



Rzeczpospolita
Polska

Unia Europejska
Europejski Fundusz Społeczny



Electives 2019/20 (Year II) for the Interdisciplinary POWR PHD Program: Innovative language research in interdisciplinary perspectives: Psychology, sociology and technology

1. Topic: Introduction to statistics for linguists

Instructor: dr. Aina Casaponsa (University of Lancaster)

Description: The use of experimental methods to study linguistic phenomena has increased exponentially in the last decades. The goal of this workshop is to provide linguistic students with the tools to understand and produce research reports and to serve as an initial introduction to the field of statistics. We will start with a brief introduction to descriptive statistics and outline the basic principles underlying inferential statistics. This will be followed by hands-on experience into the most common techniques used in language research, such as correlations, t-test, and analyses of variance (ANOVA). Students will learn how to use Jamovi for statistical analyses, a free and open platform which is intuitive to use (similar to the widely not-free SPSS).

Field, A. (2013). *Discovering statistics using IBM SPSS statistics*. London:SAGE. (Chapters 1 and 2 are specially relevant)

Navarro, DJ., & Foxcroft DR (2019). *Learning statistics with jamovi: a tutorial for psychology students and other beginners*. (Version 0.70). DOI: 10.24384/hgc3-7p15

2. Topic: Advanced statistics for linguists

Instructor: dr. Aina Casaponsa (University of Lancaster)

Description: The goal of this workshop is to introduce linguistic students to linear and logistic mixed-effects modelling. The workshop will take off with the basic principles behind simple and multiple regression analyses followed by hands-on experience into mixed-effects modelling using R Studio. No prior knowledge of R is required for this workshop, since students will learn how to navigate through R Studio, understand and manipulate R code, and interpret outputs in-class.

R. H. Baayen (2008). *Analyzing linguistic data: A practical introduction to statistics using R*. Cambridge: Cambridge University Press.

Singmann, H., & Kellen, D. (2017). An Introduction to Mixed Models for Experimental Psychology. In D. H. Spieler & E. Schumacher (Eds.), *New Methods in Neuroscience and Cognitive Psychology*. Psychology Press.

Barr, D. J., Levy, R., Scheepers, C., & Tily, H. J. (2013). Random effects structure for confirmatory hypothesis testing: Keep it maximal. *Journal of memory and language*, 68(3), 255-278.

3. Topic: Approaches to writing up qualitative research

Instructor: prof. Michael Hornsby (UAM)

Description: Qualitative research is not a single, unified tradition (Riessman, 1994) and includes a wide range of philosophies, research purposes, intended audiences, methods, and reporting styles (Denzin & Lincoln, 1994; Greene, 1994). This approach is simultaneously a source of strength but also

a source of confusion. To help guide ECRs, this workshop provides some orientation regarding writing up qualitative research. First, some general issues are addressed, including identifying the core study question(s), and providing an adequate orienting literature review. Next, three key areas that undermine the overall quality of qualitative research reports are identified: (1) identifying the methods of study; (2) establishing the purpose and intended audience of the article and (3) describing the sampling, generalization, data collection and data analysis employed. Finally, an outline of areas to consider is offered with more specific suggestions for qualitative researchers as authors.

Denzin, N., & Lincoln, Y. (1994). Introduction: Entering the field of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp. 1–22). Thousand Oaks, CA: Sage.

Greene, J. (1994). Qualitative program evaluation: Practice and promise. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 530–544). Thousand Oaks, CA: Sage.

Riessman, C. K. (1994). Preface: Making room for diversity in social work research. In C. K. Riessman (Ed.), *Qualitative studies in social work* (pp. vii–xx). Thousand Oaks, CA: Sage.

4. Topic: **Emotions in social communication**

Instructor: dr. Rafał Jończyk (UAM)

Description: Emotions are at the core of human communication and action, and they constitute an inseparable part of the decision-making process. Interestingly, recent scientific evidence suggests that our perception and communication of emotional information may differ in our first (L1) and second (L2) language. This may have profound consequences for every aspect of our everyday life, including interpersonal communication, moral dilemmas, decision-making, or memory formation. Is it the case that we do not feel the weight of the F-word in the L2? Are we better liars in L2? In this course, we will discuss sociological, psychological, and neurophysiological evidence that will help us understand the complex dynamics of emotion–language interactions and relate such evidence to our own experiences. During the course, we will also have a chance to take a closer look at different methods used to investigate language-emotion interaction and evaluate such methods, which will enhance students’ understanding of research methodology.

So the real question is not whether you would push the man to save five people; it is whether you would make a different decision in the other language, outside of awareness. Come and find out!

Jończyk, R. 2016. Affective (Dis)Embodiment in Nonnative Language (Vol. 6, pp. 149–159). Springer

Jończyk, R., Boutonnet, B., Musiał, K., Hoemann, K., & Thierry, G. (2016). The bilingual brain turns a blind eye to negative statements in the second language. *Cognitive, Affective & Behavioral Neuroscience*, 16(3), 527–540.

Sheikh, N. A., & Titone, D. (2016). The embodiment of emotional words in a second language: An eye-movement study. *Cognition & Emotion*, 30(3), 488–500.

Wu, Y. J., & Thierry, G. (2012). How Reading in a Second Language Protects Your Heart. *The Journal of Neuroscience : the Official Journal of the Society for Neuroscience*, 32(19), 6485–6489.