brown, Penelope, and Stephen C. Levinson. <i>Politeness: Some Universals in Language Usage</i>. Cambridge University Press, 1989. Grundy, Peter, <i>Doing Pragmatics</i>. London: 4rd edition, Hodder, 2019. Ishihara, Noriko, and Andrew D. Cohen. <i>Teaching and Learning Pragmatics: Where Language and Culture Meet</i>. 2. edition, Routledge, 2022. Trubnikova, Victoriya, and Benedetta Garofolin, <i>Lingua e interazione: insegnare la pragmatica a scuola</i>. ETS, 2020.</p>

Title	Quantitative Methods in Linguistics: Introduction to empirical research for linguistics
Teacher	Loredana Schettino
Coordinator UniVR/UniBZ	Birgit Alber, Alessandro Vietti
Compulsory/free choice?	Free Choice
Teaching hours/ECTS credits	10/2.5
When?	Tuesday, May 20 14 - 17 Tuesday, May 27 14 - 17 Tuesday, June 3 14 - 18
Where?	unibz, Campus Brixen-Bressanone, BX 1.32
Language of instruction	English (or Italian, on request, if mastered by all participants)
Assessment	In class
Learning outcomes	On successful completion of this module, PhD students will be able to understand fundamental concepts that underlie common quantitative methods and conduct basic analysis on linguistic data.
Course contents	Linguists, in different fields, increasingly acknowledge the relevance of empirical research to support their observations. As a consequence, being able to deal with common quantitative methods has become a valuable competence in linguistic research. This seminar offers an introduction to the theoretical and methodological concepts that underlie empirical approaches to the analysis of linguistic data. In particular, the following aspects will be covered: <ul style="list-style-type: none"> - Definition and operationalisation of scientific hypotheses and variables of interest; - Data collection, description and analysis; - Basic principles of descriptive and inferential statistics; - Hands-on practice and basic analysis of linguistic data using the R programming language.
Reading	Johnson, K. (2011). <i>Quantitative methods in linguistics</i> . John Wiley & Sons. Winter, B. (2020). <i>Statistics for linguists: An introduction using R</i> . Routledge, Taylor & Francis Group. tba

Title	The abstract gets concrete: do's, don'ts and some practice to write successful conference abstracts
Teacher	Sabrina Bertollo
Coordinator UniVR/UniBZ	Stefan Rabanus, Birgit Alber
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	4/1
When?	22.05.2025, 14.00-17.00
Where?	UniVR - Aula Co-working
Language of instruction	English (or Italian, on request, if mastered by all participants)
Assessment	In class
Learning outcomes	<p>On successful completion of this workshop, PhD students will be able to demonstrate to:</p> <ul style="list-style-type: none"> - know the principles underlying the writing of effective abstracts; - recognise bad and good abstracts; - write clear abstracts which successfully describe the own research and draw interest to it.
Course contents	<p>What makes a good conference abstract? Writing effective abstracts is far from being trivial. However, learning how to present the own research in a compact but convincing way, making peer-scholars eager to learn more about it, is an essential competence.</p> <p>The workshop will be organized in two parts:</p> <ol style="list-style-type: none"> i. <i>A theoretical introduction to conference abstract writing.</i> In this part we will outline a list of do's and don'ts, based on the guidelines proposed by experienced scholars in the field of linguistics. We will then analyze examples of effective abstracts written by junior scholars. ii. <i>Abstract writing practice.</i> Each participant will be asked to write a short abstract connected to their research project as if they wanted to submit it to a conference. Peer-PhD-students as well as the instructor will play the role of reviewers to identify strengths and weaknesses of the proposals.
Reading	No previous reading is necessary. Nonetheless, participants are encouraged to explore linguistics conference abstracts to prepare for the workshop's discussions.

Title	Learner corpora: An introduction to theory and practice
Teacher	Phil Durrant (University of Exeter), Andrea Abel
Coordinator UniVR/UniBZ	Andrea Abel
Compulsory/free choice?	compulsory
Teaching hours/ECTS credits	10/2,5
When?	23-24.6., 27.06.2025 Monday, June 23: 14-16 Tuesday, June 24: 9.30-12.30, 14-16 Friday, June 27: 9.30-12.30
Where?	unibz, Campus Brixen-Bressanone, Aula BX A1.24
Language of instruction	English
Assessment	PhD Students can choose aspects of the module as topic of their term paper.
Learning outcomes	On successful completion of this module, PhD students will be able to: <ul style="list-style-type: none"> • understand the basic concepts of learner corpus research; • make conscious decisions with regard to creating and working with learner corpora (design, tools, metadata, annotation, analysis); • work with learner corpora.
Course contents	In recent decades, learner corpora have become an important resource for the empirically based collection and analysis of learner languages. The seminar at PhD level <ul style="list-style-type: none"> • offers a familiarisation with the corpus-based description of learner languages and an introduction to the basic concepts of learner corpus research; • gives an overview of the basic practical steps involved in working with learner corpora and discusses the underlying theoretical approaches; • uses concrete examples and practical exercises to illustrate corpus-based work.
Reading	Brezina, Vaclav, and Tony McEnery. "Introduction to Corpus Linguistics." The Routledge Handbook of Second Language Acquisition and Corpora. 1st ed. vol. 1. Routledge, 2021. 11–22. Meunier, Fanny. "Introduction to Learner Corpus Research." The Routledge Handbook of Second Language Acquisition and Corpora. 1st ed. vol. 1. Routledge, 2021. 23–36. Other readings will be given at a later date and/or during the course.

