

Procedure for **BA-13** exams in English Linguistics Spring Term 2018 (Version: January 2018)

- ✓ Please make sure that you have fulfilled all the requirements specified in the BA regulations and the *Wegleitung* for English according to the BA-13 study plan.
- ✓ Choose an examiner (H. Behrens; M. Locher; D. Dayter [5 max.]; S. Duman [10 max.]; J. Leimgruber [8 max.])
- ✓ The completed form has to be submitted to/handed in at the *Dekanat*.
- ✓ Deadlines and application forms can be found here: <http://philhist.unibas.ch/studium/bachelorpruefungen/>
- ✓ To apply for the BA-13 exam, students must arrange an office hour with their examiner **two weeks before the official application deadline at the latest**. Students must bring the official BA-application form to this meeting.

FYI: ST 2018: ANMELDEZEITRAUM DEKANAT: 13 – 29 March

→ PLEASE CONTACT YOUR EXAMINERS BEFORE 5 March 2018 (as you need a signature, you need to allow enough time to organize this).

- ✓ At the meeting, students are to define/choose 2 areas of specialization (BA-13) with one focus each (see following list of exam topics). Note that the two topics can be offered by the same examiner or by two different ones.
- ✓ Only one examiner signs the form to accept the candidate.

2. Exam

- ✓ Students will receive the official dates (and place) for the written exam from the *Dekanat*
- ✓ The 4-hour written exam consists of **one essay**. 1 essay topic will be provided and you have to write about this one. There is no choice.

3. Topics

BA Topics in English Linguistics (Examiners)	<p>General literature (background) and Focus Areas. Please select one focus per topic (if available) in addition to the general reading.</p> <p><i>Note that the amount of reading differs per topic as a function of (a) difficulty of the text and (b) whether the subject has been taught in the BA Programme, or whether it has to be worked out by self-study.</i></p>
First Language Acquisition (Behrens)	<p>General</p> <p>Clark, E. (2016). <i>Language acquisition, 3rd edition</i>. Cambridge: Cambridge University Press. → Chp. 1: Acquiring languages, pp. 1–19.</p> <p>Tomasello, M. (2009). The usage-based theory of language acquisition. In E. Bavin (Ed.), <i>The Cambridge handbook of child language</i> (pp. 69–97) Cambridge: Cambridge University Press. (reprinted in E. Bavin & L. Naigles (Eds.) (2015). <i>The Cambridge handbook of child language, 2nd edition</i> (pp. 89–106) Cambridge: Cambridge University Press.</p> <p>Focus 1: Word Learning: Inferring the Meaning of Words</p> <p>Clark, E. (2016). <i>Language acquisition, 3rd edition</i>. Cambridge: Cambridge University Press. → Chp. 4: Early words, pp. 87–107.</p> <p>Clark, E. (2016). <i>Language acquisition</i>. Cambridge: Cambridge University Press, 3rd edition. → Chp. 6: Words and meanings, pp. 139–169.</p> <p>Tomasello, M. (2003). <i>Constructing a language</i>. Cambridge, MA: Harvard University Press. → Chp. 3: Words, pp. 42–93.</p> <p>Diesendruck, G. (2009). Mechanisms of word learning. In E. Hoff & M. Shatz (Eds.), <i>Blackwell handbook of language development</i> (pp. 257–276). Oxford: Wiley-Blackwell.</p> <p>Saxton, M. (2010). <i>Child language acquisition and development</i>. London: Sage Publications. → Chp. 6: The developing lexicon: What’s in a name? pp. 133–158</p> <p>Kucker, S. C., McMurray, B., & Samuelson, L. K. (2015). Slowing Down Fast Mapping: Redefining the Dynamics of Word Learning. <i>Child Dev Perspect</i>, 9(2), 74–78. doi:10.1111/cdep.12110</p> <p>Focus 2: Acquisition of the System: Extracting Schemas and Rules</p> <p>Clark, E. (2016). <i>Language acquisition, 3rd edition</i>. Cambridge: Cambridge University Press. → PATR II (Chps. 7–11); pp. 171–314</p> <p>Ibbotson, P. (2013). The scope of usage-based theory. <i>Frontiers in Psychology</i>, 4, 255. doi:10.3389/fpsyg.2013.00255.</p>

