

Procedure for BA-13 exams in English Linguistics Autumn Term 2022 (Version: December 2021)

1. Application

- ✓ 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; C. Debray [5 max.]; Z. Köylü [10 max.]; J. Landmann [5 max.]; T. Messerli [5 max.]).
- ✓ The completed form has to be submitted to/handed in at the *Dekanat*.
- ✓ Deadlines and application forms can be found here: <https://philhist.unibas.ch/de/studium/studierende/bachelor-pruefung-abschluss/>
- ✓ Most of the literature for exam preparation can be skimmed in ADAM before making a topic decision: https://adam.unibas.ch/goto_adam_crs_865380.html
- ✓ 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 and their academic progress summary to this meeting.

FYI: AT 2022: ANMELDEZEITRAUM DEKANAT: 26.09.2022 - 14.10.2022

→ PLEASE CONTACT YOUR EXAMINERS BEFORE 04 September 2022 (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 (if applicable) (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 on only one topic**. In other words, only **1** essay topic will be provided and you have to write about this one. There is no choice.

3. Topics

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| 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, Köylü) | <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. (2015). 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.). https://www.cambridge.org/core/books/cambridge-handbook-of-child-language/usagebased-theory-of-language-acquisition/30A7D7DA467B600B632871678783A596</p> <p>Focus 1: Word Learning: Inferring the Meaning of Words</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>Grassmann, S. (2014). The pragmatics of word learning. In D. Matthews (Ed.), <i>Pragmatic development in first language acquisition</i> (pp. 139–160). Amsterdam: John Benjamins.</p> <p>Tomasello, M. (2000). The social-pragmatic theory of word learning. <i>Pragmatics</i>, 10(4), 401–413.</p> <p>Hollich, G. J., Hirsh-Pasek, K., & Golinkoff, R. M. (2000). <i>Breaking the language barrier: An emergentist coalition model of word learning. Monographs of the Society for Research in Child Development, Volume 65 (3), Serial 262, pp. 1–29.</i></p> |

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| | <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. → Chp. 9: Combining clauses, pp. 229–253.</p> <p>Ibbotson, P. (2013). The scope of usage-based theory. <i>Frontiers in Psychology, 4</i>, 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>Saxton, M. (2010). <i>Child language acquisition and development</i>. London: Sage Publications. → Chp. 9: The usage-based approach, pp. 212–238.</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, 45</i>, 337–374.</p> <p>Weisleder, A., & Fernald, A. (2013). Talking to children matters: early language experience strengthens processing and builds vocabulary. <i>Psychological Science, 24</i>(11), 2143–2152. doi: 10.1177/0956797613488145.</p> |
| <p>Second Language Acquisition (Behrens, Köylü)</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: https://docs.wixstatic.com/ugd/ba734f_08e57fb081864ecd9b98274bf24e23c6.pdf?index=true</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: https://docs.wixstatic.com/ugd/ba734f_538808efb77d4dc2abc402b2b9e53523.pdf?index=true</p> <p>Gass, S. M., & Selinker, L. (2008). <i>Second language acquisition: An introductory course</i> (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates. Chp. 12: Beyond the domain of language, pp. 395–448.</p> <p>Lamb, Martin. (2017). The motivational dimension of language teaching. <i>Language Teaching, 50</i>(03), 301–346. doi:10.1017/s0261444817000088</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>De Houwer, A. (2009). <i>Bilingual first language acquisition</i>. Bristol, Buffalo, Toronto: Multilingual Matters. → Chp. 1–3, pp. 1–65.</p> <p>Birdsong, D., & Vanhove, J. (2016). Age of second-language acquisition: Critical periods and social</p> |

