



Republic of the Philippines
Department of Education
REGION VII, CENTRAL VISAYAS
Division of Cebu Province



SELF-LEARNING HOME TASK (SLHT) # 5

Subject: **Inquiries, Investigation and Immersion**

Grade Level: 12

Quarter: 3 Week: 7

Competency: Synthesizes related literature.

Competency Code:

Name _____ Section _____ Date _____

School: Dalaguete National High School District: Dalaguete 1

Readings/Discussions

In the previous module/home task, you were equipped with the knowledge how to cite sources correctly to avoid plagiarism. This time, this module will teach you how to write a synthesis based on the materials gathered from the literature review. To synthesize is to draw conclusions about the findings in related literature. It also discusses the importance of developing your ability to write a synthesis.

In research, developing one's ability to understand and synthesize is very essential. It would mean writing your paper logically observing precision and coherence in writing your paragraphs. Choosing what technique to use can be learned with practice. It is important that after you have come across a number of ideas presented by different authors from varied sources, you can put together those that you have critically evaluated.

Synthesizing the Related Literature

A synthesis is a discussion that draws on one or more sources. Your ability to infer relationships among sources as essays. Articles, fiction and also non-written sources such as lectures, interviews and observations will be helpful in synthesizing information taken from your review of literature. Inferring relationships like comparing between the teaching styles of your favorite and least favorite instructors is something that is familiar to you. When synthesizing information you have gathered, it is vital that you select the ideas and so, information from each source will make you achieve your purpose.

It is your purpose that determines not only what parts of your sources you will use but also how you will relate them to one another. Have a basis on which to combine what you have gathered, Hence, find out what relationships exist among the materials and sources you have reviewed.

Synthesis refers to the bringing together of materials from different sources and the creation of an integrated whole. In the case of your research the "whole" is your structured review of relevant works and your coherent argument for the study that you are doing.

Types of Syntheses

You may choose from these two types of syntheses.

1. **Explanatory synthesis.** It helps the readers to understand a topic. Its primary aim is to present the facts in a reasonably objective manner. Explanations given may entail descriptions, sequence of events or state of affairs.
2. **Argument synthesis.** Its purpose is for you to present your won point of view with the support of relevant facts drawn from services and presented in a logical manner. What is presented may be debatable.

All information about the subject or problem discussed in the review are presented, organized and summarized further in the synthesis. This particular section is referred to as the “ synthesis of the art”. It is through the review of literature that the research is able to connect the past with the findings of the present and shows the difference between the data and information collected in the present study.

As to the presentation, the procedures and findings taken from the reviewed literature are presented in the past tense. The present tense form of the verbs is used in the discussions of the analyses, comments, correlations and integrations and the related literature.

Techniques for Writing Synthesis

1. *Summary.* It is the simplest way of organizing a synthesis. Here, you write one after the other the most relevant information and sources you gathered.
2. *Example or illustration.* It is a reference to a particularly illuminating example or illustration that you have included in your review. You need to credit your source/s.
3. *Two (or more) Reasons.* This approach can be effective method by simply stating your thesis, then give reasons why it is true. Your reasons need to be supported by evidence from your data and sources.
4. *Comparison and Contrast.* These techniques will lead to examining two subjects or data in terms of one another. Comparison considers similarities while contrast, highlights differences.

How can you organize the flow of the main body of the review so that the reader will be drawn into and guided through it? Use techniques such as diagrams and other graphic organizers to help you draw a conceptual scheme of the review. These will help you towards a logical way to order and link the various sections of the review. A careful selection of diagrams and figures relevant to the reviewed topic can be very helpful structure the text.

Some grant applications provide specific instructions or subject heading requirements for the literature review. In such cases, FOLLOW THE INSTRUCTIONS. In the absence of specific section heading requirements, use the three main components consistent across most literature reviews: **an introduction, body (middle) and conclusion.**

The **introduction** to the literature review is often a single paragraph that:

- Introduces the general topic and provides an appropriate scholarly or societal (e.g. policy, practice) context for the review and
- Identifies the overall state-of-knowledge about the topic (e.g. the conflicts in theory, methodology, evidence and conclusions; gaps in research and scholarship; or the specific policy or practice problem, need or opportunity).

In the **body** of the literature review, you need to:

- Address previous research on the topic, grouped according to theme, theoretical perspective, methodological approach, or chronological development
- Draw together the significance of previous, individual studies by highlighting the main themes, issues and knowledge gaps
- Use strong “umbrella” sentences at the beginning and end of each paragraph
- Include brief “so what” sentences at intermediate points in the review to connect the literature to the proposed research objectives and
- Describe previous work you have accomplished related to the proposed research.

The **conclusion** to the literature review is often a single paragraph that:

- Provides a summary statement of the overall state of knowledge about the topic, including gaps in knowledge and understanding, reconnecting to your introduction and
- Reinforces the research purpose or objectives and establishes the potential significance or importance of your proposed research, relative to the current state of knowledge.

