

# Literature Review and Citations

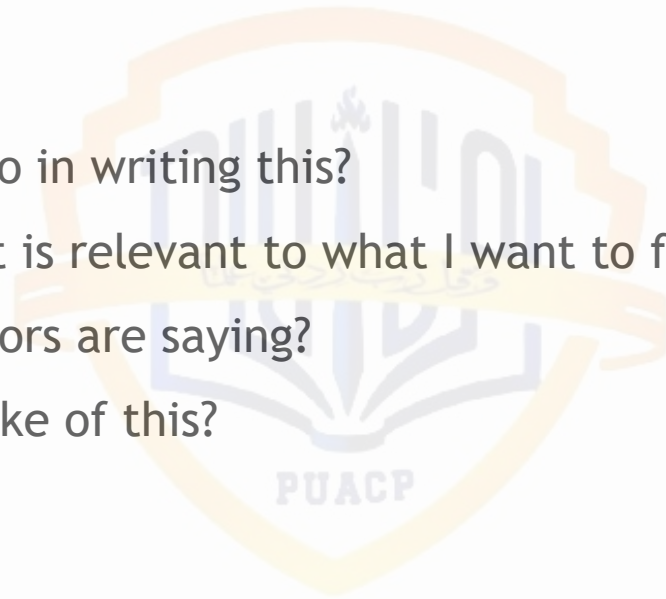
The background features abstract blue geometric shapes on the left and right sides. In the center, there is a faint, light-colored watermark of a university logo. The logo is a shield-shaped emblem with Arabic calligraphy at the top, a central open book, and the acronym 'PUAS' at the bottom.

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# While reading past studies

## Five critical synopsis questions:

- ▶ Why am I reading this?
- ▶ What are the authors trying to do in writing this?
- ▶ What are the authors saying that is relevant to what I want to find out?
- ▶ How convincing is what the authors are saying?
- ▶ In conclusion, what use can I make of this?



## What is a literature review?

What's the purpose of a critical literature review? :

### Purpose

- Sets up a niche, methodological conceptions and evidence for your research.

This includes:

- indicating the background of your research area and any areas of continuing debate
- identifying key concepts/ideas/studies or models related to your topic
- ▶ defining and narrowing the problem, making a case for the necessity of your research
- ▶ Identifying 'the gap' in existing knowledge where your research fits in

# What is a literature review?

How is a Literature Review judged?

The three main criteria are:-

- ▶ **selection** of the literature
- ▶ **evaluation** of the literature
- ▶ **interpretation** of the literature

## What is a literature review?

Helps answer the question - why this research is important

- ▶ What is **already known** in this field?  
(studies, theories, information, analysis)
- ▶ What are the **main concepts** in this field?
- ▶ What are some areas of **agreement and disagreement** in this field?
- ▶ What are the **limitations or problems** with work in this field?

# How to organize studies

- ▶ **Chronological**

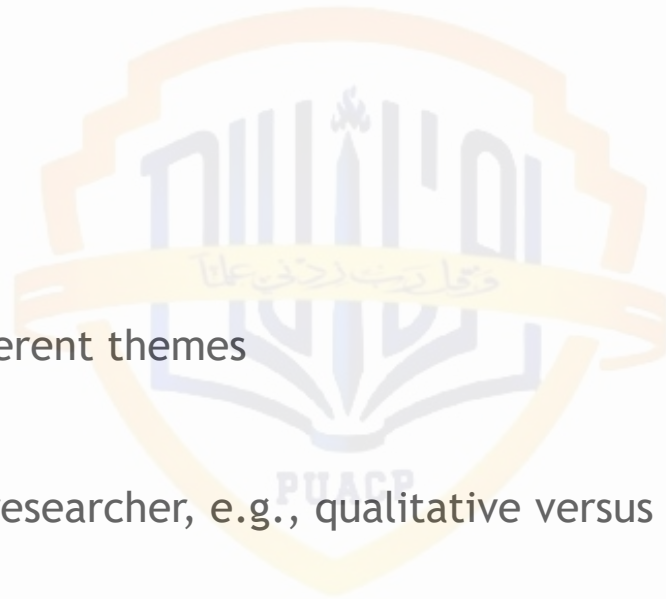
- ▶ By publication date
- ▶ By trend

- ▶ **Thematic**

- ▶ A structure which considers different themes

- ▶ **Methodological**

- ▶ Focuses on the methods of the researcher, e.g., qualitative versus quantitative approaches



