

# Research Proposal and Ethics Workshop

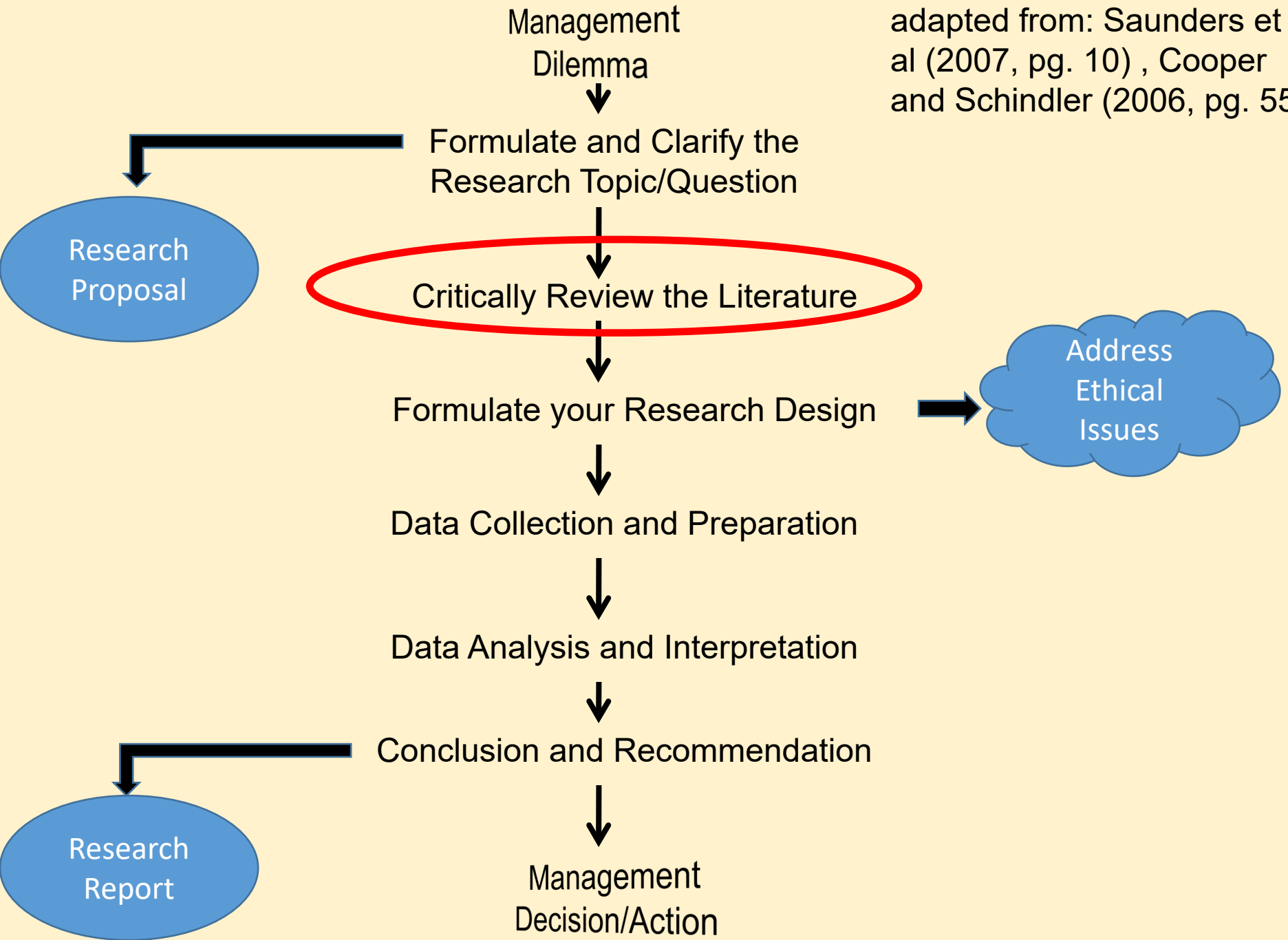
## Lecture 5 Writing a Literature Review

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**The Research Process**  
adapted from: Saunders et al (2007, pg. 10) , Cooper and Schindler (2006, pg. 55)



# Introduction

- There is little point in reinventing the wheel
- Almost all the time the work or area you want to research may have **already been studied** by other people, perhaps directly or related.
- It follows that if you are to have **authoritative knowledge** of your research area you must start by reviewing the work of others

# Purpose of Literature Reviews

- To view the research problem from the lens of various researchers or theorists
- To present the theoretical framework of the study
- In other words, they need to write about:
  - Specific theories related to the problem.
  - What is known about the problem from other empirical studies.

- So essentially a literature review means locating and summarizing the previous studies about a topic or a problem
- But this is not sufficient at this level
- You are required to be **critical** of the literature surrounding and related to your research area
- hence the *term “critically review the literature”*

# What do we mean by being 'CRITICAL'

- It means **appraising or evaluating** a problem with the effective use of language
- You need to use your skill of making reasoned judgments and **arguing effectively** in writing
- Question what you read, question:
  - The conventional wisdom or tradition
  - The dominant view/message being portrayed
- Constantly consider and justify with clear arguments **your own critical stance** more importantly link the argument to the RQ and Research Issue

Dees (2003) suggests:

- Refer to and **assess** research by recognized experts in your chosen area
- Consider and discuss research that **supports** and research that **opposes** your ideas
- Make reasoned judgements regarding the **value of others' research**
- Show how other research may **relate** to yours
- **Justify** your arguments with **valid evidence** in a logical manner

Blaxter et al (2001) suggests critical writing:

- Goes **beyond mere description** by offering opinions and making a personal response to what has been written
- Relates different writings to each other
- Does not take what is written at face value
- Views research writing as a **contested terrain**, within which alternative views and positions may be taken up



# Outcome of Reviewing Literature

- What is already known about this area?
- What **concepts** and **theories** are relevant to this area?
- What are the **gaps** in the existing literature?
- Are there any significant **controversies**?
- Are there any **inconsistencies** in findings relating to this area?
- Are there any **unanswered research questions** in this area?

