## # Add-on Lecture 1 #

**under the Research :**

- it's not haphazard "صدفه" > if it's haphazard = it's not Research.

- if we don't get result  > then it's not Research.

- steps of Research:

1- feeling problem is the first step of doing the Research

2- next step is .. Ask yourself "what should I do ?"

--> investigating the solutions of the problem.

3- then you'll start gather some data

4- see what the cause of the problem was and testing some solutions until you reach the result .

* we can get from Research fact and conclusions or solutions of our problem through collecting some materials and data from different sources.

**Under the Methods :**

*Methods is procedure or approach that can lead us to something ( it's the way ).

*اعطى مثال عن الـ Logical structure في الدقيقه 5:22 ( مشكلة المتحدثين العرب للأنجليزيه في حرفي B و P )

* اعطى مثال عن الـ Methods في الدقيقه 6:24

وبعدها شرح الفرق بمثال بين Quantitative vs. Qualitative

**Types Of Research**

Descriptive : to describe the situation  > just describe without result.

Explanatory : just explore to explain the reasons

Ethnographic : اللي فهمته انها البحث جغرافياً بين مناطق معينه في الدقيقه ١١:٠٥ قال ما راح نتعمق فيها كثير

Experimental : it's Widely used in science, biology, chemistry, etc.

Action research : اعطى مثال ع السريع وعداها قال ماراح نتعمق فيها

Case study : it's study on only very few # of people not many of them >>> just 1 or 3 or 10 at most

Longitudinal : study of something over time ex: in 14:28

cross-sectional : اعطى مثال عليه ( من المثال راح تفهمون الفرق بين الأول والثاني )

*اما الـ Classical Report of Research قال ان شرحها في المحاضره الثانيه

# Add-on Lecture 2 #

# Quantitative Research : we deal with numbers.

# Qualitative Research : we deal with data , explanation of data …. etc

**Classical Report of Research**

Abstract - Introduction - Literature Review - Methods - Data Analysis - Results - Discussion - Conclusion - Bibliography - Appendices

^^ these 10 items is the traditional way to presenting Research.

*It's can be presented as a chapter in our Research or as a section

→ it depend on our Research type

→There is different types of research ( Dissertation Theories – Articals )

| We find them in doctoral message + it's longer than Articals. | We find them in journals and online sometimes + it's very short and specific |
|---|---|

*the 10 Items will be as a sections in Articals , and as a chapter in dissertation theories.

*we can put (Data Analysis - Results - Discussion) in one chapter , depending on their lengthy.

## Abstract :

- It's not get chapter for itself (why??) cause it is only one page or less .
- We find it in the beginning of the articals , dissertations and theories Research.
- It's like a summary of Research but although we put the Abstract in the beginning of Research it's not going to be written until to very end of your Research (why??) because in Abstract we write the result of our Research.

## Introduction :

- We can put it in chapter (in dissertation or theories ) or we can put it in section (in Articals ) or in term paper (it's shorter than articals ).
- In Introduction we introduce the problem and the topic of our Research , is it significant for ourselves or society or to other people around the word.

## # There are 4 categories of Research :

| Theories | Dissertation | Articals | Term paper "Assignment" |
|----------|--------------|----------|--------------------------|
| longest | Long | Short | Shortest |

## Literature Review :

- It's important when you write this chapter , you must write it in your own way and you should avoid the plagiarism (steal other's text ).
- In Literature Review you going to read about your topic , the previous studies , similar to your study and then report it in your own words ( not copy & past ).

## Methods : How are you doing your Research ?!

## Data Analysis : After you gather all your data ; you must analyze it.

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**Results** :

After you analyze your data = you have result or maybe enumerate result that you need select the important of them but if you have few result you can report it all and present them in very interesting way.


**Conclusion** :

- If our Research is very lengthy then we need put the Conclusion .
- It's summary about the Research  and to remind readers what we have done through the Research.


 **Bibliography :**

- You give us the list of books and articals.
- You use special way to present it  ( AB style )
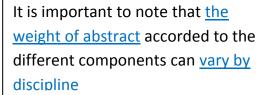

**Appendices** :

- It's contains copies of questionnaires and interviews that you used in your Research .
- You can append in the end of your research Questionnaires , interviews , pictures, graphs, extra information's that useful to your research.


# Add-on Lecture 3 #


# under the definition :

- If we don't write a well Abstract = we may lose reader cause we have not make them interesting.
- The 1$^{st}$ keyword of abstract is "summary"  → it's  very short & not long than one page ( around 200, 250, 350, 500 word ) depending on the require of your research.
- The 2$^{nd}$ keyword of abstract is "completed research" → it's written by the end of research.
- Research is an <mark>eqmenltef</mark> knowledge → it's started from nothing ( from past research ) and then developed continued by different researches until it reach us.  " الكلمه المحدده بالأصفر مو
متأكده منها كتبتها على حسب نطق الدكتور"

It is important to note that the weight of abstract accorded to the different components can vary by discipline

→ **Solution ..**

For models, try to find abstracts of research that is similar to your research.

