Research
Prepared by:
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1st Lecture

1. **Research is defined as a …….investigation into and study of materials and sources in order to establish facts and reach new conclusions.**
    a. Deep
    b. Voluntary
    c. Systematic
    d. Abstract

2. **Method is defined as a particular procedure for …….something, esp. a systematic or established one.**
    a. Accomplishing
    b. Approaching
    c. Either
    d. Neither

3. **Design is defined as a/an …….structure of the inquiry (research)**
    a. Logical
    b. Non-logical
    c. Practical
    d. Non-practical
4. **A research could be a turn paper or:**
    a. Thesis
    b. Dissertation
    c. Article
    d. All true
5. **While we find articles in newspapers and magazines, we find the dissertations in:**
    a. PHD
    b. MA
    c. Both
    d. Neither

6. **In PHD, we have:**
    a. Thesis
    b. Dissertations
    c. Articles
    d. All

2nd Lecture

1. **In a thesis or dssertations and thesis, we call the components of the research:**
    a. Elements
    b. Abstracts
    c. Factors
    d. Chapter
2. **In a thesis or dissertation, an ABSTRACT must exist and should be:**
    a. At the end
    b. In the middle
    c. At the beginning
    d. Any where
3. **Although we should put the ABSTRACT at the beginning of the research, it should….**
    a. Not be written at all
    b. Be written in the beginning
    c. Be written after finishing the research
    d. All acceptable
4. **ABSTRACT is similar to:**
    a. Main idea
    b. Thesis
    c. summary
    d. All false
5. **It is important to note that the weight accorded to the different components can vary by discipline. To avoid any mistake in the weight of your research, you should:**
    a. Shorten your ABSTRACT as much as possible.

b. Lengthen your ABSTRACT as much as possible
c. Try to find an abstract of similar research and model it.
d. All true

6. ***Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling?*** **Which component of the ABSTRACT is this?**
    a. Conclusion/implications
    b. Results/findings/product
    c. Motivation/problem statement
    d. Methods/procedure/approach
7. ***What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students)*** **.Which component of the ABSTRACT is this?**
    a. Conclusion/implications
    b. Results/findings/product
    c. Motivation/problem statement
    d. Methods/procedure/approach
8. ***As a result of completing the above procedure, what did you learn/invent/create?*** **Which component of the ABSTRACT is this?**
    a. Conclusion/implications
    b. Results/findings/product
    c. Motivation/problem statement
    d. Methods/procedure/approach
9. ***What are the larger implications of your findings, especially for the problem/gap identified in step 1?*** **Which component of the ABSTRACT is this?**
    a. Conclusion/implications
    b. Results/findings/product
    c. Motivation/problem statement
    d. Methods/procedure/approach

10. Which of the following has to be avoided when writing an ABSTRACT?

a. You give what is really an introduction, missing out what the results were

b. ! You tell us what each section of the writeup is going to talk about (e.g. 'In the third section we will describe the method'), not briefly what you did (e.g. 'The method we used was...')

c. ! You include wording that refers forward like '… as we shall see…'. Again it is not an introduction. It should read as referring back to the whole completed project.

d. <u>All of the above mentioned.</u>

<u>3rd Lecture</u>

1. **The Abstract could be defined as a/an……. of the whole thing.**
   a. **Long summary**
   b. **Rearrangement**
   c. **<u>Short summary</u>**
   d. **introduction**
2. **It is important to note that the weight of the abstract …….by discipline.**
   a. **<u>Can vary</u>**
   b. **Cannot vary**
   c. **Is always the same**
   d. **All false**
3. **One of the components of the abstract is called …… This component involves the questions: As a result of completing the above procedure, what did you learn/invent/create?**

a. **Conclusion/implications**
b. **Methods/procedure/approach**
c. **Motivation/problem statement**
d. **<u>Results/findings/product</u>**

