

Lecture One

Methods of Research

Third Stage

Subject: Research

What is research?

Research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. It consists of three steps: pose a question, collect data to answer the question, and present an answer to the question. Research means to add a new knowledge to the existing store of knowledge. In modern times “research” has become a technical term and has got specific meaning. Now it means “a systematic investigation in the field of knowledge to discover facts or principles”. Research in fact, the pursuit of truth with the help of observation, comparison, and experiment. One more meaning of research is the “systematic approach concerning generalization and formulation of a theory”. Thus, research contributes to the general fund of existing knowledge and also helps to solve complex problems faced by people.

Characteristic of Research

- 1- Research explores new knowledge. It throws light on the facts which are unknown. Research dose not mean to recognize or restate what already known or proved.
- 2- Research is systematic and accurate. In research, the procedures are planned carefully. The data are gathered and analyzed with accuracy. Proper methods and tools are used for the collection of data. The whole process is organized and controlled properly.

- 3- Research is objective and logical. It is free from personal opinions. The data and the procedures used are constantly verified by various tests.
- 4- Research is unhurried and patient. It requires efforts of the researcher. It takes much time and patience.
- 5- Research is highly purposive. This is because it deals with significant problem which demands a solution.
- 6- Research involves a set of hypotheses. Concerning the tentative solution to a problem.

Objective of Research

- 1- To verify and test the existing theories and facts.
- 2- To develop new theories, generalizations, principles and concept.
- 3- To study the cause and effect relation pertaining to the phenomena under study.
- 4- To bring to lime light the most accurate information that could have never been brought to the knowledge under normal course.
- 5- To analyse the interrelationship between the different variable relating to the subject under study.
- 6- To study individual behavior and social action.
- 7- To contribute to the general funds of knowledge.

Lecture Two

Methods of Research

Third Stage

Subject: Doing Research

The researcher needs to think of the area from which he has to select his/her research topic. The Knowledge of the area of research is essential for several reasons. First, it is useful for a research student to decide his topic for research. Secondly, it provides scope for comparison. Thirdly, it gives the researcher a suitable perspective of what others done in the area. Fourthly, it helps us to avoid duplication of studies.

Selection of Research Topic/ Problem

Research is undertaken to help others. It is an answer to an unsolved problem in a particular area of study. So the topic (problem) should be selected with proper thinking.

There are various ways of choosing the problem either in language or in literature. One of them is to listen to the persons who discuss the problem in some seminars or paper- reading sessions. The researcher may discuss the idea with the paper- readers. One more way is to consult the teachers of the concerning subject. The classroom- teaching also helps for choosing the problem.

The researcher in language and literature must realize that there are several problems which need research. For example, the metrical forms used by modern poets are a rich ground for deep study. Similarly, the imaginative patterns of the twentieth century also provide a wide range of research topics. Public prose and language used by periodicals are other important fields for research topics.

The researcher should visit the library regularly and see whether sufficient work has been done on the chosen topic to qualify for research. The researcher should also see whether relevant source materials are easily available on the topic.

The topic chosen should be that the scholar is slightly familiar with and wishes to know more about it. Similarly, the topic should be one which needs several sources for the completion of the research work. However, it should not be too vast to be managed within a thesis.

The problem should not be too new. Otherwise, the researcher will have to struggle hard to get even the primary sources. Such sources may be beyond the reach of the research scholar. For example, it is difficult to find the secondary sources on the writers or poets who are very new. The topic should also not be too technical to understand. It should not be controversial. On the contrary, it should be probable and acceptable. With the topic having the above- given nature, the research scholar can go to the library.

Lecture Three

Subject Composition

Second stage

The sentence

The unity of written speech is the sentence. A sentence is a group of words that makes complete sense. The normal sentence must have two elements: the subject and the predicate. The subject is the word, or group of words about which something is said.

