

LISBON SUMMER SCHOOL IN LINGUISTICS

PhD Programme

Lisboa, June 30 – July 4, 2025

Venue
Faculdade de Ciências Sociais e Humanas – NOVA
Avenida de Berna, 26-C
1069-061 Lisboa – Portugal

AREA 1: FORMAL AND EXPERIMENTAL LINGUISTICS

Course 1: Phonology and L2 spoken word recognition - Miquel Llompart (Universitat Pompeu Fabra, Barcelona)

9:30am - 12:30pm

COURSE DESCRIPTION

This course aims to provide a specialized overview of second language (L2) spoken word recognition, emphasizing the role that phonology plays in shaping lexical access. We will begin with a general introduction to the mechanisms of spoken word recognition and will then tackle the main phonology-induced challenges that L2 learners are bound to face, such as cross-language activation and spurious lexical competition. The influence of L1-accented L2 phono-lexical representations on lexical access will be analyzed, and students will familiarize themselves with some of the experimental paradigms most commonly used in this area of inquiry. The course will subsequently explore a series of factors affecting the establishment and refinement of L2 phono-lexical representations, including the individual's perceptual categorization abilities and vocabulary size, as well the orthographic form and other key characteristics (e.g., lexical frequency, phonological neighborhood density) of specific words in the lexicon. Finally, we will briefly discuss the different practical approaches that have been taken to improve phonological processing during L2 spoken word in experimental and instructional settings, and we will reflect on strategic future avenues of research, highlighting both unresolved questions and innovative approaches in the field.

KEY REFERENCES

- Broersma, M., & Cutler, A. (2011). Competition dynamics of second-language listening. *Quarterly Journal of Experimental Psychology*, 64(1), 74-95.
- Cutler, A. (2012). *Native listening: Language experience and the recognition of spoken words*. Mit Press. Especially Chapters 2, 3 and 9
- Darcy, I., Llompart, M., Hayes-Harb, R., Mora, J. C., Adrian, M., Cook, S., & Ernestus, M. (2024). Phonological processing and the L2 mental lexicon: Looking back and moving forward. *Studies in Second Language Acquisition*, 1-27.
- Hayes-Harb, R., & Barrios, S. (2021). The influence of orthography in second language phonological acquisition. *Language Teaching*, 54(3), 297-326.
- Marian, V., & Spivey, M. (2003). Competing activation in bilingual language processing: Within-and between-language competition. *Bilingualism: Language and cognition*, 6(2), 97-115.

Rocca, B., Llompart, M., & Darcy, I. (2024). Phonological neighborhood density, phonetic categorization, and vocabulary size differentially affect the phonolexical encoding of easy and difficult L2 segmental contrasts. *Bilingualism: Language and Cognition*, 1-14.

Wiener, S., Murphy, T. K., & Holt, L. L. (2025). Incidental Nonspeech Auditory Learning Scaffolds Phonetic, Category, and Word Learning in a Foreign Language Classroom. *Language Learning*. Early View Article.

Course 2: Relating syntactic variation, diachronic change and language acquisition - Esther Rinke (Goethe-Universität, Frankfurt)

2:00pm - 5:00pm

COURSE DESCRIPTION

This course deals with the relationship between syntactic variation, diachronic change and language acquisition. We begin by defining syntactic variation and distinguishing it from other forms of language variation. How is syntactic variation modelled in formal grammar models?

We will then have a closer look at the relationship between synchronic and diachronic language variation and, in particular, the role of syntactic variation as a trigger and result of diachronic processes. Childhood language acquisition is often discussed as an important factor in this context. We therefore consider different perspectives on the relationship between language acquisition and language change and discuss in particular the role of syntactic variation in monolingual and bilingual acquisition processes.

Considering synchronic syntactic variation, diachronic language development, and child language acquisition in context ultimately leads to an understanding of linguistic knowledge as a dynamic system in which linguistic variation is a genuine component but by no means arbitrary.

Session I: Defining and modelling syntactic variation

Session II: Syntactic variation as a cause and a consequence of diachronic change

Session III: Syntactic variation and first language acquisition

Session IV: Syntactic variation, language contact and bilingual populations

Session V: Big picture: Language as a dynamic system

Course 3: Assessment of linguistic development with a special focus on oral and written narratives - Aida Cardoso, Joana Batalha & Maria Lobo (Universidade NOVA de Lisboa)

5:30pm - 8:30pm

COURSE DESCRIPTION

This course will address the relationship between oral and written language at early acquisition stages, with a special focus on early narratives. We will discuss the importance of assessing oral language skills in early school years to identify problems in language development that may have an impact on written language and to plan early intervention to prevent academic underachievement. The course will then explore in more depth methods and instruments to assess oral and written narratives in early school years, discussing different measures of linguistic development and writing maturity.

FEES

Fees for PhD Students at NOVA FCSH

- Enrolled in Doctoral Programs in Linguistics, Translation and Terminology, or Languages Teaching – Multilingualism and Education for a Global Citizenship: FREE
- Enrolled in any Doctoral Program at Universidade NOVA de Lisboa: 1st course. FREE; other courses: 50€ each

Fees for all

- Registration in a single course: 90€
- Registration in 2 courses: 120€
- Registration in 3 courses: 150€

NOTE: Special payment conditions for participants covered by protocols with NOVA FCSH (to be defined on a case-by-case basis, depending on the agreement).

REGISTRATION

Enrolment is open until 20th of June, 2025.

To enrol, please fill in the form available [here](#) and consider the following payment information.

Please, be aware that enrolment will only be validated after you send us the confirmation of transaction.

PAYMENT

Payment can be made by one of the following ways:

Option 1 – Bank transfer:

IBAN: PT50 0018 000321419114020 13
Banco Santander Totta S.A.
BIC/SWIFT: TOTAPTPL
Holder: FCSH – Univ. Nova de Lisboa
CIF / VAT number: 501559094
Address: Av. Berna 26 C, Lisboa 1069-061

Option 2 – Paypal:

Send payment to the account: dgfc@fcs.unl.pt
In the transfer details, you must specify “Summer School – NOVA CLUNL”.

Afterwards, please send the confirmation of transaction to sec.clunl@fcs.unl.pt

ACCOMMODATION

You can find a list of nearby hotels [here](#).