

PhD Programme in Foreign Languages and Literatures

Academic year 2022-23
February 6th– February 10th 2023

Winter School

Foreign Languages and Translation



	06.02.2023 Monday	07.02.2023 Tuesday	08.02.2023 Wednesday	09.02.2023 Thursday	10.02.2023 Friday
9.00 a.m. Co-working room	Sara Corrizato (start 8.30 AM) Audiovisual translation theory and practice	Roberta Facchinetti English in journalism from past to present	Sharon Hartle DDL and Learning in language teaching	Elisa Sartor Dictionaries and/through time: diachronic lexicography. Part 1: A theoretical and methodological approach	Sergio Conti (start 10 AM) Interpreting and doing statistics in corpus linguistics: An introduction
2.00 p.m. Co-working room	Sara Corrizato Audiovisual translation theory and practice ** Maria Ivana Lorenzetti Analysing Political Discourse	Roberta Facchinetti English in journalism from past to present	Paolo Frassi Definitions in monolingual general dictionaries ** Chiara Preite Definitions in specialized dictionaries ** Giovanni Tallarico Degrees of equivalence in bilingual dictionaries	Matteo De Beni Dictionaries and/through time: diachronic lexicography. Part 2: A practical approach.	Giorgio Arcodia Sinitic languages: typological and areal issues

Title	Audiovisual translation theory and practice
Instructor	Sara Corrizzato
Teaching hours	6 (1,5 CFu)
Date	06.02.2023
Learning objectives	At the end of the session participants will developed a broader awareness of the components that interact when a translator has to translate a text, more specifically related to the audiovisual world, where the intersemiotic dimension plays a central role. Thanks to the examples and the practical activities, participants will reflect upon the key concepts of audiovisual translation, acquiring the ability to analyse the same translation from different points of views. The different lingua-cultural background of the participants will foster fruitful discussion and allow for an all-round reflection of how translation choices can significantly alter the original message.
Programme	The first session comprises a brief theoretical introduction to translation theory and its different ways in conceptualizing and understanding translation in the Western tradition. The second session includes a broad introductory survey of some of the main developments in audiovisual translation studies, with specific emphasis on the (several) constraints that influence the transfer of meaning between different languages in audiovisual products. In addition, a series of examples related to the adaptation of movies and TV series will be shared to understand translators' choices and to analyse the source/target texts relationship in relation to lingua-cultural references.
References	<p>Corrizzato, Sara. (2015). <i>Spike Lee's Bamboozled :a Contrastive Analysis of Compliments and Insults from English into Italian</i>. Newcastle upon Tyne: Cambridge Scholars Publishing.</p> <p>Delisle, Jean, Lee Jahnke, Hannelore and Monique C. Cormier. (1999). <i>Terminologie de la Traduction.. Translation. Terminology. Terminología de la Traducción. Terminologie der Übersetzung</i>. Amsterdam: John Benjamins Publishing.</p> <p>Díaz Cintas, Jorge. <i>The Didactics of Audiovisual Translation</i>. Amsterdam: John Benjamins Publishing.</p> <p>Díaz Cintas, Jorge; Neves, Josélia. (eds.) (2015). <i>Audiovisual Translation : Taking Stock</i>. Newcastle upon Tyne: Cambridge Scholars Publishing.</p> <p>Eco, Umberto. (2003). <i>Dire quasi la stessa cosa. Esperienze di traduzione</i>. Milano: Bompiani.</p> <p>Munday, Jeremy. (2016). <i>Introducing translation studies: theories and applications</i>. London: Routledge.</p> <p>Pedersen, Jan. (2005). "How is Culture Rendered in Subtitles?" <i>MuTra 2005-Challenges of Multidimensional Translation: Conference Proceedings</i>. http://euroconferences.info/proceedings/2005_Proceedings/2005_Pedersen_Jan.pdf</p> <p>Venuti, Lawrence. (2008). <i>Translator's Invisibility A History of Translation</i>. London: Routledge.</p>