# under components :

**1|** we always start the abstract by stating the problem which is installs the objective of your research → like ( this research is going to look at … ) or ( my study is going to look at problem of …) → just a few lines .

# the gap thing … in 9:50

**3|** it's very critical because some people tend not to tell us their result in abstract ( why? ) cause they want to leave it to very end of research and to get us excited about the result .

→ This is **very very very <u>wrong</u>** !!

in the abstract you need to tell us about the result and don't leave it until the end of your research → but you must just mention the main result and make it specific not every little result.

**4|** we can not conclude the abstract without mentioning the effects or the implications.

# notes : this mark ( ! ) in the beginning of the line means to avoid

Example of an Abstract ( A good one )

**The Factors Accounting for the Egyptian EFL University Students' Negative Writing Affect  >>** ( the title )

(1)This study attempts to identify the factors that account for the Egyptian English majors' negative writing affect, i.e. their high English writing apprehension and low English writing self-efficacy.  (2) The subjects were administered *two scales measuring their writing apprehension and writing self-efficacy, then those students with scores falling into the extremes of the two scales were interviewed about their writing experience and background.

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To supplement the qualitative data obtained from the interviews, the subjects' scores on three linguistic tests used for measuring their English grammar and vocabulary knowledge were compared to their scores on the two scales.  (3 )Analysing both types of data showed that there are six causes of the subjects' high English writing apprehension and four causes of their low English writing self-efficacy.  (4) Based on the results reached, the study presents some recommendations for writing instruction and suggestions for further research.

* scales  = questionnaires

# Example of a Poor Abstract   .. in 30:40

# Add-on Lecture 4 #

**اضافات الدكتور على هذي المحاضره قليله جداً اغلب شرحه كان ع نفس المحتوى

# Introduction : the 1st chapter of research.

# How to choose a topic ?   ( هنا قسم الكلام لجزئين )

1\ Research to demonstrate not only research expertise in the relevant field but an appropriate level of originality. One way to achieve this is  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).

1.1 | if you want choose a topic go to previous research → see where that research stopped and continue from that research.
1.2 | it's like an aqumenltev type of knowledge .
1.3 | the pest way to find the topic ..  in 3:16
1.4 | originality means : something very new .. no one before you have research that topic ; does not mean you create a new word or change the words ( No !! ) sometimes be original is by finding a different way to do it ( new ways .. means a little different from another )

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**2\** Another way is by a piece of work which proposes a <mark>new and interesting account</mark> (maybe a new theory) of existing data. Clearly, the highest attainable level of originality would be to propose <mark>a novel theoretical account of novel data</mark> (a goal all academics strive for but few attain!).

**2.1 |** ^^ means .. try to find something novel ( something very very new ) <u>No</u> one research that before → this is available and doable but you must find the new topic .

# Clearly, your chosen topic should be …..

➔ You must narrowing down your choice to topic.

➔ هنا قسم الجزء إلى ثلاث خيارات لأختيار التوبيك راح اكتبها بأختصار ارجعوا للمحتوى

   A. The topic should be one which excites and stimulates your intellectual curiosity, and which is going to retain your interest throughout the period you work on it.

   B. It may also be a topic which has some direct relevance to your future career aspirations, or special importance in the context where you normally work.

   C. The topic should be one which you personally feel confident that you are able to master within the time available for your research.

# Introduction chapter:

·    what the topic is, in brief = you need to tell us the topic.

**✗** **!** You start telling us a lot of detail about the method and your results at this point

**!** Detailed research questions and hypotheses… premature to give them here

# notes : this mark ( ! ) in the beginning of the line means to avoid

كتبتها بالمحاضره ٣ بالأنجليزي وهنا اعيدها لكم بالعربي للتأكيد

وجود علامة التعجب في بداية أي سطر معناها تتجنب هالنقطه وتبتعد عنها في مراحل كتابتك للبحث

# Add-on Lecture 5 #

# What Plagiarism is ??

http://www.essex.ac.uk/plagiarism/index.html

** Plagiarism is something very critical & ethical in research.

# Authorship :

If you do your research out of your ideas out of your own words from your knowledge then you are the Author of the research .

# Plagiarism :

If you go and copy others words or ideas then put it in your research without mention his or her name .. this is call Plagiarism.

## (from the website) # What authorship is

In order to fully understand plagiarism, it is important to first understand the concept of 'authorship'.

