

# Components of Literature Review



# Importance of Literature Review

- Search
- Read
- Collect
- Interpret
- Screen
- Analyze
- Systematize
- Synthesize

Information from a variety of sources (theories, principles, previous research)



- Solid knowledge
- Relevant knowledge
- Complete knowledge
- Multi-dimensional knowledge
- Decent knowledge
- Current knowledge
- More evidence
- Milestone of development
- Opportunities (extensive research ideas, academic gaps, constructive contradiction)
- Updated paradigms and self-reflection (comparison to various studies and revision)
- Explanation for a discussion

**It convinces your readers that you have sufficient knowledge to conduct good research.**

# Literature Review Structure

- Lead-in part
- Knowledge presentation :  
an independent variable  
and a dependent variable
- Related studies

## CHAPTER 2

### LITERATURE REVIEW

Chapter two provides information essential to understanding this research. This chapter reviews related literature and research on the following topics:

2.1 Basic Education Core Curriculum B.E. 2551 (A.D. 2008)

2.2 School Context

2.3 Speaking Skills

2.3.1 Definition of Speaking

2.3.2 The elements of speaking

2.3.4 Teaching of Speaking

2.3.5 Activities in a Communicative Language Teaching Classroom

2.3.6 Level of English Speaking Ability

2.3.7 Criteria for Speaking Assessment

2.3.8 Scoring Methods

2.4 Speaking Role Play Activity

2.4.1 Definition of Role Play

2.4.2 Methods of Using Role Play

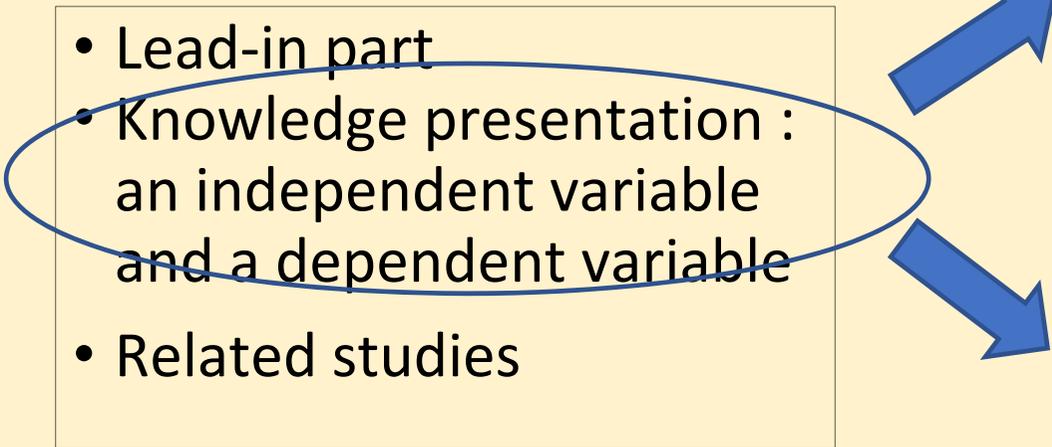
2.4.3 Advantages of Role Play

2.4.4 Use of Role Play in the Classroom

2.5 Related Literature and Studies

Naka (2017: 9)

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- How do you select information?
- Why do you think it is convincing?
- Is it outdated?
- Why should it be from a primary source?
- What if you use a secondary source?
- What is your conclusion of each portion?

- Main topics with sub-topics
- Gathered information
- Scattered information → well-arranged, connected,  
compared in a tabular format
- Conclusion for each

Thesis Title	EFFECTS OF ENGLISH SPEAKING INSTRUCTION USING DIGITAL GAME ACTIVITIES ON ENGLISH SPEAKING ABILITY OF THAI SECONDARY STUDENTS
By	Miss Pornpan Kongsontana
Field of Study	English as an International Language
Thesis Advisor	Dr. Prannapha Modehiran

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Kongsontana (2014)

# 5183436127: MAJOR TEACHING ENGLISH AS A FOREIGN LANGUAGE

KEYWORDS : DRAMA-BASED INSTRUCTION / ORAL COMMUNICATION ABILITY /  
MOTIVATION IN LEARNING ENGLISH

POCHANEE NUKTONG : THE EFFECTS OF DRAMA-BASED INSTRUCTION ON  
ENGLISH ORAL COMMUNICATION ABILITY AND MOTIVATION IN LEARNING  
ENGLISH OF ELEVENTH GRADE STUDENTS. ADVISOR: ASST. PROF.  
CHANSONGKLOD GAJASENI, Ph.D., 191 pp.

