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READING AND WRITING SKILLS

Quarter 3 – Module 8

Literature Review



English – Grade 11
Alternative Delivery Mode
Quarter 3– Module 8 – Literature Review
Second Edition, 2022

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Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

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WHAT I NEED TO KNOW

This lesson presents the introduction of a research report, the **literature review** contains the background material of the research or study. It offers an overview of published literature, such as journals and books, relevant to the research topic at hand.

Learning Competency

- Identify the unique features and requirements in composing texts that are useful across disciplines: Literature Review. EN11/12RWS-IVdg-12.1

Learning Objectives:

At the end of this module, you should be able to:

1. Identify the unique features of a literature review; and
2. Write a coherent literature review; and
3. Works with self-confidence in tasks given.

WHAT I KNOW

Task 1

Directions: Read each item carefully. Write **TRUE** if the statement is true and write **FALSE** if the statement is false. Write your answers in your activity notebook.

1. A good literature review doesn't just summarize sources – it analyzes, synthesizes, and critically evaluates to give a clear picture of the state of knowledge on the subject.
2. If you are writing the literature review section of a dissertation or research paper, you will search for literature related to your research problem and questions.
3. You can find out how many times an article has been cited on Google Scholar – a high citation count means the article has been influential in the field and should certainly be included in your literature review.
4. You probably won't be able to read absolutely everything that has been written on the topic – you'll have to evaluate which sources are most relevant to your questions.

5. To begin organizing your literature review's argument and structure, you need not to understand the connections and relationships between the sources you've read.
6. Chronological is the simplest approach to trace the development of the topic over time.
7. A literature review is often the foundation for a theoretical framework.
8. Analyze and interpret: don't just paraphrase other researchers—add your own interpretations where possible, discussing the significance of findings in relation to the literature as a whole.
9. It is important to keep track of your sources with citations to avoid plagiarism.
10. As you read, you should also begin the writing process. Take notes that you can later incorporate into the text of your literature review.



WHAT'S IN

Task 2

Directions: Below are the jumbled steps in writing a literature review. Arrange them according to which of the five main steps in writing a literature review they should belong. Follow the format below and do this in your activity notebook.

1. To begin organizing your literature review's argument and structure, you need to understand the connections and relationships between the sources you've read.
2. Before you begin searching for literature, you need a clearly defined topic.
3. It is important to keep track of your sources with citations to avoid plagiarism.
4. Like any other academic text, your literature review should have an introduction, a main body, and a conclusion.
5. If you have found some recurring central themes, you can organize your literature review into subsections that address different aspects of the topic.

1. SEARCH FOR RELEVANT LITERATURE	2. EVALUATE AND SELECT SOURCES	3. IDENTIFY THEMES, DEBATES, AND GAPS	4. OUTLINE YOUR LITERATURE REVIEW'S STRUCTURE	5. WRITE YOUR LITERATURE REVIEW



WHAT'S NEW

Task 3

Directions: Answer the following questions. Write your answer in your activity notebook.

1. What are the main steps in making a literature review? Give your idea in each of the step.
2. Why is constant reading of related articles recommended in your topic?
3. How often do you read other references to find the answer of your questions? Why?



WHAT IS IT

A literature review is a survey of scholarly sources on a specific topic. It provides an overview of current knowledge, allowing you to identify relevant theories, methods, and gaps in the existing research.

Conducting a literature review involves collecting, evaluating, and analyzing publications (such as books and journal articles) that relate to your research question.

Source: <https://www.scribbr.com/dissertation/literature-review/>

HOW TO WRITE A LITERATURE REVIEW

STEP 1: SEARCH FOR RELEVANT LITERATURE

- Before you begin searching for literature, you need a clearly defined topic.
- If you are writing the literature review section of a dissertation or research paper, you will search for literature related to your research problem and questions.
- If you are writing a literature review as a stand-alone assignment, you will have to choose a focus and develop a central question to direct your search. Unlike a dissertation research question, this question must be answerable without collecting original data. You should be able to answer it based only on a review of existing publications.