# Making links between studies

## Agreements

- ▶ *Similarly*, author B points to...
- ▶ *Likewise*, author C makes the case that...
- ▶ Author D *also* makes this point...
- ▶ *Again*, it is possible to see how author E agrees with author D...

## Disagreements

- ▶ *However*, author B points to...
- ▶ *On the other hand*, author C makes the case that...
- ▶ *Conversely*, Author D argues...
- ▶ *Nevertheless*, what author E suggests...

## Where does the literature review fit?

- ▶ Chapter 1. **Introduction**  
What's the study about?
- ▶ Chapter 2. **Literature Review**  
What do we already know?
- ▶ Chapter 3. **Methodology**  
How did I do the research?
- ▶ Chapter 4. **Results**  
What did I find?
- ▶ Chapter 5. **Discussion**  
What does this mean?
- ▶ Chapter 6 **Conclusion & Recommendations**  
So what!





# TEEL Structure

## Paragraph structure

- ▶ Topic
- ▶ Explanation
- ▶ Evidence
- ▶ Example
- ▶ Link to topic



# Example - TEEEL Structure

Self esteem has an important role in the development of self confidence. Self esteem enables a person to have confidence in their decisions and actions. Self esteem is “belief in oneself; self-respect”, (Healy 2002 p.1). In contrast, a lack of self esteem involves the development of low self confidence (Healy 2002). Individuals who lack self esteem may feel the need to prove themselves to others or that they are incapable of effectively carrying out an activity (Healy 2002). Self esteem can affect an individual's confidence.

Topic

Explanation

Evidence

Example

Link

# A Good Literature Review is:

- ▶ **Focused** - The topic should be narrow. You should only present ideas and only report on studies that are closely related to topic.
- ▶ **Concise** - Ideas should be presented economically. Don't take any more space than you need to present your ideas.
- ▶ **Logical** - The flow within and among paragraphs should be a smooth, logical progression from one idea to the next
- ▶ **Developed** - Don't leave the story half told.
- ▶ **Integrative** - Your paper should stress how the ideas in the studies are related. Focus on the big picture. What commonality do all the studies share? How are some studies different than others? Your paper should stress how all the studies reviewed contribute to your topic.
- ▶ **Current** - Your review should focus on work being done on the cutting edge of your topic.

# Common mistakes

- ▶ Writing a **summary of each article** one by one, paragraph, by paragraph, without integrating the material.
- ▶ Writing a **whole history of this field**, rather than identifying the major issues/debates or themes related to your research
- ▶ Vagueness due to too much or inappropriate generalizations
- ▶ Insufficient information
- ▶ Irrelevant material
- ▶ Omission of contrasting view
- ▶ Omission of recent work

# Verb tenses - Present

- ▶ **A statement about what the thesis, chapter or section does**

*Examples:*

- ▶ *This thesis presents a report of an investigation into .....*
- ▶ *This chapter thus provides a basis for the next.*
- ▶ *In this section, the results from the first set of experiments are reported.*

- ▶ **A statement of a generally accepted facts**

*Examples:*

- ▶ Pakistani universities offer doctoral degrees in various disciplines.
- ▶ Doctoral dissertation writing is a difficult task to accomplish.