# Where do you start?

- **The theoretical view that you take and review must be appropriate to your Research Question and Objectives**
- That is, the review should in some way assist in answering the research question and
- Contribute to achieving the research objectives
- So essentially your review should provide a theoretical answer to your RQ

# Ask two simple question

- What do I need to know to answer the RQ?
- What do I need to know to achieve the objectives?
  
- By doing this you would identify the keywords or themes that needs to be reviewed

# Steps in Conducting a Lit Review

1. With these keywords begin searching books, journals, online databases etc
2. Initially try to locate as many as you can, reports of research articles or books related to your topic
3. Skim this initial group of articles or chapters and duplicate those that are central to your topic
4. As you read make notes and identify the key concepts discussed by the author
5. Then start groupings these key concepts into categories of THEMES

## Steps Cont'd

6. As you put together the THEMES, begin to draft summaries of the most relevant points in made by the author, so that they can be combined into the final literature review
7. After summarizing the literature, assemble the literature review, structuring it **thematically** or organizing it by important concepts

# Organizing the Literature you find

- Specific concepts, theories, and variables related to the problem.
- Your point of view about the topic.
- Different authors' points of view about the topic (either supporting or refuting)
- What is known about the problem from other empirical studies (i.e. results of research, also supporting or refuting points of view).

# A useful technique

## Theme A

Concept	Notes	Author/Source	Interpretation or your Analysis

## Theme B

Concept	Notes	Author/Source	Interpretation or your Point of View



# Two Processes to construct an Argument

- 1. Constructing Intertextual Coherence-** the author shows how contributions to the literature relate to each other and the research
  - **Synthesized Coherence-** puts together work that is generally unrelated, i.e. theory and research regarded as unconnected and are pieced together
  - **Progressive Coherence-** portrays the building up of an area of knowledge around which there is considerable consensus
  - **Non-Coherence-** there have been many contributions but there is considerable disagreement among practitioners



**2. Problematizing the Situation-** the literature is subverted by locating a problem.

- **Incomplete-** the existing literature is not fully complete, there is a gap
- **Inadequate-** the existing literature has overlooked ways that can improve our understanding of it; alternative frameworks can then be introduced
- **Incommensurate-** alternative perspective is superior to the literature as it stands. It portrays the existing literature as wrong.

# Constructing the Argument

- A concept is introduced
- A point is made (topic sentence) +
- It is supported with references or previous research results +
- If there is information refuting (contradicting) the point made, +
- The different points of view are compared and contrasted +
- A conclusion (restating the topic sentence) is drawn.

# Connecting Phrases and words to create the argument

	<b>Subordinators</b>	<b>Sentence Connectors</b>	<b>Phrase Linkers</b>
<b>Addition</b>		Furthermore, ... In addition, ... Moreover, ...	In addition to..., ...
<b>Adversative</b>	..., although Although ..., ... Even though _____, ... Despite the fact that..	However, ... Nevertheless, ...	Despite ..., ... In spite of ..., ...
<b>Cause and Effect</b>	...because... Since..., ... ..., since ...	Therefore, ... As a result, ... Consequently, ... ..., hence... Thus, ...	Because of... Due to... As a result of...
<b>Clarification</b>		In other words, ... That is, ... i.e., ...	
<b>Contrast</b>	While ..., ... ..., whereas ...	In contrast, ... However, ... On the other hand, ... Conversely, ...	Unlike ... , ...
<b>Illustration</b>		For example, ... For instance, ...	
<b>Intensification</b>		On the contrary, ... As a matter of fact, ...	

# Where to find Phrases- Writing

- [http://anglia.libguides.com/ld.php?content\\_id=14268350](http://anglia.libguides.com/ld.php?content_id=14268350)
- <http://www.phrasebank.manchester.ac.uk/>

# Example of Constructed Argument

A second term of interest for this project is that of syllabus. Broadly, syllabus has been defined as the "description of the contents of a course of instruction and the order in which they are to be taught" (Richards et al. 1992, p. 368). Nunan (1988a) agrees with this view, stating that "syllabus is seen as being concerned essentially with the selection and grading of content, while methodology is concerned with the selection of learning tasks and activities". From these definitions, it is apparent that syllabus is the part of a curriculum that deals with the content and sequencing of the courses within the program. Thus, syllabus is subordinated to curriculum. On the other hand, according to Yalden (1984, p. 14), syllabus is considered as an instrument by means of which the teacher can achieve a degree of accomplishment between needs and social or individual actions in the class. In yet a further definition, Widdowson (1984, p. 26) defines syllabus as a general plan of activities that can be applied in a class to facilitate the learning process. In general, it can now be concluded that syllabus is a part of the curriculum that concerns the selection and sequencing of content to be taught in a language program.

