**University of Gondar**

**Department of English Language and Literature**

**(Bachelor of Arts in English Language)**

**Seminars on Selected Topics**

**PART I: OVERVIEWS ON RESEARCH CONCEPTS**

* **What is research?**
* Research is fundamentally
* a scientific approach
* a systematic procedure
* Research is a process of discovering new knowledge
* Concept
* Method
* Understanding
* In brief, research is a series of linked activities moving
* from problem identification
* reviewing literature
* specifying designs/methods
* interpreting data
* to ending with reporting
* **Reasons for conducting studies**
* **Qualities of a research**
* **Benefits of understanding research components**
* A good understanding of research components enables us to
* comprehensively understand research
* skillfully master how to write a research report

**PART II: ELEMENTS OF A RESEARCH PROPOSAL (PAJARES, 2007)**

* **Preliminary elements (are** essential component. It serves the following things).
* to predict content
* to catch reader interest
* to reveal the nature of manuscript
* to introduce scope
* **Research title**
* to contain the research title
* to contain key words (neither too short nor too long-11 to 14)
* **Title constructions** are typically categorized into four types.
* nominal titles (phrase level)
* compound titles (before and after colon)
* full sentence titles (complete thought)
* **question titles** (demanding answers) (Hairston & Keene, 2003:73)
* **The abstract**
* It is a summary of 100-200 words in length
* It is written in italics
* It is a one paragraph long
* It answers the reasons from certain perspectives including

why it was conducted

how it was conducted

what outcomes were obtained

what conclusions were drawn

* An abstract provides maximum information with minimum words.
* recent findings
* objectives
* designs
* methods
* results
* conclusion
* An abstract ends with Keywords (a list of 4 to 7 words or phrases).

**PART III: THE INSIDE ELEMENTS**

* **Background/Introduction (**the background provides the reader with)
* background information (a brief overview of the topic)
* reasons for conducting the research
* clearer understanding how it is related to other studies
* In the background, the writer should
* **create** reader interest
* **lay** the broad foundation for the problem statement
* **place** the study within a larger context
* **reach** out to a specific audience (Creswell, 1994: 42)
* **Statement of the Problem**
* describes the **context** for the study (Wiersma, 1995:404)
* leads to a **need** for the study (Creswell, 1994: 50)
* stands out (not masked in an extended discussion)
* answers why the issue needs to be conducted
* **Significance of the Study**
* Indicate who/how/what your research will
* Refine
* revise
* extend
* What will results of the study…?
* mean
* suggest
* influence
* contribute
* How will results of the study…?
* be improved
* be changed
* be implemented
* bring about innovations
* Who will be beneficial from the study?
* Participants
* expertise/educators
* parents
* researchers
* **Delimitation (**briefly delimit the specific area)
* Geographically
* Conceptually
* procedurally
* **The Literature**
* It is the background and context for the research problem.
* It should indicate that the writer is knowledgeable about the area.
* It relates a study to the larger, ongoing dialogue.
* It provides a framework for establishing the study.
* It points out information clearly and succinctly.
* It is a summary and evaluation of the past and current.
* It is a recent source (in the last 10 years).
* It increases credibility.
* It seeks to systematically draw together known knowledge on a topic area.
* **The Research Design and Methodology**
* Research Approach (Mixed, Qualitative, Quantitative)
* Research Design
* Methodology ( three main subsections)
* Participants (who and how participants involve)

- Population

- Sample size

- Sampling Techniques

* Data Collection

-tools (interviews, Questionnaire, Observations)

- Procedures

- Administration for two major purposes

- validity (internal/external)

- representativeness

* Data Analysis

- Descriptive - Content

- Statistically - Discourse

* **Product elements**
* **Results**
* This section is the most essential part of a research.
* Other sections play secondary roles (Yang, 1999:63)
* The idea behind is to “let the data speak for themselves.”
* **Conclusion**
* **Recommendations**
* **References**
* **Appendices**