First: Methodology in Language and Terminology:

Linguistic dictionaries agree that the word "method" in language means a clear, straight path. Ibn Faris said: "The letters "nun," "ha," and "jim" are two distinct roots. The first is "nahj," which means "road." "Nahj li al-amr" means "to make clear the matter." Al-Jawhari in Al-Sahah states: "Nahj is the clear path, as are "manhaj" and "minhaj." "Anhaj" means "to make the path clear and distinct." "Nahj" means "to clarify and explain the path." As for the term "method," we can deduce a definition of the term from the previous explanation of its language. We say: "A method is a set of important pillars and foundations that clarify the path of an individual, society, or nation to achieve the desired outcomes." Another defines it as: "The intellectual path and scientific steps that a researcher follows in their journey with the aim of acquiring knowledge."

Some scholars have defined it as: "The art of correctly organizing a series of numerous ideas, either to uncover the truth when we are

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ignorant of it, or to demonstrate it to others when we are knowledgeable."

- Second: The meaning of scientific research, its levels, forms, and fields:

We can define research from the above definition and explanation as: "Serious, objective work aimed at arriving at a specific truth, clarifying an issue, or resolving a problem of human knowledge."

The term "scientific research" consists of two words: "research" and "scientific." Linguistically, research is the source of the past tense verb "bahatha," meaning "to track, search, ask, investigate, investigate, attempt, or request." Thus, the meaning of research is: to seek and investigate a fact or matter. It requires exploration, thought, and contemplation to arrive at something the researcher wants to achieve. As for scientific: it is a word attributed to science, and science means knowledge, awareness, and perception of facts. Science, by its nature, is a way of thinking and a method for arriving at knowledge, rather than a set of fixed laws. It is a method rather than a subject for research, as it is

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a method for investigating the entire empirical world influenced by human experience and expertise. Thus, scientific research is an organized examination and investigation of the material of any subject in order to add or discover knowledge, whether theoretical or empirical. It relies on precise, organized, purposeful methods and approaches known as the steps of scientific research. In this paper, we will attempt to present broad outlines of the first steps of scientific research, as there is not enough space here to cover all the steps in detail. Rather, we will address the basic steps, as they are primarily related to the library. There are three levels of research:

• Short research at the undergraduate level (bachelor's), commonly referred to as a "term paper," aims to in-depth study of a specific topic, rather than obtaining new information. The goal is for the student to practice using printed and non-printed information sources, analyze them, and arrive at conclusions. This research is usually short, ranging from 10 to 40 pages.

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• Advanced research at the master's thesis level, also called a "master thesis," is a relatively long piece of research that contributes to a new topic in the field of specialization.

• Advanced research at the doctoral dissertation level, which is a comprehensive and integrated research required to obtain a university degree. It must be novel and original and contribute to a new contribution to knowledge. The forms and scope of research can be summarized as follows:

A. Reaching the Unknown:

This involves the researcher addressing a number of introductions, studies, and issues, combining them within a coherent intellectual framework to arrive at an unknown matter they seek to uncover and prove. Examples of this include: writing a research paper on: Islam's view of insurance companies, or writing a research paper on: public interests and their use in addressing emerging issues, or writing a research paper on: the musical element in Arabic phonetics, or writing a research paper on: illusion in grammatical and morphological studies.

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B. Scattered Collection:

This is a method by which the researcher collects scattered scientific issues from books, distributed across heritage sources. This requires careful research and induction to arrive at a comprehensive understanding of the dispersed issues in the form of a single, integrated issue. This type of research, while not offering anything new, is a useful and fruitful effort, facilitating future generations to take significant strides. Examples include writing a research paper on: The Meanings of the Qur'an in Al-Jawhari's Al-Sahah, or writing a research paper on: The Method of Negation in Arabic Grammar. C- Incomplete Completion:

This is a research method in which the researcher addresses some issues from previous eras in a way that does not fully address the topic's elements, due to the lack of references and research tools at the time. A contemporary researcher then discovers other elements that complete the topic, i.e., to make up for what has been missed. An example of this is writing a research paper on: "What Unpublished Meanings of the Qur'an by Al-Farra'?"