Nuktong (2010)

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<b>Title</b>	การศึกษาความสามารถด้านการฟังภาษาอังกฤษและการคิดวิเคราะห์ของนักเรียนชั้นประถมศึกษาปีที่ 4 โดยใช้การจัดการเรียนรู้แบบตอบสนองด้วยท่าทางร่วมกับเทคนิคแผนผังมโนทัศน์
<b>Title Alternative</b>	A study of grade 4 students' English listening and analytical thinking abilities using the total physical response learning approach together with concept mapping technique

To do this study, how do you plan for knowledge exploration and compilation?

An example of the knowledge compilation is from page 21-27.

ปิยนัฐ หังจันทร์แดง (2557)

DEVELOPMENT OF ENGLISH LISTENING COMPREHENSION  
ACHIEVEMENT USING PODCAST FOR PRATHOMSUKSA SIX STUDENTS AT  
NONGKUNGSALANUMTIANGWITTAYAKORN SCHOOL

An example of the knowledge compilation is here.

Page 16-21 (<http://ithesis-ir.su.ac.th/dspace/bitstream/123456789/2238/1/57254403.pdf>).

ฤทัยรัตน์ ศรีพวงมาลัย (2561)

# Literature Review Structure

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- 

- Related to a study's variables
- Learning from others' experiences
- Interpretation and paraphrasing from an abstract: objectives, sampling group, innovation, and results
- Conclusion and analysis after all the related studies: similarity, difference, overlooked research gaps, further development
- Reasons for doing research (anything better than the previous ones? Go beyond the previous ones?)

\*While working on your own C2, delve into each related studies for tools, process, recommendations, supportive factors, and limitations in order to have information in several aspects for your research design and decision.

DEVELOPMENT OF ENGLISH LISTENING COMPREHENSION  
ACHIEVEMENT USING PODCAST FOR PRATHOMSUKSA SIX STUDENTS AT  
NONGKUNGSALANUMTIANGWITTAYAKORN SCHOOL

An example of the related studies is here.

Page 58-67 (<http://ithesis-ir.su.ac.th/dspace/bitstream/123456789/2238/1/57254403.pdf>).

ฤทัยรัตน์ ศรีพวงมาลัย (2561)

# How to Cite in Research

Among the four key skills in English – writing, speaking, reading and listening – the ability to listen well, which is the focus of this paper, is very important because it can help improve other skills significantly (Darti & Asmawati, 2017). Learners who speak English as a Foreign Language (EFL) need to listen to the English language daily if they want to communicate appropriately (Darti & Asmawati, 2017). ‘Development of listening skills is important for second language (L2) acquisition’(Kajiura, et al., 2021, p.1). In fact, it may not be possible to acquire the English language without listening as it provides second language learners with language input, which in turn plays a crucial role in language development (Darti & Asmawati, 2017; Gilakjani & Ahmadi, 2011). But because listening demands concentration, and English pronunciation is not consistent, listening is often considered to be the most challenging language skill to learn (Abdalhamid, 2012; Darti & Asmawati, 2017; Gilakjani & Ahmadi, 2011; Sa’diyah, 2016).

Alzamil (2021)

cultural background. Apart from fear of speaking or making mistakes theoretically resulting from their socio-cultural behavior tendency for face saving, Thai learners are also instilled with the system of a hierarchical or social order (Casebeer & Miller, 1991, as cited in Saengboon, 2006). As a result, perceiving themselves as having a lower status than their teachers, Thai EFL learners tend not to initiate any kind of speaking. They hardly ever voluntarily speak, answer questions even though they are called upon, or ask questions even just for clarification or confirmation purposes. However, Cheng's (2000) conclusion that rather than learner socio-cultural behavior norms, language teaching practice is one of the most important factors influencing learner speaking or participation in language classroom is probably also shared in Thailand's EFL teaching context (Saengboon, 2006). Saengboon (2006) exemplified

Paranapiti (2014)

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