Public Lecture

# Good and Bad Literature Review

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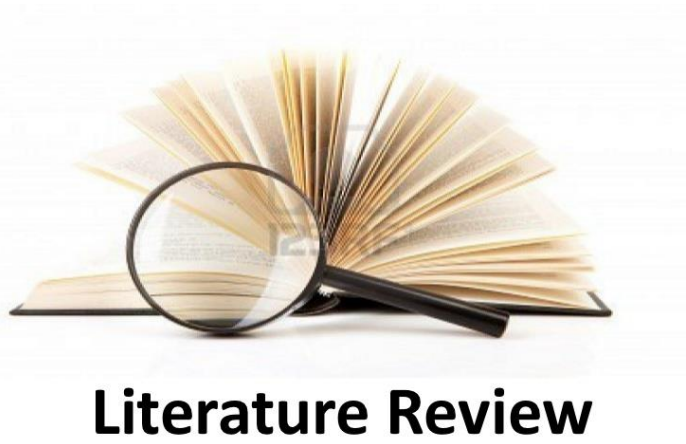
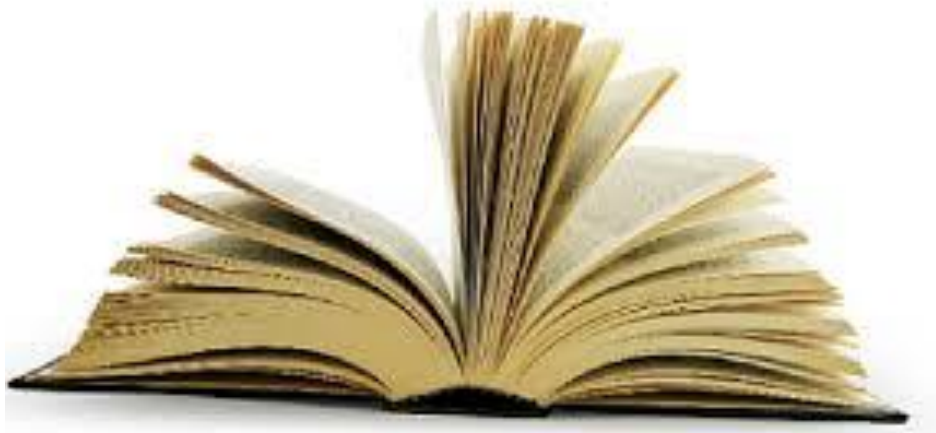


# Ohh…what is Lit Review?

- Watch videos for guideline
- Refer to methodology books for guideline
- Read relevant websites for guideline
- Read dissertations and look how literature review is written
- What is next?
- What are the skills required to do lit. review?



# Lit. Review and Viva, Re-examine, Re-viva

- Poor – incoherent, inadequate content
  - rewrite, reorganize, add more literature, minor language problems
- Bad – incoherent, inadequate, unorganized, unacceptable format, some language problems
  - Rewrite, reorganize, add more literature, proofreading
- Worse – incoherent, inadequate, unorganized, unacceptable format, poor language (RE-EXAMINE) → affects conceptual framework, scope of data, discussion of findings
- Worst – too brief, incoherent, inadequate, unorganized, unacceptable format, poor language (RE-VIVA)→ affects conceptual framework, scope of data, data analysis, discussion of findings,

# Common questions

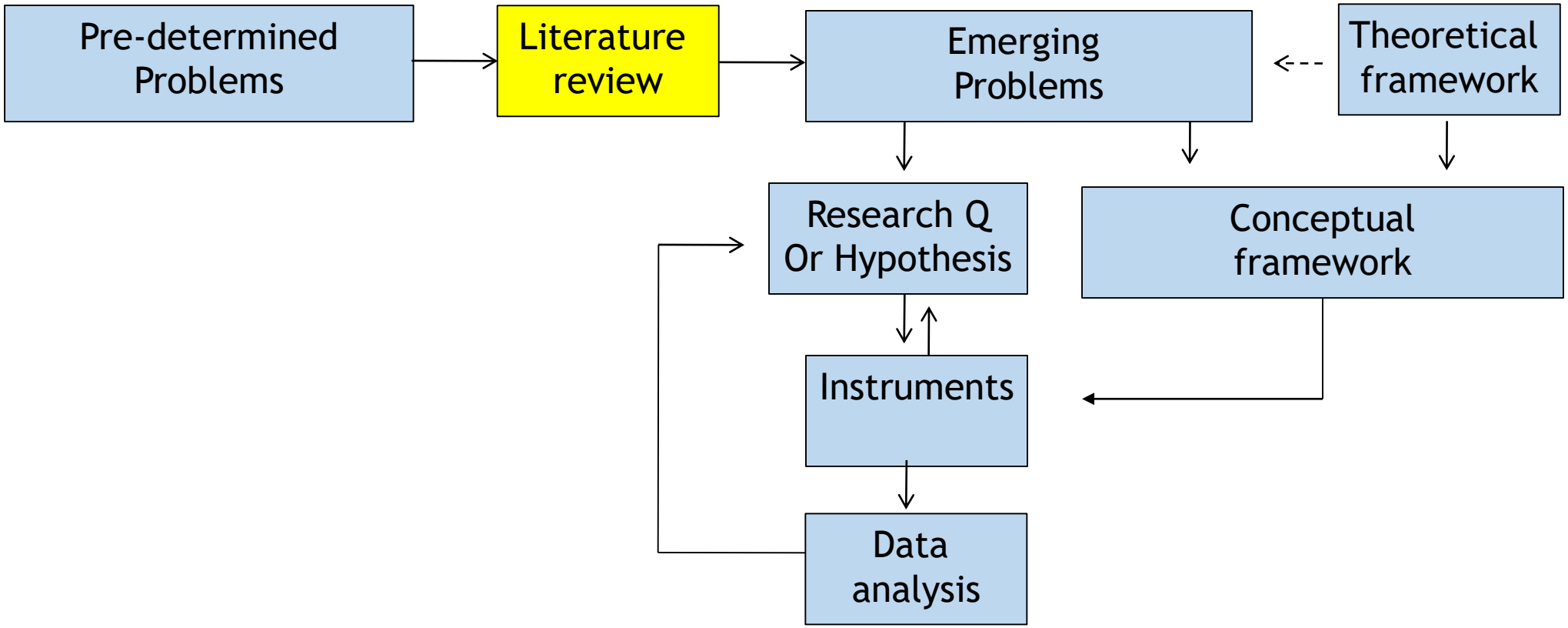
- What?
  - A critical synthesis of previous research which leads logically to the research question(s) that you wish to ask/explore in your project or dissertation.
- Why? The purpose of a literature review is to:
  - establish a theoretical framework for your topic / subject area
  - define key terms, definitions and terminology
  - identify studies, models, case studies etc supporting your topic
  - define / establish your area of study, ie your research topic.

# Key points of a literature review

- Tell me: what do the theories say (theory) and how are these theories related to my research?
- Tell me: what has been done in the past, how were the studies carried out and what were found (methodology and past studies), how are the studies related to each other? (strengths, weaknesses, things in common)
- Tell me: what the findings and what is missing, i.e., the gap that my research intends to fill as to avoid “reinventing the wheels”

Your own voice is very critical. Where is your voice?

# Overview of Research Process



# What make it good or bad?

- Structure
  - rhetoric, organization
- Format
  - style, presentation
- Content
  - adequacy, substantive
- Language
  - coherence, grammar, mechanics

The arts of writing; The arts of persuasion
Logical order

Gaya UKM?, Own style?

How many references?
MA? PhD? Scope of years?

Proof-reader professional
Friend Proof-reader

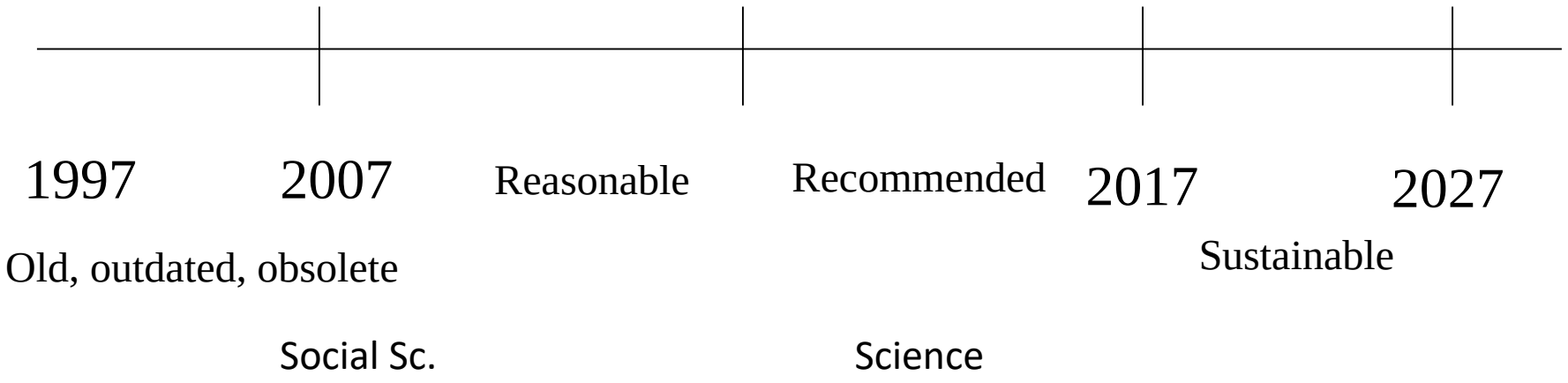
Key points: Present, help readers to comprehend, and convince

# Source of references

- Credible
  - Journals, books, reports, proceedings, thesis
  - Papers presented at conferences
  - Dissertations, Ph.D., M.A.
- Less credible
  - Magazines, newsletter, newspapers, Wikipedia

# How old?

- Time line of the literature
- Theories, ideas, findings are developmental
- Theories, ideas, findings are challenged, criticized, and modified
- Follow the chronological order



# Flow chart of critical review of literature

Problems to be solved? → Environmental scanning

1

Identify the articles

Select the most appropriate ones

Synthesis

Summary
How to?

