

Procedure for BA-13 exams in English Linguistics

Spring Term 2025

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; Z. Köylü [10 max.]; T. Messerli [5 max.]; C. Debray [5 max.]).
- ✓ The completed form has to be submitted to 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: ST25: ANMELDEZEITRAUM DEKANAT: 03.03. - 21.03.25 → PLEASE CONTACT YOUR EXAMINERS two weeks before (as you need a signature, you need to allow enough time to organize this).

- ✓ In 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

BA Topics in English Linguistics (Examiners)	General literature (background) and Focus Areas. Please select one focus per topic (if available) in addition to the general reading. <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>
First Language Acquisition (Behrens, Köylü)	General Matthews, D., & Krajewski, G. (2015). First language acquisition. In E. Dabrowska & D. Divjak (Eds.), <i>Handbook of Cognitive Linguistics</i> (pp. 389–409). Berlin: de Gruyter. Tomasello, M. (2015). The usage-based theory of language acquisition. In E. Bavin & L. Naigles (Eds.). <i>The Cambridge handbook of child language, 2nd edition</i> (pp. 89–106). Cambridge: Cambridge University Press.

Focus 1: Word Learning: Inferring the Meaning of Words

- Tomasello, M. (2000). The social-pragmatic theory of word learning. *Pragmatics* (Vol. 10(4), pp. 401–413).
- Tomasello, M. (2003). *Constructing a language*. Cambridge, MA: Harvard University Press.
→ Chp. 3: Words, pp. 42–93.
- Hollich, G. J., Hirsh-Pasek, K., & Golinkoff, R. M. (2000). *Breaking the language barrier: An emergentist coalition model of word learning*. *Monographs of the Society for Research in Child Development* (Vol. 65 (3), Ser. 262, pp. 1–29).
- Childers, Jane B, Bottera, Angeline, & Howard, Tyler. (2018). Verbs: Learning how speakers use words to refer to actions. In Gert Westerman & Nivedita Mani (Eds.), *Early Word Learning* (pp. 70-82. London: Routledge.
- Graham, Susan A., San Juan, Valerie, & Vukatana, Ena. (2015). The acquisition of words. In Edith L. Bavin & Letitia R. Naigles (Eds.), *The Cambridge Handbook of Child Language, 2nd edition*, (pp. 369–387). Cambridge: Cambridge University Press.
- Horst, Jessica. (2018). Mapping words to objects. In Gert Westerman & Nivedita Mani (Eds.), *Early Word Learning* (pp. 44–56). London: Routledge.

Focus 2: Acquisition of the System: Extracting Schemas and Rules

- Clark, E. (2016). *Language acquisition, 3rd edition*. Cambridge: Cambridge University Press.
→ Chp. 9: Combining clauses, pp. 229–253.
- Ibbotson, P. (2013). The scope of usage-based theory. *Frontiers in Psychology*, (Vol. 4, 255).
[doi:10.3389/fpsyg.2013.00255](https://doi.org/10.3389/fpsyg.2013.00255).
- Tomasello, M. (2003). *Constructing a language*. Cambridge, MA: Harvard University Press.
→ Chp. 4: Early syntactic constructions, pp. 94–143.
- Brooks, P. J., & Kempe, V. (2012). *Language development*. Chichester: BPS Blackwell.
→ Chp. 5: How do children learn to combine and modify words?, pp. 89–115.
- Diessel, H. (2013). First language acquisition. In T. Hoffmann & G. Trousdale (Eds.), *The Oxford Handbook of Construction Grammar* (pp. 346–364). Oxford: Oxford University Press.

Focus 3: Input and Interaction

- Brooks, P. J., & Kempe, V. (2012). *Language development*. Chichester: BPS Blackwell.
→ Chp. 6: What kind of language do children encounter?, pp. 117–140.
- Huttenlocher, J., Vasilyeva, M., Cymerman, E., & Levine, S. (2002). Language input and child syntax. *Cognitive Psychology*, (Vol. 45, pp. 337–374).
- Rowe, Meredith L., & Snow, Catherine E. (2019). Analyzing input quality along three dimensions: interactive, linguistic, and conceptual. *Journal of Child Language*, (Vol. 47(1), pp. 5–21).
[doi:10.1017/S0305000919000655](https://doi.org/10.1017/S0305000919000655)
- Clark, Eve V. (2020). Conversational Repair and the Acquisition of Language. *Discourse Processes*, (Vol. 57(5–6), pp. 441–459). [doi:10.1080/0163853x.2020.1719795](https://doi.org/10.1080/0163853x.2020.1719795)
- Golinkoff, R. M., Hoff, E., Rowe, M. L., Tamis-LeMonda, C. S., & Hirsh-Pasek, K. (2019). Language

