



UNIVERSITÀ
di **VERONA**



Freie Universität Bozen
Libera Università di Bolzano
Università Lìedia de Bulsan



PhD program in Linguistics

Course Catalogue, Academic Year 2025/2026

Updated: 03 February 2026

Overview

<i>Date</i>	<i>Short title</i>	<i>Instructor (Proponent)</i>
27.04.2026	Career Cafè	Alber, Apostolopoulou, Ducceschi, Kruijt, Magnani
8-12.6.2026	Summer School in Linguistics, unibz	
	Lessicografia	P. Videsott, R. Videsott, Priftin
	Mutamento linguistico indotto da contatto	Dal Negro, Meli
15.06.2026	Conversational speech recognition	Schuppler (TU Graz)
25.06.2026	Multimodal metaphor processing and the hypothesis of graded embodiment	Cuccio(Università di Messina)

Title	Career Café
Teacher	Birgit Alber Eirini Apostolopoulou Luca Ducceschi Anne Kruijt Marco Magnani
Coordinator UniVR/unibz	Birgit Alber
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	6/1,5
When?	27th of April 2026, 10.30-16.30
Where?	Campus Brixen, unibz
Language of instruction	English
Assessment	In class
Learning outcomes	After participating in this seminar, PhD students are able to evaluate the possibilities they have after graduation, in terms of postdoc and job applications, both in and beyond the field of academia.
Course contents	In the Career Café, alumni of the PhD in Linguistics meet PhD students in Linguistics in an informal yet informative setting. Alumni report on their experiences after graduation with job applications both inside and outside of academia. They report on their working experiences, and which elements of their PhD studies have turned out to be useful in the jobs they currently hold. They try to give useful information as to which type of postdoc fellowships are most interesting and which job markets might be more promising for PhD graduates in Linguistics. Breaks between the presentations give PhD students the possibility to meet alumni in person and ask them further questions.
Reading	tba

Title	Lessicografia	Lexicography
Teacher	Prof. Paul Videsott, unibz Dr. Ruth Videsott, unibz Docente ospite: Prof. Elton Prifti (Universität des Saarlandes)	Prof. Paul Videsott, unibz Dr. Ruth Videsott, unibz Guest lecturer: Prof. Elton Prifti (Universität des Saarlandes)
Coordinator UniVR/unibz	Paul Videsott	Paul Videsott
Compulsory/free choice?	Obbligatorio	Compulsory
Teaching hours/ECTS credits	10/2,5	10/2,5
When?	8-10 giugno 2026	8-10 June 2026
Where?	Campus Bressanone, unibz	Campus Brixen, unibz
Language of instruction	Italiano	Italian

Assessment	I dottorandi possono scegliere argomenti trattati durante il corso per le loro tesine.	PhD students may select topics from the course for their term paper.
Learning outcomes	<p>Conoscenza dei diversi tipi di dizionari e delle loro caratteristiche</p> <p>Conoscenza approfondita di un grande dizionario di una lingua romanza e di opere correlate</p> <p>Conoscenza approfondita della lessicografia nelle lingue minoritarie regionali, in particolare del ladino dolomitico</p>	<p>Knowledge of the different types of dictionaries and their characteristics</p> <p>Detailed knowledge of a major Romance dictionary and related works</p> <p>Detailed knowledge of lexicography in regional minority languages, particularly in Dolomites Ladin</p>
Course contents	<p>Lessicografia: definizione e panoramica storica</p> <p>Tipi di dizionari</p> <p>Grandi dizionari etimologici: l'esempio del <i>Lessico Etimologico Italiano</i> (LEI).</p> <p>Lessicografia nelle lingue regionali minori: l'esempio del ladino dolomitico, del cimbro e del mòcheno</p> <p>Rilevanza sociolinguistica dei dizionari, in particolare nel contesto delle lingue regionali minoritarie</p>	<p>Lexicography: definition and historical overview</p> <p>Types of dictionaries</p> <p>Large etymological dictionaries: the example of the <i>Lessico Etimologico Italiano</i> (LEI).</p> <p>Lexicography in regional minority languages: the example of Dolomite Ladin, Cimbrian and Mòcheno</p> <p>Sociolinguistic relevance of dictionaries, especially in the context of regional minority languages</p>
Reading	<p>t.b.a.</p> <p>Videsott, Ruth: Lessicografia e grammaticografia. In: Videsott, Paul (Hg.); Videsott, Ruth (Hg.); Casalicchio, Jan (Hg.): Manuale di linguistica ladina. Berlin; Boston: De Gruyter (2020) 505-538 [Manuals of Romance Linguistics, 26].</p>	<p>t.b.a.</p> <p>Videsott, Ruth: Lessicografia e grammaticografia. In: Videsott, Paul (Hg.); Videsott, Ruth (Hg.); Casalicchio, Jan (Hg.): Manuale di linguistica ladina. Berlin; Boston: De Gruyter (2020) 505-538 [Manuals of Romance Linguistics, 26].</p>

