

How to write a literature review

Day 2

Afternoon session

Day 2 (July 15)

Objectives/Contents	Time
反思日志分享	8:30-8:50
大班交流	8:50-9:50
identifying the best pattern and summarizing key information (Ling Shi)	10:10-12:00
Using academic voice (Ling Shi & Luxin Yang)	14:00-15:30
Summary of writing a literature review (Luxin Yang)	15:50-16:20
问答与交流	16:20-16:40
撰写反思日记	16:40-17:00
闭幕式	17:00-17:30

Using Your Voice /an Academic Voice

- *Going beyond Writing with Sources: A Focus on Academic Voice Wang, Stremmer, Luyendyk & Brokaw Presentation at TESOL 2013, Dallas, TX*

What is academic voice?

-“... we do not simply report findings or express ideas in some neutral, context-free way; we employ the rhetorical resources accepted for the purpose of sharing meaning in a particular genre and social community. Writers have to select their words so that their readers are drawn in, influenced and persuaded. Our use of these resources, and the choices we make from the alternatives they offer, signal **who we are**” (Hyland, 2002: 1093).

Compare the voices in the three paragraphs

- Handout, P.10

Developmental stages: Personal voice

In Japan, all students have to study English for 6 years from junior high school to high school. However, few Japanese students are successful in learning English. **In my opinion** this is because English classes are designed not for communication but for college entrance examinations. In this research, **I would like to investigate** what kind of approaches would be helpful for promoting students' motivation to learn English. In order to investigate the approaches, **I will analyze** the research on motivation. **I think** understanding the approaches would be helpful when I become a teacher.

Writing with sources/in others' voices

- Japanese students do not have much Willingness to Communicate (WTC) in English. WTC is the individuals' intentions to communicate with others (**MacIntyre, 2007**). When students are willing to communicate, they will be more active in learning English (**Cao & Philp, 2006; Kang, 2005**). Although all Japanese students have to study English for 6 years from junior high school to high school, a large number of Japanese students are not comfortable to use English for oral communication (**Iwami, 2001; Kikuchi, 2009**). This is because English classes are designed not for communication but for college entrance examinations (**Atsuta, 2003; Gorsuch, 2000**). This research investigates what kind of approaches would promote students' WTC in English. Understanding Japanese language learners' motivation would be helpful when I become a teacher.

Using academic voice

Although Japanese students are required to study English for 6 years from junior high to high school, **unfortunately** few are successful in learning to communicate in English. This **disappointing** fact raises an **important** question: Why do so many Japanese students after learning English for 6 years fail to develop oral fluency? In recent years, many researchers have tried to answer this question. In his **extensive** research on motivation of language learners learning English, MacIntyre (2007) **identified** Willingness to Communicate (WTC) as **an essential** factor that contributes to the success of language learning. Yashima (2008) **pioneered** a case study on the effect of WTC on oral proficiency development among a group of Japanese students. **It was interesting to note** that those who were willing to communicate were more active in learning English. This preliminary finding is **encouraging**. It **suggests** that an effective way to help Japanese students to improve their oral proficiency is to promote WTC. Since Japan is the world leading economy, **it is important** for Japanese students to be able to communicate in English. This paper analyzes the research on motivation and explores how to create a supportive language learning environment to promote WTC.

Stance verbs and evaluative adjectives

1. Stance verbs

- *e.g. Smith (2011) **assumes** that students will know how to construct academic voice.*
- assume, suppose

2. Evaluative adjectives

- *e.g. In her **groundbreaking** research, Smith proved that...*
- groundbreaking vs. unknown

- Exercise on reporting verbs (Handout, 10)

Stance adverbials and modals

3. Stance adverbials

- *e.g. Surprisingly, the author concludes that global warming is a myth.*

4. Modals

- *e.g. The new proposal **could** have a negative impact.*
- The new proposal **will** have a negative impact.