Source: <https://www.scribbr.com/dissertation/literature-review/>

STEP 2: EVALUATE AND SELECT SOURCES

- You probably won't be able to read absolutely everything that has been written on the topic – you'll have to evaluate which sources are most relevant to your questions.
- For each publication, ask yourself:
 - What question or problem is the author addressing?
 - What are the key concepts and how are they defined?
 - What are the key theories, models, and methods? Does the research use established frameworks or take an innovative approach?
 - What are the results and conclusions of the study?
 - How does the publication relate to other literature in the field? Does it confirm, add to, or challenge established knowledge?
 - How does the publication contribute to your understanding of the topic? What are its key insights and arguments?
 - What are the strengths and weaknesses of the research?

Take notes and cite your sources

- a. As you read, you should ~~all~~ begin the writing process. Take notes that you can later incorporate into the text of your literature review.
- b. It is important to keep track of your sources with citations to avoid plagiarism. It can be helpful to make an annotated bibliography, where you compile full citation information and write a paragraph of summary and analysis for each source. This helps you remember what you read and saves time later in the process.

Source: <https://www.scribbr.com/dissertation/literature-review/>

STEP 3: IDENTIFY THEMES, DEBATES, AND GAPS

To begin organizing your literature review's argument and structure, you need to understand the connections and relationships between the sources you've read. Based on your reading and notes, you can look for:

- Trends and patterns (in theory, method, or results): do certain approaches become more or less popular over time?
- Themes: what questions or concepts recur across the literature?
- Debates, conflicts and contradictions: where do sources disagree?
- Pivotal publications: are there any influential theories or studies that changed the direction of the field?
- Gaps: what is missing from the literature? Are there weaknesses that need to be addressed?
- This step will help you work out the structure of your literature review and (if applicable) show how your own research will contribute to existing knowledge.
- There are various approaches to organizing the body of a literature review. You should have a rough idea of your strategy before you start writing.
- Depending on the length of your literature review, you can combine several of these strategies (for example, your overall structure might be thematic, but each theme is discussed chronologically).

Source: <https://www.scribbr.com/dissertation/literature-review/>

STEP 4: OUTLINE YOUR LITERATURE REVIEW'S STRUCTURE

Chronological

- The simplest approach is to trace the development of the topic over time. However, if you choose this strategy, be careful to avoid simply listing and summarizing sources in order.
- Try to analyze patterns, turning points and key debates that have shaped the direction of the field. Give your interpretation of how and why certain developments occurred.

Thematic

- If you have found some recurring central themes, you can organize your literature review into subsections that address different aspects of the topic.
- For example, if you are reviewing literature about inequalities in migrant health outcomes, key themes might include healthcare policy, language barriers, cultural attitudes, legal status, and economic access.

Methodological

- If you draw your sources from different disciplines or fields that use a variety of research methods, you might want to compare the results and conclusions that emerge from different approaches.
- Discuss how the topic has been approached by empirical versus theoretical scholarship.
- Divide the literature into sociological, historical, and cultural sources

Theoretical

- A literature review is often the foundation for a theoretical framework. You can use it to discuss various theories, models, and definitions of key concepts.
- You might argue for the relevance of a specific theoretical approach, or combine various theoretical concepts to create a framework for your research.

Source: <https://www.scribbr.com/dissertation/literature-review/>

STEP 5: WRITE YOUR LITERATURE REVIEW

Like any other academic text, your literature review should have an introduction, a main body, and a conclusion. What you include in each depends on the objective of your literature review.

Introduction

The introduction should clearly establish the focus and purpose of the literature review.

Body

Depending on the length of your literature review, you might want to divide the body into subsections. You can use a subheading for each theme, time period, or methodological approach.

Conclusion

1. Summarizes the major themes that emerged in the review and identifies areas of controversy in the literature.
2. Pinpoints strengths and weaknesses among the articles (innovative methods used, gaps in research, problems with theoretical frameworks, etc.).
3. Concludes by formulating questions that need further research within the topic and provides some insight into the relationship between that topic and the larger field of study or discipline.

Source: <https://www.scribbr.com/dissertation/literature-review/>

Reference Page

The reference page contains a list of the sources of information you used and cited in your paper. Only include those cited in the text but be sure to include every citation. This section must follow APA for-----

In general, your paper should show ----- nse of direction and contain a definite central idea supported with evidence. The -----ing should be logical, and the ideas should be linked together in a logical sequence. The ideas need to be put together in a way that is clear to the writer and to the reader.