4. **One of the components of the abstract is called …… This component involves the questions: Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling?**
   a. **Conclusion/implications**
   b. **Methods/procedure/approach**
   c. **<u>Motivation/problem statement</u>**
   d. **Results/findings/product**
5. **One of the components of the abstract is called …… This component involves the questions: What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students)**
   a. **Conclusion/implications**
   b. **<u>Methods/procedure/approach</u>**
   c. **Motivation/problem statement**
   d. **Results/findings/product**
6. **One of the components of the abstract is called …… This component involves the questions: What are the larger implications of your findings, especially for the problem/gap identified in step 1?**
   a. **<u>Conclusion/implications</u>**
   b. **Methods/procedure/approach**
   c. **Motivation/problem statement**
   d. **Results/findings/product**
7. **Which one of the following should be avoided in writing a good abstract?**

a. You give what is really an introduction, missing out what the results were

b. You tell us what each section of the writeup is going to talk about (e.g. 'In the third section we will describe the method'), not briefly what you did (e.g. 'The method we used was...')

c. You include wording that refers forward like '… as we shall see…'. Again it is not an introduction. It should read as referring back to the whole completed project.

d. All of the above mentioned.

8. An abstract could be described as poor one if …..

a. It is incomplete.
b. It doesn't provide enough details.
c. It does not grab the attention of the reader.
d. All of the above mentioned.

4th lecture

1. Research should demonstrate……

a. Research expertise in the relevant field.

b. An appropriate level of originality.

c. Both

d. Neither

2. To achieve the above mentioned demonstration, there are some ways like…..

a. By a piece of work which applies existing ideas (e.g. previous findings, theories, research methods) to a new domain (e.g. provides a competent analysis of new data in terms of an existing theory or approach).

b. By a piece of work which proposes a new and interesting account (maybe a new theory) of existing data.

c. Either

d. Neither

3. In choosing a topic for your research, you may:

a. Choose a topic that stimulates your your intellectual curiosity.
b. Not choose a topic that has relevance to your future career aspiration.
c. Not choose a topic that you feel confident that you are able to master.
d. B and C

4. **The broader the topic you choose, ……. ……**
   a. The more pen-ended your research becomes.
   b. The less likely it is that you will complete it on time.
   c. Both
   d. Neither
5. **In (introduction), you should…..**
   a. Tell the reader about the topic
   b. You start telling us a lot of detail about the method and your results at this point
   c. Detailed research questions and hypotheses… premature to give them here
   d. B and C
6. **In (introduction0, after telling the reader what the topic is, you move on to…..**
   a. Telling him a lot of detail about the method and your results at this point
   b. Reasons for doing the work, e.g.
   c. Giving details
   d. All false
7. **In (introduction) , you should…..**
   a. Present the research as having wider implications.
   b. Present generalizations whether founded or not.
   c. Writing multiple sections with titles.
   d. All true

8. **In (introduction), outline of what will come in the chapters/sections that follow comes at:**
    a. The beginning of the introduction
    b. The middle of the introduction
    c. The end of the introduction
    d. It should be avoided to do so
9. **If you are using some hard terminology in your research, in the introduction you….**
    a. May give a brief definitions of some key terms to be used later.
    b. May not give any brief definitions of some key terms to be used later.
    c. Either
    d. Neither

5th lecture

1. **In order to fully understand plagiarism, it is important to first understand the concept of……..**
    a. Law
    b. Rights
    c. Authorship
    d. A and B
2. **……..refers to the production and ownership of ideas and intellectual material, such as books, articles, images, etc.**
    a. Law
    b. Rights
    c. Authorship

d. A and B

3. **The issue of ownership is complicated by the fact that some knowledge is said to be ……**

    a. Free knowledge

    b. Common knowledge

    c. Important knowledge

    d. Necessary knowledge

4. **'Using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement' This definition refers to:**

    a. Authorship
    b. Plagiarism
    c. Theft
    d. All false

5. **One of the types of Paganism is to copy someone else's work as if it were your own. One of the following is an example of this type:**
    a. If you use a source when you write your assignment, whatever that source might be, you copy whole sentences or paragraphs as though they are your own.
    b. If you copy a whole sentence because you think the sentences are excellent and express the point better than you.
    c. If you have taken so many notes on a topic that you have forgotten to note the reference to some of the sources.
    d. All are examples of this type

