LSPU Self-Paced Learning Module (SLM)

Course	**Inquiries, Investigation, and Immersion**
Sem/AY	**Second Semester/2021-202**
Module No.	**2**
Lesson Title	**Review of Related Literature**
Week Duration	**5 - 8**
Date	**April 11 – May 6, 2022**
Description of the Lesson	This lesson will discuss the review of related literature. This lesson will also provide activities and exercises that will practice the teachers' competence in choosing non-projected and projected materials as their instructional materials in their teaching practices.

Learning Outcomes

Intended Learning Outcomes	Students should be able to meet the following intended learning outcomes: • Define Review of Related Literature • Identify the three stages of Review of Related Literature • Distinguish a superior source of data from an inferior one • Understand the purpose of citations • Identify the causes and effects of plagiarism
Targets/ Objectives	At the end of the lesson, students should be able to: • Explain the meaning of research design • Compare and contrast the styles of review of related literature • Critically evaluate review of related literature reports • Evaluate the accuracy of citations to reading materials

Student Learning Strategies

Online Activities (Synchronous/ Asynchronous)	**A. Online Discussion via Google Meet** You will be directed to attend a series of ONE-and half-Hour class discussions on the Review of Related Literature. The schedule of online discussion will happen every. (For further instructions, refer to your Google Classroom and see the schedule of activities for this module)

B. Learning Guide Questions:
1. What is a review of related literature?
2. What is the purpose of the review of related literature?
3. What are the different approaches or RRL (review of related literature?
4. How to review the literature?
5. What is the purpose of citations?
6. What are the different styles of citations?
7. What should we know about plagiarism?

Note: The insight that you will post on the online discussion forum using Learning Management System (LMS) will receive additional scores in-class participation.

Offline Activities (e-Learning/Self-Paced)

Lecture Guide

You want to discover truths about an animate creature or an inanimate thing you find wonderful or puzzling. Thinking speculatively, you tend to bombard your mind with varieties of questions about the object of your curiosity. Where do you get the answers to your questions? Get them from yourself and other published written works containing people's ideas, facts, and information about you: subject matter. Aligning what you. already know with what others know or have already done about your chosen topic indicates the timeliness and relevance of your work. Moreover, reading extensively about you! subject matter enables you to obtain a rich background knowledge that will help you establish a good foundation or direction for your research work.

REVIEW OF RELATED LITERATURE (RRL)

Meaning of Review of Related Literature

Literature is an oral or written record of man's significant experiences that are artistically conveyed in a prosaic manner. Embodied in any literary work like essay, novel, journal, story, biography, etc. are man's best thoughts and feelings about the world. These recorded or preserved world perceptions of man are expressed directly and indirectly. Direct expressions of man's knowledge of the world are in books, periodicals, and online reading materials. Indirect expressions are his inferences or reflections of his surroundings that are not written or spoken at all. (Ridley 2012)

A review of related literature is an analysis of man's written or spoken knowledge of the world. You examine man's thinking about the world to determine the connection of your research with what people already know about it. In your analysis or reading of recorded knowledge, you just do not catalog ideas in your research paper, but also interpret them or merge your thinking with the author's ideas. Hence, in doing the RRL, you deal with both formal or direct and informal or indirect expressions of man's knowledge. Fusing your world understanding o with the author's world perceptions enables you to get a good analysis of existing written works that are related to your research study. (Wallman 2014)

Purposes of Review of Related Literature (RRL)

1. To obtain background knowledge of your research
2. To relate your study to the current condition or situation of the world
3. To show the capacity of your research work to introduce new knowledge
4. To expand, prove, or disprove the findings of previous research studies
5. To increase your understanding of the underlying theories, principles, or concepts of your research
6. To explain technical terms involved in your research study
7. To highlight the significance of your work with the kind of evidence it gathered to support the conclusion of your research
8. To avoid repeating previous research studies
9. To recommend the necessity of further research on a certain topic

Styles or Approaches of RRL or Review of Related Literature

➕ **Traditional Review of Literature**

To do a review of literature traditionally is to summarize present forms of knowledge on a specific subject. Your aim here is to give an expanded or new understanding of existing work- Being necessarily descriptive, interpretative, evaluative, and methodically unclear and uncertain, a traditional review is prone to your subjectivity. This kind of review does not require you to describe your method of reviewing literature but expects you to state your intentions in conducting the review and to name the sources of information.

