

Identification	Subject(code, title, credits)	LING 550 Research Methods-3KU/6ECTS	
	Department	English Language and Literature Department	
	Program(undergraduate, graduate)	graduate	
	Term	Spring 2024	
	Instructor	Davud Kuhi	
	E-mail:	Davoud.kuhi@khazar.org	
	Phone:	989143144339	
	Office hours	As scheduled	
Prerequisites	none		
Language	English		
Compulsory/Elective	Compulsory		
Required textbooks and course materials	<ul style="list-style-type: none">- Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education (6th edition). London & New York: Routledge.- Dornyei, Z. (2007). Research methods in applied linguistics. Oxford: Oxford University Press.- McKinley, J. & Rose, H. (2020). The Routledge handbook of research methods in applied linguistics. London & New York: Routledge.		
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	Classroom lectures		+
	Student presentations		+
	Weekly summaries		+
	Group discussions		+
Evaluation	Methods	Date/deadlines	Percentage (%)
	Active involvement in classroom tasks	Till final exam	5
	Presentations	Till final exam	5
	Term project	Till final exam	20

	Midterm exam	April	30
	Final exam	June	50
	Total		100
Policy /Assessment	Assessment 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.Course policies Attendance (Lateness): Attendance is important. 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. 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. 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. Cheating during the tests will be penalized including the possibility of a zero mark on the test. 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.		
Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments/ Reading
1	Introduction to the course, objectives of the course and basic tasks and requirements		
2	The nature of inquiry: setting the filed		(Cohen et al. chapter 1; Part 1)
3	Qualitative, quantitative and mixed methods research		(Dornyei Chapter 2)
4	Expanding the scope of mixed methods research in applied linguistics		McKinley et al. Chapter 3; Dornyei Chapter 7)
5	Multi-perspective research		McKinley et al. Chapter 2)
6	Data Collection: quan, qual, mixed		(Dornyei Chapters 5, 6, 7)
8	Midterm exam		
9	Data analysis: quan, qual, mixed		(Dornyei Chapters 9,10,11)
10	Longitudinal versus cross-sectional research, Classroom research		(Dornyei Chapter 4,8)

11	Naturalistic and ethnographic research		(Cohen et al. 7; McKinley 13)
12	Case studies		(Cohen et al. 11; McKinley 12)
13	Action research		(Cohen et al. 14; McKinley 15)
14	Core dimensions of narrative inquiry		(McKinley 16)
15	Methodological issues in critical discourse studies		(McKinley 17)
16		Final exam	