

Procedure for BA exams in English Linguistics

- Spring Term 2026

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 study plan.
- ✓ Choose an examiner (M. Locher; Z. Köylü [10 max.]; T. Messerli [8 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/>
- ✓ The literature for exam preparation can be skimmed in ADAM before making a topic decision:
<https://adam.unibas.ch/go/crs/2083902>
- ✓ To apply for the BA exam, students must get in touch with their examiner **two weeks before the official application deadline at the latest**. Students must send the **completed BA-application form** and their **academic progress summary** to their examiner in advance.

FYI: ST26: ANMELDEZEITRAUM DEKANAT: 09.03. - 27.03.26 → PLEASE CONTACT YOUR EXAMINERS two weeks before (as you need a signature, you need to allow enough time to organize this).

- ✓ As preparation, students are to choose **two areas of specialization** from the list below (section 4).
- ✓ Note that the two topics can be offered by the same examiner or by two different ones. When two topics cannot be combined, this is indicated in a note below the topic title.
- ✓ 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*.
- ✓ In the 4-hour written exam, you will receive question(s) for only **one topic**. In other words, there is no choice between the two prepared topics.

3. Evaluation criteria

During the exam:

Please read the question carefully and make a draft of how to answer the question. Make sure to actually answer the question and not only write down everything you know about the topic in general. Whenever possible, juxtapose different points of view (by the different scholars on the reading list) and give examples of your own. In addition, you should make sure that your own critical thoughts and assessment of the texts on the reading list can be clearly discerned.

Criteria for assessment:

- (1) clarity and correctness of the answer;
- (2) demonstration of having understood the texts on the reading list;
- (3) clear evidence of the candidate's own position concerning different points of view found in the literature;
- (4) correctness of presenting academic sources and ideas;
- (5) academic English

4. BA Topics in English Linguistics

The available examiners are indicated in brackets after the topic. The list of references follows after the overview. 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. In case general and focus literature is indicated, all texts have to be read.

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Cognitive Approaches to Grammar: Construction Grammars (Köylü)

Note: Cannot be combined with any other topic from “Cognitive approaches to grammar”

General:

Hilpert, M. (2019). *Construction Grammar and its Application to English, 2nd edition*. Edinburgh University Press.
→ Chp 1+2 pp. 1–49.

Focus:

Boas, H. C. (2013). Cognitive construction grammar. In T. Hoffmann & G. Trousdale (Eds.), *The Oxford handbook of construction grammar* (pp. 233–254). Oxford: Oxford University Press.

Diessel, H. (2019). Usage-based construction grammar. In E. Dąbrowska & D. Divjak (Eds.), *Cognitive Linguistics II: A Survey of Linguistic Subfields* (pp. 50–80). De Gruyter Mouton.

Hoffmann, T. (2017a). Construction Grammars. In B. Dancygier (Ed.), *The Cambridge Handbook of Cognitive Linguistics* (pp. 310–329). Cambridge: Cambridge University Press.

Hoffmann, T. (2017b). From Constructions to Construction Grammars. In B. Dancygier (Ed.), *The Cambridge Handbook of Cognitive Linguistics* (pp. 284–309). Cambridge: Cambridge University Press.

Wulff, S. (2013). Words and idioms. In T. Hoffmann & G. Trousdale (Eds.), *The Oxford Handbook of Construction Grammar* (pp. 274–289). Oxford: Oxford University Press.

Cognitive Approaches to Grammar: The Usage-Based Approach (Köylü)

Note: Cannot be combined with any other topic from “Cognitive approaches to grammar”

General:

Hilpert, M. (2019). *Construction Grammar and its Application to English, 2nd edition*. Edinburgh University Press.
→ Chp 1+2 pp. 1–49.

Focus:

Bybee, J. (2010). *Language, usage and cognition*. Cambridge: Cambridge University Press.
→ Chp. 1–5, pp. 1–104.

Bybee, J. L. (2013). Usage-based theory and exemplar representation of constructions. In T. Hoffman & G. Trousdale (Eds.), *The Oxford Handbook of Construction Grammar* (pp. 49–69). Oxford: Oxford University Press.

Goldberg, A. E. (2013). Constructionist approaches to language. In T. Hoffmann & G. Trousdale (Eds.), *The Oxford Handbook of Construction Grammar* (pp. 14–31). Oxford: Oxford University Press.

Ibbotson, P. (2013). The scope of usage-based theories. *Frontiers in Psychology*, (Vol. 4, 255).
<https://doi.org/10.3389/fpsyg.2013.00255>.