Title	Teoria e pratica della trascrizione
Teacher	Francesca Frontini (Consiglio Nazionale delle Ricerche - Istituto di Linguistica Computazionale "Antonio Zampolli"), Lorenzo Spreafico
Coordinator UniVR/UniBZ	Lorenzo Spreafico
Compulsory/free choice?	compulsory
Teaching hours/ECTS credits	10/2.5
When?	Wednesday, June 24: 9.30-12.30; 14-16.00 Thursday, June 24: 9.30-12.30; 14-16.00
Where?	unibz, Campus Brixen-Bressanone, Aula BX A1.24
Language of instruction	Italian
Assessment	PhD Students can choose aspects of the module as topic of their term paper.
Learning outcomes	On successful completion of this module, PhD students will be able to: <ul style="list-style-type: none"> • understand the basic theoretical concepts underlying linguistic transcription; • make appropriate methodological choices to prepare a language transcription; • transcribe linguistic data.
Course contents	This seminar offers an introduction to transcription theory and practice at the PhD level. In the first part, we will discuss the main theoretical preliminaries to phonetic and non-phonetic transcription; then we will introduce the main types and methods of instrumental and non-instrumental transcription; eventually, we will discuss the relationships between theoretical, methodological and ethical problems of transcription. During the whole seminar, students will be engaged in individual and group data transcription activities.
Reading	Lapadat, Judith (2000) Problematizing transcription: Purpose, paradigm and quality. <i>International Journal of Social Research Methodology</i> . 3. 203-219. DOI 10.1080/13645570050083698 Other readings will be given at a later date and/or during the course

Title	Exploring Reading Comprehension: From Psycholinguistics to Educational Practices
Teacher	Serena Dal Maso, Maria Vender, Guest Lecturer (tba)
Coordinator UniVR/UniBZ	Maria Vender, Serena Dal Maso
Compulsory/free choice?	Compulsory
Teaching hours/ECTS credits	10h/2,5 ECTS
When?	19-21 January 2026
Where?	University of Verona
Language of instruction	English
Assessment	PhD students can choose aspects of the module as topic of their term paper.
Learning outcomes	<p>By the end of this course, participants will:</p> <ul style="list-style-type: none"> • Understand the cognitive and linguistic underpinnings of lower- and higher-order processes involved in reading comprehension. • Analyze the challenges faced by children with dyslexia and L2 learners in text comprehension. • Gain experience with eye-tracking methods and their application in reading comprehension research. • Develop basic knowledge on the notion of emergent literacy and on the effects of early shared-reading programs for vulnerable children
Course contents	<p>This course aims to provide an in-depth exploration of reading comprehension processes, covering both lower-order and higher-order processes, in typical and atypical populations. After presenting a detailed analysis and critical discussion of reading comprehension in typically developing populations, the focus will shift to atypical populations, including children with developmental dyslexia and bilingual children learning to read in a second language, who are reported to face significant, albeit different challenges in dealing with texts.</p> <p>A particular emphasis will be also placed on eye-tracking methodologies as a means to investigate the mechanisms underlying reading comprehension. Eye-tracking technology, indeed, can provide an online, fine-grained window into how readers process texts by measuring eye movements, thus offering additional insights into the linguistic and cognitive processes involved in reading and comprehending a text.</p> <p>Finally, the notions of emergent literacy and home literacy environment will be presented and discussed, along with research findings on the effects of early shared-reading programs and targeted literacy interventions for vulnerable children.</p>
Reading	Grabe, W., & Yamashita, J. (2022). <i>Reading in a Second Language: Moving from Theory to Practice</i> (2nd ed.). Cambridge: CUP.