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D- General Explanation:

This is a method used by the researcher to dispel doubt or ambiguity in certain works. Although many scholars do not see this as a broad area of research, it is nevertheless a useful and beneficial effort, and it motivates its author to delve into the depths of books to extract issues that can be detailed in what others have summarized. Our heritage provides abundant evidence for this type of research, the most convincing evidence of which are texts and commentaries. Although texts contain the main issues, they do not, as we know, replace commentaries. The greatest text in our heritage to have received many commentaries is Ibn Malik's Alfiyyah on grammar. E- Tahdhib al-Mutawwal:

Much of our heritage relies on long works, and the researcher attempts to remove from them any unnecessary or superfluous information, as well as knowledge that could be dispensed with in teaching beginners. This is called Tahdhib, a form of research common in our heritage, such as Tahdhib al-Aghani, Tahdhib al-Sa'd, and Tahdhib al-Tawdih. Its

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scholarly value lies in the fact that, like its predecessor, it can be utilized in the field of education.

F- Comments and Contradictions:

This is a type of research in which the researcher relies on commenting on previous research, refuting its issues, exposing its falsehoods, or refuting its opinions and interpretations, such as: The Incoherence of the Philosophers by Al-Ghazali, The Incoherence of the Incoherence by Ibn Rushd, and The Response to the Grammarians by Ibn Mada' al-Qurtubi.

G- Textual Verification:

We will briefly discuss this topic, and will detail it at the end of the semester—God willing—this is a field of research pursued by some contemporary researchers, and it has deep roots in our heritage. The researcher must be prepared to undertake such a difficult and risky scientific endeavor.

H- Studying the Life of a Scholar:

There are studies in which researchers study a prominent scholar in any field. The researcher examines his life, environment, culture, teachers,

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students, scientific output, his contributions, and his standing among his contemporaries. i- Indexing and Dictionary:

This is a research method in which the researcher collects specific terms and arranges them in coherent technical formats within a well-defined scientific plan. It resembles dictionaries arranged alphabetically, or adding indexes to a large, verified book that is not scientifically accurate.

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- Third: The Researcher's Equipment and Scientific Tools:

The researcher must possess a set of characteristics that qualify him for scientific research, the most important of which are:

1- The researcher must read everything related to his topic, whether the study is short or long, to enable him to extract what he needs from references and scientific encyclopedias.

2- The researcher must not settle for the first source he finds and be satisfied with it. Rather, he must research and compile to verify the

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accuracy of the information, as errors can occur in transmission and listening.

3- The researcher must be objective in his research, not being influenced by sources and writing only what suits his approach. Rather, he must be logical in his transmission and presentation of the idea, even if he draws from those with whom he differs in opinion.

4- Integrity: This means that the researcher must be honest, avoiding bias and prejudice when presenting and discussing opinions, and avoiding bias. He must present the opinions and ideas of others, just as he presents his own, with complete confidence. This means that he must not distort scientific facts to prove his argument.

5- Academic integrity: This requires the researcher to be accurate in his transmission and not tolerate any misrepresentation of a single word, phrase, or letter. This applies when citing a specific text. However, if the intention is simply to present the opinion or ideas of a prominent scholar, then quoting them verbatim is not necessary, and the researcher should simply refer to the source from which he learned this opinion.

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6- Respecting the opinions of others: The researcher has no right to belittle another's opinion, but he is entitled to criticize it with evidence and proof, without insulting or accusing others.

7- Paying attention to indexing. We will discuss references and indexes in detail later, with God's help.

8- The researcher must be physically comfortable, free from stress and psychological pain, mentally alert and intellect, and prepared for sound thinking.

As for the researcher's tools, they can be limited to punctuation marks, which are the second language of writing. They can be summarized as follows:

Punctuation

* Meaning: These are conventional symbols placed between parts of speech to distinguish parts from each other, to diversify the sound when reading, to distinguish between pauses and continuations, and to determine the tone of the voice when reading aloud.

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* Importance: Punctuation marks are directly related to the issue of spelling. Just as we have seen that the spelling of letters, especially the hamza, differs in spelling, so too does the meaning change to the opposite if punctuation marks are misused. An example of this is writing: "But Ali said: My brother does not lie [the one who said Ali]." "But Ali - said my brother - does not lie [the one who said my brother]." " If we carefully examine the placement of punctuation in the two sentences, we will realize that the reason for the difference in meaning stems from the placement of the punctuation mark (:) and the punctuation mark (- -). Without that, we would not have understood the intended meaning.

(Punctuation Marks in General)

1. The comma, comma, or comma, symbolized by (،).

2. The semicolon, comma, symbolized by (;).

3. The full stop, symbolized by (.).

4. The real question mark, symbolized by (?).

5. The exclamation mark, symbolized by (?!).

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6. The exclamation mark, symbolized by (!).

