

# Procedure for BA-13 exams in English Linguistics Spring Term 2024 (Version: February 2023)

## 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.]; J. Landmann [4 max.]; T. Messerli [5 max.]; C. Debray [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](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: ST 2024: ANMELDEZEITRAUM DEKANAT: 04.03. - 22.03.24 → PLEASE CONTACT YOUR EXAMINERS two weeks before (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

<b>BA Topics in English Linguistics (Examiners)</b>	<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>
<b>First Language Acquisition (Behrens, Köylü)</b>	<p><b>General</b></p> <p>Matthews, D., &amp; Krajewski, G. (2015). First language acquisition. In E. Dabrowska &amp; D. Divjak (Eds.), <i>Handbook of Cognitive Linguistics</i> (Vol. 39, pp. 389–409). Berlin: de Gruyter.</p> <p>Tomasello, M. (2015). The usage-based theory of language acquisition. In E. Bavin &amp; L. Naigles (Eds.). <i>The Cambridge handbook of child language, 2<sup>nd</sup> edition</i> (pp. 89–106). Cambridge: Cambridge University Press.</p> <p><b>Focus 1: Word Learning: Inferring the Meaning of Words</b></p> <p>Tomasello, M. (2000). The social-pragmatic theory of word learning. <i>Pragmatics</i> (Vol. 10(4), pp. 401–413).</p> <p>Tomasello, M. (2003). <i>Constructing a language</i>. Cambridge, MA: Harvard University Press. → Chp. 3: Words, pp. 42–93.</p> <p>Hollich, G. J., Hirsh-Pasek, K., &amp; 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</i> (Vol. 65 (3), Ser. 262, pp. 1–29).</p> <p>Childers, Jane B, Bottera, Angeline, &amp; Howard, Tyler. (2018). Verbs: Learning how speakers use words to refer to actions. In Gert Westerman &amp; Nivedita Mani (Eds.), <i>Early Word Learning</i> (pp. 70-82. London: Routledge.</p> <p>Graham, Susan A., San Juan, Valerie, &amp; Vukatana, Ena. (2015). The acquisition of words. In Edith L. Bavin &amp; Letitia R. Naigles (Eds.), <i>The Cambridge Handbook of Child Language, 2<sup>nd</sup> edition</i>, (pp. 369–387). Cambridge: Cambridge University Press.</p> <p>Horst, Jessica. (2018). Mapping words to objects. In Gert Westerman &amp; Nivedita Mani (Eds.), <i>Early Word Learning</i> (pp. 44–56). London: Routledge.</p> <p><b>Focus 2: Acquisition of the System: Extracting Schemas and Rules</b></p> <p>Clark, E. (2016). <i>Language acquisition, 3<sup>rd</sup> 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</i>, (Vol. 4, 255).</p>

	<p><a href="https://doi.org/10.3389/fpsyg.2013.00255">doi:10.3389/fpsyg.2013.00255</a>.</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., &amp; 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>Diessel, H. (2013). First language acquisition. In T. Hoffmann &amp; G. Trousdale (Eds.), <i>The Oxford Handbook of Construction Grammar</i> (pp. 346–364). Oxford: Oxford University Press.</p> <p><b>Focus 3: Input and Interaction</b></p> <p>Brooks, P. J., &amp; Kempe, V. (2012). <i>Language development</i>. Chichester: BPS Blackwell. → Chp. 6: What kind of language do children encounter?, pp. 117–140.</p> <p>Huttenlocher, J., Vasilyeva, M., Cymerman, E., &amp; Levine, S. (2002). Language input and child syntax. <i>Cognitive Psychology</i>, (Vol. 45, pp. 337–374).</p> <p>Rowe, Meredith L., &amp; Snow, Catherine E. (2019). Analyzing input quality along three dimensions: interactive, linguistic, and conceptual. <i>Journal of Child Language</i>, (Vol. 47(1), pp. 5–21). <a href="https://doi.org/10.1017/S0305000919000655">doi:10.1017/S0305000919000655</a></p> <p>Clark, Eve V. (2020). Conversational Repair and the Acquisition of Language. <i>Discourse Processes</i>, (Vol. 57(5–6), pp. 441–459). <a href="https://doi.org/10.1080/0163853x.2020.1719795">doi:10.1080/0163853x.2020.1719795</a></p> <p>Golinkoff, R. M., Hoff, E., Rowe, M. L., Tamis-LeMonda, C. S., &amp; 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). <a href="https://doi.org/10.1111/cdev.13128">doi:10.1111/cdev.13128</a></p>
<p><b>Second Language Acquisition</b> <b>(Behrens, Köylü)</b></p>	<p><b>General</b></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><b>Focus 1: Learner Characteristics and Individual Differences</b></p> <p>Dörnyei, Z. &amp; 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., &amp; 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). <a href="https://doi.org/10.1017/s0261444817000088">doi:10.1017/s0261444817000088</a></p> <p>Ryan, Stephen. (2019). Language learner motivation: What motivates motivation researchers? In Alessandro Benati &amp; John W. Schwieter (Eds.), <i>The Cambridge Handbook of Language Learning</i> (pp. 409–429). Cambridge: Cambridge University Press.</p> <p><b>Focus 2: Bilingual First Language Acquisition (= Childhood Bilingualism)</b></p> <p>Birdsong, D., &amp; Vanhove, J. (2016). Age of second-language acquisition: Critical periods and social concerns. In E. Nicoladis &amp; 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). <a href="https://doi.org/10.1037/a0038599">doi:10.1037/a0038599</a></p> <p>Grüter, T., Hurtado, N., Marchman, V. A., &amp; Fernald, A. (2014). Language exposure and online processing efficiency in bilingual development: Relative versus absolute measures. In T. Grüter &amp; J. Paradis (Eds.), <i>Input and Experience in Bilingual Development</i> (pp. 15–36). Amsterdam: Benjamins.</p> <p>Hoff, E. &amp; Core, C. (2013) Input and language development in bilingually developing children. <i>Seminars in Speech and Language</i>, (Vol. 34, pp. 215–226). <a href="https://doi.org/10.1055/s-0033-1353448">doi:10.1055/s-0033-1353448</a></p>

