

## Fundamental linguistic methods, LINR01, Fall 2013 Schedule (September 2, 2013).

All lectures will begin with an academic quarter; thus we will start at 9.15, 10.15 etc.

<i>Date and time</i>	<i>Room</i>	<i>Type of class</i>	<i>Content</i>	<i>Readings</i>	<i>Prepare before class</i>	<i>Upload after class and platform work before next class</i>
<b>Mon Sep 2 9-12</b>	H405	Lecture	Introduction (L) Course content Presentations Overview of methods Quantitative–qualitative methods Inductive–deductive methods	Ch 1-2		(As soon as you get access to platform:) Upload short presentation on course platform, including information on you research interest
<b>Wed Sep 4 13-15</b>	H405	Lecture	Research process: Hypothesis and research questions	Ch 1-2		
<b>Fri Sep 6 13-15</b>	L403	Group	Research questions and generating hypotheses. (G)	Ch 1		Upload results on platform no later than <b>Mon Sep 9</b> . Comment on at least two other groups' hypothesis no later than <b>Wed Sep 11</b> .
<b>Mon Sep 9 9-12</b>	H405	Lecture	Interviews Questionnaires Linguistic elicitation (L)	Labov Ch 3 Ch 8		
<b>Wed Sep 11 10-12</b>	H405	Group	Constructing eliciting questions/tasks/questionnaires for specific methods using web program. (G)	Ch 3 Ch 8	Comment other groups' hypotheses	Upload the group's results on the platform (e.g. post a link to the survey), by <b>Fri Sep 13</b> . Answer at least one other group's survey and make a comment on it before <b>Mon Sep 16</b> .
<b>Mon Sep 16 9-12</b>	H405	Lecture	(Participating) Observation Field methods (L)	Ch 7		Upload suggestion of article. Motivate why it is interesting, and what method(s) are used (1/2 page).
<b>Wed Sep 18 13-15</b>	H405	Exercise	Research process: together we dissect a research paper and look at the structure and content.	Roberts et al		
<b>Mon Sep 23 9-12</b>	H405	Report	Report of own article I (L)		Report article	
<b>Wed Sep 25 13-15</b>	H405	Group	Planning group tasks (G)			Upload 1 page outline of group study on course platform. Include information on what every group member should contribute, and 4-5 literature suggestions. Teacher will comment.

Mon Sep 30 9-12	H405 A116??	Lecture and exercise	Experimental methods I (L+E)	Baars & McKay; Lehrer		
Wed Oct 2 13-15	H405	Report	Report of own article II (L)		Report article	
Mon Oct 7 9-12	H405	Lecture and Exercise	Ethics Choosing texts/corpus /participants/informants (L+E)	Research Counsel Codex		Upload first draft/outline of course paper (1 page!) on <b>Mon Oct 7</b> . Comment on two other person's outline before <b>Fri Oct 11</b> . Teacher will also comment.
Wed Oct 9 13-15	B054 (H405)	Lecture and Exercise	Recording (L+E) Teacher: Susanne Schötz	Handout		
Mon Oct 14 9-12	H405 A116??	Lecture and Exercise	Corpus methods Transcription, classification and coding. (L+E)	Ch 5 Ch 6 handout		
Wed Oct 16 13-15	H405	Lecture and Exercise	Experimental methods II (L+E)			
Mon Oct 21 9-12	H405	Lecture and Exercise	Statistics (L+E)	Ch 3 Ch 4		Upload second draft of course paper (2 pages). Everyone comment on one other paper (see schedule from teacher)
Wed Oct 23 13-15	H405	Exercise	Philology (E)	Campbell		
Mon Oct 28 9-12	H405	Report	Report of group task (L)		Report group task	
Wed Oct 30 13-15	H405	Lecture	Research Process: Summary			
Mon Nov 4 9-12	H405	Report	Report of group task (L)		Report group task	
Fri Nov 8			Handing in course paper			Upload individual course paper

### Teachers:

Victoria Johansson victoria.johansson@ling.lu.se 046-222 8436  
 Susanne Schötz susanne.schotz@ling.lu.se

## Course platform:

We will be using a course platform for information about the course, for uploading of course tasks, for giving feedback and for asking questions. The platform is accessed from the course homepage at SOL, or at this address: <http://luvit.ced.lu.se>

You can log in at the course platform once you are registered at the course (≈ 3 days after reporting your name to the teacher). You will receive an email with password and ID.

## Literature:

### Obligatory literature (≈ 340 pages)

#### Course book:

Litosseliti, Lia (ed.) 2010. *Research Methods in Linguistics* London: Continuum. ISBN: 0826489931 Or later edition, if available. (224 p.)