11 things to remember

Analyse

Sort

Classify

Compare-Contrast

Construct and Reconstruct

Critical assessment
How to?

2

# 11 things to remember when you do Lit. Review

1. What are the main points / theories / key issues raised in the text, e.g. book or article?
2. Summarise the main points the writer is making.
3. Examine the theoretical framework used in the studies
4. Look for instruments used, if any
5. Notice how data were collected and analyzed
6. Take details of any quotes, or page references that you think may be good to use in your literature review.

# …11 things to remember when you do Lit. Review

7. Make sure you keep track of all bibliographic information, e.g. author, date, title of book, publisher/ journal, page numbers etc.
8. Note the way the author has used the original material. If you have copied the author's words directly, make sure you place them in quotation marks and cite the page number.
9. What is the author's stated or implied purpose?
10. What conclusions have the author made?
11. What are the points that support the conclusions?

# Serious thinking

- Selecting– “pick and choose” the literature; well-known, leading figures
- Synthesizing – extract and put things together
- Analyzing– what is the best for your research reference
- Re-conceptualizing – come out with conclusions, framework, plan, review research topic and interest, and narrow your focus
- Lit. review is not a summary of each past study, but an assessment, critical review of past studies

Lit. review is not a summary of past studies, but an assessment, critical review of past studies

Paragraphs

- Krashen (1987) conducted a study on……

- Ahmad (2005) reported in his study……

- Long (1990) carried out a study that involved 359 students ……

- Supyan (2013) studied a new teaching practice at… ……

Use: Themes, sub-themes, topics, sub-topics, must refer to your conceptual framework (the variables that you include in your study)

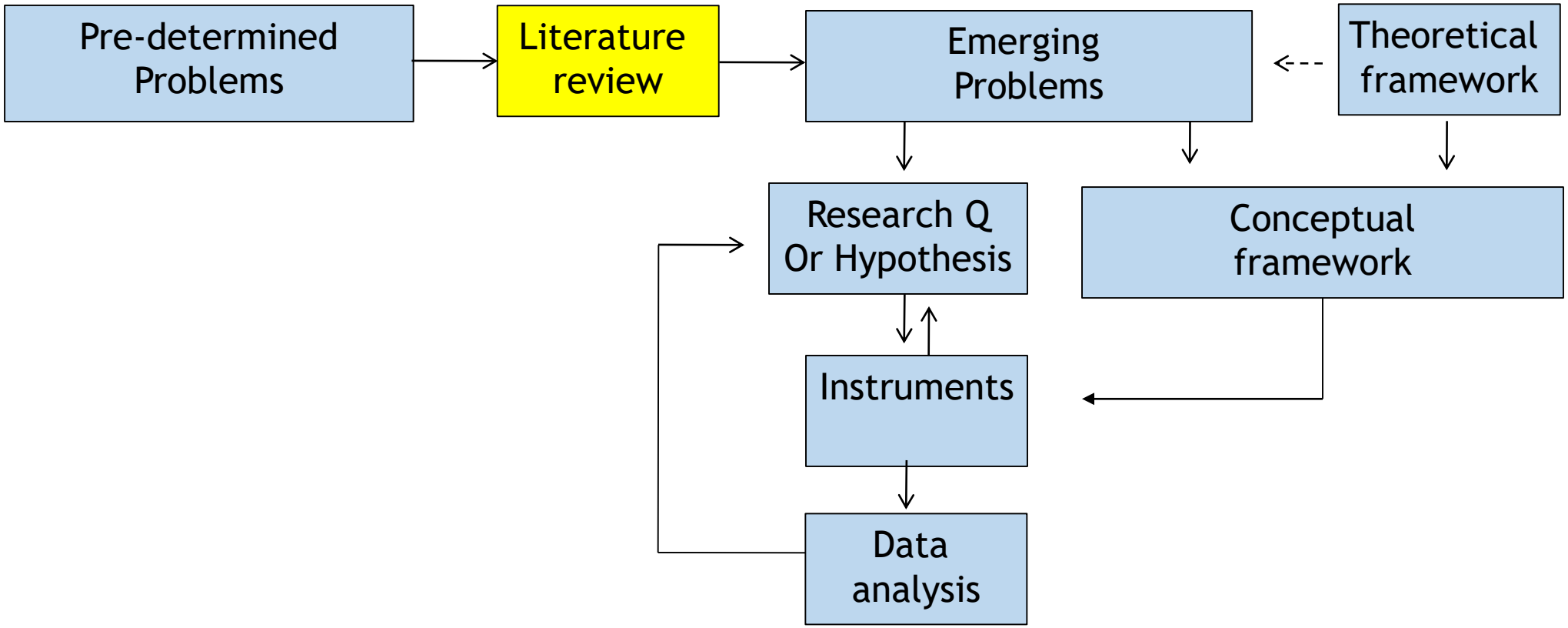
# Visit

1. https://supyanphd.wordpress.com/2012/11/01/lit-rview-1how-to-look-for-articles-from-journals/
2. https://supyanphd.wordpress.com/2016/02/02/lit-review-2-how-to-look-for-articles-for-review/
3. https://supyanphd.wordpress.com/2016/02/02/lit-review-3-read-and-synthesize-information-from-the-studies/
4. https://supyanphd.wordpress.com/2016/02/02/lit-review-4-analyze-and-construct-meaning/

# Compare notes

- Presentation
- Annotated bibliography
- Critical assessment of the past studies
  - Themes (and sub-themes)
  - Arrange in chronological order (2005, 2006, 2007..)

# Overview of Research Process



## Description and summary of findings of studies evaluating complex national or regional interventions incorporating components from more than one health system building block.

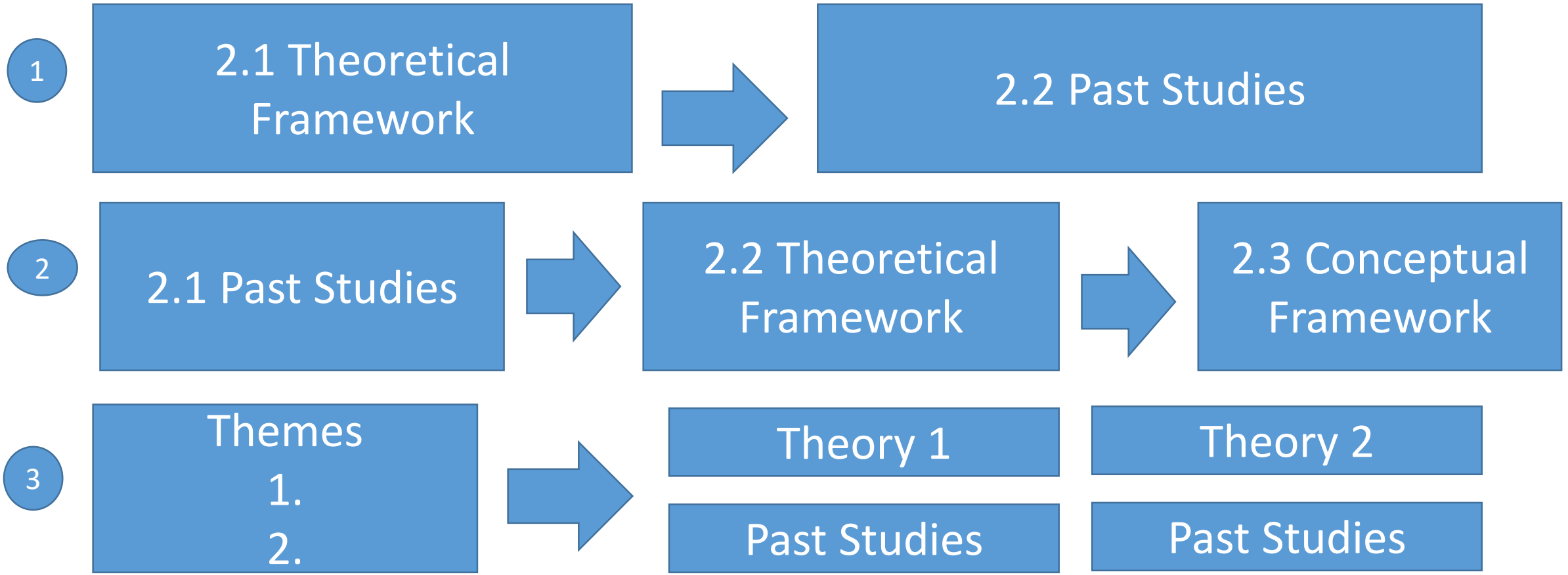
| Study, Setting and Sample Size | Study Design | Summary of Intervention | Health System Building Blocks Included | Summary of Findings | Risk of Bias Assessment |
|---|---|---|---|---|---|
| Nissinen et al. 1983 [31]<br>North Karelia – Finland<br>$n = 3,002$ | Cohort study with control area – 5-y follow-up from 1972–1977 | Introduction of systematic HT care within the existing primary health care structure. The program featured public health education, training of health personnel, reorganization of primary care services, and creation of an information system. | 1. Human resources<br>2. Physical resources<br>3. Delivery and governance. | BP levels fell further in both hypertensive men and women in intervention region compared to control region ($p<0.001$) | High risk of selection bias<br>High risk of confounding. |
| Labhardt et al. 2010 [28]<br>Central Region, Cameroon.<br>$n = 493$ | Cohort study – before and after intervention, no control group. Median follow up 102 d. | Integration of care for HT and type 2 diabetes into the existing primary health care system by task shifting from physicians in hospitals to non-physician clinicians in health centers.<br>The intervention included training, equipment and regional supervision and monitoring. Local treatment protocols were adapted from international guidance. | 1. Human resources<br>2. Physical resources<br>3. Intellectual resources<br>4. Delivery and governance. | Fall in BP from baseline to follow up: Systolic BP fell by −26.5 mmHg (95% CI −12.5 to −40.5). Diastolic BP fell by 17.2 mmHg (95% CI −7.1 to −27.3) | High risk of selection bias and differential misclassification bias. |
| Khosravi et al. 2010 [38].<br>Iran. Intervention areas Ifsahan and Najaf-Abad<br>$n = 12,514/9,572$ (pre-/post-intervention survey) | Ecological study – surveys performed before and after intervention. (6-y follow-up) Reference area included. | Ifsahan Healthy Heart Program: Complex regional intervention incorporating 3 strategies<br>1. Educating health professionals in HT management (includes publication of local guidelines).<br>2. Public education.<br>3. Occasional free BP measurement and cardiovascular risk assessment services. | 1. Human resources<br>2. Intellectual resources<br>3. Delivery and governance. | Improvement in BP awareness, treatment and control in intervention area ($p<0.001$ for all outcomes). Improvements also seen in reference area. ($p<0.05$ for all outcomes) | High risk of confounding. |
| Gulliford et al. 1999 [39].<br>Trinidad and Tobago.<br>$n = 690/1,597$ (pre-/post intervention survey) | Ecological study – surveys performed before and after intervention. (5-y follow-up) | National intervention to improve diabetes care in Trinidad and Tobago. Intervention included:<br>1. Evaluation of diabetes care and feedback of findings.<br>2. Training workshops for doctors.<br>3. Publication and dissemination of guidelines. | 1. Human resources<br>2. Intellectual resources<br>3. Delivery and governance. | Adjusted OR for BP control amongst diabetics post intervention versus pre-intervention = 1.24 (95% CI 0.84–1.85) | High risk of selection bias. High risk of non-differential misclassification. |

