



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Contemporary Linguistics: Theories and Research Methods / Šiuolaikinė kalbotyra: kalbos tyrimo metodai ir teorijos	

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinator:</b> dr. Jolanta Šinkūnienė  <b>Other(s):</b>	Department of English Philology Faculty of Philology

Study cycle	Type of the course unit (module)
BA programme, semester 3	Compulsory

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Lectures and seminars	Autumn term	English

Requirements for students	
<b>Prerequisites:</b> Introduction to Linguistics Modern English I/V	<b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5 ECTS	140	32	108

Purpose of the course unit (module): programme competences to be developed		
The purpose of the course unit is to acquaint students with the current linguistic theories and research methods. Students will be introduced to a range of research tools and techniques as well as the possibilities of data collection and design used in linguistic studies.		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
The course unit develops the following competences: <b>Generic competences:</b> <ul style="list-style-type: none"> <li>• will be able to set goals, choose and use resources necessary for the completion of a task, plan their time and follow deadlines;</li> <li>• will be able to take responsibility for their work / study results and learn from mistakes;</li> <li>• will be able to work in a team by setting common goals, sharing information, and looking for solutions together;</li> <li>• will be able to motivate other team members to achieve common goals;</li> <li>• will be able to identify problems and challenges in their own and related fields;</li> </ul>	Interactive lectures, seminars, group discussions, individual work.	Written exam.

<ul style="list-style-type: none"> <li>• will be able to identify problems by finding, analysing, and critically assessing relevant information, generate new ideas, choose the most optimal solutions.</li> </ul> <p><b>Subject-specific competences:</b></p> <ul style="list-style-type: none"> <li>• Will know, understand and be able to define linguistics as a scientific discipline and to properly use and interpret the basic concepts and terms of linguistics;</li> <li>• will acquire knowledge of the main branches and methods of linguistics;</li> <li>• will be able to describe, analyse and interpret English-language phenomena at various levels (phonetic, morphological, syntactic, semantic, pragmatic, language development, etc.) and compare them with Lithuanian or another language using appropriate terminology and methods;</li> <li>• will be able to understand, translate, edit and create texts of various genres in English, taking into account the communication intention, addressee, etc. and mediate in various communication situations;</li> <li>• will be able to communicate correctly and effectively in English in various situations, taking into account the communication intention, addressee, social environment, etc. (C1 according to CEFR).</li> </ul>		
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Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
<p><b>Introduction</b> Aims, structure, assessment scheme of the course unit.</p>			2					12	
<p><b>Pragmatics</b> The origins of Pragmatics, development, current trends, future directions. Methods, tools, techniques and data used in Pragmatics. Sample studies.</p>	2		2					12	<p>Maíz-Arévalo, C. 2015. DCTS versus naturally occurring data in the realization of disagreement by non-native speakers of English. In Gesuato, S., Bianchi, F. &amp; Cheng, W. (Eds). <i>Teaching, Learning and Investigating Pragmatics: Principles, Methods and Practices</i>. Newcastle upon Tyne: Cambridge Scholars Publishing. 185-206.</p> <p>Aijmer, K. 2015. "Will</p>

									you fuck off please”. The use of please by London teenagers. <i>Pragmática Sociocultural / Sociocultural Pragmatics</i> , vol. 3, no. 2, 2015, pp. 127-149.
<b>Quantitative and qualitative research</b> Techniques & instruments, types of data, key stages, ethical considerations.	2		2					<b>12</b>	Baxter, J. 2010. Discourse-Analytic Approaches to Text and Talk. In Litosseliti, L. (Ed.) <i>Research methods in linguistics</i> . 117-137.  Rasinger, S. 2010. Quantitative Methods: Concepts, Frameworks and Issues. In Litosseliti, L. (Ed.) <i>Research methods in linguistics</i> . 49-67.
<b>Cognitive linguistics</b> The origins of Cognitive Linguistics, development, current trends, future directions. Methods, tools, techniques and data in Cognitive Linguistics. Sample studies.	2		2					<b>12</b>	Mittelberg, I., Farmer, Th. A. & Waugh, L.R. 2007. They actually said that? An introduction to working with usage data through discourse and corpus analysis. In Mittelberg, I., Coulson, S., Spivey, M. & Gonzales- Marques, M. (Eds.), <i>Methods in cognitive linguistics</i> . Amsterdam: Benjamins. 19-51.
<b>Corpus Linguistics</b> What corpus linguistics is, different types of corpora, corpus design and representativeness, the use of corpora in language learning, teaching, and research. Sample studies.	2		2					<b>12</b>	Taylor, Ch. 2008. What is Corpus Linguistics? What the data says. <i>ICAME Journal</i> 32, 179-200.  T. McEnery, R. Xiao & Y. Tono. 2006. Corpus-based language studies. An Advanced Resource Book London & New York: Routledge. 59-70.
<b>Contrastive Analysis</b> The origins of Contrastive Analysis, development, current trends, future directions. Methods, tools, techniques and data used in Contrastive Analysis. Sample studies.	2		2					<b>12</b>	Ebeling, J. & Oksefjell Ebeling, S. 2013. Contrastive analysis (Chapter 2). In Ebeling, J. & Oksefjell Ebeling, S. <i>Patterns of Contrast</i> , Amsterdam: Benjamins. 13-33.  Connor, U., & Moreno,