6. **Other types of Plagiarism like:**
    a. copy sections of someone else's work but change the odd word or phrase
    b. Submit the same piece of work for two different assignments, even if they are to different departments

c. Submit written work produced collaboratively, unless this is specifically allowed
d. All true

7. Another type of Plagiarism is to copy the work of another student, even if they have consented

8. This is also called…….
   a. Imitation
   b. Cheating
   c. Collusion
   d. A and B

9. Plagiarism in some cases could be excused.
   a. Sometimes
   b. Never
   c. It depends on the excuse
   d. All false

10. In addition to preventing Plagiarism, Receiving has another benefit like:

   a. Credit for your own hard work and research

   b. Demonstrating your intellectual integrity by conforming to agreed academic standards of good practice

   c. Receiving meaningful feedback from your tutor that is targeted to the level you are really at (not pretending to be)

   d. All true

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Lecture 6

1. In the stage of literature review, you are expected to……
   a. Review previous researches
   b. Criticize previous researches
   c. Both
   d. Neither

2. **When reviewing previous researches, you are expected to….**
    a. Discuss their findings
    b. Connect what you are discussing to your specific points.
    c. Both
    d. Neither
3. **In literature review, you should…..**
    a. Catalogue other people's studies with no comparison of them with each other.
    b. Not make use of them to connect to your own work.
    c. Make your background review reads like an MA survey essay on some area of investigation.
    d. None of the above mentioned.
4. **If your literature review needs to focus rapidly on just what bits of articles and books are relevant to your study, this means that your literature review is…..**
    a. Incomplete
    b. Too broad
    c. Relevant
    d. All false

5. **You can report previous work as 'important' when …..**
    a. It has no relevance to your own research UNLESS it may be highly regarded in the field generally.
    b. It has relevance to your own research
    c. Both possible
    d. Neither
6. **When retailing other people's criticisms of each other's research, you are supposed …..**
    a. Not to resolve opposing views, argue your own view, or draw implications for your research
    b. To resolve opposing views, argue your own view, or draw implications for your research
    c. It depends on the subject of the research
    d. All false
7. **Your literature review should not exceed….of the writeup.**
8. Quarter
9. Half
10. Third
11. Sixth

12. Your literature review should include mentioning the results of your own later research in your review.

a. I agree
b. I don't agree
c. It depends on the type of the research
d. I don't know

13. If you want to stick with one model you have learnt about, you are…..

a. Not expected to give reasons for this
b. Expected to give reasons
c. Not allowed to give reasons at all
d. All false

14. In dealing with key terms especially the vague ones, you should…..

a. Discuss and define them
b. Catalogue a lot of people's definitions of X WITHOUT showing where they agree/differ or which one you are adopting for your work and why
c. It depends on the field of the study
d. All false

15. In literature review, you are expected to…..

a. Review methods used previously to gather relevant data
b. Justify your methods e.g. (interviews versus questionnaires
c. Both
d. Neither

Research methods and design
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Lecture 7

1. An important element of research design is the sample. If it is about people in general, then it…...

a. Matters who you sample
b. Doesn't matter who you sample
c. Depends on the origin of the people

d. All false

2. **If the research is about a particular type of person (, age group, culture, sex/gender, clinical group, occupation), then you have to……**
    a. Refine your sample
    b. Include everybody
    c. Either
    d. Neither
3. **Another important element of a research design is the sample recruitment. In this element, you ……. mention your reasons for choosing this sample.**
    a. Are not supposed to
    b. Have to
    c. Need not to
    d. Should avoid as much as possible
4. **Sample recruitement means…..**
    a. Will it be on papers, internet or any other format?
    b. Where will you get the data from that group?
    c. Who will collect the data?
    d. All possible

5. **Sample recruitment involves the question…..**
    a. Will the people be interested or motivated to participate in your research?
    b. How long will it take?
    c. Are you willing to wait that long?
    d. All true
6. **The third element of the research design is the data format. This involves what format will the data be in? The format could be….**
    a. Questionnaire? Standardized versus survey?
    b. Interview? (individual versus focus group)
    c. Interviewer/observer rating scale?
    d. Any of the above mentioned.