	<p>Tomasello, M. (2003). <i>Constructing a language</i>. Cambridge, MA: Harvard University Press. → Chp. 4: Early syntactic constructions, pp. 94–143.</p> <p>Brooks, P. J., & Kempe, V. (2012). <i>Language development</i>. Chichester: BPS Blackwell. → Chp. 5: How do children learn to combine and modify words?, pp. 89-115.</p> <p>Focus 3: Input and Interaction</p> <p>Brooks, P. J., & Kempe, V. (2012). <i>Language development</i>. Chichester: BPS Blackwell. → Chp. 6: What kind of language do children encounter?, pp. 117–140.</p> <p>Saxton, M. (2010). <i>Child language acquisition and development</i>. London: Sage Publications. → Chp. 4: Input and interaction: Tutorials for toddlers, pp. 78–107.</p> <p>Huttenlocher, J., Vasilyeva, M., Cymerman, E., & Levine, S. (2002). Language input and child syntax. <i>Cognitive Psychology</i>, 45, 337–374.</p> <p>Weisleder, A., & Fernald, A. (2013). Talking to children matters: early language experience strengthens processing and builds vocabulary. <i>Psychological Science</i>, 24(11), 2143–2152. doi:10.1177/0956797613488145</p>
<p>Second Language Acquisition (Behrens)</p>	<p>General</p> <p>Ortega, L. (2009). <i>Understanding second language acquisition</i>. London: Hodder Education. → Chp. 1: Introduction, pp. 1–10 → Chp. 3: Crosslinguistic differences, pp. 31–54 → Chp. 4: The linguistic environment, pp. 55–80.</p> <p>Focus 1: Learner Characteristics and Individual Differences</p> <p>Dörnyei, Z. (2009). The L2 Motivational Self System. In Z. Dörnyei & E. Ushioda (Eds.), <i>Motivation, language identity and the L2 self</i> (pp. 9-42). Bristol: Multilingual Matters. Download: http://www.zoltandornyei.co.uk/uploads/2009-dornyei-mm.pdf</p> <p>Dörnyei, Z. (2014). Motivation in second language learning. In M. Celce-Murcia, D. M. Brinton & M. A. Snow (Eds.), <i>Teaching English as a second or foreign language</i> (4th ed., pp. 518-531). Boston, MA: National Geographic Learning/Cengage Learning. Download: http://www.zoltandornyei.co.uk/uploads/2014-dornyei-cengage.pdf</p> <p>Gass, S. M., & Selinker, L. (2008). <i>Second language acquisition: An introductory course</i> (3 ed.). Mahwah, NJ: Lawrence Erlbaum Associates. Chp. 12: Beyond the domain of language, pp. 395-448.</p> <p>Ortega, L. (2009). <i>Understanding second language acquisition</i>. London: Hodder Education. → Chp. 7: Foreign Language Aptitude, pp. 145–167 → Chp. 8: Motivation, pp. 168–191 → Chp. 9: Affect and other individual differences, pp. 192–215.</p> <p>Focus 2: The Social Dimension of Second Language Learning</p> <p>Ortega, L. (2009). <i>Understanding second language acquisition</i>. London: Hodder Education. → Chp. 10: Social dimensions of L2 learning, pp. 216–254.</p> <p>Lantolf, J. P., & Thorne, S. L. (2007). Sociocultural theory and second language acquisition. In B. van Patten & J. Williams (Eds.), <i>Theories in second language acquisition</i> (pp. 201–224). Mahwah, NJ: Lawrence Erlbaum.</p> <p>Larsen-Freeman, D. (2000) (reprint 2010). <i>Techniques and principles in language teaching</i>. Oxford: Oxford University Press. → Chp. 9: Communicative language teaching, pp. 121–136 → Chp. 10: Content-based, task-based, and participatory approaches, pp. 137–158 → Chp. 11 and 12: Learning strategy training, cooperative learning, and multiple intelligences & Conclusion, pp. 159–190.</p> <p>Focus 3: Bilingual First Language Acquisition (= Childhood Bilingualism)</p> <p>Genesee, F., & Nicoladis, E. (2009). Bilingual first language acquisition. In E. Hoff & M. Shatz (Eds.), <i>Blackwell handbook of language development</i> (pp. 324–342). Oxford: Blackwell.</p> <p>De Houwer, A. (2009). <i>Bilingual first language acquisition</i>. Bristol, Buffalo, Toronto: Multilingual Matters. → Chp. 1 and 2, pp. 1–51 → Chp. 4, pp. 83–149 → Chp. 7 and 8, pp. 251–303.</p> <p>Rowland, C. (2014). <i>Understanding child language acquisition</i>. London: Routledge. → Chp. 7: Multilingual language acquisition, pp. 175-202.</p> <p>Hoff, E. & Core, C. (2013) Input and language development in bilingually developing children. <i>Seminars in Speech and Language</i>, 34, 215-226. DOI: 10.1055/s-0033-1353448</p>