Title	Mutamento linguistico indotto da contatto	Contact-induced language change
Teacher	Silvia Dal Negro Docente ospite: Giulia Meli (Università di Milano)	Silvia Dal Negro Guest Lecturer: Giulia Meli (Università di Milano)
Coordinator UniVR/unibz	Silvia Dal Negro	Silvia Dal Negro
Compulsory/free choice?	Obbligatorio	Compulsory
Teaching hours/ECTS credits	10 h / 2,5 CFU	10 h / 2,5 ECTS
When?	10-12/6/2026	10-12/6/2026
Where?	unibz - Campus Bressanone/Brixen	unibz - Campus Bressanone/Brixen

Language of instruction	Italiano	Italian
Assessment	I dottorandi e le dottorande possono scegliere uno dei temi affrontati nel modulo come argomento per il loro <i>term paper</i> .	PhD students can choose aspects of the module as topic for their term paper.
Learning outcomes	Al completamento di questo modulo, i dottorandi e le dottorande dovrebbero essere in grado di: - inquadrare correttamente l'ambito degli studi sul cambiamento linguistico indotto dal contatto in una prospettiva ampia che tenga conto dei fattori sociolinguistici; - distinguere tra i risultati del contatto, i fattori che lo rendono possibile e i meccanismi che lo determinano; - fornire una prima classificazione e un'interpretazione provvisoria dei fenomeni quando si trovano ad affrontarli.	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	Il tema di queste lezioni è il mutamento linguistico, considerato a diversi livelli di analisi (fonologia, morfologia, sintassi, lessico), causato dal contatto tra lingue diverse. Dopo un'introduzione generale, il seminario sarà diviso in due parti: da un lato, l'attenzione sarà focalizzata sui meccanismi e sui fattori che portano al cambiamento indotto dal contatto; dall'altro, esamineremo più da vicino il cambiamento nella morfologia. In quest'ultimo ambito, ospiteremo una lezione della dott.ssa Giulia Meli (Università di Milano) sul mutamento nella morfologia verbale delle varietà linguistiche romani.	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).	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).

	<p>Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199945092.013.4</p> <p>Matras, Y., & Sakel, J. (Eds.). (2007). <i>Grammatical Borrowing in Cross-Linguistic Perspective</i>. De Gruyter.</p> <p>Thomason, S. G. (2001). <i>Language Contact</i>. Edinburgh University Press.</p> <p>Wohlgemuth, J. (2009). <i>A Typology of Verbal Borrowings: 211</i> (1^o edizione). Mouton De Gruyter.</p>	<p>Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199945092.013.4</p> <p>Matras, Y., & Sakel, J. (Eds.). (2007). <i>Grammatical Borrowing in Cross-Linguistic Perspective</i>. De Gruyter.</p> <p>Thomason, S. G. (2001). <i>Language Contact</i>. Edinburgh University Press.</p> <p>Wohlgemuth, J. (2009). <i>A Typology of Verbal Borrowings: 211</i> (1^o edizione). Mouton De Gruyter.</p>
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Title	Conversational speech recognition
Teacher	Barbara Schuppler (TU Graz)
Coordinator UniVR/unibz	Alessandro Vietti
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	2 hours (talk) + 2 hours (lab session on Recognition of Spontaneous Speech)/1 ECTS
When?	15th of June 2026
Where?	NOI TechPark unibz (Bozen)
Language of instruction	English
Assessment	In class
Learning outcomes	<p>By the end of the lecture and lab session, participants will be able to:</p> <ul style="list-style-type: none"> a) understand the challenges posed by conversational and spontaneous speech for current speech recognition systems. b) recognize the effects of linguistic and social variability, particularly in low-resource languages and minority varieties. c) gain practical experience with methods for recognizing spontaneous speech data.
Course contents	<p>This lecture, with its associated lab session, is part of the AILC Lectures on Computational Linguistics, a yearly initiative of the Italian Association of Computational Linguistics (AILC) aimed at training in the field of Computational Linguistics. This edition, entitled "Natural Language Processing for Society," will be organized jointly by the Free University of Bolzano and EURAC. Computational Linguistics (CL) and Natural Language Processing (NLP) have reached their long-standing objectives and today the results of the international and national communities have gained enormous visibility through the success of ChatGPT, Gemini, DeepSeek, among others. Hence, there is a strong demand from the Society to be informed about our methods and results.</p>