#### Articles/literature for every one (will be found on course platform):

Labov, William. (1966) The social Stratification of (r) in New York City Department Stores. (pp.168-178) (Electronic) Available at:

<http://www.stanford.edu/class/linguist62n/labov001.pdf> [2013-05-06]

Campbell, L. (2004) "Chapter 14: Philology: The Role of Written Records" In Campbell, L. *Historical Linguistic. An Introduction*. Edinburgh University Press, Edinburgh. ISBN: 0262532670. (pp. 361-377).

Baars & McKay (1975). "Experimentally eliciting phonetic and sentential speech errors: methods, implications, and work in progress". In *Lang. Soc.* 7. ISSN: 0047-4045 (pp. 105-109)

Lehrer, J. (2010) The truth wears off. Is there something wrong with the scientific method? *The New Yorker*, December 13, 2010. (10 p.) Available at: [http://www.newyorker.com/reporting/2010/12/13/101213fa\\_fact\\_lehrer](http://www.newyorker.com/reporting/2010/12/13/101213fa_fact_lehrer) [2013-05-06]

Roberts, L., Gullberg, M., & Indefrey, P. (2008). On-line pronoun resolution in L2 discourse: L1 influence and general learner effects. In: *Studies in Second Language Acquisition* 2008, 30(3). ISSN: 0272-2631 (pp. 333-357).

Swedish Research Counsel: Codex. Available at: <http://www.codex.vr.se/en/index.shtml> (ca 40 s.)

### In addition (≈ 100 pages)

Articles of student's own choice, from scientific journals or books.

And a selection from:

*The Encyclopedia of Applied Linguistics*, 2013. Chappelle, Carol A. (red.) Online ISBN: 9781405198431. Available at [lub.lu.se](http://onlinelibrary.wiley.com/book/10.1002/9781405198431):

<http://onlinelibrary.wiley.com/book/10.1002/9781405198431>

#### Article of own choice:

- One from your field, with a typical method (and typical research area). Presented in class, with special focus on method! 10 minutes
- Articles related to group tasks, at least 2 studies from the area.
- Articles related to your individual task, at least 3-4 (the one you present in the oral task may be among them)

## **Course content:**

The course provides an overview of research methods used in Linguistics and specialised study of at least one method. The student's ability to select the appropriate method for a specific research issue is strongly emphasised and trained in the course. Furthermore, the course deals with research ethics, problem formulation, hypothesis construction, sampling, deductive and inductive methods, qualitative and quantitative methods, classification, transcription and coding. The methods examined in the course include experimental methods, interview methods, language elicitation, field studies, participant observation, survey methods, statistical methods, discourse analysis, philological methods and corpus methods. The course consists of lectures, practical exercises and laboratory work.

## **Course examination:**

**(detailed information about every task will be distributed on separate paper; read it carefully!)**

- 1. A small methodological research task in group.* Each group will be assigned one of the following methods: language elicitation, questionnaire, participating observation, interview. It is part of the task to find literature and read up on the method (on at least two books/articles/chapters that use the method) to formulate a research question/hypothesis that can be answered with the method, and to carry out a small investigation using the method. The group task is reported back to the whole class, orally with a powerpoint presentation. The group will hand in one draft, which will be commented on by the teacher.
- 2. Reporting an article of own choice.* Each student chooses an article (or thesis/similar) typical for her/his area (L2, writing research, German, sociolinguistics, etc.), and study the method in the article. It is part of the task to describe the **method** and explain for what questions it is usually used, and to propose other questions where the method can be applied. Besides, the student is expected to discuss the weaknesses and strengths of the method. Oral presentation to the whole class, 6 min., using a **one** page powerpoint/pdf. It is thus important to choose an article that includes methods, and to be good at summarizing.
- 3. Participating in laborations and exercises.* The course contains several laborations and exercises: ethics, recording, experimental methods, transcription, data analyses, corpus, philology, discourse analyses, statistics. Obligatory to take part in at least 4 of 7.
- 4. A course paper.* The student finishes the course with a course paper. This can, e.g., be a plan of the methodological part of the student's master thesis (or other study). The plan should include formulating a research question/hypothesis and a judgement of which methods that would be most suitable to investigate the question. It is important to discuss alternative methods to the one that is chosen, and to motivate why the chosen method would be the best one (regarding circumstances such as time, money, availability of participants, equipment, the results of previous research in the field). It is further important to discuss ethical aspects. You will hand in two drafts. The first one (1 page) will be commented on by two peers, and the teacher. The second one (3 pages) will be commented on by one peer. Final paper (6-7 pages) should be handed in by the end of the course. This task also includes commenting on other course mates drafts.