<p>Psycholinguistics (Behrens, Duman)</p>	<p>General</p> <p>Carroll, D. W. (2008). <i>Psychology of language</i> (5th ed.). Pacific Grove, CA: Brooks/Cole Publishing Company. → Chp. 1: Introduction: Themes of psycholinguistics, pp. 2–16 → Chp. 3: Psychological mechanisms, pp. 45–66.</p> <p>Harley, T. A. (2008). <i>The Psychology of language: From data to theory</i> (3rd ed.). Howe/New York: Psychology Press. → Chp. 1: The study of language, pp. 1–26.</p> <p>Focus 1: Language Production</p> <p>Harley, T. A. (2010). <i>Talking the talk</i>. Hove/New York: Taylor & Francis. → Chp. 8: Speaking, pp. 221–254.</p> <p>Harley, T. A. (2008). <i>The Psychology of language: From data to theory</i> (3rd ed.). Howe/New York: Psychology Press. → Chp. 13: Language production, only pp. 395–435.</p> <p>Griffin, Z.M. & C.M. Crew (2012). Research in Language Production. In: Spivey M.J., McRae K., & M.F. Joannis M. (Eds); <i>Cambridge Handbook of Psycholinguistics</i>. Cambridge: Cambridge University Press, pp. 409-425.</p> <p>Dell, G.S. & J. Cholin (2012). Language Production: Computational Models. In: Spivey M.J., McRae K., & M.F. Joannis M. (Eds); <i>Cambridge Handbook of Psycholinguistics</i>. Cambridge: Cambridge University Press, pp. 426-442.</p> <p>Focus 2: Language Comprehension</p> <p>Harley, T. A. (2010). <i>Talking the talk</i>. Hove/New York: Taylor & Francis. → Chp. 7: Understanding, pp. 187–220.</p> <p>Harley, T. A. (2008). <i>The Psychology of language: From data to theory</i> (3rd ed.). Howe/New York: Psychology Press. → Chp. 6: Recognizing visual words, only pp. 167–190.</p> <p>Farmer, T.A., Misyak, J.B., & M.H. Christiansen (2012). Individual Differences in Sentence Processing. In: Spivey M.J., McRae K., & M.F. Joannis M. (Eds); <i>Cambridge Handbook of Psycholinguistics</i>. Cambridge: Cambridge University Press, pp. 353-364.</p> <p>Roland, D. & M. Hare (2012). Computational and Corpus Models of Human Sentence Comprehension. In: Spivey M.J., McRae K., & M.F. Joannis M. (Eds); <i>Cambridge Handbook of Psycholinguistics</i>. Cambridge: Cambridge University Press, pp. 390.405.</p>
<p>Linguistic Relativity (Behrens, Duman)</p>	<p>General</p> <p>Levinson, S. C. (2003). Language and mind: Let's get the issues straight. In D. Gentner & S. Goldin-Meadow (Eds.), <i>Language in mind: Advances in the study of language and cognition</i> (pp. 25–46). Cambridge, MA: MIT Press.</p> <p>Slobin, D. I. (1996). From "thought and language" to "thinking for speaking". In J. J. Gumperz & S. C. Levinson (Eds.), <i>Rethinking linguistic relativity</i> (pp. 70–96). Cambridge: Cambridge University Press.</p> <p>Wolff, P., & Holmes, K.J. (2011). Linguistic relativity. <i>Wiley Interdisciplinary Reviews: Cognitive Science</i>, 2(3), 253-265. doi: 10.1002/wcs.104</p> <p>Focus 1: Space Across Languages</p> <p>Levinson, S. C. (1996). Relativity in spatial conception and description. In J. J. Gumperz & S. C. Levinson (Eds.), <i>Rethinking linguistic relativity</i> (pp. 177–202). Cambridge: Cambridge University Press.</p> <p>Bowerman, M., & Choi, S. (2003). Space under construction: Language-specific spatial categorization in first language acquisition. In D. Gentner, & S. Goldin-Meadow (Eds.), <i>Language in mind: Advances in the study of language and thought</i> (pp. 387-427). Cambridge: MIT Press. Download: http://pubman.mpdl.mpg.de/pubman/item/escidoc:59858:3/component/escidoc:532158/Bowerman_&Choi_2003_SpaceUnderConstruction.pdf</p> <p>Majid, A., Bowerman, M., Kita, S., Haun, D. B. M., & Levinson, S. C. (2004). Can language restructure cognition? The case for space. <i>Trends in Cognitive Sciences</i>, 8(3), 108–114. doi:10.1016/j.tics.2004.01.003</p> <p>Focus 2: Categorization Across Languages</p> <p>Majid, A., Bowerman, M., Staden, M. V., & Boster, J. S. (2007). The semantic categories of cutting and breaking events: A crosslinguistic perspective. <i>Cognitive Linguistics</i>, 18(2), 133-152.</p>