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| | <p>concerns. In E. Nicoladis & S. Montanari (Eds.), <i>Bilingualism across the lifespan</i> (pp. 163–181). Washington, Berlin: American Psychological Association, Walter de Gruyter.</p> <p>Genesee, F. (2015). Myths about early childhood bilingualism. <i>Canadian Psychology/Psychologie canadienne</i>, 56(1), 6–15. doi:10.1037/a0038599</p> <p>Grüter, T., Hurtado, N., Marchman, V. A., & Fernald, A. (2014). Language exposure and online processing efficiency in bilingual development: Relative versus absolute measures. In T. Grüter & J. Paradis (Eds.), <i>Input and Experience in Bilingual Development</i> (pp. 15–36). Amsterdam: Benjamins.</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> |
| Psycholinguistics (Behrens, Köylü) | <p>General</p> <p>Harley, T. A. (2014). <i>The psychology of language: From data to theory</i> (4th ed.). Howe/New York: Psychology Press. → Chp. 1: The study of language, pp. 1–29.</p> <p>Warren, P. (2012). <i>Introducing psycholinguistics</i>. Cambridge: Cambridge University Press. → Chp. 1: Introduction (pp. 1–12); Chp. 13: The architecture of the processing system (pp. 217–235).</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. (2014). <i>The psychology of language: From data to theory</i> (4th ed.). Howe/New York: Psychology Press. → Chp. 13: Language production, pp. 395–448.</p> <p>Warren, P. (2012). <i>Introducing psycholinguistics</i>. Cambridge: Cambridge University Press. → Chp. 2–5, pp. 13–83.</p> <p>Menn, L. (2017). <i>Psycholinguistics: Introduction and applications</i> (2nd ed.). San Diego: Plural Publishing. → Chp. 3: Normal speech errors and how they happen I: From idea to word; Chp. 4: Normal speech errors and how they happen II: Saying words and sounds in the right order, pp. 111–162.</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. (2014). <i>The psychology of language: From data to theory</i> (4th ed.). Howe/New York: Psychology Press. → Chp. 9: Understanding speech, pp. 258–283, → Chp. 12: Comprehension, pp. 360–391.</p> <p>Warren, P. (2012). <i>Introducing psycholinguistics</i>. Cambridge: Cambridge University Press. → Chp. 11: Making inferences (pp. 177–198); Chp. 12: Making connections (pp. 199–216).</p> <p>van Berkum, J. J. A. (2018). Language comprehension, emotion, and sociality: Aren't we missing something? In S. Rueschemeyer & G. Gaskell (Eds.), <i>The Oxford handbook of psycholinguistics</i> (2nd ed., pp. 644–669). Oxford: Oxford University Press.</p> <p>Focus 3: Multimodal Language Processing in Interaction</p> <p>Harley, T. A. (2014). <i>The psychology of language: From data to theory</i> (4th ed.). Howe/New York: Psychology Press. → Chp. 14: How do we use language, pp. 449–459.</p> <p>Warren, P. (2012). <i>Introducing psycholinguistics</i>. Cambridge: Cambridge University Press. → Chp. 6: The use of gesture (pp. 85–98)</p> <p>Holler, J., & Levinson, S. C. (2019). Multimodal language processing in human communication. <i>TRENDS in Cognitive Sciences</i>. doi:10.1016/j.tics.2019.05.006</p> <p>Levinson, Stephen C. (2016). Turn-taking in human communication - origins and implications for language processing. <i>TRENDS in Cognitive Sciences</i>, 20(1), 6–14. doi:10.1016/j.tics.2015.10.01</p> |
| Linguistic Relativity (Behrens) | <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> |

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| | <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>Majid, A., Roberts, S. G., Cilissen, L., Emmorey, K., Nicodemus, B., O'Grady, L., . . . Levinson, S. C. (2018). Differential coding of perception in the world's languages. <i>Proc Natl Acad Sci U S A</i>, 115(45), 11369–11376. doi:10.1073/pnas.1720419115 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6233065/</p> <p>Slobin, D. I., Ibarretxe-Antuñano, I., Kopecka, A., & Majid, A. (2014). Manners of human gait: A crosslinguistic event-naming study. <i>Cognitive Linguistics</i>, 25(4). doi:10.1515/cog-2014-0061. https://www.degruyter.com/view/j/coql.2014.25.issue-4/coq-2014-0061/coq-2014-0061.xml</p> |
| <p>Cognitive Approaches to Grammar (Behrens, Köylü)</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. 1–100.</p> <p>Boas, H. C. (2013). Cognitive construction grammar. In T. Hoffmann & G. Trousdale (Eds.), <i>The Oxford handbook of construction grammar</i> (pp. 233–254). Oxford: Oxford University Press.</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. 1–104.</p> <p>Ibbotson, P. (2013). The scope of usage-based theory. <i>Frontiers in Psychology</i>, 4, 255. https://doi.org/10.3389/fpsyg.2013.00255.</p> |
| <p>Cognitive Semantics (Behrens, Köylü)</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. (2003). <i>Linguistic categorization (3rd ed.)</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> |