doi:10.1371/journal.pmed.1001490.t007

Maimaris W, Paty J, Perel P, Legido-Quigley H, Balabanova D, et al. (2013) The Influence of Health Systems on Hypertension Awareness, Treatment, and Control: A Systematic Literature Review. PLoS Med 10(7): e1001490. doi:10.1371/journal.pmed.1001490
http://journals.plos.org/plosmedicine/article?id=info:doi/10.1371/journal.pmed.1001490

# Presenting Literature Review

- Which structure makes sense ?



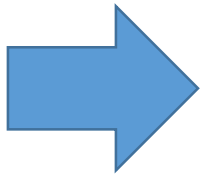
# Presenting Literature Review

- Does this sequence of structure make sense? Macro-separation

1

**Writing Approaches**

Discuss the relevant theories, focus on the key concepts, elements, ideas, of the theories , or principles that are derived from the theories.



**Writing Approaches**

Discuss past studies' findings based on the key concepts, elements, ideas, and principles that have been discussed in the theoretical framework.

# Presenting Literature Review

- Does this sequence of structure make sense? Micro-separation

2

**Writing Approaches**

Discuss past studies' findings based on the key concepts, elements, ideas, and principles that have been discussed in the theoretical framework.

**Writing Approaches**

Discuss the relevant theories, focus on the key concepts, elements, ideas, of the theories , or principles that are derived from the theories.

C2

CF

# Presenting Literature Review

- Do these structures make sense? Micro-separation

3

Theme 1: Writing Approaches
Past Studies
Theory

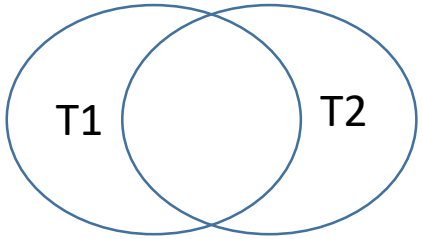
Theme 2: Writing Approaches
Past Studies
Theory

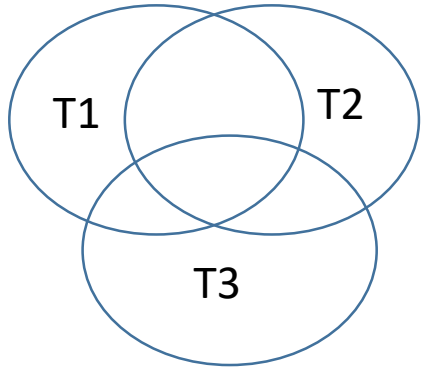
Theme 1: Writing Approaches
Theory
Past Studies

Theme 2: Writing Approaches
Theory
Past Studies

# Theoretical vs Conceptual Frameworks

- Both are abstracts (ideas)
- Both can be presented in a diagram format or  a model; a visual representation of ideas and the relationship among the ideas
- CF is required but TF is optional



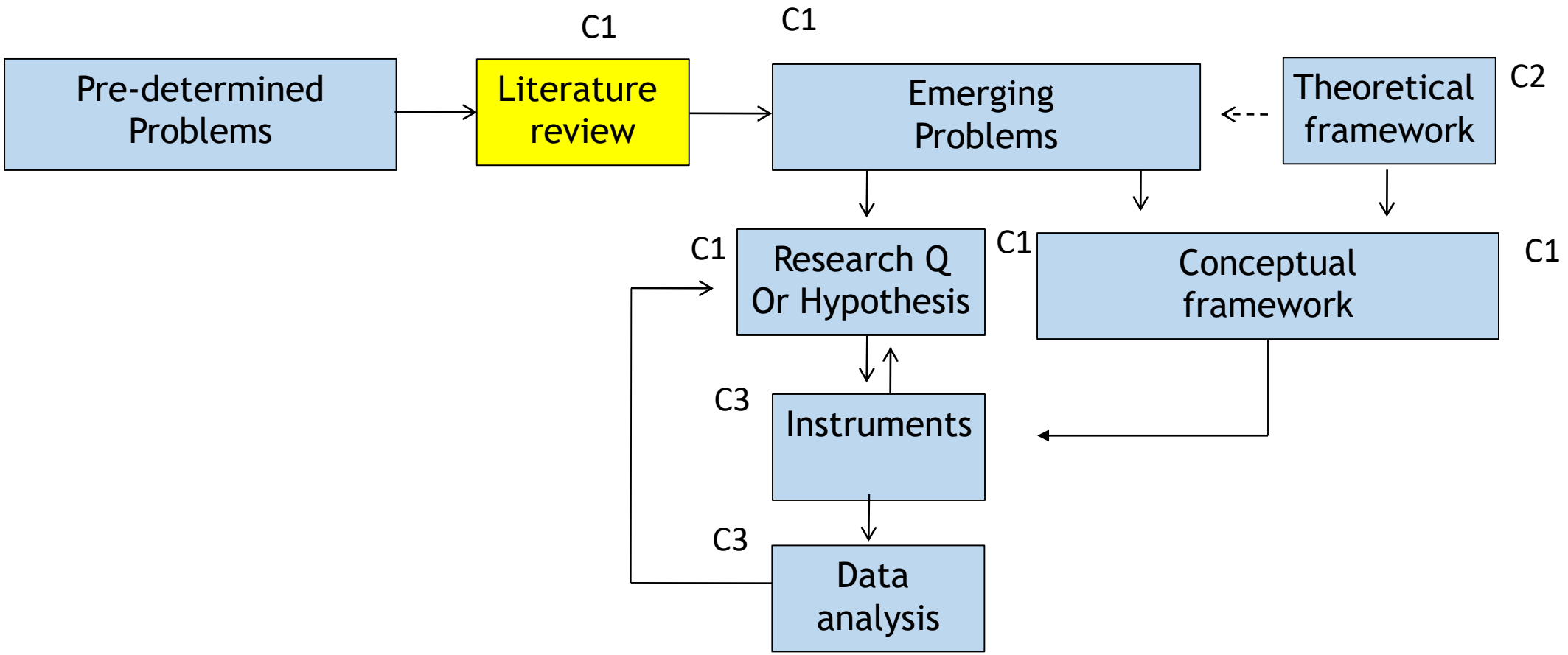




Question: where to put these frameworks in the thesis? Chapter 1 or Chapter 2?

