

# EN6471: RESEARCH METHODS IN ENGLISH STUDIES

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Research Methods in English Studies

### Subject Code

EN - English

### Course Number

6471

### Academic Unit

English (EN)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

R8 - Research Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### Abstract

This course will teach students to research, analyze, evaluate, and apply critical approaches and methods in the field of English studies. The main aim is to prepare them to conduct their own independent research study.

### Course Intended Learning Outcomes (CILOs)

|   | CILOs   | Weighting (if app.) | DEC-A1 | DEC-A2 | DEC-A3 |
|---|---|---------------------|--------|--------|--------|
| 1 | make use of library and online resources to conduct literature searches and to review the literature in order to guide the direction and the design of a study                          | 5                   | x      | x      | x      |
| 2 | analyse and evaluate a range of research questions in English Studies   | 10                  | x      | x      | x      |
| 3 | analyse and evaluate a set of basic concepts, theories and research methods in English Studies  | 20                  | x      | x      | x      |
| 4 | analyse, evaluate, compare and contrast both the advantages and disadvantages of different research methods, with reference to different kinds of research questions in English Studies | 30                  | x      | x      | x      |
| 5 | discuss ethical issues in research  | 5                   | x      | x      | x      |
| 6 | apply the knowledge and skills gained from CILOs 2-4 to design a research study   | 30                  | x      | x      | x      |

#### A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

#### A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

#### A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### Learning and Teaching Activities (LTAs)

|   | LTAs              | Brief Description   | CILO No.         | Hours/week (if applicable) |
|---|-------------------|---|------------------|----------------------------|
| 1 | Lectures          | Students will learn about research skills through interactive lectures which will be delivered by the instructor and guest speakers | 1, 2, 3, 4, 5, 6 | 2                          |
| 2 | Group discussions | Students will participate in guided small group discussions   | 2, 3, 4, 5, 6    | 1                          |

|   |                |   |                  |   |
|---|----------------|---|------------------|---|
| 3 | Analysis tasks | Students will develop research skills through guided exploratory tasks that involve the use of authentic research texts representing various research methods | 1, 2, 3, 4, 5, 6 | 1 |
| 4 | Reading        | Students will gain knowledge by guided out-of-class reading tasks   | 1, 2, 3, 4, 5, 6 | 3 |

**Assessment Tasks / Activities (ATs)**

| ATs | CILO No.  | Weighting (%)    | Remarks ("- for nil entry) | Allow Use of GenAI? |    |
|-----|---|------------------|----------------------------|---------------------|----|
| 1   | In-class Quiz (with two parts: TESOL and English Literature Studies)        | 1, 2, 3, 4, 5, 6 | 50                         | -                   | No |
| 2   | Critique of research (with two parts: TESOL and English Literature Studies) | 1, 2, 3, 4, 5, 6 | 50                         | -                   | No |

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

Critique of research

**Criterion**

Topic

**Excellent**

(A+, A, A-)

- Shows full understanding of the topic;

**Good**

(B+, B, B-)

- Shows sufficient understanding of the topic;

**Fair**

(C+, C, C-)

- Shows partial understanding of the topic

**Marginal**

(D)

- Shows sketchy understanding of the topic

**Failure**

(F)

- Shows inaccurate understanding of the topic

**Assessment Task**

Critique of research - continued

**Criterion**

Content & analysis

**Excellent**

(A+, A, A-)

- Shows full understanding of main concepts and their application

**Good**

(B+, B, B-)

- The main concepts are competently discussed and applied

**Fair**

(C+, C, C-)

- The concepts selected for analysis are adequately applied

**Marginal**

(D)

- The concepts selected for analysis are partially applied

**Failure**

(F)

- The concepts selected for analysis are highly inadequate

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**Assessment Task**

Critique of research - continued

**Criterion**

Organization

**Excellent**

(A+, A, A-)

- Effectively sectioned and organized

**Good**

(B+, B, B-)

- Quite effectively sectioned and organized

**Fair**

(C+, C, C-)

- Adequately sectioned and organized

**Marginal**

(D)

- Adequately sectioned and organized

**Failure**

(F)

- Poorly sectioned and organized

**Assessment Task**

Critique of research - continued

**Criterion**

Language

**Excellent**

(A+, A, A-)

- Style and tone are highly appropriate

**Good**

(B+, B, B-)

- Style and tone are appropriate

**Fair**

(C+, C, C-)

- Style and tone are somewhat appropriate

**Marginal**

(D)

- Style and tone are somewhat inappropriate

**Failure**

(F)

- Style and tone are completely inappropriate

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**Assessment Task**

In-class Quiz

**Criterion**

The quiz will be marked according to the accuracy of the answers. Correct answers will be awarded full marks of the respective questions, half-correct answers will be awarded half of the marks devoted to the respective questions, and wrong or irrelevant answers will be awarded zero.