Schmid, H.-J. (2015). A blueprint of the Entrenchment-and-Conventionalization Model. *Yearbook of the German Cognitive Linguistics Association (CGLA)*, (Vol. 3(1), pp. 3–25). <https://doi.org/10.1515/gcla-2015-0002>

Cognitive Semantics: Frame Semantics (Köylü)

Note: Cannot be combined with any other topic from “Cognitive semantics”

General:

Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press.
→ Chp. 5: What is cognitive semantics, pp. 156–175.

Focus:

Boas, H. C. (2021). Construction Grammar and Frame Semantics. In X. Wen & J. R. Taylor (Eds.), *The Routledge handbook of cognitive linguistics* (pp. 43–77). Routledge.

Cienki, A. (2007). Frames, idealized cognitive model, and domains. In D. Geeraerts & H. Cuyckens (Eds.), *The Oxford handbook of cognitive linguistics* (pp. 170–187). New York: Oxford University Press.

Croft, William & Cruse, D. Alan (2004). *Cognitive linguistics*. Cambridge: CUP.

→ Chp. 1: Frames, domains, spaces: The organization of conceptual structure, pp. 7–39.

Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press.
→ Chp. 7: The encyclopedic view of meaning, pp. 206–247.

Fillmore, C.J., (2007). Frame semantics. In V. Evans, B. K. Bergen, & J. Zinken (Eds.), *The cognitive linguistics reader* (pp. 238–262). London: Equinox.

Cognitive Semantics: Linguistic Categorization and Prototypes (Köylü)

Note: Cannot be combined with any other topic from “Cognitive semantics”

General:

Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press.
→ Chp. 5: What is cognitive semantics, pp. 156–175.

Focus:

Taylor, J. R. (2003). *Linguistic categorization, 3rd edition*. Oxford: Oxford University Press.
→ Intro plus 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.

Cognitive Semantics: Mental Spaces and Conceptual Blending (Köylü)

Note: Cannot be combined with any other topic from "Cognitive semantics"

General:

Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press.
→ Chp. 5: What is cognitive semantics, pp. 156–175.

Focus:

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.

Cognitive Semantics: Metaphors & Metonymy (Köylü)

Note: Cannot be combined with any other topic from "Cognitive semantics"

General:

Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press.
→ Chp. 5: What is cognitive semantics, pp. 156–175.

Focus:

Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press.
→ Chp. 9: Metaphor and metonymy, pp. 286–327.

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

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.

Ungerer, F., & Schmid, H.-J. (2006). *An introduction to cognitive linguistics*. Harlow: Pearson Longman.
→ Chp. 3: Conceptual metaphors and metonymies, pp. 114–162.

Digital Discourses: English on the Web (Locher, Messerli)

Note: Cannot be combined with any other topic from "Digital Discourses"

Bolander, B., & Locher, M. A. (2020). Beyond the online offline distinction: Entry points to digital discourse. *Discourse, Context & Media*, 35(100383), 1–8. <https://doi.org/10.1016/j.dcm.2020.100383>

Dayter, D. (2015). Small stories and extended narratives on Twitter. *Discourse, Context & Media*, 10, 19–26. <https://doi.org/10.1016/j.dcm.2015.05.003>

Federici, A. (2025). The pragmatics of online healthcare communication: Politeness strategies in an anxiety and depression support community. *Journal of Pragmatics*, 246, 74–89.

<https://doi.org/10.1016/j.pragma.2025.06.010>

Herring, S. C. (2019). The Coevolution of Computer-Mediated Communication and Computer-Mediated Discourse Analysis. In P. Bou-Franch & P. Garcés-Conejos Blitvich (Eds), *Analyzing Digital Discourse* (pp. 25–67). Springer International Publishing. https://doi.org/10.1007/978-3-319-92663-6_2

Tagg, C. (2025). Mobile events: Exploring mobile conversations in context as communicative events. *Language & Communication*, 103, 108–125. <https://doi.org/10.1016/j.langcom.2025.04.00w8>

Yudytska, J. (2024). The interaction of technological affordances and user preferences: A corpus-based study of graphic features across Twitter and Discord. *Discourse, Context & Media*, 62, 100836.

<https://doi.org/10.1016/j.dcm.2024.100836>

Digital Discourses: Online narratives (Locher, Messerli)

Note: Cannot be combined with any other topic from “Digital Discourses” nor with “Pragmatics: Narrative” nor with “Pragmatics of Fiction: Character Creation”

Dayter, D. (2016). *Discursive self in microblogging: Speech acts, stories and self-praise*. John Benjamins.

