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 3: GRAMMAR & TEXT

Course 1: **Gender-fair language: current situation and challenges** – María Muelas-Gil (Universidad Autónoma de Madrid)

COURSE DESCRIPTION

This course aims to provide students with updated knowledge of the strong relationship between language and gender-related issues in today's society. To begin with, using the tenets of sociolinguistic theories, among others, we will summarize the main reasons why gender equality and language policies and practices cannot be separated. This will be followed by a review of the legal, social, and linguistic advances that have fostered the use of more gender-fair language in different countries. Next, the different terminology across languages used to refer to gender-inclusive language (GIL) or gender-fair language (GFL) will be compared. Students will explore what constitutes GFL and what does not in languages such as Spanish and English, applying this knowledge to practical examples from real communicative situations. Furthermore, a session will be devoted to presenting the different branches of applied linguistics that explore gender factors through various experiments and rationales, such as psycholinguistics, neurolinguistics, and cognitive linguistics. Finally, during the last session, participants will discuss the current status of GFL and, most importantly, the challenges it faces in all languages involved in the course. They will then apply their acquired knowledge by assessing different materials for their "gender-fairness."

Basic bibliography

Bengoechea-Bartolomé, M. (2015). *Lenguaje y género*. Madrid: Síntesis.

Boroditsky, L., Schmidt, L. A., & Phillips, W. (2003). "Sex, syntax, and semantics". In D. Gentner & S. Goldin-Meadow (Eds.), *Language in mind: Advances in the study of language and cognition* (pp. 61–80). Cambridge, MA: MIT Press.

Coutinho, An. G. Diewald M. Muelas-Gil, (2024). *Gender and Language: Perspectives and challenges* (Eds.). *ex æquo*, 49, 11-17.

Cuenca, M. J. (2020). "El lenguaje no sexista: más allá del debate". *Discurso & Sociedad, 14*(2), 227–263.

European Commission (2008). *Gender-neutral language in the European Parliament*. Available at http://www.europarl.europa.eu/RegData/publications/2009/0001/P6_PUB(2009)0001_EN.pdf

European Institute for Gender Equality (2021). *EIGE's gender equality glossary & thesaurus*. Available at https://ueige.europa.eu/publications-resources/thesaurus/overview

Grijelmo, Á. (2019). *Propuesta de acuerdo sobre el lenguaje inclusivo*. Barcelona: Taurus.

Moya, M., & Moya-Garófano, A. (2021). "Evolution of gender stereotypes in Spain: From 1985 to 2018". *Psicothema, 33*(1), 53–59. Available at https://doi.org/10.7334/psicothema2020.328

Pfalzgraf, F. (Ed.). (2024). *Public attitudes towards gender-inclusive language. A multilingual perspective*. Berlin: de Gruyter.

Sczesny, S., Moser, F., & Wood, W. (2015). "Beyond sexist beliefs: How do people decide to use gender-inclusive language?" *Personality and Social Psychology Bulletin*, 1–12.

Stahlberg, D., Braun, F., Irmen, L., & Sczesny, S. (2007). "Representation of the sexes in language". In K. Fiedler (Ed.), *Social communication* (pp. 163–187). Psychology Press.

Course 2: **Migrations, biographies and citizenship: discursive and sociolinguistic entanglements** – Clara Keating (Universidade de Coimbra)