Authorship refers to the production and ownership of ideas and intellectual material, such as books, articles, images, etc.

The higher education system in the UK places great importance on recognising the producer and owner of material. Whereas in some cultures knowledge is thought of as communal property, in the United Kingdom it is considered to be individual property. Therefore, improper or incomplete acknowledgement of a source of information is treated as 'intellectual theft'. The proper name for this is 'plagiarism'.

The issue of ownership is complicated by the fact that some knowledge is said to be 'common knowledge'.

## (from the website) # What plagiarism is

'Using or copying the work of others (whether written, printed or in any other form) without proper acknowledgement'
In brief, if you use the work of others, you must either quote it or paraphrase it, but whichever method you choose, you must include a citation and reference.
Note the phrase 'proper acknowledgement' in the University's definition. A piece of work that is partially referenced (for example, work in which a quote is put in quotation marks but not attributed to anyone) is still classed as plagiarism: merely acknowledging that an idea or phrase is not your own is insufficient. Failing to specify the exact source will be considered plagiarism.

** The meaning of some of these terms ('quote', 'paraphrase', 'citation' and 'reference') may not be completely clear to you. They will be explained in due course, but if you feel that lack of meaning is hindering your understanding, go to the section called 'key terms' now, before you proceed any further.

# Quotation :
 you take the words Exactly from the source and then put them into Quotations mark.

# paraphrase :
You have the meaning of the idea and then you retell the idea in your own words. But still you need to refer to the original author .

# citation :
How do you place the name of the original author inside your text .
Or from the website ; The process of acknowledging or attributing an idea/quotation to another by providing information about the source of the other work.

# Acknowledgement :
Recognition that work has been the product of the work of another identified person.

# Reference list :
A list of referenced sources of work that have been cited in the present work. Sometimes called a 'bibliography', although a bibliography can just be a list of relevant books, not specifically a 'reference list'.

# Types of plagiarism :

You will be plagiarising if you:

-   **Copy someone else's work as if it were your own ( شرح النقطه هذه قال اقرأوه )**

If you use a source when you write your assignment, whatever that source might be, you cannot simply copy whole sentences or paragraphs as though they are your own. Regardless of your intentions, it is plagiarism: even if you think the sentences are excellent and express the point better than you could; even if you have taken so many notes on a topic that you have forgotten to note the reference to some of the sources. Whatever your reason, the rules are very clear: if you copy someone else's words and use them as your own you will be plagiarising and risk failing your assignment, receiving a mark of zero for the module, or even being required to withdraw.

-   **Copy sections of someone else's work but change the odd word or phrase**

If you use someone else's work in anything you submit for assessment then you must make sure that you give the author full and proper credit according to the conventions of your discipline. You cannot escape this by simply changing some of the words and phrases. You must always acknowledge and give full credit to all your sources. If you would prefer not to quote because of the context, then paraphrase instead.

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- **Submit the same piece of work for two different assignments, even if they are to different departments**

You cannot submit exactly the same piece of work for two different assignments. If you have been rewarded for a piece of work once then you cannot expect to be rewarded again for the same piece; this is also true for different years of study, even if you are repeating a year. You will be cheating if you try to get two sets of marks for one piece of work. However, it is perfectly acceptable to refer to, or to use, material from your earlier assignments, so long as you make sure that you acknowledge the original source, even if that source is yourself.

- **Submit written work produced collaboratively, unless this is specifically allowed**

This is known as 'collusion'. Alternatively, if you are required to work with another person, it is simply 'collaboration'. Whereas in most cases of plagiarism, the second party (the person being plagiarised) is not involved directly with the first party (the plagiariser), in cases of collusion, the first and second party work together to deceive a third party (the marker).

- **Copy the work of another student, even if they have consented**

This is also collusion.

**\*\* the only way to go around Plagiarism is** to be credible and tell us how Exactly you did your research without hidden help from other people .

**# Common excuses : )** هنا قال اقرأوها وان الأعذار هذه مو مقبوله **)**

Reasons given for committing plagiarism vary from fairly innocent or accidental mistakes to a deliberate intention to deceive. Unfortunately, no allowance is made for whether the act was intended or unintended, as we saw from the University definition of plagiarism.

