



## Research Methodology Course in Linguistics

### Syllabus

#### Aims and Objectives

This course aims to develop students' awareness of the basic methods of undertaking linguistic research in the area of interest. This course introduces students to the different approaches to research design, tools, and techniques used in the analysis and execution as well as methods of data collection, analysis, presentation, interpretation, and reporting of the linguistic data from research on different aspects of the language.

#### Learning Outcomes

Upon completion of the subject, students will be able to:

1. Demonstrate a sound awareness of the nature of linguistic research.
2. Analyse, interpret and present data and results of the students about linguistics in academic writing.
3. Apply the acquired knowledge and competencies to professional and academic activities related to linguistics.
4. Apply effective strategies for conducting academic research in both independent and team modes

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1. **Research:** Research methods in Linguistics- an overview, qualitative vs. quantitative data; - experimental techniques; - observational research (case studies, surveys, and interviews); - questionnaire design and administration; - linguistic field research (elicitation techniques, data collection, coding, and analysis); - use of language corpora and online resources. **(15 hours)**

2. **Literature review:** How to conduct a literature review, writing about literature reviewed. **(4 hours)**
  
3. **Problem Identification & Formulation:** Research Questions Investigation Question – Measurement Issues – Hypothesis – Qualities of a good Hypothesis – Null Hypothesis & Alternative Hypothesis. Hypothesis Testing – Hypothesis and Theory. **(10 hours)**
  
4. **Research Design:** the theory of causality and research design, qualitative and quantitative research design. Establishing the validity and reliability of a research instrument. **(10 hours)**
  
5. **Data Collections:** selecting a method of data collection, sampling; sampling in qualitative and quantitative research; considering ethical issues in data collection. **(8 hours)**
  
6. **Writing the research report:** Academic writing, argumentation and presentation skills, writing a bibliography. **(5 hours)**

**The course includes classroom activities and home assignments.**

### **Selected Readings**

Abbi, A. 2001. *A Manual of Linguistic Fieldwork and Structures of Indian Languages*. Munich: Lincom Europa.

Aikhenvald, Alexandra Y. 2007. Linguistic fieldwork: setting the scene. *Sprachtypologie und Universalienforschung* (Focus on Linguistic Fieldwork, ed. by Alexandra Y. Aikhenvald) 60(1): 3–11

Comrie, Bernard. 1988. The Role of the field linguist. *Notes on Linguistics* 41:4–6.

Cottage, D. 2011. *Research Methodology in linguistics*. New Delhi: Maxford Books.

Crowley, Terry. 2007. *Field Linguistics. A Beginner's Guide*. Oxford: Oxford University Press.

Dixon, R. M. W. 2007. Field Linguistics: a minor manual. *Sprachtypologie und Universalienforschung* (Focus on Linguistic Fieldwork, ed. by Alexandra Y. Aikhenvald) 60(1):12–31.

Dixon, R. M. W. 2010. *Basic Linguistic Theory. Volume 1,2,3* Oxford: Oxford University Press.

Enfield, Nicholas J. 2002. *Ethnosyntax. Explorations in Grammar and Culture*. Oxford and New York: Oxford University Press.

Francis, W. N. 1983. *Dialectology. An Introduction*. London and New York: Longman.

Krug, Manfred and Julia Schlüter. 2013. *Research Methods in Language Variation and Change*. Cambridge University Press.

Labov, William. 1972. Some principles of linguistic methodology. *Language in Society* 1:97–120.

Mackey, Alison and Susan Gass 2012. *Research Methods in second language acquisition: A Practical Guide*. Oxford: Wiley-Blackwell.

Milroy, Lesley. 1987. *Observing and Analysing Natural Language. A Critical Account of Sociolinguistic method*. (Language in Society 12.) Oxford: Basil Blackwell.

Nettle, Daniel. 1998. *Linguistic diversity*. New York: Oxford University Press.

Schütze, Carson. 2011. Linguistic evidence and grammatical theory. *WIREs Cognitive Science* Vol. 2 (March/April 2011): 206-221.