



UNIVERSITÀ  
di VERONA



Freie Universität Bozen  
Libera Università di Bolzano  
Università Liedia de Bulsan



Universität  
Marburg

## PhD program in Linguistics

Course Catalogue, Academic Year 2025/2026 and 2026/2027

Updated: 08 April 2026

### Overview

<i>Date</i>	<i>Short title</i>	<i>Instructor (Proponent)</i>
13.04.2026	How war changes language in Ukraine: Conversion, purism, and hybridity	Bilaniuk (Artoni)
27.04.2026	Career Cafè	Alber, Apostolopoulou, Ducceschi, Kruijt, Magnani (Alber)
29.04.2026	Verb Movement and Parameters of Microvariation in the Clausal Domain: A Pan-Romance View	Ledgeway (Padovan)
22.05.2026	Novel Metaphor Processing: Developmental and Individual Differences Considerations The role of prediction (error) in language learning revisited through the lens of reward.	Engelhardt, Gambi (Sprefico, Vender)
8-12.6.2026	<b>Summer School in Linguistics, unibz</b>	
	Lessicografia	P. Videsott, R. Videsott, Priftin (P. Videsott)
	Mutamento linguistico indotto da contatto	Dal Negro, Meli (Dal Negro)
15-16.06.2026	Developing ASR Systems for Conversational Speech Transcription and Analysis	Schuppler, Schettino, Bertolazzi (Vietti)
25.06.2026	Multimodal metaphor processing and the hypothesis of graded embodiment	Cuccio (Alber, Pavone)
25-29.01.2027	<b>Winter School in Linguistic, UniVR</b>	
	Intercomprehension: psycholinguistic foundations and implications for L2 acquisition	Saturno
	Relative Clauses as a Window into Syntactic Complexity	Bertollo
03/04.2027	Quantitative Methods in Linguistics	Vietti

Title	<b>How war changes language in Ukraine: Conversion, purism, and hybridity</b>
Teacher	Laada Bilaniuk (University of Washington)
Coordinator UniVR/unibz	Daniele Artoni
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	4/1
When?	Monday, 13/04/2026 – 15:40-17:20 (+ 2h project meetings with PhD students)
Where?	Room T.7, Palazzo di Lingue, Verona
Language of instruction	English
Assessment	Full participation in the seminar is required to be awarded the relevant ECTS credits
Learning outcomes	Students will be able to: - describe trends in language use in Ukraine during wartime, and how some of these trends constitute decolonization. - compare factors that shape language ideologies in Ukraine, and how they are linked to contemporary events. - identify cultural fields in Ukraine where nonstandard languages are being embraced as representations of authenticity.
Course contents	In this lecture, Laada Bilaniuk will discuss the shift that is underway in language practices and ideologies in Ukraine. A new, decolonized appreciation for Ukrainian and negative associations with Russian have led many people to change their everyday linguistic habits. Some experience this choice as an exhilarating physical process, while for others it is fraught with conflict. Massive displacement of Ukrainians due to war has also brought renewed attention to regional dialect differences and so-called "language purity," particularly in regard to the mixed Ukrainian-Russian language known as "surzhyk." While use of non-standard languages remains controversial, the last decade has seen growth in their public use, particularly in the sphere of popular culture and social media. Bilaniuk argues that this move towards acceptance of Ukraine's linguistic diversity is part of the process of decolonization.
Reading	Bilaniuk, Laada. 2017. Purism and pluralism: Language use trends in popular culture in Ukraine since independence. <i>Harvard Ukrainian Studies</i> 35(1-4): 293-310. Bilaniuk, Laada. 2020. Linguistic conversions: Nation-building on the self. <i>Journal of Soviet and Post-Soviet Politics and Society</i> 6(1): 59-82. Kudriavtseva, Natalia. 2025. New speakers of Ukrainian: Ideologies of linguistic conversion. <i>Language in Society</i> 1–20. Kuznietsova, Tetiana. 2026. Key trends in shifting attitudes towards Ukrainian–Russian mixed speech in wartime. <i>Cognitive Studies</i> 26, Article 3506.

