

# Syllabus

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## 1. Course Description

- a. Title of a Course: *Methods in Sociolinguistics*
- b. Pre-requisites: *MA students*
- c. Course Type (compulsory, elective, optional): *Compulsory*
- d. Abstract

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This course is designed for MA students enrolled in the “Language Policy in the Context of Ethnocultural Diversity” MA programme. The course objective is to introduce students to the theoretical and practical aspects of conducting research employing qualitative and quantitative methods. Students will learn to design research tasks and will be given the opportunity to conduct small-scale surveys applying the techniques they will have learnt in this course.

Students will learn what types of interviews there are and in what research situations each one is used. Students will likewise learn how to conduct good interviews (and how not to), how to analyze and classify the data. This course will also look at ethnographic approach when doing fieldwork. Finally, we will look at how we design a questionnaire and how we disseminate them

Целью этого курса является знакомство студентов с основами исследовательских методик. Данный курс позволит студентам приобрести базовые навыки собирания качественных и количественных данных. Этот курс состоит из теоретической и практической части. Мы изучим, как проводить и достигать основные исследовательские задачи, а также ознакомимся с главными трендами качественных и количественных методов сегодня. Мы узнаем какие типы интервью бывают, в каких случаях используются, и научимся правильно брать интервью, анализировать и классифицировать данные. Также, мы коснемся этнографического подхода собирания данных при полевой работе и детально рассмотрим плюсы и минусы данного подхода. В рамках метода сбора количественных данных мы научимся создавать вопросники (анкеты) и правильно формулировать для них вопросы. В дополнение к этому студенты познакомятся с различными способами привлечения участников опросов и распространения анкет. По окончании курса студенты будут уметь формулировать исследовательские вопросы, проектировать исследование, проводить его, анализировать и представлять результаты.

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## 2. Learning Objectives

- *To familiarize students with the latest trends in qualitative and quantitative methods*
- *To teach students to be able to discern the types of interviews and be able to choose which type best suits each survey*
- *To teach students to correctly design the survey and how to conduct interviews/ethnographic (case) studies*
- *To teach students how to design questionnaires and how to disseminate them and analyze quantitative data*

## 3. Learning Outcomes

By the end of the course students will have

- *Learnt the basic qualitative and quantitative methods commonly used in sociolinguistics (and social sciences)*

- *Learnt to formulate Research Questions and design a small-scale survey*
- *Practiced various techniques and will have conducted their own small-scale survey*

#### 4. Course Plan

1. Introduction: What is qualitative research? Why do researchers choose it? Definitions & Research questions, research design.
2. Fieldwork 1: Entering the community, how can we get access to the community? Ethics & The role of the researcher.
3. Fieldwork 2: Ethnographic (participant) observation: analyzing examples. **Assignment: Ethnographic observation in public.**
4. Interviews: Types of interviews (open, structured, semi-structured). Design of the interview. Digital technology, microphones.
5. Quantitative research methods: questionnaire design & distribution
6. Data analysis & interpretation **Assignment: Naïve interview.**
7. Case study: Why a case study? A detailed analysis.
8. Informed consent. Surreptitious recordings. Researcher's responsibilities **Final exam.**

№	Theme	Overall hours	Classroom hours			Individual work
			Lectures	Seminars	Practical training	
1	Introduction: qualitative research	4	2		2	
2	Fieldwork 1: entering the community	4	2	1	1	
3	Fieldwork 2: observation. <b>Assignment</b>	26	2	1	1	22
4	Interviews and equipment	4	2	1	1	
5	Quantitative research methods: questionnaire design & distribution	4	2	1	1	
6	Data analysis & interpretation. <b>Assignment</b>	26	1	2	1	22
7	Case study	4	1	2	1	
8	Research ethics. <b>Final exam</b>	28	2	1	1	24

#### 5. Reading List

##### a. Required

1. Milroy, L. and Gordon, M. (2003). *Sociolinguistics: Method and Interpretation*. Oxford: Blackwell Publishing
2. Punch, K. and Oancea, A. (2014). *Introduction to Research Methods in Education*. London: SAGE

##### b. Optional

1. Swanborn, P. G. (2010). *Case study research*. Los Angeles [etc.] SAGE Publications
2. Cohen, L., Manion, L., Morrison, K. (2011). *Research Methods in Education*. Routledge; 7 edition
3. Kvale, S. (2007) *Doing Interviews*. London: Sage Publications
4. Scott, D. and Usher, R. (2011). *Researching Education: Data, Methods and Theory in Educational Enquiry*. London: Continuum

5. Bassegy, M. (1999). *Case Study Research in Educational Settings*. Buckingham: Open University Press
6. Feagin, C. (2004). Entering the Community: Fieldwork. In J. K. Chambers, P. Trudgill, N. Schilling-Estes (eds.). *The Handbook of Language Variation and Change*. Oxford: Blackwell.20-40.
7. Delamont, S. (ed). (2012). *Handbook of qualitative research in education*. Cheltenham; Northampton Edward Elgar
8. Schostak, J. F. (2002). *Understanding, designing and conducting qualitative research in education*. Open University Press,

6. Grading System: *10-point scale*

7. Guidelines for Knowledge Assessment

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|---|-----|
| a. <i>Data collection (interview) - assignment</i>        | 25% |
| b. <i>Ethnographic observation in public - assignment</i> | 25% |
| c. <i>Presentation of an article</i>                      | 10% |
| d. <i>Final exam</i>                                      | 40% |

8. Methods of Instruction

*Interactive lecture*

9. Special Equipment and Software Support (if required)

*Computer (or a lap-top), a projector and speakers*