The type of reference style will depend on the research studies of the student namely:

1) APA: Psychology, Education, and other Social Sciences; The APA referencing style is also called the "author-date" style. The text citation contains the author/s and the year of publication. Use only the surname of the author(s) followed by a comma and the year of publication.

Example:

I Am a Filipino is a descriptive essay which creates a main impression, an over-all effect, feeling, or image of a Filipino (Macajelos, 2014, 247).

Or

(Macajelos, 2014) stated that “I Am a Filipino is a descriptive essay which creates a main impression, an over-all effect, feeling, or image of a Filipino.”

Source:

[file:///C:/Users/User5/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe\(TempStat e/Downloads/G11-SLM4-Prac.-Arts-1%20\(1\).pdf](file:///C:/Users/User5/AppData/Local/Packages/Microsoft.MicrosoftEdge_8wekyb3d8bbwe(TempStat e/Downloads/G11-SLM4-Prac.-Arts-1%20(1).pdf)

Below is a sample literature review.

Social Sciences: example of a literature review

Introduction

Research findings highlight that early drop-out is a significant problem in treatment systems for substance-abusing individuals. This problem appears to be more prevalent among adolescents (Ball, Lange, Meyers, & Friedman 1988; Feigelman 1987; Ball, Lange, Meyers, & Friedman 1988; Feigelman 1987; Ball, Lange, Meyers, & Friedman 1988; Feigelman 1987; Ball, Lange, Meyers, & Friedman 1988; Feigelman 1987). More specifically, the general consensus is that runaway youth are difficult to engage and maintain in therapy (Morrisette 1992; Smart & Ogborne 1994) and are “difficult to work with” (Kufeldt & Nimmo 1987). Given that treatment attendance is often a complicating factor for successful treatment outcome (Institute of Medicine 1990), and that few studies have examined predictors of treatment attendance among runaway youth and their families, further research in this area is needed to help guide treatment providers. This review of literature examines factors associated with treatment attendance among alcohol-abusing runaway youth and their families utilising a home-based versus office-based family therapy.

https://lo.unisa.edu.au/pluginfile.php/1687703/mod_resource/content/0/Literature%20Review%20for%20Social%20Sciences_Sep%202017.pdf

Body

Runaway youth are beset with many problems, including physical and sexual abuse, high levels of alcohol and drug use, depression, teen pregnancy, and frequent prostitution (Johnson, Aschkenasy, Hebers, & Gillenwater 1996; Zimmet, Sobo, Zimmerman, Jackson, Mortimer, Yanda & Lazenbnik 1995). The alcohol abuse rate of runaway and homeless youths is estimated to range from 70% to 85% (Rotheram-Borus, Selfridge, Koopman, Haigene, Meyer-Bahlburg, & Ehrhardt 1989; Shaffer & Caton 1984; Yates, MacKenzie, Pennbridge, & Cohen 1988), and the level of alcohol involvement in runaways is at least double that of school youths (Forst & Crim 1994). Limited evidence suggests that rates of alcohol abuse are similar to rates reported among homeless adults (Robertson 1989). Runaway and homeless youth use alcohol at a younger age and experience greater impaired social functioning owing to alcohol use compared to nonhomeless adolescents (Kipke, Montgomery & Mackenzie 1993). Even given their severe alcohol abuse and related problem behaviours, one study determined that only 15% of this population of youth had ever received treatment for alcohol problems (Robertson 1989).

https://lo.unisa.edu.au/pluginfile.php/1687703/mod_resource/content/0/Literature%20Review%20for%20Social%20Sciences_Sep%202017.pdf

Conclusion

The review of literature identifies that there is lack of research examining factors associated with treatment engagement and attendance for runaway youth and families. The findings presented here suggest that runaway youth and their families are amenable to treatment efforts and that treatment attendance may be enhanced through providing intervention to families in their own environment. Simply moving the traditional therapy context from the office setting to the client's home may significantly increase treatment attendance in a population considered difficult to engage and maintain in therapy.

https://lo.unisa.edu.au/pluginfile.php/1687703/mod_resource/content/0/Literature%20Review%20for%20Social%20Sciences_Sep%202017.pdf



WHAT'S MORE

Task 4

Directions: Using the sample Literature Review, describe how the introduction, body, and conclusion are organized.

Introduction

Body

Conclusion



WHAT I HAVE LEARNED

Task 5

Directions: Reflect the learning that you gained after taking up this lesson by completing the given chart. Do this in your activity notebook.