Georgakopoulou, A. (2013). 28. Narrative analysis and computer-mediated communication. In S. Herring, D. Stein, & T. Virtanen (Eds), *Pragmatics of Computer-Mediated Communication*. Mouton de Gruyter. <https://doi.org/10.1515/9783110214468.695>

Page, R. (2010). Re-examining narrativity: Small stories in status updates. *Text & Talk - An Interdisciplinary Journal of Language, Discourse & Communication Studies*, 30(4), 423–444. <https://doi.org/10.1515/text.2010.021>

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.), *Applying Linguistics in Illness and Healthcare Contexts* (pp. 186–219). Bloomesbury. [Reprint of <https://doi.org/10.1515/opli-2016-0024>]

First Language Acquisition: Acquisition of the System: Extracting Schemas and Rules (Köylü)

Note: Cannot be combined with any other topic from “First Language Acquisition”

General:

Matthews, D., & Krajewski, G. (2019). First language acquisition. In E. Dabrowska & D. Divjak (Eds.), *Handbook of Cognitive Linguistics* (pp. 389–409). Berlin: de Gruyter.

Tomasello, M. (2009). The usage-based theory of language acquisition. In E. Bavin & L. Naigles (Eds.). *The Cambridge handbook of child language*, (pp. 69–88). Cambridge: Cambridge University Press. <https://www.cambridge.org/core/books/cambridge-handbook-of-child-language/usagebased-theory-of-language-acquisition/30A7D7DA467B600B632871678783A596>

Focus:

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.

Clark, E. (2016). *Language acquisition, 3rd edition*. Cambridge: Cambridge University Press.
→ Chp. 9: Combining clauses, pp. 229–253.

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.

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.

First Language Acquisition: Input and Interaction (Köylü)

Note: Cannot be combined with any other topic from “First Language Acquisition”

General:

Matthews, D., & Krajewski, G. (2019). First language acquisition. In E. Dabrowska & D. Divjak (Eds.), *Handbook of Cognitive Linguistics* (pp. 389–409). Berlin: de Gruyter.

Tomasello, M. (2009). The usage-based theory of language acquisition. In E. Bavin & L. Naigles (Eds.). *The Cambridge handbook of child language*, (pp. 69–88). Cambridge: Cambridge University Press.
<https://www.cambridge.org/core/books/cambridge-handbook-of-child-language/usagebased-theory-of-language-acquisition/30A7D7DA467B600B632871678783A596>

Focus:

Brooks, P. J., & Kempe, V. (2012). *Language development*. Chichester: BPS Blackwell.
→ Chp. 6: What kind of language do children encounter?, pp. 117–140.

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. *Child Development*, (Vol. 90(3), pp. 985–992). [doi:10.1111/cdev.13128](https://doi.org/10.1111/cdev.13128)

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)

First Language Acquisition: Word Learning: Inferring the Meaning of Words (Köylü)

Note: Cannot be combined with any other topic from “First Language Acquisition”

General:

Matthews, D., & Krajewski, G. (2019). First language acquisition. In E. Dabrowska & D. Divjak (Eds.), *Handbook of Cognitive Linguistics* (pp. 389–409). Berlin: de Gruyter.

Tomasello, M. (2009). The usage-based theory of language acquisition. In E. Bavin & L. Naigles (Eds.). *The Cambridge handbook of child language*, (pp. 69–88). Cambridge: Cambridge University Press.
<https://www.cambridge.org/core/books/cambridge-handbook-of-child-language/usagebased-theory-of-language-acquisition/30A7D7DA467B600B632871678783A596>

Focus:

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.

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).

Horst, Jessica. (2018). Mapping words to objects. In Gert Westerman & Nivedita Mani (Eds.), *Early Word Learning* (pp. 44–56). London: Routledge.

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.

Historical linguistics: English vocabulary (Locher)

Note: Cannot be combined with any other topic from “Historical linguistics”

Barber, C. (2009). *The English language: A historical introduction*, 2nd edition. Cambridge: Cambridge University Press.

Graddol, D., Leith, D., Swann, J., Rhys. M., & Gillen, J. (Eds.) (2007). *Changing English*. London/New York: The Open University.

Minkova, D., & Stockwell, R. (2006). English words. In B. Aarts & A. McMahon (Eds.), *The handbook of English linguistics* (pp. 460–482). Oxford: Blackwell Publishing.

Historical linguistics: The spread of English (Locher)

Note: Cannot be combined with any other topic from “Historical linguistics”

Barber, C. (2009). *The English language: A historical introduction*, 2nd edition. Cambridge: Cambridge University Press.

Graddol, D., Leith, D., Swann, J., Rhys. M., & Gillen, J. (Eds.) (2007). *Changing English*. London/New York: The Open University.