Title	Analysing Political Discourse
Instructor	Maria Ivana Lorenzetti
Teaching hours	2 (0,5 CFU)
Date	06.02.2023
Learning objectives	<p>By the end of the class, PhD students will be aware of how political discourse analysis can be carried out relying on different methodologies related to critical discourse analysis, including the notions of ideology, manipulation, propaganda, discourse polarisation, and corpus linguistics.</p> <p>Moreover, case studies will provide examples of analysis focusing on different domains, including war and covid.</p>
Programme	<p>The seminar will introduce an analysis of political discourse based on the combined methodologies of critical discourse analysis and corpus linguistics.</p> <p>The seminar will include a theoretical part, defining the critical discourse analysis framework and the related notions of ideology, manipulation, discourse polarisation, and a practical one, where some case studies will be presented focusing on different domains, such as war and covid.</p>
References	<p>Baker, P. and McEnery, T. (eds) (2015) <i>Corpora and Discourse: Integrating Discourse and Corpora</i>. London: Palgrave.</p> <p>Lorenzetti Maria Ivana (2022) "Dramatising Crisis. Rhetorical Responses to the COVID-19 Pandemic by Right-Wing Populist Leaders in the USA and UK". <i>Lingue e Linguaggi</i>, 47: 13-45</p> <p>Thorne, Steve (2006). <i>The Language of War</i>. London: Routledge.</p> <p>Van Dijk Teun (2002). "Discourse and racism". In: David Theo Goldberg, John Solomos (eds). <i>A Companion to Racial and Ethnic Studies</i>. London: Blackwell: 145-159.</p> <p>Van Dijk Teun (2006). "Discourse and manipulation". <i>Discourse & Society</i>, 17/2, 359-383.</p> <p>Wodak, Ruth (2015). <i>The Politics of Fear. What Right-Wing Populist Discourses Mean</i>. London, SAGE.</p>
Other	More references will be recommended during the seminar.

Title	English in journalism from past to present
Instructor	Roberta Facchinetti
Teaching hours	8 (2 CFU)
Date	07.02.2023
Learning objectives	The aim of the module is to lead students to understand the development of journalistic language in Anglophone countries, with reference to its main textual types and to the current “global information age”. Special focus will be dedicated to corpus-based studies in the field.
Programme	Birth and development of the language of journalism Written journalism: Main textual types Spoken journalism – focus on interviews Journalism in the global information age Corpora and journalistic language between past and present
References	Bednarek, M. and Caple, H. [2012] (2018) <i>News Discourse</i> , London: Bloomsbury Academic. Facchinetti R., N. Brownlees, B. Bös and U. Fries (2015) <i>News as Changing Texts: Corpora, Methodologies and Analysis</i> , 2nd ed., Newcastle-upon-Tyne: Cambridge Scholars Publishing. Fairclough, N. (1995) <i>Media Discourse</i> , London: Edward Arnold. van Dijk, T. A. (1988) <i>News as Discourse</i> , Hillsdale, NJ: Lawrence Erlbaum Associates.
Other	Suggested reading before the module: Facchinetti R. (2021) “News Discourse”. In: Ken Hyland, Brian Paltridge, Lillian Wong (eds.) <i>The Bloomsbury Handbook of Discourse Analysis</i> (2 nd ed.) London: Bloomsbury, Chapter 11, pp. 153-165.

Title	DDL and Learning in language teaching
Instructor	Sharon Hartle
Teaching hours	4 (1 CFU)
Date	08.02.2023
Learning objectives	<p>This course aims to:</p> <ol style="list-style-type: none"> 1. consider the state of the art for Language Teaching with reference to <i>learning design</i>; 2. introduce the basics of Lexical Grammar 3. Develop an awareness of Data Driven Learning (DLL): advantages and disadvantages in English Language Teaching; 4. Sensitize the course participants to available resources and their use both in teaching and learning; 5. Provide the opportunity to reflect on ways that working with such tools can meet personal learning needs.
Programme	<ol style="list-style-type: none"> 1. Introduction to <i>learning design</i>: <ol style="list-style-type: none"> a. Putting the learner at the centre of the process, post COVID-19 (Presentation and Discussion). b. Paradigm shift from grammar to lexis: lexical grammar and language teaching (Presentation and discussion). 2. Development of an awareness of Data Driven Learning (DLL): advantages and disadvantages in English Language Teaching: <ol style="list-style-type: none"> a. Why DDL and which version should be adopted? (Presentation and discussion) 3. Sensitizing the course participants to available resources and their use both in teaching and learning: <ol style="list-style-type: none"> a. Demonstration of various resources developed for language learning: <i>SkeLL</i>, <i>COCA</i> and <i>Just the Word</i> b. <i>Practice (group work)</i> 4. Provide the opportunity to practice working with the tools to meet personal needs: <ol style="list-style-type: none"> a. Reflection and final discussion.

