The study investigated factors influencing choice of primary school by parents from different ethnic groups in Sarawak, Malaysia. The specific aspects examined were:

1. factors influencing primary school choice,
2. decision maker in the primary school choice, and
3. societal influence on primary school choice.
GSF 6011

Literature Review

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I have published over 250 papers and have written a lot of literature reviews. I hope my knowledge & experiences can ease a difficult postgraduate journey.
Why do Literature Review?
Why do literature review?

• There’s a Chapter 2 in the thesis to write.
• Other reasons?
Once upon a time, people studied to get a job. Once they get a job, they continue working until they retire. Things have changed. Now people study again after they start working. You would think that only those who have lower qualifications continue studying but degree holders also take extra courses. Some are related to their jobs but others are out of interest. What makes them spend money and time to study again?
Once upon a time, people studied to get a job. Once they get a job, they continue working until they retire. Things have changed. Now people study again after they start working. You would think that only those who have lower qualifications continue studying but degree holders also take extra courses. Some are related to their jobs, others are out of interest. What makes them spend money and time to study again?

Research question arising out of gap in knowledge
Why do literature review?

It’s to **find out what is already known about the research area** (topic) so that your study can **fill in the gap of knowledge**.

Literature review helps you to identify a question that exists in theory (or an area of concern that exists in practice) that points to the need for investigation.
Why do literature review?

It’s to **educate yourself on the research area** (topic) so that you know **what** to study and **how** to carry out the study.

*If I have seen further, it is by standing on the shoulders of giants.*

- **Isaac Newton**
Why do literature review?

It's to **show how your study fills in the gap of knowledge** (contribute to the field). This is in the DISCUSSION section/chapter, where you **compare** your results with those of other researchers.
What is Literature Review?
Literature review is not a catalogue of studies done

Paragraph 1 - Huggies (2016) found …

Paragraph 2 - Nyda (2018) studied …

Paragraph 3 - Eve (2011) reported that …
In this section, past empirical studies on framing in news media are reviewed to show the areas focused on and the findings obtained on how the media shape readers’ views of issues. Since media framing is achieved through salience of topics and perspectives on topics as well as language for framing the issues, where relevant results on language analysis are reported in the review.

(Murudi, 2018)
In countries with immigrant problems, the framing analysis focused on asylum seekers and refugees.

Don and Lee (2014) studied the statements made by the government leaders and officials on issues that related to the asylum seekers and refugees. Data were

The framing analysis also showed that for reporting of violence, passive voice was used.

Oenbring (2011) analysed representations of violence in Bahamian newspapers. A total of 50 news articles

Another study which showed how words are used in framing of news is that of Cissel (2012).

Cissel (2012) used framing theory to analyse the mainstream and alternative news coverage of *Occupy Wall Street*. Seven articles
The literature review serves as a critical review of published information on a topic by other researchers, including the research methodology used and the findings. It expands your knowledge about the topic, and provides a solid background for your research.
When to use Literature Review

Literature review and its equivalents

Cercopithecidae

Monkey

Monyet

The writing style is different, depending on where you use the literature review.
Review the literature (theory & studies done) on all the constructs that appear in the aim and objectives of your study.

This study investigates self-reports of communication strategy use by Malaysian ESL learners with different levels of proficiency in English.
This study investigates self-reports of communication strategy use by Malaysian ESL learners with different levels of proficiency in English.

What did I review?

- Definition of strategic competence
- Theoretical perspectives on communication strategies (CS)
- Self-reports as a method of studying CS
- Examples of studies using self-reports to study CS
- Self-report studies on CS use by learners of different English proficiencies
- Gap of knowledge

2.1
2.2
2.3
2.4
2.5 Summary
That last section summarising your literature Review needs to **converge on the gap of knowledge** in your research area (e.g., communication strategy use).

This is then used to write Chapter 1 Introduction where you describe the **research problem**, i.e. a question that exists in theory or an area of concern that exists in practice that points to the need for investigation.
Chapter 1 Introduction

1.1 Introduction
1.2 Aim and objectives of the study
1.3 Operational definition of terms
1.4 Significance of study

Objectives can be written in sentences or questions. They are the same.

Other names for section to show a gap of knowledge:

- Background
- Research problem
- Statement of problem
“The main purpose of the Intro is to provide the rationale for the paper, moving from general discussion of the topic to the particular question or hypothesis being investigated. A secondary purpose is to attract interest in the topic – and hence readers” (Swales & Feak, 2004, p. 222).
If you have a theory, framework or model that guides your study, you need a separate section to:

1. Explain the theory
2. Report how other researchers have used the theory (maybe they have modified some elements)
3. Evaluate the theory (strengths and weaknesses) – in order to justify why you choose a particular theory to use.
**Theoretical framework of study**

The theoretical framework for this study is Expanded Graded Intergenerational Disruption Scale (EGIDS) by Lewis and Simons (2009), a modified version of Fishman’s (1991) GIDS. EGIDS has been a useful framework to identify the vitality of minority languages in Asia (Lewis, 2009; Ting & Ling, 2012; Zaidi, 2011), Africa (Nyika, 2008) and Europe (Gorter, 2008).