	<p>Serratrice, Ludovica. (2018). Becoming Bilingual in Early Childhood. In Annick De Houwer &amp; Lourdes Ortega (Eds.), <i>The Cambridge Handbook of Bilingualism</i> (pp. 15–35). Cambridge: Cambridge University Press.</p> <p>Bigelow, Martha, &amp; Collins, Penelope. (2018). Bilingualism from Childhood through Adolescence. In Annick De Houwer &amp; Lourdes Ortega (Eds.), <i>The Cambridge Handbook of Bilingualism</i> (pp. 36–58). Cambridge: Cambridge University Press.</p> <p><b>Focus 3: Learning Context Effects in SLA</b></p> <p>Dalton-Puffer, C., Hüttner, J., &amp; 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). <a href="https://doi.org/10.1075/jicb.21021.dal">https://doi.org/10.1075/jicb.21021.dal</a></p> <p>Llanes, À., &amp; 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., &amp; 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., &amp; 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). <a href="https://doi.org/10.1177/02676583221122384">https://doi.org/10.1177/02676583221122384</a></p> <p><b>Focus 4: Task-based second language development</b></p> <p>Kim, Y., &amp; 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., &amp; 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><b>Psycholinguistics</b> <b>(Behrens, Köylü)</b></p>	<p><b>General</b></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><b>Focus 1: Language Production</b></p> <p>Harley, T. A. (2010). <i>Talking the talk</i>. Hove/New York: Taylor &amp; Francis.  → Chp. 8: Speaking, pp. 221–254.</p> <p>Harley, T. A. (2014). <i>The psychology of language: From data to theory, 4<sup>th</sup> edition</i>. Hove/New York: Psychology Press.  → Chp. 13: Language production, pp. 395–448.</p> <p>Menn, L. (2017). <i>Psycholinguistics: Introduction and applications, 2<sup>nd</sup> edition</i>. San Diego: Plural Publishing.</p>

