

Colorado State University - Department of Languages, Literatures and Cultures  
M.A. SPANISH Linguistics Exam - Reading List  
(updated November 29th, 2016)

**I. CORE READINGS (all readings=10 items)**

**A. INTRODUCTION TO LINGUISTICS (all readings required):**

Pinker, S. (1994). *The language instinct*. New York: W. Morrow and Co. (whole book counts as 3 items)

\*Hualde, J. I., Olarrea, A., & Escobar, A. M. (2002). *La lingüística: Ciencia Cognitiva. Introducción a la lingüística hispánica* (1st ed., pp. 1–44). New York: Cambridge University Press.

**B. LANGUAGE ANALYSIS (Syntax and Phonetics/Phonology) (all readings required):**

\*Hualde, J. I., Olarrea, A., & Escobar, A. M. (2002). *La estructura de la oración: sintaxis. Introducción a la lingüística hispánica* (1st ed., pp. 207-274). New York: Cambridge University Press.

Lunn, P. V., & DeCesaris, J. A. (2007). *Investigación de gramática*. Boston, Mass., USA: Thomson/Heinle Publishers (whole book counts as 3 items)

Morgan, T. A. (2010). *Sonidos en contexto: una introducción a la fonética del español con especial referencia a la vida real*. New Haven; London: Yale University Press. (selected reading counts as 2 items)

**II. SELECT 3 AREAS FROM THE FOLLOWING LIST (5 items per area=15 items total)**

**A. WORD FORMATION & MORPHOLOGY**

**Required readings (count as four readings):**

\*Hualde, J. I., Olarrea, A., & Escobar, A. M. (2002). *La estructura de las palabras: morfología. Introducción a la lingüística hispánica* (1st ed., pp. 123-206). New York: Cambridge University Press.

Varela Ortega, S., & Fabregat Barrios, S. (2005). *Morfología léxica: la formación de palabras*. Madrid: Editorial Gredos (whole book counts as 3 items)

**Choose one article:**

Baralo, M. (2007). Adquisición de palabras: redes semánticas y léxicas. *Ponencia impartida en el Foro de español internacional: Aprender y enseñar léxico*. Retrieved from [http://www.cervantes-muenchen.de/es/05\\_lehrerfortb/Actas06-07/3MBaralo.pdf](http://www.cervantes-muenchen.de/es/05_lehrerfortb/Actas06-07/3MBaralo.pdf)

Baralo, M. (2001). El lexicón no narrativo y las reglas de la gramática. *Estudios de lingüística*, (1), 23–38. Retrieved from <http://publicaciones.ua.es/filespubli/pdf/02127636RD37383002.pdf>

Moreno Pereiro, S., & Buyse, K. (2003). Colocaciones léxicas: pistas y trampas. *Mosaico*, (10), 10–18. Retrieved from <http://wwwling.arts.kuleuven.be/elektravoc/bestanden/colocaciones.pdf>

**B. SECOND LANGUAGE ACQUISITION AND TEACHING**

**Choose 5 articles:**

Cahn, S. M. (1994). Rethinking examinations and grades. In P. J. Markie (Ed.), *A professor's duties: ethical issues in college teaching* (pp. 171–192). Lanham, Maryland: Rowman & Littlefield Publishers, Inc.