You experience much freedom 0n flexibility in doing a traditional RRL, go as an undergraduate student taking BA, BSE, BSEED, or any four-year bachelor degree, and lacking much knowledge and expertise in research work, this is the appropriate method for you. Attaining mastery in doing a traditional RRL is excellent preparation for the more demanding, the second style of RRL called a *systematic review* is required at the graduate level. Hence, being unprepared for

a systematic review, you have no other way but to do the traditional review to complete the requirements of your course. (Jesson 2011)

Traditional review is of different types that are as follows:

1. **Conceptual review -** analysis of concepts or ideas to give meaning to some national or world issues
2. **Critical review -** focuses on theories or hypotheses and examines meanings and results of their application to situations
3. **State-of-the-Art review -** makes the researcher deal with the latest research studies on the subject
4. **Expert review -** encourages a well-known expert to do the RRL because of the influence of a certain ideology, paradigm, or belief on him/her
5. **Scoping review -** prepares a situation for future research work in the form of the project making about community development, government policies, and health services among others

Systematic Review of Literature

As indicated by its name, systematic, which means methodical, is a style of RRL that involves sequential acts of a review of related literature. Unlike the traditional review that has no particular method, systematic review requires you to go through the following RRL steps (Ridley 2012):

1. Have a clear understanding of the research questions. Serving as the compass to direct your research activities, the research questions tell you what to collect and where to obtain the data you want to collect.
2. Plan your manner of obtaining the data. Imagining how you will get to where the data are, you will come to think also of what keywords to use for easy searching and how to accord courtesy and respect to people or institutions from where the data will come such as planning how to communicate your request to these sources of data.
3. Do the literature search. Using keywords, you look for the needed information from all sources of knowledge: the Internet, books, journals periodicals, government publications, general references, and the like.
4. Using a certain standard, determine which data, studies, or sources of knowledge are valuable or not to warrant the reasonableness of your decision to take some data and junk the rest.
5. Determine the methodological soundness of the research studies- Use a checklist or a certain set of criteria in assessing the ways researchers conduct their studies to arrive at a certain conclusion.

6. Summarize what you have gathered from various sources of data. To concisely present a synthesis of your report, use a graph such as a table and Other presentation formats that are not prone to verbosity.

A systematic review of literature is a rigorous way of obtaining data from written works. It is a bias-free style that every researcher wanting to be a Research expert should experience. Limiting itself to peer-reviewed journals, academically written works, and quantitative assessment of data through statistical methods, this style of literature review ensures objectivity in every stage of the research. (Fraenbell 2012)

The following table shows the way several books on RRL compare and contrast the two styles of RRL.

Standards	Traditional Review	Systematic Review
Purpose	To have a thorough and clear understanding of the field	To meet a certain objective based on specific research questions
Scope	Comprehensive, wide picture	Restricted focus
Review Design	The indefinite plan permits creative and explanatory plan	Viewable process and paper trail
Choice of studies	Purposeful selection by the reviewer	Prepared standards for studies selection
Nature of studies	Inquiry-based techniques involving several studies	Wide and thorough for all studies
Quality appraisal	Reviewer's views	Assessment checklist
Summary	Narrative	Graphical and short summary answers

Structure of the RRL

The structure of the whole literature review indicates the organizational pattern or order of the components of the summary of the RRL results. For the traditional review, the structure of the summary resembles that of an essay where a series of united sentences presents the RRL results. However, this structure of traditional review varies based on your subject and area of specialization. For the systematic review, the structure is based on the research questions; so much so, that, if your RRL does not adhere to a certain method to

make you begin your RRL with research questions, your RRL is headed toward a traditional literature review structure.

Regardless of what RRL structure you opt to use, you must see to it that the organizational pattern of the results of your review contains these three elements: an introduction to explain the organizational method of your literature review; headings and subheadings to indicate the right placement of your supporting statements and a summary to concisely restate your main point. (Ridley 2013)

THE PROCESS OF REVIEW OF RELATED LITERATURE

Curious about a person or a thing, you want to know more about the ins and outs of this object of your interest. In your quest of becoming knowledgeable about the "apple of your eyes," you are inclined to fire all ways and means to get full knowledge or understanding of the center of your attention. And if there is one activity of yours that pushes you to continue searching for knowledge up to a certain period about the focus of your attention, it is research. From the start-up to the end of your research, you are prone to searching for answers to the many things you are curious about.