Title	<b>Career Café</b>
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?	27/04/2026 - 10.30-16.30
Where?	Campus Brixen, unibz, room A1.36
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	<b>Verb Movement and Parameters of Microvariation in the Clausal Domain: A Pan-Romance View</b>
Teacher	Adam Ledgeway (University of Bergamo)
Coordinator UniVR/unibz	Andrea Padovan
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	4/1
When?	29/04/2026, 10:00-12:00 (+ 14:00-16:00 project meetings with PhD students)
Where?	Palazzo di Lingue, Co-working room  On-line also: <a href="https://univr.zoom.us/j/86297726760">https://univr.zoom.us/j/86297726760</a> Zoom meeting ID: 862 9772 6760
Language of instruction	English

Assessment	Full participation in the seminar is required to be awarded the relevant ECTS credits
Learning outcomes	By the end of the seminar, participants will be able to - analyze patterns of microvariation in the clausal domain across Romance languages, with particular attention to the north–south divide. - explain the role of functional heads (especially T and v) in shaping morphosyntactic variation and verb placement. - evaluate the V-movement parameter and its interaction with adverb and clitic positions across Romance varieties.
Course contents	This presentation reviews some of the most important aspects of microvariation in the clausal domain across Romance, highlighting a north-south parametric contrast arising from the properties of individual functional heads in the clause. Through an examination of a selection of examples of major morphosyntactic variation between northern and southern Romance varieties, we shall see how these differences can ultimately be traced back to the activation or non-activation of the clausal functional heads T and v and the differential, and often complementary, composition of the features they carry, as witnessed most notably in the variable position of the finite verb across Romance, the so-called V(erb)-movement parameter. Finally, we shall briefly test this hypothesis by reviewing some cases studies of contact-induced change in the V-movement parameter and the knock-on microparametric effects these exogenous changes entail for other areas of clausal syntax.
Reading	Ledgeway, A. (2020). 'The north-south divide: Parameters of variation in the clausal domain', <i>L'Italia dialettale</i> 81:29-77. Ledgeway, A. and Lombardi, A., (2005). 'Verb movement, adverbs and clitic positions in Romance', <i>Probus</i> 17, pp. 79-113. Ledgeway, A. and Schifano, N., (2022). 'Parametric variation', in Adam Ledgeway & Martin Maiden (eds), <i>The Cambridge Handbook of Romance Linguistics</i> . Cambridge: Cambridge University Press, 637-670 Schifano, N. (2018). <i>Verb Placement in Romance: A Comparative Study</i> . Oxford, Oxford University Press.

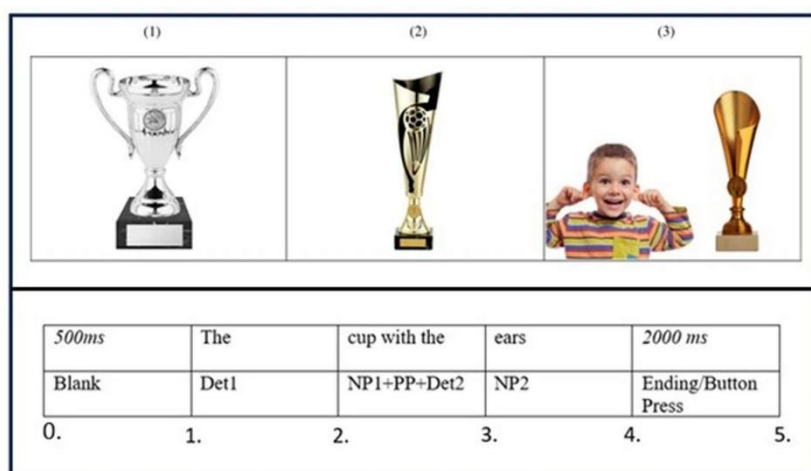
Title	<b>Novel Metaphor Processing: Developmental and Individual Differences Considerations</b>
Teacher	Paul E. Engelhardt – University of Eastern Anglia
Coordinator UniVR/unibz	Lorenzo Spreafico/Maria Vender
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	1/0,25
When?	22/05/2026, 14:00-15:00
Where?	Bozen-Bolzano, room BZ E3.20
Language of instruction	English
Assessment	In class

Learning outcomes

Understand metaphor processing in dyslexia/ASD; analyze reaction-time differences; evaluate inhibition and cognitive flexibility in non-literal language comprehension.

