Theme 06: Literature review

Synthesising sources

**Task 1**

A student has read four sources about the topic ‘English as a global world language’. The student’s notes are summarised in the table below.

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| Topic: English is the global world language |
| **Text 1 (Bond, 2002)*** International language for business
* Used for international forums (eg. UN)
* Second language in many countries
 | **Text 2 (Robertson, 2003)*** Use in worldwide technology
* Computers key factor in spread of English
* Internationalisation of education
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| **Text 3 (Havir, 1999)*** Small number of speakers worldwide
* Importance of English linked to US power i.e. political
* More people speak Chinese worldwide
 | **Text 4 (Kerstjens, 2000)*** Minority of speaker in world
* Chinese dominant especially in future
* English will decline in future
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Read the notes carefully and highlight common themes.

**Task 2**

The student has synthesised points from the sources in the paragraph below. Can you identify:

1. The topic sentence
2. A summary of two writers’ opinions
3. Two reporting verbs: Which one is neutral? Which one implies the writer does not agree?
4. The writer’s own evaluation

English is often considered to be the dominant world language. In support of this argument, Bond (2002) and Robertson (2003) point out the importance of English as the medium of international communication in business, technology and other global forums. However, others claim that despite its apparent dominance, English cannot be considered the only global language when the numbers of native speakers of languages such as Chinese are taken into account (Havir, 1999; Kerstjens, 2000). While this argument is persuasive, the fact that English is used as an official language in such a range of international forums seems to support its position as the lingua franca.

Adapted from: <https://www.dlsweb.rmit.edu.au/lsu/content/4_WritingSkills/writing_tuts/synthesising_LL/model.html>

**Task 3**

Read the notes below about smoking.

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| Topic: Smoking |
| **Text 1 (Blackwood, 1999)*** injurious to health
* extremely addictive
* extremely difficult to stop, although most people try
 | **Text 2 (Watson, 2000)*** expensive
* smells
* a very hard habit to break, ask anyone who has tried
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| **Text 3 (Smith, 1963)*** sophisticated
* a social ice-breaker
 | **Text 4 (Peters, 2003)*** anti-social
* most smokers have tried to stop but can’t
 |

Source: [https://](https://www.dlsweb.rmit.edu.au/lsu/content/4_WritingSkills/writing_tuts/synthesising_LL/model.html) [www.dlsweb.rmit.edu.au/lsu/content/4\_WritingSkills/writing\_tuts/synthesising\_LL/activity.html](https://www.dlsweb.rmit.edu.au/lsu/content/4_WritingSkills/writing_tuts/synthesising_LL/activity.html)

Identify the common themes:

**Task 4**

Write a short paragraph to synthesise the authors’ ideas. Remember to include a topic sentence and your own evaluation.

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**Task 5**

Look at your own research and choose one of the themes you have identified. Write a short paragraph to synthesise the sources. Remember to include a topic sentence and your own evaluation.

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| Module Learning Outcomes Covered | Academic Literacies Covered |
| ML3 | AL1 |
| Choose an item. | AL2 |
| Choose an item. | Choose an item. |