Jenkins, J. (2015). *Global Englishes: A resource book for students*. (3rd edition). London: Routledge.

→ Introduction: key topics in global Englishes, pp. 1–56;

→ Development: implications and issues, pp. 56–110.

Linguistic Relativity: Categorization Across Languages (Köylü)

Note: Cannot be combined with any other topic from “Linguistic Relativity”

General:

Blasi, D. E., Henrich, J., Adamou, E., Kemmerer, D., & Majid, A. (2022). Over-reliance on English hinders cognitive science. *TRENDS in Cognitive Sciences*, (Vol. 26(12), pp. 1153–1170).

<https://doi.org/https://doi.org/10.1016/j.tics.2022.09.015>

Levinson, S. C. (2003). Language and mind: Let's get the issues straight. In D. Gentner & S. Goldin-Meadow (Eds.), *Language in mind: Advances in the study of language and cognition* (pp. 25–46). Cambridge, MA: MIT Press.

Slobin, D. I. (1996). From "thought and language" to "thinking for speaking". In J. J. Gumperz & S. C. Levinson (Eds.), *Rethinking linguistic relativity* (pp. 70–96). Cambridge: Cambridge University Press.

Wolff, P., & Holmes, K. J. (2011). Linguistic relativity. *Wiley Interdisciplinary Reviews: Cognitive Science*, (Vol. 2(3), pp. 253–265). [doi:10.1002/wcs.104](https://doi.org/10.1002/wcs.104).

Focus:

Huisman, John L. A., van Hout, Roeland, & Majid, Asifa. (2021). Patterns of semantic variation differ across body parts: evidence from the Japonic languages. *Cognitive Linguistics*, (Vol. 32(3), pp. 455–486). [doi:10.1515/cog-2020-0079](https://doi.org/10.1515/cog-2020-0079)

Majid, A., Bowerman, M., Staden, M. V., & Boster, J. S. (2007). The semantic categories of cutting and breaking events: A crosslinguistic perspective. *Cognitive Linguistics*, (Vol. 18(2), pp. 133–152).

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. *Proceedings of the National Academy of Sciences of the United States of America*, (Vol. 115(45), pp. 11369–11376). [doi:10.1073/pnas.1720419115](https://doi.org/10.1073/pnas.1720419115)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6233065/>

Sinha, C. (2021). Culture in language and cognition. In X. Wen & J. R. Taylor (Eds.), *The Routledge handbook of cognitive linguistics* (pp. 387–407). Routledge.

Linguistic Relativity: Motion Across Languages (Köylü)

Note: Cannot be combined with any other topic from "Linguistic Relativity"

General:

Blasi, D. E., Henrich, J., Adamou, E., Kemmerer, D., & Majid, A. (2022). Over-reliance on English hinders cognitive science. *TRENDS in Cognitive Sciences*, (Vol. 26(12), pp. 1153–1170).
<https://doi.org/https://doi.org/10.1016/j.tics.2022.09.015>

Levinson, S. C. (2003). Language and mind: Let's get the issues straight. In D. Gentner & S. Goldin-Meadow (Eds.), *Language in mind: Advances in the study of language and cognition* (pp. 25–46). Cambridge, MA: MIT Press.

Slobin, D. I. (1996). From "thought and language" to "thinking for speaking". In J. J. Gumperz & S. C. Levinson (Eds.), *Rethinking linguistic relativity* (pp. 70–96). Cambridge: Cambridge University Press.

Wolff, P., & Holmes, K. J. (2011). Linguistic relativity. *Wiley Interdisciplinary Reviews: Cognitive Science*, (Vol. 2(3), pp. 253–265). [doi:10.1002/wcs.104](https://doi.org/10.1002/wcs.104).

Focus:

Feinmann, D. (2020). Language and Thought in the Motion Domain: Methodological Considerations and New Empirical Evidence. *Journal of Psycholinguistic Research*, (Vol. 49(1), pp. 1–29). [doi:10.1007/s10936-019-09668-5](https://doi.org/10.1007/s10936-019-09668-5)

Slobin, Dan I., Ibarretxe-Antuñano, Iraide, Kopecka, Anetta, & Majid, Asifa. (2014). Manners of human gait: a crosslinguistic event-naming study. *Cognitive Linguistics*, (Vol. 25(4), pp. 701–741). [doi:10.1515/cog-2014-0061](https://doi.org/10.1515/cog-2014-0061)

Filipović, L., & Ibarretxe-Antuñano, I. (2019). Motion. In E. Dąbrowska & D. Divjak (Eds.), *Cognitive Linguistics – Key Topics* (pp. 87–108). Berlin, Boston: Walter de Gruyter.