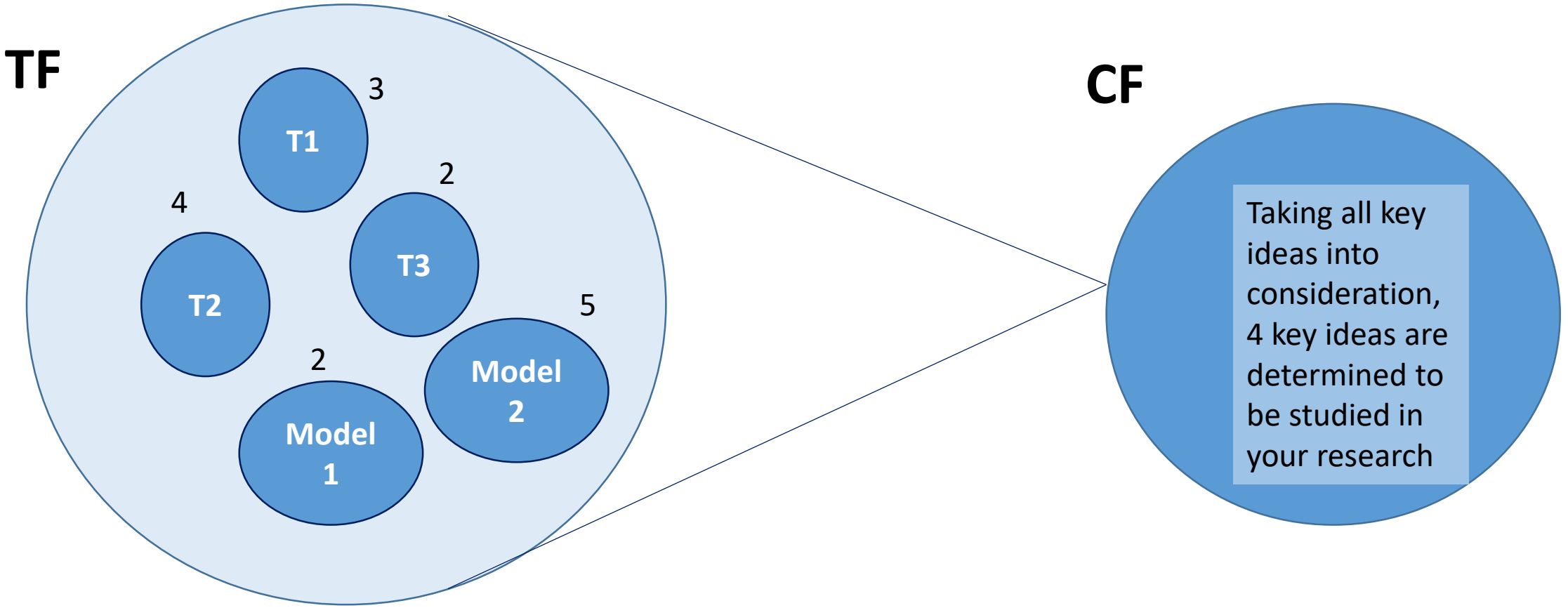
# Theoretical vs Conceptual Frameworks

- Which one serves as a basis of the study? TF o CF?
- Which has a bigger scope? TF or CF?
- Which one has more coverage? TF or CF?
- Which one is “a parent”, which one is “a child”? TF or CF?
- Which one that guides the particular research? TF or CF?
- Which one that guides to answer research questions? TF or CF?
- Which one is yours? TF or CF?
- Which one is to be placed in Chapter 1? TF or CF? or both?
- Which one is to be placed in Chapter 2? TF or CF? or both?

# Literature Review and Chapters

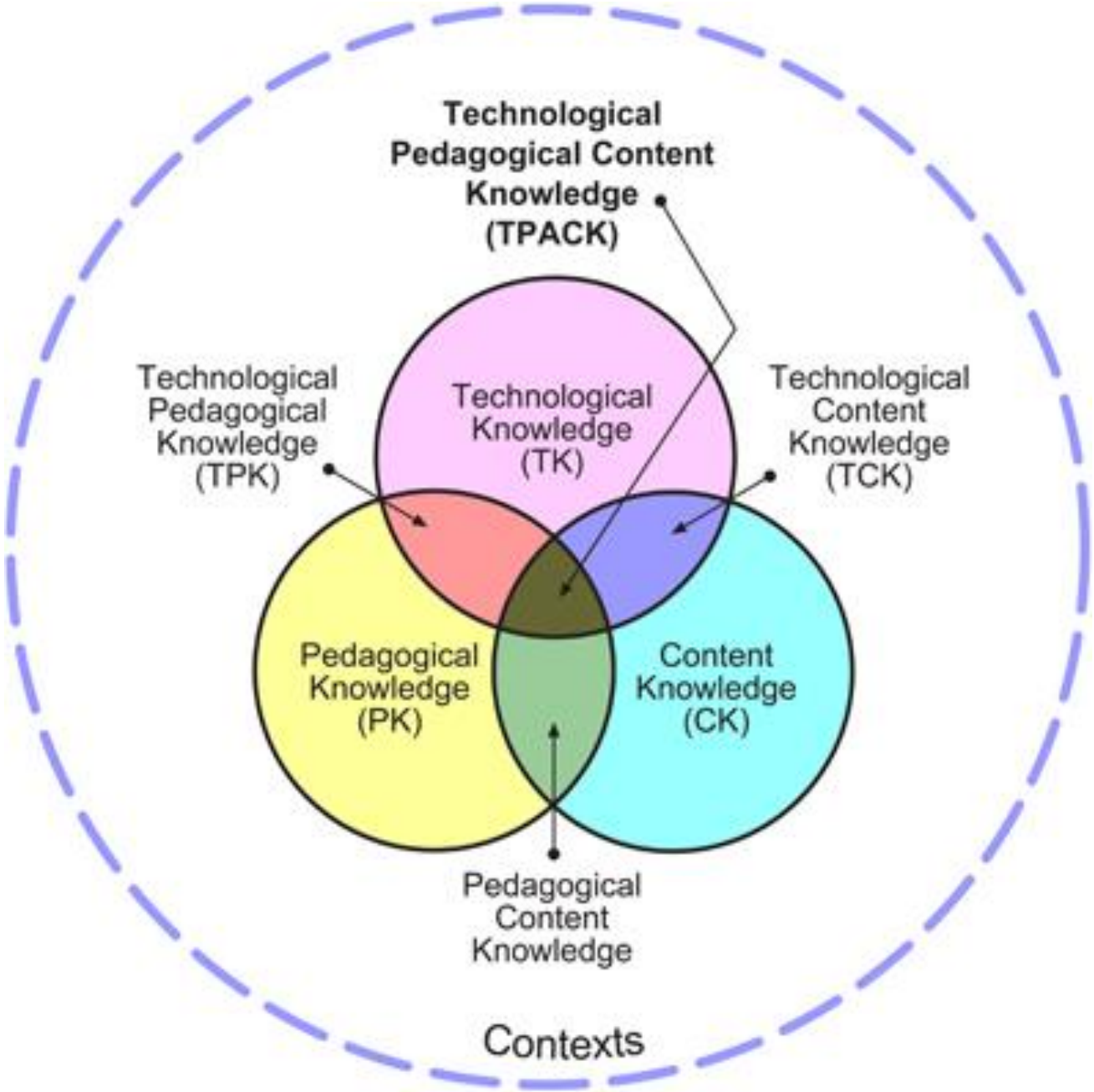


# Theoretical vs Conceptual Frameworks




Which one is used to guide your to answer your Research Questions?

# e.g. CF


Technological Pedagogical Content Knowledge (TPACK)
Technological Pedagogical Knowledge (TPK)
Technological Knowledge (TK)
Technological Content Knowledge (TCK)
Pedagogical Knowledge (PK)
Content Knowledge (CK)
Pedagogical Content Knowledge
Contexts

# Presenting the review

Which is more logical to use for theoretical discussion? why?

1

Starts with themes (key ideas, concepts, variables)
- Chronological orders

2

Start with Chronological orders
- Themes (key ideas, concepts, variables)

What about the format of the citation? alphabetical order or chronological order?

# Presenting the review

Which is more logical to use for past studies discussion? why?

1

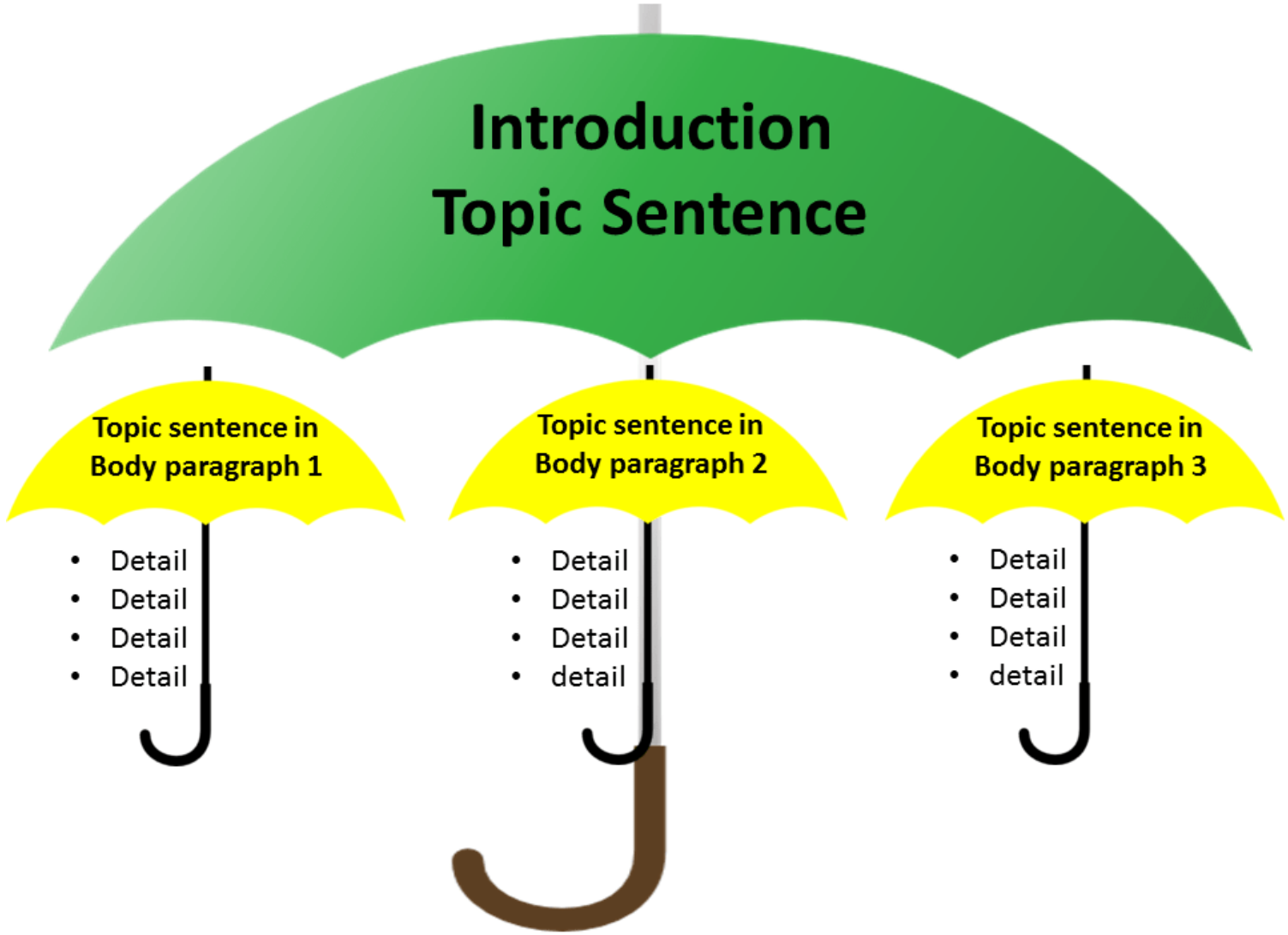
Starts with themes (key ideas, concepts, variables)
- Chronological orders