# Structure Of Literature Review Chapter

- **Introduction-** start strong by bring relevance to the topic area, outline the key aspect that will be reviewed
- **Body-** this is were you build up the review the key concepts and theories and findings from other researchers
  - Underlying Theory
  - Models
  - Factors/Themes/Components
- **Conceptual Framework-** here you summarize analysis of the literature reviewed, highlight the concepts that are central to analyzing your subject. **Present your Conceptual Framework Diagram/Model**

# Structuring your Lit Review

General level of knowledge

Provide Brief overview of key ideas and themes

Summarize, compare and contrast the research of the key writers

Narrow down to highlight previous research work most relevant to your own research

Provide a detailed account of the findings and show how they are related

Highlight those aspects where your own research will provide fresh insights

## Structuring Cont'd

- The idea is that you try to **funnel** your discussion
- Start with a broad discourse i.e. general
- Then **drill down** to the key work which is most appropriate to answering your research question (well as much of an answer as you can get)
- Most importantly organize your discussion according to a **THEME**, sort of like telling a story



# Structuring the L7 Review

CPM  
ECT

IDIC, CRM Value  
Chain.

Cost Sat, Inst Ret  
Inst Loyalty

- ① Underlying Theory
- ② 3 Models
- ③ Factors/Components.

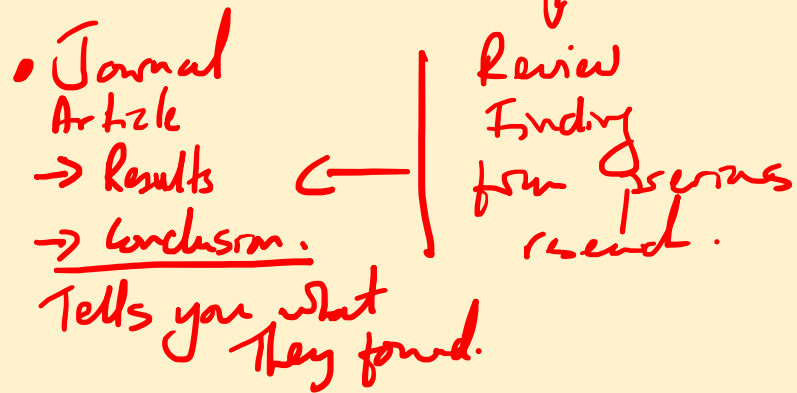
Work life Bal.

- Org Role Theory
- Career Progression model
- Working Hrs model
- Job Satisfaction model

Factors Table. (Master Key)

—  
—  
—  
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Example :

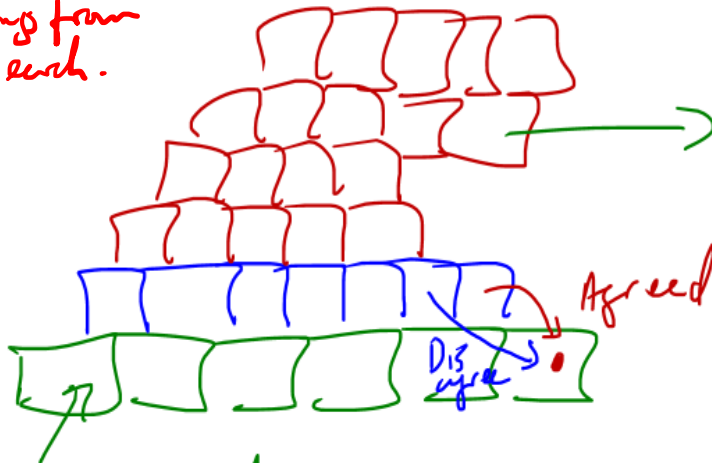


# "Deconstructing to Reconstruct"

2020.

- ③ Factors. Today
- ② Models
- ① Underlying / Base Theory

Review Findings from previous research.



• Seminal works.

Author's perspective.

Telling Story

## \* Develop Arguments \*

- Introduce a point / concept
- Adding points that agree
- Add points that conflict
- Conclude, So what does it mean?  
for your research.