Your search for knowledge happens in every stage where of your research work, but it is in the search of review of related where you spend considerable time searching knowledge about the topic. Exposed to various sources of knowledge and conditioned by a timeframe of the research work, you must adopt a certain method in reviewing or reading varied works literature that is related to your research problem or topic. Going methodical in your review of-related literature means you have to go through the following related stages of the process of review of related literature that is true for any style review (traditional or systematic) that you want to adopt. (Lappuci 2013; Robyler 2013; Freinbell 2012)

Stage 1: Search for the Literature

This is the stage of review of knowledge, related data, literature where you to devote answer much the research of your or information questions or to support your assumptions about your research topic. Generally, there are three basic types of literature sources: *general references* that will direct you to the location of other sources; *primary sources* that directly report or present a person's own experiences; and *secondary sources* that report or describe other people's experiences or worldviews. Secondary sources of knowledge give the greatest number of materials such as the Internet, books, peer-reviewed articles in journals, published literary reviews of a field, grey literature on unpublished and

non-peer-reviewed materials like thesis, dissertations, conference proceedings, leaflets and posters, research studies in progress, and other library materials.

Websites introducing materials whose quality: depends solely on every individual, social-media networks (Twitter, Facebook; blogs, podcasts, YouTube, video, etc.), and another online encyclopedia such as Wikipedia, are the other sources of information that you can consult during this stage. You may find these reading materials valuable, especially, Wikipedia, because of their timeliness, diversified knowledge or information, varied presentation formats (texts, sounds, animation), and 24-hour availability. But they are not as dependable as the other sources of knowledge. Some consider the information from these as not very scholarly in weight because it is susceptible to anybody's penchant for editing. Since any person is free to use the Internet for displaying information that is peer-reviewed or not, you need to be careful in evaluating online sources. (Mc Leod 2012)

You can have access to these various sources of data in two methods: manually, or getting hold of the printed form of the material, and electronically or having a computer or online reading of the sources of knowledge. Regardless of which method you use, throughout your literature search, your mind must be focused on the essence and purposes of the library because most of the data you want to obtain is in this important section of your school. Having familiarity with the nature of your library will facilitate your literature search.

Here are the pointers you have to remember in searching for the best sources of information or data: (Fraenbell 2012)

1. Choose previous research findings that are closely related to your research.
2. Give more weight to Studies done by people possessing expertise or authority in the field of knowledge to which the research studies belong.
3. Consider sources of knowledge that refer more to primary data than to secondary data.
4. Prefer getting information from peer-reviewed materials than from general reading materials.

Stage 2: Reading the Source Material

Reading, understanding, or making the materials meaningful to you is what will preoccupy you on the second stage of reading RRL. You can only benefit much from your reading activities if you confront the reading materials with the help of your HOTS. In understanding the sources of knowledge with your HOTS, you need to think interpretatively through these ways of inferential thinking:

predicting, generalizing, concluding, and assuming. On top of these should be your ability to criticize or evaluate, apply, and create things about what you have read. Hence, reading or making sense of the source materials does not only make you list down ideas from the materials, but also permits you to modify, construct, or reconstruct ideas based on a certain principle, theory, pattern, method, or theme underlying your research.

Stage 3: Writing the Review

You do a great deal of idea connection and organization in this last stage of RRL to form an overall understanding of the material by paraphrasing or summarizing it. In doing either of these two, you get to change the arrangement of ideas, structures of the language, and the format of the text using appropriate organizational techniques of comparison-contrast, chronological order, spatial relationship, inductive-deductive order, and transitional devices- Also, you make effective changes not only on language structures and format but also the quality of ideas incorporated into the summary or paraphrase as well. This means that in writing the review, based on the focus, theme, or theory underlying your research, you are free to fuse your opinions with the author's ideas. (Corti 2014)