2

Start with Chronological orders
- Themes (key ideas, concepts, variables)

What about the format of the citation? alphabetical order or chronological order?

# Presenting your Lit Review



# When writing a section…..

- Always start with your own voice, a topic sentence

**On the one hand, there are several reasons why no one should pay for education at university.** The first reason is economic. If there are more educated people, there will be more people with useful skills. As a result, the unemployment rate should fall and productivity should eventually rise. The second point is how this change would effect society in general. On the whole, a larger number of well-educated people would help improve the quality of political discussion and it would also eventually make society fairer. this is because the more educated people are, the more aware they are about the needs of others and society in general. This will also mean the crime rate would fall since university graduates are less likely to commit crimes.

1st sentence is a topic sentence, or main argument or ain idea of the paragraph

2nd sentence supports the 1st sentence, and provides examples of studies that support the main idea/argument

Example of critical literature review

**Paternal parenting behaviour is a critical shaping force on adolescents' later psychological health development**. Researchers have consistently revealed that there are clear associations between paternal parenting behaviour and adolescents' psychological health (Jafari et al., 2013; Jun et al., 2013; Lewis, Collishaw, Thapar, & Harold, 2014; Reeb & Conger, 2011; Schwartz et al., 2014; Wang & Kenny, 2014). Previously, the dynamics of paternal parenting behaviour are commonly delineated by two general constructs which are support and control (Weis & Toolis, 2010; Wissink, 2006). However, Wang et al. (2014) posited that the paternal parenting behaviour construct is actually multidimensional and complex. The conceptualization of paternal parenting behaviour as a multidimensional measure would supply a strong framework in understanding how paternal parenting behaviour influences adolescents' psychological health (Jafari et al., 2013). Hence, there is a need to study the influences of paternal parenting behaviour in adolescents' psychological health by using a constellation of different parenting dimensions (i.e., warmth, monitoring, harsh discipline and indigenous parenting).

Enhancing the argument

Stating past situation, supported by evidences (studies)

Compare past and present

Conclusion after comparing

4 items/constructs to be studied

# Avoid starting with a quote

- This might sound good, but it's better to start with your own words
- If the quote is **opinion-based**, rewrite it with your own words
- If the quote is **fact-based**, use it later in your paragraph or paper

wikiHow to Write a Good Topic Sentence

# Quoting

- (Supyan, 2017) stated….; According to (Supyan, 2017) ✗
- Supyan (2017) stated…..; According to Supyan (2017) ✓

- According to  Whitmore (2002), coaching refers to unlocking a person's potential to maximise their own performance. It is the crucial element of a successful professional development. As for Du Toit, "coaching is the ability to increase and improve the sensitivity and awareness the client has both of themselves and of others. In order to develop self-awareness the individual must have access to honest feedback and this is sometimes difficult to obtain within the organisation, particularly if the client is in a senior position within the organisation" (Du Toit 2006, p. 53). (Du Toit 2006: 53).

# What about the format of the citation?

Alphabetical order : citations in the sentences/paragraphs

- Ahmad 2006, Biolstok 1998, Krashen 1987, Krashen 2009, McLaughin, 1995

Chronological order : citations in the sentences/paragraphs

- Krashen 1987, McLaughin 1995, Biolstok 1998, Krashen 2009, Ahmad 2006

Which one is GayaUKM?
Which one MLA style?
Which one is APA style?
Which one is Chicago style?

# Language: Connecting devices

**Helps to provide smooth flow of ideas; connecting ideas, coherence of ideas (transitional devices)**

- **Sequence**: First, Secondly, Third, Next, Fourthly, Finally, Eventually, Subsequently
- **Contrast**: However, In contrast, On the other hand, likewise, Nevertheless,
- **Addition**: Additionally, In addition, Next, Also, Besides, Moreover, Furthermore,
- **Emphasize**: In fact, Indeed, Apparently, To reiterate, As a matter of fact
- **Summary**: In brief, In a nut shell, In other words, Briefly, In summary,
- **Conclusion**: To conclude, In conclusion, As a result, Consequently,

Note: a coma after the device

1st sentence is a topic sentence, or main argument or ain idea of the paragraph

Example of critical literature review

2nd sentence supports the 1st sentence, and provides examples of studies that support the main idea/argument

**Paternal parenting behaviour is a critical shaping force on adolescents' later psychological health development**. Researchers have **consistently** revealed that there are clear associations between paternal parenting behaviour and adolescents' psychological health (Jafari et al., 2013; Jun et al., 2013; Lewis, Collishaw, Thapar, & Harold, 2014; Reeb & Conger, 2011; Schwartz et al., 2014; Wang & Kenny, 2014). **Previously**, the dynamics of paternal parenting behaviour are commonly delineated by two general constructs which are support and control (Weis & Toolis, 2010; Wissink, 2006). **However**, Wang et al. (2014) posited that the paternal parenting behaviour construct is actually multidimensional and complex. The conceptualization of paternal parenting behaviour as a multidimensional measure would supply a strong framework in understanding how paternal parenting behaviour influences adolescents' psychological health (Jafari et al., 2013). **Hence**, there is a need to study the influences of paternal parenting behaviour in adolescents' psychological health by using a constellation of different parenting dimensions (i.e., warmth, monitoring, harsh discipline and indigenous parenting).

Enhancing the argument

Stating past situation, supported by evidences (studies)

Compare past and present

Conclusion after comparing

4 items/constructs to be studied

# Language: Tense

- Past tense verb:
  - ..carried out a study
  - …conducted
  - ..focussed
  - ..looked into
  - ..reported in their study
  - ..argued
  - ..stated
  - ..believed
  - ..brought up

# Language: sentence, paragraph

- A paragraph has more than one sentence; one sentence for a paragraph is unacceptable in academic writing, but acceptable in newspaper reports and short stories

- A page should NOT contain 1 long paragraph
- A long paragraph in one page should be broken into 2-3 paragraphs

# Language: punctuation

- , coma
- . Full stop
- : colon
- ; semi colon
- ? Question mark
- ( ) parentheses
- & and
- et al.
- “ “, quotation

How did the student make decisions on what to buy?. ✗

How did the student make decisions on what to buy? ✓

Garner(1987) described them… ✗

Garner ( 1987 ) described them . ✗

(Garner 1987) describe them ✗

Garner (1987) describe them ✓

(Ahmad and Raju 2005), Ahmad & Rajun (2005) ✗

(Ahmad & Raju 2005), Ahmad and Rajun (2005) ✓

Simon et. al (2005) ✗

Simon et al. (2005) ✓

According to Ahmad (2005: pp 27-28), “…..”. ✗

According to Ahmad (2005: 27-28), “…..”. ✓

1 To read better in the target language, learners should take serious steps to apply a number of learning strategies. 2 These strategies are defined by Oxford and Crookall, (1989 cited in Meena 2001:1) as "learning techniques, behaviors, problem-solving or study skills which make learning more effective and efficient." 3 Rubin and Wenden (1987:19) referred to them as "any set of operations, steps, plans, routines, used by the learner to facilitate, obtain, store, retrieve and use of information". 4 Garner (1987) described them as actions or series of actions employed by learners in order to construct meaning. 5 Reading strategies in particular, which are crucial for students to gain better understanding of the text, have been defined by Sheorey and Mokhtari (2001:433) as "deliberate, conscious procedures used by readers to enhance text comprehension." 6 Bamett (1989) used the term 'reading strategy' to refer to the mental processes involved when readers approach a text to make sense of what they read. 7 The role of mind in reading comprehension was also stressed by Aebersold and Field (2000) and Tarnraporn (2010), who maintained that human beings mentally process the reading text to elicit meaning from the text. 8 Moreover, other researchers found that students use these strategies differently to achieve various objectives, such as increasing reading comprehension and developing reading skills (Hsin et al. 2009:1). 9 Similarly, Neil (2003: 6) noted that learners actively use strategies to accomplish their language learning goals".

Where is your own voice?

Can 2003 study support 2009?

