**Reading List for Spanish Master of Arts with emphasis in Linguistics**

**Updated November 2021**

**PHONOLOGY/DIALECTOLOGY**

**Books**

COLINA, Sonia. 2009. Spanish Phonology: A Syllabic Perspective. Washington, D.C.: Georgetown University Press.

COLINA, Sonia, & Fernando Martínez-Gil (eds.). 2020. The Routledge Handbook of Spanish Phonology. Routledge: London and New York.

GUITART, Jorge M. 2004. Sonido y sentido: Teoría y práctica de la pronunciación del español con audio CD. Washington, D.C.: Georgetown University Press.

HUALDE, José Ignacio, con Sonia Colina. 2014. Los sonidos del español. Cambridge, UK: Cambridge University Press.

HUALDE, José Ignacio, Antxon Olarrea, Anna María Escobar, Catherine E. Travis, & Cristina Sanza. 2021. Introducción a la lingüística hispánica (tercera edición). Cambridge, UK: Cambridge University Press. (Chapters 2 & 7)

LIPSKI, John M. 1994. Latin American Spanish. London: Longmans.

NUÑEZ CEDEÑO, Rafael, Sonia Colina & Travis G. Bradley. 2014. Fonología generativa contemporánea de la lengua española (segunda edición). Washington, D.C.: Georgetown University Press.

**Articles**

BRADLEY, Travis G. 1999. Assibilation in Ecuadorian Spanish: a phonology-phonetics account. In Formal Perspectives on Romance Linguistics, ed. by J.-Marc Authier, Barbara E. Bullock, & Lisa A. Reed, 57-71. Amsterdam: John Benjamins.

BRADLEY, Travis G. 2006. Spanish rhotics and Dominican hypercorrect /s/. Probus 18:1-33.

BRADLEY, Travis G. 2007. Constraints on the metathesis of sonorant consonants in Judeo-Spanish. Probus 19:171-207.

BRADLEY, Travis G. 2014. Optimality Theory and Spanish phonology. Language and Linguistics Compass 8:65-88.

BRADLEY, Travis G. 2020. Spanish rhotics and the phonetics-phonology interface. In The Routledge Handbook of Spanish Phonology, ed. by Sonia Colina & Fernando Martínez-Gil, 237-258. Routledge: London and New York.

COLINA, Sonia. 1997. Identity constraints and Spanish resyllabification. Lingua 103:1-23.

COLINA, Sonia. 2009. Sibilant voicing in Ecuadoran Spanish. Studies in Hispanic and Lusophone Linguistics, 2(1), 3-29.

HARRIS, James. 2002. Flaps, trills, and syllable structure in Spanish. In Phonological Answers: MIT working papers in linguistics 42, ed. by Aniko Csirmaz, Zhiqiang Li, Andrew Nevins, Olga Vaysman & Michael Wagner, 81-108. Cambridge, MA: Department of Linguistics, MIT.

HUALDE, José Ignacio. 1989a. Procesos consonánticos y estructuras geométricas en español. Lingüística: Asociación Lingüística y Filológica de la América Latina, 1:7-44.

HUALDE, José Ignacio. 1989b. Silabeo y estructura morfémica en español. Hispania 72:821-31.

HUALDE, José Ignacio. 1991. On Spanish syllabification. In Current Studies in Spanish Linguistics, ed. by Héctor Campos & Fernando Martínez-Gil, 475-493. Washington, DC: Georgetown University Press.

HUALDE, José Ignacio. 1994. La contracción silábica en español. In Gramática del español, ed. by Violeta Demonte, 629-647. México: El Colegio de México.

LIPSKI, John. 1986. Reduction of /s/ and /n/ in Spanish. Canadian Journal of Linguistics, 31: 139-156.

LIPSKI, John, 1989. /s/-voicing in Ecuadoran Spanish: patterns and principles of consonantal modification. Lingua, 79, 49-71.

LIPSKI, John. 1999. The many faces of Spanish /s/-weakening: (re)alignment and ambisyllabicity. In Advances in Hispanic Linguistics, ed. by Javier Gutiérrez-Rexach, & Fernando Martínez-Gil, 198-213. Somerville, MA: Cascadilla Press.

**HISTORY OF THE SPANISH LANGUAGE**

**Books**

ALVAR, Manuel & Bernard Pottier. 1983. Morfología histórica del español. Madrid: Gredos.

