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| **THEME 3. METHODS FOR COMPOSING A LITERATURE REVIEW** |

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| Learning outcomes  This lesson offers you opportunities to:   * Gain an overview about a literature review; * Acknowledge about the library research database; * Develop note-taking skills while watching speech; * Identify the steps of writing literature review; * Learn how to use library resources and services.   *Key-words: literature review, theories, methods,* *sources, research paper, methodology, annotated bibliography, chronological, thematic, methodological.* |

A **literature review** entails analyzing academic materials relevant to a certain topic. This resource provides a thorough grasp of current information, allowing you to identify relevant ideas, approaches, and areas needing additional exploration. Composing a literature review involves identifying relevant publications (including books and journal articles), performing a comprehensive analysis, and articulating your conclusions. There are five fundamental steps:

Search for relevant literature;

* Evaluate sources;
* Identify themes, debates and gaps;
* Outline the structure;
* Write your literature review.

**What is the purpose of a literature review?**

In composing a thesis, dissertation, or research paper, it is important to do a literature review to contextualize your study within the framework of current knowledge. The literature review allows you to:

* Exhibit your knowledge of the subject and academic context;
* Formulate a theoretical framework and methodology for your study;
* Establish your stance in relation to other scholars and theorists;
* Demonstrate how your research fills a gap or contributes to an ongoing discourse.

Initially, do a ***comprehensive review of literature*** pertinent to your subject matter. Before starting your literature search, it is crucial to have a well-defined subject. In composing the literature review element of a dissertation or research paper, it is essential to seek relevant literature that pertains to your study issue and inquiries.

***Create a list of relevant terms.*** Commence by producing a list of terminology pertinent to your study question. Ensure the inclusion of any pertinent ideas or variables of interest, along with any synonyms or associated terminology. Please augment this list if you encounter any supplementary words throughout your literature review.

**Search for relevant sources.** Initiate your search for sources by utilizing relevant terms. Several valuable databases for locating journals and articles are as follows:

Your university’s library catalogue;

* Google Scholar;
* JSTOR;
* EBSCO;
* Project Muse (humanities and social sciences);
* Medline (life sciences and biomedicine);
* EconLit (economics);
* Inspec (physics, engineering and computer science)

You can narrow down your search by using:

* **AND**: to find sources that contain more than one keyword (e.g. social media AND body image AND generation Z);
* **OR**: to find sources that contain one of a range of synonyms (e.g. generation Z OR teenagers OR adolescents);
* **NOT**: to exclude results containing certain terms (e.g. apple NOT fruit)

Review the abstract to assess the relevance of the article to your inquiry. Upon encountering a valuable book or article, it is advisable to examine the bibliography to identify additional relevant sources. To identify the most impactful publications in your field, focus on the citations that are frequently referenced. Actively seeking out the authors, books, or articles that frequently appear in your reading is essential.

**Receive feedback on language, structure and formatting.** Professional editors proofread and edit your paper by focusing on:

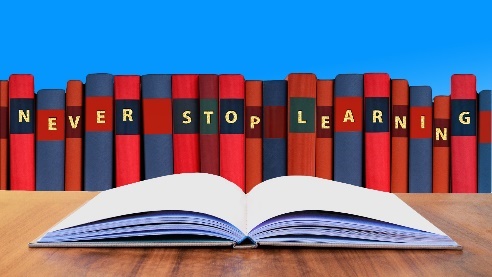
* Academic style;
* Vague sentences;
* Grammar;
* Style consistency.

**Step 2: Evaluate and select sources.** For each publication, ask yourself:

* What issue or inquiry is the author focusing on?
* What are the essential concepts and how are they defined?
* What are the essential theories, models, and methods?
* Does the research utilize established frameworks or adopt a novel approach?
* What are the findings and conclusions of the study?
* How does the publication connect with existing literature in the field?
* Does it validate, enhance, or contest existing knowledge?
* How does the publication enhance your comprehension of the topic?
* What are the main insights and arguments presented?
* What are the advantages and limitations of the research?