# Verb tenses - Present

- ▶ **A review of current research work, or research work of immediate relevance to your study.**

*Example:*

- ▶ Elmore (2021) argues that although doctoral students face writing challenges during their course work, supervisors hardly provide corrective feedback and inform them about their writing challenges.
- ▶ **Comments, explanations and evaluative statements made by you when you are reviewing previous studies.**

*Examples:*

- ▶ The rationale for this study lies in making the students aware of writing humps and how they can finish their write-ups within the minimum timeline by fostering strategies suggested by the Pakistani and foreign examiners.

# Verb tenses - Past

- ▶ Report the contents, findings or conclusions of past research

*Examples:*

- ▶ Harrison, Trudgett, and Page (2017) explored doctoral dissertation-writing strategies focusing on examiners' preferences and disciplinary requirements based on the lived experiences of 50 successful indigenous Australian doctors and their supervisors.
- ▶ Tawalbeh and Al-zuoud (2013) found out that the students with prior knowledge of their writing humps accomplish better in research writing than those who lack this knowledge.

## Verb tenses - Present perfect

- ▶ In citations where the focus is on the research area of several authors

*Examples:*

- ▶ Past studies (Harrison, Trudgett, and Page 2017; Graham 2018; Ma 2020) have shown insufficient writing instructions in doctoral studies.
- ▶ To generalize about the extent of the previous research

*Examples:*

- ▶ *Many studies have been conducted in this field.*
- ▶ *Few researchers have examined this technique.*
- ▶ *There has been extensive research into.....*



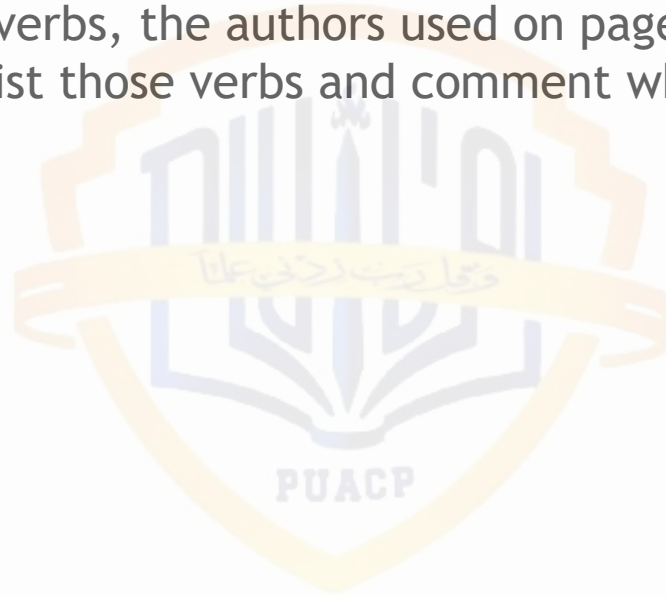
# Few Reporting verbs

- ▶ Argue
- ▶ Assert
- ▶ Assume
- ▶ Challenge
- ▶ Claim
- ▶ Contend
- ▶ Contradict
- ▶ Describe
- ▶ Dispute
- ▶ Emphasize
- ▶ Establish
- ▶ Examine

- ▶ Note
- ▶ Object
- ▶ Observe
- ▶ Persuade
- ▶ Propose
- ▶ Prove
- ▶ Purport
- ▶ Recommend
- ▶ Refute
- ▶ Reject
- ▶ Remark
- ▶ Suggest
- ▶ Support