Pragmatics of Fiction: Character Creation (Locher, Messerli)

Note: Cannot be combined with any topic from “Pragmatics of Fiction”, nor with “Pragmatics: Narratives” nor “Digital Discourses: Online narratives”

Culpeper, J., & Fernandez-Quintanilla, C. (2017). Fictional characterisation. In M. A. Locher & A. H. Jucker (Eds.), *Pragmatics of Fiction* (pp. 93–128). Berlin / Boston: de Gruyter Mouton.

Culpeper, Jonathan. (2001). *Language and Characterisation: People in Plays and other Texts*. London: Longman.

Locher, M.A. and Jucker, A.H. (2021). *The Pragmatics of Fiction. Literature, Stage and Screen Discourse*. Edinburgh: Edinburgh University Press.

→ Chp. 6 and 8

Pragmatics of Fiction: Humour (Locher, Messerli)

Note: Cannot be combined with any topic from “Pragmatics of Fiction”

Dynel, M. (2011). ‘I’ll be there for you!’ On participation-based sitcom humour. In M. Dynel (Ed.), *The Pragmatics of Humour across Discourse Domains* (pp. 311–333). John Benjamins.

Landert, D. (2021). The spontaneous co-creation of comedy: Humour in improvised theatrical fiction. *Journal of Pragmatics*, 173, 68–87. <https://doi.org/10.1016/j.pragma.2020.12.007>

Messerli, T. C. (2025). Comedians and their personae: A look at contemporary streamed stand-up comedy specials. *The European Journal of Humour Research*, 13(1), 32–44. <https://doi.org/10.7592/EJHR.2025.13.1.973>

Moody, Stephen J. (2024). *Humor, identity, and belonging: Constructing the foreign in American-Japanese interaction*. Berlin, Boston: De Gruyter Mouton. <https://doi.org/10.1515/9783110759877-002> --> Chapter 2, Humour and identity, pp. 12–34.

Schnurr, Stephanie. (2010). Humour. In Miriam A. Locher & Sage L. Graham (Eds.), *Interpersonal Pragmatics* (pp. 307–326). Berlin: Mouton. <https://doi.org/10.1515/9783110214338.2.307>

Pragmatics of Fiction: Participation Structure (Locher, Messerli)

Note: Cannot be combined with any topic from “Pragmatics of Fiction”

Locher, M.A. and Jucker, A.H. (2021). *The Pragmatics of Fiction. Literature, Stage and Screen Discourse*. Edinburgh: Edinburgh University Press.

→ Chp. 1-3

Locher, Miriam A., Jucker, Andreas H., Landert, Daniela, & Messerli, Thomas C. (2023). *Fiction and Pragmatics*. Cambridge: Cambridge University Press.

Messerli, Thomas C. (2017). Participation structure in fictional discourse: Authors, scriptwriters, audiences and characters. In Miriam A. Locher & Andreas H. Jucker (Eds.), *Pragmatics of Fiction* (pp. 25–54). Berlin / Boston: de Gruyter Mouton. <https://doi.org/10.1515/9783110431094-002>

Pragmatics: Emotions (Locher, Messerli)

Alba-Juez, Laura. (2021). Affect and emotion. In Michael Haugh, Dániel Z. Kádár, & Marina Terkourafi (Eds.), *The Cambridge handbook of sociopragmatics* (pp. 340–362). Cambridge: Cambridge University Press. <https://doi.org/10.1017/9781108954105.019>

Figueras Bates, Carolina. (2020). Cognitive and Affective Dimensions of Mitigation in Advice. *Corpus Pragmatics*, 4(2), 31–57. <https://doi.org/10.1007/s41701-019-00064-x> [The data is Spanish; concentrate on the linguistic entry points for studying emotions]

Locher, M.A. and Jucker, A.H. (2021). *The Pragmatics of Fiction. Literature, Stage and Screen Discourse*. Edinburgh: Edinburgh University Press.
→ Chp. 9

van Berkum, Jos J. A. . (2022). A survey of emotion theories and their relevance to language research. In Gesine Lenore Schiewer, Jeanette Altarriba, & Bee Chin Ng (Eds.), *Language and emotion: An international handbook* (Vol. 1, pp. 3–28). Berlin, Boston: De Gruyter Mouton. <https://10.1515/9783110347524-001>

Pragmatics: English as Lingua Franca (Köylü, Locher, Messerli)

Note: Cannot be combined with “Historical linguistics: The spread of English”

House, J. (2010). The pragmatics of English as a lingua franca. In A. Trosborg (Ed.), *Pragmatics across Languages and Cultures* (pp. 363–387). De Gruyter Mouton.