**Take notes and cite your sources.** While reviewing the content, it is essential to begin the writing process concurrently. Ensure to record significant ideas that might be effortlessly included into your literature evaluation. It is essential to document your sources using citations to avert any occurrences of plagiarism. Compiling an annotated bibliography may be advantageous. This entails collecting comprehensive citation information and delivering a succinct overview and analysis for each source. This facilitates knowledge retention and optimizes subsequent activities.

**Step 3: Identify themes, debates, and gaps.** Comprehending the connections among your sources is crucial for structuring the thesis and structure of your literature study. Review your reading and notes for:

**Trends and patterns** (in theory, method or results): do certain approaches become more or less popular over time?

* **Themes:** what questions or concepts recur across the literature?
* **Debates, conflicts and contradictions:** where do sources disagree?
* **Pivotal publications:** are there any influential theories or studies that changed the direction of the field?
* **Gaps:** what is missing from the literature? Are there weaknesses that need to be addressed?

**Step 4: Outline your literature review’s structure.** Based on the extent of your literature research, you may integrate many techniques.

Chronological. Monitoring subject progression is the most straightforward approach. Exercise caution to avoid enumerating and summarizing sources sequentially while using this strategy. Examine trends, pivotal occasions, and conflicts that shaped the discipline. Elucidate the mechanisms and rationale for the occurrence of occurrences.

**Thematic.** To organize your literature review, you may divide it into subsections that address distinct aspects of the topic, depending on recognized recurring major themes.

Methodological. When collecting information from several fields using distinct research procedures, one may want to compare the results and conclusions derived from these different approaches. For example:

* Examine the outcomes of qualitative compared to quantitative research;
* Analyze the topic's treatment in empirical vs theoretical scholarship;
* Categorize the literature into sociological, historical, and cultural sources.

**Theoretical.** A theoretical framework sometimes starts with a review of the literature. Engage in a discourse on theories, models, and essential concept definitions with it. You may endorse a certain theoretical framework or use many ideas to contextualize your research.

**Step 5: Write your literature review.** Your literature review must have an introduction, body, and conclusion, like to any academic essay. The aims of a literature review dictate the content of each section.

**Introduction.** The literature review's goal should be stated in the opening.

**Body.** Subheadings may be essential based on the duration of your research project. Each topic, historical era, or method may be subheaded. Below are few writing recommendations:

* Summarize and synthesize: encapsulate the principal concepts of each source and integrate them cohesively.
* Analyze and interpret: avoid mere paraphrasing of existing research—incorporate your own interpretations where feasible, addressing the implications of results in the context of the broader literature;
* Critically evaluate: identify the strengths and shortcomings of your sources;
* Compose coherent paragraphs using transitional phrases and subject sentences to provide links, analogies, and contrasts.

**Conclusion.** In the conclusion, summarize the main conclusions derived from the literature and underscore their relevance.

**Using library resources**

According to Stella Cottrell (2019), it is useful to visit the library in person to:

* Acquaint yourself with the librarians to identify the appropriate contacts for various inquiries;
* Utilize the many learning environments available: Numerous libraries offer environments conducive to solitary study devoid of interruptions, alongside areas designated for collaborative learning;
* Benefit from the atmosphere, which can enhance concentration on your tasks;
* Efficiently utilize time during intermittent gaps between classes;
* Acquire services and resources that are inaccessible online;
* Explore social engagements such as book clubs and book exchanges, or volunteer to coordinate these activities.

**Most library services are now also available online, especially for:**

* procurement of books and papers;
* digital reproductions of texts and educational resources, including audiovisual content;
* open-access materials.

This indicates that you may use the library adaptively to enhance your individualized methodologies.

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| **Activity 1. Reading. Read the text and answer the following questions.** |

1. Why is it crucial to possess the skills to engage with literature?
2. What are the procedures involved in composing a literature review?
3. What are the benefits of visiting the library in person, as stated by Stella Cottrell?
4. How can one organize a literature review?
5. What criteria may you use to assess the credibility of your sources for each publication?