	<p>Winawer, J., Witthoft, N., Frank, M. C., Wu, L., Wade, A. R., & Boroditsky, L. (2007). Russian blues reveal effects of language on color discrimination. <i>Proceedings of the National Academy of Sciences</i>, 104(19), 7780-7785.</p> <p>Talmy, L. (1975). Semantics and syntax of motion. <i>Syntax and semantics</i>, 4, 181-238.</p>
<p>Cognitive Approaches to Grammar (Behrens, Duman)</p>	<p>General</p> <p>Croft, W., & Cruse, D. A. (2004). <i>Cognitive linguistics</i>. Cambridge: Cambridge University Press. → Chp. 9: From idioms to construction grammar, pp.225-256.</p> <p>Focus 1: Construction Grammars</p> <p>Croft, W., & Cruse, D. A. (2004). <i>Cognitive linguistics</i>. Cambridge: Cambridge University Press. → Chp. 10: An overview of construction grammars, pp. 257-290.</p> <p>Goldberg, A. (1995). <i>Constructions: A constructional approach to argument structure</i>. Chicago: University of Chicago Press. → Chp. 1-3, pp. 1-95.</p> <p>Boas, H.C. (2013). Cognitive Construction Grammar. In: T. Hoffmann & G. Trousdale (eds.), <i>The Oxford Handbook of Construction Grammar</i>. Oxford: Oxford University Press. 233-254.</p> <p>Focus 2: The Usage-Based Approach</p> <p>Croft, W., & Cruse, D. A. (2004). <i>Cognitive linguistics</i>. Cambridge: Cambridge University Press. → Chp. 11: The usage-based model, pp. 291-327.</p> <p>Bybee, J. (2006). <i>Language, usage and cognition</i>. Cambridge: Cambridge University Press. → Chp. 1-5, pp. 1-96.</p> <p>Ibbotson, P. (2013). The scope of usage-based theory. <i>Frontiers in Psychology</i>, 4, http://dx.doi.org/10.3389/fpsyg.2013.00255</p>
<p>Cognitive Semantics (Behrens, Duman)</p>	<p>General</p> <p>Evans, V., & Green, M. (2006). <i>Cognitive linguistics: An introduction</i>. Edinburgh: Edinburgh University Press. → Chp. 5: What is cognitive semantics, pp. 153-175.</p> <p>Focus 1: Linguistic Categorization and Prototypes</p> <p>Taylor, J. R. (2005). <i>Linguistic categorization</i>. Oxford: Oxford University Press. → Chp. 1-5, pp. 1-101.</p> <p>Taylor, J. R. (2008). Prototypes in cognitive linguistics. In P. Robinson & N. C. Ellis (Eds.), <i>Handbook of Cognitive Linguistics and Second Language Acquisition</i> (pp. 39-65). New York: Routledge.</p> <p>Ungerer, F., & Schmid, H.-J. (2006). <i>An introduction to cognitive linguistics</i>. Harlow: Pearson Longman. → Chp. 1 and 2, pp. 1-113.</p> <p>Focus 2: Mental Spaces and Conceptual Blending</p> <p>Evans, V., & Green, M. (2006). <i>Cognitive linguistics: An introduction</i>. Edinburgh: Edinburgh University Press. → Chp. 11 and 12, pp. 363-444.</p> <p>Coulson, S., & Oakley, T. (2000). Blending basics. <i>Cognitive Linguistics</i>, 11, 175-196.</p> <p>Kövecses, Z. (2006). <i>Language, mind, and culture</i>. Oxford: Oxford University Press. → Chp. 14 and 15, pp. 249-294.</p> <p>Focus 3: Metaphors & Metonymy</p> <p>Desai, R. H., Binder, J. R., Conant, L. L., Mano, Q. R., & Seidenberg, M. S. (2011). The neural career of sensorimotor metaphors. <i>Journal of Cognitive Neuroscience</i>, 23(9), 2376-2386.</p> <p>Evans, V., & Green, M. (2006). <i>Cognitive linguistics: An introduction</i>. Edinburgh: Edinburgh University Press. → Chp. 9: Metaphor and metonymy, pp. 286-327.</p> <p>Ungerer, F., & Schmid, H.-J. (2006). <i>An introduction to cognitive linguistics</i>. Harlow: Pearson Longman. → Chp. 3: Conceptual metaphors and metonymies, pp. 114-162.</p> <p>Grady, J.E. (2007). Metaphor. In: D. Geeraerts & H. Cuyckens (eds.), <i>The Oxford Handbook of Cognitive Linguistics</i> (pp. 187-213). Oxford: Oxford University Press.</p>