	Matters: Denying the Existence of the 30-Million-Word Gap Has Serious Consequences. <i>Child Development</i> , (Vol. 90(3), pp. 985–992). doi:10.1111/cdev.13128
Second Language Acquisition (Behrens, Köylü)	<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. & Ryan, S. (2015). <i>The psychology of the language learner</i>. NY: Routledge → Chapter 3: Language aptitude, pp. 35–72; → Chapter 7: Other learner characteristics, pp. 170–194.</p> <p>Thompson, A. S., & Lee, J. (2014). The impact of experience abroad and language proficiency on language learning anxiety. <i>Tesol Quarterly</i>, (Vol. 48(2), pp. 252–274).</p> <p>Lamb, Martin. (2017). The motivational dimension of language teaching. <i>Language Teaching</i>, (Vol. 50(03), pp. 301–346). doi:10.1017/s0261444817000088</p> <p>Ryan, Stephen. (2019). Language learner motivation: What motivates motivation researchers? In Alessandro Benati & John W. Schwieter (Eds.), <i>The Cambridge Handbook of Language Learning</i> (pp. 409–429). Cambridge: Cambridge University Press.</p> <p>Focus 2: Bilingual First Language Acquisition (= Childhood Bilingualism)</p> <p>Birdsong, D., & Vanhove, J. (2016). Age of second-language acquisition: Critical periods and social 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>, (Vol. 56(1), pp. 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>Hoff, E. & Core, C. (2013) Input and language development in bilingually developing children. <i>Seminars in Speech and Language</i>, (Vol. 34, pp. 215–226). doi:10.1055/s-0033-1353448</p> <p>Serratrice, Ludovica. (2018). Becoming Bilingual in Early Childhood. In Annick De Houwer & Lourdes Ortega (Eds.), <i>The Cambridge Handbook of Bilingualism</i> (pp. 15–35). Cambridge: Cambridge University Press.</p> <p>Bigelow, Martha, & Collins, Penelope. (2018). Bilingualism from Childhood through Adolescence. In Annick De Houwer & Lourdes Ortega (Eds.), <i>The Cambridge Handbook of Bilingualism</i> (pp. 36–58). Cambridge: Cambridge University Press.</p>

	<p>Focus 3: Learning Context Effects in SLA</p> <p>Dalton-Puffer, C., Hüttner, J., & Llinares, A. (2022). CLIL in the 21st Century: Retrospective and prospective challenges and opportunities. <i>Journal of Immersion and Content-Based Language Education</i>, (Vol. 10(2), pp. 182–206). https://doi.org/10.1075/jicb.21021.dal</p> <p>Llanes, À., & Muñoz, C. (2013). Age effects in a study abroad context: Children and adults studying abroad and at home. <i>Language Learning</i>, (Vol. 63(1), pp. 63–90).</p> <p>Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. <i>Language Teaching</i>, (Vol. 51(3), pp. 285–329).</p> <p>Pérez-Vidal, C. Serrano, S., L., Ament, J., & Thomas-Wilhelm, D. J. (2018). <i>Learning context effects: Study abroad, formal instruction, and international immersion classrooms</i>. Berlin: Language Science Press (EuroSLA Studies). → Chp. 1: Context effects in second language acquisition: formal instruction, study abroad and immersion classrooms, pp. 1–21.</p> <p>Sockett, G. (2022). Input in the digital wild: Online informal and non-formal learning and their interactions with study abroad. <i>Second Language Research</i>, (Vol. 39(1), pp. 115–132). https://doi.org/10.1177/02676583221122384</p> <p>Focus 4: Task-based second language development</p> <p>Kim, Y., & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction? <i>System</i>, (Vol. 41(3), pp. 829–840).</p> <p>Lambert, C., Kormos, J., & Minn, D. (2017). Task repetition and second language speech processing. <i>Studies in Second Language Acquisition</i>, (Vol. 39(1), pp. 167–196).</p> <p>Robinson, P. (2011). Task-based language learning: A review of issues. <i>Language learning</i>, (Vol. 61, pp. 1–36).</p> <p>Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. <i>Applied linguistics</i>, (Vol. 30(4), pp. 510–532).</p> <p>Ziegler, N. (2016). Taking technology to task: Technology-mediated TBLT, performance, and production. <i>Annual Review of Applied Linguistics</i>, (Vol. 36, pp. 136–163).</p>
<p>Psycholinguistics (Behrens, Köylü)</p>	<p>General</p> <p>Harley, T. A. (2014). <i>The psychology of language: From data to theory</i> (4th ed.). Hove/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>