EGIDS has 13 levels whereas GIDS has eight. The modifications are the addition of three entirely new levels (Level 0, International; Level 9, Dormant; and Level 10, Extinct) to “describe languages at any and all stages of their life cycle”, and splitting of Level 6 (6a, Vigorous; 6b, Threatened) and Level 8 (8a, Moribund; 8b, Nearly Extinct) to “adequately account for the directionality of language shift versus language development” (Lewis & Simons, 2009, p. 7). See Figure 1 for EGIDS.

<table>
<thead>
<tr>
<th>Level</th>
<th>Label</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>International</td>
<td>The language is used internationally and electively at a high level of fluency</td>
</tr>
</tbody>
</table>

Discussion
This discussion section highlights five key findings for discussion in relation to the literature and the context of news media in Malaysia.

Firstly, the study revealed that MalaysiaKini had published more and longer articles on 1MDB than Borneo Post and The Star. The results support McCombs and Shaw’s (1993) agenda setting theory which stated that through framing a certain object with agenda, …
How to write a Literature Review
Some DON’TS in writing literature review

1. Do not read and use abstract only.
2. Do not arrange them like a catalogue only.
3. Do not report one sentence of results only.

Read and summarise each article: aim, objectives, method, results. Emphasise results of particular relevance to your study. Longer summaries for more relevant articles.
Some DO’s of Literature Review

1. **Read and immediately write** a summary of paper.


2. **Signpost**. Good writers write paragraphs with topic sentences and wrapping up sentences. Do the same for each section too.

3. **Do not plagiarise**. Turnitin reveals your crime. Mentioning the paper once in a whole paragraph is not enough. The other sentences are still plagiarised. The study … The findings …
Cite properly.

Use info prominent citations:

Example: *Interactive lectures lead to better comprehension (Brown, 2009).*
Author names and publication date are placed at the end of sentences. Info is given primary importance. Usually at the start of literature review chapter or sections.

Use author prominent citations:

Example: *Brown (2009) stated that interactive lectures …*
Author name and publication date appear at the beginning of sentences. Author is given importance.
Later, when we move into specific research area dealing with studies like ours
Academic Writing Skills of a higher class

How to organise content in:
1. Introduction, Chapter 1 (mini version)
2. Literature Review, Chapter 2 (expanded version)
Creating a Research Space (CARS) - Swales (1990)

Move 1 – Establish research territory
   1a – Claim importance of research area
   1b – Topic generalisations – move in to specific area
   1c – Review works

Move 2 – Establish niche for study
   2a – Gap or how study adds to known findings
   2b – Present positive justification

Move 3 – Announce present study
   3a - Purpose of study
   3b - Objectives of study
   3c - Operational definition of terms
   3d - Significance of study
Establish research territory

Establish niche/gap for study

Stage I

In most deserts of the world, transitions between topographic elements are abrupt and watercourses which are dry most of the time tend to dissipate their occasional waters within local basins. Occasional torrential rainfall, characteristic of most desert regions, washes loose debris into watercourses or transports this material, depositing it in and along the shores of ephemeral lakes. These physical processes result in a redistribution of dead plant material (litter), affect the distribution of soil water and create a heterogeneous biotic community. Therefore, before the dynamics of desert ecosystems can be adequately understood, the spatial relationships must be clarified.

Stage II

There have been few studies of litter distribution and/or soil fauna in any of the world deserts (Wallwork, 1976). Wood (1971) surveyed the soil fauna in a number of Australian arid and semiarid ecosystems. Wallwork (1972) made some studies of the microarthropod fauna in the California Mojave desert and Edney et al. (1974, 1975, 1976) studied abundance and distribution of soil microarthropods in the Mojave desert in Nevada.

Stage III

In the Chihuahuan desert, Whitford et al. (1975, 1976, 1977) described the spatial relationships for many groups of organisms, but soil microarthropods remain unstudied. The lack of such information represents a gap in our knowledge of desert ecosystems. As part of our continuing program of studies of the structure and dynamics of Chihuahuan desert ecosystems, we designed the study reported here to understand the relationship between litter redistribution and the spatial distribution and composition of the soil microarthropod community.