Some common excuses (which are not accepted) are:

- Being unclear about what exactly plagiarism is
- Having deficient time management skills or being lazy - i.e. being too disorganised with deadlines to undertake and submit original work
- Having an ineffective method of note-taking - i.e. not always recording the source of information
- Feeling under extreme pressure to pass or succeed - whether it be financial, parental, cultural, etc.
- Having different cultural values / practising different academic conventions
- Mistakenly believing that it will be easy to get away with (see the section how it will be detected)
- Knowing that the syllabus has stayed the same each year - i.e. having access to work from previous students

- Having unclear instructions for an assessment task (if in doubt, always clarify with your tutor)
- Having a lack of academic confidence (again, speak to your tutor or a study skills advisor)
- Being conditioned from secondary schooling - i.e. not being used to acknowledging sources (sorry, no excuse)

# Common mistakes :

There are many reasons why acts of plagiarism occur, some of which are due to genuine mistakes that relate to referencing and note-taking practices. Some students make the mistake of thinking that plagiarism does not apply to every type of source material or to every type of assignment, but it does. Unfortunately, no allowance is made for whether the act was intended or unintended, as we saw from the University definition of plagiarism

## Examples of some common mistakes include:

- "I thought it would be OK if I only included the source in my bibliography."
- "I made lots of notes for my essay and couldn't remember where I found the information."
- "I am familiar with other academic conventions"
- "I thought it would be OK to use material that I had purchased online."
- "I thought it would be OK to copy the text if I changed some of the words into my own."
- "I thought that plagiarism only applied to essays, I didn't know that it also applies to oral presentations/group projects, etc."
- "I didn't think I had to reference my tutor's notes."
- "I didn't think that you needed to reference material found on the web."
- "I left it too late and just didn't have time to reference my sources."

Please make sure that you do not make these mistakes. If you require any further guidance, you should contact your department.

# Benefits of referencing :

Avoiding plagiarism is not the only reason for referencing. There are many others.

## Benefits of referencing include:

- Receiving credit for your own hard work and research

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

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

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- Contextualising your work to show how it relates to current research and debates

- Directing your reader to sources of information and enabling them to 'pick up the thread'

# What needs referencing ( للقراءة )

Before considering what needs to be referenced, it may be helpful to first consider what does not. 'Common knowledge' is the term used to describe established facts that are not attributable to a particular person or authority. For example, it is known that John Lennon was assassinated in 1980, in New York, by Mark Chapman. However, what is less likely to be classed as common knowledge and therefore taken for granted is the exact reason why Chapman killed him. This is because there have been numerous theories, each one claiming to hold the answer.

However, the following do need to be referenced:

- Ideas and quotations taken from journal articles, books, etc.

- Information taken from the web

- Images from the web and elsewhere

- Newspaper articles

# How to avoid plagiarism :

As well as having an understanding of what plagiarism is, you will also need to develop certain skills to fully protect yourself.

Some of the key academic skills you will need to develop are:
- Learning how to note-take effectively
Many instances of plagiarism can be traced back to the note-taking stage. Make sure you always record the reference details of your sources for ideas, quotations, and general information. Read the guide to note-taking on the University's mySkills website.

- Learning how to reference correctly
Most departments provide their own guidance on referencing; there is more than one system used around the University, so it is important that you follow your department's guidelines, where available. Usually, this information features in the departmental Undergraduate Handbook. If there is no guidance available from your department, read the guide to referencing on mySkills.

- Learning how to paraphrase correctly
Paraphrasing is the practice of putting someone else's ideas into your own words. It is an alternative practice to quoting, but still requires a citation and reference, though not quotation

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marks. Only changing one or two words is NOT paraphrasing: you must rephrase the idea entirely, whilst still capturing its essence and meaning. And remember, paraphrasing is an extremely helpful exercise in clarifying your own understanding - it is not just a means of avoiding plagiarism.

# # Cheat-sites

There are a number of websites that sell essays. Some of the essays have been written by students, others claim that the essays have been written by experts. These websites are relatively easy to find, and vary enormously in both style and cost. You are strongly advised not to purchase or copy essays from these websites, as you will risk failing your assignment, receiving a mark of zero for the module, or even being required to withdraw.

## Why would you download an essay from the web?

When you are preparing to write an essay or any other type of coursework, it might seem like a good idea to buy a complete essay on the topic. It might seem like another way you can research your topic.

For example:
- It would be helpful to read how somebody else has structured their essay on a particular topic .
- It would be helpful to compare your references and bibliographies with this essay.
- You might fully intend to reference the source in your own essay.

But you should not rely on essay websites to provide this information. If you would like any advice on appropriate source material you should speak to your tutor, who will be able to direct you to relevant material. Please remember that if you are having any difficulties with your assignment you should always contact your department for further support.

Anyone who is prepared to risk failing their assignment by using one of these cheat-sites should stop and ask themselves:

- How do I know that these essays are a reliable source of information on my topic?
- If I am aware of this cheat-site, are the other students also using it and submitting the same essay?
- If I am aware of this cheat-site, is my tutor also going to have seen it?
- What will happen if I submit the essay as my own work and get caught?
- Do I realise that I'm cheating?

