

LT4243: FIELD AND RESEARCH METHODS IN LINGUISTICS

Effective Term

Semester B 2024/25

Part I Course Overview

Course Title

Field and Research Methods in Linguistics

Subject Code

LT - Linguistics and Translation

Course Number

4243

Academic Unit

Linguistics and Translation (LT)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

LT2229 Linguistics I

Equivalent Courses

CTL4243 Field and Research Methods in Linguistics

Exclusive Courses

Nil

Part II Course Details

Abstract

This course introduces students to current research methods in linguistics through hand-on exercises. Students will learn to extract and classify suitable data, involve human subjects, design questionnaires and develop elicitation and observation skills in various areas of linguistics. Students will scrutinize ways to bring collected data into a final form, and to combine

qualitative and quantitative approaches to linguistics research. This course will have a particular focus on experimental research design and implementation. It will also introduce students to crucial steps in carrying out research on different topics in linguistics, including how to write effective research proposals and research reports.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Students will engage in designing experimental research in phonetic, phonological, morphological, syntactic and socio-pragmatic issues/questions in linguistics.		x	x	x
2	Students will extract and classify data from participant observation and language elicitation to discover patterns and rules.		x	x	x
3	Students will design questionnaires, and apply elicitation skills.		x	x	x
4	Students will write an abstract and a final research paper documenting the linguistic structure of an unfamiliar language.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Seminar	Students will participate in seminars. Active preparation and participation in class discussion and preparation for and participation in in-class experimental research design is expected and encouraged.	1, 2, 3, 4	3 hours
2	Individual Reading	Students will read seminar notes and additional literature proposed by the lecturer.	1, 2, 3, 4	

3	Discussions	Students will engage in discussions with fellow students and the lecturer about different aspects of research into a variety of topics in linguistics.	1, 2, 3, 4	
4	Presentations	Students will present overviews of points covered during in-class discussions and summarize key observations and perspectives on	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Questionnaires and class preparation (Preparing and submitting questionnaires and assignments related to class work before class)	1, 2, 3, 4	20	
2	In class participation and experimental research design (Participation in class activities and in-class elicitation)	1, 2, 3, 4	15	
3	DEC-based research project – (Writing a report based on planned experimental research, including a design component and methods description)	1, 2, 3, 4	30	
4	2 quizzes (Answer questions to demonstrate ability to analyse and organize linguistic data, and to show knowledge of experimental research methods learned in class)	1, 2, 3, 4	35	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Questionnaires and class preparation

Criterion

Knowledge application

Excellent (A+, A, A-)

Excellent application of the concepts taught in class or from the literature to solve problem.

Good (B+, B, B-)

Good application of the concepts taught in class or from the literature to solve problem.

Fair (C+, C, C-)

Satisfactory application of the concepts taught in class or from the literature to solve problem.

Marginal (D)

Unsatisfactory application of the concepts taught in class or from the literature to solve problem..

Failure (F)

Incorrect application of the concepts, theories taught in class or from the literature to solve problem.

Assessment Task

2. In class participation and elicitation

Criterion

Critical thinking and problem solving

Excellent (A+, A, A-)

In class participation will be given on a complete/incomplete basis

Good (B+, B, B-)

In class participation will be given on a complete/incomplete basis

Fair (C+, C, C-)

In class participation will be given on a complete/incomplete basis

Marginal (D)

In class participation will be given on a complete/incomplete basis

Failure (F)

In class participation will be given on a complete/incomplete basis

Assessment Task

3. DEC-based research project

Criterion

Written presentation Interpreting language phenomenon with specialized terms and concepts.

Excellent (A+, A, A-)

Excellent written presentation. Excellent interpretation of language phenomenon with specialized terms and concepts.

Good (B+, B, B-)

Good written presentation. Good interpretation of language phenomenon with specialized terms and concepts.

Fair (C+, C, C-)

Satisfactory written presentation. Satisfactory interpretation of language phenomenon with specialized terms and concepts.

Marginal (D)

Unsatisfactory written presentation. Unsatisfactory interpretation of language phenomenon with specialized terms and concepts.

Failure (F)

Poor written presentation. Poor interpretation of language phenomenon with specialized terms and concepts.

Assessment Task

4. 2 Quizzes

Criterion

Demonstrate understanding of the subject matter and application of theories and concepts.

Excellent (A+, A, A-)

Excellent knowledge and competence in discussing and analysing linguistic research issues.

Good (B+, B, B-)

Good knowledge and competence in discussing and analysing linguistic research issues.

Fair (C+, C, C-)

Adequate knowledge and competence in discussing and analysing linguistic research issues.

Marginal (D)

Marginal familiarity with the subject matter and fair discussion and analysis of linguistic research issues.

Failure (F)

Poor familiarity with the subject matter and poor discussion and analysis of linguistic research issues.

Part III Other Information

Keyword Syllabus

Data Collection: human subjects, experimental design, questionnaire, elicitation; participant observation; language description; language documentation

Analysis: identifying patterns, testing hypotheses, analysis of linguistic structure

Writing skills: abstract, research paper

Reading List

Compulsory Readings

Title	
1	Wray, A., & Bloomer, A. (2013). Projects in Linguistics and Language Studies 3rd Edition. Routledge.

Additional Readings

Title	
1	Litosseliti, L. (Ed.). (2024). Research Methods in Linguistics. Bloomsbury Publishing.
2	Podesva, R. J., & Sharma, D. (Eds.). (2014). Research Methods in Linguistics. Cambridge University Press.