i.	**Name of the course**
	Current trends in Phonology (Morphologically conditioned phonological alternations)

ii.	**Level of the course**
	MA, PhD (can also be taught to advanced BA students)

iii.	**Workload**
	6 ECTS

iv.	**Institution**
	University of Nova Gorica/University of Ljubljana

v.	**Course instructor(s)**
	Marko Simonovic

vi.   Brief course description

The course provides a state-of-the-art overview of the literature and ongoing research of a phenomenon at the interface between phonology and morphology/syntax. The course enhances the problem-solving and data-analysis skills, thus preparing the students for a wide range of possible careers. It also provides the students with first-hand scientific research experience.

The course consists of five parts.

During the first, introductory part, the students get familiarised with morphologically conditioned phonological alternations and their formalisation. The example used to illustrate the phenomenon is the velar/strident alternation in Bosnian/Croatian/Montenegrin/Serbian. An algorithm for the various types of conditioning and an Optimality Theory account are presented.

In the second part the students identify morphologically conditioned phonological alternations in their native language. The starting point are the existing descriptions including the standard grammars. Special attention is devoted to cases of optionality, variation and gaps. All students submit a descriptive summary of the conditioning (operationalised as an algorithm) based on available descriptive sources.

The third part focuses on general research design. The students define their research question and start sketching their research report based on a provided research-report template.

The fourth part focuses on obtaining data from corpora. After getting familiarised with the available corpora for their target language, students design corpus studies aimed at answering the question defined in the previous part. All students submit a summary of their findings in the form of a short intermediate report.

The fifth part focuses on obtaining data from human subjects. The students create surveys and obtain data from subjects aimed at answering the question defined in the previous part. All students present a summary of their findings in the form of a short oral presentation.

At the end of the course, the students submit a final research report.

vii. Research related subject

Morphologically conditioned phonological alternations.

viii. Data the students work with

Data obtained from corpora, data obtained from human subjects

ix. Topics

A: Research design

A1: General research design

[Teaching materials]
UPSKILLS Moodle course First steps into scientific research
https://upskillsproject.eu/project/scientific_research/
Movetia/ReLDI courses:
PHIL: Movetia101 Introduction to research in linguistics: theory, logic, method
https://phil.openedx.uzh.ch/courses/course-v1:PHIL+Movetia101+2046/info (in English)
ReLDI-Project: ReLDI101 Introduction to Research Methodology in Linguistics
https://phil.openedx.uzh.ch/courses/course-v1:PHIL+ReLDI101+2018/info (in BCMS)

A2: Adapting the general research design to the specific topic of interest

Identifying the predictors of variation and avoidance: position in the paradigm, borrowed vs. native, word frequency, morphological-context frequency, phonological-environment frequency

A2.1: Formulation of questions and hypothesis in terms of variables

A2.2: Formulation of predictions of H0 and H1

A2.3: Selection of optimal research techniques, selection and creation of corresponding data sources
- Experimental paradigms (e.g., elicitation, judgements, forced-choice, self-paced reading)
- Developing and exploiting databases and corpora (e.g. manual data annotation)

A2.4: Identifying the optimal data analysis method

A2.5: Inferring theoretical consequences from the specific data analysis results

A3: Adapting the research design to the available research infrastructures

Familiarising with the type of data extractable from the available corpora;
Familiarising with the type of data extractable from online surveys;
Choosing the optimal level of transcription, phonemic vs. phonetic

A3.1 Selection of optimal research techniques, selection and creation of corresponding data sources (see also A2.3)
- data compilation, data analysis;
- understanding, selecting and performing optimal statistical tests and models

A4: Research reporting

Identifying the optimal format for representing paradigms with gaps, avoidance, results of frequency counts

A4.1 Presentation modes for research reporting (short oral presentation, report, article etc.)

A4.2 Established procedures and conventions in research reporting, such as:
- the ordering of thematic units in an article/squib/report,
- organization of the presentation,
- amount of text and graphical items on a slide/handout,
- terminology,
- citing conventions

B: Infrastructures & techniques

B1: For obtaining literature

[GENERAL-PURPOSE REPOSITORY] ResearchGate, Googlescholar, Academia.edu, [DISCIPLINARY REPOSITORY] lingbuzz, ROA

B2: For obtaining, sharing and managing data

Advanced use of the available corpora for the target language, advance use of online surveys

B2.1: Definition of research infrastructures, and the main concepts around **data interoperability**, such as **data**, **metadata** and **standards**

B2.2: Platforms and repositories

B2.3: Identifying, collecting, creating and/or using relevant data for research projects
- Searching, identifying and selecting relevant corpora from language resources platforms and repositories hosting them
- Citing linguistic data sets as appropriate.
- Familiarity with online survey tools

B3: For analysing data

B3.1: Softwares for statistical tests

B3.2: Concordancers for the analysis of corpora

C: Subject-specific topics

C1: Why are there variation, paradigm gaps and avoidance?