- 3 Citations  
per  
paragraph

# What is a Conceptual Framework?

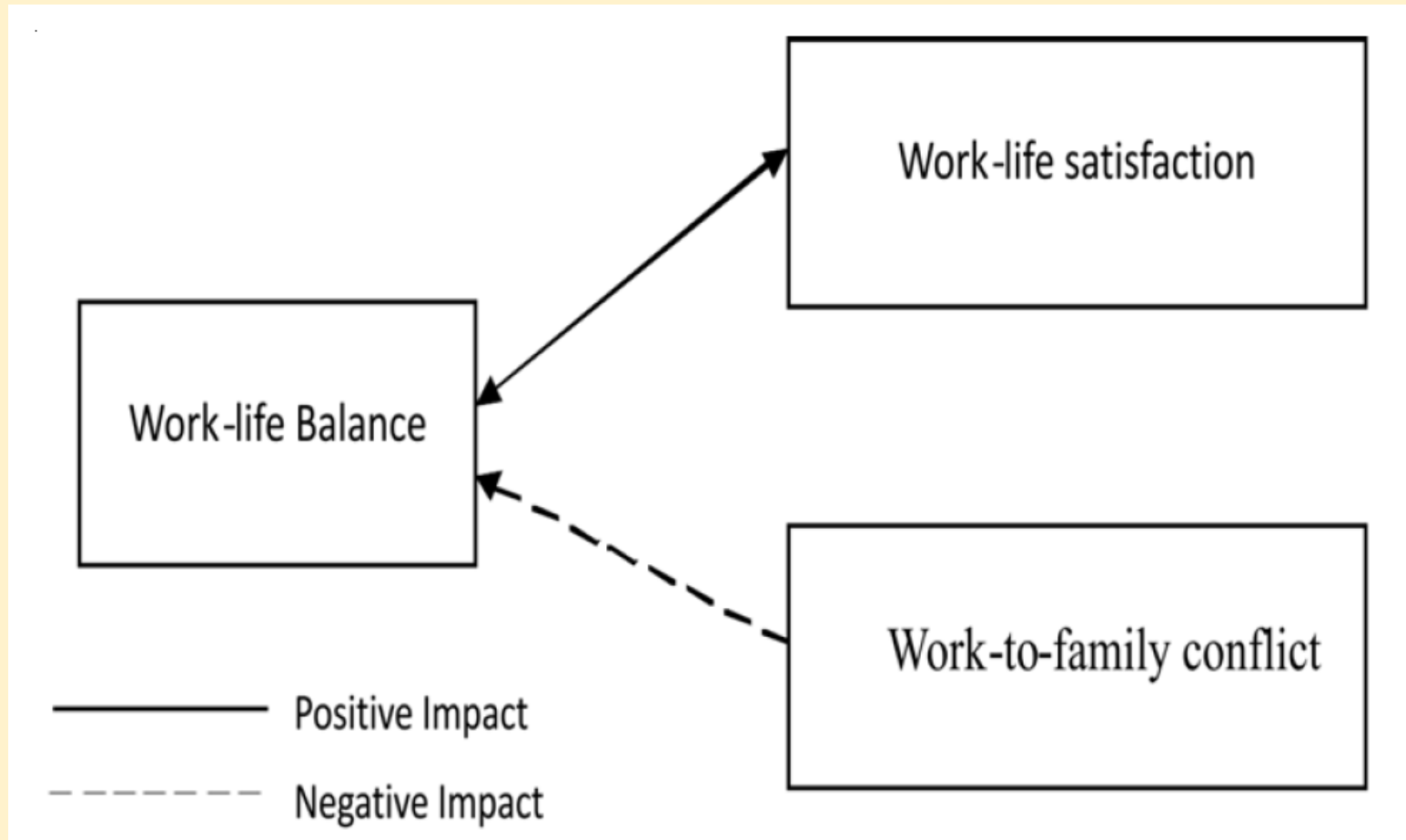
- Refers to a system of **concepts**, assumptions, expectations, beliefs, and **theories**
- It explains the main things to be studied, the **key factors**, concepts, or variables and the presumed relationships among them
- It includes the actual ideas and beliefs that you hold about the **phenomena studied**
- This may also be called the **theoretical framework**

- It is primarily a conception or **model of what is out there** that you plan to study,
- It informs you as to **what is going** on with these things and why i.e. **a tentative *theory*** of the phenomena that you are investigating
- The function of this theory is to:
  - inform the rest of your research design
  - to help you to assess and refine your objectives
  - develop realistic and relevant research questions

# So what is a Conceptual Framework?

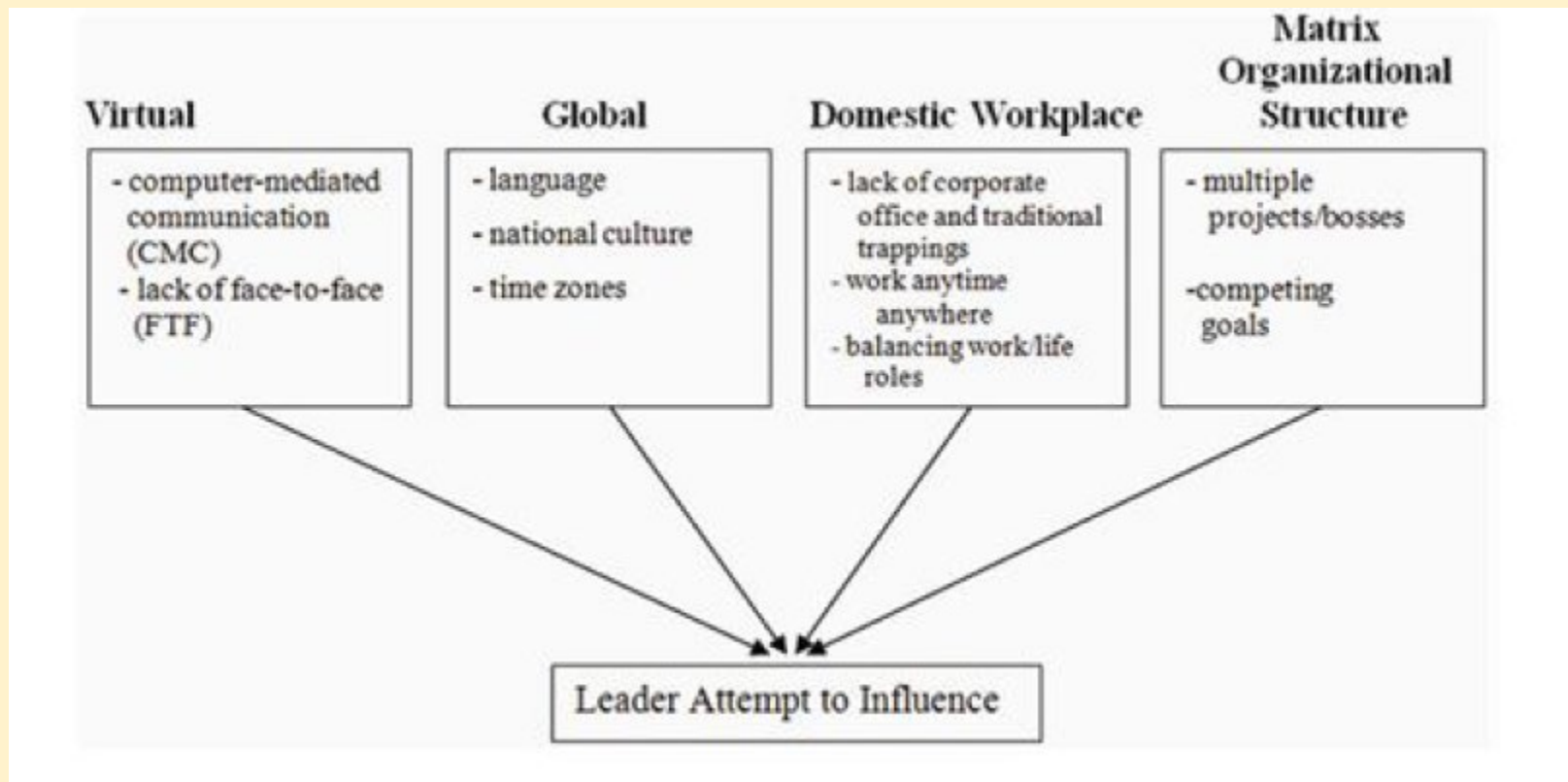
- A concept map is a visual display of the theory or theories that is relevant to your study
- A picture of what the theory says is going on with the phenomenon that you are researching
- A concept map consists of two things:
  - concepts and
  - the relationships among these