A simple presentation of the findings or argumentations of the writers on a particular topic with no incorporation of your own inferential, analytical, and comparative- contrastive thinking about other people's ideas indicates poor-literature review writing. This mere description, transfer, or listing of writer's ideas that is devoid of or not reflective of your thinking is called the dump or stringing method. Good literature review writing shuns presenting ideas in serial abstracts, which means every paragraph merely consists of one article. This is a source-by-source literature writing that fails to link, compare, and contrast a series of articles based on a theory or a theme around which the research questions revolve. (Remlen 2011)

Juxtaposing or dealing with studies concerning each other is your way Of proving the extent of the validity of the findings of previous studies vis-a-vis the recent ones. Reading the source material and writing the review analytically, argumentatively, or critically, you give yourself the chance to express your genuine or Opinionated knowledge about the topic; thereby, increasing the enthusiasm of people in reading your work. (Radvlver 2013)

Another good approach to writing an excellent review is adopting good opening sentences of articles that should chronologically appear in the paper. Opening an article with a bibliographical list that begins with the author's examples is not good.
Aquino (2015) said...

Roxas (2016) stated...
Perez (2017) wrote...
Mendoza (2018) asserted...

Examples of better article openings manifesting critical comparison and contrast of ideas and findings are as follows:

One early work by (Castro, 2017)
Another study on the topic by (Torres,
The latest study by (Gomez, 2018)
A research study by (Rivera, 2017) explains that...

Coming from various books on literature review writing are the following transitional devices and active verbs to link or express authors' ideas in your paper. Using correct words to link ideas will make you synthesize your literature review, in a way. that evidence coming from various sources of data will present an overall understanding of the context of the present circumstances affecting the research problem.

- **Transitional devices** — also, additionally, again; similarly, a similar opinion, however, conversely on the other hand, nevertheless, a contrasting, opinion, a different approach, etc.

- **Active verbs** — analyze, argues, assess, assert, assume, claim, compare, contrast, conclude, criticize, debate, defend, define, demonstrate, discuss, distinguish, differentiate, evaluate, examine; emphasize, expand, explain, exhibit_. identify, illustrate, imply, indicate, judge, justify, narrate, outline, persuade, propose, question, relate to, report, review, suggest, summarize.

STANDARD STYLES IN RELATED LITERATURE CITATIONS OR REFERENCES

In reviewing related literature, you come to read varieties of reading materials containing knowledge related to your research. It is a fact that these ideas, including the language structures to express these ideas, belong to other people. They are not yours. One cardinal principle in research is acknowledging or recognizing the owners of any form of knowledge you intend to include in your research paper. Doing this practice signals not just honesty and courtesy to learned people whose ideas lend information to your paper, but also indicates your appreciation for their contribution to the field. (Hammersely 2013)

The following are the three terms used to express your appreciation for or recognition of people's ownership of borrowed ideas (Sharp 2012):

1. Acknowledgment - the contributed beginning something portion for of the production work that ff identifies the paper individuals who have
2. References or Bibliography—a complete list of all reading materials, including books, journals, periodicals, etc. from where the borrowed ideas came from
3. Citation or In-text Citation — references within the main body of the text, specifically in Review of Related Literature

The third one, citation, is the focus of this lesson. Citation also called an in-text citation, has many purposes and styles, which are as follows (Badke 2012):

Purposes of Citation

1. To give importance and respect to other people for what they know about the field
2. To give authority, validity, and credibility to other people's claims, conclusions, and arguments
3. To prove your broad arid extensive reading of authentic and relevant materials about your topic
4. To help readers find or contact the sources of ideas easily
5. To permit readers to check the accuracy of your work
6. To save yourself from plagiarism

Styles of Citation

1. Integral Citation

This is one way of citing or referring to the author whose ideas appear in your work. You do this by using active verbs like claim; assert, state, etc. to report the author's ideas. Using these types of verbs somehow expresses the author's mental position, attitude,, stand, or opinion about the information referred to. This is the reason integral citation is often used in social sciences or any subjects belonging to the soft sciences.

Examples of Integral Citation:

APA	MLA
One study by Manalo (2015) reveals	One study by (Manalo 70)
The latest work by (Lee, 2015) asserts	The latest work by (Lee 123)
According to Abad et al. (2015), context is	According to (Abad et al.: 54)

2. Non-integral Citation

In contrast to integral citation that reflects the author's inclinations to a certain extent, this second citation style downplays any strength of the writer's characteristics. The stress is given to the piece of information rather than to the owner's ideas.