- Exercise on stance adverbials (Handout P. 11)

Adjectives, adverbials, and nouns of modality

5. Adjectives

It + linking verb + adjective of modality + that clause

– *e.g. It seems **apparent that** a poor diet will lessen a person's immunity to the common cold.*

6. Adverbials

– *e.g. **Undeniably**, this issue impacts...*

7. Nouns

*e.g. There is no **doubt that** the author's **assertion** lacks feasibility.*

Adjectives of importance and reasoning

8. Adjectives of importance and reasoning

Structure: It + *linking verb* + ***adjective*** + ***infinitive***

- e.g. *It is crucial to consider...*
- *It seems reasonable to discuss...*
- *It appears uncommon to address...*

Present your personal stance through interpreting/evaluating/critiquing the sources

- Examples of personal stance through *interpreting the source material*:
- *This study adds substantially to our understanding of ...*
- *These findings enhance our understanding of ...*
- *This study makes several noteworthy contributions to ...*
- *This study provides additional evidence with respect to ...*
- *This study provides insights for ...*
- *The evidence from this study suggests that ...*
- *The results of this study reveal that ...*

Handout

- Explain the stances of the authors in the handout (p. 13)

Evaluative language (Luxin)

- Unusual **limited** ambitious modest small restricted **important** flawed **useful** **significant** innovative **interesting** careful competent impressive elegant simple traditional complex small scale **exploratory** remarkable **preliminary** unsatisfactory
- Success failure
- Succeed fail

Task 1

Read Shi's (2006) literature review again and do the following tasks:

- Did she use any evaluative language?
- What kind of reporting verbs did she use?

- Are there any verbs which make a *statement*, such as ‘report’?
- Are there any verbs which express, in a very general way, a writer’s personal *judgment*, such as ‘explain’?
- Are there any verbs which express a writer’s *opinion*, such as ‘argue’?
- Are there any verbs which present a writer’s *suggestion*, such as ‘propose’?
- Are there any verbs which express some kind of *disagreement*, such as ‘doubt’?

Citation patterns

- Content- What information should you extract from your source?
- Citation- to directly quote from your source, to paraphrase or summarize
- Which studies shall you discuss as a group and which one to discuss alone?

Citation patterns

- Direct sentence quotation
- Block quotation of 40 words or more than four lines
- Paraphrase (using your own original words to restate information from a source)
- A one-sentence general summary of several sources

Integral and non-integral citations

- Integral citations- the name(s) of the cited author(s) is a grammatical part of the citing sentence
- Non-integral citations- the name(s) of the cited author(s) stand(s) outside it, either in parentheses or as represented by a number
- Find examples in Shi (2006)

Task 2: citation verb tense and aspect

Sentence number	Integral or non-integral	SS or GS	Tense	Verb

SS: a single study GS: a group of studies

- Integral citations are used when you aim to discuss some of the previous work in some detail, rather than consolidate many studies and make general comments.
- Focusing on individual studies allows you to indicate your perspective toward the literature and more easily position your research with respect to the body of existing work.

Citation verb tense and aspect

- Subtle and flexible
 1. Past- reference to a single study (often an integral reference to research activity or findings)
 2. Present perfect- reference to an area of inquiry (generally non-integral citation)
 3. Present- reference to generally accepted knowledge of the field

- Verbs that have to do with arguments, claims, statements, and suggestions (e.g., *argue, suggest, claim, or maintain*) tend to be used in the present.
- Past tense is more likely to be chosen for verbs related with finding and showing (e.g., *find, identify, reveal, or indicate*)

What are the differences?

- Jenkins, Cogo & Dewey (2011) concluded...
- Jenkins, Cogo & Dewey (2011) has concluded...
- Jenkins, Cogo & Dewey (2011) concludes...

A move from past to present perfect and then to present indicates that the research reported is increasingly close to the writer in some way: close to the writer's own opinion, or close to the writer's own research, or close to the current state of knowledge.

Formal grammar style

1. Generally avoid contractions
 - Export figures *won't* improve until the economy is stronger. x
 - Export figures *will not* improve until the economy is stronger. ✓

2. Use the more appropriate formal negative forms

1) Not... any \longrightarrow no

- The analysis *didn't* yield *any* new results. X
- The analysis yielded *no* new results. ✓

2) Not ... much \longrightarrow little

- The government *didn't* allocate *much* funding for the program. X
- The government allocated *little* funding for the program. ✓

- Not... many few
- This problem doesn't have *many* viable solutions. x
- This problem has *few* viable solutions.v

3. Avoid addressing the reader as *you*

- *You* can see the results in Table 1.
- The results can be seen in Table 1.v

4. Be careful about using direct questions

- What can be done to lower costs?
- It is necessary to consider how costs may be lowered. ✓
- We now need to consider how costs may be lowered. ✓

5. Place adverbs within the verb

- Actually, very little is known about the general nature and prevalence of scientific dishonesty.
- Very little is actually known about the general nature and prevalence of scientific dishonesty. √

6. Aim for an efficient use of words.

Try to use no more than you really need.

- It may be difficult to make a decision about the method that we should use.
- Choosing the proper method may be difficult.

本科生英语学习动机强度与自我认同变化

高一虹 程英 赵媛 周燕

《外语与外语教学》，2003（5），
25-28+35

摘要

本文运用定量研究的方法,以30所高校的2278名本科生为调查对象,分析了学生英语动机强度与自我认同变化的关系,以及个人背景因素对动机强度的影响。结果显示动机强度对六种自我认同变化均有显著影响。在自信、生产性、附加性变化方面,动机强度越高的学生变化也越大;削减性变化也显现出相同的趋势,但中、高动机强度组之间的差异不显著。零变化的趋势则相反,动机强度越高的学生零变化越小。在分裂性变化方面,动机强度中等的学生变化最大,动机强度最高的学生变化最小。此外,年级、英语水平和专业对动机强度有显著影响。

结构

1 引言

1.1 研究背景

1.2 研究问题

2. 研究方法

2.1 抽样

2.2 测量工具

2.3 数据分析

3 研究结果与讨论

3.1 自我认同变化

3.2 动机强度与自我认同变化

3.3 个人背景因素对动机强度的影响

4. 结论

5. 结束语

根据有关语言学习的社会心理理论(Gardner, 1985),学习动机**影响**学习效果;学习效果既有“语言的”,**即**目的语水平的提高,也有“非语言的”,包括学习者自我认同(self-identity)的变化。

关于语言学习的动机,**已经有许多**的研究。在Gardner(1985)的**经典模式**中,动机**包括**三个成分:学习语言的愿望、对语言学习的态度、动机强度。在该模式的扩展模式中,动机的成分变得更加复杂。**如**Dörnyei (1994)的**扩展模式**增加了“学习情境”这一动机要素;Tremblay 和Gardner (1995)的扩展模式中**增加了**“目标显著性”、“效价”和“自我效能”三个动机要素。

不过,行为层面的动机强度(motivational intensity,或称努力程度、投入程度)**在**众多动机理论中**都占有**重要地位,因为无论是态度、目标,还是自我效能,都要通过学习者行为层面的投入、努力,才能转化成为学习的结果。**有关**中国学生英语学习动机的**研究,也有不少**包括了动机强度这一要素(桂诗春,1986;吴一安、刘润清、Jeffrey等,1993;周燕,1996;文秋芳、王海啸,1996;石永珍,2000;秦晓晴、文秋芳,2002)。

有关学习的“语言结果”有很多研究,此处不做论述。在作为非语言结果的自我认同变化方面, Lambert (1974) 提出“削减性”(subtractive)和“附加性”(additive)两种不同的双语类型。削减性学习者的母语和母语文化认同被目的语、目的语文化认同所取代;附加性学习者在获得目的语、目的语文化归属的同时,母语和母语文化归属得以保持。

高一虹(1994 , 2001) **借鉴**人本主义心理学家Erich Fromm的“生产性取向”概念,根据对数十名“最佳外语学习者”的访谈材料,**提出了**“生产性双语现象”(productive bilingualism),**即**母语和目的语的掌握、母语文化与目的语文化的理解相得益彰,积极互动,学习者的认知、情感和行为能力得到总体的提高。“生产性”**是区别于**“附加性”的增值性的、整体大于部分之和的变化,可以用“ $1 + 1 > 2$ ”来表述,是一种理想的双语类型。

从以往的文献来看,对于包括动机强度在内的动机要素的研究较多,但对于语言学习之“非语言结果”的研究相对薄弱;对于动机强度与非语言结果的关系还有待探索。特别是在我国,作为外语的英语学习情境,对于普通大学生来说,英语学习动机强度与学习者自我认同变化有何关系,还有待实证研究的探索。

作为“大学生英语学习动机与自我认同变化”项目**的一部分,本研究拟探索**我国大学本科生英语学习动机强度与学习英语后自我认同变化之间的关系。**具体研究问题如下:**

- (1) 学习英语之后,学习者的自我认同是否发生了变化,发生了哪些变化?
- (2) 自我认同变化与动机强度(努力程度)之间有什么关系?
- (3) 性别、专业、英语水平、年级、始学年龄等方面不同的学习者,在动机强度方面是否有差异?

我学英语—“我”是谁？

——三位英专学生的自我认同建构

高一虹 李玉霞 李伟娜

《外语研究》，2003（4），69-77

摘 要:

本文以社会建构主义为理论视角,以深度访谈为主要方法,对三位英语专业大学生的英语学习与自我认同发展历程进行了个案描述。研究发现,外语学习的过程,也是学习者的主观能动性与宏观、微观情境不断互动,自我认同得以建构的过程。在多重、变化的自我认同当中,存在着统一、稳定的“核心认同”。

结构

1. 引 言

2. 研究方法

2.1 研究对象及其情境

2.2 研究过程

3. 三例个案

3.1 丽梅的故事

3.2 爱文的故事

3.3 章阳的故事

4. 结 论

“自我认同” (self - identity) 是一个心理学概念。人们建立自我认同,就是了解个人身心特点、潜能、性格、兴趣爱好以及社会的要求,并寻找个人与社会的结合点,为自己的身份定位。有关语言学习和使用与自我认同关系的理论可粗略地分为两大类。一类是经典的、“本质主义”的,如Giles 和Johnson (1987) 的民族语言认同理论,将语言作为较为固定的“群体内”或“群体外”认同标志。

还有一类是后结构的、“建构主义”(constructivism)的。这一学派批评经典的模式忽略认同的多元性和认同的历史过程;他们认为自我认同是在社会情境中通过互动不断建构起来的,它既不完全是个人意愿的结果,也不完全是由社会决定的(Ivanic 1998)。在第二语言习得领域,近年来Norton (Norton 1997, 2000; Peirce, 1995)采用社会建构主义理论视角和质的研究方法,对加拿大移民妇女进行了跟踪调查。

她**提出**语言学习者的自我认同**有以下特征**:1) 多元而非统一;2) 充满不同力量的较量;3) 不断发展变化。Norton 的**调查带动**了一批相似的质的研究,也引起了一些争论。有人**指出**(Gee 2000 : 39),在复杂的自我认同中仍有一个相对稳定的认同,称为“核心认同”(core identity)。

以往的研究呈现出几个值得注意的问题。其一,语言与自我认同的关系究竟是稳定、清晰的,还是变化、复杂的?其二,如果自我认同是在社会情境中建构起来的,那么是否需要区别宏观与微观情境(Halliday之“文化语境”、“情景语境”),分别观察它们同学习者自我认同的互动?其三,目前关于语言学习与自我认同的研究大多局限于第二语言情境,外语情境的研究比较少。

有关中国学生英语学习社会心理的研究**则多**采用量化方法,**关注具体的**“学习者因素”对语言水平的影响(桂诗春,1986; 吴一安等,1993)。**虽有**少数研究关注外语学习与整体人格的关系,**但研究对象是**“最佳外语学习者”而非普通大学生 (Gao , 2001) 。

本研究从社会建构主义的角度,探索作为外语的英语学习与中国大学生自我认同建构的关系。**具体研究问题如下:**

- 1) 英语学习在何种程度、以何种方式与学习者的自我认同建构相关联?
- 2) 学习者的学习动机与宏观社会情境、微观学习情境之间有怎样的关系?
- 3) 在学习情境的选择和自我认同的建构过程中,学习者的主观能动性如何?
- 4) 学习者的自我认同有什么样的特点,是多元的还是统一的?