									A. I. 2005. Tertium comparationis: A vital component in contrastive rhetoric research. In P. Bruthiaux, D. Atkinson, W.G. Eggington, W. Grabe & V. Ramanathan (Eds.), <i>Directions in applied linguistics: Essays in honor of Robert B. Kaplan</i> . Multilingual Matters. 153-164.
<b>Sociolinguistics</b> The origins of Sociolinguistics, development, current trends, future directions. Methods, tools, techniques and data used in Sociolinguistics. Sample studies.	2		2					<b>12</b>	Hernandez-Campoy, J.M. 2015. Research methods in Sociolinguistics. In R. M. Manchon (Ed.) <i>Research methods and approaches in applied linguistics: looking back and moving forward</i> . Amsterdam: Benjamins. 5-29.  Hazen, K. 2014. A Historical Assessment of Research Questions in Sociolinguistics. In Holmes, J. & K. Hazen (Eds). <i>Research Methods in Sociolinguistics: A Practical Guide</i> . Hoboken: John Wiley & Sons .7-22.
<b>Software for linguistic research</b> Key concordancing and text processing software (WordSmith Tools vs AntConc). Hands on practice with the software.	2		2					<b>24</b>	WordSmith Tools manual: <a href="https://lexically.net/downloads/version6/wordsmith6.pdf">https://lexically.net/downloads/version6/wordsmith6.pdf</a>  AntConc: <a href="https://www.laurenceanthony.net/software/antconc/">https://www.laurenceanthony.net/software/antconc/</a>
<b>Revision</b>	2								Revision and preparation for the exam.
<b>Total</b>	<b>16</b>		<b>16</b>					<b>108</b>	

Assessment strategy	Weight %	Deadline	Assessment criteria
Attendance			The attendance of seminars is compulsory. Students who have missed more than 35% of the seminars with no justifiable

			reason will not be admitted to the written exam.
Written exam	100%	January 07, 2026 (11:00-13:00)	<p>The written in-class exam will consist of two parts. The first part will have a selection of questions based on the material we will discuss during lectures. You will be asked to give answers to 2 questions of your choice. The second part of the exam will consist of two practical tasks that will be very similar to the ones we will do during seminars.</p> <p>Ten -point assessment scale:  10 (excellent). Excellent, exceptional knowledge and abilities. 95-100% of questions answered correctly.  9 (very good). Very good knowledge and abilities. 85-94 % of questions answered correctly.  8 (good). Knowledge and abilities are above average. 75-84 % of questions answered correctly.  7 (average). Average knowledge and abilities; there are a few not essential mistakes. 65-74 % of questions answered correctly.  6 (satisfactory). Knowledge and abilities are below average; there are mistakes. 55-64 % of questions answered correctly.  5 (weak). Knowledge and abilities meet the minimum requirements. 51-54 % of questions answered correctly.  4, 3, 2, 1. Minimum requirements are not met.</p>

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
<b>Reading list</b>				
Ender, A, Leemann, A. & Wälchli, B. (Eds.)	2012	<i>Methods in contemporary linguistics</i>		Berlin: Walter de Gruyter
Heigham, J. & Crocker, R. (Eds.)	2009	<i>Qualitative research in applied linguistics</i>		London: Palgrave Macmillan
Hernandez-Campoy, J.M.	2015	Research methods in Sociolinguistics	In <i>Research methods and approaches in applied linguistics: looking back and moving forward</i> , ed. by Rosa M. Manchon.	Amsterdam/Philadelphia: Benjamins
Johansson, S.	2007	<i>Seeing through multilingual corpora</i>		Amsterdam/Philadelphia: Benjamins
Johnson, K.	2008	<i>Quantitative methods in Linguistics</i>		Malen: Blackwell
Litosseliti, L. (Ed.)	2010	<i>Research methods in linguistics</i>		London: Continuum
Loewen, Sh. & Plonsky L.	2016	<i>An A-Z of applied linguistics research methods</i>		London: Palgrave Macmillan
McEnery, M. , Xiao, R. and Tono, Y.	2006	<i>Corpus-based language studies</i>		London/New York: Routledge
Mittelberg, I., Coulson, S., Spivey, M. & Gonzales-Marques, M. (Eds.)	2007	<i>Methods in cognitive linguistics</i>		Amsterdam/Philadelphia: Benjamins
Paltridge, B. & Phakiti, A.	2015	<i>Research methods in applied linguistics</i>		London: Continuum
Podesva, R. & Sharma, D.	2013	<i>Research methods in linguistics</i>		Cambridge: CUP

Rasinger, S.	2009	<i>Quantitative research in linguistics</i>		London: Continuum
Ruiz-Garrido, M., Palmer-Silveira, J. & Fortanet-Gomez, I. (Eds.)	2010	English for Professional and Academic Purposes		Amsterdam/New York: Rodopi

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