COURSE DESCRIPTION

This course articulates insights from critical studies of multilingualism, intercultural dialogue, migration and citizenship. It explores how communicative practice and linguistic activity mediates the ways in which individuals and groups (especially those affected by migrancy and mobility) perceive, embody and enact citizenship across institutional discourses, lived experience and agency (Milani 2015, Busch, 2015, Ahearn, 2001, Parish and Hall, 2021). The course draws on sociolinguistic, sociocultural, discursive-pragmatic perspectives on language in mobility to explore qualitative (and linguistic ethnographic) ways of following speakers, language practices and activities across the following three dimensions of citizenship (Isin, 2008). One, the status dimension of citizenship is manifested by certain public institutional language-related policies, based on and legitimized by certain language ideologies, subject to critical and historical discursive analysis of policy texts and practices. Two, the habitus dimension taps into the internalised semiotic and linguistic dispositions and modes of conduct by socialization, by exploring how speakers perceive, enact and embody citizenship in their daily lives. We shall draw on a biographical angle to explore language repertoire as lived pragmatic, dynamic and heteroglossic experience of socialization and speakers as subjects being positioned across distributed conditions of speakerhood (Marquez-Reiter & Martin-Rojo, 2019). Three, the dimension of acts of citizenship points to those moments in which individuals and groups "break with habitus" by creating unexpected radical dissent, outside or on the boundaries of institutional contexts. Stroud's understanding of linguistic citizenship (2001) highlights those moments where individuals or groups draw upon oppositional discourses to disrupt and destabilize

hegemonical views on language. Other authors point to the dynamics of linguistic/semiotic agency, i.e., "the sociocultural capacity to act" (Ahearn, 2001; Parish, A. & Hall, K. 2021), which can be explored from a focus on mediated action and activity (Lane 2019). Guided by linguistic ethnographic methods, students will be invited to bring their own case study and lived experience. They will engage in practical daily tasks to produce and explore ways of delving into the textual, the pragmatic and performative, as well as the discursive dynamics across the dimensions of citizenship mentioned above.

References

Ahearn, Laura M. (2001). "Language and Agency." *Annual Review of Anthropology*, 30(1), pp.109–137.

Brigitta Busch (2017). "Expanding the Notion of the Linguistic Repertoire: On the Concept of Spracherleben—The Lived Experience of Language". *Applied Linguistics*, 38(3), June 2017, pp. 340–358. Available at https://doi.org/10.1093/applin/amv030

Isin, Engin F. (2008). "Theorizing acts of citizenship". In: Isin, Engin F. and Nielsen, Greg M. eds. *Acts of Citizenship*. London, UK: Palgrave Macmillan

Lane, P. (2019). "47. Nexus analysis and multilingualism". In J. Darquennes, J. Salmons & W. Vandenbussche (Ed.), *Language Contact: An International Handbook*.Volume 1, pp. 573-587. Berlin, Boston: De Gruyter Mouton. Available at https://doi.org/10.1515/9783110435351-047

Lim, L., Stroud, C., Wee L.(eds.). 2018. *The Multilingual Citizen: Towards a Politics of Language for Agency and Change. Multilingual Matters*.

Márquez Reiter, Rosina and Martín Rojo, Luisa (2019). "Introduction: Language and speakerhood in migratory contexts", *International Journal of the Sociology of Language*, 2019(257), pp. 1-16. Available at https://doi.org/10.1515/ijsl-2019-2018

Milani, T. (2015). "Language and citizenship: Broadening the Agenda", *Journal of Language and Politics*, 14(3), pp. 319-334.

Parish, A. & Hall, K. (2021). "Agency", In Stanlaw, James (ed.) *The International Encyclopedia of Linguistic Anthropology*. John Wiley & Sons, Inc. Available at https://doi.org/10.1002/9781118786093.iela0008

Course 3: **Textual challenges in the digital age** – Marta Fidalgo & Antónia Coutinho (Universidade NOVA de Lisboa)

COURSE DESCRIPTION

The impact of recent technological developments (such as generative artificial intelligence models or machine translation systems) on the use of language(s) is evident, both in the private sphere and in professional contexts. Easy access to these tools has many advantages, but it also raises questions about the functioning of language productions. To this end, this course starts by discussing the notion of text as a global communicative unit, using the foundations of Text Linguistics and, more specifically, the epistemological assumptions of the Sociodiscursive Interactionism programme. Secondly, the aim is to emphasise the close link between thought and language when it

comes to text production. This link, which is absent in the content generated by those tools, has implications at various levels. This focus on the product instead of the process poses challenges that shall be explored from a linguistic-textual perspective, in order to understand some of the weaknesses of these digital tools. To this end, the course will also analyse practical cases, with the aim of reflecting on linguistic topics and promoting a more informed use of resources that are now available to everyone.