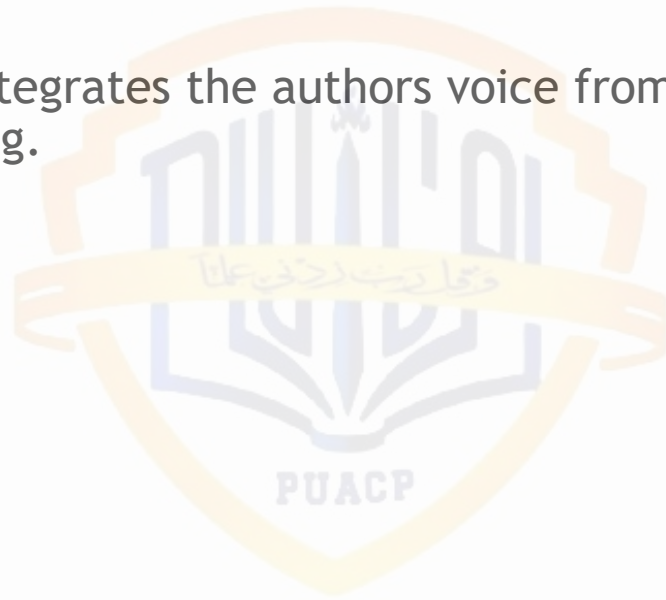
# Activity I

- ▶ Find how many types of reporting verbs, the authors used on page 2 of the article on dissertation writing. Enlist those verbs and comment whether they capture meaning of the structure.



# Activity II Find examples of language which integrates the writer's voice

Find examples of language which integrates the authors voice from page 3 to 4 of the article on dissertation writing.



## Activity III

- ▶ Does the literature review provide an overall interpretation and understanding of the current knowledge (methodology and findings) in the field?
- ▶ Does the literature review provide subject matter to the specific research question/s?
- ▶ Does the literature review identify gaps in the past studies and develop a niche for the on going study?
- ▶ Is there anything you want to improve?

# Remember

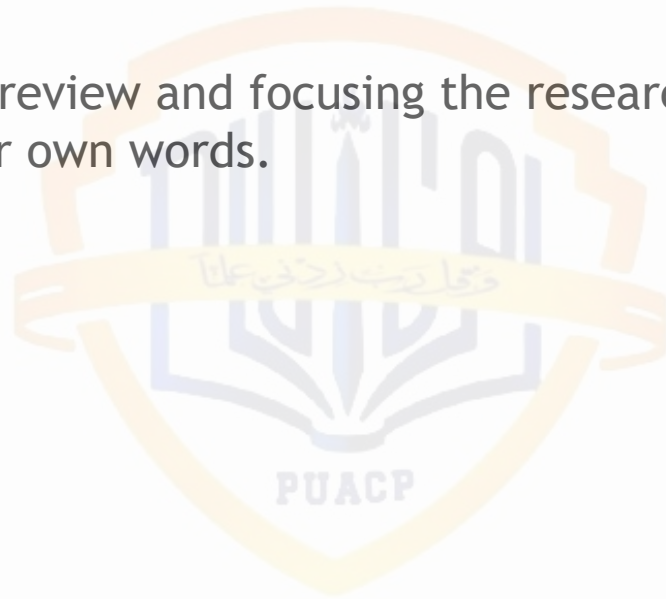
The literature will be used throughout your thesis, particularly:

- ▶ in **providing a rationale** for the study in the introduction
- ▶ in **justifying your methodology**
- ▶ in **linking your discussion back to past research**

Your literature review finishes when you finish  
your thesis

# Activity IV

- ▶ Read the chapter on “literature review and focusing the research” and summarize the nine steps in your own words.



# Reference

## ► Journal Article

Abdu Saeed, M., A. M. H. Al-Ahdal, and H. S. Al Qunayeer. (2020). Integrating Research Proposal Writing Into a Postgraduate Research Method Course: What Does It Tell Us?. *International Journal of Research & Method in Education*, 44(3): 303-18. <https://doi.org/10.1080/1743727X.2020.1777963>

## ► Book

Wentzel, A. (2018). *A Guide to Argumentative Research Writing and Thinking: Overcoming Challenges*. London: Routledge.

## ➤ Handbook

Paltridge, B., and L. Woodrow. 2012. "Thesis and Dissertation Writing: Moving Beyond the Text." In *Academic Writing in a Second or Foreign Language*, edited by R. Tang, 88-104. London: Continuum.

► **Newspaper**

Serkez, Y., (4 February 2021). Our world in 20 years. *The New York Times: International Edition*, p. 9.

► **No-citations/references**

Websites