Lecture 8

1. **Another element of research design is "Selecting a comparison group". Here, we have two types of design: the**

first is called "between group design while the second is called….

a. Outer group design
b. Inner group design
c. Within group design
d. External group design

2. **In ……. ,you can compare one group to itself over time(i.e., before treatment and after treatment).**
   a. Outer group design
   b. Inner group design
   c. Between group design
   d. Within group design

3. **In ……., you can compare a group to another group (that is similar to research group except with respect to the treatment/construct you are measuring)**
   a. Outer group design
   b. Inner group design
   c. Between group design
   d. Within group design
4. **…….studies do not use comparison groups. They just describe really well.**

   a. Qualitative
   b. Descriptive
   c. Quantitative
   d. A and B
5. **Another element of research design is "One time vs. over time research". The method used in this element is….**
   a. Cross-sectional method
   b. Longitudinal method
   c. A and B
   d. Neither
6. **Same group of people are observed at one point in time. This is the method called….**
   a. Cross-sectional method
   b. Longitudinal method
   c. A and B
   d. Neither

7. **Same group of people are observed at different points in time as they grow older. This is the method called….**
    a. Longitudinal method
    b. Cross-sectional method
    c. A and B
    d. Neither

Lecture 9

1. **Another element of research design is " defining your terms". In each research we have something called variables that we want to test or measure. These variable are either independent on dependent. The independent variable is…..**
    a. Manipulated by the researcher
    b. Thought to affect the outcome/dependent
    c. Variable.
    d. Either
    e. Neither
2. **The dependent variable is …….to assess the effects of the independent variable.**
    a. Manipulated
    b. Measured
    c. Omitted
    d. All false

3. **The procedure for measuring and defining a construct (i.e., what measures will you be using) is called….**
    a. Operational definition
    b. Format definition
    c. Operational variable
    d. All false
4. **A research hypothesis is the question that….**
    a. You ask through your research
    b. Was previously answered by previous researchers
    c. Both
    d. Neither
5. **A research question is the question that…..**
    a. You ask through your research
    b. Was previously answered by previous researchers
    c. Both

d. Neither

6. **……is a statement that describes or explains a relationship among variables.**
   a. A question
   b. A review
   c. A hypothesis
   d. A fact
7. **It is a prediction that is derived from your research question.**
   a. A question
   b. A review
   c. A hypothesis
   d. A fact

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Lecture 11

1. **One of the ways to collect data is "questionnaires". This way is….**
   a. The best way to collect data
   b. The easiest way to collect data
   c. It seems easy but that is not true
   d. Both A and B
2. **Data of this sort is most used in …..**
   a. ELT
   b. Applied linguistics
   c. Sociolinguistics
   d. All true
3. **In this type of research, you ask subjects to report about…..**
   a. What they or others do
   b. What beliefs about or attitudes to language
   c. Either
   d. Neither

4. **There are tools to conduct such type of research. An example of these types is…….**
    a. The grammaticality judgment task
    b. Think aloud reporting
    c. Open interviews
    d. All true
5. **Open interviews and think aloud reporting is more difficult because they generate a lot of ……**
    a. Efforts
    b. Data
    c. Rejection
    d. Resistance
6. **In a questionnaire, starting a question with (do you agree) is….**
    a. Advised
    b. Acceptable
    c. A problem because it leads the participant in some way to agree with you.
    d. One of the advantages of this type of research
7. **In a questionnaire, the limitation of choices is…..**
    a. Advised
    b. Acceptable
    c. A problem
    d. One of the advantages of this type of research
8. **In the following example from a questionnaire "Do you agree that Welsh should be obligatory in schools in Wales and on official documents (e.g. income tax forms)? Yes/No" , the problem is…..**
    a. Starting with "do you agree"
    b. Having double question in one statement
    c. Both
    d. Neither
9. **In the following example from a questionnaire "There are not enough Welsh language programs on TV. Yes/No" , the problem here is….**
    a. Having a leading statement
    b. Not starting with a question tag
    c. Both
    d. Neither

Lecture 12

Please note that all the questions in this lecture are based on the following research example:
"Using the English language in studying all the subjects in schools in Saudi Arabia while there is no Arabic language at all. We need to measure the Saudi people attitude toward this idea"