	<p>Focus 4: Frame Semantics</p> <p>Cruse, William & Cruse, D. Alan (2004). <i>Cognitive Linguistics</i>. Cambridge: CUP. → Chp. 1: Frames, domains, spaces: The organization of conceptual structure, pp. 7–39.</p> <p>Fillmore, C.J., (2006). Frame semantics. In V. Evans, B. K. Bergen, & J. Zinken (Eds.), <i>The cognitive linguistics reader</i> (pp. 238–262). London: Equinox.</p> <p>Evans, V., & Green, M. (2006). <i>Cognitive linguistics: An introduction</i>. Edinburgh: Edinburgh University Press. → Chp. 7: The encyclopedic view of meaning, pp. 206–247.</p> <p>Focus 5: Simulation Semantics</p> <p>Bergen, B. K. (2012). <i>Louder than Words: The New Science of how the Mind Makes Meaning</i>. Basic Books. → Chp. 1.</p> <p>Bergen, B. K., Lindsay, S., Matlock, T., & Narayanan, S. (2007). Spatial and linguistic aspects of visual imagery in sentence comprehension. <i>Cognitive Science</i>, 31(5), 733-764.</p> <p>Matlock, T. (2004). Fictive motion as cognitive simulation. <i>Memory & Cognition</i>, 32(8), 1389-1400.</p>
<p>History of English (Dayter, Locher, Leimgruber)</p>	<p>General</p> <p>Barber, C. (1993). <i>The English language: A historical introduction</i>. Cambridge: Cambridge University Press.</p> <p>Graddol, D., Leith, D., Swann, J., Rhys. M., & Gillen, J. (Eds.) (2007). <i>Changing English</i>. London/New York: The Open University.</p> <p>Focus 1: The Composition of the English Vocabulary</p> <p>Minkova, D., & Stockwell, R. (2006). English words. In B. Aarts & A. McMahon (Eds.), <i>The handbook of English linguistics</i>. Oxford: Blackwell Publishing. → Chp. 20</p> <p>Focus 2: The spread of English</p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i>. London: Routledge. → pp. 1–111</p>
<p>Discourse as Social Interaction (Dayter, Duman, Locher)</p>	<p>Focus 1: Theory and Method</p> <p>Schiffrin, D. (1994). <i>Approaches to discourse</i>. Oxford: Blackwell. → Chp. 1, 2, 9–12.</p> <p>van Dijk, T. A. (1997). The study of discourse. In T. A. van Dijk (Ed.), <i>Discourse as structure and process</i> (pp. 1–34). London: Sage Publications.</p> <p>Focus 2: Institutional Discourse</p> <p>Drew, P., & Sorjonen, M.-L. (1997). Institutional dialogue. In T. A. van Dijk (Ed.), <i>Discourse as social interaction Volume 2</i> (pp. 92–118). Thousand Oaks, CA: Sage Publications.</p> <p>Meyerhoff, M. (2002). Communities of practice. In J. K. Chambers, P. Trudgill & N. Schilling-Estes (Eds.), <i>Handbook of language variation and change</i> (pp. 526–548). Oxford: Blackwell.</p> <p>Mumby, D. K., & Clair, R. P. (1997). Organizational discourse. In T. A. van Dijk (Ed.), <i>Discourse as social interaction Volume 2</i> (pp. 181–205). Thousand Oaks, CA: Sage Publications.</p> <p>Schegloff, E. E. (1992). On talk and its institutional occasions. In P. Drew & J. Heritage (Eds.), <i>Talk at work: Interaction in institutional settings</i> (pp. 101–134). Cambridge: Cambridge University Press.</p> <p>Tannen, D. (1993). What's in a frame? Surface evidence for underlying expectations. In D. Tannen (Ed.), <i>Framing in discourse</i> (pp. 14–56). Oxford: Oxford University Press.</p>
<p>English in America (Locher, Duman, Leimgruber)</p>	<p>General</p> <p>Tottie, G. (2002). <i>An introduction to American English</i>. Malden, MA: Blackwell Publishers. → Chp. 2, 5, 7</p> <p>Wolfram, W., & Schilling-Estes, N. (2006). <i>American English</i> (2nd ed.). Oxford: Blackwell. → Chp. 1, 2, 4</p>