<p>References</p>	<p>Boulton, A. and Cobb, T. (2017) 'Corpus Use in Language Learning: A Meta-Analysis', <i>Language Learning</i>, 67(2). doi: 10.1111/lang.12224.</p> <p>Johns T. (1986) Micro-concord, a language learner's research tool. <i>System</i> 14(2) 151_162.</p> <p>O'keefe A., McCarthy M., Carter R. (2007) <i>From Corpus to Classroom: language use and language teaching</i>. Cambridge. Cambridge University Press.</p> <p>Sinclair, J. M. (1991) <i>Corpus, Concordance, Collocation</i>. Oxford: Oxford University Press.</p> <p>Tribble, C. (2015) 'Teaching and language corpora Perspectives from a personal journey', in Leńko-Szymańska, A. and Boulton, A. (eds) <i>Multiple Affordances of Language Corpora for Data-driven Learning</i>. Amsterdam & Philadelphia: John Benjamins Publishing Company, pp. 37–64.</p> <p>Internet Sites</p> <p>AntConc: https://www.laurenceanthony.net/software/antconc/</p> <p>COCA: https://www.english-corpora.org/coca/</p> <p>Just the Word: http://www.just-the-word.com/</p> <p>SkeLL: https://skell.sketchengine.co.uk/run.cgi/skell</p>
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Title	Definitions in monolingual general dictionaries
Instructor	Paolo Frassi
Teaching hours	2 (0,5 CFU)
Date	08.02.2023
Learning objectives	<p>On completion of this course, PhD students:</p> <ul style="list-style-type: none"> - Will understand the concept of “lexicographic definition” (in opposition to other kinds of definitions, e.g. the natural definition); - Will be able to decompose the definitions given by dictionaries into their different components; - Will be aware of the link between lexicographic representation of a sense by a lexicographic definition and the part of the speech to which the defined lexical item belongs.
Programme	<p>The course will provide a definition of the <i>lexicographic definition</i> as a representation of the sense of a lexical unit by the presentation of its different components and of the typology of definitions as they are displayed in dictionaries. The particular aspect of part of speech will be considered in order to give an overview of all the realizations of the description of a sense by a lexicographic definition; specific examples will concern noun definitions and adjective definitions.</p>

<p>References</p>	<p>Bartning, Inge. 1980. <i>Remarques sur la syntaxe et la sémantique des pseudo-adjectifs dénominaux en français</i>. Stockholm : Almqvist / Wiksell International.</p> <p>Goes, Jan. 1999. <i>L'adjectif. Entre nom et verbe</i>. Paris/Bruxelles : Duculot.</p> <p>Mel'čuk, Igor / Polguère, Alain. 2016. La définition lexicographique selon la Lexicologie Explicative et Combinatoire. <i>Cahiers de lexicologie</i>. 109/2, 61-91.</p> <p>Rey-Debove, Josette. 1966. La définition lexicographique. Recherches sur l'équation sémique. <i>Cahiers de lexicologie</i>. 9, 71-94.</p> <p>Rey-Debove, Josette. 1967. La définition lexicographique ; bases d'une typologie formelle. <i>Travaux de linguistique et de littérature</i>. V/1, 141-159.</p> <p>Rey-Debove, Josette. 1971. <i>Étude linguistique et sémiotique des dictionnaires français contemporains</i>. La Haye / Paris : Mouton.</p> <p>Riegel, Martin. 1985. <i>L'adjectif attribut</i>. Paris : P.U.F.</p> <p>Weinreich, Uriel. 1960. Lexicographic definition in descriptive semantics. In F. W. Householder / S. Saporta (éds.) <i>Problems in lexicography</i>. Bloomington / La Haye : Mouton, 25-44.</p> <p>Wierzbicka, Anna. 1985. <i>Lexicography and Conceptual Analysis</i>. Ann Arbor MI : Karoma.</p> <p>Wierzbicka, Anna. 1988. What's in a noun ? (Or : how do nouns differ in meaning from adjectives). In A. Wierzbicka <i>The Semantics of Grammar</i>. Amsterdam : J. Benjamins, 463-496.</p> <p>Wierzbicka, Anna. 1992. Back to definitions : Cognition, semantics, and lexicography. <i>Lexicographica</i>. 8, 146-174.</p>
<p>Other</p>	<p>PhD students can choose aspects of the module as a topic of their term paper.</p>