1. **What are the variables that are centrally involved?**
   a. Age
   b. Attitude
   c. Both
   d. Neither
2. **Gender is …….variable in the above example.**
   a. Central
   b. Not central
   c. Both possible
   d. Neither
3. **If we have one variable to measure, then it is called….**
   a. Variable Design
   b. Zero Variable Design
   c. One Variable Design
   d. One to One Design
4. **The above example is a ……variable desing.**
   a. Zero
   b. One
   c. Two
   d. Three
5. **We count the variables that we might want to exclude the effects of.**
   a. I agree
   b. I disagree
   c. It depends
   d. All false

6. أتوقف هنا عن الاستعانة بالنص الغبي الموجود في محتوى المحاضرة ، وكذلك عن الاستماع لصوت مدرس المادة وطريقة نطقه التي تأخذ السامع إلى أي مكان في العالم باستثناء موضوع المحاضرة ، وسأضع ادناه أسئلة من الانترنت لفهم الفرق بين الاندبندنت فاريابل والديبندنت فاريابل مع تحفظي الشديد على الجامعة التي منحت مدرس المادة شهادة الدكتوراه !!!!

7. **The …… in an experiment is the variable that YOU change in order to affect the dependent variable.**
    a. The dependent variable
    b. <u>The independent variable</u>
    c. Both
    d. Neither
8. **The dependent variable is what is being measured, or what is being …..**
    a. Omitted
    b. <u>Affected</u>
    c. Ignored
    d. added
9. **If a scientist conducts an experiment to test the theory that a vitamin could extend a person's life-expectancy, then the independent variable is …..**
    a. life span
    b. <u>the amount of vitamin that is given to the subjects within the experiment</u>
    c. both possible
    d. Neither
10. **The dependent variable, or the variable being affected by the independent variable in this case, is……**
    a. <u>life span.</u>
    b. the amount of vitamin that is given to the subjects within the experiment
    c. both possible
    d. Neither
11. **A scientist studies the impact of a drug on cancer. The administration of the drug is ….**
    a. The dependent variable
    b. <u>The independent variable</u>
    c. Both
    d. Neither

12. **A scientist studies the impact of a drug on cancer. The impact the drug has on cancer is …..**
    a. The dependent variable
    b. The independent variable
    c. Both
    d. Neither
13. **A scientist studies how many days people can eat soup until they get sick. The number of days of consuming soup is ….**
    a. The dependent variable
    b. The independent variable
    c. Both
    d. Neither
14. **Researchers are interested in whether living in the dorms has an impact of grade point average. Whether or not a student lives in the dorms is…..**

    a. The dependent variable
    b. The independent variable
    c. Both
    d. Neither
15. **Researchers are interested in whether living in the dorms has an impact of grade point average. Grade point average is….**

    a. The dependent variable
    b. The independent variable
    c. Both
    d. Neither
16. **We want to know if older children are more social than younger children. Level of sociability is…..**

    a. The dependent variable
    b. The independent variable
    c. Both
    d. Neither

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Lecture 13

1. **When we reach the final step which is "results", we need to make "presentation. Mainly presentation consists of making easy to…….**
    a. Guess what tables and graphs mean
    b. Understand tables and graphs
    c. Reorganize tables and graphs
    d. All true
2. **Another thing to do with results is "Descriptive statistics". In these statistics, you describe the …….in your data.**
    a. Information
    b. Numbers
    c. Methods
    d. All false
3. **Descriptive statistics are figures you (get the computer to) calculate from a lot of specific figures which arise from……**
    a. Data
    b. Results
    c. Abstract
    d. Introduction
4. **Essentially, descriptive statistics …….certain facts just about the specific cases you studied.**
    a. Describe in details
    b. Define
    c. Summarize
    d. Organize
5. **Mainly descriptive statistics depending on what kind of thing about your people/words/etc. they measure are the following types EXEPT…..**
    a. Measures of centrality
    b. Measures of variation
    c. Measures of similarity
    d. Measures of difference
6. **……. in some way indicate the one score or category that you might choose to represent a whole set of scores or categorisations for one group of cases on one variable.**
    a. Measures of centrality