	<p>Focus 1: Regional, Social and Ethnic Variation</p> <p>Tottie, G. (2002). <i>An introduction to American English</i>. Malden, MA: Blackwell Publishers. → Chp. 9</p> <p>Wolfram, W., & Schilling-Estes, N. (2006). <i>American English</i> (2nd ed.). Oxford: Blackwell. → Chp. 3, 5, 6, 7</p> <p>Focus 2: US Language Politics</p> <p>Baugh, J. (2004). Ebonics and its controversy. In E. Finegan & J. Rickford (Eds.), <i>Language in the USA: Perspectives for the 21st Century</i> (pp. 305–318). New York: Cambridge University Press.</p> <p>Rickford, J. R., & Rickford, R. J. (2000). <i>Spoken soul: The story of Black English</i>. New York: Wiley. → Chp. 4 and 5</p> <p>Tottie, G. (2002). <i>An introduction to American English</i>. Malden, MA: Blackwell Publishers. → Chp. 9.5, 10</p> <p>Wolfram, W., & Schilling-Estes, N. (2006). <i>American English</i> (2nd ed.). Oxford: Blackwell. → Chp. 7</p>
<p>English on the Web (Dayter, Duman, Locher, Leimgruber)</p>	<p>Androutsopoulos, J. (2006). Introduction: Sociolinguistics and computer-mediated communication. <i>Journal of Sociolinguistics</i>, 10(4), pp. 419–438.</p> <p>Bieswanger, M. (2013). Micro-linguistic structural features of computer-mediated communication. In Susan Herring, Dieter Stein, & Tuija Virtanen (Eds.), <i>Pragmatics of Computer-mediated Communication</i> (pp. 463–485). Berlin: Mouton de Gruyter.</p> <p>Graham, S.L. (2007). Disagreeing to agree: Conflict, (im)politeness and identity in a computer-mediated community. <i>Journal of Pragmatics</i>, 39(4), 742–759.</p> <p>Jucker, A. H., & Dürscheid, C. (2012). The linguistics of keyboard-to-screen communication. A new terminological framework. <i>Linguistik Online</i>, 56(6/12), 39–64.</p> <p>Locher, M.A. (2015). Language and communication in computer-mediated contexts: A rich and challenging research field. <i>Anglistik. Special issue: Focus on Twenty-First Century Literature</i>, 26(2), 125–137.</p>