ARIZA VIGUERA, Manuel. 1989. Manual de fonología histórica del español. Madrid: Editorial Síntesis,

CANO AGUILAR, Rafael. El español a través de los tiempos. Arco/Libro, S.A., 1988.

HARRIS-NORTHALL, Ray. 1990. Weakening Processes in the History of Spanish Consonants. London: Routledge.

HARRIS-NORTHALL, Ray & Thomas D. Cravens. 1991. Linguistic Studies in Medieval Spanish. Madison: The Hispanic Seminary of Medieval Studies. (Chapters by Blake, Harris-Northall, Torreblanca, Walsh).

LAPESA, Rafael. 1981. Historia de la lengua española. 9th ed. Madrid: Gredos. (Chapters on lexical development)

LLOYD, Paul. 1987. From Latin to Spanish. Philadelphia: American Philosophical Society.

MENENDEZ PIDAL, Ramón. 1973 [1904]. Manual de gramática histórica española, 14th ed. Madrid: Espasa-Calpe.

PENNY, Ralph. 1991. A History of the Spanish Language. Cambridge: Cambridge University Press. Or the Spanish version: 1993. Gramática histórica del español. Barcelona: Ariel.

WRIGHT, Roger. 1982. Late Latin and Early Romance in Spain and Carolingian France. Liverpool: Francis Cairns.

WRIGHT, Roger (ed.). 1990. Latin and the Romance Languages in the Early Middle Ages. London: Routledge.

**Articles**

BARRY, Anita. 1987. Clitic Pronoun Position in Thirteenth-Century Spanish. Hispanic Review 55:213-220.

BLAKE, Robert. 1989. Sound Change and Linguistic Residue: The Case of f- > h- > ø. In Thomas Walsh (ed.) Synchronic and Diachronic Approaches to Linguistic Variation and Change. Washington, DC: Georgetown University Press. 38-53.

CABRERA Morales, Carlos. 1992. Las sibilantes medievales: reflexiones sobre el problema de la desonorización. Medievalia 11:1-18.

CRADDOCK, Jerry R. 1980. The Contextual Varieties of Yod: An Attempt at Systematization. In Edward L. Blansitt, Jr., & Richard V. Teschner (eds.) A Festschrift for Jacob Ornstein: Studies in General Linguistics and Sociolinguistics. Rowley, MA.: Newbury House.

DANESI, Marcel. 1977. The Case for Andalucismo Re-examined. Hispanic Review 45:181-93.

DWORKIN, Steven N. 1989. The Interaction of Phonological and Morphological Processes: The Evolution of the Old Spanish Second Person Plural Verb Ending. Romance Philology 42:144-55.

IZZO, Herbert J. 1984. Andalusia and America. The regional origins of New World Spanish. Romanitas: Studies in Romance Linguistics. In Ernst Pulgram (ed.), Michigan Romance Studies 4. 109-29.

LANTOLF, James P. 1979. Explaining Linguistic Change: The Loss of Voicing in the Old Spanish Sibilants. Orbis 28:290-315.

MALKIEL, Yakov. 1976. Multi-conditioned Sound Change and the Impact of Morphology on Phonology. Language 52:757-78.

MALKIEL, Yakov. 1988. Spanish Language. In J. R. Strayer (ed.) Dictionary of the Middle Ages. New York: Scribner’s. 390-405.

MARTINET, André. 1951-2. The Unvoicing of Old Spanish Sibilants. Romance Philology 5:133-56.

POUNTAIN, Christopher J. 1985. Copulas, Verbs of Possession and Auxiliaries in Old Spanish: The Evidence for Structurally Interdependent Changes. Bulletin of Hispanic Studies 62:337-55.

ROJO, Guillermo. 1986. On the Evolution of Conditional Sentences in Old Spanish. In O. Jaeggli & Carmen Silva-Corvalán Studies in Romance Linguistics. Dordrecht: Foris Publication.

TORREBLANCA, Máximo. 1987. Sobre la evolución de sibilantes implosivas en español. Journal of Hispanic Philology 11(2):151-173 & 11(3):223-249. (Article published in two parts)

TORREBLANCA, Máximo. 1989. La /s/ implosiva en español: Sobre las fechas de su aspiración. Thesaurus 44(2):281-303.

TORREBLANCA, Máximo. 1992. Sobre la palatalización de consonantes latinas en español e hispanorromance. Journal of Hispanic Philology 16(3):281-327.