Title	<i>Definitions in specialized dictionaries</i>
Invited speaker	Chiara Preite (University of Modena and Reggio Emilia)
Teaching hours	2 (0,5 CFU)
Date	08.02.2023
Learning objectives	<p>On completion of this course, PhD students:</p> <ul style="list-style-type: none"> - Will understand the concept of “lexicographic specialized definition” (in opposition to other kinds of definitions, e.g. the natural definition, legal definition, etc.); - Will be able to decompose the definitions given by specialized dictionaries into their different components; - Will be able to understand the peculiarities and issues of terminological definitions
Programme	The course will provide an overview on the lexicographic specialized definition as a representation of the sense of a terminological unit, and a presentation of its different components, issues and solutions.
References	<p>Becker Holger, 2015, « Scientific and technical dictionaries », in Durkin Philip (ed), <i>The Oxford Handbook of Lexicography</i>, OUP, pp. 393-407.</p> <p>Bergenholtz Henning, Tarp Sven, <i>Manual of Specialized Lexicography</i>, John Benjamins, 1995.</p> <p>Bergenholtz Henning, Tarp Sven, « LSP Lexicography or Terminography ? The Lexicographer’s Point of View », in Fuertes-Olivera Pedro (ed.), <i>Specialised Dictionaries for Learners</i>, De Gruyter, 2010.</p> <p>De Bessé, « La définition terminologique », in Chaurand Jacques, Mazière Francine (eds.), <i>La définition, Actes du Colloque organisé par CELEX</i>, Larousse, 1990, pp. 252-261.</p> <p>Edo Marzá Nuria, <i>The Specialised Lexicographical Approach: A Step further in Dictionary-making</i>, Peter Lang, 2009.</p> <p>Groffier Ethel, Reed David, <i>La lexicographie juridique</i>, Yvon Blais, 1990.</p> <p>Hanks Patrick, « Definition », in Durkin Philip (ed.), <i>The Oxford Handbook of Lexicography</i>, OUP, 2015, pp. 94-122.</p> <p>Lerat Pierre, <i>Langue et technique</i>, Hermann, 2016.</p> <p>Lerat Pierre, « Quel traitement lexicographique plurilingue pour le vocabulaire juridique fondamental ? », in <i>RILA</i> n° 3, 2014, pp. 23-33.</p> <p>Mac Aodha Mairtin (ed.), <i>Legal lexicography. A comparative perspective</i>, Ashgate, 2014.</p> <p>Ten Hacken Pius, « lexicographical and logical definitions for terms », in <i>Lingue & Linguaggi</i> n° 49, 2022, pp. 13-30.</p>
Other	PhD students can choose aspects of the module as a topic of their term paper.