Examples of Non-integral Citation:

a. The Code of Ethics for Intercultural Competence gives four ways by which people from different cultural backgrounds can harmoniously relate themselves to one another. (De la Cruz, 2015)

b. Knowledge is one component of not only Systemic Functional Grammar but Intercultural competence as well. It is the driving force beyond any successful collaborative activities to develop interpersonal relationships and communicative competence. (Smith 2015)

c. The other components -of Intercultural Competence that are also present in SFG are context (Harold, 2015), appropriateness (Villar, Marcos, Atienza, 2016; Santos, and Daez, 2016), and emotions (Flores, 2016)'.

Patterns of Citation
1. Summary. The citation in this case is a shortened version of the original text that is expressed in your language. Making the text short, you have to pick out only the most important ideas or aspects of the text
2. Paraphrase. This is the antithesis of the first one because, here, instead of shortening the form of the text, you explain what the text means to you using your own words. In doing so, your explanations may decrease or exceed the number of words of the original text.
3. Short Direct Quotation. Only a part of the author's sentence, the whole sentence, or several sentences, not exceeding 40 -words, is, what you can quote or repeat in writing through this citation pattern. Since this makes number you copy the exact words of the writer, you must give of the page where the readers can find the copied words.

   Example: Contexts are influenced by these four factors: ''language, culture, institutions, and ideologies.'' (Aranda, 2015, p.8)

4. Long Direct Quotation or Block Quotation, or Extract. Named in many ways, this citation pattern makes you copy the author's exact words numbering from 40 up to 100 words. Under APA, the limit is eight lines. Placed at the center of the page with no indentation, the copied lines look like they compose a stanza of a poem.

Example: The latest study by (Hizon, 2015jreveals the social nature of language. Stressing this nature of language, he says: Language features result from the way people use language to meet their social needs. In their interactions, they use language to describe, compare, agree, explain, disagree, and so on. Each language function requires a certain set of language features like nouns for naming, adjectives for comparing, verbs for agreeing, prepositions for directing, and conjunctions for connecting ideas. (p, 38)

You should quote judiciously because having so many quoted words or lines in your paper signals your lack of understanding of such part of the text. Besides, frequent copying of the author's words indicates your lack of originality in conducting your research work. To avoid negative connotations about direct quotations in your paper, have in mind the following reasons to justify your act of quoting or repeating in writing other people's words. (Ransome 2013)

1. The idea is quite essential.
2. The idea is refutable or arguable
3. The sentence is ambiguous or has multiple meanings.
4. There's a strong possibility that questions may be raised about the citation.
5. It is an excellent idea that making it a part of your paper will bring prestige and credibility to your entire work.

There are two basic methods of referencing, pointing to, or identifying the exact author referred to by your paper. These are the APA (American Psychological Association and the MLA (Modern Language Association). Each of these two methods has its in-text citation style. The following shows the difference between them as regards citation format.

APA - (Ramos, 2015) or Ramos (2016)
(Manalo, 2015) or Manalo (2016)
MLA - (Bautista 183),, Flores et.al. 150-158)
(Acosta, Eiizon, Lopez 235-240)
(Velarde 4: 389-403) — for periodicals

5. Tense of verbs for reporting
Active verbs are effective words to use in reporting authors' ideas. Present their ideas in any of these tenses: present, simple past, or present perfect tense. The APA system, however, prefers the use of the present perfect tense.

Examples:
Present tense — Marcos explains...

Republic of the Philippines
Laguna State Polytechnic University
Province of Laguna

Past tense — Marcos explained...
Present perfect tense — Marcos has explained...

Plagiarism - is an act of quoting or copying the exact words of the writer and passing the quoted words off as your own words. The leading act of plagiarism is using the words of the original text in expressing your untTéöstanding of the reading material: The right way to avoid plagiarism is to express the borrowed ideas in your own words. (Ransome 2013)

Taking ownership of what does not belong to you is a criminal act that is punishable by imprisonment and indemnity or payment of money to compensate for any losses incurred by the owners of expressions that you copied without their permission. The safest way to avoid plagiarism is to be aware of the fact that the copied words are not yours. If you want these words to appear in your paper, you must reveal the name of the author in your paper, including the pieces of information (title, date, place of publication, publisher, etc.) about the book from where you copied the words. (Hammersely 2013)