7. The colon, symbolized by (:).

8. The parentheses, symbolized by (). They are also called parentheses.

9. The square brackets, symbolized by []. They are also called brackets.

10- Quotation marks, symbolized by " ". They are also called quotation marks.

11- The dash or hyphen, symbolized by (-).

12- The ellipsis, symbolized by (...).

13- The continuation mark, symbolized by = (left at the bottom of the page) and the same = at the top of the next page.

14- The flowery brackets, symbolized by ({ }).

15- The simile mark, symbolized by (,,,,,,).

16- The double dashes (- -).

Its Positions:

First: The comma, shawla, or comma: It is drawn as a small inverted waw like this (،). It occurs in the following positions (at which the reader pauses briefly or makes a very short pause):

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1- Between short sentences with connected meanings that together form a long sentence with a comprehensive meaning: Ramadan comes, and souls are filled with joy, hearts are delighted by its arrival, affection increases among people, hearts soften, and they congratulate one another.

2- After the vocative: O Muhammad, I come. Your Excellency, the Director, please grant me a leave of absence.

3- Between main clauses and quasi-clauses, such as: A doer of good does not regret what he has done, nor does a generous person regret what he has given, nor does a scholar regret a student, nor does a rich person regret a poor person.

4- Between the conjoined and the conjoined word, such as: The word is a noun, a verb, or a particle. The tense is past, present, and imperative.

5- Between the types and divisions of things: We will divide the present tense verb into sound, weak, and five verbs.

6- Between the substitute words when we want to draw attention to them or alert the mind to them, such as: And such a language, the

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language of science and civilization, must be cared for and disseminated. - In this year, 1423 AH, major changes occurred in the world.

7- Between two sentences that are linked in form and meaning [such as the second being an adjective, adverb, or circumstance] and the first being somewhat long:

Yesterday, the car almost ran over a child, who was apparently deaf.

Second: The semicolon, semicolon, or semicolon, symbolized by (;)

It is used in the following situations:

1- It is placed between two sentences, the second of which is usually caused by or related to the first, such as: I counted my colleague Muhammad; that's why he respects me very much.

2- It separates sentences that mention the connection and reason for what preceded it:

Umar (may God be pleased with him) was proud and honorable because he lived fearing only God.

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3- It separates two sentences that are connected in meaning but not in syntax, such as:

4- It separates sentences that are conjoined if they share a common purpose: The best speech is that which is brief and clear, and not so long that it becomes boring.

5- Before conjoined words that express comparison, similarity, division, order, detail, or the like:

Note: A semicolon is often placed before words that express cause and effect, such as (therefore, for the sake of, therefore, hence, for, because, because, since, and therefore...).

Third: A full stop, full stop, or full stop: (.)

1- At the end of a complete sentence: Jerusalem is an Islamic city, and it is the eternal capital of Palestine. Egypt is God's treasure on earth, so whoever harms it, God will destroy him.

2- At the end of each paragraph, at the end of each meaning between paragraphs, and at the end of a complete sentence.

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Note: A full stop is placed at the end of a complete sentence, provided it does not convey a sense of exclamation or question. For example: The Messenger of God (peace and blessings be upon him) said: "The best of you is he who learns the Qur'an and teaches it."

Fourth: The True Question Mark (?):

It is placed at the end of the sentence being asked about, whether the interrogative particle is a noun or a particle. How are you?

Note: The question mark may be omitted, yet the mark is still placed, because the stress replaces the particle, so the omission of the question mark does not detract from its being an interrogative:

Who attended? Is your father present? Are you going to the mosque? Are you traveling today?

It is also placed after a question that carries rhetorical meanings such as denunciation, rebuke, and the like:

Do you say about the truth when it has come to you, "Is it magic?"

Fifth: The Exclamatory Question (?!):

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Two marks are juxtaposed, giving the reader the impression that the writer is not intending a true question, but rather asking a question in surprise about something, such as: "Are you leaving me at this late age and traveling?! Is there no sensible man among you?!"

"Do you glance at girls at this age?!" Sixth: The mark of emotion and passion (!): It is placed at the end of every sentence that conveys some emotion, whether it is astonishment, enticement, warning, lamentation, joy, sadness, distress, or wish, such as: How beautiful religion and the world are when they come together!, I wonder at you!, Oh, if only the absent would return!, Perhaps the prisoner will be pardoned!, Prayer, prayer!, The lion, the lion!, Fire, fire!, Oh Islam!, Oh my head!, Oh, how happy I am!, Oh, God for the Muslims!, Oh, night!, Beware, beware of my killing and my violence!, Away from me!