Contoh sorotan kajian kritis

Ayat pertama ayat topik

Ayat kedua ayat sokongan dan bukti

Budaya cinta ilmu difahami daripada penulisan ilmuwan Muslim berhubung budaya ilmu. Ini kerana cinta ilmu termasuk salah satu unsur utama dalam pembinaan sebuah budaya ilmu. Tinjauan literatur mendapati Wan Mohd Nor (1988) ialah perintis kepada penulisan berhubung budaya ilmu. Dalam beberapa buah karya, beliau berusaha untuk mengetengahkan sejarah, ciri-ciri, kepentingan dan nilai budaya ilmu dalam masyarakat. Beliau menyatakan bahawa budaya ini semakin terhakis meskipun zahirnya berlaku kemajuan teknologi hasil pemodenan. Namun, budaya ilmu bersifat dalaman tidak dapat dirasai oleh masyarakat secara umum. Maka ada keperluan untuk mencambahkannya semula agar tamadun Melayu Islam dapat dipertahankan sebaiknya. Pernyataan ini disokong oleh kajian Marzukai (1994) yang mendapati budaya ini tidak begitu diterapkan dalam amalan sekolah kerana masih terikat dengan sistem orientasi peperiksaan. Ini menjadikan motivasi pelajar kurang dijanakan seperti anjuran Islam sedangkan budaya ilmu adalah penting dalam peringkat pengajian yang lebih tinggi iaitu universiti (Zaini 2009). Beliau berpandangan bahawa seluruh warga universiti termasuk staf sokongan berperanan dalam menyedia ekosistem intelektual dan bertanggungjawab menambah ilmu dari masa ke masa. Maka, budaya ilmu perlu dimulakan di peringkat universiti sebelum diterapkan dalam kalangan masyarakat secara umum.

Sebab-akibat

Sebab-akibat
Urutan rumusan

Perbandingan

Pengukuhan
Bukti, sokongan

Penekanan, kesimpulan

Perbandingan

A good practice to start with one's view; say your voice first in a topic sentence, then illustrate your points with other's view

Besides the principle of integration being embedded in the IHR 2005, other principles of ISDL has similarly found a place within this agreement. Fidler and Gostin have referred to the principle of good governance being relevant through the incorporation of non-governmental sources for disease surveillance reflected by Article 9 of the IHR 2005 while the same provision has been interpreted by Abbot and Gartner as contributing towards the principle of public participation and access to information and justice. Other scholars like Reader and Fidler have connected the principle of the duty of states to ensure sustainable use of natural resources in the context of states failing to notify the WHO and other states of outbreak of diseases within their territory to spread to the jurisdiction of others causing harm to health and environmental contamination triggering state responsibility. This principle in particular has to be examined in other scenarios within the IHR 2005. Notably, the various principles that have been identified within the IHR 2005 by the said scholars have been piecemeal at best and incomplete in light of the seven principles of ISDL. Therefore, this study will have the task to analyze the remaining principles of ISDL in light of the IHR 2005 in the context of biosecurity to complete this unfinished task as yet.

A good practice to start with one's view; say your voice first in a topic sentence, then illustrate your points with other's view

The presumption of paternity or legitimacy is an ancient Roman law rules which provides that husband of a married woman to be the father of her child (Kolinsky, 2014). In most countries, the presumption is conclusive and can only be rebutted by evidence of non-intercourse (Seow Fu Yong, 2010). The existence of this presumption had undeniably affected the husband of a married woman who is not biologically related to the child (Singer, 2006) and the biological father who felt morally obligated to have a relationship with the child (Kovach 2010). While the issue can be settled with the admissibility of scientific evidence, such as DNA evidence which can now accurately determine the paternity of the child, the courts are bound to preserve the presumption in order to protect the interest of the child and to safeguard the sanctity of marriage (Hoover, 2011). To resolve the issue, Kolinsky (2014) and Courtney (2015) suggested that the presumption should be relegated to one that is fully rebuttable. This would certainly give the court power to admit scientific evidence to ensure that fathers could establish or disestablish their paternity. What has not been considered by both Kolinsky (2014) and Courtney (2015) is, once scientific evidence is admitted, the child's interest may not be protected. Marriage may collapse and the child might suffer traumatic injury. Brown-Barbour (2015) stated that in paternity identification cases, child's interest is the paramount consideration that must be taken into account by courts. In balancing the best interest of the child and recognising introduction of modern science, she suggested that mandatory genetic testing at the time of birth or soon after that is the best answer to resolve the issue at hand. Paternity ascription should be done when the children are still at their infancy in order to mitigate any psychological injury they might suffer as a result of divorce or misattributed paternity. While the researcher agrees with the view of Brown-Barbour (2015), what she suggested will only resolve future cases once mandatory genetic testing is imposed. It still fail to resolve pending paternity identification cases. It is also the researcher's contention although the mandatory genetic testing is beneficial to all parties, it raises significant privacy concern when the father or mother refuses to undergo genetic testing.

Avoid over-citing in every sentence as if you don't have any voice

A good practice to start with one's view; say your voice first in a topic sentence, then illustrate your points with other's view

Teaching experience is one of the major contributors to the shaping of teachers' beliefs among teachers of English as a second/foreign language. Researchers who studied teacher beliefs in second/foreign language teaching have found out that teaching experience has strong influence on language teaching practices (Borg, 2006; Basturkmen, 2012, Nishimuro & Borg, 2013; Zheng & Borg, 2013; Farrell & Bennis, 2013, Elisha Nurususs, Arshad Abd Samad, Sharifah Zainab Syed Abdul Rahman, Nooreen Noordin & Juridah Md Rashid, 2015). According to Basturkmen (2012, p. 288), experienced teachers tend to have more 'experientially informed' beliefs than novice teachers and these beliefs 'might be expected to correspond clearly with teaching practices'. However, in a study conducted by Farrell and Bennis (2013), one experienced teacher, Sam, who has been teaching English for nineteen years claimed that he had the tendency to deviate from his beliefs about error correction especially during incidental episodes of classroom teaching. Farrell and Bennis attributed this to factors like constraints of time for the lesson conducted that caused Sam some difficulties to fully translate his beliefs into practice. Similarly, this echoes the findings from Farrell and Lim (2005) which also highlighted teachers' concerns regarding time constraints. This shows that time constraint as contextual factor can be a more influential factor that affects teachers' decision-making process while executing their lessons. On the other hand, novice teachers are said to have less stable beliefs (Basturkmen, 2012; Farrell and Bennis, 2013; Elisha Nurususs et al. 2015). This is displayed in the case of novice teacher studied by Farrell and Bennis (2013, p.173) which 'highlighted more divergence rather than convergence between his stated beliefs and classroom practices. Farrell and Bennis noted that this was highly likely because he was trying out several approaches and techniques in his teaching and this suggested that his beliefs are less stable. In addition, Elisha Nurususs et al. (2015) also found out that novice teachers do not seem to believe in providing feedback to students due to factors like insufficient knowledge or confidence to provide feedback related to language use.

Avoid over-citing in every sentence as if you don't have any voice

REPRESENTASI PELARIAN DI MEDIA

Mulakan perenggan dengan pandangan sendiri dalam ayat topik; kemudian disokong atau diberikan contoh dengan pandangan orang lain. Ini contoh yang baik

Isu pelarian telah menjadi tumpuan pihak media berita tempatan dan antarabangsa sejak akhir-akhir ini. Contohnya, di negara-negara Eropah seperti UK, Perancis dan Jerman yang menjadi tumpuan pelarian-pelarian dari negara Syria, Iraq dan Afghanistan telah mendapat sambutan dan perhatian media-media antarabangsa yang luas, terutama sekali dari Amerika Syarikat dan UK (Rettberg & Gajjala, 2015).

…tetapi satu perenggan perlu lebih dari satu ayat dalam penulisan akademik

Pada masa yang sama, kajian representasi media terhadap golongan pelarian telah menjadi semakin popular di kalangan sarjana dari negara-negara Barat seperti Amerika Syarikat, Australia dan Britain seperti Baker et al (2008); Khosravinik (2009); Steimel (2009) dan Sulaiman-Hill (2011). Kajian-kajian lepasan (Baker et al, 2008; Khosravinik, 2009; Steimel, 2009) menunjukkan bahawa tema yang sering diberikan terhadap golongan pelarian adalah bersifat negatif, di mana ini sering diberikan imej dan persepsi yang negatif seperti “menjadi beban kerajaan”, “menjadi jenayah” dan “pembawa penyakit” (Cartner, 2009; Khosravinik, 2009 ).

Bolte dan Yuen (2014) tiga tema yang kerap digunakan untuk merepresentasi golongan pelarian ialah perlindungan pelarian, penyeledupan manusia dan keselamatan kebangsaan dan dasar-dasar. Ini adalah berbeza pula dengan Parker (2012) yang mendapati akhbar-akhbar UK and Australia merepresentasikan golongan sebagai penjenayah dan penceroboh yang tidak diingini dengan menggunakan pendekatan analisis wacana psikologi dalam kajiannya yang bertajuk ‘Unwanted invaders’: The representation of refugees and asylum seekers in the UK and Australian print media’.

Tajuk rujukan tidak diletak dalam tulisan

Namun begitu, kajian-kajian pelarian di atas menunjukkan bahawa representasi terhadap golongan pelarian secara umum, tanpa menumpukan kepada sesuatu kaum atau bangsa secara spesifik. Oleh itu dalam kajian tesis pengkaji, pengkaji ingin melaksanakan sebuah kajian representasi pelarian Rohingya di laman-laman berita kerana perhatian yang banyak diberikan terhadap isu pelarian di dalam bidang kesarjanaan, perhatian yang diterima oleh golongan pelarian Rohingya dari segi bidang akademik masih lagi kurang berbanding dengan pelarian-pelarian lain seperti dari Iran ( Korea Utara (Shim & Nabers, 2012; Epstein & Green, 2013), dan Sudan (Hatoss, 2012).