Jenkins, J. (2015). *Global Englishes: A resource book for students*. (3rd edition). London: Routledge.

Mauranen, A. (2012). *Exploring ELF: Academic English Shaped by Non-native Speakers*. Cambridge University Press.

Pragmatics: Impoliteness (Locher, Messerli)

Note: Cannot be combined with “Pragmatics: Politeness”

Culpeper, J. (2011). *Impoliteness. Using Language to Cause Offence*. Cambridge University Press.

Dynel, Marta. (2015). The landscape of impoliteness research. *Journal of Politeness Research*, 11(2), 329–354. <https://10.1515/pr-2015-0013>

Graham, L. S. (2018). Impoliteness and the moral order in online gaming. *Internet Pragmatics*, (Vol. 1(2), pp. 303–328). <https://doi.org/10.1075/ip.00014>.

Locher, M. A., & Watts, R. J. (2008). Relational work and impoliteness: Negotiating norms of linguistic behaviour. In D. Bousfield & M. A. Locher (Eds.), *Impoliteness in language: Studies on its interplay with power in theory and practice* (pp. 77–99). Berlin: Mouton de Gruyter.

Pragmatics: Language and Gender (Locher, Messerli)

Note: Cannot be combined with “Pragmatics: Language and identity”

Angouri, J. (2021). Language, gender, and sexuality: sketching out the field. In J. Angouri & J. Baxter (Eds.), *The Routledge handbook of language, gender, and sexuality* (pp. 1–21). London: Routledge.

Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, (Vol. 7, pp. 585–614).

Eckert, P., & McConnell-Ginet, S. (2013). *Language and Gender*, 2nd edition. Cambridge University Press.

Holmes, J., & King, B. W. (2017). Gender and sociopragmatics. In A. Barron, Y. Gu, & G. Steen (Eds.), *The Routledge handbook of pragmatics* (pp. 121–138). Routledge.

Pragmatics: Language and Identity (Locher, Messerli)

Note: Cannot be combined with "Pragmatics: Language and gender"

Bucholtz, M., & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies*, (Vol. 7, pp. 585–614).

Joseph, J. E. (2004). *Language and identity: National, ethnic, religious*. 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.

Locher, M. A. (2008). Relational work, politeness and identity construction. In G. Antos, E. Ventola & T. Weber (Eds.), *Handbooks of applied linguistics. Volume 2: Interpersonal communication* (pp. 509–540). Berlin/New York: Mouton de Gruyter.

Locher, M.A. and Jucker, A.H. (2021). *The Pragmatics of Fiction. Literature, Stage and Screen Discourse*.

Edinburgh: Edinburgh University Press.

→ Ch. 6, pp. 98–122.

Pragmatics: Narratives (Locher, Messerli)

Note: Cannot be combined with "Pragmatics of Fiction: Character Creation" nor "Digital Discourses: Online narratives"

Klapproth, D. (2004). *Narrative as social practice: Anglo-Western and Australian Aboriginal oral traditions*.

Berlin: Mouton de Gruyter.

→ Chp. 1–3

Locher, M.A. and Jucker, A.H. (2021). *The Pragmatics of Fiction. Literature, Stage and Screen Discourse*.

Edinburgh: Edinburgh University Press.

→ Chp.5 and 6

Schegloff, E. (1997). 'Narrative analysis' thirty years later. *Journal of Narrative and Life History*, (Vol. 7, pp. 97–106).

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.), *Applying Linguistics in Illness and Healthcare Contexts* (pp. 186–219). Bloomesbury. <https://doi.org/10.1515/opli-2016-0024>

Pragmatics: Politeness (Locher, Messerli)

Note: Cannot be combined with "Pragmatics of Fiction: Impoliteness"

Jucker, A. H. (2020). *Politeness in the History of English: From the Middle Ages to the Present Day*. Cambridge University Press.

Locher, M. A. (2008). Relational work, politeness and identity construction. In G. Antos, E. Ventola & T. Weber (Eds.), *Handbooks of applied linguistics. Volume 2: Interpersonal communication* (pp. 509–540). Berlin/New York: Mouton de Gruyter.

Locher, M. A. (2018). Politeness. In C. A. Chapelle (Ed.), *The Concise Encyclopedia of Applied Linguistics* (pp. 888–894). John Wiley & Sons. <https://doi.org/10.1002/9781405198431.wbeal0916.pub2>

Psycholinguistics: Language Comprehension (Köylü)

Note: Cannot be combined with any other topic from "Psycholinguistics"

General:

Harley, T. A. (2014). *The psychology of language: From data to theory* (4th ed.). Hove/New York: Psychology Press.