Seventh: The colon (:):

1- After the saying and its derivatives (I say, he says, you say, we say, a speaker says), such as:

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Abu Bakr said: "I have been appointed over you, and I am not the best of you..."

2- Before a statement that details a general statement, such as: A word is divided into three parts: a noun, a verb, and a particle.

3- Before a general statement after a detailed one, such as: reason, health, knowledge, wealth, and children: these are the blessings that must not be neglected.

4- To explain a thing and its divisions: The year has four seasons: summer, winter, spring, and autumn.

5- Before examples given to clarify a rule or principle. A colon is often placed after words such as (like, like, like, like).

6- After words that are intended to be defined, such as: prayer, in language, means supplication; pilgrimage, in language, means intention; and the subject: the one who performs the action or is characterized by it.

Eighth: Parentheses ( ):

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1- They are placed between parenthetical clauses that can be removed from the speech, thus strengthening the meaning. They are placed between sentences formulated to express praise, commendation, mercy, satisfaction, or cursing, and to invoke blessings upon a person, such as: Abu Bakr (may Allah be pleased with him) said: Muhammad (peace and blessings be upon him) said: "Be in this world as if you were a stranger..."

8- 2- It is placed between cautionary words or words that explain something ambiguous or clarify the confusion that occurs when reading some words, such as: Al-Raibal (with a doubled kasra on the lam and a sukoon on the hamza) is the lion, Misr (with a kasra on the meem and a sukoon on the sad) is a generous country, but Ali (my brother said) is a person who does not lie or act cowardly, as if a noble companion said: The Messenger of God - may God bless him and grant him peace - said these words (my eyes saw it, my heart understood it, and my ears heard it). 3- It is also placed between numerical figures to avoid confusion with the letters of the alphabet: I have (235) two hundred and thirty-five

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pounds and nothing more, I have (5) five pens, and (10) ten books.

Ninth: The two brackets or brackets, symbolized by [ ]: These are often used by those who investigate a text by adding to the original text, to indicate that this addition is the work of the investigator or the researcher and not the author of the book. For example, adding a phrase of praise after "Muhammad" - if the author forgot it, or adding a preposition to make the meaning clear, or explaining an ambiguous title by placing another one next to it that is clearer. He should place these two brackets or brackets to indicate that this addition is his own (and this is a scholarly trust). Tenth: Quotation marks, quotation marks, or double quotation marks (symbolized by ""):

They are placed between the words quoted verbatim without any intervention from the transmitter, even if the transmitter dislikes the words.

Eleventh: The dash or comma (the most important of these marks):

They are placed between two parts of a sentence if the first part is long, i.e., between the subject and predicate if the subject is so long that it

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leads to ambiguity. They are placed between the predicate of "inna" and its subject if the subject is long. They are placed between the predicate of "kana" or "kada" if their subject is long. They are placed between the second and first objects of "lizanna" if the first is long. They are also placed between the answer to a condition and its condition if the condition is long. In short, they are placed between two parts of a sentence—regardless of their differences—if the first part is long. They are also placed between a number, whether numerically or verbally, and its counted object, such as:

"Muhammad, who outperformed his peers last year and traveled to obtain a doctorate in dentistry, has returned safely to his homeland."

Twelfth: The two dashes and their symbol (- -): They are placed between parenthetical phrases (which can be omitted from the structure without altering its meaning), as well as between phrases of supplication, expressions of praise, expressions of mercy and satisfaction, as well as phrases of caution, clarification of punctuation, or explanatory words, such as: God Almighty said: {And indeed, I am

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Forgiving to whoever repents and believes} (Ta-Ha 82). The Prophet (peace and blessings be upon him) said: "O boy, say the name of God, eat with your right hand, and eat from what is in front of you."

Thirteenth: The ellipsis and its symbol (...):

1- They are placed when some of the words quoted verbatim are omitted due to lack of need for them in this context. 2- To indicate omitted words that are frequently written, but the writer doesn't want to distract us with them, such as:

My son went to the market to buy household necessities. He bought bread, meat, ghee, oil, coffee, and...