Nowadays, due to the proliferation of "Grey Literature"' or unpublished reading materials or of non-peer-reviewed online publications, many reading materials as sources of information for research studies appear questionable as to how qualitative, credible, and authoritative they are. Notwithstanding the doubtful reputation of this grey literature, to free yourself from any guilt of plagiarism, you must identify in your paper the owners of any idea, word, symbol that you quoted or copied verbatim, summarized, or paraphrased. (Sharp 2012; Gray 2013)

CHAPTER 2: Statement of the Problem

Chapter 2 is the heart of the research study. It serves as a basis of the questionnaire and the General problem or goal should be followed by specific problems or objectives.

General Problem or Goal	Specific Problems or Objectives
stated in declarative form	stated in interrogative form
may not be followed by a hypothesis	need to be answered by statements of hypotheses

General Problem

• It should use single and not compound sentences. • It should clearly express the purpose of the study.
• It should include the central phenomenon.

• It should use qualitative words, e.g., explore, discover, and explain
• It should identify the participants in the study.
• It should state the research site.

The purpose of this type of research is to understand, describe, develop, discover the central phenomenon of the study for the participants at the site, At this stage in research, the central phenomenon Of the study will be generally defined as (a general definition of the central concept. Creswell and Clark (2014)

Specific Problems

• They should be in a question form.
• They should define the population and the subjects (respondents) of the study.
• They should identify the variables being studied.

Engaging Activity:

Write a journal on your reflection for each topic discussed. It should contain the following:
  1. What have I learned?
  2. *What have I understood?*

 Performance Tasks

Performance Task (Group Work)

Submit the following:

• Research paradigm
• SOP / Research question

Answer Sheet

Use the provided space below to answer the Engaging Activities questions and for the Performance Tasks.

 Understanding Directed Assess

Rubric for Engaging Activity

	45 to 50 Points	35 to 44 Points	25 to 34 Points
Main Idea or Opinion	Response rephrases the question while declaring the writer's main idea or opinion.	Response declares writer's main idea or opinion.	Writer's main idea or opinion is not clear.
Details and Evidence	Writer shares at least 3 clear examples and evidence to support their idea or opinion.	Writer shares 1 or 2 examples and evidence to support their idea or opinion.	Writer shares little or no evidence and examples to support their answer.
Organization, Grammar, Usage and Punctuation	Writer's response has a clear beginning, middle, and end. Grammar, usage and punctuation makes the writing readable.	Writer's response flows, but the beginning, middle, or end is not clear. Grammar, usage and punctuation slows readability.	Response needs stronger transitions. Grammar, usage and punctuation make the text difficult to understand.

2019 Studies Weekly

Adopted from: https://www.studiesweekly.com/blog/using-rubrics/

Rubric for Performance Task

	45 to 50 Points	40 t0 44 Points	35 t0 39 Points	25 to 34 Points
Following Directions	Student followed project directions: correct paper size and weight, correct medium, followed the project prompt	Student followed project prompt, but didn't use correct paper or medium.	Student followed project prompt, but didn't use correct paper nor medium.	Student did not follow directions.
Craftsmanship + Effort	Project was patiently and beautifully executed.	Project needs a little more effort, lacks finishing touches.	Project was average, a bit careless.	Poor craftsmanship and evidence of laziness.
Use of Design Elements + Creativity	Project was planned carefully, shows an awareness of elements of design, a good use of the space of the paper, and demonstrates problem-solving skills.	Project shows use of some principles of design, some awareness of how to fill the space of the page.	A lack of planning and little evidence that an overall composition was planned.	No planning and no use of design elements whatsoever.

Adopted from: https://www.jessicasingerman.com/wssu-drawing-rubric/

📖 Learning Resources

Baraceros, E. L. (2016). Practical Research 1. Rex Bookstore Inc.

Suggested Readings:

https://libguides.usc.edu/writingguide/literaturereview
https://www.scribbr.com/dissertation/literature-review/
https://scientific-publishing.webshop.elsevier.com/research-process/importance-literature-review-research-writing/
https://subjectguides.esc.edu/researchskillstutorial/citationparts
https://www.iup.edu/writingcenter/writing-resources/research-and-documentation/apa-style/citing-online-with-apa/
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html