→ Chp. 1: The study of language, pp. 1–29.

Warren, P. (2012). *Introducing psycholinguistics*. Cambridge: Cambridge University Press.

→ Chp. 1: Introduction, pp. 1–12;

→ Chp. 13: The architecture of the processing system, pp. 217–235.

Focus:

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.). Hove/New York: Psychology Press.

→ Chp. 9: Understanding speech, pp. 258–283;

→ Chp. 12: Comprehension, pp. 360–391.

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.

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.

Warren, P. (2012). *Introducing psycholinguistics*. Cambridge: Cambridge University Press.

→ Chp. 11: Making inferences, pp. 177–198;

→ Chp. 12: Making connections, pp. 199–216.

Psycholinguistics: Language Production (Köylü)

Note: Cannot be combined with any other topic from "Psycholinguistics"

General:

Harley, T. A. (2014). *The psychology of language: From data to theory* (4th ed.). Hove/New York: Psychology Press.

→ Chp. 1: The study of language, pp. 1–29.

Warren, P. (2012). *Introducing psycholinguistics*. Cambridge: Cambridge University Press.

→ Chp. 1: Introduction, pp. 1–12;

→ Chp. 13: The architecture of the processing system, pp. 217–235.

Focus:

Harley, T. A. (2010). *Talking the talk*. Hove/New York: Taylor & Francis.

→ Chp. 8: Speaking, pp. 221–254.

Harley, T. A. (2014). *The psychology of language: From data to theory, 4th edition*. Hove/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.

Psycholinguistics: Multimodal Language Processing in Interaction (Köylü)

Note: Cannot be combined with any other topic from "Psycholinguistics"

General:

Harley, T. A. (2014). *The psychology of language: From data to theory* (4th ed.). Howe/New York: Psychology Press.

→ Chp. 1: The study of language, pp. 1–29.

Warren, P. (2012). *Introducing psycholinguistics*. Cambridge: Cambridge University Press.

→ Chp. 1: Introduction, pp. 1–12;

→ Chp. 13: The architecture of the processing system, pp. 217–235.

Focus:

Gandolfi, G., Pickering, M. J., & Garrod, S. (2023). Mechanisms of alignment: shared control, social cognition and metacognition. *Philos Trans R Soc Lond B Biol Sci*, (Vol. 378(1870), 20210362).

<https://doi.org/10.1098/rstb.2021.0362>

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.
<https://doi.org/10.1093/oxfordhb/9780198786825.001.0001>

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

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

Second Language Acquisition: Bilingual First Language Acquisition (= Childhood Bilingualism) (Köylü)

Note: Cannot be combined with any other topic from "Second Language Acquisition"

General:

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

→ Chp. 1: Introduction, pp. 1–10;

→ Chp. 3: Crosslinguistic differences, pp. 31–54;

→ Chp. 4: The linguistic environment, pp. 55–80.

Focus:

Bigelow, Martha, & Collins, Penelope. (2018). Bilingualism from Childhood through Adolescence. In Annick De Houwer & Lourdes Ortega (Eds.), *The Cambridge Handbook of Bilingualism* (pp. 36–58). Cambridge: Cambridge University Press.

Birdsong, D., & Vanhove, J. (2016). Age of second-language acquisition: Critical periods and social concerns. In E. Nicoladis & S. Montanari (Eds.), *Bilingualism across the lifespan* (pp. 163–181). Washington, Berlin: American Psychological Association, Walter de Gruyter.

Genesee, F. (2015). Myths about early childhood bilingualism. *Canadian Psychology/Psychologie canadienne*, (Vol. 56(1), pp. 6–15). [doi:10.1037/a0038599](https://doi.org/10.1037/a0038599)

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.), *Input and Experience in Bilingual Development* (pp. 15–36). Amsterdam: Benjamins.

Hoff, E. & Core, C. (2013) Input and language development in bilingually developing children. *Seminars in Speech and Language*, (Vol. 34, pp. 215–226). [doi:10.1055/s-0033-1353448](https://doi.org/10.1055/s-0033-1353448)

Serratrice, Ludovica. (2018). Becoming Bilingual in Early Childhood. In Annick De Houwer & Lourdes Ortega (Eds.), *The Cambridge Handbook of Bilingualism* (pp. 15–35). Cambridge: Cambridge University Press.

Second Language Acquisition: Learner Characteristics and Individual Differences (Köylü)

Note: Cannot be combined with any other topic from “Second Language Acquisition”

General:

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

→ Chp. 1: Introduction, pp. 1–10;

→ Chp. 3: Crosslinguistic differences, pp. 31–54;

→ Chp. 4: The linguistic environment, pp. 55–80.