# Model of WLB Concerning Women Faculty Members (Lakkoju and Jeyalakshmi 2015)

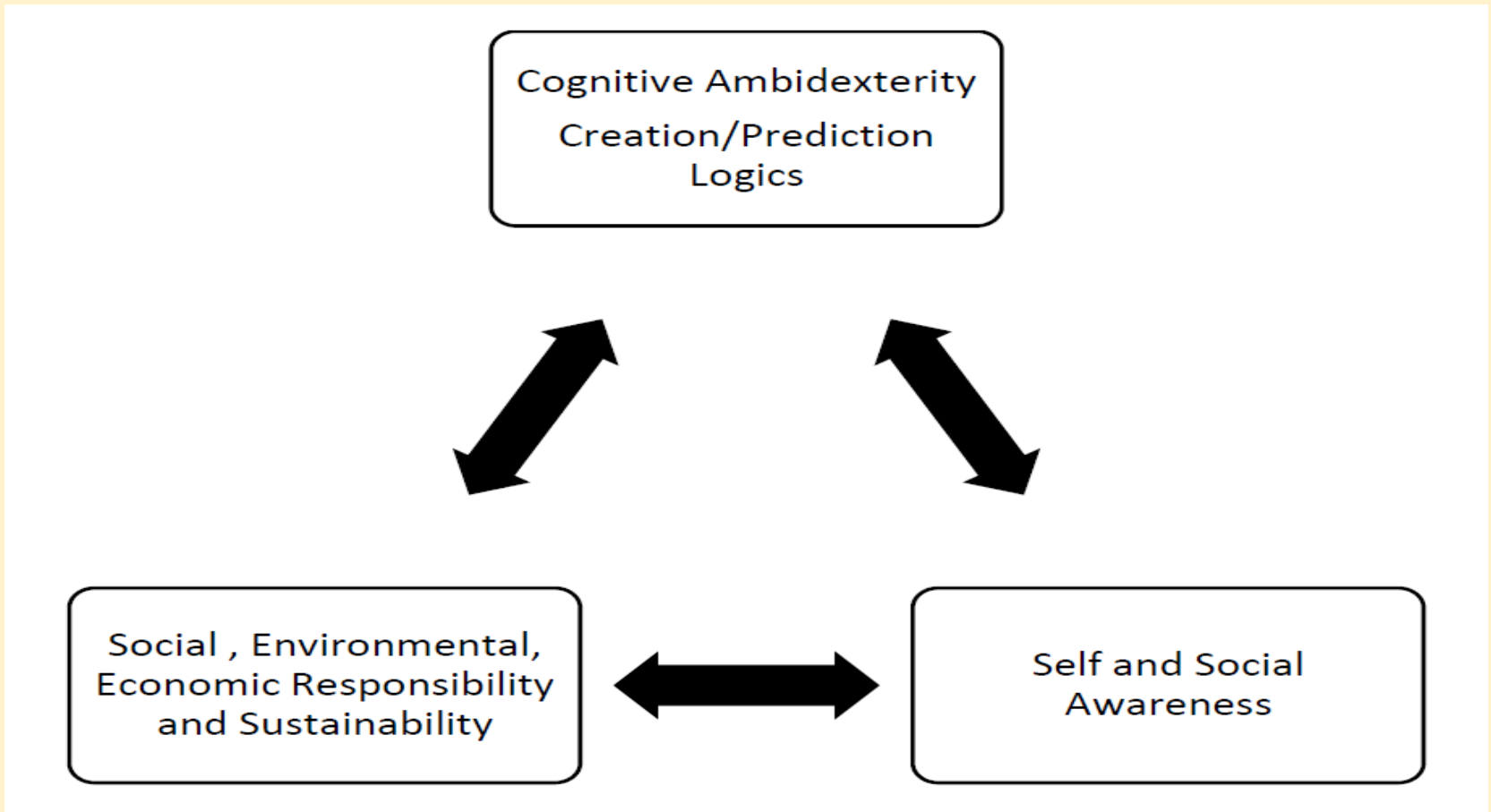




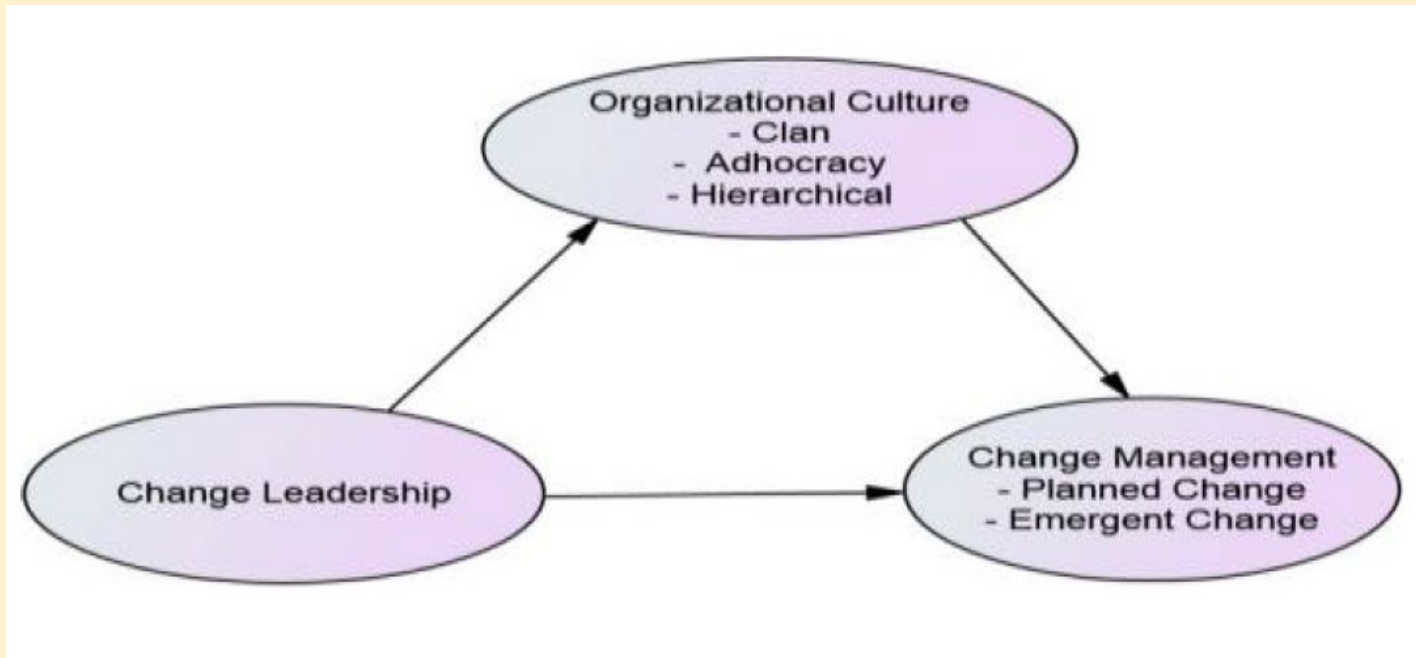
