
	Adam Mickiewicz University in Poznań	
	Doctoral School of Languages and Literatures	
		
	Research methodology in linguistics: quantitative and qualitative paradigms	
prof. UAM dr hab. Agnieszka Kiełkiewicz-Janowiak		
Sciences/ discipline	Humanities / Linguistics	
Type of classes	tutorial	
Language of instruction	English	
The number of hours + form of passing classes	20 hours / credit of a grade	
Puproses of classes	<p>A1 – to juxtapose and compare the qualitative and quantitative approaches to language-related research with a focus on social context phenomena</p> <p>A2 – to make students understand the principles of applying both approaches to the research questions, data collection, analysis and interpretation of results</p> <p>A3 – to make students able to take an informed stand in the academic debate on the qualitative–quantitative dilemma</p> <p>A4 – Practical aims of the course include:</p> <ul style="list-style-type: none"> - for the student to be able to discuss their own PhD projects, particularly their methodology, in terms of the qualitative–quantitative distinction - for the student to consider (and be able to critically discuss) extending their research project by applying an alternative methodological approach <p>A5 – to explain the ideas behind mixed methodology and methodological pragmatism</p>	
Learning contents	<ol style="list-style-type: none"> 1. lecture on the historical and philosophical background of the qualitative and quantitative paradigms in social sciences and in language studies 2. discussing principles of analysing <i>quantitative</i> data in (socio)linguistic research (incl. identifying variable categories, sampling, modelling variation, statistical significance), based on assigned reading and students' own research experience 	

	<ol style="list-style-type: none"> 3. presentation of selected approaches to interpretive data analysis (such as discourse analysis, narrative analysis, thematic analysis) based on notable examples of linguistic research 4. discussion on how the qualitative and quantitative approaches are complementary in bearing valid research results; mixed methods research considered in the context of researching language 5. presentation on basic concepts in <i>qualitative</i> methodologies (fieldwork, survey, interview, ethnographic research; research ethics; data and analysis) 6. considering mixed methods and methodological pragmatism 7. preparation of students' individual concluding statements on the qualitative–quantitative dilemma, including their own viewpoint on the overall validity of the issue 8. throughout the course: students are to read publications of their choice addressing the qualitative – quantitative dilemma 9. throughout the course: students deliberate and take decisions on their own PhD projects' methodology
Entry requirements	having attained introductory stage of own PhD research project and initial methodological decisions
Learning outcomes	
	Verification methods:
<p>In terms of knowledge: A person who has completed classes knows and understands (at an advanced level):</p> <p>the achievements of world science in the discipline in which the education takes place, as well as the paradigms and directions of development of this discipline, in a way that enables their creative and innovative development and their verification within the framework of research projects undertaken [E_W01];</p> <p>research methodology appropriate for the discipline of science in which education takes place, which allows for proper selection of research theories and tools and their effective application and modification within the framework of own research [E_W02]</p> <p>specifically:</p> <ul style="list-style-type: none"> - the student knows and understands the difference between qualitative and quantitative approaches to language-related research and will be able to critically evaluate both paradigms and the distinction itself - the student understands the ideas behind mixed methodology and methodological pragmatism - the student knows the criteria to select the paradigm appropriate for their own PhD project 	<p>Active participation in a discussion</p>
<p>In terms of skills: A person who has completed classes is able to:</p> <p>use knowledge from various disciplines of science to creatively identify, formulate and innovatively solve complex research problems or perform advanced research tasks. In particular,</p>	<p>Individual presentation of selected readings</p>

<p>he/she is able to: define the objectives and the subject of scientific research, formulate research hypotheses, develop research methods, techniques and tools and apply them creatively and effectively, draw conclusions on the basis of scientific evidence [E_U01];</p> <p>effectively retrieve information related to scientific activity from various sources, including from sources in foreign languages, and to properly select, critically analyse and interpret this information; furthermore, he/she is able to assess its relevance for scientific development [E_U02]</p> <p>specifically:</p> <ul style="list-style-type: none"> - the student is able to present and discuss examples of studies and researchers having successfully applied qualitative and/or quantitative methods (with respect to data collection, analyses, etc.) - the student is able to take decisions about the application of a research methodology for their own research project 	
<p>In terms of social competences: A person who has completed classes is prepared for:</p> <p>critical evaluation of the work in the field of the scientific discipline within which the education is provided and its own contribution to the development of this discipline [E_K01];</p> <p>fulfilling social obligations as a researcher; initiating actions in favour of the public interest, <i>inter alia</i>, through appropriate dissemination of scientific achievements in society. Furthermore, he/she is ready to take actions leading to the development of civil society based on knowledge [E_K03];</p> <p>continuous improvement of professional competence and personal development, in particular by tracking the latest developments in the represented scientific discipline [E_K05]</p> <p>specifically:</p> <ul style="list-style-type: none"> - the student is able to take an informed stand in an academic debate on the qualitative–quantitative dilemma and critically evaluate the validity of the issue - the student is able to discuss their own PhD project, particularly its methodology, in terms of the qualitative–quantitative distinction - the student is able to critically discuss the possibility of extending their research project by applying an alternative methodological approach - the student is prepared to take informed methodological decisions in their own PhD project and to discuss these decisions in the final PhD exam 	<p>Individual presentation of own research project and constructive discussion of other students' projects</p>