Focus:

Dörnyei, Z. & Ryan, S. (2015). *The psychology of the language learner*. NY: Routledge

→ Chapter 3: Language aptitude, pp. 35–72;

→ Chapter 7: Other learner characteristics, pp. 170–194.

Lamb, Martin. (2017). The motivational dimension of language teaching. *Language Teaching*, (Vol. 50(03), pp. 301–346). [doi:10.1017/s0261444817000088](https://doi.org/10.1017/s0261444817000088)

Ryan, Stephen. (2019). Language learner motivation: What motivates motivation researchers? In Alessandro Benati & John W. Schwieter (Eds.), *The Cambridge Handbook of Language Learning* (pp. 409–429). Cambridge: Cambridge University Press.

Thompson, A. S., & Lee, J. (2014). The impact of experience abroad and language proficiency on language learning anxiety. *Tesol Quarterly*, (Vol. 48(2), pp. 252–274).

Second Language Acquisition: Learning Context Effects (Köylü)

Note: Cannot be combined with any other topic from "Second Language Acquisition"

General:

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

→ Chp. 1: Introduction, pp. 1–10;

→ Chp. 3: Crosslinguistic differences, pp. 31–54;

→ Chp. 4: The linguistic environment, pp. 55–80.

Focus:

Dalton-Puffer, C., Hüttner, J., & Llinares, A. (2022). CLIL in the 21st Century: Retrospective and prospective challenges and opportunities. *Journal of Immersion and Content-Based Language Education*, (Vol. 10(2), pp. 182–206). <https://doi.org/10.1075/jicb.21021.dal>

Llanes, À., & Muñoz, C. (2013). Age effects in a study abroad context: Children and adults studying abroad and at home. *Language Learning*, (Vol. 63(1), pp. 63–90).

Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching*, (Vol. 51(3), pp. 285–329).

Pérez-Vidal, C. Serrano, S., L., Ament, J., & Thomas-Wilhelm, D. J. (2018). *Learning context effects: Study abroad, formal instruction, and international immersion classrooms*. Berlin: Language Science Press (EuroSLA Studies).

→ Chp. 1: Context effects in second language acquisition: formal instruction, study abroad and immersion classrooms, pp. 1–21.

Sockett, G. (2022). Input in the digital wild: Online informal and non-formal learning and their interactions with study abroad. *Second Language Research*, (Vol. 39(1), pp. 115–132). <https://doi.org/10.1177/02676583221122384>

Second Language Acquisition: Task-based second language development (Köylü)

Note: Cannot be combined with any other topic from "Second Language Acquisition"

General:

Ortega, L. (2009). *Understanding second language acquisition*. London: Hodder Education.

→ Chp. 1: Introduction, pp. 1–10;

→ Chp. 3: Crosslinguistic differences, pp. 31–54;

→ Chp. 4: The linguistic environment, pp. 55–80.

Focus:

Kim, Y., & Tracy-Ventura, N. (2013). The role of task repetition in L2 performance development: What needs to be repeated during task-based interaction? *System*, (Vol. 41(3), pp. 829–840).

Lambert, C., Kormos, J., & Minn, D. (2017). Task repetition and second language speech processing. *Studies in Second Language Acquisition*, (Vol. 39(1), pp. 167–196).

Robinson, P. (2011). Task-based language learning: A review of issues. *Language learning*, (Vol. 61, pp. 1–36).

Skehan, P. (2009). Modelling second language performance: Integrating complexity, accuracy, fluency, and lexis. *Applied linguistics*, (Vol. 30(4), pp. 510–532).

Ziegler, N. (2016). Taking technology to task: Technology-mediated TBLT, performance, and production. *Annual Review of Applied Linguistics*, (Vol. 36, pp. 136–163).

Sociolinguistics: English in America (regional, social, ethnic variation) (Locher)

Note: Cannot be combined with any other topic from “Sociolinguistics”

Tottie, G. (2002). *An introduction to American English*. Malden, MA: Blackwell Publishers.

→ Chp. 2, 5, 7, 9

Wolfram, W., & Schilling, N. (2016). *American English*, 3rd edition. Oxford: Blackwell.

→ Chp. 1–7

Sociolinguistics: Varieties of English (Locher)

Note: Cannot be combined with any other topic from “Sociolinguistics”

Jenkins, J. (2015). *Global Englishes: A resource book for students*. (3rd edition). London: Routledge.

Trudgill, P., & Hannah, J. (2017). *International English. A Guide to the Varieties of Standard English*, 6th edition. Arnold.