# Model of Leadership Constraints in Virtual Teams (Tworoger et al 2013)



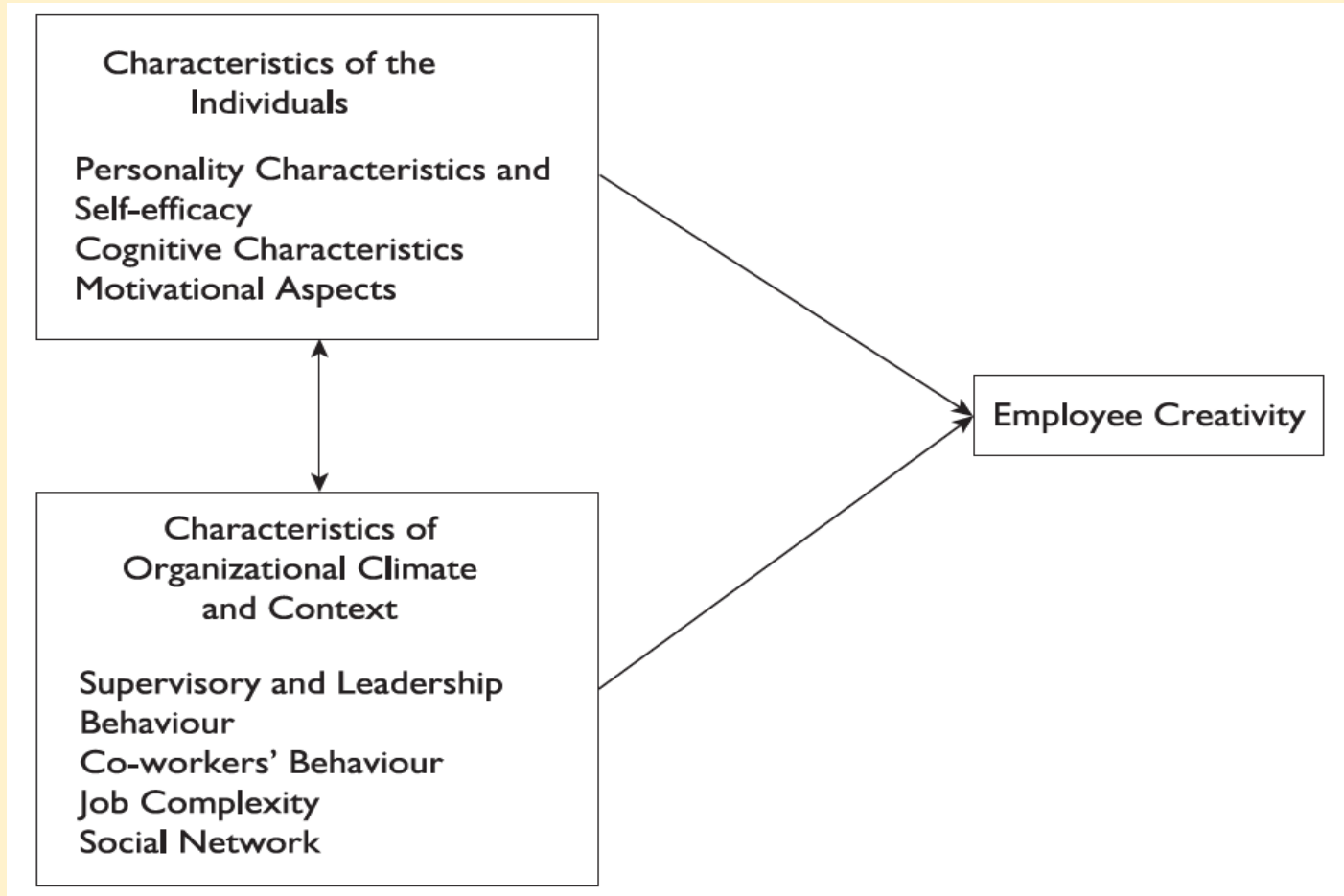
# Model of Entrepreneurial Leadership (Esmer and Day 2017)