3- In speech that offends modesty and makes one's forehead ache when recounted in writing, such as when you recount a dispute between two people in which their voices were raised in cursing and insulting. You might say: This one said, "You are an animal..." and the other responded even more harshly, saying, "You are vile in spirit, a lion in heart, and..." (speech that makes one's forehead ache).

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In short, they are used either to satisfy some of the requirement, because there is no need for what comes before and after them, or out of modesty to mention them, or because there is no intention to repeat them too much, as they are understood from the context. Fourteenth: Consecutive marks and their symbol = at the end of the page = at the beginning of the next page: This mark is most often used when thoroughly examining texts.

Fifteenth: Flowery brackets, or the two flowery cups and their symbol ({ }): These are used to enclose verses of the Holy Qur'an.

Sixteenth: Similarity mark (,,,,,,,):

This mark is placed under repeated words instead of rewriting them on each line, such as: A meter of wool is sold for one dinar, and silk is sold for two dinars.

Notes on punctuation and its marks:

1. It is best for the writer not to overuse punctuation marks, nor to overuse them, but to place them precisely in their proper places.

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2. The crux of the matter in the matter of spelling and punctuation is that it is up to the writer's taste and his or her own conscience, with which he or she wants to influence the reader's soul, so that they can share his or her feelings and emotions.

3. Practicing these marks is the best guide to the right path.

4- Just as people differ in their writing styles and their meanings, so too do people differ in the placement of these marks. However, it is not permissible to deviate from the basic rules known to scholars.

5- When beginning to write, one must leave a space the length of a finger from the beginning of the line, then begin the second line from the beginning. Similarly, when moving from one paragraph to the next, one must leave a space the length of a word or a finger, then begin the second line from the beginning without leaving any space.

6- There are marks that are not permissible to place at the beginning of a line. These are all marks except for quotation marks and parentheses only. It is not permissible to place a comma, semicolon, exclamation

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mark, question mark, or the like at the beginning of a line. Their placement should be observed, as we explained earlier.

Notes on Spelling:

1- "Idhan" (Idhan): Imam Al-Farra' required that the letter "nun" be written when the verb is in the accusative case. If it is in the middle and is omitted, it should be written with an "alif" (Idhan).

2- The following words are not definite: (all/some/like/other). The definite article "al" is not used at the beginning of an idafa (adjective). For words that do not have a nafs (same self), the word nafs is not used, such as: (same time/same hour/same day/same work). Rather, it is used to emphasize meaning: "the same time/same hour." The word nafs is pluralized as anfs (same self), even if you are using it to describe a dual noun, such as: "The two students themselves came" / "The two female students themselves came" as well.

-- Fourth:

Choosing a Topic:

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A novice researcher discovers that this step is the most difficult. Initially, the researcher is free to choose any topic and study it according to the method that seems most appropriate to answer all the questions that come to mind. However, it is important to be aware that most research projects go wrong from the very beginning, because the questions posed are either too simple or too broad, because the chosen research area is either poorly defined or too difficult to access, or because the chosen method is not appropriate for the problem to be studied. Therefore, the researcher must carefully consider the selection of elements that constitute the basic principles of the research: the research topic, the frame of reference (or theoretical) for the research, the research methodology, and the formulation of the problem. Since most of the research conducted by university students, especially in the early stages of university education, is designed to acquire research skills, the selection of a topic usually comes from the suggestion of the professor or doctor who is teaching this or that subject, or from raising a topic in a lecture, or from encountering it in reading, which generates

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the desire to push the issue to a higher level of contemplation. Here, the process of gathering information from sources available in the university library or elsewhere begins (references: dictionaries, encyclopedias, indexes, books, articles, studies from magazines, newspapers, electronic sources, etc.). The researcher should review the literature on their proposed topic. This means reviewing previous theories and studies relevant to the chosen topic, which becomes the focus of our interest and preoccupation. The literature review is one of the most important steps in scientific research, as it provides a justification for our research—what new information we will present or add to knowledge—and challenges the frame of reference or theory that will be adopted, in addition to accurately defining the research problem. The final step is to define the topic in its final form, meaning to define the research problem. A problem is the subject, its ambiguity, a phenomenon that requires explanation, a controversial issue, or a question that requires an answer. Defining the research problem means formulating the problem

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in clear, understandable, and specific terms that express the content, as we previously indicated in the forms and scopes of research.