WANNER, Dieter. 1991. The Tobbler-Mussafia law in Old Spanish. In H. Campos & F. Martínez-Gil Current Studies in Spanish Linguistics, 313-404

**APPLIED LINGUISTICS**

**Books**

ELLIS, R., & Shintani, N. 2013. Exploring Language Pedagogy through Second Language Acquisition Research. Routledge.

LOEWEN, S. 2014. Introduction to Instructed Second Language Acquisition. Routledge.

MACKEY, A., & Gass, S. M. 2015. Second language research: Methodology and design. Routledge.

**Articles**

Borg, S., 2003. Teacher cognition in language teaching: a review of research on what language teachers think, know, believe, and do. Language teaching, 36(2), pp.81-109.

De Guerrero, M., & Villamil, O. S. 2000. Activating the ZPD: Mutual scaffolding in L2 peer revision. The Modern Language Journal, 84(1):51-68.

DeKeyser, R. M. 2005. What Makes Learning Second‐Language Grammar Difficult? A review of issues. Language Learning, 55(s1):1-25.

DE LA CAMPA, J.C. and Nassaji, H., 2009. The amount, purpose, and reasons for using L1 in L2 classrooms. *Foreign language annals*, *42*(4), pp.742-759.

DEWAELE, J.M., 2005. Investigating the psychological and emotional dimensions in instructed language learning: Obstacles and possibilities. *The modern language Journal*, *89*(3), pp.367-380.

Dörnyei, Z. 2009. Individual Differences: Interplay of learner characteristics and learning environment. Language Learning, 59(s1):230-248.

ELLIS, R., 2005. Principles of instructed language learning. *System*, *33*(2), pp.209-224.

ELLIS, R., Loewen, S. and Erlam, R., 2006. Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in second language acquisition*, *28*(2), pp.339-368.

ELLIS, R., 2009. 1. Implicit and Explicit Learning, Knowledge and Instruction. In *Implicit and explicit knowledge in second language learning, testing and teaching* (pp. 3-26). Multilingual Matters.

ELLIS, R., 2016. Focus on form: A critical review. *Language teaching research*, *20*(3), pp.405-428.

Ellis, R., Basturkmen, H., & Loewen, S. 2001. Preemptive Focus on Form in the ESL Classroom. Tesol Quarterly, 35(3):407-432.

Hall, G., & Cook, G. 2012. Own-language Use in Language Teaching and Learning. Language teaching, 45(03):271-308.

KRAMSCH, C. 2000. Second language acquisition, applied linguistics, and the teaching of foreign languages. The Modern Language Journal, 84(3), 311-326.

LARSEN-FREEMAN, D., 2015. Research into practice: Grammar learning and teaching. *Language Teaching*, *48*(2), pp.263-280.

Li, S. 2010. The Effectiveness of Corrective Feedback in SLA: A Meta‐Analysis. Language Learning, 60(2):309-365.

LYSTER, R., Saito, K. and Sato, M., 2013. Oral corrective feedback in second language classrooms. *Language teaching*, *46*(1), pp.1-40.

Lyster, R., & Ranta, L. 1997. Corrective Feedback and Learner Uptake. Studies in second language acquisition, 19(01):37-66.

Levine, G.S 2003. Student and Instructor Beliefs and Attitudes about Target Language Use, First Language Use, and Anxiety: Report of a Questionnaire Study. The Modern language journal, 87(3):343-364.

MACWHINNEY, B., 1997. Implicit and explicit processes: Commentary. *Studies in Second Language Acquisition*, *19*(2), pp.277-281.

Nation, I. 2006. How Large a Vocabulary is Needed for Reading and Listening? Canadian Modern Language Review, 63(1):59-82.

Norris, J. M., & Ortega, L. 2000. Effectiveness of L2 Instruction: A research synthesis and quantitative meta‐analysis. Language learning, 50(3):417-528.

PAVLENKO, A., 2012. Affective processing in bilingual speakers: Disembodied cognition?. *International Journal of Psychology*, *47*(6), pp.405-428.

Schmitt, N., & Schmitt, D. 2014. A reassessment of Frequency and Vocabulary Size in L2 Vocabulary Teaching. Language Teaching, 47(04):484-503.

SCHULZ, R.A., 1996. Focus on form in the foreign language classroom: Students' and teachers' views on error correction and the role of grammar. *Foreign Language Annals*, *29*(3), pp.343-364.

