

## LITERATURE REVIEW

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This section is the place where the researcher provides the reader with an explanation of the theoretical rationale of the problem being studied.

According to the information obtained from the website <<http://www.squidoo.com/writealiteraturereview>>, a literature review is a body of text that aims to review the critical points of current knowledge and/or methodological approaches on a particular topic.

A good literature review does not just describe previous research; it should be analytical and evaluative because it is not needed just for the sake of reporting what other researchers have found out or said before.

### The Purpose of Literature Review

Reviewing related literature in a research plays a significant role in providing researchers with an extended knowledge about the issue at hand and in assisting them to tackle the problem. Moreover, this is the place where the appropriate method is specified. Hitchcock and Hughes (1995) say that a literature search will help to focus research more directly and sharpen and refine the research question. "It makes explicit the impact of theory in every stage of the study, from formulation of initial problem and selection of the population through data collection and analysis to interpretation" (Lecompte and Preissle 1993:151).

When we look into the significance of reviewing relevant literatures in any research endeavor, it goes without saying that the role it plays is highly indispensable. Leedy as mentioned by Wondwossen (1999: 177) listed the following major purposes of the review of related literature.

1. *It can reveal investigations germane to your own, and it can show you how the collateral researcher handled these situations.*
2. *It can suggest a method or a technique of dealing with a problematic situation which may also suggest avenues of approach to the solution of similar difficulties you may be facing.*
3. *It can reveal to you sources of data which you may not have known existed.*
4. *It can introduce you to significant research personalities of whose research efforts and collateral writings you may have had no knowledge.*
5. *It can help you to see your own study in historical and associational perspectives and in relation to earlier and more primitive attacks on the same problem.*
6. *It can provide you with new ideas and approaches which may not have occurred to you.*
7. *It can assist you in evaluating your own research efforts by comparing them with related efforts done by others. (1980: 64-65)*

A well-written review of related literature serves the above-mentioned purposes. To write a good review, a researcher has to follow certain conventional procedures.

### How to Write a Good Literature Review

Every researcher wants their work to be well organized and impressive. To write analytical, critical and persuasive review, the researcher has to make the necessary effort to follow the appropriate steps from the searching of materials to organizing and writing of the final output. According to the information on <<http://www.fiu.edu/~otweb/thesis/litrev.htm>> the following three points that might help researchers write their reviews of related lit-

When carrying out any research, it is quite customary that researchers go through certain steps which mainly include problem identification, hypothesis formulation, and information/data collection, analysis, and interpretation. This due process of reviewing related literature plays a significant role in providing information concerning the issue under discussion and guiding the researcher in the appropriate direction as to how they go about the research. Moreover, it provides researchers with very clear view of the problem that they are dealing with in addition to its benefit in selecting the appropriate method that researchers should employ in carrying out their work.

### What is Literature Review ?

Review of related literature is a section in a study where researchers discuss ideas obtained from various sources in relation to their research topic. According to Taylor a literature review is an account of what has been published on a topic by accredited scholars and researchers. Similarly Creswell says the following:

*Researchers use the scholarly literature in a study to present results of similar studies, to relate the present study to the on going dialogue in the literature, and to provide a frame work for comparing results of a study with other studies. (1994: 37)*

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erature well are discussed.

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The first is remembering the purpose. This helps the researcher not to forget their purpose of writing the review since the review is there not just to tell the reader what other researchers have done. It should be remembered that it is there to explain the research from various perspectives. The aim should be to show why the particular research needs to be carried out, how the methodologies or theories are to be opted to work with and how the specific work adds to the already done studies.

The second is reading with purpose. This helps researchers identify and decide on ideas and information that are important to be included in the work. It should also be noted that while reading, the researcher must be trying to define the problem to be dealt with in their study. In defining the problem; finding gaps, posing inquisitive questions, adding new findings to the previous researches (i.e. maintaining the continuum) are given special consideration. Looking at those points helps to see similarities and differences among the works formerly done and expected to be done now.

