

**Senior High School**

Department of Education  
National Capital Region

**SCHOOLS DIVISION OFFICE  
MARIKINA CITY**

# **PRACTICAL RESEARCH 1**

## **Second Semester**

Third Quarter – Module 20  
**Written Review of Literature**



**Writer:**

Nereo S. Saliva

**Illustrator:**

Marexcza Z. Salinas

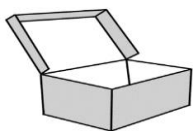
**Layout Artist:**

Shiela Mae A. Cancino



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## What I Need to Know

Hello Grade 11 researchers! In this 20th module for the 3rd grading period, you will learn how to:

**Present written review of literature  
(CS\_RS11-III-f-j-6)**

You can say that you have understood the lesson in this module if you can already:

1. define the word/s related to the topic;
2. follow guidelines on effective writing of literature review; and
3. present a review of related literature for the proposed study.



## What I Know

Answer the following questions. Select your answers from the options provided. Encircle the letter of your choice.

1. What skill needed in writing RRL shows the ability to scan the literature efficiently to identify a set of useful articles and books?  
A. Book review  
B. Critical appraisal  
C. Information seeking  
D. Reading comprehension
2. Using the APA format, what verb tense will be used to describe the procedures of the study that have been already conducted?  
A. Future tense  
B. Past tense  
C. Present tense  
D. Simple present
3. Which of the following best explains the goal of written review of literature?  
A. Relevant literature  
B. Communicating ideas  
C. Summarizing of theories and previous investigation  
D. Summarize the information and to make a statement about a particular topic.
4. Which of the following is NOT included in the elements of good writing style of literature review?  
A. Clarity  
B. Content and grammar  
C. Organization  
D. Vagueness
5. The ability of a researcher to apply principles of analysis to synthesize theories and research into a summary.  
A. Citation  
B. Critical appraisal  
C. Information seeking  
D. Summarizing



# Lesson 1

## Review of Literature



### What's In

Before we start with the lesson, let us have a review. Give the correct word according to its definition.

The appropriation of another person's ideas, process, results, or words without giving appropriate credit.

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### What's New

#### A. Before Reading Activity

Can you share your experience while you are doing your review of related literature?

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#### B. During Reading Activity

The two most vital skills needed by any research writer, specifically in writing the RRL are: **1) Information seeking**. This is your ability as researcher to scan the literature efficiently, it may be from the libraries or from the internet. A well understood topic and defined statement of the problem is a big help. **2) Critical appraisal**. This is the ability of the researcher to do some analysis to identify, organize and synthesize the information.

Do you think you developed the two skills mentioned?

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#### C. After Reading Activity

In your personal and honest opinion, what other skills must be developed to improve the writing of your RRL?

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## What is It

### Presenting a Written Review

**The parts of the literature review are as follows:**

1. Introduction – informs the readers of what is to follow, sets the tone of the research and introduce the problem/phenomena.
2. General Statement of the Problem – describes the topic and its significance, fills the research gaps.
3. Summarizing Strategies – the substance of the literature review, giving the summary of theories and previous investigations to inform the reader of the state of current research in a particular field.
4. Critical Evaluation and Research Prospects – statements of hypotheses or research questions must clearly and logically emanate from the other section of the research.

Source: (Henson, R. & Soriano, R., 2016)

In addition, below are are some guidelines on Effective Writing of Literature Review.

1. The research paper must be written in a formal language and in third person.
2. Avoid using a highly descriptive writing style, not appropriate for a scholarly research.
3. Use active voice for direct impact and easy understanding.
4. Avoid the use of jargon. Use familiar terms in place of terminologies.
5. Language should be gender neutral, no sexist language like his, her, etc.
6. Make the conclusions and contradictions found in the literature clear in your report.
7. Use short sentences. Avoid elongated and run-on expressions.
8. Use proper grammar and proofread your work.
9. Never plagiarize and give credit to the original author.
10. Pay attention to the structure and form of published articles which are good examples of how literature reviews can be written.

Moreover, there are useful patterns that can be used in your research writing, these are the following:

1. Chronological – explains each of the steps in a time-order process.
2. Comparison and Contrast – presents the similarities and/or differences between two or more persons, places, or things.
3. Spatial Pattern – develops the physical layout or geographical dimension of a topic.
4. Cause and Effect – presents the events or forces that produce certain results, speculates about how things might have turned out if condition had been different or reports controlled experiments to determine the factors important to a particular outcome.
5. Analysis – the process of dividing a subject into its parts and classifying them.

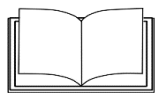


During your research writing, how have you written your RRL?

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## What's More

Answer the activities that follow to practice your knowledge and skill about the topic.

### Activity 1

Enumerate the parts of the literature review.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Activity 2

Identify the word as described in the sentence.