**Excellent**

(A+, A, A-)

- Shows full understanding of the topic;

- Shows full understanding of main concepts and their application;"

**Good**

(B+, B, B-)

- Shows sufficient understanding of the topic

- The main concepts are competently discussed and applied

**Fair**

(C+, C, C-)

- Shows partial understanding of the topic

- The concepts selected for analysis are adequately applied

**Marginal**

(D)

- Shows partial/sketchy understanding of the topic
- The concepts selected for analysis are partially/adequately applied

### Failure

(F)

- Shows inaccurate understanding of the topic
- The concepts selected for analysis are highly inadequate

## Part III Other Information

### Keyword Syllabus

Literature Searches, Research Questions, Research Paradigms and Methodologies

### Reading List

#### Compulsory Readings

|   | Title  |
|---|--|
| 1 | Paltridge, B. & Phakiti, A. (2018). <i>Research methods in applied linguistics: A practical resource</i> . Bloomsbury Academic.  |
| 2 | McKinley, J. & Rose, H. (2019). <i>The Routledge handbook of research methods in applied linguistics</i> . Routledge.  |
| 3 | Towheed, S (2010). Tools and techniques for literary research: using online and printed sources. In Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> (pp. 9-36). Routledge.                 |
| 4 | Correa, D. & Owens, W.R. (2009), <i>The handbook to literary research</i> . (2nd edition). Routledge.  |
| 5 | Eagleton, T. (2011). Introduction: What is Literature? in <i>Literary Theory: An Introduction</i> . John Wiley & Sons.   |
| 6 | Castle, G (2007). <i>The Rise of Literary Theory in The Blackwell Guide to Literary Theory</i> . Blackwell Publishers.   |
| 7 | Elliott M.A. & Stokes C. (2003). Introduction: What Is Method and Why Does It Matter? In M. Elliot & C. Stokes (Eds.), <i>American Literary Studies: A Methodological Reader</i> (pp.1-17). New York University Press. |
| 8 | Yood, J. (2003). Writing the Discipline: A Generic History of English Studies. <i>College English</i> , 65 5, pp. 526–540.   |
| 9 | Olsen, S. H. (2005). <i>Progress in Literary Studies</i> . <i>New Literary History</i> , 36 3, 341–358.  |

#### Additional Readings

|   | Title  |
|---|--|
| 1 | Andrews, R. (2003). <i>Research Questions</i> . Continuum.   |
| 2 | Zhang, L. J. & Zhang, D. (2019) Think-aloud protocols. In J. McKinley & H. Rose (Eds). <i>The Routledge Handbook of Research methods in Applied Linguistics</i> . (pp. 302 – 311) New York: Routledge. |
| 3 | Sato, M. & Ballinger, S. (2016) <i>Peer Interaction and Second Language Learning: Pedagogical Potential and Research Agenda</i> . John Benjamins.  |
| 4 | Hyon, S. (2018). <i>Introducing Genre and English for Specific Purposes</i> . Routledge.   |
| 5 | Owens, W.R. (2010). Editing literary texts. In Correa, D. and Owens, W.R. (Eds.), <i>The Handbook to Literary Research</i> (pp. 69-86). Routledge.   |
| 6 | Gutpa, S. (2010). The place of theory in literary disciplines. In Correa, D. and Owens, W.R. (Eds.), <i>The Handbook to Literary Research</i> (pp.109-130). Routledge.                                 |
| 7 | Johnson, D. (2010). Literary research and interdisciplinarity. In Correa, D. and Owens, W.R. (Eds.), <i>The Handbook to Literary Research</i> (pp.131-147). Routledge.                                 |
| 8 | Creswell, J. W. (2015). <i>Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research</i> . Pearson.   |
| 9 | Creswell, J. W. & Poth, C. N.(2018). <i>Qualitative Inquiry and Research Design: Choosing Among Five Approaches</i> . Sage.  |

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|----|---|
| 10 | Creswell, J. W. & Creswell, J. D. (2018). <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches</i> . Sage. |
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