The third is writing with purpose. Writing the review should not be the mere repetition of what others have already been saying. The aim of writing in a research should be to evaluate and show relationship (s) between the previous and present works. However, this does not mean that the work should be a rehash of what has already been said.

Taking these points into consideration as guidelines, we can write a good review of related literature.

### Locating Resources for the Literature Review

So as not to wander here and there, the researcher should ask questions that limit them. Taylor (2001) says that questions like, 'What type of literature review am I conducting? Am I looking at issues of theory? Or issues of methodology? Or issues of policy? Etc.' should be asked.

After having answered such basic questions, the researcher can go searching for materials relevant to the problem. When searching sources, a researcher, for example one who's doing in language area, should not confine themselves only to the language area because as Seliger and Shohamy (1995) advocate, in some cases it is a must to look for information in adjacent areas such as linguistics, education, psychology, sociology, or any other discipline considered relevant to the specific research topic. Seliger and Shohamy (1995:69) further say: "In describing the sources there is a need to differentiate between sources used for reference such as indices, computer searches, bibliography lists, and so on, and the actual and specific material, such as journal articles, reviews, etc".

On the same line of discussion, Hitchcock and Hughes (1995) suggest library searches, bibliographies, abstracts, theses, computerized literature search including CD-ROMS and databases as source materials. This indicates that the researcher should not only stick to limited sources but has to be vigilant enough to finding materials that supplement their work from other resources so that they can have the desired valuable outcome in the research.

Koul (1984) says that identification of materials begins with the checking of the availability of primary and/or secondary sources in the library. Koul (1984:85) further says, "In the primary sources of information the author reports his own work directly in the form of

the research articles, books, monographs, dissertations or theses." In secondary resources, he further states that the author usually attempts to cover all of the important studies in an area in the form of encyclopedia of education, education indexes, abstracts, bibliographies, bibliographical references and quotation sources.

Basically, the nature of the research to be carried out determines the use of either primary or secondary source of information.

### Libraries as Sources of Materials

Among the vitally important resources that flash first in the mind of a researcher are libraries. The researcher, however, should have the knowledge of how to search materials in the library. Some libraries use card catalog system and others use computer database for searching the entire materials in the library. In libraries, the researcher can also have an access to different kinds of Encyclopedias, Year Books, Almanacs, etc. Periodicals are also other sources of information found in a separate section in the library or totally separated from the library. Koul (1984) states that periodicals contain information about new ideas and developments long before it appears in books. Periodicals include journals, forums, magazines and other publications.

Theses and dissertations are also the very sources that should be visited by researchers. A researcher can get these sources in Universities' and Colleges' library documentation. Therefore, the researcher should try their best to explore every corner of the library to get adequate information.

### Computerized Literature Search

These days, computers are making life simpler. With very limited in-

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put, one can get a lot from them. Using computers in search of ma-

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terials for literature includes accessing databases, CD-ROMs and online search.

A researcher can look for information in the databases of libraries if

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the libraries are computerized according to the state-of-the-art. One can even find the full contents of a certain encyclopedia on a single CD-ROM and this makes the search simpler and faster. This computerized search also includes the search on online databases like ERIC (Educational Resources Information Center), JSTOR, search engines like Google, Yahoo search and others.

According to the information from <<http://www.eric.ed.gov/>> the significance of internet literary services such as ERIC is described as follows.

*ERIC - the Education Resources Information Center - is an online digital library of education research and information. ERIC is sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. ERIC provides ready access to education literature to support the use of educational research and information to improve practice in learning, teaching, educational decision-making, and research.*

*ERIC provides unlimited access to more than 1.3 million bibliographic records of journal articles*

*and other education-related materials, with hundreds of new records added multiple times per week. If available, links to full text are included. Within the ERIC Collection, you will find records for: journal articles, books, research syntheses, conference papers, technical reports, policy papers and other education-related materials.*

It is therefore highly advisable to make use of such resources

which are available free of charge any time.