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| | <p>Van Der Auwera, J., & Gast, V. (2012). Categories and prototypes. In J. J. Song (Ed.), <i>The Oxford handbook of linguistic typology</i> (pp. 166–189). Oxford: Oxford University Press. doi: 10.1093/oxfordhb/9780199281251.013.0010</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>Fauconnier, G. (2007). Mental spaces. In D. Geeraerts & H. Cuyckens (Eds.), <i>The Oxford handbook of cognitive linguistics</i> (pp. 351–376). Oxford: Oxford University Press.</p> <p>Turner, M. (2007). Conceptual integration. In D. Geeraerts & H. Cuyckens (Eds.), <i>The Oxford handbook of cognitive linguistics</i> (pp. 377–393). Oxford: Oxford University Press.</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., (2007). 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> |
| The composition of the English vocabulary (Landmann, Locher) | <p>Barber, C. (2009). <i>The English language: A historical introduction</i>. (2nd edition). 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>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> |
| The historical spread of English (Landmann, Locher) | <p>Barber, C. (2009). <i>The English language: A historical introduction</i>. (2nd edition). 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>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i>. (3rd edition). London: Routledge. → pp. 1–111</p> |
| Language and Gender (Locher, Messerli) | <p>Angouri, J. (2021). Language, gender, and sexuality: sketching out the field. In J. Angouri & J. Baxter (Eds.), <i>The Routledge handbook of language, gender, and sexuality</i> (pp. 1-21). London: Routledge.</p> <p>Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. <i>Discourse Studies</i>, 7, 585–614.</p> <p>Eckert, P., & McConnell-Ginet, S. (2013). <i>Language and Gender</i> (2 ed.). Cambridge University Press.</p> <p>Holmes, J., & King, B. W. (2017). Gender and sociopragmatics. In A. Barron, Y. Gu, & G. Steen (Eds.), <i>The Routledge handbook of pragmatics</i> (pp. 121-138). Routledge.</p> |
| English in America: Regional, social, | <p>Tottie, G. (2002). <i>An introduction to American English</i>. Malden, MA: Blackwell Publishers. → Chp. 2, 5, 7, 9</p> <p>Wolfram, W., & Schilling, N. (2016). <i>American English</i> (3rd ed.). Oxford: Blackwell.</p> |

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| ethnic variation (Landmann, Locher) | → Chp. 1-7 |
| English on the Web (Landmann, Locher, Messerli) | <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> |
| Identity and language (Landmann, Locher, Messerli, Debray) | <p>Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. <i>Discourse Studies</i>, 7, 585–614.</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>Locher, M.A. and Jucker, A.H. (2021). <i>The Pragmatics of Fiction. Literature, Stage and Screen Discourse</i>. Edinburgh: Edinburgh University Press. → Ch. 6</p> |
| Narratives (Locher, Messerli) | <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>Locher, M.A. and Jucker, A.H. (2021). <i>The Pragmatics of Fiction. Literature, Stage and Screen Discourse</i>. Edinburgh: Edinburgh University Press. → Chp.5 and 6</p> <p>Schegloff, E. (1997). 'Narrative analysis' thirty years later. <i>Journal of Narrative and Life History</i>, 7, 97–106.</p> <p>Thurnherr, F., Rudolf von Rohr, M.-T., & Locher, M. A. (2020). The functions of narrative passages in three written online health contexts. In Z. Demjén (Ed.), <i>Applying Linguistics in Illness and Healthcare Contexts</i> (pp. 186–219). Bloombury. https://doi.org/10.1515/opli-2016-0024</p> |
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