Course contents

In two recent studies in my lab, we have investigated novel metaphor processing in dyslexia (Cersosimo et al., 2025) and autism spectrum disorders (O'Shea et al., 2026). The results of those studies showed that individuals with dyslexia and ASD obtained the metaphorical meaning at a similar rate as did typically-developing controls (see Figure below). However, both groups were significantly slower in terms of reactions times, with ASD showing approximately twice as large an effect, as individuals with dyslexia. Both studies also included eye tracking, and results showed that the elevated RTs were linked to difficulty "giving up" the literal interpretation (i.e. fixation times on distractor images were greater than on target (metaphor) images).



Top panel shows example visual array: the metaphorical utterance was "the cup with the ears" and the literal utterance was "the cup with the handles". Image (1) is the target picture, image (2) is the irrelevant picture, and image (3) is the distractor picture. Bottom panel shows the key time points for dividing the sentence into critical time periods

In this talk, I will present the results of two new studies. The first study examined novel metaphor processing in children. Twenty-six controls and 49 children with ASD (age: 11-14 years) completed the novel metaphor task, and also, completed the Peabody Picture Vocabulary Task. Results showed no significant differences in terms of percentage correct or RTs between groups. Moreover, the RTs of both groups were highly similar to the adult ASD participants in the O'Shea et al. (2026) study. This suggests a developmental trajectory in which typically-developing individuals speed up substantially over the course of development from adolescence-to-adulthood, whereas individuals with ASD do not.

The second study investigated the role of individual differences. Sixty typically-developing adults completed the novel metaphor processing task, as well as second metaphor processing task that involved cross-modal lexical decisions (Rubio-Fernandez, 2007). The second task was primarily focused on time course issues with respect to the activation of metaphorical meaning. Participants also completed a measure of inhibition (Stroop Task) and a measure of set shifting (Wisconsin Card Sorting Task). Analyses of these measures shed light on whether non-literal language

	comprehension relies on inhibition of literal meaning or shifting from literal-to-metaphorical meaning.
Reading	/

Title	<b>The role of prediction (error) in language learning revisited through the lens of reward.</b>
Teacher	Chiara Gambi - University of Warwick
Coordinator UniVR/unibz	Lorenzo Spreafico/Maria Vender
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	1/0,25
When?	22/05/2026, 15:00-16:00
Where?	Bozen-Bolzano, room BZ E3.20
Language of instruction	English
Assessment	In class
Learning outcomes	Understand prediction error's role in language acquisition; apply expectation-based learning strategies; evaluate individual differences and cognitive factors influencing learning.
Course contents	<p>We know that actively generating a guess (e.g., about the meaning of a foreign word, or a geography question) improves memory for the correct answer (compared to passive studying). Remarkably, this memory benefit occurs even when we guess incorrectly, and our prior expectations about the correct answer turn out to be wrong. Expectation violations may engender a sense of surprise that makes us more curious: For example, objects that appear to violate the laws of physics stimulate young children's exploration of the physical world. But to what extent do expectation violations also shape children's acquisition of their first language?</p> <p>Successful computational models assume that prediction errors drive children's learning about word forms, meanings and about the structure of their first language. But surprisingly, evidence for a role of prediction error in language acquisition is both puzzling and incomplete. In this talk, I will provide an overview of my lab's recent attempts to boost children's word and structure learning by encouraging them to generate expectations which are later violated. I will argue for an individual differences approach to the question of whether prediction error drives language acquisition, and consider the possible contributions of non-linguistic skills (inhibitory control, episodic memory) to this learning mechanism. In closing, I will also discuss the relation between expectations, expectation violations and (intrinsic) rewards, mostly from a theoretical perspective but in part drawing on some recent (adult) data from my lab.</p>
Reading	/

Title	<b>Lessicografia</b>	<b>Lexicography</b>
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?	8-10/06/2026	8-10/06/2026
Where?	Campus Bressanone, unibz, aula A2.24	Campus Brixen, unibz, room A2.24
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	Conoscenza dei diversi tipi di dizionari e delle loro caratteristiche Conoscenza approfondita di un grande dizionario di una lingua romanza e di opere correlate Conoscenza approfondita della lessicografia nelle lingue minoritarie regionali, in particolare del ladino dolomitico	Knowledge of the different types of dictionaries and their characteristics Detailed knowledge of a major Romance dictionary and related works Detailed knowledge of lexicography in regional minority languages, particularly in Dolomites Ladin
Course contents	Lessicografia: definizione e panoramica storica Tipi di dizionari Grandi dizionari etimologici: l'esempio del <i>Lessico Etimologico Italiano</i> (LEI). Lessicografia nelle lingue regionali minori: l'esempio del ladino dolomitico, del cimbro e del mòcheno Rilevanza sociolinguistica dei dizionari, in particolare nel contesto delle lingue regionali minoritarie	Lexicography: definition and historical overview Types of dictionaries Large etymological dictionaries: the example of the <i>Lessico Etimologico Italiano</i> (LEI). Lexicography in regional minority languages: the example of Dolomite Ladin, Cimbrian and Mòcheno Sociolinguistic relevance of dictionaries, especially in the context of regional minority languages
Reading	t.b.a.  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].	t.b.a.  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].