Working for Coherence

Coherence refers to how well a manuscript holds together as a unified document. It is important to ask yourself how well the elements of your review connect with one another. This requires that you carefully evaluate the effectiveness of the rhetorical elements of your document that tell the reader about its structure and about the relationships among the elements. The use of subheadings is a great help. Transitional expressions and other kinds of rhetorical markers also help to identify the connection among the different sections as in “the next example” or “in a related study”, the most recent (or relevant) finding in a study. Use “First, Second, and Third” at the beginning of your paragraphs to mark the development of the related points.

The literature review is an informative, critical and useful synthesis of a particular topic that helps identify what is known (and unknown) in the subject area: identify areas of controversy, knowledge gaps or debate and formulate questions that need further research.

Example of a Coherent Related Literature using APA format

Review of Related Literature

The scholarly work provided were adopted from the renowned authors conducting similar studies on career choice of students. The intellectual contribution or these people in the world of academics was explored to substantiate the present research study on career choice of students: basis for curricular offering of senior high school in Region VII.

For clarity, the term “career choice” is defined to include broad opportunities that exist for lifelong vocations. These vocations are set out in a framework of strategies moving toward personal goals (Kerka,2007). On the other hand, fields of career in vocational, academic and sociological endeavours are explored in the study of Oyamo (2008) for the purpose of satisfying personal, economic and intellectual goals.

As mentioned by Khami (2008), exploration of career choices should be a positive endeavor for high school students. A thoughtfully constructed career choice process will provide a

} Introduction

meaningful, productive, satisfying quality of career choices. In the same way, Mcquid (2006) suggested that a career choice process or outline might provide better answers than making life decisions based on 18 years of experience.

Throughout a career, Natalie (2006) explained that the individual seeks to accommodate the environment with one's goals while at the same time being incorporated into the environment. On the other hand, Abdullah (2009) indicated that career development is the balancing or recognizing and meeting needs of the individual while at the same time, responding to the outer forces and realities of life. In like manner, Myburgh (2005) enumerated career decision factors, the self and the world of work.

The individual in a career has constantly balanced his /her aspirations and how he/she fitted into the reality of the workplace (Cavanagh,2008). According to Perrone (2007), man's occupation determines the kind of person he becomes since through his waking hours, his cognitions about himself, his wants and goals, and his interpersonal response traits are molded. Rodrigo (2006) once said that informal and formal knowledge provided through society and environment has focused on the acquisition, retention, utilization and information pertaining to the world.

On one hand, Taylor (2006) implied that personal values and desires have seldom been realized without the active and conscious efforts on the part of the student. The students must be motivated to orchestrate the outcome. If the student wants to work in the career choice process, the student must know and understand realities of that process. Perrone (2009) averred that a student develops a practical plan of action to get what he/she wants from decisions of his/her career choice.

In modern times, one has not only made due career planning but also exhausting career research making a career choice so as to adjust with the evolving socio-economic conditions (Wattles, 2009). He mentioned that career choice is influenced by multiple factors, including personality, interests, self-concept, cultural identity, globalization, socialization, role model, social support and available resources such as information and financial. According to Hewitt (2010), factors influencing career choice can either be intrinsic or extrinsic or both. He further Stated that most people are influenced by careers that their parents favour; others follow their passion, regardless of how much or little it will make them while others choose the careers that give high income.

Body

Conclusion

Another example of Related Literature using the APA Style (taken from Lisud, 2013)

Related Literature

This study presents the relevant readings to the present study entitled Clinical Supervision and Level of Performance of Elementary Teachers. }

On Supervision. The redefinition of supervision, according to Sergiovanni and Staratt (1998) necessitated the disconnection of supervision from hierarchal roles. It is viewed as a more democratic and professional process, involving multiple skills that are equally available to teacher and supervisors. This new supervision embraces different configurations of teachers as colleagues working together to increase the understanding of their practice. It establishes new connection with developmental roles. “ Staff development and supervision are now joined in such a way that they are often indistinguishable (Sergiovanni & Staratt, 1998,p. 106).

One of the most critical problems facing the professional is how to improve the development of teachers. Novice teachers find their first few years of teaching a trying and often defeating experience (Glatthorn, 1990).

Introduction

Body

Entrance into the teaching profession is marked by an initial period of challenges and opportunities. Teachers begin their careers facing the most difficult assignments with a lack of time for planning, supervision and interaction with colleagues (Odell & Ferraro, 1992).

On Teacher's Needs. Educational leaders in schools must “support successful teacher induction in the ways they respond to these beginning teachers’ needs” (Reiman & Thies, 1998). As Robinson (1998) pointed out, to be successful, beginning teachers must meet their challenges with perseverance, hardworking and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for teachers during the first year or two of their teaching careers. Effective supervision and coaching programs at the induction level have been found to ameliorate beginning teacher concerns and to increase beginning teacher focus on instruction (Huling, 1990).