Another definition of sentence is: set of words that are complete it self, containing a subject and predicate, consisting of a main clause and sometimes one or more subordinate clauses. Also it can be words that express a complete idea.

The predicate is the part that tells us what the subject did, what was done to it. For example, in the sentence "Ali laughed" the subject is "Ali" and the predicate is "laughed". We may think of the subject as the doer or receiver of the action and the predicate as denoting the action, what the subject does or what it done to it. Every sentence, no matter how simple or complicated it may be, contains at least one subject and one or predicate.

We can divide sentence into four traditional categories:

- 1- Simple sentence.
- 2- Compound sentence.
- 3- Complex sentence.
- 4- Compound-complex sentence.

1-The Simple Sentence:

A simple sentence consists of only one independent clause; that is, one subject and one predicate. The simple sentence may have as subject more than one noun or pronoun and as predicate more than one verb. It may also have adjective, adverb, and phrase as modifiers. The form of the verb is determined by the nature of the subject—whether it is singular or plural, or first, or third person. Thus we say “he speaks” but “they speak” or “I am”, “he is”, “we/you/they/are”.

The following sentences have two main parts--subject and predicate:

Subject	Predicate
The boy	was running
All the boys	were running
All the boys	were running down the hill

The first part of each sentence above functions as the subject and the second part functions as the predicate. Most simple sentences follow this pattern

More examples for simple sentence:

Ali waited for the train.

Sometimes the subject is compound For example,

The management and staff were pleased to announce the result.

Huda and Suha took the bus.

A simple sentence can also have a compound predicate. For example,

The work hard and produced an excellent display.

Lecture Four

Subject composition

Second Stage

Compound, Complex, and Compound Complex Sentence

Compound Sentence

A compound sentence consists of two or more independent clauses. Each clause contains a subject and a predicate of its own. Each part is therefore a sentence which is part of a larger sentence. Each clause makes good sense by itself, and neither of them is inferior, or dependent on the other. Ordinarily, a co-ordinating conjunction (e.g. and, but, or, for) joins the two parts.

A co-ordinating conjunction is a joining word that joins two clauses of equal value. The following sentences have two coordinate clauses:

The sky darkened, but no rain fell.

He had to act immediately, or he would have been too late.

The pattern for compound sentence is:

Subject+ predicate+ conjunction+ subject+ predicate.

Complex Sentence

A complex sentence consists of one independent and one or more secondary ideas. It means one or more dependent clause. Dependent clauses are used as noun, as adjective, and as adverb.

For example,

Lecture Five

Subject Composition

Second stage

Punctuation and Mechanics

When we speak we can help to make our meaning clear by changing the tone of our voice, by pausing, or by using gestures. If we spoke for two or more three minutes without ever pausing or changing the tone of our voice, no one would understand what we were trying to say. So, in writing, if we were to string all the words together without ever indicating where the pauses should be, no one would understand the thoughts and ideas we were trying to express. When we write we have to use signs or symbols to make our meaning clear. These symbols, commonly called “punctuation marks”, are very important; they have their own meaning, and these meanings supplement the meanings of words. The purpose of punctuation is practical, not ornamental. The reason for punctuating is to make the meaning for punctuating is to make the meaning clear.

Punctuation marks divide into two parts:

1-End Punctuation Marks

When we come to the end of a sentence we must put a punctuation mark. The symbol we use will depend on the kind of a sentence we have written. There are three punctuation types we can use them at the end of a sentence:

The full stop (.)

The question mark (?)

The exclamation mark (!)

2-Non End Punctuation Marks

There are many non end punctuation types:

The comma (,)

The semicolon (;)

The colon (:)

The dash (-)

3-Enclosing Punctuation Marks

Brackets ()

Inverted comma (“

4-Punctuation Marks Used within the Word

The apostrophe(‘)

The hyphen (-)

In addition to punctuation, we use certain other conventions to help make our meaning clear

Capital letter

Numbers