Whatever your reasons, you are strongly advised not to purchase essays from websites. If you submit an essay, or part of an essay, which you have bought or copied from a website as your own work, then you will be plagiarising and risk failing your assignment.

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\*\* فيه في نفس الموقع test تقدرون تدخلون وتطقطقون به ^_^

\*\* المكتوب بالأسود هذه الأضافات اللي يقولها الدكتور وكتبتها معه اما الرمادي فهذا نسخ من الرابط الموجود في المحتوى

بكذا تعتبر المحاضره الخامسه كامله بين يدينكم بإذن الله

## # Add-on Lecture 6 #

في هذه المحاضره الأضافات قليل جداً طريقته كانت يمشي على كل نقطه ويعطي مثال سريع

## # Literature review :

- It's 2<sup>nd</sup> chapter or section in your research.
- In Literature Review (LR) you tell us about previous finding , the previous existing knowledge and theories.
- Ex: in 1:20
- In Literature Review you review the previous studies.
- Ex: (x) in 1:50

## # Essence of Literature review : ( الجوهر / الخلاصه )

**(1)** you review previous research **(2)** criticize the methods they used **(3)** and then you tell us the connections between the previous studies and your research.

→ this Essence is very important .. if you don't do it ; then it's not Literature Review and your Literature Review is going to be rubbish.

## # a good Literature Review will be a third of write up ( or of the research )

Ex: you required to write research of 3000 words >> the LR must be 1000 words.

**\*\*** the ideal number of a good Literature Review (words) <u>is</u> :  third of the whole research.

## ! see also http://privatewww.essex.ac.uk/~scholp/litrevsarc.htm

^^ وضع هذا الرابط للاستزاده .. في النقاط التي يجب مراعاتها خلال كتابة الـ LR

# # Add-on Lecture 7 #

\# you must make your research rigorous .. stand on hard ground.

\# the methodology of your research and design is the 3<sup>rd</sup> or sometimes the 4<sup>th</sup> chapter in research.

## # Elements of Research Design:  |1| Sample

| … | Sample | Population | Subject |
|---|---|---|---|
| study consider on | Plants – chemical materials – humans | Humans | humans |

## # under "Sample" versus "Population"

- Population = it can be plants, animals, humans, communities.

- in your study you always target certain people.

- ex: in 6:19 → the sample in this study (or the Population ) is children.

- if you select your sample in a way not accepted >> it going to affect your research.

- we select a sample from Population.

## # under Sample determination ( or sample selection )

- you must use an acceptable  selecting methods

\>> sometimes it can be random ( you need to justify "تبرير" why ?? )

- شرح + امثله مهمه لطريقة الأختيار في الدقيقه ٨:٣٠

- your selection (**determination**) must be linked to justifiable reason = you have justify the selection.

- the justification should be reasonable and linked to your research objectives.

# under Inclusion and Exclusion Criteria specified

- you need to specify why you are included the sample and why you excluded the others !!?

- you have and you must mention this in your research .

# under Sample/Recruitment

- it's called recruitment cause sometimes you need to recruit sample or you need to pay for them to participate in your research .

# Elements of Research Design: |2| Data format

- What format will the data be in? (الأضافات هنا بالأزرق)

A# Questionnaire? Standardized "يكتبه متخصصين" versus survey "نقدر نكتبه بأنفسنا"?

B# Interview? (individual "1:1" versus focus group"1:M" )

- Structure interview : you have a list of questions maybe (5,7,10) and you want the answer of them and that's it .
- Simi structure interview : you have some questions but when you do the interview you can ask the interviewees more questions >> ex: in 22:48

C# Interviewer/observer rating scale?

- Sometimes you need someone to set and observe the interview.

D# Retrospective chart reviews?

(skip it  ما شرحها قال)

E# Continuous versus categorical data (means versus frequencies)

(skip it ; we going to deal with it in lecture of result  ما شرحها قال)

F# Think aloud : ask the participate to speak aloud any idea that comes to his mind.

## # Add-on Lecture 8 #

** فهم المحاضره هذه يعتمد اعتماد كلي على الأمثله اللي يشرحها الدكتور ..

ضروري جداً تسمعونها مدتها ١٦ دقيقه فقط .. والإضافات قليله جداً في هـ المحاضره

## # Elements of Research Design:

**|3|** comparison (experimental) / control groups

** Usually in experimental design you have 2 groups :

- Experimental group : you gave them new treatment .
- Control group : this group has no treatment .

الطريقه او الوسيله اللي تستخدمها في دراستك او بحثك = Treatment

### 3.1 Between Groups Designs

You have 2 groups and you want to see the differences between them.

### 3.2 Within Group Designs

You have just 1 group and you want to see the differences within that group itself.