On Preference of Supervision. Teacher differ in their preferences and choices for supervision (Beach & Reinhartz, 2000). While there are teachers who like to be left alone to do their job, other teachers appreciate comments about their teaching (Augustyn, 2001). According to Glatthorn (1990), beginning teachers can also be characterized in terms of their preference for certain kinds of supervisory practices. There is general agreement that most beginning teachers require the intensive assistance of clinical supervision. To improve their instructional performance, the supervisor should also work with them using two other style- a direct supervisory style and flexible collaborative style.

Stemming from the need for improved supervision of teachers is an urgency to develop a connection between supervision and professional development. The route taken in professional development should parallel teacher needs (Jonasson,1993). Professionalism of beginning teachers depends on how their particular needs are satisfied.

It is the purpose of administrators as supervisors to provide necessary and effective models of supervisory practice for professional development. Teachers need to have a choice among supervisory styles available for their academic growth. Thus, personal and professional development is the outcome of the effective supervision.

Body

Conclusion

Exercise 1:

Directions: Identify whether the following items describe the **Introduction, Body or Conclusion** of a composition. Write the correct answer in a separate sheet of paper.

1. It catches the reader’s attention, which can be done by using a direct announcement, a quotation, a question, a definition, an unusual comparison, or controversial position
2. It provides closure for the reader by reviewing main points, linking the main idea of the essay to a larger issue, predicting an outcome related to the main idea, or using a quotation that helps sum up an essential aspect of your main point.
3. It explains, illustrates, discusses, or provides evidence to support the main idea (thesis or claim) of the composition.
4. It does not introduce new ideas anymore.
5. It introduces the topic of the essay, informs the reader and provides a context for the topic being discussed.

Exercise 2: MULTIPLE CHOICE

Directions: Read the items and write the letter of the correct answer in a separate sheet of paper.

1. Why is synthesizing research important?
 - a. Research involves incorporating many sources to understand a research question.
 - b. Sources support subtopics to prove the thesis statement and answer the research questions.
 - c. Synthesis integrates information from two or more sources to demonstrate how the research works together
 - d. all of the above

2. What is synthesizing written information?
 - a. It is summarizing the work of one source
 - b. It is using two or more sources and blending them together.
 - c. It is comparing and contrasting your ideas with other ideas.
 - d. all of the above

3. It is the first part of a review of related literature.
 - a. conclusion
 - b. introduction
 - c. body
 - d. exposition

4. How do you separate paragraphs?
 - a. a space
 - b. an indent
 - c. You don't separate paragraph
 - d. no answer

5. These techniques will lead to examining two subjects or data in terms of one another. Comparison considers similarities while contrast, highlights differences.
 - a. Summary
 - b. Example
 - c. comparison and contrast
 - d. reasons

6. What are the middle paragraphs in writing a review of related literature?
 - a. conclusion
 - b. introduction
 - c. body
 - d. exposition

7. Which of the following does not describe the body of a literature review?
 - a. It provides descriptions of previous work you have accomplished related to the proposed research.
 - b. It introduces the theoretical and conceptual background of the study.
 - c. It uses strong "umbrella" sentences at the beginning and end of each paragraph.
 - d. It includes brief sentences at intermediate points in the review.

8. What is a synthesis?
 - a. A scattered juxtaposition of ideas from several sources
 - b. Integration of support from more than one source for one topic
 - c. Identification of how sources are related.
 - d. all of the above

9. Its purpose is for you to present your point of view with the support of relevant facts drawn from services and presented in a logical manner.
 - a. Explanatory
 - b. Argument
 - c. Summary
 - d. Comparison and Contrast

10. How can you correctly organize the flow of your related literature review?
- a. Body, Introduction, Conclusion
 - b. Introduction, Body and Conclusion
 - c. Conclusion, Introduction, Body
 - d. Introduction, Conclusion and Body

Assessment/Application/Outputs

Directions: You try this on your own. Complete the following with the correct information.

Your research title: _____

Based on your topic, do the following:

- a. Research on sources and related information (2-5 local or international).
- b. Prepare a clean sheet of paper with related literature using the template below:

Reference 1

Source/Web address:

Author:

Date of Publication:

Page number if available:

Borrowed statement relevant to the study:

Publishing company (if available):

Place of Publication: (if available):

Suggested Enrichment/Reinforcement Activity/ies

Directions: Using the data you gathered in *the Assessment/Output*, synthesize your Review of Related Literature or Chapter 2 of your thesis/research paper by writing it logically with 3-5 sources. Use the Introduction, Body and Conclusion format. Use Times New Roman 12 or Arial 12, double spacing, 1.5 left margin, 1 right margin in the template below.

Chapter 2 REVIEW OF RELATED LITERATURE

Related Literature

References

Books

Arcinas, M. (2016). *Applied Research: An introduction to qualitative research methods and report writing*. Quezon City: Phoenix Publishing House

Bulacan State University Graduate Studies, *Handbook in Thesis and Dissertation Writing*
Cristobal, A. and Dela Cruz, M. (2017). *Practical Research 2 for Senior High School*.
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