Co-funded by the
Erasmus+ Programme
of the European Union

SKILLS

i. Name of the course
Multilingualism: Obtaining, representing and analysing empirical data in linguistics (Field-work, building corpora, running experiments)

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

iii. Workload
6 ECTS

iv. Institution
University of Graz

v. Course instructor(s)
Boban Arsenijević, Marko Simonović

vi. Brief course description

This course focuses on the hotly debated topics (both in Slavic studies and in the Austrian public arena) of Slavic heritage varieties, language contact and multilingualism.
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 three parts. During the introductory part, the central concepts of research in heritage varieties, contact linguistics and multilingualism are introduced (heritage vs. baseline variety, code-switch, borrowing, interlanguage, additive vs. subtractive bilingualism), mostly through the discussion of handbook chapters and articles (app. 80% of each class). Simultaneously, a very basic sketch or general research design is introduced and some preliminary discussion is held about testing the predictions of various theories (app. 20% of each class).
The second part focuses on the same two topics as the first part (multilingualism and research). Now 80% is dedicated to research design. During this part, most preparatory work is done by attending the Movetia course *Introduction to research in linguistics: theory, logic, method* and coming up with an own research project. In addition, students start sketching their research report based on the research-report template (created by Tanja Samadžić and Maja Miličević Petrović). The remaining 20% are reserved for the discussion of research articles (and, where necessary handbook chapters) which are deemed instrumental given the specific projects selected by the students.

The third part is entirely dedicated to the students' research projects. The students submit their preliminary drafts which are read before class and discussed in class. The lecturer also provides written feedback. After this, the students hold oral presentations of their projects. At the end of the course, the students submit their final research reports.
vii. Research related subject Slavic heritage varieties, language contact and multilingualism
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: https://phil.openedx.uzh.ch/courses/course-v1:PHIL+Movetia101+2046/info (in English) 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
Different groups of speakers, heritage vs. baseline (2 baselines: monolinguals and L2 learners of the contact language) or heritage vs. heritage (where the influence of the contact language is to be explored); Defining measurable phenomena, borrowing vs. code-switch, Identifying correlations between contact phenomena and other factors. Distinguishing between mere consequences of a lower degree of exposure (more errors generally, slower overall processing, smaller vocabulary) and concrete signatures of the heritage nature of the language in particular aspects of grammar (verbal prefixation, telicity, gender, pronouns, lexical prosody), including the potential influence of the contact language
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) • 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
Familiarisation with common bilingual and L2 corpora, identifying available L2 research networks, adapting the RD to the limitations of these infrastructures.
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 optimal formats for the representation of correlations between contact phenomena and linguistic and non-linguistic factors
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
B2: For obtaining, sharing and managing data
Familiarity with L2 and bilingual corpora
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
ANOVA and linear mixed model tests Tests for categorical non-binary variables
B3.1: Softwares for statistical tests
B3.2: Concordancers for the analysis of corpora
C: Subject-specific topics
C1: How do languages interact within speakers and communities?
C2: Are heritage languages full-fledged languages?
C3: Heritage vs baseline variety
C4: Code-switching vs borrowing

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: https://phil.openedx.uzh.ch/courses/course-v1:PHIL+Movetia101+2046/info (in English) 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 define different groups of speakers, heritage vs. baseline;

Students will be able to define measurable phenomena, borrowing vs. code-switch, Students will be able to identify correlations between contact phenomena and other factors.
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 common bilingual and L2 corpora, Students will be able to identify available L2 research networks, Students will be able to adapt the RD to the limitations of these infrastructures.
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 the representation of correlations and interactions between contact phenomena and linguistic and non-linguistic factors.
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 L2 and bilingual corpora.
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.
Students will be able to use ANOVA and linear mixed model 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 how languages interact within speakers and communities.
C2: Students will be able to evaluate arguments for and against considering heritage languages full-fledged languages.
C3: Students will be able to distinguish between heritage and baseline varieties in different contexts.

C4: Students will be able to use standard tools for distinguishing between code-switching and borrowing.

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%