**SYNTAX**

**Books**

BORREGO NIETO, J., Domínguez García, L., Delgado Fernández, R., Recio Diego, A. and Tomé Cornejo, C., 2016. Cocodrilos en el diccionario. *Hacia dónde camina el español. Madrid: Instituto Cervantes-Espasa*.

REAL ACADEMIA ESPAÑOLA & ASOCIACIÓN DE ACADEMIAS DE LA LENGUA ESPAÑOLA (2010). *Nueva gramática de la lengua española*. Madrid, Spain: Espasa.

**Articles**

ALARCÓN, I. V. (2011). Spanish gender agreement under complete and incomplete acquisition: Early and late bilinguals' linguistic behavior within the noun phrase. Bilingualism: Language and Cognition, 14(3), 332-350.

BARDOVI-HARLIG, K., & Comajoan-Colomé, L. (2020). The aspect hypothesis and the acquisition of L2 past morphology in the last 20 years: A state-of-the-scholarship review. *Studies in Second Language Acquisition*, *42*(5), 1137–1167.

BONILLA, C. L. (2013). Tense or aspect?: A review of initial past tense marking and task conditions for beginning classroom learners of Spanish. *Hispania*, *96*(4), 624–639.

BOWLES, M., & Montrul, S. (2009). Instructed L2 Acquisition of Differential Object Marking in Spanish. In Little Words: Their History, Phonology, Syntax, Semantics, Pragmatics, and Acquisition (pp. 199-210). Georgetown University Press.

CAMACHO, J. (2012). ‘Ser’ and ‘estar’: the Individual / Stage-level distinction and aspectual predication. In Hualde, J. I., Olarrea, A., & O'Rourke, E. (Eds.), *The Handbook of Hispanic Linguistics* (pp. 453–477). New Jersey: Willey-Blackwell.

COLLENTINE, J., 2010. The acquisition and teaching of the Spanish subjunctive: An update on current findings. *Hispania*, pp.39-51.

CUERVO, M. C. (2007). Double objects in Spanish as a second language: Acquisition of morphosyntax and semantics. Studies in Second Language Acquisition, 583-615

DAIDONE, D. (2019). Preterite and imperfect in Spanish instructor oral input and Spanish language corpora. *Hispania*, *102*(1), 45–58.

FERNÁNDEZ SORIANO, O. (1993). Los pronombres átonos en la teoría gramatical: Repaso y balance. In O. Fernández Soriano (Ed.), *Los pronombres átonos* (p. 13-57). Madrid: Taurus.

GIANCASPRO, D., 2019. Over, under and around: Spanish heritage speakers’ production (and avoidance) of subjunctive mood. *Heritage Language Journal*, *16*(1), pp.44-70.

GREGORY, A.E. and Lunn, P., 2012. A Concept-based Approach to the Subjunctive. *Hispania*, pp.333-343.

GUIJARRO-FUENTES, P., Pires, A., & Nediger, W. (2017). Delay in the acquisition of Differential Object Marking by Spanish monolingual and bilingual teenagers. International Journal of Bilingualism, 21(2), 159-177.

MONTRUL, S. (2011). Morphological errors in Spanish second language learners and heritage speakers. Studies in Second Language Acquisition, 33(2), 163-192.

MONTRUL, S., Foote, R., & Perpiñán, S. (2008). Gender agreement in adult second language learners and Spanish heritage speakers: The effects of age and context of acquisition. Language Learning, 58(3), 503-553.

MONTRUL, S., & Sánchez-Walker, N. (2013). Differential object marking in child and adult Spanish heritage speakers. Language Acquisition, 20(2), 109-132.

PÉREZ, I. (2000). Reduplicación de clíticos en español. In M. Butrageño (Ed.), *Estructuras en contexto. Estudios de variación lingüística* (pp. 81-101). México: El colegio de México.

SESSAREGO, C., 2016. A discourse-pragmatic approach to teaching indicative/subjunctive mood selection in the intermediate Spanish language class: New information versus reformulation. *Hispania*, pp.392-406.

TREMBLAY, A. (2006). On the second language acquisition of Spanish reflexive passives and reflexive impersonals by French-and English-speaking adults. Second Language Research, 22(1), 30-63.

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.

**SOCIOLINGUISTICS**

**Books**

ESCOBAR, A.M. & Potowski, K. 2015. El español de los Estados Unidos. Cambridge, U.K.: Cambridge University Press.

