EL7035 Dissertation Lectures

Session 2

Literature Reviews

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The 4 sessions

Thursday 24/05/2018
EL7035 Session 1  Title, Focus and Research Questions

Thursday 31/05/2018
EL7035 Session 2  The Literature Review and the Research Gap

Thursday 07/06/2018
EL7035 Session 3  The Methodology Section

Thursday 14/06/2018
EL7035 Session 4  Discussion and Evaluation
Today
Review previous lecture.
The literature review and the gap/problem.

What is
◦ the focus of your dissertation?
◦ the title?
◦ your research question(s)?
Think...

What do you already know about writing a literature review?

Is there any difference between a literature review for an essay and a literature review for a research paper?
A literature review is...

A collection of texts; everything you’ve ever read on your topic.

A critical evaluation of sources relating to your topic.

A list of relevant sources on your topic.

An annotated bibliography.

A summary of relevant sources on your topic.

A place to demonstrate connections between existing literature and your research questions.

Identifying gaps/problems with existing research.

Like telling a story of the existing literature on your topic.
What is a research gap?

What is the gap or the problem?
How does the writer tell us that there is a gap or a problem?

Structure

**Introduction**
- Introduce gap/problems
- Leading to the research questions

**Literature Review**
- Discusses relevant literature in the field.
- Identifies gaps/problems with current literature or context.
- States the research questions.

**Literature Review**
- Justifies why your research questions should be investigated
1.2 An overview of Columbian Branding strategy and Tourism

In 2004 the Colombian Government decided to launch a marketing campaign called "Colombia is Passion" with the aim of changing the negative perception of the country and obtaining international recognition based on Porter's (1994) recommendation and by quickly establishing an official and clear Nation Branding Strategy.

However, despite the efforts of the Colombian Government, most British residents still do not know much about Colombia nor do they have a negative image perception of the country related to narcotics and drugs cartels (Cubillos, 2014).

Chapter 2

This chapter will review relevant literature for the study by ... This will be followed by an attempt to identify gaps in the literature in response to domestic terrorism in Nigeria leading to the focus and the research sub questions of this study. The chapter then closes with a summary. (page 4) ...

While it might be premature to assess the effectiveness of the latest measures, it is considered necessary to weigh up the responses to the issue in the recent past given the aforementioned conflicting findings and the apparent methodological shortfall. To this end, this study will attempt to address these gaps by attempting to determine how best to employ hard and soft power options in curbing domestic terrorism in Nigerian context? In order to do this, the study will attempt to answer the following sub questions: what are the likely issues fuelling domestic terrorism in Nigeria? How are the soft and hard power options being employed to curb domestic terrorism in Nigeria? Which is likely to be the better option between hard and soft power in curbing domestic terrorism in the Nigerian context? (page 25-26)

Thereafter, an attempt was made to identify gaps in the literature in response to domestic terrorism in Nigeria leading to the focus of this study. The next chapter deals with the methodology of the study. (page 26)
Language focus: the research gap

**Negative / limiting language**
- e.g. no/little research in this area, few/not many studies consider ...; a lack of research in this field
- Adjectives / adverbs e.g. scarce, insufficient, hardly any, only partially investigated
- Verbs e.g. the research has ignored / neglected SOMETHING; existing research fails to consider

**Examples:**
- However, despite the efforts of the Colombian Government, most British residents still do not know much about Colombia. An attempt was made to identify gaps...

**What is the research gap or problem in your dissertation? How will you write about this?**

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**The stages of creating literature reviews**

- **Identify** key texts
- **Find** key texts
- **Read** the texts and make notes
- Critically **evaluate** the existing literature
- **Synthesize** your sources
- **Organise** your sources into a logical structure

**What stage are you at?**
Cyclical process

‘Your literature review will inform your question, theory, and methods, and your question, theory, and methods will help set the parameters of your literature review. This is a cyclical process’

(O’Leary, 2010, p.83)

The stages of creating literature reviews

Identify key texts
Find key texts
Read the texts and make notes
Critically evaluate the existing literature
Synthesize your sources
Organise your sources into a logical structure
The relationship between major and minor works and the networks that they form
Language – Signposting

Include a **brief summary** before moving on to another area/aspect. If it is a long chapter, guide your reader.

*See the MSc in Terrorism, Security and Policing dissertation for examples of this.*

Check **cohesive markers** refer to what they are supposed to be referring to, e.g. ‘it’, ‘this’, ‘one aspect to consider is …

Language – sentences

**Don’t try to achieve too much in one sentence!**

More than 25 words in a sentence is probably too many!

Avoid several **relative clauses** (*that, which, who …*), **prepositions** (*in, at, on, about …*) and **conjunctions** (*and, but, so, while …*) in the same sentence.

**Aim for clarity;** break the sentence into two or change the structure if necessary.
### Language – citation verbs

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<th>Verb</th>
<th>Example</th>
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<tr>
<td><strong>points out that</strong></td>
<td>You've picked something interesting about this argument.</td>
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<tr>
<td><strong>argues that</strong></td>
<td>You can understand and follow this line of argument.</td>
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<tr>
<td><strong>maintains that</strong></td>
<td>You are keeping your distance. Perhaps you will introduce a ‘but’ later.</td>
</tr>
<tr>
<td><strong>claims that</strong></td>
<td>You might not completely agree or be convinced by this argument.</td>
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<tr>
<td><strong>concludes that</strong></td>
<td>You understand what the key point of this research is.</td>
</tr>
<tr>
<td><strong>suggests that</strong></td>
<td>You present a balanced argument.</td>
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*Adapted from Williams (2013)*

### Language - which tenses?

**Present simple** - If you describe theories that are still relevant and / or what other experts in the field think / say. For example, *Gallarza et al (2002) declare that there are 20 common attributes used in Nation Image studies.*

**Present perfect** - If something happened in the past but it still affects a present situation or if something started in the past and it's still continuing. For example, *It has also been recognised that security wise, especially in the present age, a careful blending of the two approaches is required (Nye, 2009a).*

**Past simple** - If you are describing what somebody did in the past or a past theory / idea / thesis that is no longer relevant or if you are describing a specific event in the past and refer to a specific point in time. For example, *The Anholt index was the first formal method to measure Nation Branding and it was introduced by Simon Anhalt in 2005.*
Tip: be organised!

Your subject...  https://dissertations.le.ac.uk/

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- Information for students
- Information for staff
References


Ojebode, A.O. 2013. Response to domestic terrorism in Nigeria; comparison of hard and soft power options. Dissertations @ Leicester https://dissertations.le.ac.uk [Accessed 25/05/18]


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<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
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