- Harley, T. A. (2014). *The psychology of language: From data to theory, 4th edition*. Howe/New York: Psychology Press.
 → Chp. 13: Language production, pp. 395–448.
- Menn, L. (2017). *Psycholinguistics: Introduction and applications, 2nd edition*. San Diego: Plural Publishing.
 → Chp. 3: Normal speech errors and how they happen I: From idea to word, pp. 111–142;
 → Chp. 4: Normal speech errors and how they happen II: Saying words and sounds in the right order, pp. 143–162.
- Roelofs, Ardi, & Ferreira, Victor S. (2019). The architecture of speaking. In Peter Hagoort (Ed.), *Human Language: From Genes and Brains to Behavior* (pp. 35–50). Cambridge, MA: MIT Press.
- Warren, P. (2012). *Introducing psycholinguistics*. Cambridge: Cambridge University Press.
 → Chp. 2: Planning utterances, pp. 13–35.

Focus 2: Language Comprehension

- Harley, T. A. (2010). *Talking the talk*. Hove/New York: Taylor & Francis.
 → Chp. 7: Understanding, pp. 187–220.
- Harley, T. A. (2014). *The psychology of language: From data to theory* (4th ed.). Howe/New York: Psychology Press.
 → Chp. 9: Understanding speech, pp. 258–283;
 → Chp. 12: Comprehension, pp. 360–391.
- Warren, P. (2012). *Introducing psycholinguistics*. Cambridge: Cambridge University Press.
 → Chp. 11: Making inferences, pp. 177–198;
 → Chp. 12: Making connections, pp. 199–216.
- van Berkum, J. J. A. (2018). Language comprehension, emotion, and sociality: Aren't we missing something? In S. Rueschemeyer & G. Gaskell (Eds.), *The Oxford handbook of psycholinguistics, 2nd edition* (pp. 644–669). Oxford: Oxford University Press.
- Marslen-Wilson, William D. (2019). Explaining speech comprehension: integrating electrophysiology, evolution, and cross-linguistic diversity In Peter Hagoort (Ed.), *Human Language: From Genes and Brains to Behavior* (pp. 410–427). Cambridge, MA: MIT Press.

Focus 3: Multimodal Language Processing in Interaction

- Holler, J., & Levinson, S. C. (2019). Multimodal language processing in human communication. *TRENDS in Cognitive Sciences*, (Vol. 23 (8)), pp. 639–652. doi:10.1016/j.tics.2019.05.006
- Levinson, Stephen C. (2016). Turn-taking in human communication - origins and implications for language processing. *TRENDS in Cognitive Sciences*, (Vol. 20(1)), pp. 6–14). doi:10.1016/j.tics.2015.10.01
- Garrod, Simon, & Pickering, Martin J. (2009). Joint action, interactive alignment, and dialog. *Topics in Cognitive Science*, (Vol. 1(2)), pp. 292–304). doi:10.1111/j.1756-8765.2009.01020.x
- Garrod, S., Tosi, A., & Pickering, M. J. (2018). Alignment during interaction. In S.-A. Rueschemeyer & M. G. Gaskell (Eds.), *The Oxford handbook of psycholinguistics, 2nd edition*, (pp. 573–591). Oxford University Press.

