



**WESTMINSTER**  
International University in Tashkent

## International Conference of English & Linguistics (ICEL)

### A sample abstract for a workshop

#### *Theme-based Approach to Literature Review Writing*

##### **Abstract**

While assigning literature review writing is a common practice in undergraduate and graduate programs at universities, it is often perceived as a confusing and complex writing task. This session will share the concept, structure and writing approach to a theme-based literature review implemented as a part of the Academic English module assessment component at a transnational university in Uzbekistan. The session will benefit research writers and lecturers who teach writing and literature review.

##### **Summary**

The presenters plan to conduct a practical session on the principles of theme-based literature review writing through input and practice. This type of review can be employed in many disciplines, and it expects the organisation of paragraphs under specific themes (Cisco, 2014). Subsequent stages will be based on the principles of the literature review matrix development, which can make this process less 'intimidating and confusing' (Feak & Swales, 2009). Initially, participants will be introduced to the concept of theme-based literature review writing. The input will be followed by engaging the audience, divided into small groups of 3-4, in the discussion of several distributed research articles under an assigned research question. Next, to identify themes, they will be guided to arrange the study findings from articles in coherent groups on the provided review matrix. Afterwards, the participants will be encouraged to produce paragraphs which will incorporate summaries and syntheses of similar, conflicting, and different study results. Finally, attendees will be invited to use peer-assessment checklists to compare each others' paragraphs. The session concludes with practical suggestions for teaching literature review writing.

##### **References**

- Cisco, J. (2014). Teaching the Literature Review: A Practical Approach for College Instructors. *Teaching & Learning Inquiry: The ISSOTL Journal*, 2(2), 41–57.
- Feak, C.B., & Swales, J.M. (2009). *Telling a research story: writing a literature review*. University of Michigan Press.

Problem statement/  
Background

Workshop Description

Implication/Value

Workshop Description

Description/  
Importance of the  
workshop subject

Process & Details