Fifth: Collecting Scientific Material:

After determining the research title, defining its boundaries, and reviewing the literature from various sources and references, it becomes clear to the researcher how to collect the scientific material relevant to his research framework. This includes a set of guidelines, the most important of which are:

1. Catalogues of private and public libraries.

2. Scientific encyclopedias specializing in the field he is researching.

3. Catalogues of sources and references relevant to his research, perhaps to find some helpful questions, as well as university dissertations written on this subject.

4. Recognized scientific journals.

5. Lists of publishing houses and libraries to keep up with the latest developments in his field and the published manuscripts.

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6. Consulting prominent academic figures in this field to benefit from their experience and be guided by their guidance, which is the result of years of research and study.

After reviewing these various approaches, the researcher extracts the scientific material they need using one of two methods:

1. The card method:

On each card, the researcher records the text they are translating, stating the full information about the source at the bottom. If the material they want to transcribe requires more than one card, and the reference is readily available, it is sufficient for the researcher to write a summary of what they want to transcribe on the card, then list the pages containing the entire issue at the bottom. The appropriate size for a card is usually 14 x 10 cm. It is okay to write the translation on multiple cards if the reference is not readily available, provided that these cards are bound together with a clip or similar method.

2. The file method:

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The researcher writes the scientific material they extract on large sheets of paper, which are contained in a specific file or files, depending on the size of the material they have been able to collect. Study and Classification:

Once the researcher has completed collecting the material in one of the two previous ways, he begins a careful and conscious study of what he has collected, from which he concludes the classification process. The researcher prepares boxes corresponding to the number of chapters in the book, placing the chapter cards in each box and labeling it with, for example, "Chapter One." Or he prepares files corresponding to the number of chapters in the research, placing the papers in each file containing the collected material.

The methods for collecting scientific material are:

Verbatim Transcribing:

The researcher places the quoted text between quotation marks (" "), and indicates the source from which it was taken by a mark or information in the footnote.

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Transcribing by Meaning:

The researcher places the text without quotation marks, and indicates the source from which it was taken by a mark or information in the footnote.

- Sixth: Writing and Producing the Research:

After determining the title of the research and determining its framework and boundaries, this stage begins after the topic has been studied through sources and references, and its image has been completed in the researcher's mind. Then, the researcher begins writing their research.

At that point, the researcher formulates their topic in their own words and style, in accordance with what is present in their mind. They address the issues from their own perspective, so that their personality is evident in their writing. They may present the ideas of others in their own words and refer to the reference by saying, "See so-and-so" - as we mentioned earlier - and they may not quote the words of others verbatim unless the

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situation dictates it, requires citation, or they intend to discuss the text verbatim.

The researcher's writing must be characterized by precision, deliberation, and humility, avoiding admiration for one's own opinion or excessive disparagement of others.

The most appropriate style for scholarly writing is the style of equality, which, according to eloquent people, means that words should be commensurate with the meanings, and they should be concise in formulating laws, general rules, and definitions. Among the pitfalls of writing research are inappropriate prolixity and repetition—I mean repeating information in more than one place—and referencing can suffice.

The order and coherence of ideas must be carefully considered, and judgments must be based on sound premises.

If the researcher has an opinion on a matter that differs from those of his predecessors, he must provide sound evidence on which to base his opinion.

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The researcher must adhere to punctuation marks, because although they are modern innovations and tools of the researcher, we have referred to them previously.

Seventh: Writing and Formatting Research Footnotes:

Rules for Using Footnotes and Annotations in Research, Master's and Doctoral Theses:

First: Introduction:

1. A researcher's adherence to the rules for writing footnotes and annotations is a sign of the strength of their research, evidence of their understanding of the scholarly material they are researching, and their commitment to placing it in the appropriate place. At the same time, it is a testament to their academic integrity, which requires them to attribute each opinion to its author.

2. The term "footnotes" refers to anything that is not considered an essential part of the main text of the thesis. They are defined as: comments, elaborating on an idea in the text, a biography of a prominent figure, an introduction to a place, a chronicle of an event or battle, and

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the like. The researcher may cite one or more sources with the footnote, and the footnote may be a lengthy quotation to document an opinion or to support a point. 3. Footnotes: These are entries outside the text, yet are an integral part of it. Some researchers call them "footnotes." Language books use them synonymously. Some define them as the sources and references the researcher uses in their research, as if they were their primary documents. They are presented to the reader as if they were providing evidence and proof for the ideas and facts presented.