Stage IV

Announce present study
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Young and Storvick (1970) surveyed the food habits of 595 college freshmen in Oregon and found that the men generally had better diets than the women.</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Litman et al. (1975) reported that green and yellow vegetables and liver (all nutritionally desirable foods) were not liked by teenagers in Minnesota public schools. They also found that teachers have almost no influence on their students' food habits.</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>Studies of the food habits of young school children have shown that the diets of grade school children are often deficient in ascorbic acid, calcium and iron (Lantz et al., 1958; Patterson, 1966).</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>A review of the literature indicates that food habit studies have been conducted with students from a variety of different age groups.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>Young (1965) examined the nutrition habits of a group of young school children and found that their mothers lacked information about the importance of milk and foods rich in ascorbic acid.</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>Studies done with adolescent children report similar findings (Ohlson &amp; Hart, 1970; van de Mark &amp; Underwood, 1972).</td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>A number of studies have been conducted using both male and female college students as subjects.</td>
</tr>
</tbody>
</table>
CARS: Establish your Research Territory (Move 1)
Move 1 consists of 3 steps:

1a – Claim importance of research area by STRESSING THE GROWING PROBLEM OF ...

The increasing interest in high angle-of-attack aerodynamics has heightened the need for computational tools suitable to predict the flowfield and aerodynamic coefficients in this regime. Of particular interest and complexity are the symmetric and asymmetric vortex flows ...

Other useful phrases
Recently, there has been growing interest in ...
The development of ... is a classic problem in ...
The study of ... has become an important aspect of ...
A central issue in ... is ...
The ... has been extensively studied in recent years.
Many recent studies have focused on ...(Swales & Feak, 2004)
Move 1 consists of 3 steps:

1b – Topic generalisations – move in to specific area

Citations are widely recognized as being an important and distinctive property of academic texts. Indeed, the presence or absence of citations allows the casual reader to get an immediate sense of whether a text if an “academic” or a “popular” one. Because citation is such an obvious surface phenomenon, it has been much discussed in the academic world. Indeed, there are several theories about the role and purpose of citations in academic texts. THE ABOVE IS GENERAL. IT MOVES TO THE SPECIFIC AFTER THIS.

THE SPECIFIC. Explain the 6 theories in order:

<table>
<thead>
<tr>
<th>Theory 1</th>
<th>Start with established major theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rhetorical</th>
<th>Theories 4 &amp; 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic</td>
<td>Theory 3</td>
</tr>
<tr>
<td>Sociological</td>
<td>Theory 5</td>
</tr>
</tbody>
</table>

Categorise the minor theories associated with individual authors

(Swales & Feak, 2004)
CARS: Establishing a Niche (Move 2)

Move 2 establishes a niche by indicating a gap – by showing that the research story so far is not yet complete. Establishes the motivation/impetus for the study.

**Thomas Eakins**
Apart from a chapter in Foster (1997), this series has been little discussed by critics or art historians. For example, these pictures were ignored by Johns (1999) in her …

**University-community agency collaboration**
Little is, however, known about participants’ views of university-community collaborations.
To Establish a Niche (Move 2)

**Negative Openings**
However, little information …
Little attention/work/data …
Few researchers/studies …
None of these studies/data/…

**Contrastive Statements**
The research has tended to focus on … rather than …
These studies have emphasized … as opposed to …
Although considerable research has been devoted to …, rather less attention has been paid to …

**Raising questions**
However, it remains unclear whether …
It would thus be of interest to learn how …
It would seem, therefore, further studies are needed in order to …

Swales & Feak, 2004)
Where to find literature

“Can’t find enough papers.”

“Don’t know what keywords to use.” Experiment with various keywords. Search also using author’s names.

“Can’t understand.”
Acceptable sources of literature

Books? Yes but journals offer the latest.

**Refereed articles** – the paper is reviewed by 1 or more anonymous reviewers who may recommend acceptance, revision or rejection. A process to ensure quality of papers.

**Indexed journals** – the journal is listed in a database. The most reputable is Thomson Reuters (ISI). Another is Scopus.

**Impact factor** (0.6, 6) – only 10% of more than 11,000 Thomson Reuters journals have impact factor. Measures the number of times a paper is cited over the total number of papers published in an issue.
Pursue keywords like a detective on a mystery

Go through 20-30 pages of Google SCHOLAR search

NPC
Nose and throat cancer
Nasopharyngeal cancer

Cancer risk
Cancer susceptibility

Health risk communication
Cancer risk messages

Linguistic framing
TPB
TPA
Vignettes
You can click “Cited by” to get articles that mention Chou et al. (2011) – in this way you find more related articles on topic. Some articles are very highly cited.
You can search for recent articles AFTER you have done exhaustive search.

Especially when you discuss your results a few years from now – click “since 2017”
You can **click “Cite”** to get the APA referencing, but you must check – some are not correct.

Is this correct?

Final tips on where to find literature

1. Use both Google and Google Scholar
2. Check 20-30 pages of search results
3. Click “Cited By” and read those papers
4. Search using author names also
5. Use other keywords you see along the way
6. Do Interlibrary Loan to get full-text
Value of literature review

1. Literature review is guided by aim and objectives of study.
2. Literature review provides info on METHOD.
3. Literature review is used to DISCUSS RESULTS.
4. Literature review tells you how your findings have filled in gap of knowledge in the field.

Show how study filled gap of knowledge

RQ from gap of knowledge

Lit Review

Report and discuss results

Conduct the study