The other online database that serves similar purpose is JSTOR. According to the information from <<http://www.jstor.org/>> JSTOR is a not-for-profit service that helps scholars, researchers, and students to discover, use, and build up their research based upon a wide range of contents in a trusted digital archive of over one thousand academic journals and other scholarly contributions.

Though computerized search is advantageous to save time, the researcher may sometimes be forced to look for information that cannot be found by using computerized search in libraries depending on the subject they are treating.

### Determining Relevance of Materials

When the researcher locates information from different sources, they should worry very much about the relevance of the material to be taken from that particular source.

The researcher should ask questions about the information like, does this information have any relation to my study? If so, how? Directly or by implication? In what ways does this book or article contribute to my understanding of the problem under study? Before including any information, the researcher should answer such questions. To answer such questions, the very thing the researcher should do is to define the scope of the review of related literature that can be done by preparing a tentative outline. If the researcher is not able to set boundaries, they will face problems of being discouraged and overlook of information. Seliger and Shohamy (1995:78) say: "If the scope of the reading is too broad, the researchers may be discouraged and may lose the right perspective on the research; if it is too narrow, on the

other hand, they may overlook studies which contain important and relevant information."

Having known the scope, the researcher then can gather information which they think are relevant to the study. To determine whether a certain material is relevant or not, the researcher can check through these ways: The first is reading abstracts of theses and/or dissertations wherein the researcher can find useful information on various aspects of the material. The second thing to look at is the source of the material whether it is primary or secondary. Primary sources are highly valued than secondary sources which are less reliable and should only be used to obtain access to primary sources. Thirdly, the researcher should look at the date of publication of the material because recent resources are considered more important, Seliger and Shohamy (1995).

### Organizing and Writing up the Review of Related Literature

The way how a researcher chooses to organize the materials needs care. The researcher should (try to) present theories and facts logically and in a coherent manner in order to catch the readers' attention and convince them about the issue raised.

Lecomte and Preissle (1993) consider the review as an argument between the investigator and the audience and suggest that it should be constructed in a tight manner. They further say that constructing the review tightly helps in that it can:

1. convince the reader of the relevance and interest of the questions and adequacy and appropriateness of the choice of the population and research design.
2. anticipate and justify the results, and

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## 3. where possible, support the

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interpretation of data and conclusions reached.

Leedy (1993) says that when organizing the review of related literature points like the following should be taken into consideration. A review of related literature should be:

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- a. worked towards the proper psychological orientation. I.e. it should be like a discussion with a friend and very clear in conveying the thinking.
- b. organized in a plan. There should be an outline prepared starting from the broader perspective and narrows to the specific problem.
- c. organized in a way that reminds the reader constantly how the points the researcher is discussing are related to the problem.
- d. checked that it is not a copy. The researcher should note that more important than what the study says is what s/he says about the study.

As mentioned above, the review of related literature is preferable if it is organized in a way that it can reflect key points and concepts classified under headings and sub-headings from broader to specific aspect and from most important and related detail to less important and distantly related detail.

Hitchcock and Hughes (1995) say that the literature review ought to present a coherent argument, not just a list of facts. Scholars like Seliger and Shohamy (1995) and Weissberg and Buker (1990), say that there are different ways of organizing the points in the review of related literature. When listing them, they say that the review can be organized either according to the amount of information that it bears related to the research problem, each question or hypothesis, or chronologically or historically in

which the researcher can put the least recent literature and then move towards the more recent literature in the field or vice versa. Organizing the review according to the specific variables of the study addressing each variable separately is suggested too as a third alternative.