A good practice to start with one's view; say your voice first in a topic sentence, then illustrate your points with other's view

…but grammar and mechanical problems

Using direct mailing as a marketing tools will help port to do some important marketing activity without use a big cost. This was support by Merisavo (2013), that said e-mail offers a promising tool to enhance brand loyalty as it helps marketers keep in touch with their customers on a regular basis at low cost. The content of the e-mail is variety depend to the objective of the e-mail. It can be used in the form of newsletters, special offers, new product information or simple advertising. According to Feld et al. (2012) direct marketing serves a range of firm communication goals from creating brand awareness to generating response along with TV, print or online advertising. One of the direct marketing approach is direct mail. Direct mail will bring port closer to identified potential client. The direct mailing approach is use when port want to reaching the unknown potential user. The target of direct mailing is to influence identified potential port users.

A good practice to start with one's view; say your voice first in a topic sentence, then illustrate your points with other's view

1 This paper review is about actuator design on reciprocal gait orthosis (GRO) which aims to aid upright ambulation for paraplegic. In order to achieve an 2 exoskeleton motion, actuator design is very important to reacts to external forces, speed and modulates swing phase (Viteckova et al. 2013). The most 2 actuator used in previously is electrical DC motor but it have disadvantages in term of low torque and need high storage energy to operate in long time. 4 Pneumatic actuator is one of the solution of the problem. Power assisting 5 suit was apply to nurse robotic to carry the patient (Yamamoto et al. 2001). 6 Ayogata et al. (2013) was applied pneumatic cylinder on his treadmill gait training robot to provide the natural motion of leg. There are also many 7 pneumatic actuator used in designer (Ichinose et al. 2003; Beyl et al. 2009; McDaid et al. 2013).However, the main problem in real application is not perfect align with wearer's biological joints. 8

A good practice to start with one's view; say your voice first in a topic sentence, then illustrate your points with other's view

…but grammar and mechanical problems

Religiosity is one of the factor that influence purchase intention among the Muslim consumer, based on a study by Haytham Siala (2013) religion have significant impact on consumers' choice when purchasing service such as a car insurance service. That prove that fact that religious values are persistent over time. Another study by Arshia Mukhtar, Muhammad Mohsin Butt (2012) indicates that subjective norms, attitude towards the Halal products, and intra personal religiosity positively influence attitude towards the Halal products that applied theory of reasoned action (TRA). In addition one study that used the TPB indicated that religiosity had significant influences on the intention of Islamic home financing among Muslims in Klang Valley Syed Shah Alam (2012) with the components namely attitude and perceived behavior are significant factors as well. This scenario has proven that religiosity is great influence in Muslim consumer purchase intention. The industry must tap this market or they will lose the Muslim market that consist majority of Malaysia population.

Mulakan perenggan dengan pandangan sendiri dalam ayat topik; kemudian disokong atau diberikan contoh dengan pandangan orang lain. Ini contoh yang baik

Pengurusan kandungan sosial mementingkan nilai hasil dari kolaborasi antara penyedia perkhidmatan dan pengguna. Merujuk kepada Ramaswamy (2004, 2014), nilai kepada kedua-dua pihak hasil dari proses kolaboratif boleh diperoleh melalui proses nilai cipta sama yang memberi penekanan kepada kehendak pengguna dan penyedia perkhidmatan serta pengalaman pengguna dalam mencipta sama kandungan. Ini disokong dengan kajian yang dijalankan oleh Vargo dan Lush (2008, 2016) di mana nilai cipta sama juga memberi fokus kepada nilai yang diperoleh kepada kedua-dua pihak. Umumnya kedua-dua penyelidik ini menyatakan kepentingan nilai cipta sama dalam mewujudkan nilai kepada penyedia perkhidmatan dan pengguna. Walau bagaimanapun, kajian lepas tidak memberi penekanan kepada nilai cipta sama yang mana nilai yang diambilkira dalam kolaborasi antara penyedia perkhidmatan dan juga pengguna hanya tertumpu kepada nilai kepada organisasi dan tidak kepada pengguna (Aladwani 2014; Sun et al. 2015). Sehubungan itu, pengkaji berpendapat nilai cipta sama merupakan dimensi berbeza dalam pengurusan kandungan sosial yang menyeluruh. Ini mewujudkan suasana menang-menang tidak hanya kepada organisasi yang merupakan penyedia perkhidmatan, namun juga kepada pengguna.

Mulakan perenggan dengan pandangan sendiri dalam ayat topik; kemudian disokong atau diberikan contoh dengan pandangan orang lain. Ini contoh yang baik

Budaya cinta ilmu difahami daripada penulisan ilmuwan Muslim berhubung budaya ilmu. Ini kerana cinta ilmu termasuk salah satu unsur utama dalam pembinaan sebuah budaya ilmu. Tinjauan literatur mendapati Wan Mohd Nor (1988) ialah perintis kepada penulisan berhubung budaya ilmu. Dalam beberapa buah karya, beliau berusaha untuk mengetengahkan sejarah, ciri-ciri, kepentingan dan nilai budaya ilmu dalam masyarakat. Beliau menyatakan bahawa budaya ini semakin terhakis meskipun zahirnya berlaku kemajuan teknologi hasil pemodenan. Namun, budaya ilmu bersifat dalaman tidak dapat dirasai oleh masyarakat secara umum. Maka ada keperluan untuk mencambahkannya semula agar tamadun Melayu Islam dapat dipertahankan sebaiknya. Namun, Marzukai (1994) berpandangan budaya ini tidak begitu diterapkan dalam amalan sekolah kerana masih terikat dengan sistem orientasi peperiksaan. Ini menjadikan motivasi pelajar kurang dijanakan seperti anjuran Islam. Sedangkan budaya ilmu adalah penting dalam peringkat pengajian yang lebih tinggi iaitu universiti (Zaini 2009). Beliau berpandangan bahawa seluruh warga universiti termasuk staf sokongan berperanan dalam menyedia ekosistem intelektual dan bertanggungjawab menambah ilmu dari masa ke masa. Maka, budaya ilmu perlu dimulakan di peringkat universiti sebelum diterapkan dalam kalangan masyarakat secara umum.

Not a good practice to start with one's view; say your voice first in a topic sentence, then illustrate your points with other's view

Many scholars and practitioners have equated leadership with management (Kanungo, 1998; Rost, 1991). While some scholars do not see the need to differentiate between a leader and a manager (Robbins & Judge, 2012). But there are growing consensus among scholars of the need to distinguish the concept of leadership from the concept of management (Kanungo, 1998; Kotter, 2001). Peter Drucker (1999) states that leadership and management are completely distinct concepts. He coined this often quoted words, "Management is doing things right, leadership is doing the right things" (Edersheim & Drucker, 2007). Zaleznik (1977) posits that the manager's priority are on how things get done while the leaders' main concern are with things that mean to people. Kotter (2001) adds that "leadership is different from management." According to Kotter (2001), the major difference between the two are that management deal with complex issues while leadership deal with change. He proposes that there is a distinguishing difference between a leader and a manager. Leadership and management are both distinctive and complementary actions. Each has its own functions and characteristics (Kotter, 2011).

House (1995) warned that there are consequences to the neglect of academic literature in the failure to distinguish the difference between leadership and management (p. 413). The primary reason for House's (1995) contention is that there is a dire need for leadership. House (1995) in his definition has distinguished the difference between management, supervisory leadership, and general leadership (p. 413). There has been debates on the differences between a leader and a manager and their roles

Avoid over-citing in every sentence as if you don't have any voice

Mulakan perenggan dengan pandangan sendiri dalam ayat topik; kemudian disokong atau diberikan contoh dengan pandangan orang lain. Ini contoh yang baik

Selain itu, para sarjana lepas turut memberi perhatian terhadap sejauh mana elemen transaksi dalam skim Ar-Rahnu yang terpakai di Malaysia telah benar-benar mematuhi kehendak syarak. Buktinya, semenjak tahun 2004 hingga 2014 terdapat beberapa kajian kritikal dan kolektif berhubung traksaksi Ar-Rahnu yang membahaskan empat elemen dalam kontrak Ar-Rahnu iaitu wadhiah yad dhamanah, qardhul hasan, ujrah dan ar-rahnu. Beberapa orang pengkaji tersebut adalah Asmadi Mohamed Naim (2004), S. & N. Abdul Ghafar Ismail (2005), Shamsiah Mohamad and Safinar Salleh (2008), Abdul Khir, Bahroddin Badri, and Hussain (2013), Sharif, & Shaharuddin (2014) dan Azman Mohd Noor (2014). Umumnya, semua kajian tersebut mengakui perlunya satu kos pengurusan dikenakan ke atas penggadai namun justifikasi kos dikenakan ke atas penggadai perlu diperbaiki melalui beberapa bentuk cadangan yang dikemukakan oleh para pengkaji tersebut. Beberapa bentuk cadangan yang dikemukakan adalah pemakaian konsep wadiah bi ajr, qard hasan dan rahn al-wadiah bagi menggantikan konsep lama iaitu qard hasan, wadiah yad dhamanah dan al-ujrah. (Abdul Khir, Bahroddin Badri, and Hussain (2013), mewujudkan tiga pihak dalam kontrak ar-rahnu iaitu pihak penggadai, pihak penerima gadaian dan pihak ketiga sebagai penyimpan marhun (Asmadi Mohamed Naim 2004), mendiskriminasikan kadar upah penyimpanan mengikut kemampuan peminjam dengan mewujudkan beberapa tahap cawangan (Mohamad shukri Johari, Nur Azura Sanusi dan Mohd Ishak Baharudin Rais  2010) dan menjustifikasi perbelanjaan nafkah sebagai menggantikan upah simpan (Shamsiah Mohamad and Safinar Salleh (2008) berdasarkan perkhidmatan sebenar (Mohd Herwan Shukri Mohamad Hussin 2015) dan (Osman Sabran 2001).