	<p>→ 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.</p> <p>Roelofs, Ardi, &amp; Ferreira, Victor S. (2019). The architecture of speaking. In Peter Hagoort (Ed.), <i>Human Language: From Genes and Brains to Behavior</i> (pp. 35–50). Cambridge, MA: MIT Press.</p> <p>Warren, P. (2012). <i>Introducing psycholinguistics</i>. Cambridge: Cambridge University Press.  → Chp. 2: Planning utterances, pp. 13–35.</p> <p><b>Focus 2: Language Comprehension</b></p> <p>Harley, T. A. (2010). <i>Talking the talk</i>. Hove/New York: Taylor &amp; 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.). Hove/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 &amp; G. Gaskell (Eds.), <i>The Oxford handbook of psycholinguistics, 2<sup>nd</sup> edition</i> (pp. 644–669). Oxford: Oxford University Press.</p> <p>Marslen-Wilson, William D. (2019). Explaining speech comprehension: integrating electrophysiology, evolution, and cross-linguistic diversity In Peter Hagoort (Ed.), <i>Human Language: From Genes and Brains to Behavior</i> (pp. 410–427). Cambridge, MA: MIT Press.</p> <p><b>Focus 3: Multimodal Language Processing in Interaction</b></p> <p>Holler, J., &amp; Levinson, S. C. (2019). Multimodal language processing in human communication. <i>TRENDS in Cognitive Sciences</i>, (Vol. 23 (8), pp. 639–652). 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>, (Vol. 20(1), pp. 6–14). doi:10.1016/j.tics.2015.10.01</p> <p>Garrod, Simon, &amp; Pickering, Martin J. (2009). Joint action, interactive alignment, and dialog. <i>Topics in Cognitive Science</i>, (Vol. 1(2), pp. 292–304). doi:10.1111/j.1756-8765.2009.01020.x</p> <p>Garrod, S., Tosi, A., &amp; Pickering, M. J. (2018). Alignment during interaction. In S.-A. Rueschemeyer &amp; M. G. Gaskell (Eds.), <i>The Oxford handbook of psycholinguistics, 2<sup>nd</sup> edition</i>, (pp. 573–591). Oxford University Press. <a href="https://doi.org/10.1093/oxfordhb/9780198786825.001.0001">https://doi.org/10.1093/oxfordhb/9780198786825.001.0001</a></p> <p>Gandolfi, G., Pickering, M. J., &amp; 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). <a href="https://doi.org/10.1098/rstb.2021.0362">https://doi.org/10.1098/rstb.2021.0362</a></p>
<p><b>Linguistic Relativity (Behrens)</b></p>	<p><b>General</b></p> <p>Blasi, D. E., Henrich, J., Adamou, E., Kemmerer, D., &amp; Majid, A. (2022). Over-reliance on English hinders cognitive science. <i>TRENDS in Cognitive Sciences</i>, (Vol. 26(12), pp. 1153–1170). <a href="https://doi.org/https://doi.org/10.1016/j.tics.2022.09.015">https://doi.org/https://doi.org/10.1016/j.tics.2022.09.015</a></p> <p>Levinson, S. C. (2003). Language and mind: Let's get the issues straight. In D. Gentner &amp; 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 &amp; S. C. Levinson (Eds.), <i>Rethinking linguistic relativity</i> (pp. 70–96). Cambridge: Cambridge University Press.</p> <p>Wolff, P., &amp; 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><b>Focus 1: Motion Across Languages</b></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). <a href="https://doi.org/10.1007/s10936-019-09668-5">doi:10.1007/s10936-019-09668-5</a></p> <p>Slobin, Dan I., Ibarretxe-Antuñano, Iraide, Kopecka, Anetta, &amp; Majid, Asifa. (2014). Manners of human gait: a crosslinguistic event-naming study. <i>Cognitive Linguistics</i>, (Vol. 25(4), pp. 701–741). <a href="https://doi.org/10.1515/coq-2014-0061">doi:10.1515/coq-2014-0061</a></p> <p>Filipović, L., &amp; Ibarretxe-Antuñano, I. (2019). Motion. In E. Dąbrowska &amp; D. Divjak (Eds.), <i>Cognitive Linguistics – Key Topics</i> (pp. 87–108). Berlin, Boston: Walter de Gruyter.</p> <p><b>Focus 2: Categorization Across Languages</b></p> <p>Majid, A., Bowerman, M., Staden, M. V., &amp; 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 <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6233065/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6233065/</a></p> <p>Huisman, John L. A., van Hout, Roeland, &amp; 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 &amp; J. R. Taylor (Eds.), <i>The Routledge handbook of cognitive linguistics</i> (pp. 387–407). Routledge.</p>
<p><b>Cognitive Approaches to Grammar</b> (Behrens, Köylü)</p>	<p><b>General</b></p> <p>Hilpert, M. (2019). <i>Construction Grammar and its Application to English, 2<sup>nd</sup> edition</i>. Edinburgh University Press. → Chp 1+2 pp. 1–49</p> <p><b>Focus 1: Construction Grammars</b></p> <p>Boas, H. C. (2013). Cognitive construction grammar. In T. Hoffmann &amp; 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 &amp; 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 &amp; G. Trousdale (Eds.), <i>The Oxford Handbook of Construction Grammar</i> (pp. 274–289). Oxford: Oxford University Press.</p> <p><b>Focus 2: The Usage-Based Approach</b></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). <a href="https://doi.org/10.3389/fpsyg.2013.00255">https://doi.org/10.3389/fpsyg.2013.00255</a>.</p> <p>Bybee, J. L. (2013). Usage-based theory and exemplar representation of constructions. In T. Hoffman &amp; 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 &amp; 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). <a href="https://doi.org/10.1515/gcla-">https://doi.org/10.1515/gcla-</a></p>

[2015-0002](#)

**Cognitive Semantics**  
(Behrens, Köylü)

**General**

Evans, V., & Green, M. (2006). *Cognitive linguistics: An introduction*. Edinburgh: Edinburgh University Press.  
→ Chp. 5: What is cognitive semantics, pp. 153–175.

**Focus 1: Linguistic Categorization and Prototypes**

Taylor, J. R. (2003). *Linguistic categorization, 3<sup>rd</sup> 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.), *The Routledge handbook of cognitive linguistics* (pp. 43–77). Routledge.

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