1. **Title of the module**

LING8300 (LL830) – Quantitative Research Methods

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Co-requisites: LING8370 – Research Skills

1. **The programmes of study to which the module contributes**

Optional for MA Linguistics; MA Applied Linguistics with TESOL

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Knowledge and critical understanding of hypothesis formation and the ability to choose an appropriate experimental design for a research question;

8.2 Knowledge of the main methods of quantitative enquiry within linguistics, including an ability to describe and evaluate research that employs such methods;

8.3 The ability to design, conduct and report on research using quantitative methodologies;

8.4 The ability to assess the validity and reliability of findings in current articles using quantitative methodologies;

8.5 Understanding of ethical considerations which need addressing prior to the undertaking of any experimental procedure.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner both orally and in writing;

9.2 Demonstrate their ability to work cooperatively with others, exercising personal responsibility and sensitivity.

1. **A synopsis of the curriculum**

This module is an introduction to quantitative research methods in linguistics, with the aim of familiarising students with the main methodologies by analysis of relevant studies from the literature and hands-on experience with study design. Key topics will include: hypothesis formation; experimental design; paradigms for quantitative linguistic research; data analysis and interpretation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Gravetter, F. & Lori-Ann Forzano. (2011). Research Methods for the Behavioral Sciences. Cengage Learning, 4th edition.

Harris, P. (2008). Designing and Reporting Experiments in Psychology. Open University Press.

Johnson, K. (2008). Quantitative Methods in Linguistics. Blackwell Publishing.

Litosseliti, L. (2009). Research Methods in Linguistics. London: Continuum International Publishing Group Ltd.

Meltzoff, J. (2010). Critical Thinking about Research: Psychology and Related Fields. American Psychological Association.

Rasinger, S.M. (2008). Quantitative Research in Linguistics. London: Continuum International Publishing Group Ltd.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Problem Set – 30%
* Abstract (500 words) – 15%
* Research Proposal (2,000 words) – 40%
* Presentation of Research Proposal (15 minutes) – 15%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Problem Set |  | **x** | **x** | **x** |  | **x** |  |
| Abstract | **x** | **x** | **x** | **x** |  | **x** |  |
| Research Proposal | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Presentation | **x** | **x** | **x** | **x** |  | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This is a module about research methods, which, by definition, are not specific to a particular country or culture.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |