Chapter 3: Critically reviewing the literature

During a research on a topic “review the literature”, “write a literature review” or “critically review the literature” are the usual demands of the tutors. Critically reviewing the literature maps and assesses the existing intellectual territory establishing what research has been published in your chosen area, and, helps to identify any other research that might currently be in progress.

Although literature review will be an early activity, it will continue through the research. The search will begin after determination of parameters and key words and the search will yield a list of references to authors who have published on these subjects. You can read and evaluate the obtained references and start drafting them.

As your thoughts develop, each subsequent search will be focused more precisely on material that is likely to be relevant. At the same time, you will probably be refining your research question(s) and objectives in the light of your reading.

- Search the parameters and key words.
- Read and evaluate the obtained materials.
- Draft the relevant literature.
- Write the critical review of the literature.

The process of literature review.

### The critical review

- The purpose of the critical review

The purpose of your literature review is not to provide a summary of everything that has been written on your research topic, but to review the most relevant and significant research to help you to develop a good understanding and insight into relevant previous research and the trends that have emerged.

Gall et al. (2006) summarized the purpose of review as follows:

- to help you to **refine** further your research question(s) and objectives;
- to **highlight** research possibilities that have been overlooked implicitly in research to date;
- to **discover** explicit recommendations for further research. These can provide you with a superb justification for your own research question(s) and objectives;
- to help you to **avoid** simply repeating work that has been done already;
- to sample current opinions in newspapers, professional and trade journals, thereby gaining insights into the aspects of your research question(s) and objectives that are considered newsworthy;
- to **discover and provide** an insight into research approaches, strategies and techniques that may be appropriate to your own research question(s) and objectives.
• Adopting critical perspective in your reading

Effective reading can be done with **previewing, annotating, summarizing** and **comparing & contrasting**.

- **Previewing**: Look around the text before starting to read.
- **Annotating**: Making comment on issues and ideas by conducting a dialogue with asking questions to yourself and the author.
- **Summarizing**: State what you have understood in your own words.
- **Comparing & contrasting**: Ask yourself how your thinking been altered by this reading or how has it affected your response to the issues and themes your research?

• The content of the critical review

Literature review is done to **evaluate** the research related to your research topic in order to show and explain relationship between published findings. Review will show the readers the “background knowledge, boundaries of your research, key points and trends”. The ideas set in the review do not mean that you have approved, will follow or extend them. You can criticize them and show why they are problematic and justify your own ideas.

So, the literature review should consist of

- **Key academic theories** related to your research area,
- **Proof of your up to date knowledge**,
- **Clear way of referencing** to let your readers to reach the publications which are cited.
- **Statements written with the consideration to avoid plagiarism**.

• The structure of the critical review

The literature review will be a **description** what other researchers have written and **critical analysis** of them.

The structure of the literature review part can be a **single chapter**, **multiple chapters** or it can be **throughout the project report**.

Beyond the physical structure, in a literature review you should

- **Start from general and narrow** it down at it continues,
- **Provide an overview of key ideas and themes**,
- **Compare and contrast** the key academic writers,
- **State what your research will contribute as fresh approaches** to the topic,
- **Lead the reader into subsequent sections in which the ideas will be analyzed**.

• Literature sources available

- **Primary literature sources**: Sources that are the first occurrence of a piece of work. Reports, conference proceedings, theses, planning documents, unpublished letters & memories are some examples.
- **Secondary literature sources**: Sources those are subsequent published primary sources as books, journals and newspapers.
- **Tertiary literature sources**: Sources used to locate the literature as abstracts, indexes, encyclopedias and bibliographies.

### Planning your literature search strategy

To prevent the usage of overtime and to collect overload information during literature review, research question(s), objectives and outline proposal should be defined clearly. The strategy of the review can be planned by deciding "parameters, key words, databases, and criteria of relevance".

### Defining the parameters of your search

During the search "language, subject area, business sector, geographical area, publication period and the literature type" are the parameters to decide before starting. The information reached can be increased by broadening the parameters.

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Narrow</th>
<th>Broader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>UK (e.g. car)</td>
<td>UK and USA (e.g. car and automobile)</td>
</tr>
<tr>
<td>Subject area</td>
<td>Green issues</td>
<td>Environmental issues</td>
</tr>
<tr>
<td></td>
<td>Motor industry</td>
<td>Manufacturing</td>
</tr>
<tr>
<td></td>
<td>Advertising</td>
<td>Marketing</td>
</tr>
<tr>
<td>Business sector</td>
<td>Motor industry</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Geographical area</td>
<td>UK</td>
<td>Europe and North America</td>
</tr>
<tr>
<td>Publication period</td>
<td>Last 5 years</td>
<td>Last 15 years</td>
</tr>
<tr>
<td>Literature type</td>
<td>Refereed journals and books</td>
<td>Journals and books</td>
</tr>
</tbody>
</table>

### Generating your key words

Key words are the basic words that describe your research. The generation of the key words can be done by "discussing the ideas, brainstorming and relevance trees".

Relevance trees are the hierarchical representation of the key words from the general to specific. Computer software can be used to help generate relevance trees, such as Inspiration (2008) and MindGenius (2008). Such as, consider the research question "Is there a link between benchmarking and Total Quality Management?". The key words can be mapped on a relevance tree as follows, starting from the general to specific ones.

![Relevance Tree](image)
Conducting your literature search

Your literature search is likely to be undertaken using a variety of approaches. These will include: searching using tertiary sources and the internet, following up references in articles you have already read and scanning and browsing secondary literature in your library.

- Searching tertiary literature sources

Indexes and abstracts are tertiary sources that can be reached through internet. Using abstracts can give idea what is present in the academic literature and the relevance of the articles with your topic but the full articles must be used as a source of information. Full articles can be reached through internet. Some of them are free to access but some need to be paid for subscription. For subscription, university libraries can be used and the full articles can be reached.

Publishers of the articles and books provide the contents and indexes. The web site of the publishers can be used also to reach them.

<table>
<thead>
<tr>
<th>Name</th>
<th>Internet address</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge University Press</td>
<td><a href="http://www.cup.cam.ac.uk">http://www.cup.cam.ac.uk</a></td>
<td>Books and journals; links to other university presses and publishing-related services.</td>
</tr>
<tr>
<td>Pearson Education Limited</td>
<td><a href="http://www.pearsoned.co.uk">http://www.pearsoned.co.uk</a></td>
<td>Business and management books for practitioners and students. Links to book-specific web pages</td>
</tr>
<tr>
<td>Emerald</td>
<td><a href="http://www.emeraldinsight.com">http://www.emeraldinsight.com</a></td>
<td>Over 100 professional and academic management journals</td>
</tr>
<tr>
<td>Elsevier</td>
<td><a href="http://www.elsevier.com">http://www.elsevier.com</a></td>
<td>Books and journals</td>
</tr>
<tr>
<td>Amazon</td>
<td><a href="http://www.amazon.co.uk">http://www.amazon.co.uk</a></td>
<td>Searchable database principally of books</td>
</tr>
</tbody>
</table>

- "AND, OR, NOT,"? usage in searching

In order to narrow or broaden a search, the key words can be used together with some booleans.

<table>
<thead>
<tr>
<th>Link term</th>
<th>Purpose</th>
<th>Example</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>AND</td>
<td>Narrows search</td>
<td>Recruitment AND interviewing AND skills</td>
<td>Only articles containing all three key words selected</td>
</tr>
<tr>
<td>OR</td>
<td>Widens search</td>
<td>Recruitment OR selection</td>
<td>Articles with at least one key word selected</td>
</tr>
<tr>
<td>NOT</td>
<td>Excludes terms from search</td>
<td>Recruitment NOT selection</td>
<td>Selects articles containing the key word 'recruitment' that do not contain the key word 'selection'</td>
</tr>
<tr>
<td>*(truncation)</td>
<td>Uses word stems to pick up different</td>
<td>Motivat*</td>
<td>Selects articles with: Motivate Motivation Motivating</td>
</tr>
<tr>
<td>? (wild card)</td>
<td>Picks up different spellings</td>
<td>behavi?r</td>
<td>Selects articles with: Behavior Behaviour</td>
</tr>
</tbody>
</table>
Search Engines

Search tools can be divided into four distinct categories:

- **general search engines**;
- **meta search engines** (allow you to search using a selection of search engines at the same time);
- **specialised search engines** and information gateways;
- **subject directories** (hierarchically organised indexes categorised into subject areas, and are useful for searching for broad topics).

Most search engines index every separate document. In contrast, subject directories index only the ‘most important’ Internet documents. Therefore, if you are using a clear term to search for an unknown vaguely described document, use a search engine. If you are looking for a document about a particular topic, use a subject directory.

### Some suggested search engines

<table>
<thead>
<tr>
<th>Search Engine</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google (<a href="http://www.google.com">www.google.com</a>)</td>
<td>Anything you are interested in can be searched.</td>
</tr>
<tr>
<td>Google Scholar (<a href="http://scholar.google.com">http://scholar.google.com</a>)</td>
<td>Scientific literature can be searched.</td>
</tr>
<tr>
<td>Yahoo (<a href="http://www.yahoo.com">www.yahoo.com</a>)</td>
<td>No need to say anything.</td>
</tr>
<tr>
<td>Ebsco (<a href="http://www.ebscohost.com">www.ebscohost.com</a>)</td>
<td>Scientific literature can be searched.</td>
</tr>
<tr>
<td>Collarity (<a href="http://www.collarity.com">www.collarity.com</a>)</td>
<td>For personalised searching across different types of data.</td>
</tr>
<tr>
<td>CompletePlant (aip.completeplanet.com)</td>
<td>For 70k of searchable databases. Good for deep web.</td>
</tr>
<tr>
<td>Dogpilie (<a href="http://www.dogpile.com">www.dogpile.com</a>)</td>
<td>For multisearch of Google, Yahoo, Ask &amp; Bing (GYAB).</td>
</tr>
<tr>
<td>Great PDF (greatpdf.com)</td>
<td>Search engine - does exactly that - PDF search.</td>
</tr>
<tr>
<td>Infomine (infomine.ucr.edu)</td>
<td>For scholarly data, and is excellent.</td>
</tr>
<tr>
<td>Intute (intute.ac.uk)</td>
<td>For academic resources. First class service.</td>
</tr>
<tr>
<td>OALister (<a href="http://www.oaister.org">www.oaister.org</a>)</td>
<td>For academic material that's otherwise hard to find.</td>
</tr>
<tr>
<td>References (<a href="http://www.references.net">www.references.net</a>)</td>
<td>Is a good source of reference resources.</td>
</tr>
<tr>
<td>Scirus (<a href="http://www.scirus.com">www.scirus.com</a>)</td>
<td>For scientific data - great for academic use.</td>
</tr>
<tr>
<td>SlideFinder (<a href="http://www.slidefinder.net">www.slidefinder.net</a>)</td>
<td>Searches for Powerpoint presentations.</td>
</tr>
<tr>
<td>Virtual Library (vlib.org)</td>
<td>For directory listing of virtual libraries.</td>
</tr>
<tr>
<td>Zanran (<a href="http://www.zanran.com">www.zanran.com</a>)</td>
<td>Helps you to find ‘semi-structured’ data on the web.</td>
</tr>
<tr>
<td>RBA (<a href="http://www.rba.co.uk">http://www.rba.co.uk</a>)</td>
<td>An excellent directory of business-related websites.</td>
</tr>
</tbody>
</table>

For more info visit [www.philb.com](http://www.philb.com) (website of Phil Bradley, an information expert) and [www.rba.co.uk](http://www.rba.co.uk) (business related websites.)

Search tools usage can be extremely time consuming. Your search will probably locate a mass of resources, many of which will be irrelevant to you. It is also easy to become sidetracked to more interesting and glossy websites not relevant to your research needs!

Once you have found a useful Internet site, you can note its address electronically by “bookmarking” or “add to favorites” with the date of access in order to reference your sources when you write your critical review.

### Recording the literature

As you read each item, you need to ask yourself how it contributes to your research question(s) and objectives and to **make notes** with this focus. Even you get printed articles or book chapters, you still need to take notes either with **index cards** manually or with some software such as **Reference Manager for Windows™**, **EndNote™**, **Zotero™** etc.

A comparison of the reference management software:
During recording the literature review, citations must be stated. The two common and accepted styles are Harvard and APA. Some of the sources and their citations for both styles are listed below.

- **The HARVARD style**

  Its origins in a referencing practice developed by a professor of anatomy at Harvard University (Neville 2007) and usually use the author’s name and year of publication to identify cited documents within the text. All references are listed alphabetically at the end of the text.

**Using the Harvard style to reference in the text**

<table>
<thead>
<tr>
<th>To refer to</th>
<th>Use the general format</th>
<th>For example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single author</td>
<td>(Surname year)</td>
<td>Saunders 2007</td>
</tr>
<tr>
<td>Dual authors</td>
<td>(Surname and Surname year)</td>
<td>Saunders and Thornhill 2006</td>
</tr>
<tr>
<td>More than two authors</td>
<td>(Surname et al. year)</td>
<td>Lewis et al. 2004</td>
</tr>
<tr>
<td>Work by different authors</td>
<td>(Surname year, Surname year)</td>
<td>Cassell 2004, Dillman 2000, Robson 2002</td>
</tr>
<tr>
<td>Generally</td>
<td>(Surname year, Surname year) in alphabetical order</td>
<td></td>
</tr>
<tr>
<td>Different authors with the same surname</td>
<td>(Surname Initial year)</td>
<td>Smith J 2008</td>
</tr>
<tr>
<td>Different works by the same author</td>
<td>(Surname year, year in ascending year order)</td>
<td>Saunders 2004, 2005</td>
</tr>
<tr>
<td>Different works by the same author from the same year</td>
<td>(Surname year letter), make sure the letter is consistent throughout</td>
<td>de Vita 2006a</td>
</tr>
</tbody>
</table>

**Using the Harvard style to reference in the references or bibliography**

<table>
<thead>
<tr>
<th>To refer to</th>
<th>Use the general format</th>
<th>For example</th>
</tr>
</thead>
</table>
Chapter 3: Literature review

- The American Psychological Association (APA) style

The American Psychological Association style or APA style is a variation on the author date system. Like the Harvard style it dates from the 1930s and 1940s, and has been updated subsequently. The latest updates are outlined in the latest edition of the American Psychological Association’s (2005). Relatively small but significant differences exist between the Harvard and APA styles, and many authors adopt a combination of the two styles. The key differences are outlined in Table below.

### Key differences between Harvard and APA styles of referencing

<table>
<thead>
<tr>
<th>Harvard style</th>
<th>APA style</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referencing in the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Lewis 2001)</td>
<td>(Lewis, 2001)</td>
<td>Note punctuation</td>
</tr>
<tr>
<td>(Williams and Saunders 2006)</td>
<td>(Williams &amp; Saunders, 2006)</td>
<td>‘&amp;’ not ‘and’</td>
</tr>
<tr>
<td>(Saunders et al. 2005)</td>
<td>(Saunders, Skinner &amp; Beresford, 2005)</td>
<td>For first occurrence if three to five authors</td>
</tr>
<tr>
<td>(Saunders et al. 2005)</td>
<td>(Saunders et al., 2005)</td>
<td>For first occurrence if six or more authors</td>
</tr>
<tr>
<td>(Saunders et al. 2005)</td>
<td>(Saunders et al., 2005)</td>
<td>For subsequent occurrences; note punctuation</td>
</tr>
</tbody>
</table>

**Referencing in the references or bibliography**

<table>
<thead>
<tr>
<th>Example</th>
<th>Comment</th>
</tr>
</thead>
</table>

*(for more info, see the Appendix 1, Table A1.1, page 574)*

### Using Word References toolbar for literature review

Citing sources, creating a bibliography, and managing the sources can be done with Word.

- **Style**

  The first step to creating a reference list and citations in a document is to choose the appropriate style that you will be using for formatting the citations and references.

  Click `References > Style` > Choose the appropriate style.

- **Citations**

  To insert a citation in the text portion of your document:

  Click `References > Insert Citation`

  *(If you have already created this source, it will in the drop down list and you can click on it)*

  If you are creating a New Source, click `References > Insert Citation > Add New Source`
Select **Type of source** (book, article, etc.), then complete the **Create Source Form**. If you need additional fields, be sure to click the **Show All Bibliography Fields** check box then click **OK**.

- **Placeholders**
  
  Placeholders can be utilized when there is a reference to be cited, but you do not have all of the information on the source. To insert a Placeholder:
  
  Click **Insert Citation > Add New Placeholder**

- **Manage Sources**

  Once you have completed a document you may need to **add** or **delete** sources, **modify** existing sources, or **complete** the information for the placeholders. To Manage Sources:

  Click **References > Manage Sources**.

  From this menu you can **Add**, **Delete**, and **Edit Sources**.

  (Note, you can preview the source in the bottom pane of the window).

- **Bibliography**

  To add a Bibliography to the document:

  Place the cursor in the document where you want the bibliography.

  Click **References > Bibliography > Insert Built-in Bibliography, Works Cited or Insert Bibliography**

- **Insert Footnote**

  Some types of academic writing utilize footnotes. To insert a footnote:

  Click **References > Insert Footnote** (or Insert Endnote depending on your needs) then begin typing the footnote.
Using Zotero to literature review

When a book, article, or other resource is being viewed, by clicking the zotero icon, the full reference information can be saved to the Zotero library.

To install the program visit www.zotero.org. Download the plug-in both for web browser and Word Processor. Zotero can work also as a separate program called “Zotero standalone”.

The folder sign means, there are multiple items that can be added to the reference library. (2)

When the folder sign is clicked, the items will be listed. (3)

After they are selected and OK is clicked, items will be moved to the library with their corresponding information. (4)

Notes can be added to the items. (5)
Any file (pdf, movie, picture, web page, ...) can be added to an item. (6)
Information, notes, tags and related info can be added to the items. (7)

Zotero will appear as an icon after it is installed as an add-in to web browser and it will be activated with a click. (1)

To organize the data new folders can be added.
You can join the groups to share references.
Manually Adding new items.
Adding current WebPage as an item.
Add Item by identifier (ISBN, etc.).
• Cite

The Zotero add-in installed for word processor will allow inserting citation in desired format (APA, Harvard, etc.) which the references are the ones selected in web browser.

**Worked out Example:** Getting the bibliography and report of an item.

1. **Login** with username and password to database.
2. **Search** the key words.
3. Click to “Save to Zotero..” (folder sign)and select the article you want to **add** to the library.

4. By clicking **View PDF**, **save file** to computer.
5. From **Add Attachment** link, click **Add stored copy of file...** and attach the pdf file to the link.
6. From the **Notes>Add**, add your comments and a brief summary of the article.

Now the link is stored with the **pdf file, bibliography** and **brief summary**.
How to get bibliography?

1. In order to get bibliography, right click on the item and select Create bibliography.

2. Select the citation style (here it is Harvard style).

3. The bibliography will be exported to a word file.

How to get the report of the items cited?

1. In order to get report of the items cited, right click on the item and select Generate report...

2. All the details related to the item will be stated.

**Quoting, Paraphrasing, and Avoiding Plagiarism**

**Paraphrase** (also called rewording) - the restatement of a passage giving the meaning in another form in order to support the points and to persuade the readers. A quote or a paraphrase from a piece of evidence in support of a point answers the reader’s question, “says who?”.

- A good paraphrase captures every single idea and description.
- A good paraphrase doesn't repeat parts of the original using the same words.
- A good paraphrase might re-order the lines slightly to improve the ease of understanding.
- A good paraphrase might be longer than the original passage.

A “quote” is a direct restatement of the exact words from the original source. **Quote** is necessary when the exact words are important. The general rule of thumb is any time you use three or more words as they appeared in the original source, you should treat it as a quote.

**Embed the author’s name**

Begin restating the information by putting the author's name in the sentence:

```
According to McDonald (2008), ...
```

This doesn't have to be at the beginning of the sentence:

```
As identified by Smith (1990), social dynamics involve ... Social dynamics, as identified by Smith (1990), involve ...
```

Social dynamics involve ..., as identified by Smith (1990).
“According to” are probably the most commonly used words here, but there are hundreds more that can also be used:

<table>
<thead>
<tr>
<th>Author (Year)</th>
<th>Word(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith (1990)</td>
<td>states that</td>
</tr>
<tr>
<td>Smith (1990)</td>
<td>asserts that</td>
</tr>
<tr>
<td>Smith (1990)</td>
<td>suggests that</td>
</tr>
<tr>
<td>Smith (1990)</td>
<td>corroborates this interpretation</td>
</tr>
<tr>
<td>Smith (1990)</td>
<td>contrasts this with a similar situation</td>
</tr>
<tr>
<td>Smith (1990)</td>
<td>highlights</td>
</tr>
</tbody>
</table>

The key to developing the skill of restating other people’s ideas in your own words is to develop your own repertoire of words that can be used in academic writing. Below is a list of some words that can be used to introduce an author’s ideas, grouped by approximate meaning:

<table>
<thead>
<tr>
<th>Category</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>States</td>
<td>Demonstrates, Predicts, Investigates, Identifies, Argues, Relates</td>
</tr>
</tbody>
</table>

This is not enough on its own. You must also restate and reorder the sentences that follow.

**Restate and reorder**

Use these sentence starters to repackage the sentence:

- This concept is about ...
- This issue focuses on/involves/integrates/highlights/illustrates ...
- This means ...
- It is comprised of ...
- A central feature underlying this concept is ...
- This functions to / serves to / works to ...

Change the order of the sentence.

Signposts are words and phrases that link concepts together: “therefore,” “however,” “in contrast,” and many others. Adding these words can enhance the flow of your paraphrase and make it different from the original source.

If a word is not subject-specific terminology or a keyword, you can replace it with a word of similar or identical meaning. A thesaurus is a useful tool here, but you should always ensure that the new word means what you think it does.

**Evaluate and synthesise**

If you can, include your own opinion about the source while paraphrasing. This shows that you understand the idea, can evaluate its usefulness, and can apply it in the assignment:

*The analysis made by Gibson (2002) about ... is useful because it takes into account external factors.*

Rather than paraphrasing one author at a time, consider combining several similar sources into a single sentence. This is known as synthesis:
Based on the ideas of Johnson (1997), McDonald (2000), and Wright (2002), it can be argued that ...
Based on the findings of Johnson (1997), McDonald (2000), and Wright (2002), it can be demonstrated that ...

Paraphrasing step by step

This step by step process can be used to put the ideas of other authors into your own words.

Example passage

“Marriage was a greater influence on the course of many of the women’s lives than choice of job or career, or even family background. Yet few women talked about choosing to get married (although choice may be a misnomer) in the same way they talked about career choices. Relationships are generally believed to belong to the realm of emotion, and ‘we fell in love’ or ‘then I got married’ suffices. The decision to marry is not usually something to be analysed or explained, nor is the choice of a particular man. Indeed, both getting married and marrying a particular man often appeared to be inevitabilities rather than choices. Women did talk about how they met their future husbands, however” (Park, 1991, p. 113).

1. Write down or paste a photocopy of the passage. **Underline the author's main points.**

   “Marriage was a greater influence on the course of many of the women’s lives than choice of job or career, or even family background. Yet few women talked about choosing to get married (although choice may be a misnomer) in the same way they talked about career choices. Relationships are generally believed to belong to the realm of emotion, and ‘we fell in love’ or ‘then I got married’ suffices. The decision to marry is not usually something to be analysed or explained, nor is the choice of a particular man. Indeed, both getting married and marrying a particular man often appeared to be inevitabilities rather than choices. Women did talk about how they met their future husbands, however” (Park, 1991, p. 113).

2. List some **key ideas, concepts, and phrases** from the passage.

   - marriage, getting married
   - marriage was a great influence
   - decision to marry
   - not usually something to be analysed or explained
   - getting married and marrying a particular man often appeared to be inevitabilities rather than choices

3. Where possible, **note down alternative phrases** or **synonyms** for each of these.

   - selecting a life partner
   - significant impact, influential factor
   - choice, marriage options, choice of partner
   - typically not talked about, not a topic of discussion
   - the process of marriage and choice of partner were more a matter of course, something inevitable, compared to individual choice


   Marriage was an influential factor in the women’s lives. This was more so than other factors. Yet, at the same time, marriage options, including choice of partner, were typically not a topic of discussion for most women. Few women actually discussed the subject. Indeed, the
process of marriage and choice of partner were more a matter of course, something inevitable, compared to individual choice.

5. Can you simplify further?

Although marriage impacted the women's lives significantly, it was not a decision that was analysed. Indeed, it was more a matter of course than individual choice.

6. Insert the name of the author.

Park's (1991) interviews with women showed that although marriage impacted women's lives significantly, it was not typically a decision that was analysed. Few women discussed the topic of marriage, including choice of partner. Rather, marriage was seen as more a matter of course than individual choice.

How to Avoid Plagiarism in the Research Process

Plagiarism is the unauthorized use of the writings or ideas of another in your writing. In the academic world, plagiarism is a serious matter because ideas in the forms of research, creative work, and original thought are highly valued.

To exemplify consider the examples below that use quotations and paraphrases from this brief passage:

Those who denounce cyberculture today strangely resemble those who criticized rock music during the fifties and sixties. Rock started out as an Anglo-American phenomenon and has become an industry. Nonetheless, it was able to capture the hopes of young people around the world and provided enjoyment to those of us who listened to or played rock. Sixties pop was the conscience of one or two generations that helped bring the war in Vietnam to a close. Obviously, neither rock nor pop has solved global poverty or hunger. But is this a reason to be “against” them? (ix).


Here’s an obvious example of plagiarism:

Those who denounce cyberculture today strangely resemble those who criticized rock music during the fifties and sixties.

Here’s another example of plagiarism, perhaps less obvious:

The same kind of people who criticize cyberculture are the same kind of people who criticized rock and roll music back in the fifties and sixties. But both cyberculture and rock music inspire and entertain young people.

While these aren’t Lévy’s exact words, they are certainly close enough to constitute a form of plagiarism. And again, even though you might think that this is a “lesser” form of plagiarism, it is still plagiarism. Both of these passages can easily be corrected to make them acceptable quotations or paraphrases.

In the introduction of his book Cyberculture, Pierre Lévy observes that “Those who denounce cyberculture today strangely resemble those who criticized rock music during the fifties and sixties” (ix). Pierre Lévy suggests that the same kind of people who criticize cyberculture are the same kind of people who criticized rock and roll music back in the fifties and sixties. But both cyberculture and rock music inspire and entertain young people (ix).
Note that changing these passages from examples of plagiarism to acceptable examples of a quotation and a paraphrase is extremely easy: properly cite your sources.

This leads to the “golden rule” of avoiding plagiarism:

**Always cite your sources. If you are unsure as to whether you should or should not cite a particular claim or reference, you should probably cite your source.**

Often, students are unclear as to whether or not they need to cite a piece of evidence because they believe it to be “common knowledge” or because they are not sure about the source of information. When in doubt about whether or not to cite evidence in order to give credit to a source (“common knowledge” or not), you should cite the evidence.

### Plagiarism and the Internet

Finding something through internet is free and easy to access but it doesn’t mean that it shouldn’t be cited in the academic writing. You need to cite the evidence you find from the Internet or the World Wide Web the same way you cite evidence from other sources.

It is also not acceptable to simply download **graphics** from the World Wide Web because images found on the Internet are also protected by copyright laws. The images can be used if they are on the public domain or with citation.

### Summary

- A critical review of the literature is necessary to help you to develop a thorough understanding of, and insight into, previous research that relates to your research question(s) and objectives. Your review will set your research in context by critically discussing and referencing work that has already been undertaken, drawing out key points and presenting them in a logically argued way, and highlighting those areas where you will provide fresh insights. It will lead the reader into subsequent sections of your project report.
- Literature sources can be divided into three categories: **primary**, **secondary** and **tertiary**. In reality, these categories often overlap.
- When planning your literature search you need to:
  - have clearly defined **research question(s)** and **objectives**;
  - define the **parameters** of your search;
  - generate **keywords** and **search terms**;
  - discuss your ideas as widely as possible.
  Techniques to help you in this include **brainstorming** and **relevance trees**.
- Your literature search is likely to be undertaken using a variety of approaches in tandem. These will include:
  - searching using tertiary sources and the Internet;
  - following up references in articles you have already read;
  - scanning and browsing secondary literature in your library.
- Each item must be read and noted. **Bibliographic details**, a brief description of the **content** and appropriate supplementary information should also be recorded. Care should be taken when writing your literature review not to **plagiarize** the work of others.
**Self-check questions**

1. (3.1/p99) The following extract and associated references are taken from the first draft of a critical literature review. The research project was concerned with the impact of direct insurers on the traditional motor insurer. 

   **List the problems** with this extract in terms of it’s **a)** content, **b)** structure.

   Jackson (1995) suggests that businesses must be developed from a customer rather than a product perspective. Lindesfarne (1994) demonstrates that direct selling gives the consumer increased control as it is up to them when and if they wish to respond to adverts or direct mail. MacKenzie (1995) comments that free gifts are useful for getting responses to adverts, which is ultimately what all direct insurers need. Bowen (1995) suggests that this type of company can be split into three equally important parts: marketing, insurance and information technology. Motor insurance is particularly price sensitive because of its compulsory nature and its perception by many to have no real ‘value’ to themselves.


   **Answer:**

   There are numerous problems with the content and structure of this extract. Some of the more obvious include:

   a. The content consists of predominantly trade magazines, in particular Post Magazine, and there are no references of academic substance. Some of the references to individual authors have discrepancies: for example, was the article by Lindesfarne (or is it Lindesfarne?) published in 1994 or 1995?
   b. The items referenced are from 1994 and 1995. It is certain that more recent items are available.
   c. There is no real structure or argument in the extract. The extract is a list of what people have written, with no attempt to critically evaluate or contrast the ideas.

2. (3.3/p99) **Brainstorm** at least one of the following research questions, either on your own or with a colleague, and list the key words that you have generated.

   a. How effective is profit-related pay as a motivator?
   b. How do the opportunities available to a first-time house buyer through interpersonal discussion influence the process of selecting a financial institution for the purposes of applying for a house purchase loan?
   c. To what extent do new methods of direct selling of financial services pose a threat to existing providers?

3. **Paraphrase** each of the following aphorisms to bring out the full meaning.

   a. If I am not for myself, who will be for me? And if I am only for myself, what am I? And if not now, when? — Rabbi Hillel
   b. Pleasure is brief as a flash of lightning, or like an autumn shower, only for a moment. — Buddha
   c. He who learns but does not think is lost; he who thinks but does not learn is in danger. — Confucius
   d. Nothing can harm a good man, either in life or after death. — Socrates
   e. It would be an unsound fancy and self-contradictory to expect that things which have never yet been done can be done except by means which have never yet been tried. — Francis Bacon
4. Paraphrase the opening lines of The Declaration of Independence in order to explain the meaning fully and clearly to a ninth-grade student:

When in the Course of human events, it becomes necessary for one people to dissolve the political bands, which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to affect their Safety and Happiness.

5. (3.5/p99) Rewrite the following passage as part of a critical literature review using the Harvard system of referencing:

"From what I’ve read, the English Language Teaching market, which this company serves, remains attractive for publishers despite a decline in growth as this quote shows: ‘Overall, the ELT materials market has continued to show growth, because, globally, the demand for English learning persists, albeit on a lower growth track than in the 1980s’. The latest published statistics that I’ve been able to find (1999) tell us that there are 1,300 million ELT learners worldwide. I therefore think that the need for good ELT authors is growing and, as Francis says: ‘the name of the author remains a critical success factor, and an important sub-brand in many cases’.


Answer:

Writing in the trade literature, Francis (2003:26) emphasizes that the English Language Teaching (ELT) market remains attractive for publishers. He states: ‘Overall, the ELT materials market has continued to show growth, because, globally, the demand for English learning persists, albeit on a lower growth track than in the 1980s’. This assertion is supported by published statistics (Gasson 1999), which indicate that there are 1,300 million ELT learners worldwide. Alongside this, the need for good ELT authors is growing, Francis (1999:93) asserting: ‘the name of the author remains a critical success factor, and an important sub-brand in many cases’.