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Collecting data from human participants

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Rationale

- Data collection from human participants was not prominent among skills in our (industry-based) needs analysis (IO1).
- However:
 - The need for training materials in this domain emerged as essential for research-based teaching in university contexts (IO2).
 - We expect a spillover effect of the (transferable) skills taught in this domain as more graduates start bringing these skills into industry.

Learning content unit block basic information

Workload: 6 ECTS

Designers: Tihana Kraš*, Martina Podboj*, Marko Simonović †

Designers' affiliation: *University of Rijeka, † University of Graz

Thematically, the unit block is structured in four parts:

1. General
2. Morphophonology and morphosyntax
3. Second language acquisition (SLA)
4. Sociolinguistics

Topics covered

GENERAL (Part 1)

- Research strategies, research designs and research methods in linguistic research
- Ethical issues involved in collecting data from human participants in linguistic research
- Population sampling in linguistic research

Topics covered

MORPHOPHONOLOGY AND MORPHOSYNTAX (Part 2)

- Judgement data (acceptability, naturalness, grammaticality)
- Performance vs. judgement tasks
- Stimuli creation
- Creating an experiment/survey

Topics covered

SECOND LANGUAGE ACQUISITION (Part 3)

- General principles of designing an experimental study in SLA
- Comprehension tasks in SLA
- Elicited production tasks in SLA
- Acceptability judgement tasks in SLA

Topics covered

SOCOLINGUISTICS (Part 4)

- The fieldwork stage of the research project in sociolinguistics
- The sociolinguistic interview
- Ethnography, participant observation and fieldnotes in sociolinguistics

Learning outcomes

GENERAL (2 ECTS)

Upon completion of this unit block, students will be able to:

- Choose a suitable **research strategy** to collect data from human participants in a linguistic study targeting a phenomenon they (i.e. students) are familiar with
- Choose a suitable **research design** to collect data from human participants in a linguistic study targeting a phenomenon they (i.e. students) are familiar with
- Choose a suitable **research method** to collect data from human participants in a linguistic study targeting a phenomenon they (i.e. students) are familiar with

Learning outcomes (continued)

GENERAL (2 ECTS) (CONTINUED)

Upon completion of this unit block, students will be able to:

- Design own or adapt existing **instruments** to collect data from human participants in a linguistic study targeting a phenomenon they (i.e. students) are familiar with
- Apply **ethical principles and standards** to collect data from human participants in a linguistic study targeting a phenomenon they are familiar with
- **Sample from a population** for a linguistic study targeting a phenomenon they are familiar with

Learning outcomes

MORPHOPHONOLOGY AND MORPHOSYNTAX (1 ECTS)

Upon completion of this unit block, students will be able to:

- Design a **judgement elicitation survey/study** targeting a morphophonological or morphosyntactic phenomenon they (i.e. students) are familiar with

Learning outcomes

SECOND LANGUAGE ACQUISITION (1.5 ECTS)

Upon completion of this unit block, students will be able to:

- Design an experimental study in SLA to test **language comprehension**
- Design an experimental study in SLA to elicit **language production**
- Design an experimental study in SLA to elicit **acceptability judgements**

Learning outcomes

SOCIOLINGUISTICS (1.5 ECTS)

Upon completion of this unit block, students will be able to:

- Plan and conduct **fieldwork** for a small-scale sociolinguistic study
- Plan and conduct data collection through **sociolinguistic interviews**
- Plan and conduct data collection through **participant observation and fieldnotes**

Learning content unit block basic information

Workload: 6 ECTS

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Thematically, the unit block is structured in four parts:

1. General
2. Morphophonology and morphosyntax
3. Second language acquisition (SLA)
4. Sociolinguistics

Part 1: General

6 (preparatory) reading assignments

6 warm-up activities

6 presentations with notes for teachers accompanied by handouts for students

6 practice activities

6 quizzes

Part 3: Second Language Acquisition

4 (preparatory) reading assignments

4 warm-up activities

4 presentations with notes for teachers accompanied by handouts for students

4 practice activities (research exercises)

