How to write a literature review

July 14

Day 1: 14:00-17:30

Day 1 (July 14)

Objectives	Time
What is your goal for this workshop?	9:00-9:30
To understand the purposes of literature review	9:30-10:00
Steps of doing a literature review 1. Selecting a research topic/question 2. Identifying key concepts	10:20-12:00
3. Searching for published studies (Luxin) **4. Analyzing previous studies (Ling)**	14:00-15:30
5. Arranging and organizing (Ling)	15:50-17:20
撰写反思日记	17:20-17:30
小班讨论	19:00-20:30

Step 3. Searching for published studies (Luxin Yang)

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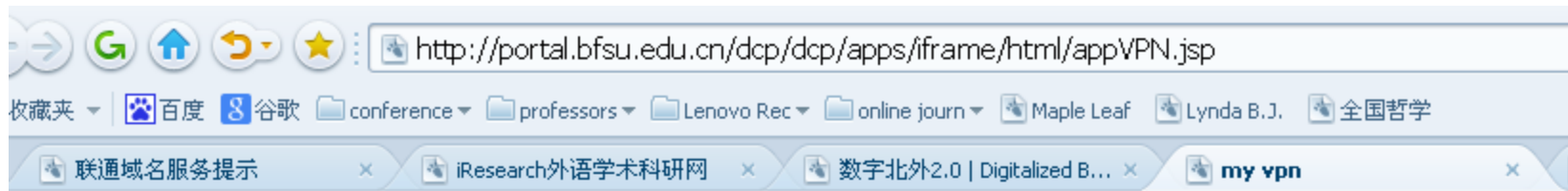
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      Solving Strategies For Unknown Words
      JOURNAL OF ADOLESCENT & ADULT LITERACY
      Volume 56, Issue 7, April 2013, Pages: 541–553, Mark B. Pacheco and Amanda P.
      Goodwin
      Article first published online : 27 MAR 2013, DOI: 10.1002/JAAL.181
      Abstract | Full Article (HTML) | PDF(451K) | References | Request Permissions

☐   Providing Feedback in the Emergency Department
      PRACTICAL TEACHING IN EMERGENCY MEDICINE, SECOND EDITION
      Robert L. Rogers, Amal Mattu, Michael E. Winters, Joseph P. Martinez, Terrence M.
      Mulligan, Pages: 85–97, 2012
      Published Online : 23 SEP 2012, DOI: 10.1002/9781118469804.ch7
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Providing Feedback in the Emergency Department
PRACTICAL TEACHING IN EMERGENCY MEDICINE, SECOND EDITION
Robert L. Rogers, Amal Mattu, Michael E. Winters, Joseph P. Martinez, Terrence M.
Mulligan, Pages: 85–97, 2012
Published Online : 23 SEP 2012, DOI: 10.1002/9781118469804.ch7

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Pearls and Pitfalls in Teaching: What Works, What does not?
PRACTICAL TEACHING IN EMERGENCY MEDICINE, SECOND EDITION
Brian Clyne, David G. Lindquist, Pages: 352–359, 2012
Published Online : 23 SEP 2012, DOI: 10.1002/9781118469804.ch25

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Age Effects in a Study Abroad Context: Children and Adults Studying Abroad and at Home
LANGUAGE LEARNING
Volume 63, Issue 1, March 2013, Pages: 63–90, Àngels Llanes and Carmen Muñoz
Article first published online : 21 NOV 2012, DOI: 10.1111/j.1467-9922.2012.00731.x

Abstract | Full Article (HTML) | PDF(571K) | References
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Unpacking Pandora's Box: Issues in the Assessment of English Learners' Literacy Skill Development in Multimodal Classrooms
JOURNAL OF ADOLESCENT & ADULT LITERACY
Volume 56, Issue 3, November 2012, Pages: 181–185, Jessica Zacher Pandya
Article first published online : 6 NOV 2012, DOI: 10.1002/JAAL.00124

Abstract | Full Article (HTML) | PDF(106K) | References
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Written Languaging, Direct Correction, and Second Language Writing Revision
LANGUAGE LEARNING

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- **Step 4. Analyzing previous studies to identify patterns**

An Example
Research topic

- **The effects of topical knowledge on ESL students' writing performance in standardized writing tests**

- **Literature review: Studies that directly investigated the effects of topical knowledge on ESL writing at the university level**

Collect the relevant studies (N=9)

- Fox, J. (2003). From products to process: An ecological approach to bias detection. *International Journal of Testing 3,* 21–48.

- He, L., & Shi, L (2008). ESL students' perceptions and experiences of standardized English writing tests. Assessing writing. *Assessing Writing, 13*, 130–149.

- Jennings, M., Fox, J., Graves, B., & Shohamy, E. (1999). The test-takers' choice: An investigation of the effect of topic on language-test performance. *Language Testing, 16*, 426–456.