Title	Degrees of equivalence in bilingual dictionaries
Instructor	Giovanni Tallarico
Teaching hours	2 (0,5 CFU)
Date	08.02.2023
Learning objectives	<p>On completion of this course, PhD students:</p> <ul style="list-style-type: none"> - will have understood the main issues related to lexical equivalence in bilingual dictionaries; - will be able to problematize specific cases of equivalence as found in bilingual dictionaries
Programme	<p>This seminar will deal with the various degrees and types of equivalence in bilingual lexicography, often depending on the phenomenon known as “cross-linguistic lexical anisomorphism” (Sipka 2019).</p> <p>Starting from a questionable evidence (“In bilingual dictionaries, users can find the equivalent word in another language”), attention will be paid to the lexicological analysis of lexemes and its lexicographical implications.</p> <p>Variational aspects, semantic partial overlappings, cultural values, diachronic evolution in meaning, users’ profiles (just to name a few) are factors that can have a strong impact on equivalence in bilingual dictionaries.</p>
References	<p>Adamska-Salaciak A. (2006), <i>Meaning and the bilingual dictionary</i>. Bern: Peter Lang.</p> <p>Adamska-Salaciak A. (2015), “Explaining meaning in bilingual dictionaries”, in P. Durkin (ed.), <i>The Oxford Handbook of Lexicography</i>. Oxford: Oxford University Press.</p> <p>Rey A. (1986), “Les écarts culturels dans les dictionnaires bilingues”, <i>Lexicographica</i>, 2, p. 33-42.</p> <p>Rey-Debove J. (2008), “Les dictionnaires bilingues”, in J. Rey-Debove, <i>La linguistique du signe. Une approche sémiotique du langage</i>. Paris: Colin, p. 258-268.</p> <p>Rodger L. (2006), “Beyond Butterscotch. The Place of Cultural Knowledge in the Bilingual Dictionary”, in E. Corino <i>et al.</i> (eds.), <i>Proceedings of the 12th EURALEX International Congress</i>. Alessandria: Edizioni dell’Orso, vol. I, p. 567-573. URL: https://tinyurl.com/454dr8y2</p> <p>Schnorr V. (1986), “Translational Equivalent and/or Explanation? The Perennial Problem of Equivalence”, <i>Lexicographica</i>, 2, p. 53-60.</p> <p>Sipka D. (2019), <i>Lexical Conflict: Theory and Practice</i>. Cambridge: Cambridge University Press.</p> <p>Szende T. (1996), “Problèmes d’équivalence dans les dictionnaires bilingues”, in H. Béjoint, P. Thoiron (eds.), <i>Les dictionnaires bilingues</i>. Louvain-La-Neuve: Aupelf-Uref-Ducolot, p. 111-126.</p> <p>Tarp S. (2005), “The concept of a bilingual dictionary”, in Barz I. <i>et al.</i> (eds.), <i>Schreiben, Verstehen, Übersetzen, Lernen: zu ein- und zweisprachigen Wörterbüchern mit Deutsch</i>. Bern: Peter Lang, p. 27-41.</p> <p>Zgusta L. (1984), “Translational equivalence in the bilingual dictionary”, in R. Hartmann (ed.), <i>LEXeter ‘83 Proceedings</i>. Tübingen: Niemeyer, p. 147-154. https://tinyurl.com/454dr8y2</p>

Other

PhD students can choose aspects of the module as a topic of their term paper.

Title	Dictionaries and/through time: diachronic lexicography. Part 1: A theoretical and methodological approach
Instructor	Elisa Sartor
Teaching hours	3 (0,75 CFU)
Dates	09.02.2023
Learning objectives	On completion of this seminar, participants: - will have acquired contents of diachronic lexicography; - will be able to recognize and analyse different models of historical dictionaries; - will be familiar with some historical lexicographic resources; - will be able to draw up a draft lexicographic card from a historical perspective.
Programme	Part 1 of the seminar will provide an overview of historical dictionaries of selected European languages. It will compare different dictionary models, taking into account their adaptability to the digital environment.
References	Lexicographical and textual resources: Battaglia, Salvatore (1961-2004). <i>Grande dizionario della lingua italiana</i> . http://www.gdli.it Grimm Jacob, Grimm Wilhelm (1984[1854-1971]). <i>Deutsches Wörterbuch</i> . Munchen: Deutscher Taschenbuch Verlag. Oxford University Press (2021). <i>Oxford English Dictionary Online (OED)</i> . http://www.oed.com/ Rey, Alain (dir.) (2010): <i>Dictionnaire Historique de la langue française</i> . 3 rd ed., Le Robert. Real Academia Española. <i>Corpus del Diccionario histórico de la lengua española (CDH)</i> . < http://web.frl.es/CNDHE >. Real Academia Española (2013-). <i>Nuevo diccionario histórico del español (NDHE)</i> . https://webfrl.rae.es/DH/ Further reading will be suggested during the seminar.