Title	<b>Mutamento linguistico indotto da contatto</b>	<b>Contact-induced language change</b>
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/ 2,5	10/2,5
When?	10-12/6/2026	10-12/6/2026
Where?	unibz - Campus Bressanone/Brixen, aula A2.24	unibz - Campus Bressanone/Brixen, aula A2.24
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,	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

	<p>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.</p>	<p>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.</p>
Reading	<p>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. <a href="https://doi.org/10.1093/oxfordhb/9780199945092.013.4">https://doi.org/10.1093/oxfordhb/9780199945092.013.4</a></p> <p>Matras, Y., &amp; 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° edizione). Mouton De Gruyter.</p>	<p>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. <a href="https://doi.org/10.1093/oxfordhb/9780199945092.013.4">https://doi.org/10.1093/oxfordhb/9780199945092.013.4</a></p> <p>Matras, Y., &amp; 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° edizione). Mouton De Gruyter.</p>

Title	<b>Developing ASR Systems for Conversational Speech Transcription and Analysis</b>
Teacher	Barbara Schuppler (TU Graz), Loredana Schettino (unibz), Leonardo Bertolazzi (unitn)
Coordinator UniVR/unibz	Alessandro Vietti
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	2 hours (talk) + 2 hours (lab 1: Recognition of Spontaneous Speech) + 2 hours (lab 2: Mechanistic Interpretability)/1.5
When?	15/06/2026 (talk and lab 1) – 16/06/2026 (lab 2)
Where?	NOI TechPark unibz (Bozen) – seminar room
Language of instruction	English
Assessment	In class
Learning outcomes	By the end of the lecture and lab sessions, participants will be able to:

	<p>a) understand the challenges posed by conversational and spontaneous speech for current speech recognition systems;</p> <p>b) recognize the effects of linguistic and social variability, particularly in low-resource languages and minority varieties.</p> <p>c) gain practical experience with methods for recognizing spontaneous speech data.</p>
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. 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 developing tools for conversational speech analysis 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 two lab sessions on "Recognition of Spontaneous Speech" and on "Mechanistic Interpretability".</p>
Reading	tba

Title	<b>Multimodal metaphor processing and the hypothesis of graded embodiment</b>
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	4/1
When?	25/6/2026 (10:30-12:30; 14:00-16:00)
Where?	Campus Brixen, unibz, room A2.24
Language of instruction	Italian/English
Assessment	In class
Learning outcomes	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.
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.</p> <p>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 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.  <a href="http://www.sciencedirect.com/science/article/B6VMC-4S32NK4-2/1/b625a008ff4ae8c5c5d94aa27abda4dc">http://www.sciencedirect.com/science/article/B6VMC-4S32NK4-2/1/b625a008ff4ae8c5c5d94aa27abda4dc</a></p> <p>Cuccio, V. (2022). The figurative brain. In A. M. García &amp; A. Ibáñez (Eds.), <i>The Routledge Handbook of Semiosis and the Brain</i> (pp. 130-144). García, Adolfo M., and Agustín Ibáñez.  <a href="https://doi.org/https://doi.org/10.4324/9781003051817-11">https://doi.org/https://doi.org/10.4324/9781003051817-11</a></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., &amp; Cuccio, V. (2024). The role of embodied cognition in action language comprehension in L1 and L2. <i>Scientific Reports</i>, 14(1).  <a href="https://doi.org/https://doi.org/10.1038/s41598-024-61891-w">https://doi.org/https://doi.org/10.1038/s41598-024-61891-w</a></p> <p>Garello, S., Ferroni, F., Gallese, V., Cuccio, V., &amp; Ardizzi, M. (2024). From breaking bread to breaking hearts: embodied simulation and action language comprehension. <i>Language</i>,</p>