- Lee, H. (2004). *Constructing a field-specific writing test for an ESL placement procedure.* Unpublished doctoral dissertation, University of Illinois at Urbana-Champaign.

- Lee, H., & Anderson, C. (2007). Validity and topic generality of a writing performance test. *Language Testing, 24*, 307–330.

- Ruth, L., & Murphy, S. (1988). *Designing writing tasks for the assessment of writing. Norwood,* NJ: Ablex Publishing.

- Spaan, M. (1993).The effect of prompt in essay examinations. In D. Douglas & C. Chapelle (Eds.), *A new decade of language testing research: Selected papers from the 1990 Language Testing Research Colloquium (pp. 98–122). Alexandria, VA: Teachers of English to Speakers of Other* Languages.

- Tedick, D. J. (1990). ESL writing assessment: Subject-matter knowledge and its impact on performance. *English for Specific Purposes, 9,* 123–143.

- Winfield, F. E., & Barnes-Felfeli, W. (1982). The effects of familiar and unfamiliar context on foreign language composition. *Modern Language Journal, 66,* 373–378.

Analyzing the studies: An example
(See handout, p.4)

- **Purpose of the study:**

- **Research question(s):**

- **Participants:**

- **Method:**

- **Major finding(s)**

An example

He, L., & Shi, L. (2012). Effect of topical knowledge in second language writing. *Language Testing, 29,* 443-446.

Abstract: This study investigates the effects of topical knowledge on ESL (English as a Second Language) writing performance in the English Language Proficiency Index (LPI), a standardized English proficiency test used by many post-secondary institutions in western Canada. The participants were 50 students with different levels of English proficiency (basic, intermediate and advanced) attending a Canadian college. Each student wrote two timed-impromptu essays: one responding to a prompt requiring general knowledge about university studies and the other pertaining to specific knowledge about federal politics. Results showed that students across three proficiency levels performed significantly better on the general topic than they did on the specific topic. The specific topic produced lower scores on content due to poor idea quality, insufficient idea development, implicit position taking, and weak conclusion. Students also scored lower on organization and language on the knowledge-specific task because of weaker coherence and cohesion, shorter length, more language errors, and less frequent use of academic words. Posttest interviews confirmed how participating students were challenged by the prompt that required specific topical knowledge. The study calls attention to the importance of developing appropriate prompts for ESL writing tests.

Analyze the studies

- **Purpose of the study:** To investigate the effects of topical knowledge on ESL writing performance in a standardized English proficiency test in western Canada.

- **Research question(s):**

- **Participants:** 50 students with different levels of English proficiency (basic, intermediate and advanced) attending a Canadian college.

- **Method:** Each student wrote two timed-impromptu essays: one responding to a prompt requiring general knowledge about university studies and the other pertaining to specific knowledge about federal politics. Interviews were also conducted to explore students' perceptions of their experiences

- **Major finding(s):** Students across three proficiency levels performed significantly better on the general topic than they did on the specific topic. Posttest interviews confirmed how participating students were challenged by the prompt that required specific topical knowledge.

Do the same with the following five studies (2)

1. He, L., & Shi, L (2008). ESL students' perceptions and experiences of standardized English writing tests. Assessing writing. *Assessing Writing, 13*, 130–149.

2. Jennings, M., Fox, J., Graves, B., & Shohamy, E. (1999). The test-takers' choice: An investigation of the effect of topic on language-test performance. *Language Testing, 16*, 426–456.

3. Lee, H., & Anderson, C. (2007). Validity and topic generality of a writing performance test. *Language Testing, 24*, 307–330.

4. Tedick, D. J. (1990). ESL writing assessment: Subject-matter knowledge and its impact on performance. *English for Specific Purposes, 9,* 123–143.

5. Winfield, F. E., & Barnes-Felfeli, W. (1982). The effects of familiar and unfamiliar context on foreign language composition. *Modern Language Journal, 66,* 373–378.

Analyze the studies (Each group work on one of the five papers: He & Shi, 2008; Jennings et al., 1999; Lee & Anderson, 2007; Tedick, 1990; Winfield & Barnes-Felfeli, 1982) (Handout, P.5)

- **Purpose**

- **Research question(s):**

- **Participants:**

- **Method:**

- **Major finding(s)**

Jigsaw: Share the information of the 5 studies (Handout, P. 6)

Study	Purpose	Question	Participants	Method	Finding
He & Shi (2008)					
Jennings et al. (1999)					
Lee & Anderson (2007)					
Tedick (1990)					
Winfield & Barnes-Felfeli (1982)					

7/16/2013

Analyses

- **Type of review: Study by study type for a small number of studies**

- **Group discussion (4):**
  - **Similarities, differences, patterns?**
  - **Research questions; methods; participants; findings**