<p>Literature</p>	<p>Basic reading resources:</p> <p>Foster, Colin. 2024 Methodological pragmatism in educational research: from qualitative-quantitative to exploratory-confirmatory distinctions, <i>International Journal of Research & Method in Education</i>, 47:1, 4-19.</p> <p>McEnery, A., V. Brezina, D. Gablasova, & J. V. Banerjee, 2019. Corpus Linguistics, learner corpora and SLA: employing technology to analyze language use, <i>Annual Review of Applied Linguistics</i> 39: 74-92.</p> <p>Sarang, Srikant. 2017. "Editorial: En'gaze'ment with text and talk", <i>Text&Talk</i> 37(1): 1-23.</p> <p>Sarang, Srikant. 2021. Methodological pragmatism in doing data: A rejoinder to 'Collecting qualitative data during a pandemic' by David Silverman. <i>Communication and Medicine</i>, 17(2), 165-172. https://doi.org/10.1558/cam.20763</p> <p>Scott, David. 2007. Resolving the quantitative–qualitative dilemma: a critical realist approach, <i>International Journal of Research and Method in Education</i> 30/1: 3-17.</p> <p>Sunderland, Jane. 2012. "'Brown Sugar': The textual construction of femininity in two 'tiny texts'", <i>Gender and Language</i> 6, 1: 105-129.</p> <p>Other relevant references:</p> <p>Baker, Paul. 2010. <i>Sociolinguistics and corpus linguistics</i>. Edinburgh: Edinburgh University Press.</p> <p>Bamberg, Michael and Alexandra Georgakopoulou. 2008. "Small stories as a new perspective in narrative and identity analysis", <i>Text & Talk</i> 28(3): 377-396.</p> <p>Brezina, Vaclav and Miriam Meyerhoff. 2014. "Significant or random? A critical review of sociolinguistic generalizations based on large corpora", <i>International Journal of Corpus Linguistics</i> 19: 1, 1-28.</p> <p>Dörnyei, Zoltán. 2007. <i>Research methods in applied linguistics. Quantitative, qualitative, and mixed methodologies</i>. Oxford: OUP.</p> <p>Guest, Greg, Kathleen M. MacQueen, Emily E. Namey. 2012. <i>Applied thematic analysis</i>. Los Angeles: Sage.</p> <p>Johnson, Keith 2007. <i>Quantitative methods in linguistics</i>. Malden, MA: Blackwell Publishing.</p> <p>Litosseliti, Lia (ed.). 2019. <i>Research methods in linguistics</i>. (2nd edition.) London: Bloomsbury. (Chp. 1-5)</p> <p>Macaulay, Ronald K.S. 2009. <i>Quantitative methods in sociolinguistics</i>. Basingstoke: Palgrave Macmillan. (Chp.7)</p> <p>Manderson, Lenore, Elizabeth Bennett and Sari Andajani-Sutjahjo. 2006. "The social dynamics of the interview: Age, class, and gender", <i>Qualitative Health Research</i> 16: 1317-1334.</p> <p>Mason, Jennifer. 2002. <i>Qualitative researching</i>. Los Angeles: Sage.</p> <p>Ochs, Elinor. 1979. "Transcription as theory", in: Adam Jaworski – Nikolas Coupland (eds.). 2006. <i>The discourse reader</i>. (2nd edition.). London: Routledge. 166-178.</p> <p>Tagliamonte, Sali A. 2006. <i>Analysing sociolinguistic variation</i>. Cambridge: Cambridge University Press.</p>
<p>Detailed information</p>	