4. The primary purpose of footnotes is clarification, not adding new information or digressions that the researcher does not need. Researchers should only resort to footnotes when necessary, and they must ensure that they do not include essential information that is added from time to time. Their purpose, as we have noted, is clarification and documentation, not the addition of new information that the researcher has missed and wants to record.

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5. Mentioning sources and references in footnotes is not an end in itself, nor is it a way to boast about their abundance. The purpose of this is to provide evidence and proof of the opinions contained in the research. Therefore, it is necessary to limit this information to those that served the research and were useful in examining its problems.

6. Referencing the research sources and references—in addition to documenting the opinions—provides the specialist with the opportunity to refer to some of them himself if he wishes to verify a particular issue himself, or if he also wishes to continue research on the same topic.

7. Some information belongs in the text and body of the thesis, while others belong in the margin. What is appropriate for a margin is not appropriate for the body of the thesis, and what is appropriate for the body of the thesis is not appropriate for a margin. The purpose of the margin is to strip the body of these digressions, which are not considered part of the research but are, at the same time, necessary to provide the reader with a complete picture of all aspects of the research.

8. The difference between placing an idea in the body of the thesis or in

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the margin or footnotes is that any idea or paragraph directly connected to the main ideas of the research topic should be included in the text and body of the thesis. Any idea or paragraph that is connected to the main ideas of the research topic, such as an explanation of a point, a clarification of an idea, or an analysis of it, which, if placed in the body of the thesis, would disrupt the intellectual flow of the main topic, should be included in the margin.

9. One of the most significant harms research is for comments placed in the margin to be obscure and difficult to digest or understand. The purpose of using comments is clarification.

10. Footnotes—whether they include comments, sources, or references—are merely appendices to the research and cannot replace the bibliographical lists of sources at the end of the thesis.

11. 11. It is best to include tables, data, lists, images, and maps that are not of immediate importance in a special appendix at the end of the thesis, with their location indicated in the margin.

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12. The researcher should not move from one chapter of the thesis to another until after thoroughly reviewing that chapter, comparing the quotations with the cards bearing those quotations, reviewing the footnotes and their numbers, and reviewing the information he/she has written about each source.

13. One of the facts that the researcher should realize is that it is best to use as few footnotes as possible for any purpose, to ensure that the reader can follow the material without interrupting the flow of meanings and ideas. Second: The functions of footnotes:

1. Citing the source from which the researcher drew their material, whether it be an original or secondary source, printed or handwritten, oral narration, photograph, or any other document. The researcher's purpose in citing these sources is to provide documentation for his study and evidence of the ideas presented, on the one hand, and to guide the reader to the source, helping them clarify an idea, on the other hand.

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2. Documenting quotes and texts quoted directly or by meaning, and attributing them to their authors. This includes attributing poetry to its author and translating it.

3. Including a comment, correction, or suggestion during the quotation, discussing an opinion, critiquing a text or evidence related to the marginalized fact, or presenting differing opinions about it.

4- Alerting the reader to remember a previous or subsequent point in the research, related to what they read on the page at hand. For example, read page (10) or page (25) of the thesis. This is called a "reference," or "cross-reference" in English. The spaces for the pages to be referenced will be empty until the researcher finishes printing the thesis. Then, he or she identifies the pages to which the reader is invited to return, and returns to them in their correct place.

5- Clarifying or interpreting an ambiguous word or phrase that the research requires clarification. This also includes clarifying and explaining certain points, whether or not they are presented in the context of the topic. This can include making a comparison that is

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impossible to mention in the body of the research, or an appropriate reference such as thanking an institution, mentioning a person, or a biography of a prominent figure. In this case, recording these points in the margin or on a separate page is preferable, lest they disrupt the flow and coherence of ideas. 6- Explaining some vocabulary or terms. Care should be taken to write the term in the language from which it was translated. Translation is not limited to translation, unless the translation has become well-known.

7- Transcription of Quranic verses, including the surah and verse numbers, as well as the transcription of prophetic hadiths.

The first method: assigning separate numbers to each page separately: It starts with the number (1) written at the top at the end of the text or idea, and is matched by the corresponding number in the margin. Footnotes are placed at the bottom of each page, and each page is independent with its own numbers, references, and everything related to it.