LIPSKI, J. M. 2008. Varieties of Spanish in the United States. In J. M. Lipski (Series ed.) Georgetown Studies in Spanish Linguistics series.

OTHEGUY, R., & Zentella, A. C. 2012. Spanish in New York (1st ed.). New York: Oxford University Press.

SÁNCHEZ, R. 1994. Code-Switching Discourse Chicano Discourse: Socio-historic Perspectives (2 ed., pp. 139-176). Houston, TX: Arte Público Press.

SILVA-CORVALÁN, C. 1994. Language Contact and Change: Spanish in Los Angeles. Clarendon Press.

ZENTELLA, A. C. 1997. Growing up Bilingual. Malden, MA: Blackwell Publishers Inc.

**Articles**

COLOMBI, M. C. 2015. Academic and Cultural Literacy for Heritage Speakers of Spanish: A case study of Latin@ students in California. *Linguistics and Education*, 32:5-15

GARCÍA, O. 2009. [Education, multilingualism and translanguaging in the 21st century](https://ofeliagarciadotorg.files.wordpress.com/2011/02/education-multilingualism-translanguaging-21st-century.pdf). In Ajit Mohanty, Minati Panda, Robert Phillipson, Tove Skutnabb-Kangas (eds)  *Multilingual Education for Social Justice: Globalising the local*,. New Delhi: Orient Blackswan (former Orient Longman), pp. 140-158.

LEEMAN, J. 2018. Critical language awareness and Spanish as a heritage language: Challenging the linguistic subordination of US Latinxs, pp. 345-358. In Kim Potowski, (ed.)*The Routledge Handbook of Spanish as a Heritage Language.* New York: Routledge.

MARTÍNEZ, G. A. (2003). Classroom based dialect awareness in heritage language instruction: A critical applied linguistics approach. Heritage Language Journal , 1 (1), 1-14.

OTHEGUY, R. 2016. The Linguistic Competence of Second-generation Bilinguals. In Romance Linguistics 2013: Selected papers from the 43rd Linguistic Symposium on Romance Languages (LSRL), New York, 17-19 April, 2013 (Vol. 9, p. 301). John Benjamins Publishing Company.

OTHEGUY, R., O. García & W. Reid. (2015). Clarifying Translanguaging and Deconstructing Named Languages: A perspective from linguistics. *Applied Linguistics Review, 6*(3), 281-307.

Otheguy, R., & Stern, N. (2011). On so-called Spanglish. International Journal of Bilingualism, 15(1), 85-100.

POPLACK, S. (1980). Sometimes I’ll start a sentence in Spanish y termino en español: Toward a typology of code-switching. Linguistics, 18(7-8) , 581-618.

VALDÉS, G., & Geoffrion-Vinci, M. (1998). Chicano Spanish: The Problem of the Underdeveloped Code in Bilingual Repertoires. The Modern Language Journal, 82(4):325-353.

ZENTELLA, A. 2016. Spanglish: Language politics versus el habla del pueblo. In R. Guzzardo TAMARGO, C. Mazak, and M. Parafita Couto (eds.) Spanish-English codeswitching in the Caribbean and the US., pp.11-36.

**PRAGMATICS/DISCOURSE ANALYSIS**

**Books**

BROWN, Gillian & George Yule. 1983 Discourse Analysis. Cambridge: CUP.

COLE, Paul & J. Morgan, eds. 1975 Syntax and Semantics. Vol. 3: Speech Acts. New York: New York Academic Press.

DIJK, Teun A. Van. 1980 Estructuras y funciones del discurso. México: Siglo Veintiuno.

LAVANDERA, Beatriz. 1984 Variación y significado, Buenos Aires: Hachette. (Chapters 2 & 3)

LEVINSON, Stephen C. 1983. Pragmatics. Cambridge: CUP.

REYES, Graciela. 1990. Pragmática lingüística, Barcelona: Montesinos.

SEARLE, John. 1979. Expression and Meaning. Cambridge: CUP

SEARLE, John. 1986. Actos de habla. Madrid: Cátedra. (Versión original: Speech Acts. Cambridge: CUP, 1969)

VERSCHUEREN, Jan & Marcella Bertucelli- Papi, eds. 1987 The Pragmatic Perspective. Amsterdam- Philadelphia: John Benjamins.