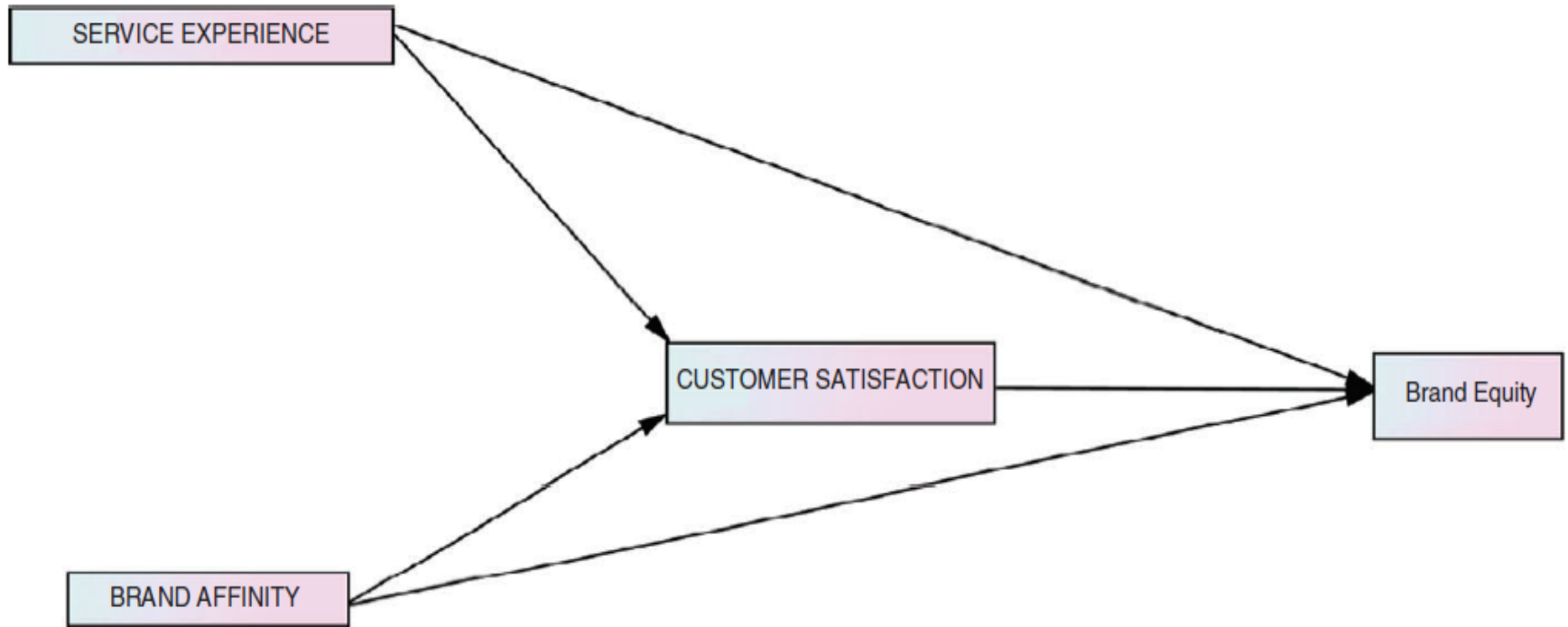
# Model for Change management through leadership: the role of organizational culture (Ahmed Al-Ali et al 2017)



# Conceptual Framework of Employee Creativity (Jain and Jain 2017)



# Model for Building brand equity in retail banks: the case of Trinidad and Tobago (Rambocas, Kirpalani and Simms 2014)



# Model for Succession in Family Business (Handler 1992)

## INDIVIDUAL INFLUENCES

- Personal need fulfillment (+)  
Career (interest)  
Psychosocial (personal identity)  
Life stage (exploration, advancement, balance)
- Personal influence (+)

QUALITY OF SUCCESSION EXPERIENCE

## RELATIONAL INFLUENCES

- Mutual respect and understanding between generations (+)
- Sibling accommodation (+)
- Boundary Issues:
  - Commitment to family business perpetuation (+/-)
  - Separation strains due to family involvement (-)

# Common Faults

- No theme connecting all the elements together
- Only a justification for the research idea is given
- Repeating the same materials several times
- Too few sources used
- Poor use of citations and only Websites used
- Plagiarism!