In a more detailed way Rubin, Rubin, and Piele (1986) as cited in Frey et al (1991: 90-91) recommend patterns for organizing the literature review as follows:

- a. *Topical order: Organize by main topics or issues and emphasize the relationship of the issues to the main problem.*
- b. *Chronological order: Organize by historical progression in terms of time.*
- c. *Problem-cause-solution order: Organize the review so that it moves from the problem to the solution.*
- d. *General-to-specific order: Examine broad-based research first and then focus on specific studies that relate to the topic.*
- e. *Known-to-unknown order: Examine current literature about the problem and then identify at the end what still is not known.*
- f. *Comparison-and-contrast order: Show how research studies are similar to and different from each other.*
- g. *Specific-to-general order: Try to make sense out of specific research studies so that conclusions can be drawn.*

However, some of the methods suggested are criticized by different viewers. Nunan, for example, suggests that the review shall be organized according to the major points related to the problem and comments on chronological organization by saying, "Do not force the review [to be organized] into a chronological organization, for example, which may confuse the relevance and continuity among the studies reviewed." (1992: 217) Whichever way a researcher chooses to organize and present the review; nevertheless, they

should take citations from different sources to substantiate their research.

**Citation**

The review of related literature in a research is the place where many other works of different scholars are presented in relation to the problem under discussion. Hence, it is advisable to know how to refer and where to lay the focus on. A researcher can make their focus either on the information or on the author. Weissberg and Buker (1990) classified citation focus as Information Prominent and Author Prominent.

**Information Prominent Citation**

Weissberg and Buker (1990) say that this kind of citation gives primary importance to the information. When referring, the author's name(s) and date of publication are attached in parenthesis at the end of the sentence as in the example below.

Example: - In most deserts of the World, transitions between topographic elements are abrupt. (Smith, 1968)

**Author Prominent Citation**

In this kind of citation, the author's name is given more emphasis. Weissberg and Buker (1990) say that such citation is used to refer studies more closely related to the one being studied.

Example: - Leopold (1921) listed foods, but gave no quantitative data. In referencing in general and in the body of the text, Hitchcock and Hughes (1995:89) listed the following conventions.

- Refer to the author(s) in the text by name and date of publication: 'Jones and Brown (1978) found that ...' or 'It was found (Jones and Brown, 1978) that ...'
- Where there are more than three authors, use 'et al.': Smith et al. (1979) found that....'
- Where the author(s) has more

than one publication in the same year, use a, b, c: 'Smith et al. (1979 a) found that ...'.

- Give page numbers in the text wherever it seems appropriate: 'Jones and Brown (1978, pp 12-145) found that ...'.

### Use of Tense in Reported Findings

When reporting findings of other scholars, the researcher uses tenses like the present tense, the simple past tense and the present perfect tense on the basis of the focus. When the focus of the citation is on the information and/or when the information being cited is generally accepted as scientific fact, Weissberg and Buker (1990) report that it should be put in present tense.

A researcher should use the present perfect tense when their citation focus is on the research area of several authors what they call weak author prominent or when mentioning general statements that describe the level of research activity in the area (Ibid).

Example: -

Several researchers have studied ...

Little research has been done ...

The physiology of annual plants has been studied by several authors ...

The simple past tense is used in author prominent citations to report the findings of individual studies closely related to the problem under discussion (Ibid).

Example: - Allington (1983) found/ showed/ reported/ noted/ observed that ...

As mentioned earlier, the focus that the researcher chooses helps to choose the tense to be used in the text. Weissberg and Buker (1990:55) say: "in author prominent citations your attitude towards the findings of the researchers also affects the compliment verb forms."

Weissberg and Buker (1990) say the researcher may feel that:

1. *the findings of a particular study are generally accepted as fact;*

This time use the present tense in the compliment verb (that is, the verb is the part of the sentence giving the findings) Example: - Sillen (1) showed that aluminum in seawater is regulated by thermodynamic balance.

2. *the findings of a particular study are limited to that study, but are not to be accepted as true in all cases.*

This time use the past tense with the compliment verb.

Example: - Abramson (1974) reported that mobile students had lower academic performance.

3. *the authors of the study you are citing may themselves feel tentative about their findings, or they may not be reporting findings all but only suggestions or proposals.*

This time use tentative verbs for the verb report, and a modal auxiliary with the compliment verb.