What were your thoughts or ideas about the topic before taking up the lesson on literature review?

I thought that...

What new or additional ideas have you had after taking up this lesson on literature review?

I learned that...

How are you going to apply your learning from this lesson?

I will apply...



WHAT I CAN DO

Task 6

Directions: Present a written review of literature of your chosen topic by following the steps in writing literature review. Use short bond papers. Please follow the rubrics below.

Literature Review Grading Rubric

	Marginal (2)	Satisfactory (4)	Outstanding (6)
Sources & Source quality	Fewer than three peer-reviewed articles. Source selection criteria not outlined and/or source not clearly relevant.	At least three peer-reviewed articles selected. Source selection criteria are clear, relevant, but inaccurate.	Six or more peer-reviewed articles. Source selection criteria clear and defensible.
Inquiry question	Missing inquiry question or area of study. Significance of the problem not clear.	One element is missing or unclear: inquiry question, area of study, significance of the problem.	Inquiry question and area of study clearly described; significance of the problem addressed.
Organization	No clear organization or organizational plan inconsistent. The summary appears to have no direction, with subtopics appearing disjointed.	Well organized with organizational plan obvious throughout. Multiple levels of headings used to organize studies and multiple perspectives presented, although logic not clear.	Transitions tie sections together, as well as adjacent paragraphs. Multiple levels of headings used to organize studies. Multiple perspectives presented logically and clearly. Promoting ease in reading.
Synthesis/Summary	Lacks summary or any synthesis of the information, leaving each article as a standalone piece and/or misinterprets the information and makes statements unsupported by the literature.	Summarizes the overall picture obtained from the literature review. Some of the conclusions, however, were not supported in the body of the report.	Summarizes and shows insightful synthesis of the literature information, including analysis of gaps in and/or limitations of the research.
Style	Contains many spelling or grammatical errors, does not follow APA style, lack of transitions.	Contains an occasional spelling or grammatical error, scholarly tones used, missing one citation for all sources mentioned, a couple of listed references not used in the review, references, title page, and main body follow APA 6 th style, clear but not-so-smooth transitions.	Contains no spelling or grammatical errors, scholarly tones used, full citations for all sources mentioned, all listed references used in the review, references, title page, and main body follows APA 6 th style, smooth transitions.

<http://edci6325singlecasedesign.pbworks.com/f/Literature+Review+Grading+Rubric.pdf>

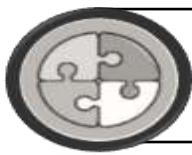


ASSESSMENT

Task 7

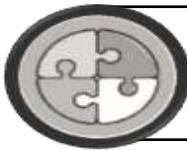
Directions: Read each item carefully. Write **TRUE** if the statement is true and write **FALSE** if the statement is false. Write your answers in your Activity Notebook.

1. The APA referencing style is also called the "author-date" style.
2. The reference page does not contain the list of the sources of information you used and cited in your paper.
3. Chronological is the simplest approach is to trace the development of the topic over time.
4. As you read, you should also begin the writing process.
5. Conducting a literature review involves collecting, evaluating and analyzing publications (such as books and journal articles) that relate to your research questions.
6. The body should clearly establish the focus and purpose of the literature review.
7. It is important to keep track of your sources with citations to avoid plagiarism.
8. Before you begin searching for literature, you need a clearly defined topic.
9. A literature review is a survey of scholarly sources on a specific topic.
10. You probably won't be able to read absolutely everything that has been written on the topic – you'll have to evaluate which sources are most relevant to your questions.



GLOSSARY

A **literature review** or narrative review is a type of review article. A literature review is a scholarly paper that presents the current knowledge including substantive findings as well as theoretical and methodological contributions to a particular topic.



ANSWER KEY

Task 1

1. True
2. True
3. True
4. True
5. False
6. True
7. True
8. True
9. True
10. True

Task 2

1. 2
2. 3
3. 1
4. 5
5. 4

Task 3- The students may vary in their answer

Task 4- The students may vary in their output

Task 5- The students may vary in their answer

Task 6- The students may vary in their answer

Task 7

1. True
2. False
3. True
4. True
5. True
6. False
7. True
8. True
9. True
10. True



REFERENCES

- Australia, University of South. *Social Sciences: Example of a Literature Review*. september 2017.
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