	<p>https://doi.org/10.1093/oxfordhb/9780198786825.001.0001</p> <p>Gandolfi, G., Pickering, M. J., & Garrod, S. (2023). Mechanisms of alignment: shared control, social cognition and metacognition. <i>Philos Trans R Soc Lond B Biol Sci</i>, (Vol. 378(1870), 20210362). https://doi.org/10.1098/rstb.2021.0362</p>
<p>Linguistic Relativity (Behrens)</p>	<p>General</p> <p>Blasi, D. E., Henrich, J., Adamou, E., Kemmerer, D., & Majid, A. (2022). Over-reliance on English hinders cognitive science. <i>TRENDS in Cognitive Sciences</i>, (Vol. 26(12), pp. 1153–1170). https://doi.org/https://doi.org/10.1016/j.tics.2022.09.015</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>, (Vol. 2(3), pp. 253–265). doi:10.1002/wcs.104.</p> <p>Focus 1: Motion Across Languages</p> <p>Feinmann, D. (2020). Language and Thought in the Motion Domain: Methodological Considerations and New Empirical Evidence. <i>Journal of Psycholinguistic Research</i>, (Vol. 49(1), pp. 1–29). doi:10.1007/s10936-019-09668-5</p> <p>Slobin, Dan I., Ibarretxe-Antuñano, Iraide, Kopecka, Anetta, & Majid, Asifa. (2014). Manners of human gait: a crosslinguistic event-naming study. <i>Cognitive Linguistics</i>, (Vol. 25(4), pp. 701–741). doi:10.1515/cog-2014-0061</p> <p>Filipović, L., & Ibarretxe-Antuñano, I. (2019). Motion. In E. Dąbrowska & D. Divjak (Eds.), <i>Cognitive Linguistics – Key Topics</i> (pp. 87–108). Berlin, Boston: Walter de Gruyter.</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>, (Vol. 18(2), pp. 133–152).</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>Proceedings of the National Academy of Sciences of the United States of America</i>, (Vol. 115(45), pp. 11369–11376). doi:10.1073/pnas.1720419115 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6233065/</p> <p>Huisman, John L. A., van Hout, Roeland, & Majid, Asifa. (2021). Patterns of semantic variation differ across body parts: evidence from the Japonic languages. <i>Cognitive Linguistics</i>, (Vol. 32(3), pp. 455–486). doi:10.1515/cog-2020-0079</p> <p>Sinha, C. (2021). Culture in language and cognition. In X. Wen & J. R. Taylor (Eds.), <i>The Routledge</i></p>

	<i>handbook of cognitive linguistics</i> (pp. 387–407). Routledge.
Cognitive Approaches to Grammar (Behrens, Köylü)	<p>General</p> <p>Hilpert, M. (2019). <i>Construction Grammar and its Application to English, 2nd edition</i>. Edinburgh University Press. → Chp 1+2 pp. 1–49</p> <p>Focus 1: Construction Grammars</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>Diessel, H. (2019). Usage-based construction grammar. In E. Dąbrowska & D. Divjak (Eds.), <i>Cognitive Linguistics II: A Survey of Linguistic Subfields</i> (pp. 50–80). De Gruyter Mouton.</p> <p>Hoffmann, T. (2017a). Construction Grammars. In B. Dancygier (Ed.), <i>The Cambridge Handbook of Cognitive Linguistics</i> (pp. 310–329). Cambridge: Cambridge University Press.</p> <p>Hoffmann, T. (2017b). From Constructions to Construction Grammars. In B. Dancygier (Ed.), <i>The Cambridge Handbook of Cognitive Linguistics</i> (pp. 284–309). Cambridge: Cambridge University Press.</p> <p>Wulff, S. (2013). Words and idioms. In T. Hoffmann & G. Trousdale (Eds.), <i>The Oxford Handbook of Construction Grammar</i> (pp. 274–289). Oxford: Oxford University Press.</p> <p>Focus 2: The Usage-Based Approach</p> <p>Bybee, J. (2010). <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 theories. <i>Frontiers in Psychology</i>, (Vol. 4, 255). https://doi.org/10.3389/fpsyg.2013.00255.</p> <p>Bybee, J. L. (2013). Usage-based theory and exemplar representation of constructions. In T. Hoffman & G. Trousdale (Eds.), <i>The Oxford Handbook of Construction Grammar</i> (pp. 49–69). Oxford: Oxford University Press.</p> <p>Goldberg, A. E. (2013). Constructionist approaches to language. In T. Hoffmann & G. Trousdale (Eds.), <i>The Oxford Handbook of Construction Grammar</i> (pp. 14–31). Oxford: Oxford University Press.</p> <p>Schmid, H.-J. (2015). A blueprint of the Entrenchment-and-Conventionalization Model. <i>Yearbook of the German Cognitive Linguistics Association (CGLA)</i>, (Vol. 3(1), pp. 3–25). https://doi.org/10.1515/gcla-2015-0002</p>
Cognitive Semantics (Behrens, Köylü)	<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>

Focus 1: Linguistic Categorization and Prototypes

Taylor, J. R. (2003). *Linguistic categorization, 3rd edition*. Oxford: Oxford University Press.
→ Chp. 1–5, pp. 1–101.