Example: - Van Bennekom (5) proposed/ suggested/ hypothesized that aluminum may be common in diatom residues.

### Quoting

As has been said earlier, a review of related literature is the place where different views of researchers are related. Hence, it is inevitable to take others' idea or discovery directly or with some sort of modification. To do this, the researcher should know how to include materials taken from someone in the work in due manner. The researcher should also know how to punctuate quoted materials and which style to use among the following as indicated on the website <<http://www.differencebetween.net/language/difference-between-mla-and-apa/>>

*There are distinct styles of writing research papers that are followed across the world. Most of the researchers follow mainly two types of writing format, namely MLA (Modern Language Association) and APA (American Psychological Association). While research papers in the Humanities and*

*Liberal Arts adhere to the MLA style, the papers in Social Sciences follow the APA style of writing.*

When including ideas from previous works, the researcher may paraphrase, may take words or phrases directly or may use direct sentence or if more than four lines as a long quotation.

### Paraphrasing

Paraphrasing is a way that a researcher puts idea taken from the original source using their own words. "It keeps the essential meaning of the original work but the information is given to us in the adapters' own words, sometimes with the addition of touches that help make the point clear." (Wondwossen 1999: 186)

When paraphrasing, the researcher should mention name(s) of the author(s) and date of publication.

Some researchers take someone else's words or idea and put it without acknowledging illegitimately. Wondwossen (1999) says that this is considered as plagiarized version and cannot be regarded as the work of the new researcher. Plagiarism is an academic offense for which there are serious consequences.

### Half Paraphrase and Half Direct Quotation

This style employs both paraphrasing and direct quoting of ideas from sources. Wondwossen (1999: 186) says: "This adapter explains the main points but as the same time keeps some of the flavor of the original. In this style direct quotation may be limited characteristic phrases and key points." This time the researcher should use quotation marks for points that are taken directly.

A researcher can also use sentence (s) as direct quotations. This time the researcher uses quotation marks preceded by comma or colon (Ibid).

### Block Quotation

This is a kind of long quotation taken from sources. Wondwossen (1999) says when implementing long quotation, the introductory sentence should give credit to the original author and sums up the points of the quotation so that the reader will be encouraged to read through. He further says that when a researcher wants to include long quotation in their text they should check whether it is more than four lines when it is written in the body. If so, it should be written without quotation marks indented in both sides with narrower spacing and different font (optional) from the body.

### Second Hand Reference

Sometimes a researcher finds a material worth including in the work and may not find the original author. This time the researcher can take the material they want mentioning the original and the second source using the phrases 'cited in' or 'quoted in', etc (Ibid).

### Omission and Addition

In the review of the related literature as mentioned earlier, the researcher relates different studies, scholarly works, etc that have relevance to the problem under discussion. The material to be quoted may not be as the researcher exactly needs and they may want to omit part of it or add something to it so as to 'adjust the quotation grammatically or semantically'. To indicate omission the researcher can use ellipsis (...) /three dots/ and addition of phrases or words can be indicated by square brackets ( [ ] ) (Ibid).

### Useful Abbreviations

In writing a research in general and the review of related literature in particular, the author may use abbreviations (most of the time in parenthesis). The following are some of the common abbrevia-

tions used in a research work as Wondwossen (1999) listed:

- cf (confer)- compare, see
- ed.; edd. - edition, editions
- ed.; edds - editor, edited(by),  
editors
- et al. (et alii)- and others
- Ibid (ibidem)- in the same  
source
- loc. cit (loco citato)- in the  
place cited
- n. d - no date
- n. p - no place of  
publica tion
- no. publ. - no publisher
- Op. cit. (opere citato)- in the  
work cited
- P. ; PP. - page, pages
- rev. - revised
- v. ; Vv - verses
- Vol. ; Vols-volume, volumes

### Length of the Literature Review

The length of the review of the related literature varies according to the type of the research report being prepared. Seliger and Shohamy (1995) state that in an article for a professional journal the review is often two or three pages. In the case of theses and dissertations, an extensive review of many more sources under headings and sub headings and more detailed information about each article need to be included (Ibid).