Oleh yang demikian, tiada kajian yang menolak keperluan sebuah badan yang berkepakaran dalam urusan syarak dan berperanan untuk menentukan sesuatu hukum dilibatkan dalam pengawasan operasi institusi ar-rahnu. Justeru, keperluan mewujudkan jawatankuasa Syariah di peringkat dalaman institusi Ar-Rahnu ini telah dicadangkan oleh Muzakarah Jawatankuasa Fatwa Kebangsaan yang bersidang pada tahun 2007 (Kebangsaan n.d. 2007). Saranan ini disokong oleh Abdul Halim Zulkifli (2015) yang mendapati sebuah jawatankuasa syariah perlu ada untuk memberi pengesahan sebelum sebuah institusi Ar-Rahnu dibenarkan beroperasi.

Mulakan perenggan dengan pandangan sendiri dalam ayat topik; kemudian disokong atau diberikan contoh dengan pandangan orang lain. Ini contoh yang baik

Walaupun kaedah pengawasan syariah ini masih belum dimuktamadkan namun masih terdapat konflik bidang kuasa dan autoriti yang perlu dikaji. Sebagai contoh, semua sistem kewangan Islam termasuk Ar-Rahnu yang beroperasi di Bank dikawal selia oleh Majlis Pengawasan Syariah (MPS) Bank Negara Malaysia menurut Akta Bank Islam , namun ia tertakluk kepada Bank Islam yang mempunyai lesen sahaja. Kajian terperinci oleh Noor Inayah Yaacub (2015) mendapati keterbatasan akta dalam menyentuh aspek penyeliaan dan bidang kuasa Majlis Penasihat Syariah dibuktikan apabila aspek penyeliaan tidak merangkumi undang-undang syarak yang bersifat substantif. Malah fatwa yang dikeluarkan oleh Majlis Penasihat Syariah Kebangsaan dan fatwa selain daripada perbankan Islam tidak pernah mengikat Mahkamah Sivil. Justeru aspek bidangkuasa dan peranan Badan Pengawasan Syariah ini perlu dilihat secara mendalam selari dengan amalan sistem perbankan Islam sendiri.

Dalam masa yang sama untuk menentukan sejauh mana kepatuhan pihak industri terhadap dua keputusan berkaitan operasi Ar-Rahnu yang pernah diputuskan oleh Muzakarah Jawatankuasa Fatwa Kebangsaan bagi Hal Ehwal Ugama Islam pada tahun 2007 masih menjadi tanda tanya. Namun, satu kajian oleh Zaini Nasohah (2005) berhubung pematuhan keputusan MJFK menunjukkan masih terdapat isu kepatuhan serta konflik bidang kuasa dalam beberapa kes yang dibawa ke mahkamah. Justeru, timbul persoalan bagaimana jawatankuasa Syariah di peringkat dalaman industri boleh menjadi satu kemestian untuk diwujudkan dan bagaimana konflik pematuhan Institusi Ar-Rahnu terhadap Majlis Badan Pengawasan Syariah Bank Negara dan keputusan MJFK boleh diselesaikan?

Mulakan perenggan dengan pandangan sendiri dalam ayat topik; kemudian disokong atau diberikan contoh dengan pandangan orang lain. Jangan terlalu “melampau” dalam  citation pada setiap satu ayat.

Ungkapan multi-perkataan merupakan ungkapan yang terdiri daripada dua atau lebih perkataan yang membentuk satu perkataan baru yang sesuai bagi mengatakan sesuatu (Manning dan Schutze 1999). Kajian pengekstrakan multi-perkataan ini telah berkembang dengan pesat dan bukan sahaja dilakukan pada Bahasa Inggeris tetapi telah dikembangkan kepada bahasa-bahasa lain seperti Bahasa Cina (Duan et al. 2009), Bahasa Arab (Attia et al. 2010, Saif et al. 2011), Bahasa Thai (Aroonmanakun 2009) dan Bahasa Melayu (Zaidi, 2008; Imran-Ho et al., 2010; Suhaimi et al., 2011). Secara tradisional, ungkapan multi-perkataan dikenalpasti secara manual daripada teks (Sinclair 1995; Mei 1999). Namun demikian, tugas secara manual ini dilihat tidak efisien dan kurang sesuai untuk aplikasi bahasa tabii menggunakan komputer (Smadja, 1993). Ini kerana ia memakan masa dan memerlukan kos yang tinggi. Pada masa kini, kebanyakan pengekstrakan multi-perkataan dilakukan menggunakan teknik hibrid iaitu dengan menggabungkan teknik statistik dan sintaktik (Aroonmanakun 2009; Saif et al. 2011). Bagi kajian Bahasa Melayu, Zaidi (2008) dan Imran-Ho et al. (2010) menggunakan kaedah konkordans bagi mengekstrak kolokasi dan kata majmuk Bahasa Melayu. Namun, kaedah ini memerlukan kata kunci dan memaparkan bahagian ayat yang mengandungi kata kunci tersebut. Kaedah manual digunakan bagi mengesan kolokasi dan kata majmuk tersebut. Suhaimi et al. (2011) menggunakan kaedah sintaktik dan semantik bagi mengesan kata majmuk Bahasa Melayu di dalam ayat. Beliau menjelaskan tentang proses transformasi bagi kepala dan penerang dalam ayat Bahasa Melayu kepada struktur hubungan tematik antara kepala dan penerang. Namun, data kajian ini menggunakan ayat dasar Bahasa Melayu sahaja. Oleh itu, kajian yang akan dijalankan adalah berdasarkan kepada korpus Bahasa Melayu (memfokuskan kepada korpus kesihatan), menggunakan kaedah hibrid (statistikal, sintaktikal dan semantik) bagi mengekstrak kata majmuk dalam korpus BM secara automatik dan kemudian mengkaji hubungan semantik antara kepala dan penerang kata majmuk tersebut.

Not a good practice to start with one's view; say your voice first in a topic sentence, then illustrate your points with other's view

According to John Whitmore in his book title, Coaching for Performance coaching refers to unlocking a person's potential to maximise their own performance (Whitmore, 2002). It is the crucial element of a successful professional development. As for Du Toit, coaching is the ability to increase and improve the sensitivity and awareness the client has both of themselves and of others. In order to develop self-awareness the individual must have access to honest feedback and this is sometimes difficult to obtain within the organisation, particularly if the client is in a senior position within the organisation. (Du Toit 2006, p. 53). Renshaw (2008) as cited in Mentoring and coaching for Professionals: A study of the research evidence; Coaching is an enabling process aimed at enhancing learning and development with the intention of improving performance in a specific aspect of practice. (Mentoring and coaching for Professionals, 2014). Thus coaching will be seen as where the ability of coaches to offer additional professional support in helping the coachee to exploit and increase their performance in certain subjects, refocused instructions, ongoing collaboration, support for lesson planning and set up teachers so that 21$^{st}$century teaching and learning in the classroom becomes the focus of their teaching. This support by the coaches is intended to ensure the success of the Malaysia Education Blueprint (2013-2025) which is to empower the national education system and eventually help students to get the results they knew they could produce.

Avoid over-citing in every sentence

Not a good practice to start with one's view; say your voice first in a topic sentence, then illustrate your points with other's view

According to Whitmore (2002), coaching refers to unlocking a person's potential to maximise their own performance. It is the crucial element of a successful professional development. As for Du Toit, "coaching is the ability to increase and improve the sensitivity and awareness the client has both of themselves and of others. In order to develop self-awareness the individual must have access to honest feedback and this is sometimes difficult to obtain within the organisation, particularly if the client is in a senior position within the organisation" (Du Toit 2006, p. 53). In fact, Renshaw (2008) as cited in Mentoring and coaching for Professionals: A study of the research evidence; Coaching is an enabling process aimed at enhancing learning and development with the intention of improving performance in a specific aspect of practice. (Mentoring and coaching for Professionals, 2014). Thus coaching will be seen as where the ability of coaches to offer additional professional support in helping the coachee to exploit and increase their performance in certain subjects, refocused instructions, ongoing collaboration, support for lesson planning and set up teachers so that 21$^{st}$century teaching and learning in the classroom becomes the focus of their teaching. This support by the coaches is intended to ensure the success of the Malaysia Education Blueprint (2013-2025) which is to empower the national education system and eventually help students to get the results they knew they could produce.

# Killer questions

- Did you do the literature yourself?
- Name 3 major references that your always refer to.
- You referred to John's works and Rohani's works a lot, but you didn't put their info in reference list. Why?
- Figure 1.3 Is this diagram yours? or someone else's?
- I noticed there are 50 missing references although you cited their works in your thesis. Can you please explain?
- I found a section on pages 23-26 are words of mine from my article. What would yo say?
- Pages 15-16 are lifted from a book of X author. You copied exactly the same words and sentences? Why didn't you acknowledge it?

# Conclusion

| Poor Literature Reviews | Good Literature Reviews |
| --- | --- |
| Confusing and wordy | Clear and concise |
| Is essentially an annotated bibliography | Synthesises available research |
| Uses only a minimum amount of sources | Uses a wide range of relevant, up-to-date sources |
| Only summarises the literature | Evaluates, compares, contrasts and comments on the literature where possible |

# Thank you

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