#### Lesson 08 :****Method Types in**** Literary ****Research****

#### Part 02

**8-Identify the grade of literatures:**

Under the premise of identifying the grade of literature, we should first explain how to identify the authenticity of literatures. Methods of identifying literature include two ways, respectively, external audit and internal audit. External audit is to identify the authenticity of literatures. We should identify the authenticity of the version by comparing the book's presentation style with contemporary publications; On the other hand, we can also examine whether the contents of the book describe the facts that occur after the book is written since. [[1]](#footnote-2)We should also identify the authenticity of authors. Three ways are generally used. The first one it to analyze other works of the author to know the language styles of the author and then check whether the literature on hand has same language style. The second is to analyze whether the style of the literature is consistent. The third is whether the idea of literature and logical point of view is consistent.[[2]](#footnote-3)

Internal audit refers to the identification of the authenticity of contents. Main methods include: first, mutual prove of words. If there are inconsistencies between the events described, we should verify it. Secondly, we could use real object to literature in words. We could check whether the text description is consistent with physical evidence. The third is to compare the contents of the documents with historical background to see if it's consistent with the contemporary political and cultural background. The fourth is to study of the life, point of view, basic thoughts of the author and the specific environment when the literature is formed to determine objectivity and tends of the author. In short, internal audit and external audit both make comparison to identify the authenticity of contents in order to collect quality

literature.[[3]](#footnote-4)

To identify the authenticity of the documents, we can grade collected materials. According to the content processing ways, education literature could be divided into zero grade, first grade, second grade and third grade. Zero grade literature is usually called the first-hand literature and is the first description of events or experiences and is written by persons who experience the event and is the most primitive original documents, not published or modified, such as the letter, draft, discussion draft, or original record.[[4]](#footnote-5)

First grad literature generally refers to works of the record of the incident, research results, new knowledge and new technology monographs, papers, investigation reports and other literature. Literature is also referred to as a secondary literature, is the evidence description reports or materials processed once by actual witnesses and participants in the events. It includes books, newspapers, periodicals, research reports, and government publications and so on. The second grade literature is also known as the retrieval of documents. It refers to literatures that process and sort books and papers to summarize the main points and to put them in system with some methods, such as the bibliography, titles, abstracts, indexes and other publications. Such documentation will be distributed in a systematic literature, entries.[[5]](#footnote-6)

Third grade literature is also known as the reference literature. It systematically sorts the first grade literature and make summary based on the second grade literatures. Such literature is different from the original literature, and also different from the secondary literature. It has subjective nature and reflects the authors opinion on the first grade literature and is the comprehensive research results of many first grade literature, such as the dynamic synthesis of educational research, teaching thematic commentary, teaching progress report, which is therefore called as the third grade literature.[[6]](#footnote-7)

**9-Oral History:**

It focuses on how oral history can be treated as ‘recovery history’: how oral history can  
contribute to the recovery of histories that would otherwise remain hidden. It also deals with  
the issues of memory and validity raised by critics of oral history. It also demonstrates how  
the narratives of ‘ordinary’ people can modify public records of events.[[7]](#footnote-8)

**10-SOCIOLOGICAL APPROACH:**

It is based on the assumption that a literary work has a relation with society.It is influenced by the life of a society and it also influences the society.This approach give the assumption that a literary work belongs to the society.It is classified into the sociology of : authors, readers and literary works.

**STEPS IN SOCIOLOGICAL APPROACH:**  
 General discussion on the sociological aspects of the author, reader and literary work.The sociological aspects of a literary work contains: analysis on the norm of a society, moral, philosophy, culture, and everything dealing with the society.The sociological aspects of the author contains: philosophy, ideology, politics, social status, socialization, education and he or his religion.  
 The sociological aspects of the reader contains: philosophy, ideology, politics, social status, socialization, education, his/her religion in relation with the reader’s reception/assumption towards a literary work, whether reject or accept. Research report. [[8]](#footnote-9)  
**11-Creative Writing Methods:**

  A literary re-working of another literary text, creative writing research is used to better understand a literary work by investigating its language, formal structures, composition methods, themes, and so on. For instance, a creative research project may retell a story from a minor character’s perspective to reveal an alternative reading of events. To qualify as research, a creative research project is usually combined with a piece of theoretical writing that explains and justifies the work. [[9]](#footnote-10)To qualify as research, creative work is frequently required to be accompanied by a  
theoretical piece of writing. Creative writing is seen as a mode of research into the nature of  
literary form and language. Reading is an activity that informs wiring as discovery both of  
content and form.[[10]](#footnote-11)  
**12-Textual Analysis Methods:**

Used for close readings of literary texts, these methods also rely on literary theory and background information to support the reading. .[[11]](#footnote-12)

**TEXT ORIENTED APPROACH:**  
 It contains:PHILOLOGYRHETORICFORMALISM and STRUCTURALISMNEW CRITISCMSEMIOTICS and DECONSTRUCTION. [[12]](#footnote-13)

Textual Analysis is a staple of English studies research. It requires the close reading of texts. It needs to be  
informed by background research into the context of the text under scrutiny, the context of its  
production, its content, and its consumption. The original sources ought to be consulted.

Understanding meaning-making, differently understood in different historical periods and by  
different theoreticians, is key to understanding textual analysis.[[13]](#footnote-14)

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4. Wiersman, William. Introduction to educational research methods. Translated by Zhenguo Yuan. Education and Science

   Press. [↑](#footnote-ref-5)
5. Guijuan Lin : Higher Education Research Methodology-Literature Method, International Education Studies Xiamen Software College,, vol , no 04 , 2009 [↑](#footnote-ref-6)
6. ibid [↑](#footnote-ref-7)
7. Altick, Richard D. 1950/1987. The Scholar Adventurers. Ohio State University Press:  
   Columbus.  
    [↑](#footnote-ref-8)
8. Haryati Sulistyorini: **RESEARCH METHOD IN LITERATURE ,**Faculty of Languages and LettersDian Nuswantoro UniversityIntroduction to Literary Studies [↑](#footnote-ref-9)
9. Barry Mauer and John Venecek: **Strategies for Conducting Literary Research/ https://pressbooks.online.ucf.edu/strategies/** [↑](#footnote-ref-10)
10. Eliot, Simon and W.R. Owens (eds) (1998). A Handbook to Literary Research. London:  
    Routledge [↑](#footnote-ref-11)
11. Barry Mauer and John Venecek: **Strategies for Conducting Literary Research/ https://pressbooks.online.ucf.edu/strategies/** [↑](#footnote-ref-12)
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13. Altick, Richard D. 1950/1987. The Scholar Adventurers. Ohio State University Press:  
    Columbus.  
     [↑](#footnote-ref-14)