Cognition and Neuroscience, 39(4).  
<https://doi.org/https://doi.org/10.1080/23273798.2024.2328596>

Title	<b>Intercomprehension: psycholinguistic foundations and implications for L2 acquisition</b>
Teacher	Jacopo Saturno
Coordinator UniVR/unibz	UniVR
Compulsory/free choice?	Compulsory
Teaching hours/ECTS credits	10/2.5
When?	25-29/01/2027
Where?	Verona (co-working room)
Language of instruction	English
Assessment	(Optional) term paper
Learning outcomes	<p>The participants will acquire theoretical knowledge on the following topics:</p> <ul style="list-style-type: none"> <li>- Operationalisation of linguistic distance.</li> <li>- Consequences of various degrees of linguistic distance on mutual intelligibility.</li> <li>- Psycholinguistic bases of intercomprehension: partial competences, approximation, word recognition, the mental lexicon.</li> </ul> <p>Through a hands-on exercise on Romance intercomprehension, these theoretical issues will also be experienced from the perspective of the lay language user.</p>
Course contents	<p>The seminar will present an introduction to intercomprehension, with specific reference to the Romance and the Slavic language groups.</p> <p>The following topics will be discussed.</p> <ul style="list-style-type: none"> <li>- Psycholinguistic foundations of intercomprehension</li> <li>- Conceptualising and measuring linguistic distance</li> <li>- Spontaneous and acquired intercomprehension</li> <li>- Intercomprehension and multilingualism</li> <li>- Mutual intelligibility and L2 acquisition</li> <li>- A practical exercise in Romance intercomprehension</li> </ul>
Reading	<p>Blees, Gerda J. &amp; Mak, Willem M. &amp; ten Thije, Jan D. 2014. English as a lingua franca versus lingua receptiva in problem-solving conversations between Dutch and German students. <i>Applied Linguistics Review</i> 5(1). 173–193. (doi:10.1515/applirev-2014-0008)</p> <p>Bonvino, Elisabetta &amp; Fiorenza, Elisa &amp; Cortés Velásquez, Diego. 2018. Observing Strategies in Intercomprehension Reading. Some Clues for Assessment in Plurilingual Settings. <i>Frontiers in Communication</i> 3. 29. (doi:10.3389/fcomm.2018.00029)</p> <p>Heeringa, Wilbert &amp; Gooskens, Charlotte &amp; Van Heuven, Vincent. 2023. Comparing Germanic, Romance and Slavic: Relationships among linguistic distances. <i>Lingua</i> 287. (doi:10.1016/j.lingua.2023.103512)</p> <p>Melo-Pfeifer, Sílvia. 2014. Intercomprehension between Romance Languages and the role of English: a study of multilingual chat</p>

rooms. *International Journal of Multilingualism* 11(1). 120–137. (doi:10.1080/14790718.2012.679276)

Möller, Robert & Zeevaert, Ludger. 2015. Investigating word recognition in intercomprehension: Methods and findings. *Linguistics* 53(2). 313–352. (doi:https://doi.org/10.1515/ling-2015-0006)

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Title	<b>Relative Clauses as a Window into Syntactic Complexity</b>
Teacher	Sabrina Bertollo
Coordinator UniVR/UniBZ	UniVR
Compulsory/free choice?	compulsory
Teaching hours/ECTS credits	10/2,5
When?	25-29/01/2027
Where?	Verona (co-working room)
Language of instruction	English
Assessment	(Optional) term paper
Learning outcomes	<ul style="list-style-type: none"> <li>- Critically analyse complex syntactic phenomena, with a focus on relative clauses.</li> <li>- Integrate theoretical and empirical approaches to model and evaluate syntactic structures.</li> <li>- Formulate and investigate research questions that extend beyond individual specializations, applying rigorous methodological and analytical reasoning.</li> <li>- Assess linguistic variation and change, including effects of case morphology, relativizer strategies, and language contact.</li> </ul>
Course contents	The course aims to provide an approach to the analysis of syntactic phenomena, especially those characterized by a high degree of complexity in terms of parsing and acquisition. To do so, relative clauses (henceforth RCs) will be used as a case study. RCs are a widespread construction in the languages of the world and are typically associated with complexity, as shown also by