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The second method: assigning a continuous sequential number to each chapter separately:

It starts with the number (1) and continues to the end of the chapter, with each page assigned its own footnotes and comments. All footnotes and comments are collected and recorded at the end of the chapter. The third method: Collecting all footnotes at the end of the research or thesis:

Here, a sequential number is assigned from the beginning of the topic to its end. Each of these methods has its advantages and disadvantages. One of the advantages of the page-by-page footnote method is that it is prepared directly at the end of the page, so the reader can immediately identify it without difficulty. It also makes it easier for the researcher to add new footnotes whenever the need arises, without having to worry about renumbering a large number of footnotes. This is provided that the researcher starts at number one on each page, unless the automatic numbering available in Microsoft Word is used.

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The disadvantages of this method include the difficulty of this process when writing or printing, as adequate space must be allocated, without excess or deficiency. It is also difficult to maintain a uniform, coordinated format for the pages, especially if references are repeated more than once. The other two methods, which involve writing references at the end of each chapter or at the end of the thesis, where they are numbered sequentially, have the advantages of being easy to collect and organize into a single list. They can be written on a new page, and additional additions can be made upon completion of the chapter or section. This will not alter or distort the page's layout or format.

The disadvantages of these methods are that references are not as easy as the previous method. It is also difficult to add or delete comments on the first pages of a chapter, as this would result in changing the sequential number.

Here, it is important to determine which method the department or supervisor prefers: whether to write footnotes at the bottom of the page

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or at the end of the chapter, section, or thesis? Sixth: Rules for Using Footnotes and Endnotes:

1. In the first method, the body of the thesis is separated from the footnote by a horizontal line, with a single space between it and the body of the thesis. Footnotes follow this line, also at a single space, and their lines are also separated by a single space. Footnotes and endnotes are listed in numerical order at the bottom of each page of the research, at the end of each chapter, or at the end of the entire research. It is preferable to list them at the bottom of the pages, so that each page is independent with its own numbers and references, and so that it is easy to delete a number or add another without making any changes to the margins of other pages. This also prevents the reader's effort from being divided between the page they are reading and the page on which the footnote or source or reference appears. 2- The number placed in the margin should be placed parallel to the line, not higher than it. The number should be placed either between parentheses or by placing a dash after each number. The numbers should be placed one below the

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other in perfect alignment. After a short space, the information should be written one below the other, also taking into account alignment, as follows:

(1) Al-Kitab, Sibawayh: 3/140.

(2) Al-Muqtaṣāb, Al-Mubarrad: 2/155.

(3) Mu'jam Maqāyis al-Lughah, Ahmad ibn Faris: 5/100.

1- The number placed in the body of the text is slightly higher than the line after the end of the quoted sentence, or the phrase that is to be commented on. If the sentence is long, the number is placed at a point in the sentence in a way that does not affect the sequence of the phrase and idea as much as possible, and no point is placed after it. It follows the author's name if the name is mentioned. If the author's name is not mentioned, and only his words are quoted, then the number is placed at the end of the quoted sentence or sentences. These numbers are usually placed between parentheses in the case of printing, as in our saying: ((We will return one day)) (1). 2. Citing sources in the footnotes can be done by listing the source name followed by the author's name.

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Alternatively, the author's name (surname first, then name, or initial) is listed, followed by the title of the book. There is no preference between these two methods, but the researcher must adhere to a consistent approach throughout their research, indicating the place of publication of the source, its date, the volume number (if it is multi-volume), and the page number. If the printed book the researcher relied on is rare, its location and page number should be mentioned.

3. If a quote from a single source is repeated on a single page of the research without a break, and the cited pages differ, the source should be cited in full the first time. The second or third time, the phrase "same source" should be mentioned, along with the page number. However, if the cited pages do not differ, the phrase "same source" should be mentioned without the page number. 4. If a source is repeated on a single page with a break, such as when it appears first and is followed by another source, or a comment on a text in the text, etc., or if the source is repeated on multiple pages, it should be cited in full the first time. Otherwise, the author should be cited without the source's name.

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This reference should be followed by the phrase "same source" and the page number should be included.

5. If the source is repeated, it should be cited without the author's name. This method is preferable if the researcher refers to more than one source by a single author. If the names of some sources are the same or similar but the authors differ, the researcher should mention the author's name or title with the source to prevent confusion and deception.

6. If the researcher has made any modification to the quoted text, he must indicate that it has been "modified" after citing the known reference information. 7- If the researcher has quoted a text verbatim, he should mention the name of the source or reference directly in the margin. If he has altered the text and not adhered to its literal meaning, he should mention before the source or reference the word (see) to indicate that what is mentioned in the text is not as it appeared in its source without change, and that the researcher has quoted the content and altered it.