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- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1).
- Chapelle, C. (2007). Technology and second language acquisition. *Annual Review of Applied Linguistics*, 27, 98-114.
- Cook, V. (2005). Basing teaching on the L2 user. In E. Llorca (Ed.), *Non-Native Language Teachers*, Educational Linguistics (Vol. 5, pp. 47–61). Springer US.
- Ellis, R. (2006). Current issues in the teaching of grammar: An SLA perspective. *TESOL Quarterly*, 40(1), 83–107. doi:10.2307/40264512
- Gass, S., Mackey, A. & Pica, T. (1998). The role of input and interaction in second language acquisition. Introduction to the special issue. *The Modern Language Journal*, 82, 3, 299-307.
- Hyland, K. & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching*, 39, 2, 83-101.
- Schulz, R. (2007). The challenge of assessing cultural understanding in the context of foreign language instruction. *Foreign Language Annals*, 40, 1, 9-28.
- Swain, M. (1995). Three functions of output in second language learning. In G. Cook and B. Seidlhofer (Eds.), *Principle and Practice in Applied Linguistics: Studies in honor of H. G. Widdowson* (pp. 124-144). Oxford: Oxford University Press.
- Williams, J. and J. Evans. (1998). What kind of focus and on which forms? In C. Doughty and J. Williams (Eds.), *Focus on Form in Classroom Second Language Acquisition* (pp. 139-155). Cambridge: Cambridge University Press.

### **C. TRANSLATION**

The materials included in the reading list will be provided by the professor in the Translation area.

- Bassnett, Susan. *Translation Studies*. Routledge, 2014. (Chapter 1)
- Boase-Beier, Jean. *A Critical Introduction to Translation Studies*. Continuum International Publishing Group, 2011. (Chapter 2)
- Munday, Jeremy. 2010. "Translation Studies." In Gambier, Yves and Luc van Doorslaer (eds.), *Handbook of Translation Studies*, Vol. 1. Philadelphia/Amsterdam: John Benjamins, 419-428.
- Wright, Chantal. *Literary Translation*. Routledge, 2016. (Chapter 1)
- Venuti, Lawrence. 2009. "American Tradition." In Baker, Mona and Gabriela Saldanha (eds.), *Routledge Encyclopaedia of Translation Studies*. London/New York: Routledge, 320-328.

### **D. TOPICS IN LINGUISTICS (you only need to choose one option below):**

#### **D.1. SPANISH DIALECTOLOGY/CONTACT**

##### **Required Reading (counts as 5 items):**

- Klee, C., & Lynch, A. (2009). *El español en contacto con otras lenguas*. Washington, D.C.: Georgetown University Press.

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**D.2. LINGUISTICS FOR TEACHERS**

**Required readings (5 items):**

- Catoira, L. (2008). La problemática del verbo “gustar” en los manuales universitarios de E/LE. *Revista Electrónica de Estudios Filológicos*, 16, np.
- Domínguez García, L. (2011). *Quien algo quiere algo le cuesta. La enseñanza/aprendizaje de los relativos en los manuales de español lengua extranjera*. Universidad de Salamanca, Salamanca.
- Garavito, J. B. de. (2013). What Research Can Tell Us About Teaching: The Case of Pronouns and Clitics. In M. Whong, K.-H. Gil, & H. Marsden (Eds.), *Universal Grammar and the Second Language Classroom* (pp. 17–34). Dordrecht: Springer Netherlands.
- Terrell, T. D. (1989). Teaching Spanish pronunciation in a communicative approach. *American Spanish Pronunciation: Theoretical and Applied Perspectives*, 196–214.
- VanPatten, B. (2010). Some verbs are more perfect than others: Why learners have difficulty with ser and estar and what it means for instruction. *Hispania*, 93(1), 29–38.

**D.3. MYTHS (PSYCHOLINGUISTICS, SOCIOLINGUISTICS AND ANTHROPOLOGICAL LINGUISTICS)**

**Required readings (count as 5 items):**

**Selected chapters of the following two books:**

- Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics* (4th ed.). London: Routledge.
- Farb, P. (1993). *Word Play: What Happens When People Talk* (Reprint edition). New York: Vintage.

**III. SELECT 10 more items of your choice (related to the selected areas in II.). A maximum of 2 items can be related to the Translation area and they must be specifically related to the translation projects proposed by the student. This list needs to be approved by your professors BY THE SAME DEADLINE AS YOUR QUESTIONS/TRANSLATION PROJECT PROPOSALS.**