Centrum för tvåspråkighetsforskning
Institutionen för svenska och flerspråkighet
Stockholms universitet

Grading Criteria

Qualitative Methods for Language Research 7.5 ECTS

Approved by the Departmental Board on October 7th, 2026.

Valid from Fall 2026.

Expected learning outcomes

Having completed the course, students are expected to be able to:

1. Explain basic methodological concepts and explain the rationale of common methods used in qualitative linguistic research, including the types of research questions for which they are typically used.
2. Critically review empirical research reporting studies using qualitative approaches within linguistics, with special focus on methodological choices and reflexivity.
3. Independently design, conduct, and report a linguistic study using a qualitative approach, and discuss methodological challenges, limitations, and ethical aspects.
4. Demonstrate awareness of research ethical norms relevant to studies that involve qualitative data and reflect on ethical issues related to the collection, management, and reporting of research data and responsible research conduct.

Grading Criteria

To pass the course, all expected learning outcomes (1–4) must be fulfilled. Expected learning outcomes 1 and 3 are graded in five passing levels (A, B, C, D, E). Expected learning outcome 2 is graded in two passing levels (A–B, C–E). Expected learning outcome 4 is graded as Pass (G) or Fail (U) in two passing levels (A–B, C–E).

The grade for expected learning outcomes 1 and 3 is calculated as the average of the grades awarded for these two expected learning outcomes. To receive a final course grade of A or B, the student must achieve both the corresponding grade for expected learning outcomes 1 and 3 and the higher grade for expected learning outcome 2 (A–B). Otherwise, the final course grade is lowered by one grade. Expected learning outcome 2 cannot raise the final course grade.

Example 1: B (1 and 3) + A–B (2) + G (4) = final grade B.
Example 2: B (1 and 3) + C–E (2) + G (4) = final grade C.

For all passing grades, there is also a general criterion that written examination assignments must have a clearly discernible structure and be correctly formulated in accordance with basic linguistic conventions for academic prose.

	1	2	3
A	The student explains basic methodological concepts and explains the rationale of common methods used in qualitative linguistic research, including the types of research questions for which they are typically used in a consistently insightful, problematizing and nuanced manner, with excellent anchoring in relevant literature. Relevant concepts and distinctions are used, in principle, flawlessly.		The student independently designs, conducts, and reports a linguistic study using a qualitative approach, and discusses methodological challenges, limitations, and ethical aspects in a consistently insightful, problematizing and nuanced manner, with excellent anchoring in relevant literature. Relevant concepts and distinctions are used, in principle, flawlessly.
B	The student explains basic methodological concepts and explains the rationale of common methods used in qualitative linguistic research, including the types of research questions for which they are typically used in a predominantly insightful, problematizing and nuanced manner, with very good anchoring in relevant literature. Relevant concepts and distinctions are used predominantly correctly.	The student critically reviews empirical research reporting studies using qualitative approaches within linguistics, with special focus on methodological choices and reflexivity in a predominantly insightful, problematizing and nuanced manner, with very good anchoring in relevant literature. Relevant concepts and distinctions are used predominantly correctly.	The student independently designs, conducts, and reports a linguistic study using a qualitative approach, and discusses methodological challenges, limitations, and ethical aspects in a predominantly insightful, problematizing and nuanced manner, with very good anchoring in relevant literature. Relevant concepts and distinctions are used predominantly correctly.
C	The student explains basic methodological concepts and explains the rationale of common methods used in qualitative linguistic research, including the types of research questions for which they are typically used with a certain degree of problematizing and with predominantly good anchoring in relevant literature. Relevant concepts and distinctions are used correctly for the most part.		The student independently designs, conducts, and reports a linguistic study using a qualitative approach, and discusses methodological challenges, limitations, and ethical aspects with a certain degree of problematizing and with predominantly good anchoring in relevant literature. Relevant concepts and distinctions are used correctly for the most part.

D	The student explains basic methodological concepts and explains the rationale of common methods used in qualitative linguistic research, including the types of research questions for which they are typically used in a satisfactory manner, with satisfactory grounding in relevant literature. Relevant concepts and distinctions are used mainly correctly.	The student critically reviews empirical research reporting studies using qualitative approaches within linguistics, with special focus on methodological choices and reflexivity in a satisfactory manner, with satisfactory grounding in relevant literature. Relevant concepts and distinctions are used mainly correctly.	The student independently designs, conducts, and reports a linguistic study using a qualitative approach, and discusses methodological challenges, limitations, and ethical aspects in a satisfactory manner, with satisfactory grounding in relevant literature. Relevant concepts and distinctions are used mainly correctly.
E	The student explains basic methodological concepts and explains the rationale of common methods used in qualitative linguistic research, including the types of research questions for which they are typically used in a sufficient manner, with some anchoring in relevant literature. Relevant concepts and distinctions are used mainly correctly, although with some shortcomings.		The student independently designs, conducts, and reports a linguistic study using a qualitative approach, and discusses methodological challenges, limitations, and ethical aspects in a sufficient manner, with some anchoring in relevant literature. Relevant concepts and distinctions are used mainly correctly, although with some shortcomings.

Expected learning outcome 4:

G (Pass)
The student demonstrates awareness of research ethical norms relevant to studies that involve qualitative data and reflect on ethical issues related to the collection, management, and reporting of research data and responsible research conduct.

U (Fail)
The student does not meet the criteria for a grade of G

Fx	The student meets all the criteria for a passing grade except one.
F	The student does not meet two or more of the criteria for a passing grade.