

Identification	Subject (code, title, credits)	LING 603 Research Methods-3KU/6ECTS
	Department	English Language and Literature
	Program(undergraduate, graduate)	Graduate
	Term	Spring, 2022
	Instructor	Dr. Davud Kuhi
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	Phone:	989143144339
	Classroom/hours	
	Office hours	
Prerequisites		
Language	English	
Compulsory/Elective		
Required textbooks and course materials	<ul style="list-style-type: none"> - Cohen, L., Manion, L. & Morrison, K. (2007). <i>Research methods in education (6th edition)</i>. London & New York: Routledge. - Dornyei, Z. (2007). <i>Research methods in applied linguistics</i>. Oxford: Oxford University Press. - McKinley, J. & Rose, H. (2020). <i>The Routledge handbook of research methods in applied linguistics</i>. London & New York: Routledge. 	
Course website		
Course outline	This program offers some basic issues on the nature and philosophy of research and possibilities of approaching a research problem from different perspectives (qual, quan and mixed).	
Course objectives	The purpose of the current program is to define the fundamental assumptions of research and help learners approach research from multiple perspectives. The major paradigms of research including qualitative, quantitative and mixed research will be introduced and each one would be discussed in details in terms of ideological, methodological (data collection, data analysis) mechanisms.	
Learning outcomes	<p>By the end of this semester, the participants are expected to have developed:</p> <p>An understanding of the difference between qualitative, quantitative and mixed method research</p> <p>An understanding of which method(s) best suit(s) the research questions they have in their minds</p> <p>An understanding of which data collection, data analysis procedure and instruments would suit their topics of interest</p>	

Teaching methods	Lecture		X
	Group discussion		X
	Weekly summaries		X
Evaluation	Methods	Date/deadlines	Percentage (%)
	Active involvement in classroom tasks		5
	Presentations		5
	Term project		20
	Midterm exam		30
	Final exam		40
	Total		100
Assessment	<p>It should be understood that in a course like this the assessment system is not a one-shot summative paper and pencil test conventionally uses at the end of a semester. The assessment system here would comprise of a combination of subjective, dynamic, longitudinal assessment (achieved through presentations, summaries, questions and answers and feedbacks) and two macro-test (including the midterm and final exam). It should be remembered that even these macro-tests would no focus on local understanding of the type we expect in multiple-choice exams. What is expected is deep understanding and being able to express that understanding with fluent academic English in essay-type exams. A term project developed on the basis of classroom discussion would constitute a considerable component of assessment in this semester. This project should be chosen in light of the instructor's guidelines and be regularly reported during the semester.</p>		
Policy	<p>Attendance (Lateness): Attendance is important. Absences can be detrimental to one's grade due to the number of class activities (presentations and class participation) and complexity of the subject. For every three unexcused absences one (1) point will be deducted from the grade point average. More than 10 unexcused absences are excessive. Free participation is discouraged.</p> <p>Missed exams or assignments: Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p>Academic Dishonesty: Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Reference should be given to the sources used in one's work. However, any research paper consisting of references and citations only, without further analysis by the student, will not be acceptable either.</p> <p>Cheating during the tests will be penalized including the possibility of a zero mark on the test.</p> <p>Topics of presentations / project papers will be pre-determined by the instructor. Free presentations / paper topics are not allowed. Presentation in cooperation with other students is allowed if pre-agreed with the instructor.</p>		

Weekly Readings and Discussions:

Week	Activity
1	Introduction to the course, objectives of the course and basic tasks and requirements
2	The nature of inquiry: setting the field (Cohen et al. chapter 1; Part 1)
3	The nature of inquiry: setting the field (Cohen et al. chapter 1; Part 2)
4	Qualitative, quantitative and mixed methods research (Dornyei Chapter 2)
5	Methodological transparency and its consequences for the quality and scope of research (McKinley et al. Chapter 1)
6	Multi-perspective research (McKinley et al. Chapter 2)
7	Expanding the scope of mixed methods research in applied linguistics (McKinley et al. Chapter 3; Dornyei Chapter 7)
8	Midterm Exam
9	Sampling: Problematizing the issue (McKinley et al. Chapter 4)
10	Solidarity and the politics of 'us': How far can individuals go in language policy? Research methods in non-western contexts (McKinley et al. Chapter 7)
11	Interdisciplinary research (McKinley et al. Chapter 9)
12	Ethics in applied linguistics research (McKinley et al. Chapter 10; Dornyei Chapter 3)
13	Longitudinal versus cross-sectional research, Classroom research (Dornyei Chapter 4,8)
14	Data Collection: quan, qual, mixed (Dornyei Chapters 5, 6, 7)
15	Data analysis: quan, qual, mixed (Dornyei Chapters 9,10,11)
16	Conclusions