## # Elements of Research Design:

**|4|** One time vs. over time research

### 4.1 Cross-sectional method

The risk here is : you don't get the reality , you don't get the real finding because the 2 groups are different .

### 4.2 Longitudinal method

The risk here is : the attrition of sample "تآكل او النقصان في عناصر المجموعه"

**ex:** maybe now you have 100 children but after 3 years you don't have the same number…

# Add-on Lecture 9 #

## # Elements of Research Design:

**|5|** Defining your term

In each research there is something called variable that's we want to test or measure it ..

Ex: the affect using computer in teaching a grammar (in 1$^{st}$ min)

➔ The variable here are the computer and subject of learning English.
➔ Computers is affecting the learning.

❖ **Independent variable** :

- manipulated "التلاعب"

- here in the Independent variable you can do the manipulate.

- the variable that effect others variable is called the Independent variable.

Q: مثلاً يجيكم هالسؤال في الأمتحان we have this subject " computer and their effect on students achievements " the Independent variable here is (computers – achievements - students )

❖ **Dependent variable** :

- in dependent variable we can't manipulate them cause we going to measure the effect of Independent variable on them.

- if we have a few variable in our research we need more focus and if we have a lot of variable in our research then we need les focus on them. (ex: in 4$^{th}$ min)

## # Under Research Hypothesis

- it comes from literature.

## # the different between Research Hypothesis (RH) and Research Questions (RQ) :

- RH : is something previously answered by some researchers.

- RQ : is something has not answer before << this is "why?" it's called <u>question</u> because it has no answer in the literature or in the previous studies ; no one before you answered it.

مثال توضيحي للفرق بينها في الدقيقه ٧:٢٠

# <span style="color:green"><u>under</u></span> It is a prediction that is derived from your research question

- prediction "التنبؤ"

Sometimes you answer your RQ as prediction from your reading ..... even if it's not answered before << it's called prediction and then you need to compare your prediction with result.

(ex: in 10:15)

# **RH & RQ**

http://privatewww.essex.ac.uk/~scholp/Hypotheses05.htm

قال هنا مو مطلوب اننا نحفظ اللي في هذا الرابط وانه فقط للاستزادة ولزيادة المعلومات العامه الخاصه فينا

# <span style="color:green"><u>under</u></span> Start thinking about how you can minimize/eliminate confounds and bias

- bias "التحيز"

Try to avoid bias because if you use it you going to be hide the reality  and the troth of your research .. don't choose samples cause you like them or they are only around you << that's called bias. ( الشرح في الدقيقه ١٦:٤٠ )

# **Add-on Lecture 10 #**

** هذي المحاضره تطبيقيه تدريبيه على قولته يغير المود للماده ^_^ ( ما فيها اضافات اغلبها شرح )

# **two important criteria in selecting you text :**

**1|** word difficulty    **2|** length of text

# # How we can measure the length of text ?

By count the words, how many words are there in this piece of text.

# # what a word is ?!!

based on this definition we can count word (in 6: 40 )

# # there is something on count word called **type – token**

Type : هي الكلمه المراد عدها

Token : عدد المرات اللي تكررت فيها الكلمه داخل سطور القطعه

# # the source of errors is L1

( اظن يقصد فيها اللغه الأولى او اللغه الام للفرد )

 - L1 errors can be in  → grammar + vocab

# # Add-on Lecture 11 #

# Questionnaires .. it's not the best way to collect data , maybe some people see it the easiest way to collect data <u>but No!!</u>  design a good Questionnaires is not an easy job ☺

# # grammaticality judgment task :

You gave a task to your student ( or participant ) then you ask them to judge whether this is grammatically correct sentence or not >> and from this task you will know if your student learn the grammar well or not.

# # think aloud :  تكلم عنها في المحاضره ٧

ask the participate to speak aloud any idea that comes to his mind. ١٣:٣٠ شرح النقطه هذه في الدقيقه

# immediate retrospective reporting after a task :

It's some kind of interviews .. after you finish your Questionnaires  (or task or test ) you set with participant and then start to ask them about what they did >> just to make sure that you are getting all information you want.

# open interviews :

- I set with you just talking , asking each other Q and then I will get information

- in open interviews you don't have a set of Q .

# diary type of  reports to :

 You go to your student ( or participant ) and ask them to write every that they did during a period of time .

# structured interviews & Simi structured interviews :  نفس كلامه في المحاضره ٧ ( نسخته هنا )

# Structure interview :

you have a list of questions maybe (5,7,10) and you want the answer of them and that's it .

you set with people you want to ask and read the Q …

# Simi structure interview :

you have some questions but when you do the interview you can ask the interviewees more questions .

# closed questionnaires :

They (participant) need to just to cercal some answers and that's it.