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| **Activity 2. Watch the video about “What is a Library Research Database?”, take notes while watching.** |

You tube link: <https://www.youtube.com/watch?v=X38FNhAB5n8&ab_channel=OSLISSecondaryVideos>

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| **Activity 3. Speaking. Answer the following questions.** |

1. What is a Library Research Database?
2. In what ways may it assist you with research?
3. What items may be located with Google?
4. What are the distinctions between Internet search and Library Database search?
5. Where can one locate real-time information, such as current events?
6. What is the method to access Library Research Databases?
7. What kind of items are typically included in most databases?
8. What is a citation listing? What constitutes a full-text listing? In what manner might they be utilized?
9. What items are available in student resources? What is the status of the health and wellness resource center?
10. Under what circumstances should one use a library database for research purposes?

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| **Activity 4. Listening. Complete the notes below. Write ONE WORD ONLY for each answer.** |

**What is a library database?**

**The Internet versus a library database**

* Some things on the internet may have been reviewed by an editor.
* Materials in library databases have either been 1\_\_\_\_\_\_\_\_\_\_\_\_\_ by professional editors or have gone through the peer-review process.
* This helps add 2\_\_\_\_\_\_\_\_\_\_\_ to the information you'll find.
* The internet contains information on almost any topic.
* Library databases are often tailored toward a 3\_\_\_\_\_\_\_\_\_\_ audience.
* On the internet, you can find up-to-the minute information.
* Library databases only add materials that have 4\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the formal review process.
* Much information on the Internet is free for anyone to access, the information in library databases requires a 5\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* If you're accessing databases away from the library, you'll usually need to login with your school 6\_\_\_\_\_\_\_\_\_\_\_\_\_ or library card number.

**Two types of listings**

**A citation listing** provides with all of the information that you should need to go and find the article.

* These listings will provide you with a full citation, including title and 7\_\_\_\_\_\_\_\_\_\_ information for the source where the article has come from.
* You'll also see an abstract or a summary that can help you determine what the article is about.

**A full text listing** provides direct 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the full text of an article and includes citation information and often an abstract or summary.

* You'll need to look for another link that says full text and click on it to see the full article.

**Target audience**

* The database student resources in context covers all sorts of topics from 9\_\_\_\_\_\_\_\_\_\_\_\_ to history and medical sciences to social issues.
* Health and wellness resource centre database focus on information about health and medicine.
* Almost all databases have a target audience, and this can 10\_\_\_\_\_\_\_\_\_\_\_\_ the reading level and type of material that you might expect to find in them.
* If you're doing any sort of scholarly research, you'll need to use a library database.

**Listening. Key:**

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| 1. Reviewed 2. Credibility 3. Specific 4. Undergone 5. Subscription | 1. Username 2. Volume 3. Access 4. Literature 5. Dictate |

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| **Activity 5. Vocabulary. Match the words with an appropriate definition.** |

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|  | **Words** | **Definitions** |
| 1 | Subscribe | a) containing the very latest information or being the newest |
| 2 | Database | b) to open a computer file (= a collection of stored information), a website, etc. in order to look at or change information in it |
| 3 | Trace | c) a word or piece of writing taken from a written work |
| 4 | Review | d) an amount of money that you pay regularly to be a member of an organization or club |
| 5 | Credibility | e) containing a serious, detailed study of a subject |
| 6 | Up-to-the-minute | f) to pay money to an organization in order to receive a product or use a service regularly |
| 7 | Subscription | g) the fact that someone can be believed or trusted |
| 8 | Access | h) the act of considering something again in order to make changes to it, give an opinion of it or study it |
| 9 | Citation | i) a large amount of information stored in a computer system in such a way that it can be easily looked at or changed |
| 10 | Scholarly | j) to discover the causes or origins of something by examining the way in which it has developed |

**Activity 5. Vocabulary. Key:** 1.f, 2.i, 3.j, 4.h, 5.g, 6.a, 7.d, 8.b, 9.c, 10.e

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<https://www.youtube.com/watch?v=X38FNhAB5n8&ab_channel=OSLISSecondaryVideos>

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