References

Bastos, M. (2025). *On the Edge of Obsolescence in Time of Need: The Ethical Indispensability of Writing and Literature in a Post-Digital Age*. MA in 'Edição de Texto', NOVA FCSH. http://hdl.handle.net/10362/179625

Bronckart, J.-P. (1997). *Activité langagière, textes et discours: Pour un interactionisme socio-discursif*. Delachaux et Niestlé.

Coutinho, A. (2024). "Discurso(s), inteligência artificial e desenvolvimento humano". In R. A. Pereira, M. A. G. Pinto & M. C.A. Aguillera (orgs). *Estudos do campo discursivo na contemporaneidade* (pp. 395-431). Pedro & João Editores (e-book). http://hdl.handle.net/10362/171417

Coutinho, M. A. (2014). "Language in action: Epistemological and methodological issues". In C. N. Correia et al. (Eds.), *From language to discourse* (pp. 224–235). Cambridge Scholars Publishing.

Fidalgo, M. (2022). *Agir sobre os textos: Contributos para uma (teoria) linguística da revisão tradutológica*. Dissertação de Doutoramento. NOVA FCSH. http://hdl.handle.net/10362/143749

Fidalgo, M. (2018). "Text linguistics and text revision: An alliance approach". In M. A. Coutinho, A. Guilherme, J. Teixeira & B. Carvalho (Eds.), *Grammar and Text: Selected Papers from the 10th and 11th Fora for Linguistic Sharing* (pp. 28–41). Cambridge Scholars Publishing.

Vygotsky, L. ([1934] 2007). *Pensamento e linguagem*. Relógio d'Água.

SCHEDULE

June 30 – July 4		Monday	Tuesday	Wednesday	Thursday	Friday
Area 1 courses	Prof. Miquel Llompart	9:30am - 12:30pm	9:30am - 12:30pm	9:30am - 12:30pm	9:30am - 12:30pm	9:30am - 12:30pm
	Prof. Esther Rinke	2:00pm - 5:00pm	2:00pm - 5:00pm	2:00pm - 5:00pm	2:00pm - 5:00pm	2:00pm - 5:00pm
	Profs. A.Cardoso, J.Batalha & M.Lobo	5:30pm - 8:30pm	5:30pm - 8:30pm	5:30pm - 8:30pm	5:30pm - 8:30pm	5:30pm - 8:30pm
Area 2 courses	Prof. Michael Pace-Sigge	10:00am - 1:00pm	10:00am - 1:00pm	10:00am - 1:00pm	10:00am - 1:00pm	10:00am - 1:00pm
	Prof. David Lindemann	2:00pm - 5:00pm	2:00pm - 5:00pm	2:00pm - 5:00pm	2:00pm - 5:00pm	2:00pm - 5:00pm
	Prof. Margarida Ramos	5:30pm - 8:30pm	5:30pm - 8:30pm	5:30pm - 8:30pm	5:30pm - 8:30pm	5:30pm - 8:30pm
Area 3 courses	Prof. María Muelas-Gil	9:30am - 12:30pm	9:30am-12:30pm	9:30am-12:30pm	9:30am-12:30pm	9:30am-12:30pm
	Prof. Clara Keating	2:00pm - 5:00pm	2:00pm - 5:00pm	2:00pm - 5:00pm	2:00pm - 5:00pm	2:00pm - 5:00pm
	Profs. M.Fidalgo & A.Coutinho	5:30pm - 8:30pm	5:30pm - 8:30pm	5:30pm - 8:30pm	5:30pm - 8:30pm	5:30pm - 8:30pm

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@fcsh.unl.pt

In the transfer details, you must specify "Summer School – NOVA CLUNL".

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

ACCOMMODATION

You can find a list of nearby hotels **here**.