# open questionnaires :

You ask the participant and then they answer the Q from their information (write it).

\*\*\* The former are heavy on Data Analysis transcribing them (if spoken) and categorising what people say, and often contain material suitable for purely qualitative analysis.

في النقطه هذه يتكلم عن صعوبة جمع البيانات والمعلومات من المشاركين وترتيبها وذكر ان احيان ممكن نضطر لترجمتها من العربي للانجليزي والعكس .. ( مجرد توضيح )

\*\*\* The latter involve more work in constructing the Materials beforehand, and the Data Analysis may be fairly automatic (and computerisable). The more open instruments of this sort are typical of ethnographic research. All might be involved in action research, or classical research usually of the nonexperimental type.

هذا الجزء قال لا تهتمون فيه كثير .. اهتموا اكثر بالطرق والتولز اللي كتبتها فوق ..


# Conventional closed questionnaires ( الأضافات هنا باللون الأزرق )

هنا كان يمشي على سطر سطر ويصحح وينتقد بعض المشاكل بهذا المثال ( في الدقيقه ١٧:٣٨ )

1) Spot as many unsatisfactory features as you can in the following start of a sociolinguistic research questionnaire given to people in Wales:

Name? ........  (optional)  ← Questionnaires الـ هنا بداية الأستبيان

\* some people don't like write their names = so make it an optional , and maybe others reject answer because of it.

What age category do you belong to?      Under 18 years

19 ~~18~~-21 years

22 ~~21~~-25 years

~~Over 25 years~~ 26 and above

\*\* هنا المشكله في تسلسل الارقام .. بعض الناس ما يحبون يعطونك عمرهم الحقيقي فالأفضل تكون دقيق في كتابة الفئات
العمريه Some people don't like to tell you their real age ; so be specific in writing age groups

Have you ever learnt any other languages? If so, which languages? If not skip to Q 3.

How much do you speak Welsh at home?        Often, Sometimes, Never

problem here .. maybe there is someone who always speak Welsh inside and outside the home

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 here .. Question consists of two parts maybe there is person is OK on the first part and the second part rejecting

There are not enough Welsh language programs on TV.          Yes/No


# How many variables are being measured there?

 Variable here is (1) people attitude and beliefs (2) Age .. Check the effect of age on attitude ( the Independent variable is the age - the dependent variable is the attitude )

# Think of more than one hypothesis one might formulate about them.

Older people will prefer to use welsh more than younger people.

 # How would you represent people's responses on each as a number for computer entry?

 Count the answers and then from the computer you can generate the graphs and columns.


# Add-on Lecture 12 #


# when you choose your topic you must decide in the variable.

>> the more variables  ;  your research is bigger

>> The few variables  ;  then smaller and focus your research.


** The idea of this lecture that … you need to know that you have some central variables ( that you are going to research it ) and these variables are your interest **but**  there are some factors or some others variables that can affect your research and you need to control them by one way or another.


# your central variables ( or the main variables ) is the central of your RQ & RH .

Ex: this hypothesis from last lecture " Older people will prefer to use welsh more than younger people " the central variables is attitude + Age ..

>> and there is other factors like gender (if participant male or female) affecting the preferring of welsh but  it's not in the hypothesis = so the gender is not central of the research.

** So is this a one variable design, two variable, three variable etc. design? امثله في الدقيقه ٨:٥٢

** In the jargon: univariate, bivariate or beyond two variables it may be either factorial or multivariate (As a rough guide, it would be called factorial only where there are two or more explanatory variables in categories, see below for explanation, otherwise it would be called multivariate). هذا الجزء للفائده فقط

** شرح مثال التايوانيين في الدقيقه ١٣:٢٥

# people thought that is all research is experimental "تجريبي"  that we have experiment

 >> **No!!** it's not experimental at all.

**3) Is this an experiment, in the strict sense?**

- Is experimental in a sense .. if we have for example an intervention "like ex; of computers" it's an experiment (I want to experiment using a computers and it's affect ) ..

- How about " attitude " I want to measure student attitude !!

→ it's not experiment it's called a study

**= = so this is the difference between an experiment and a study .**

**5) What variables are or should be considered additionally to the central EVs and DVs?**

**EVs** = explaining variable

**DVs** = dependent variable

** اغلب المحاضره يمشي بين سطور الأمثله ويفسر كم شغله او يوضح نقاط بسيطه بالمثال اقرأوها للفهم

** ……… the uncontrolled factors might have affected what is observed.

There is uncontrolled variable you can't controlled them ; you must mention that in your research.

## # Add-on Lecture 13 #

**# Results =** is the last step in your research.

- In result you show us the product "نتاج" of all your efforts "جهود" , all the hassles "متاعب" , all the troubles "مشاكل" you have been through and present them to us.