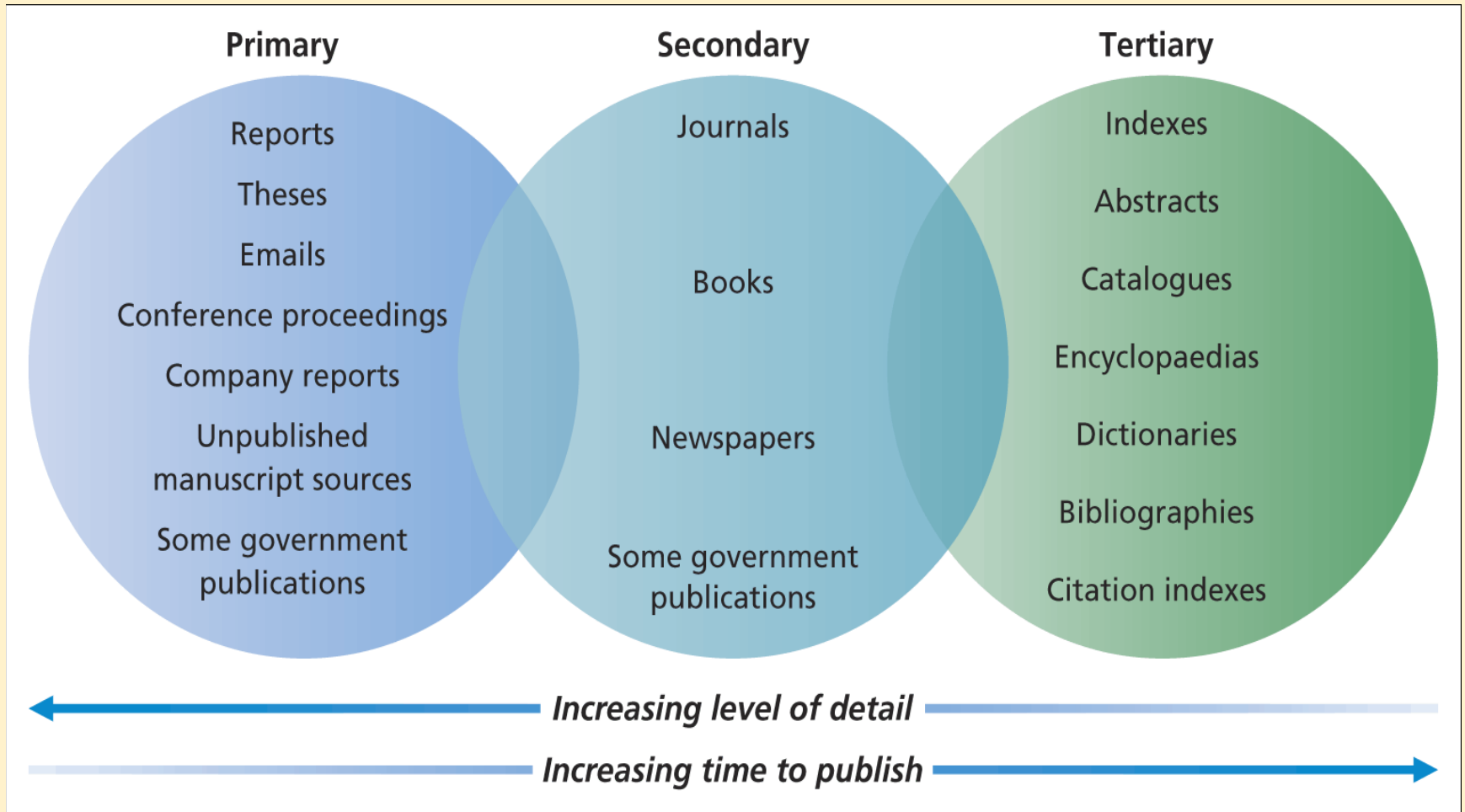
# Major Pitfall

- Presenting a mere summary of the articles and books read
- Each article or book being given one paragraph
- Arrange paragraphs alphabetically in author order
- No link or theme between ideas presented by various authors

**DO NOT DO THIS, IT WILL NOT CONSTITUTE  
BEING CRITICAL**



# Sources



# Get your hands on:

- Academic journals- (peer reviewed)
- Professional journals
- Books
- Electronic Databases
  - <https://library.aru.ac.uk/>
  - <http://scholar.google.com>
  - <http://onlinelibrary.wiley.com/>
  - <https://www.sciencedirect.com/>
  - <https://www.emerald.com/insight/>

How many sources do you need to review?

- For your **dissertation 20 to 30 sources** would be a start

# Evaluating Sources

- Make sure that your source can stand on its own i.e. reliable and
- It can be validated by the reader
- Look for the following:
  - Currency
  - Accuracy
  - Relevance
  - Authority
  - Range
  - Coverage
  - Objectivity

# Referencing

- <https://library.aru.ac.uk/referencing/harvard.htm>

So What is expected at this level?

- Demonstrate your **command** of the literature
- Clearly cross-examine the literature, bringing out the **arguments for and against or the controversy**
- Distinguish between varying schools of thought and authoritative perspectives
- You should be able to **reveal the gaps** in the existing literature
- At the end you should be a ‘Samurai’ in your particular subject matter

- Use a **good range** of high level authoritative sources
- You should **get to the original work** or theory and not rely on the account of other
- Remember that the Literature Review is **ONGOING**

# In Summary

- **You will need to**

- Include key academic theories
- Demonstrate current knowledge of the area
- Use clear referencing for the reader to find the original cited publications
- Acknowledge the research of others

- **The most important skills are:**

- The capacity to **evaluate** what you read
- The capacity to **relate** what you read to other information