### Problems Related to the Writing of Literature Review

In writing the research in general and the review of the related literature in particular, a researcher may face different problems. In writing the review, the researcher may face problems like shortage of sufficient materials to be included and problem of being disorganized.

### Shortage of Materials

This problem may sometimes occur due to an inadequate search by the researcher in the area or the narrowness of the topic. Seliger and Shohamy (1995) have indicated that researchers can broaden their perspective by conducting a more thorough and systematic review of the literature by examining and reviewing current theories in a number of related disciplines.

### Problem of Getting Disorganized

Being disorganized is the problem of especially many an inexperienced researchers. Researchers sometimes think that they can easily remember materials that they read when they later want to use them. However, as the work goes on and materials get accumulated from time to time, remembering which to take and which to discard becomes a difficult task for the researcher unlike what they had been thinking of earlier. Having good organization in writing of the review can be considered as one of the qualities of a researcher. Hitchcock and Hughes (1995:88) say: "An essential aspect of any research activity is the systematic organization of the information and materials which have been collected." To do this, a researcher should adopt the suggested ways of organizing materials. Scholars suggest using Card Index System as a solution for not being disorganized. Hitchcock and Hughes (1995) say that references and notes written down on pieces of papers face the risk of getting lost or destroyed. As an alternative to Card Index System, using computer database is also suggested by Seliger and Shohamy:

*While reading, the researchers will summarize and keep records of all the above information. They may use index cards or store the information on the computer database and thus compile a bibliography list which they are likely to use at a later stage for writing the literature review. (1995:69)*

**Losing Track of Sources**

Researchers sometimes face the problem of losing track of quotations, sometimes even important quotations that are included or are to be included in the review. It is important to note that every material the researcher uses should be cited and/or included in the bibliography. The bibliographic list includes works that are quoted, paraphrased and indirectly used. When consulting sources, so as not to be confused where the material came from, the researcher has to take every information needed about the material including page number where necessary. This information helps not only the researcher but also the readers of the work to find the original source and read for themselves. As Gocsik (1997) put, the following information should be taken properly about the material referred.

- *If your source is a book, make note of the title, the author, the publisher, the date, and the city of publication.*
- *If your source is an article, make note of the title of the article, the author, the title, the series number, the volume number, and the date of the publication.*
- *If your source is a site on the*

*Internet, though sometimes it may be difficult, make note of the author, the title of the document, the title of the complete work, the date of publication or last revision, the URL (in angle brackets), and the date that you accessed the site (in parentheses). (As the Internet is changing from day to day, you will need to check a current style manual for the most accurate citation methods).*

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apa/  
<http://www.du.edu/~jtwining/whatisalitereview.htm>  
<http://www.eric.ed.gov/>  
<http://www.jstor.org/>  
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"If you must write prose poems the words you use should be your own don't plagiarize or take 'on loan'. There's always someone, somewhere with a big nose who knows."  
**Morrissey (1959 - )**

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*what their parents did with a chain of failed marriages. Couples who cannot get the devastating affects that can have on young minds trying to grow up and understand the complexities of life. Many children then just grow up emulating what their parents did with a chain of failed marriages.*

*Couples who cannot get on soon after getting married are simple narrow minded selfish beings and deserve all the hardships and stress that come from not trying. Nobody said life would be easy! Throughout history women and men have been battling each other without knowing why, when they should be focused on working together as two halves to a whole.*



'We stay together, but we distrust one another.'  
 'Ah, yes...but isn't that a definition of marriage?'

**Malcolm Bradbury (1932 - 2000)**

'I came not into this realm as merchandise, nor yet to be married to any merchant'.

**Catherine of Aragón (1485 - 1536)**