Title	Dictionaries and/through time: diachronic lexicography. Part 2: A practical approach
Instructor	Matteo De Beni
Teaching hours	3 (0,75 CFU)
Dates	09.02.2023
Learning objectives	On completion of this seminar, participants: <ul style="list-style-type: none"> - will have acquired contents of diachronic lexicography; - will be able to recognize and analyse different models of historical dictionaries; - will be familiar with some historical lexicographic resources; - will be able to draw up a draft lexicographic card from a historical perspective.
Programme	The second part of the seminar <i>Dictionaries and/through time: diachronic lexicography</i> will provide a practical approach. It will take the form of a workshop class: after an introduction, the participants will analyse and compare examples of entries from different diachronic dictionaries and will elaborate a (draft) entry based on historical documents provided at the beginning of the class.
References	Battaglia, Salvatore (1961-2004). <i>Grande dizionario della lingua italiana</i> . http://www.gdli.it . Grimm Jacob, Grimm Wilhelm (1984 [1854-1971]). <i>Deutsches Wörterbuch</i> . Munchen: Deutscher Taschenbuch Verlag. Oxford University Press (2021). <i>Oxford English Dictionary Online (OED)</i> . http://www.oed.com/ . Real Academia Española (2013-). <i>Nuevo diccionario histórico del español (NDHE)</i> . https://webfrrl.rae.es/DH/ . Real Academia Española. <i>Corpus del Diccionario histórico de la lengua española (CDH)</i> , http://web.frrl.es/CNDHE . Rey, Alain (dir.) (2010). <i>Dictionnaire Historique de la langue française</i> . 3 ^d ed., Le Robert.
Other	The seminar will be taught in English, with lexicographical materials in different languages.

Title	Interpreting and doing statistics in corpus linguistics: An introduction
Invited speaker	Sergio Conti (University of Siena)
Teaching hours	2 (0,5 CFU)
Date/Dates	10.02.2023
Learning objectives	<p>The lecture will consist of an introduction to the most common statistical procedures in corpus linguistics.</p> <p>At the end of the lecture, the participants will be able to:</p> <ul style="list-style-type: none"> - develop a comprehensive understanding of the key principles of statistical thinking, as well as the main statistical concepts and notions (e.g., <i>p</i>-value, effect size, confidence intervals, etc.); - appreciate the importance of statistics for significance testing of empirical observations of corpus data and generalization of results; - have a general knowledge of the main tools for statistical computing (Excel, SPSS, R); - interpret the results of the most common statistical procedures in corpus linguistics.
Programme	<p>The lecture will be divided into two parts, both supported by practical examples taken from actual studies in the field.</p> <p>Part 1 will consist of an introduction of the basic principles that are necessary for the interpretation of statistical data and for the informed application of statistical procedures to corpus data. It will introduce the key concepts of quantitative analysis in corpus linguistics, stressing the importance of statistical analysis for significance testing and the interpretation of corpus findings. This part will also introduce the main statistical concepts and terminology (e.g., <i>p</i>-value, effect size, confidence intervals, etc.).</p> <p>Part 2 will describe the statistical procedures that are most commonly used in corpus linguistics (e.g., <i>chi</i>-square; keyword analysis, etc.). By doing so, it will also highlight the way research design, research questions, and the type of data interact to determine the choice of the appropriate statistical procedure.</p>
References	<p>Brezina, V. (2018). <i>Statistics in Corpus Linguistics: A Practical Guide</i>, Cambridge: Cambridge University Press.</p> <p>Desagulier, G. (2017). <i>Corpus Linguistics and Statistics with R: Introduction to Quantitative Methods in Linguistics</i>. Berlin: Springer.</p> <p>Paquot, M., & Gries, S.Th. (eds.). (2020). <i>A Practical Handbook of Corpus Linguistics</i>. Berlin: Springer.</p> <p>Stefanowitsch, A. (2020). <i>Corpus Linguistics: A Guide to the Methodology</i>, Berlin: Language Science Press.</p> <p>Wallis, S. (2021). <i>Statistics in Corpus Linguistics Research: A New Approach</i>. London, New York: Routledge.</p>

