# Breaking Bad Habits in Experimental and Quantitative Research in Linguistics

Dr Massimiliano Canzi

mcanzi/2022 daw | May 5th 2022

### Section 1

Introduction

Massimiliano "Max" Canzi

• Lab Manager / Data Scientist @ Uni Konstanz

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- Lab Manager / Data Scientist @ Uni Konstanz
- PhD in Linguistics @ Uni of Manchester

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- PhD in Linguistics @ Uni of Manchester
- MSc Forensic Speech Science @ Uni of York

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- MSc Forensic Speech Science @ Uni of York
- MA Linguistics @ Uni of Manchester

Interested in:  $\mathbf{R}$ , experimental designs,  $\mathbf{reproducibility}$ , open science, improving existing methodologies, data visualisation, honest scientific communication...

Post-Production

## About the LingLabs

Consortium of linguistic laboratories at the University of Konstanz spanning a variety of research topics and fields.

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https://www.ling.uni-konstanz.de/forschung/workshops/

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• Write a script

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- Set a production budget
- Casting, locations, props, storyboards

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- Casting, locations, props, storyboards
- $\bullet$  Shoot the film

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- Press, festivals



Figure 1: Severance (2022)

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• Data wrangling, analaysis and visualisation

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Introduction

- Data wrangling, analaysis and visualisation
- Papers, conferences

Just like when shooting a film, **plan ahead**.

Post-Production

# Motion Pictures / Scientific Experiments

Just like when shooting a film, plan ahead.

The more things you can accurately predict and plan, the more solid your design and experiment will be. That's pretty much all there is to it.

## Thank you!

Questions?

# Thank you!

### Thank you!

 $\mathbf{Just} \ \mathbf{kidding...} \ \operatorname{let's} \ \operatorname{get} \ \operatorname{started}.$ 

### Section 2

Pre-Production

Find a direct, achievable link between the  ${f theory}$  and its  ${f implementation}.$ 

If your research question is too complex  $\mathbf{scale}\ \mathbf{down},\ \mathbf{zoom}\ \mathbf{in}.$ 

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If your research question is too complex  $\mathbf{scale}\ \mathbf{down},\ \mathbf{zoom}\ \mathbf{in}.$ 

Develop clear,  ${f testable}$  hypotheses.

Find a direct, achievable link between the **theory** and its **implementation**.

• What **method** is best to answer the question?

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- How many experiments?
- What experimental **design**?
- How (and what) are variables going to be coded?

Choose a method that fits your research question, but keep ease of implementation in mind.

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Know your method well! Methods comes with baggage, meaning that often the chosen method determines conventions in experimental design, data analysis, presentation of results, etc.

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Know your method well! Methods comes with baggage, meaning that often the chosen method determines conventions in experimental design, data analysis, presentation of results, etc.

Don't be afraid to innovate.

Film or Mini Series?

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Multiple experiments  $\underline{\text{might}}$  allow for a less complex experimental design, follow-up studies, ...

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Multiple experiments  $\underline{\text{might}}$  allow for a less complex experimental design, follow-up studies, ...

However, more experiments also mean more time spent on participant recruitment, data collection,  $\dots$ 

If you were to take one thing home from today, make it this one:

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 $\gg$  less is more  $\ll$ 

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Every time you add a categorical predictor with two levels, for example, you should double your data. Can you afford it?

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For the now visibly upset Bayesians...

Choosing an experimental method and design is equivalent to choosing the **resolution** of your study.

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It is, again, really important that your design allows you to confidently test your hypotheses as you intend to.

• Know your **limits** 

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- Know your **limits**
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- Know your **limits**
- Know your **goals**
- Choose a balanced design
- Register your report?

## Registered Reports

- Mertzen, D., Lago, S., & Vasishth, S. (2021). The benefits of preregistration for hypothesis-driven bilingualism research. Bilingualism: Language and Cognition, 24(5), 807-812.
- Roettger, T. B. (2021). Preregistration in experimental linguistics: Applications, challenges, and limitations. Linguistics, 59(5), 1227-1249.

One mistake I see often is related to variable coding, for example..

• Binary instead of continuous..

- Binary instead of continuous..
- $\bullet\,$  5-point instead of 100-point scales

- Binary instead of continuous...
- 5-point instead of 100-point scales
- 100-point scales instead of 5-point scales

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Section 3

Production

Things to consider:

 $\bullet$  Location of the experiment (e.g. lab, online)

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- $\bullet\,$  Number of items

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- Number of items
- Number of participants

- Location of the experiment (e.g. lab, online)
- Number of items
- Number of participants
- What sample?

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Online platforms are getting better and better, allowing for more complex designs and data collection types (e.g. reaction times, Stoet 2017).

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Ideally, you would have an infinite number of both.

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Ideally, you would have an infinite number of both.

Always ask your participants a little more, especially if it's a lab-based experiment.

# Casting

# Casting

Are university students in your university represnatitve enough of the sample you're looking for?

• Write everything down (hardware, software, locations, etc.)