Literature Review Writing

-- Summary

Luxin Yang

National Research Center for Foreign Language
Education

Beijing Foreign Studies University

yangluxin@bfsu.edu.cn

Why review the literature?

We are like dwarfs on the shoulders of giants, so that we can see more than they, and things at a greater distance, not by virtue of any sharpness of sight on our part, or any physical distinction, but because we are carried high and raised up by their giant size.

-- John of Salisbury, 12th century theologian and author

Choosing areas to include in the review

- Your literature review needs to be more than a listing of previous work.
- Through your choice to include or exclude past work, you establish a context for your work, highlighting its potential contribution to the field and extending the research story of your field in some way.

Besides enlarging your knowledge about the topic, writing a literature review lets you gain and demonstrate skills in two areas:

- **information seeking:** the ability to scan the literature efficiently, using manual or computerized methods, to identify a set of useful articles and books
- **critical appraisal:** the ability to apply principles of analysis to identify unbiased and valid studies.

A literature review must do these things:

- a) be organized around and related directly to the thesis or research question you are developing
- b) synthesize results into a summary of what is and is not known
- c) identify areas of controversy in the literature
- d) formulate questions that need further research

Ask yourself questions like these:

1. What is the **specific thesis, problem, or research question** that my literature review helps to define?
2. What **type** of literature review am I conducting? Am I looking at issues of theory? methodology? policy? quantitative research (e.g. on the effectiveness of a new procedure)? qualitative research (e.g., studies)?

3. What is the **scope** of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., language teacher education, second language writing)?
4. How good was my **information seeking**? Has my search been wide enough to ensure I have found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I have used appropriate for the length of my paper?

5. Have I **critically analysed** the literature I use? Do I follow through a set of concepts and questions, comparing items to each other in the ways they deal with them? Instead of just listing and summarizing items, do I assess them, discussing strengths and weaknesses?
6. Have I cited and discussed studies **contrary** to my perspective?
7. Will the reader find my literature review **relevant, appropriate, and useful**?

Ask yourself questions like these about each book or article you include:

1. Has the author formulated a problem/issue?
2. Is it clearly defined? Is its significance (scope, severity, relevance) clearly established?
3. Could the problem have been approached more effectively from another perspective?
4. What is the author's research orientation (e.g., interpretive, critical science, combination)?

5. What is the author's theoretical framework (e.g., activity theory, second language acquisition)?
6. What is the relationship between the theoretical and research perspectives?
7. Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions she or he does not agree with?

8. In a research study, how good are the basic components of the study design (e.g., participants, data collection, data analysis)? Is the analysis of the data accurate and relevant to the research question? Are the conclusions validly based upon the data and analysis?

9. In material written for a popular readership, does the author use appeals to emotion, one-sided examples, or rhetorically-charged language and tone? Is there an objective basis to the reasoning, or is the author merely “proving” what he or she already believes?

10. How does the author structure the argument?
Can you “deconstruct” the flow of the argument to see whether or where it breaks down logically (e.g., in establishing cause-effect relationships)?
11. In what ways does this book or article contribute to our understanding of the problem under study, and in what ways is it useful for practice? What are the strengths and limitations?
12. How does this book or article relate to the specific thesis or question I am developing?

Organizing the literature

- Group studies which examine related dependent or independent variables
- Organize by type of design
- Organize around theoretical premise/argument structure

Writing the subsections of the literature review

1. One-by-one method

- descriptions of relevant studies one by one grouping related studies together
- summary and overall critique
- move on to the next section of studies

Writing the subsections of the literature review

2. Grouping of less relevant studies/focus on most relevant

- few paragraphs describing a large number of studies, their findings, their weaknesses/strengths as a group
- later paragraphs devote greater individual attention to more important studies

Writing the subsections of the literature review

3. Organizing studies by findings

- less description of individual studies
- writer uses findings to support the logical series of points developed in the review
- most difficult to write

Writing the subsections of the literature review

- One-by-one method
- Grouping of less relevant studies/focus on most relevant
- Organizing studies by findings

Challenges

- How to link different sections of the review to the flow of information is smooth
- Using proper academic voice