b. Measures of variation
c. Measures of relationship
d. Measures of difference

7. **An example of measures of centrality is…..**
   a. The average score
   b. The standard diviation
   c. The difference between two percentage
   d. All false
8. **……. summarize how far the individual scores were closely spread round some central measure, how far they were widely spread.**
   a. Measures of difference
   b. Measures of centrality
   c. Measures of variation
   d. Measures of relationship
9. **An example of measures of variation is ……..**
   a. The average score
   b. The standard diviation
   c. The difference between two percentage
   d. The Pearson 'r' Correlation Coefficient
10. **…….summarize the amount of difference between pairs of samples or groups measured, or between scores the same group obtained in different conditions, usually by a figure that is the 'difference between two means', or the 'difference between two percentages' (percentage difference).**
    a. Measures of difference
    b. Measures of centrality
    c. Measures of variation
    d. Measures of relationship
11. **Measures of difference normally run upwards from…..**
    a. 1 to any size
    b. 0 to any size
    c. 0 to 1
    d. Any size to any size
12. **…….. quantify the amount of relationship between two (or more) variables as measured in the same group of people or whatever. They are usually on a scale 0-1 (in some instances they run from -1 through 0 to +1). I.e.**

if such a measure comes out near 1 (or -1 where relevant), that indicates that those cases that scored a particular value on one variable also tended to score a particular value on the other.

a. Measures of difference
b. Measures of centrality
c. Measures of variation
d. Measures of relationship

13. **An example of measures of relationship is….**
    a. The Spearman 'rho' Correlation Coefficient, Kendall's W, the 'phi' Correlation Coefficient, Kruskal's 'gamma'.
    b. The Pearson 'r' Correlation Coefficient
    c. Either
    d. Neither
14. **Another thing to do with results is" Inferential statistics". These in some way enable you to ……from the specific sample(s) you measured, and the descriptive measures of them (O's), to a wider 'population' that you sampled (if that is of interest to you, of course).**
    a. Specify
    b. Generalize
    c. Avoid
    d. All false

The last lecture

1. **A hypothesis is:**
    a. A hypothesis is a statement that describes or explains a relationship among variables
    b. A hypothesis is a statement about your research
    c. A hypothesis is a statement about the problems in your research
    d. A hypothesis is a statement about the outcome of your research
2. **The independent variable is:**
    a. the variable that is thought to affect the dependent variable
    b. the variable that is thought to affect the hypothesis
    c. the variable that is thought to affect the results

d. the variable that is thought to affect the abstract

3. **Research is:**
    a. Looking for knowledge only
    b. Looking for data only
    c. Looking for new ideas and findings
    d. Looking for previous studies

4. **An Abstract is:**
    a. A summary of the whole thing
    b. A summary of the whole results
    c. A summary of the whole literature review
    d. A summary of the whole methodology
5. **A good classical report will consist of:**
    a. Abstract- methodology- results-introduction
    b. Abstract-literature review- results-introduction
    c. Abstract-introduction-literature review-methodology-results
    d. Abstract-results-introduction-literature review
6. **In the introduction:**
    a. You introduce the results
    b. You introduce the study and its significance
    c. You introduce all previous studies and a critique for them
    d. You introduce all the methods and instruments you used
7. **In the literature review:**
    a. You talk about the results
    b. You talk about the study and its significance
    c. You talk about all previous studies and a critique for them
    d. You talk about all the procedures used
8. **Plagiarism is:**
    a. Representing other authors' language and ideas as your own original work
    b. Representing your own language and ideas as your own original work
    c. Representing other authors' language and ideas as their own original work
    d. Representing other authors' language and ideas as a plagiarised work.
9. **The dependent variable is**
    a. The variable that is affected by the independent variable
    b. The variable that is dependent on the hypothesis

c. The variable that is affected by the abstract
d. The variable that is affected by the results

10. The significant difference has to be at the level of:

a. P= 50
b. P=.05
c. P=.50
d. P=0.50

11. If you have one variable in your research, then it is:

a. Multivariate
b. Univariate
c. Bivariate
d. factorial

12. We use questionnaires in research as a:

a. tool to collect data
b. tool to analyze data
c. tool to generate results
d. tool to design research