Title	Old Icelandic Grammatical Literature: The Grammatical Study of Runes and Old Norse Language in Dialogue with Latin Authorities
Teacher	Adele Cipolla, Fabrizio D. Raschellà, Mikael Males, Michele Longo
Coordinator UniVR/UniBZ	Adele Cipolla
Compulsory/free choice?	compulsory
Teaching hours/ECTS credits	10h/2,5 ECTS
When?	21-23 January 2026
Where?	Department of Foreign Languages and Literature, Verona University
Language of instruction	English
Assessment	PhD students can choose aspects of the module as topic of their term paper
Learning outcomes	Attending students should be able to describe 1. the cultural context of Icelandic grammatical literature, 2. the contribution of Icelandic schools and Grammatical Treatises to a description of Icelandic phonology, the interpretation of runes and adaptations of the Latin alphabet.
Course contents	Attempts at writing original treatises on vernacular phonology, orthography and poetics in Old Icelandic. The five 'Grammatical' Treatises.
Reading	<p>F.D. Raschellà, "Die altisländische grammatische Literatur. Forschungsstand und Perspektiven zukünftiger Untersuchungen", <i>Göttingische Gelehrte Anzeigen</i> 235 (1983), pp. 271–316.</p> <p>F.D. Raschellà, "Rune e alfabeto latino nel trattato grammaticale di Óláfr Þórðarson", in: <i>Sagnáping helgað Jónasi Kristjánssyni sjötugum</i>. Reykjavík: HÍB, 1994, pp. 679–690.</p> <p>F.D. Raschellà, "Old Icelandic Grammatical Literature: The Last Two Decades of Research (1983–2005)", in: <i>Learning and Understanding in the Old Norse World. Essays in Honour of Margaret Clunies Ross</i>, ed. by J. Quinn, K. Heslop, and T. Wills, Turnhout: Brepols, 2007, pp. 341-372.</p> <p>F.D. Raschellà, "Óláfr Þórðarson and the 'Norse Alphabet'. A Thirteenth-Century Icelandic Grammarian's Account of Runic Writing", <i>NOWELE</i> 69 (2016), pp. 155–190.</p> <p>M. Males, <i>The Poetic Genesis of Old Icelandic Literature</i>, Berlin/Boston: de Gruyter, 2020, especially chapters 3 (<i>Grammatical Literature</i>: pp. 102-193) and 5.1 (<i>The Wormianus Redactor</i>: pp. 279-290).</p>

Title	Lexikographie
Teacher	Prof. Paul Videsott, Dr. Ruth Videsott Gastdozent: Prof. Elton Prifti
Coordinator UniVR/UniBZ	Paul Videsott
Compulsory/free choice?	Compulsory
Teaching hours/ECTS credits	10/2,5
When?	8.-10. Juni 2026
Where?	Campus Brixen, unibz
Language of instruction	Deutsch
Assessment	Die Doktoranden können Themen der Lehrveranstaltung für ihre Hausarbeit wählen.
Learning outcomes	Kenntnis der unterschiedlichen Arten von Wörterbüchern und ihrer Charakteristiken Detaillierte Kenntnis eines romanischen Großwörterbuchs (LEI) und verwandter Werke Detaillierte Kenntnis der Lexikographie in den regionalen Minderheitensprachen, insbesondere im Dolomitenladinischen
Course contents	Lexikographie: Definition und historischer Überblick Arten von Wörterbüchern Etymologische Großwörterbücher: Das Beispiel des <i>Lessico Etimologico Italiano</i> (LEI). Lexikographie in den regionalen Kleinsprachen: das Beispiel des Dolomitenladinischen, Zimbrischen und Fersentalerischen Soziolinguistische Relevanz von Wörterbüchern, insbesondere in Kontexten von regionalen Minderheitensprachen
Reading	t.b.a. Videsott, Ruth: Lessicografia e grammaticografia. In: Videsott, Paul (Hg.); Videsott, Ruth (Hg.); Casalicchio, Jan (Hg.): <i>Manuale di linguistica ladina</i> . Berlin; Boston: De Gruyter (2020) 505-538 [Manuals of Romance Linguistics, 26].

Title	Contact-induced language change
Teacher	Silvia Dal Negro
Coordinator UniVR/UniBZ	Silvia Dal Negro
Compulsory/free choice?	Compulsory
Teaching hours/ECTS credits	10 h / 2,5 ECTS
When?	10-12/6/2026
Where?	Unibz - Campus Bressanone/Brixen
Language of instruction	Italian
Assessment	PhD students can choose aspects of the module as topic for their term paper.
Learning outcomes	On successful completion of this module, PhD students should be able to: - correctly frame the scope of studies of contact-induced language change in a broad perspective that takes sociolinguistic factors into account; - distinguish between contact outcomes, factors that make contact possible and mechanisms that enact it; - provide a first classification and tentative interpretation of phenomena when confronted with them.
Course contents	The topic of these lectures is language change, considered on different levels of analysis (phonology, morphology, syntax, lexicon), brought about by contact between languages. After a general introduction, the seminar will be divided into two parts: on the one hand, the focus will be on the mechanisms and factors leading to contact-induced change; on the other hand, we will take a closer look at change in morphology. In the latter area, we will host a talk by Dr Giulia Meli (University of Milan) on changes in the verbal morphology of Romani language varieties.
Reading	Gardani, F. (2020). Morphology and Contact-Induced Language Change. In A. P. Grant (Ed.), <i>The Oxford Handbook of Language Contact</i> (pp. 95–122). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199945092.013.4 Matras, Y., & Sakel, J. (Eds.). (2007). <i>Grammatical Borrowing in Cross-Linguistic Perspective</i> . De Gruyter. Thomason, S. G. (2001). <i>Language Contact</i> . Edinburgh University Press. Wohlgemuth, J. (2009). <i>A Typology of Verbal Borrowings: 211</i> (1° edizione). Mouton De Gruyter.