

# LT4243: FIELD AND RESEARCH METHODS IN LINGUISTICS

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## Effective Term

Semester A 2022/23

## 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

### Precursors

LT3209 Syntax, LT3211 Semantics and LT3214 Phonology

### 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 be enabled to extract and classify suitable data, involve human subjects, design questionnaires and develop elicitation and observation skills in the area of phonetics and phonology, morphology, syntax, pragmatics and sociolinguistics. Students will scrutinize ways to bring collected data into a final form. This course will have a particular focus on documenting the linguistic structure of an unfamiliar language through work with a native speaker of that language. It will also introduce students to the writing of abstract and of linguistic research papers related to this language documentation.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Analyze phonetic, phonological, morphological, syntactical and sociopragmatic aspects of an unfamiliar language through the use of data from a native language consultant;		x	x	x
2	Extract and classify data from participant observation and language elicitation to discover patterns and rules;		x	x	x
3	Design questionnaires, and apply elicitation skills;		x	x	x
4	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.

### Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)	
1	Seminar	The course is conducted as a seminar. Active preparation and participation in class discussion and preparation for and participation in in class elicitation 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	Assignment	Multiple assignments culminating in a final paper. Students will analyze the data collected through elicitation and produce a detailed analysis of it.	1, 2, 3, 4	
4	Quizzes	Students will sit two quizzes to demonstrate their knowledge of field methods and ability to analyze linguistic data.	1, 2, 3	

**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, 3	20	
2	In class participation and elicitation (Participation in class activities and in class elicitation)	1, 2, 3	15	
3	DEC-based research project – (Writing a report of the linguistic structure of an unfamiliar language based on elicitation)	1, 2, 3, 4	30	
4	2 quizzes (Answer questions to demonstrate ability to analyse and organize linguistic data, and to show knowledge of field methods learned in class)	1, 2, 3	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.

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**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

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**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	Vaux, Bert & Justin Cooper (2003). Introduction to Linguistic Field Methods. Munich: Lincom Europa.
2	Saville-Troike, M. (2003). The Ethnography of Communication: An Introduction. Oxford: Blackwell Publishing Ltd.

**Additional Readings**

<b>Title</b>	
1	Comrie, Bernard, Matrin Haspelmath and Balthasar Bickel. The Leipzig Glossing Rules: Conventions for interlinear morpheme-by-morpheme glosses. Leipzig: Max Plank Institute and University of Leipzig (Web document at <a href="http://www.eva.mpg.de/lingua/pdf/LGR04.09.21.pdf">www.eva.mpg.de/lingua/pdf/LGR04.09.21.pdf</a> ).
2	Thomas E. Payne (1997). Describing Morphosyntax: A guide for field linguists. Cambridge University Press. (Announced by lecturer)