Taylor, J. R. (2008). Prototypes in cognitive linguistics. In P. Robinson & N. C. Ellis (Eds.), *Handbook of cognitive linguistics and second language acquisition* (pp. 39–65). New York: Routledge.

Van Der Auwera, J., & Gast, V. (2012). Categories and prototypes. In J. J. Song (Ed.), *The Oxford handbook of linguistic typology* (pp. 166–189). Oxford: Oxford University Press. [doi: 10.1093/oxfordhb/9780199281251.013.0010](https://doi.org/10.1093/oxfordhb/9780199281251.013.0010)

Ramscar, M., & Port, R. (2019). Categorization (without categories). In E. Dąbrowska & D. Divjak (Eds.), *Cognitive Linguistics I: Foundations of Language* (pp. 87–114). Berlin, Boston: De Gruyter Mouton.

Focus 2: Mental Spaces and Conceptual Blending

Coulson, S., & Oakley, T. (2000). Blending basics. *Cognitive Linguistics*, (Vol. 11, pp. 175–196).

Fauconnier, G. (2007). Mental spaces. In D. Geeraerts & H. Cuyckens (Eds.), *The Oxford handbook of cognitive linguistics* (pp. 351–376). Oxford: Oxford University Press.

Oakley, T., & Pascual, E. (2017). Conceptual Blending Theory. In B. Dancygier (Ed.), *The Cambridge Handbook of Cognitive Linguistics* (pp. 423–448). Cambridge: Cambridge University Press.

Turner, M. (2019). Blending in language and communication. In E. Dąbrowska & D. Divjak (Eds.), *Cognitive Linguistics I: Foundations of Language* (pp. 245–270). Berlin, Boston: De Gruyter Mouton.

Focus 3: Metaphors & Metonymy

Littlemore, J. (2017). Metonymy. In B. Dancygier (Ed.), *The Cambridge Handbook of Cognitive Linguistics* (pp. 407–422). Cambridge: Cambridge University Press.

Sullivan, K. (2017). Conceptual Metaphor. In B. Dancygier (Ed.), *The Cambridge Handbook of Cognitive Linguistics* (pp. 385–406). Cambridge: Cambridge University Press.

Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press.

→ Chp. 9: Metaphor and metonymy, pp. 286–327.

Ungerer, F., & Schmid, H.-J. (2006). *An introduction to cognitive linguistics*. Harlow: Pearson Longman.

→ Chp. 3: Conceptual metaphors and metonymies, pp. 114–162.

Grady, J. E. (2007). Metaphor. In D. Geeraerts & H. Cuyckens (Eds.), *The Oxford handbook of cognitive linguistics* (pp. 187–213). Oxford: Oxford University Press.

Focus 4: Frame Semantics

Boas, H. C. (2021). Construction Grammar and Frame Semantics. In X. Wen & J. R. Taylor (Eds.),

	<p><i>The Routledge handbook of cognitive linguistics</i> (pp. 43–77). Routledge.</p> <p>Croft, 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> <p>Cienki, A. (2007). Frames, idealized cognitive model, and domains. In D. Geeraerts & H. Cuyckens (Eds.), <i>The Oxford handbook of cognitive linguistics</i> (pp. 170–187). New York: Oxford University Press.</p>
<p>The composition of the English vocabulary (Locher)</p>	<p>Barber, C. (2009). <i>The English language: A historical introduction, 2nd edition</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>Minkova, D., & Stockwell, R. (2006). English words. In B. Aarts & A. McMahon (Eds.), <i>The handbook of English linguistics</i> (pp. 460–482). Oxford: Blackwell Publishing.</p>
<p>The historical spread of English (Locher)</p>	<p>Barber, C. (2009). <i>The English language: A historical introduction, 2nd edition</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>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i>. (3rd edition). London: Routledge. → Introduction: key topics in global Englishes, pp. 1–56; → Development: implications and issues, pp. 56–110.</p>
<p>Language and Gender (Locher, Messerli, Debray)</p>	<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>, (Vol. 7, pp. 585–614).</p> <p>Eckert, P., & McConnell-Ginet, S. (2013). <i>Language and Gender, 2nd edition</i>. 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>