- the result is consider to be the essence of your research , the main thing of your research.

- we do research cause we want to reach an outcomes , to reach conclusion , to reach some kind of result to help us for full our research objectives.

**# RESULTS IN GENERAL:** (the structure of result)

**THREE STATISTICAL THINGS TO DO WITH RESULTS**

**(a) Presentation :**

- It's very important that you know how to present your result.

- In the result you try to make a thing very easy to reader ; specially when you use tables and graphs you need to explain them.

- if you have graphs and table you may Convert them into percentages "%" (ex ; in 6:15)

**(b) Descriptive statistics** : "التحليل الوصفي" (ex; in 7:22)

- in all result you always start with descriptive statistics (only describe the numbers of data)

- These are figures you (get the computer to) calculate from a lot of specific figures which arise from data. = use computer to calculate ;

فيه برامج مخصصه لحساب النسب والرسوم البيانيه نقدر نستعين فيها مثل الإكسل excel من مجموعة برامج المايكرو سوفت اوفس + برنامج احصائي اسمه spss

**-- (b1) Measures of centrality :**

- where you have cases that have been <u>put in categories, is the category that the greatest proportion of people chose or fell in</u> = the highest score that my participant selected.

- we want to know where our data are centered so we can describe them or we can depend on them to reach a result.

**-- (b2) Measures of variation** :

25

Standard Deviation = is how to separate the score from each other (score here is the participant answers ; are they close to each other or not )

- Passed on the mean we can have a result. النقطه هذه راح تفهمونها اكثر بعد ما تسمعون المثال

**-- (b3) Measures of difference**:

- ex in 21:45 هنا المثال تسمعون جداً مهم -

**Level of significance :** "مستوى الدلاله" in 24:40

It's should be something like ".05" It's called "p = Probability significance " → we get this number by computer (special programmes)

- If you get this number ".05" and less then it's called in research <u>significance difference</u> ← this is what we are looking for in research.
- If you get this number ".05" and above then <u>NO!! it's not significance difference</u> ; we can't say there is a different (ex in 27:37)

**-- (b4) Measures of relationship :** Ex in 29:37

\*\*These quantify the amount of relationship between two (or more) variables as measured in the same group of people or whatever. بهذا الجزء هذه الجمله فقط هي المطلوبه معنا والباقي قراءه لزيادة المعلومات

**(c) Inferential statistics :**

هنا ما تكلم عنها كثير قال ان اللي يآخذون كلاسات الستاتيك راح يعرفون الاسماء والخ والخ  >>  It's deal with <u>P</u> value

**# the level of certainty :**

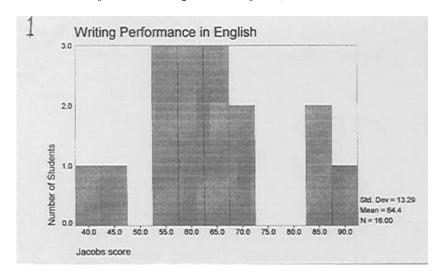**is** about what inferential stats tells you that you will be satisfied with.

\*\* No inferential stats give you 100% certainty of anything  →  after we do research we can't be 100% certain that are these result 100% perfect <u>NO!!</u>  ; you should have some margin of errors and this calculated to be <u>5%</u> at least in your research … you can be <u>95%</u> that your result are good.

\*\* 95% is commonly taken as adequate in language research: this is the same as choosing the .05 (or 5%) level of significance as the one you will be satisfied with.  → 95% is the maximum that we can reach in certain of ore research.
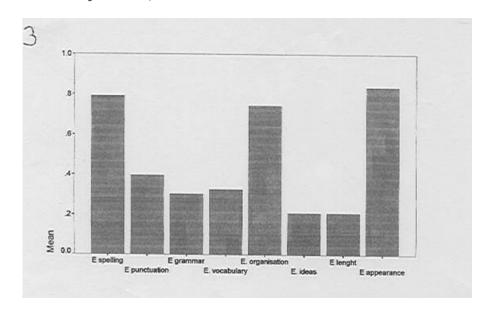
# Significance tests :

We use it for just to give us a poised or confidence that's we can say (yes we are have a real difference or a real relationship ) << "How??" through the Level of significance

** http://privatewww.essex.ac.uk/~scholp/onevardesc.htm

من الرابط هذا نزل على طول للرسم البياني وجلس يوضح عليه كذا نقطه في الدقيقه ٤٠ تقريباً



وتكلم عن هذا في الدقيقه ٤٥



<div align="center">تم بفضل الله .. اللهم اكتب لنا توفيقاً من عندك ♥</div>

# The End ..