C2: Does variation always lead to avoidance?

C3: Basic concept of descriptive phonology applied to the target languages

C4: Basic concept of descriptive morphology applied to the target languages

C5: Basic concepts of Optimality Theory

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x.	**Learning outcomes**

A: Research design
A1: Students will be able to make an overview of the general research design.
[Teaching materials] UPSKILLS Moodle course First steps into scientific research https://upskillsproject.eu/project/scientific_research/ Movetia/ReLDI courses: PHIL: Movetia101 Introduction to research in linguistics: theory, logic, method https://phil.openedx.uzh.ch/courses/course-v1:PHIL+Movetia101+2046/info (in English) ReLDI-Project: ReLDI101 Introduction to Research Methodology in Linguistics https://phil.openedx.uzh.ch/courses/course-v1:PHIL+ReLDI101+2018/info (in BCMS)
A2: Students will be able to create a suitable research design for the specific topic of interest.
Students will be able to identify the predictors of variation and avoidance: position in the paradigm, borrowed vs. native, word frequency, morphological-context frequency, phonological-environment frequency.
A2.1: Students will be able to formulate questions and hypothesis in terms of variables.
A2.2: Students will be able to formulate H0 and H1.
A2.3: Students will be able to select optimal research techniques, and create corresponding data sources ● Experimental paradigms (e.g., elicitation, judgements, forced-choice, self-paced reading) ● Developing and exploiting databases and corpora (e.g., manual data annotation).
A2.4: Students will be able to select and implement the optimal data analysis method.
A2.5: Students will be able to infer theoretical consequences from the specific data analysis results.
A3: Students will be able to adapt a research design to the available research infrastructures.
Students will be familiar with the type of data extractable from the available corpora; Students will be familiar with the type of data extractable from online surveys; Students will be able to choose the optimal level of transcription, phonemic vs. phonetic.
A3.1 Students will be able to select of optimal research techniques, select and create corresponding data sources (see also A2.3)

- data compilation, data analysis;
- understanding, selecting and performing optimal statistical tests and models.

A4: Students will be able to report on their performed research in accordance with standards and conventions in the field.

Students will be able to select the optimal format for representing paradigms with gaps, avoidance, and results of frequency counts.

A4.1 Students will be able to select and implement different presentation modes for research reporting (short oral presentation, report, article etc.).

A4.2 Students will be able to implement established procedures and conventions in research reporting, such as:
- the ordering of thematic units in an article/report,
- organization of the presentation,
- amount of text and graphical items on a slide/handout,
- terminology,
- citing conventions.

B: Infrastructures & techniques

B1: Students will be able to identify and apply suitable infrastructures & techniques for obtaining literature.

[GENERAL-PURPOSE REPOSITORY] ResearchGate, Googlescholar, Academia.edu, [DISCIPLINARY REPOSITORY] lingbuzz, ROA.

B2: Students will be able to identify and apply suitable infrastructures & techniques for obtaining, sharing and managing data.

Students will be able to extract data from the available corpora for the target language, Students will be able to obtain data in online surveys.

B2.1: Students will understand what research infrastructures are, and the main concepts around **data interoperability**, such as **data**, **metadata** and **standards**.

B2.2: Students will be able to identify suitable platforms and repositories.

B2.3: Students will be able to identify, collect, create and/or use relevant data for their research projects.
- Searching, identifying and selecting relevant corpora from language resources platforms and repositories hosting them,
- Citing linguistic data sets as appropriate,

● Familiarity with online survey tools.	
B3: Students will be able to identify and apply suitable infrastructures & techniques for analysing data.	
B3.1: Students will be able to select and use software for statistical tests.	
B3.4: Students will be able to select and use concordancers for the analysis of corpora.	
C: Subject-specific learning outcomes	
C1: Students will be able to discuss sources of variation, paradigm gaps and avoidance.	
C2: Students will be able to discuss the relation between variation and avoidance.	
C3: Students will be able to apply the basic concepts of descriptive phonology to the target language.	
C4: Students will be able to apply the basic concepts of descriptive morphology to the target language.	
C5: Students will be able to apply the basic concepts of Optimality Theory to the targeted dataset.	

xi. Overview of evaluation	
Rubric	Weighing
Participation incl. homework (initiative, forward-thinking, problem solving, critical thinking, organisation, time management)	30%
Outputs based on the final research report ● oral presentation ● final written report	70%