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- Get all the forms you need (participant consent, data protection)

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- Plan a storage solution for data and anonymise whenever possible

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- Get all the forms you need (participant consent, data protection)
- Plan a storage solution for data and anonymise whenever possible
- Hire a research assistant

### Section 4

Post-Production

Know your data!

Let's have a look at some R code

model\_one <- rt\_log %>% lmer(formula = rt ~ condition \* fricative + partic

Welcome back!

Welcome back!

#### Some references:

- Baayen, R. H., & Milin, P. (2010). Analyzing reaction times. International Journal of Psychological Research, 3(2), 12-28.
- Leys, C., Ley, C., Klein, O., Bernard, P., & Licata, L. (2013). Detecting outliers: Do not use standard deviation around the mean, use absolute deviation around the median. Journal of experimental social psychology, 49(4), 764-766.

#### When modelling:

• Your most complex model should be clear to you before you even start collecting data.

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- What is a fixed effect and what is a random effect in your experiment?

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- Your most complex model should be clear to you before you even start collecting data.
- What is a fixed effect and what is a random effect in your experiment?
- Slopes galore

Sometimes, it's not as straightforward

Sometimes, it's not as straightforward i.e. the story of event-related potentials (ERP)  $\,$ 

Reporting your results:

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• Standardise (e.g. APA)

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- $\bullet$  Provide supporting material

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- Standardise (e.g. APA)
- $\bullet$  Provide supporting material
- $\bullet$  package report

We fitted a linear mixed model (estimated using REML and nloptwrap optimizer) to predict rt with condition, fricative and participant\_device\_type (formula: rt ~ condition \* fricative + participant\_device\_type). The model included condition, participant\_private\_id and item as random effects (formula: list(~condition | participant\_private\_id, ~1 | item)). The model's total explanatory power is substantial (conditional R2 = 0.41) and the part related to the fixed effects alone (marginal R2) is of 0.08. The model's intercept, corresponding to condition = NM, fricative = FF and participant\_device\_type = computer, is at 6.89 (95% CI [6.81, 6.97], t(11044) = 171.01, p < .001). Within this model:

- The effect of condition [WM] is statistically non-significant and positive (beta = 4.10e-03, 95% CI [-0.04, 0.05], t(11044) = 0.17, p = 0.867; Std. beta = 7.57e-03, 95% CI [-0.08, 0.10])
- The effect of fricative [SH] is statistically significant and negative (beta = -0.22, 95% CI [-0.30, -0.15], t(11044) = -5.52, p < .001; Std. beta = -0.41, 95% CI [-0.56, -0.27]) ...

Analyses were conducted using the R Statistical language (version 4.0.3; R Core Team, 2020) on macOS Big Sur 10.16, using the packages ggpubr (version 0.4.0; Alboukadel Kassambara, 2020), Matrix (version 1.3.2; Douglas Bates and Martin Maechler, 2021), lme4 (version 1.1.26; Douglas Bates et al., 2015), ggplot2 (version 3.3.5; Wickham. ggplot2: Elegant Graphics for Data Analysis. Springer-Verlag New York, 2016.), stringr (version 1.4.0; Hadley Wickham, 2019), tidyr (version 1.1.2; Hadley Wickham, 2020), forcats (version 0.5.1; Hadley Wickham, 2021), readr (version 1.4.0; Hadley Wickham and Jim Hester, 2020), dplyr (version 1.0.4; Hadley Wickham et al., 2021), tibble (version 3.1.5; Kirill Müller and Hadley Wickham, 2021), lmerTest (version 3.1.3; Kuznetsova A et al., 2017), purrr (version 0.3.4; Lionel Henry and Hadley Wickham, 2020), sjPlot (version 2.8.9; Lüdecke D, 2021), viridis (version 0.5.1; Simon Garnier, 2018), viridisLite (version 0.4.0; Simon Garnier et al., 2021) and tidyverse (version 1.3.0; Wickham et al., 2019).



Figure 2: Severance (2022)

When modelling, I like to provide plots showing model estimates, rather than plotting raw data.

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For example, you can use package sjPlot, or do it yourself with packages ggeffects and ggplot2.

Production

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## Color Grading

Again, » less is more «. A few tips:

• Use package viridis whenever possible – https://cran.rproject.org/web/packages/viridis/vignettes/intro-to-viridis.html

Production

## Color Grading

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- Check with journals

Experiment done, data analysed, results reported, paper written. Time to **get it** out into the world.

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Consider **Open Access** whenever possible.

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Share your data and your code with your paper.

### Ending Credits

- Baayen, R. H., & Milin, P. (2010). Analyzing reaction times. International Journal of Psychological Research, 3(2), 12-28.
- Green, P., & MacLeod, C. J. (2016). SIMR: an R package for power analysis of generalized linear mixed models by simulation. Methods in Ecology and Evolution, 7(4), 493-498.
- Leys, C., Ley, C., Klein, O., Bernard, P., & Licata, L. (2013). Detecting outliers: Do not use standard deviation around the mean, use absolute deviation around the median. Journal of experimental social psychology, 49(4), 764-766.
- Stoet, G. (2017). PsyToolkit: A novel web-based method for running online questionnaires and reaction-time experiments. Teaching of Psychology, 44(1), 24-31.