Research questions: *What types of tests?*

Studies	Research question
He & Shi (2008)	1. How do students perceive and compare their experiences with TWE and LPI in Canada? 2. Why do students who have passed TWE fail LPI?
Jennings et al., (1999)	1. Is the performance (CAEL) of test-takers given a choice of topic different from those not given a choice? 2. To what extent do test-takers perceive choice important?
Lee & Anderson (2007).	1. Is the EPT writing test valid in the use of topics? 2. To what extent does writers' general language competency account for their writing?
Tedick (1990)	To what extent is L2 writing performance influenced by their knowledge of the subject matter?
Winfield& Barnes-Felfeli	What are the effects of contextually familiar and contextually unfamiliar material on ESL writing?

Research questions: Standardized writing tests vs. classroom writing

Studies	Research question
He & Shi (2008)	1. How do students perceive and compare their experiences with TWE and LPI in Canada? 2. Why do students who have passed TWE fail LPI?
Jinnings et al., (1999)	1. Is the performance (CAEL) of test-takers given a choice of topic different from those not given a choice? 2. To what extent do test-takers perceive choice important?
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Research questions: *Whose perceptions?*

Studies	Research question
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Research questions: test takers' perceptions

Studies	Research question
He & Shi (2008)	1. How do students perceive and compare their experiences with TWE and LPI in Canada? 2. Why do students who have passed TWE fail LPI?
Jennings et al., (1999)	1. Is the performance (CAEL) of test-takers given a choice of topic different from those not given a choice? 2. To what extent do test-takers perceive choice important?
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Winfield& Barnes-Felfeli	What are the effects of contextually familiar and contextually unfamiliar material on ESL writing?

Participating students: *Who are they?*

Studies	Participants
He & Shi (2008)	16 international undergraduates in a Canadian university
Jennings et al. (1999)	254 ESL students applying for entrance to a large Canadian university
Lee & Anderson (2007).	Essays (on topics of brain, ethics, or trade) from 1125 graduates of 4 departments
Tedick (1990)	105 graduate students enrolled in composition courses.
Winfield& Barnes-Felfeli (1982)	20 ESL students (10 Spanish- speaking and 10 with various L1 backgrounds)

Participating students: Graduates vs. undergraduates

Studies	Participants
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Lee & Anderson (2007).	**Essays (on topics of brain, ethics, or trade) from 1125 graduates of 4 departments**
Tedick (1990)	**105 graduate students enrolled in composition courses.**
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Methods?

Studies	Methods
He & Shi (2008)	Semi-structured interviews
Jennings et al.(1999)	CAEL test scores Questionnaire
Lee & Anderson (2007)	Multinomial logistic regression
Tedick (1990)	MANOVA
Winfield& Barnes-Felfeli (1982)	ANOVAs

Methods: Qualitative, quantitative, or both

Studies	Methods
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Lee & Anderson (2007).	Multinomial logistic regression
Tedick (1990)	MANOVA
Winfield& Barnes-Felfeli (1982)	ANOVAs

Studies	Major findings: *focus and effect*
He & Shi (2008)	Most participants had passed TWE relying on memorization of writing samples whereas they failed LPI repeatedly as they lacked skills to construct their own texts, had to deal with culturally biased topics, and did not know what was expected.
Jennings et al., (1999)	The test takers given a choice of topic does not differ significantly from test takers not given a choice of topic. The questionnaires show that the amount of time allowed for the test was the most important factor followed by 'Topic' for both groups. 72% of the test-takers agreed that 'Choice is important to me as a test-taker'.
Lee & Anderson (2007).	After controlling for general English proficiency as measured by the TOEFL, students' majors were not related to their writing performance; however, the different topics did affect performance.
Tedick (1990)	The results of MANOVA revealed significant main effects for both the course level and the prompt type. The study indicates that the extent to which ESL writers are familiar with the subject matter has dramatic influences on their writing.
Winfield& Barnes-Felfeli (1982)	Results indicate that easing the dual cognitive processing load by having students deal with culturally familiar material increases fluency..

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Identifying the patterns

- **Standardized tests vs. classroom writing**
- **test takers' perceptions**
- **Graduate vs. undergraduate participants**
- **Qualitative, quantitative or both**
- **Effects vs. no effects of prompts/topics**
- **Factors: general language proficiency, choice of topic, subject areas, familiar or unfamiliar materials**

Discussion questions
19:00-20:30

- **What have you learnt today about doing a literature review?**

- **What do you think will be the next step? Are you ready to write a literature review based on the information we discussed?**

- **Have you encountered any problems or challenges in doing a literature review? If so, what are they? Do you think the exercises we did today could help solve some of the problems?**

- **If possible, find five studies related to your research topic and compare the questions, participants, methods and major findings.**