Other	<p>If time permits, at the end of part 2 the instructor will provide the participants with rough corpus data and will guide them through the performance of simple statistical tests (descriptive statistics, <i>chi</i>-square). The calculations will be performed on a spreadsheet (e.g., Excel); thus, no extra software will be required.</p> <p>The lecture requires a basic knowledge of the main concepts and terminology of corpus linguistics (e.g., annotation, collocation, concordance, etc.). No prior knowledge of statistics is assumed.</p>
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Title	Sinitic languages: typological and areal issues
Invited speaker	Giorgio Francesco Arcodia (Ca' Foscari University of Venice)
Teaching hours	2 (0,5 CFU)
Dates	10.02.2023
Learning objectives	The aim of this class is to provide an overview of the typology of the languages of East and (Mainland) Southeast Asia. We shall focus on Sinitic languages, analysed in their areal context.
Programme	We shall first offer an overview of Sinitic and of the Sino-Tibetan family, and then move to a presentation of the areal features of the languages of East and Mainland Southeast Asia. Sinitic languages will be then discussed within their areal context, and we shall also introduce other convergence areas in China.

References

- Aikhenvald, A. Y. (2006a), Classifiers and noun classes: semantics. In: Brown, K. *et al.* (eds.), *Encyclopedia of Language and Linguistics* (2nd edition). Oxford, Elsevier, pp. 463-471.
- Aikhenvald, A. Y. (2006b), Serial verb constructions in typological perspective. In: Aikhenvald, A. Y. (ed.), *Serial Verb Constructions. A Cross-Linguistic Typology*. Oxford University Press, Oxford, pp. 1-68.
- Ansaldò, U. (2009), *Contact Languages. Ecology and Evolution in Asia*. Cambridge University Press, Cambridge.
- Ansaldò, U. (2010), Surpass comparatives in Sinitic and beyond: typology and grammaticalization. *Linguistics* 48 (4), 919-950.
- Arcodia, G. F. (2013), Grammaticalisation *with* coevolution of form and meaning in East Asia? Evidence from Sinitic. *Language Sciences* 40, 148-167.
- Arcodia, G. F. (2015), More on the morphological typology of Sinitic. *Bulletin of Chinese Linguistics* 8 (1), 5-26.
- Arcodia, Giorgio F. (2014). The Chinese Adjective as a Word Class. In Raffaele Simone & Francesca Masini (eds.), *Word classes: Nature, typology and representations*. Amsterdam-Philadelphia: John Benjamins, 95-117.
- Award, Jan (2001). Parts of speech. In Martin Haspelmath (ed.), *Language Typology and Language Universals*, vol. 1. Berlin and New York: Mouton de Gruyter, 726-735.
- Basciano, Bianca (2010). *Verbal Compounding and Causativity in Mandarin Chinese*. Ph.D. dissertation, University of Verona.
- Basciano, Bianca (2016). *Word Classes, Modern*. in Rint Sybesma et al. (eds.), *Encyclopedia of Chinese language and linguistics*. Leiden: Brill.
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- Bisang, W. (1996), Areal typology and grammaticalization: processes of grammaticalization based on nouns and verbs in East and mainland South East Asian languages. *Studies in Language* 20 (3), 519-597.
- Bisang, W. (1998), *Grammaticalization and language contact, constructions and positions*. In: Giacalone Ramat, A. & Hopper, P. J. (eds.), *The limits of grammaticalization*. John Benjamins, Amsterdam-Philadelphia, pp. 13-58.
- Bisang, W. (2001), Areality, grammaticalization and language typology: on the explanatory power of functional criteria and the status of universal grammar. In: Bisang, W. (ed.), *Aspects of typology and universals*. Akademie Verlag, Berlin, pp.175-223.
- Bisang, W. (2004), Grammaticalization without coevolution of form and meaning: the case of tense-aspect-modality in East and mainland Southeast Asia. In: Bisang, W., Himmelmann, N.P., Wiemer, B. (eds.), *What Makes Grammaticalization? A Look from its Fringes and its Components*. Mouton de Gruyter, Berlin-New York, pp. 109-138.
- Bisang, Walter (2011). Word classes. In Jae Jung Song (eds.), *The Oxford Handbook of Language Typology*. Oxford: Oxford University Press, 280-302.
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