4 quizzes

Part 4: Sociolinguistics

4 (preparatory) reading assignments

4 warm-up activities

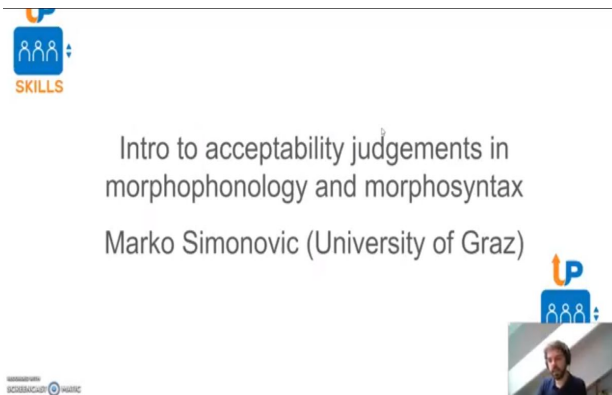
4 presentations with notes for teachers accompanied by handouts for students

4 practice activities (research exercises)

4 quizzes

Part 2: Judgement tasks in morphophonology /morphosyntax

- 1 preparatory reading assignment
- 3 presentations (with 15' videos)
 - will be shared with you after this ME
- 1 activity



SKILLS

Intro to acceptability judgements in morphophonology and morphosyntax

Marko Simonovic (University of Graz)

UP

0:09 / 15:00

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Small video thumbnail of Marko Simonovic



ILLS

Tasks in judgment data collection

Marko Simonovic (University of Graz)

UP

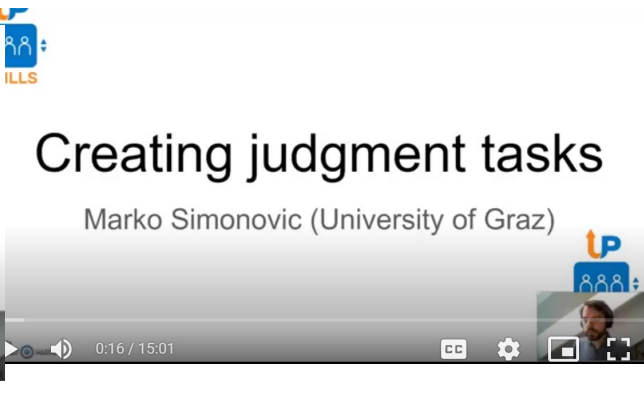
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ILLS

Creating judgment tasks

Marko Simonovic (University of Graz)

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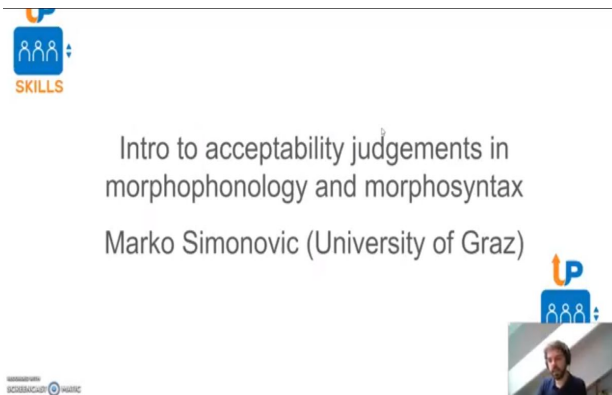
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Part 2: Judgement tasks in morphophonology /morphosyntax

- **1 preparatory reading assignment**
- **3 presentations (with 15' videos)**
 - will be shared with you after this ME
- **1 activity**



SKILLS

Intro to acceptability judgements in morphophonology and morphosyntax

Marko Simonovic (University of Graz)

UP

SCIENTIFIC



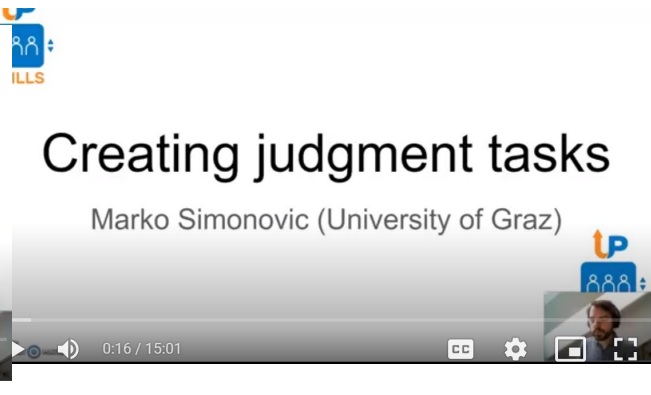
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Tasks in judgment data collection

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UP

0:09 / 15:00



ILLS

Creating judgment tasks

Marko Simonovic (University of Graz)

UP

0:16 / 15:01

Reading assignment: Overview chapter

Selected chapter

Schütze, C. T., & Sprouse, J. (2013). Judgement data. In R. J. Podesva & D. Sharma (Eds.), Research methods in linguistics (pp. 27-50). Cambridge: Cambridge University Press.