	<p>acquisitional studies. Moreover, RCs are not only inherently difficult to process, but they also display varying degrees of complexity within the construction itself, influenced by several factors, including the interplay between syntax and morphology. Through dialogic lessons, the class will engage with different research questions aimed at fostering students' ability to address linguistic issues that go beyond their specific research fields. The discussion will be based on data from both standard and dialectal varieties and will rely on relevant literature.</p> <ul style="list-style-type: none"> <li>- How are RCs introduced, and how does the nature of the introducer affect the construction?</li> <li>- Is there a correlation between case markedness and access to relativization? If so, how does the syntactic function of the relativized element relate to the scalar complexity of the construction?</li> <li>- How can the structure of RCs be modelled within Generative Grammar?</li> <li>- From the perspective of economy, is the use of a single complex relativizer (e.g. Italian <i>al quale</i>) always more advantageous than a "doubling" strategy (e.g. substandard Italian <i>che + gli</i>)?</li> <li>- What does language contact reveal about the resilience of RCs? Are restrictive RCs more or less prone to change than non-restrictive RCs?</li> <li>- Setting standardization processes aside, are inflected pronominal introducers of RCs more or less resilient than invariable relativizers in diachronic change?</li> </ul>
<p>Reading</p>	<p>The suggested readings are not necessarily a prerequisite to successfully attend the class but are rather to be considered as a (non-exhaustive) reference list:</p> <p>Bertollo, S. (2024). <i>Unconventional relatives and antecedents in disguise: German clefts and free relative clauses. Quiedit.</i></p> <p>Bertollo, S., Madaro, R. &amp; Tomaselli, A. (to appear). <i>Relative clauses in the Alpine Germanic varieties: some cues from the diachrony of Cimbrian and Timavese under the pressure of (Italo)Romance. Journal of Historical Syntax.</i></p> <p>Chesi, C., &amp; Moro, A. (2014). <i>Computational complexity in the brain.</i> In F. J. Newmeyer &amp; L. B. Preston (Eds.), <i>Measuring grammatical complexity</i> (pp. 264–280). Oxford University Press.</p> <p>Cinque, G. (2020). <i>The syntax of relative clauses: A unified analysis.</i> Cambridge University Press.</p> <p>Gelderen (van), J. (2004). <i>Grammaticalization as economy.</i> John Benjamins.</p> <p>Keenan, E. L., &amp; Comrie, B. (1977). <i>Noun phrase accessibility and universal grammar.</i> <i>Linguistic Inquiry</i>, 8(1), 63–99.</p> <p>Poletto, C. (2008). <i>Doubling as splitting.</i> In S. Barbiers, O. Koenenman, M. Lekakou, &amp; M. van der Ham (Eds.), <i>Microvariation in syntactic doubling</i> (pp. 37–68). Emerald / Brill.</p>

Title	<b>Quantitative Methods in Linguistics</b>
Teacher	Alessandro Vietti (unibz)
Coordinator UniVR/UniBZ	Alessandro Vietti (unibz)
Compulsory/free choice?	Free choice
Teaching hours/ECTS credits	20/5
When?	March-April 2027
Where?	Bozen
Language of instruction	English
Assessment	Learning outcomes will be assessed through in-class exercises designed to evaluate students' ability to solve practical problems in linguistic analysis using the R programming language.
Learning outcomes	By the end of the course, students will have mastered the basic principles and methodologies of quantitative analysis in linguistics. In addition to these skills, students will acquire more technical skills by learning to use the R programming language. Thanks to the knowledge acquired, particularly through the laboratory component, students will be able to perform basic and intermediate statistical analyses on linguistic data drawn from real-world case studies. The R programming language, a standard in quantitative research, will be used for the description, analysis, and graphical representation of linguistic data.
Course contents	<p>The course will cover the methodological foundations of quantitative research and introduce basic techniques for the statistical analysis of linguistic data, with a particular focus on the role of statistical models, such as linear regression, in the analysis of linguistic behavior. Specifically, the course will address the following topics:</p> <ul style="list-style-type: none"> <li>- Fundamentals of quantitative analysis;</li> <li>- Data exploration and description (descriptive statistics, distributions, and measures of central tendency and dispersion);</li> <li>- Linear regression models (logistic regression and mixed-effects models);</li> <li>- Statistical inference.</li> </ul> <p>The topics introduced and discussed in the course will be addressed through practical exercises using the R programming language.</p>
Reading	Winter B., 2020, <i>Statistics for Linguists: An Introduction Using R</i> , Routledge.