<p>English in America: Regional, social, ethnic variation (Locher)</p>	<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, 3rd edition</i>. Oxford: Blackwell. → Chp. 1–7</p>
<p>English in America: US language politics (Locher)</p>	<p>Baugh, J. (2004). Ebonics and its controversy. In E. Finegan & J. Rickford (Eds.), <i>Language in the USA: Themes for the twenty-first 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. 2, 5, 7, 9.5, 10</p> <p>Wolfram, W., & Schilling, N. (2016). <i>American English, 3rd edition</i>. Oxford: Blackwell. → Chp. 1, 2, 4, 7</p>
<p>English on the Web (Locher, Messerli, Debray)</p>	<p>Androutsopoulos, J. (2006). Introduction: Sociolinguistics and computer-mediated communication. <i>Journal of Sociolinguistics</i>, (Vol. 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>, (Vol. 39(4), pp. 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>, (Vol. 56(6/12), pp. 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>, (Vol. 26(2), pp. 125–137).</p>
<p>Identity and language (Locher, Messerli, Debray)</p>	<p>Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. <i>Discourse Studies</i>, (Vol. 7, pp. 585–614).</p> <p>Joseph, J. E. (2004). <i>Language and identity: National, ethnic, religious</i>. Basingstoke: Palgrave Macmillan. → Introduction, pp. 1–14; → Linguistic Identity and the Functions and Evolution of Language, pp. 15–40; → Approaching Identity in Traditional Linguistic Analysis, pp. 41–66.</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</i></p>

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<p>Narratives (Locher, Messerli)</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>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>, (Vol. 7, pp. 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). Bloomesbury. https://doi.org/10.1515/opli-2016-0024</p>
<p>Politeness (Locher, Messerli, Debray)</p>	<p>Jucker, A. H. (2020). <i>Politeness in the History of English: From the Middle Ages to the Present Day</i>. Cambridge University Press.</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. (2018). Politeness. In C. A. Chapelle (Ed.), <i>The Concise Encyclopedia of Applied Linguistics</i> (pp. 888–894). John Wiley & Sons. https://doi.org/10.1002/9781405198431.wbeal0916.pub2</p>
<p>Impoliteness (Locher, Messerli, Debray)</p>	<p>Culpeper, J. (2011). <i>Impoliteness. Using Language to Cause Offence</i>. Cambridge University Press.</p> <p>Culpeper, J., & Tantucci, V. (2021). The Principle of (Im)politeness Reciprocity. <i>Journal of Pragmatics</i>, (Vol. 175, pp. 146–164). https://doi.org/doi.org/10.1016/j.pragma.2021.01.008</p> <p>Graham, L. S. (2018). Impoliteness and the moral order in online gaming. <i>Internet Pragmatics</i>, (Vol. 1(2), pp. 303–328). https://doi.org/10.1075/ip.00014.</p> <p>Locher, M. A., & Watts, R. J. (2008). Relational work and impoliteness: Negotiating norms of linguistic behaviour. In D. Bousfield & M. A. Locher (Eds.), <i>Impoliteness in language: Studies on its interplay with power in theory and practice</i> (pp. 77–99). Berlin: Mouton de Gruyter.</p>
<p>English as Lingua Franca (Köylü, Locher, Debray)</p>	<p>House, J. (2010). The pragmatics of English as a lingua franca. In A. Trosborg (Ed.), <i>Pragmatics across Languages and Cultures</i> (pp. 363–387). De Gruyter Mouton.</p> <p>Jenkins, J. (2015). <i>Global Englishes: A resource book for students</i>. London: Routledge.</p> <p>Mauranen, A. (2012). <i>Exploring ELF: Academic English Shaped by Non-native Speakers</i>. Cambridge University Press.</p>

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Intercultural Pragmatics (Debray)	<p>Chang, W.L.M., Haugh, M. (2011). Evaluations of im/politeness of an intercultural apology. <i>Intercultural Pragmatics</i>, (Vol. 8, pp. 411–442).</p> <p>Bowe, H., Martin, K., & Manns, H. (2014). <i>Communication across cultures: Mutual understanding in a global world</i>. Cambridge University Press.</p> <p>Piller, I. (2017). <i>Intercultural communication: A critical introduction, 2nd edition</i>. Edinburgh University Press. → Chapter 3 & Chapter 5 (p.71–92).</p> <p>Kecskes, I. (2015). Intracultural communication and intercultural communication: Are they different? <i>International Review of Pragmatics</i>, (Vol. 7(2), pp.171–194).</p>