<p>Identity and language (Dayter, Duman, Locher, Leimgruber)</p>	<p>Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. <i>Discourse Studies</i>, 7, 585–614.</p> <p>Mendoza-Denton, N. (2002). Language and identity. In J. K. Chambers, P. Trudgill & N. Schilling-Estes (Eds.), <i>Handbook of language variation and change</i> (pp. 475–499). Oxford: Blackwell.</p> <p>Joseph, J. E. (2004). <i>Language and identity: National, ethnic, religious</i>. Basingstoke: Palgrave Macmillan. → pp. 1–66.</p> <p>Locher, M. A. (2008). Relational work, politeness and identity construction. In G. Antos, E. Ventola & T. Weber (Eds.), <i>Handbooks of applied linguistics. Volume 2: Interpersonal communication</i> (pp. 509–540). Berlin/New York: Mouton de Gruyter.</p> <p>Spencer-Oatey, H. (2007). Theories of identity and the analysis of face. <i>Journal of Pragmatics</i>, 39, 639–656.</p>
<p>Language and Gender (Locher)</p>	<p>Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. <i>Discourse Studies</i>, 7, 585–614.</p> <p>Bucholtz, M. (2004). Language, gender, and sexuality. In E. Finegan & J. Rickford (Eds.), <i>Language in the USA: Themes for the twenty-first century</i> (pp. 411–427). New York: Cambridge University Press.</p> <p>McElhinny, B. (2003). Theorizing gender in sociolinguistics and linguistic anthropology. In J. Holmes & M. Meyerhoff (Eds.), <i>The handbook of language and gender</i> (pp. 21–42). Oxford: Blackwell.</p> <p>Sunderland, J., & Litosseliti, L. (2004). Gender identity and discourse analysis: Theoretical and empirical considerations. In J. Sunderland & L. Litosseliti (Eds.), <i>Gender identity and discourse analysis</i> (pp. 1–39). Amsterdam: John Benjamins.</p> <p>Swann, J. (2002). Yes, but is it gender? In J. Sunderland & L. Litosseliti (Eds.), <i>Gender identity and discourse analysis</i> (pp. 43–67). Amsterdam: John Benjamins.</p>
<p>Narratives (Dayter, Locher)</p>	<p>Klapproth, D. (2004). <i>Narrative as social practice: Anglo-Western and Australian Aboriginal oral traditions</i>. Berlin: Mouton de Gruyter. → Chp. 1–3</p>

	<p>Johnstone, B. (1990). <i>Stories, community, and place: Narratives from Middle America</i>. Bloomington: Indiana University Press. → Chp. 2 and 3</p> <p>Labov, W. (1997). Some further steps in narrative analysis. <i>Journal of Narrative and Life History</i>, 7, 395–415.</p> <p>Schegloff, E. (1997). 'Narrative analysis' thirty years later. <i>Journal of Narrative and Life History</i>, 7, 97–106.</p>
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