	<p>Moreover, the time is ripe to focus on the interaction of CL/NLP results with the plethora of applications that can help improve the quality of everyday life and of the various enterprises. Against such background, the Lectures on Computational Linguistics 2026 will offer a lecture-tutorial on "Conversational Speech Recognition" covering the following topics: minority groups, and in particular low resource languages, with a focus on linguistic variability in speech recognition. Whether we consider dialects or minority languages, or different speaking styles, linguistic and social variability in speech poses a challenge to current speech recognition models, which are primarily trained on read speech data. The tutorial is complemented by a lab session on "Recognition of Spontaneous Speech".</p>
Reading	tba

Title	Multimodal metaphor processing and the hypothesis of graded embodiment
Teacher	Dr. Valentina Cuccio (University of Messina, Department of Ancient and Modern Civilizations)
Coordinator UniVR/unibz	Birgit Alber (Luigi Pavone)
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	4h/1ECTS
When?	10-12/6/2026
Where?	unibz - Campus Bressanone/Brixen
Language of instruction	Italian/English
Assessment	In class
Learning outcomes	<p>Students will learn about the current debate on the embodiment of figurative language. Empirical findings will be presented. Contrasting results in the literature will be explained on the basis of the <i>Gradient of the embodiment</i> hypothesis recently advanced by Arbib & Cuccio.</p>
Course contents	<p>In the last decades, the recruitment of the mechanism of Embodied Simulation during the processing of metaphors has been extensively investigated. Behavioural, neuroimaging and neurostimulation studies, have shown that when we process bodily-related metaphors we somatotopically recruit the sensorimotor system. However, in the current debate, the role of the mechanism of simulation is considered quite controversial for at least two reasons. The first is empirically based. Data on the recruitment of Embodied Simulation during the comprehension of metaphors have not been consistently replicated. The second is theoretical. The activation of the mechanism of simulation is considered a by-product of the processing of language. In this workshop, I will present behavioural and neuroimaging data that support an embodied perspective on metaphor processing. These findings also indicate that the extent to which bodily knowledge is recruited varies considerably depending on factors such as the degree of conventionality or novelty of an expression, as well as whether the figurative expression is</p>

	<p>processed in a first or a second language. Taken together, these findings support an embodied account of metaphor comprehension. Most importantly, at the same time, they suggest two important considerations. The first is that a more-fine grained notion of metaphors and their processing modalities is fundamental to understand the role of the body in the construction and neural representation of figurative meaning. Patterns of neural activation reflect the ways in which metaphors are processed. Distinct modes of metaphor processing are associated with different neural representations, including varying degrees of engagement of the sensorimotor system. Second, embodiment is not a binary concept. We cannot just say that meaning is or is not embodied. Embodiment is a gradient.</p>
Reading	<p>Arbib, M. A. (2008). From grasp to language: Embodied concepts and the challenge of abstraction. <i>Journal of Physiology-Paris</i>, 102(1-3), 4-20. http://www.sciencedirect.com/science/article/B6VMC-4S32NK4-2/1/b625a008ff4ae8c5c5d94aa27abda4dc</p> <p>Cuccio, V. (2022). The figurative brain. In A. M. García & A. Ibáñez (Eds.), <i>The Routledge Handbook of Semiosis and the Brain</i> (pp. 130-144). García, Adolfo M., and Agustín Ibáñez. https://doi.org/https://doi.org/10.4324/9781003051817-11</p> <p>Cuccio, V., (2025). Multimodality and figurative language, in "Sistemi intelligenti, Rivista quadrimestrale di scienze cognitive e di intelligenza artificiale" 2/2025, pp. 183-194, doi: 10.1422/117530</p> <p>Garello, S., Ferroni, F., Gallese, V., Ardizzi, M., & Cuccio, V. (2024). The role of embodied cognition in action language comprehension in L1 and L2. <i>Scientific Reports</i>, 14(1). https://doi.org/https://doi.org/10.1038/s41598-024-61891-w</p> <p>Garello, S., Ferroni, F., Gallese, V., Cuccio, V., & Ardizzi, M. (2024). From breaking bread to breaking hearts: embodied simulation and action language comprehension. <i>Language, Cognition and Neuroscience</i>, 39(4). https://doi.org/https://doi.org/10.1080/23273798.2024.2328596</p>