- Targets acceptability judgments in syntax.
- Switch to morphophonology /morphosyntax needs to happen in class.

Incorporation into the lesson plan

1. **Brainstorming session:** In-class discussion of testable hypotheses from the domain of morphophonology and morphosyntax. The teacher can prepare a few easy examples (e.g. plural formation and Simple Past Tense formation in English)
2. **Reading task:** Schütze, C. T., & Sprouse, J. (2013). Judgement data. In R. J. Podesva & D. Sharma (Eds.), *Research methods in linguistics* (pp. 27-50). Cambridge: Cambridge University Press.
3. **Discussion of the reading:** What is the difference between acceptability of words and sentences?
4. **Lecture:** Intro to acceptability judgements in morphophonology and morphosyntax (video+presentation)
5. **Assignment:** Create a couple of test items with which you can test the hypothesis discussed above

Activity: Setting up an experiment online

Selected platforms: **Google forms & PsyToolkit**

The students set up an experiment, using provided templates and instructions.

The templates feature examples from the presentations. Specifically, the stimuli are:

- nominalisations in **-ness** of adjectives that normally combine with **-ity** (e.g., **stupidness**) and
- nominalisations in **-ity** of adjectives that normally combine with **-ness** (e.g., **hardity**).

Provided templates

- Google forms: Likert scale

Word acceptability questionnaire

How acceptable does the word IN CAPS sound in your English?

* Required

They've had a chuckle at his STUPIDNESS. *

1 2 3 4 5

totally unacceptable totally acceptable

I felt like there was no MROUWSE in the room. *

1 2 3 4 5

totally unacceptable totally acceptable

We use stainless steel material to ensure its HARDITY. *

1 2 3 4 5

totally unacceptable totally acceptable

Provided templates

- Google forms: Likert scale
- Psytookit: Lexical Decision Task



Provided templates

- Google forms with a Likert scale
- Psytookit Lexical Decision Task
- Psytookit Survey
 - various presentation options

of items completed

To what extent is the following word acceptable in your variety of English?

Item	Acceptable	Somewhat degraded	Degraded	Heavily degraded	Unacceptable
hardity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Click this button to continue

Provided templates

- Google forms with a Likert scale
- Psytookit Lexical Decision Task
- Psytookit Survey
 - various presentation options

To what extent is the following word acceptable in your variety of English?

Item	Acceptable	Somewhat degraded	Degraded	Heavily degraded	Unacceptable
hardtity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
sweetity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stupidness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
diverseness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mrowse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
lightity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bwood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stupidness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
matureness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
highness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
electricity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
desk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cookie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1 2 3 4 5
totally unacceptable totally acceptable

Incorporation into the lesson plan

- 1. Preparatory assignment 1: Make a copy of the templates and try replacing the stimuli/fillers with your items**
- 2. Preparatory assignment 2: Think of 2 formats you would like to try out**
- 3. Hands-on session: Creating 2 experiment using the same stimuli**
4. Add the Intro text, GDPR statement, thank the participants.

References

Arndt-Lappe, Sabine. 2014. *Analogy in Suffix Rivalry: the Case of English -ity and -ness*. *English Language and Linguistics* 18, no. 3 : 497–548. doi:10.1017/S136067431400015X

Schütze, C. T., & Sprouse, J. (2013). *Judgement data*. In R. J. podesva & D. Sharma (Eds.), *Research methods in linguistics* (pp. 27-50). Cambridge: Cambridge University Press.

Stoet, G. (2010). *PsyToolkit - A software package for programming psychological experiments using Linux*. *Behavior Research Methods*, 42(4), 1096-1104.

Stoet, G. (2017). *PsyToolkit: A novel web-based method for running online questionnaires and reaction-time experiments*. *Teaching of Psychology*, 44(1), 24-31.

Psytoolkit:

<https://www.psychtoolkit.org/c/3.4.0/>