- \_\_\_\_ 1. The process of dividing a subject into its parts and classifying them.
- \_\_\_\_ 2. Reports controlled experiments to determine the factors important to a particular outcome.
- \_\_\_\_ 3. Geographical dimension of a topic.
- \_\_\_\_ 4. Presents the similarities and/or differences between two or more persons, places, or things.
- \_\_\_\_ 5. Explains each of the steps in a time-order process.

### Activity 3

Why is it important to have a review of literature in a research writing?

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## What I Have Learned

In this module, you have studied how to present a written review.

Explain the goal of review of literature. \_\_\_\_\_

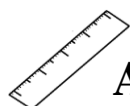


## What I Can Do

Apply what you have learned in this module by doing this activity.  
Present your written review of literature.

Performance Tasks Assessment Rubric

Criteria	Exemplary (8-10)	Standard (4-7)	Developing (1-3)
Quality of Literature	Comprehensive and good material used; established importance of study	Good literature but importance of study not established	Not good literature material
Relevance to the Topic	Relevant literature; clear link between topic and literature established	Relevant literature but link between topic and literature not established	Relevance not considered
Organization	Organized; clearly outlined	Organization outlined but sequencing of topics illogical	Disorganized confusing
Writing quality (grammar, linking statements, proper use of words, etc.)	Free of grammatical and spelling error; clearly written	Writing clear but with a few grammatical and spelling errors	Not clearly written; many grammatical and spelling errors



## Assessment

Answer the following questions. Select your answers from the options provided. Encircle the letter of your choice.

- Which of the following best explains the goal of review of literature?
  - The goal of review of literature is to communicate ideas.
  - The goal of review of literature is to demonstrate the skills of a research writer.
  - The goal of review of literature is to make the study longer and wordy.
  - The goal of review of literature is to summarize information and to make a statement about a particular topic.
- Writing RRL demonstrate skills in two areas. What are those skills?
  - Critical appraisal and information seeking.
  - Critical appraisal and grammar.
  - Summarizing and synthesizing.
  - Written and oral communication.
- What point of view must a research paper be written in?
  - First person.
  - Second person.
  - Third person.
  - Fourth person.



4. As stated in the APA publication manual, what tenses must be used?
 

A. Past tense	C. Past tense and perfect tense
B. Past tense and future tense	D. Past tense and present tense
5. In writing an RRL, all are true except for what letter?
 

A. Avoid the use of jargon.	C. Use active voice.
B. Never plagiarize.	D. Vagueness



## Additional Activities

Explain how the literature review becomes vague?

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## Posttest

Answer the following questions. Select your answers from the options provided. Encircle the letter of your choice.

1. Which of the following is an example of active voice?
  - A. The house was painted by Manuelito.
  - B. The video was posted online by Joey.
  - C. The students' questions are answered by the teacher.
  - D. The teacher always answers the students' questions.
2. What skill needed in writing RRL shows the ability to scan the literature efficiently to identify a set of useful articles and books?
  - A. Book review
  - B. Critical appraisal
  - C. Information seeking
  - D. Reading comprehension
3. Using the APA format, what verb tense will be used to describe the procedures of the study that have been already conducted?
  - A. Future tense
  - B. Past tense
  - C. Present tense
  - D. Simple present
4. A review should appear cohesive. Which of the following defines the word "cohesive"?
  - A. Expressed in confusing way.
  - B. Having a connection broken.
  - C. United and working together effectively.
  - D. Special words that are used by a particular group of people.





5. Which of the following best explains the goal of written review of literature?
  - A. Relevant literature
  - B. Communicating ideas
  - C. Summarizing of theories and previous investigation
  - D. Summarize the information and to make a statement about a particular topic.
  
6. In the acronym APA, the letter “P” stands for \_\_\_\_?
  - A. Psychological
  - B. Process
  - C. Publications
  - D. Punctuation
  
7. Which of the following is NOT included in the element of good writing style of literature review?
  - A. Clarity
  - B. Content and grammar
  - C. Organization
  - D. Vagueness
  
8. What part of literature informs the readers of what is to follow?
  - A. Critical Evaluation
  - B. General Statement of the Problem
  - C. Introduction
  - D. Summarizing Strategies
  
9. The ability of a researcher to apply principles of analysis to synthesize theories and research into a summary.
  - A. Citation
  - B. Critical appraisal
  - C. Information seeking
  - D. Summarizing
  
10. Which of the following best explains the goal of review of literature?
  - A. The goal of review of literature is to communicate ideas.
  - B. The goal of review of literature is to demonstrate the skills of a research writer.
  - C. The goal of review of literature is to make the study longer and wordy.
  - D. The goal of review of literature is to summarize information and to make a statement about a particular topic.
  
11. Writing RRL demonstrate skills in two areas. What are those skills?
  - A. Critical appraisal and information seeking.
  - B. Critical appraisal and grammar.
  - C. Summarizing and synthesizing.
  - D. Written and oral communication
  
12. What point of view must a research paper be written in?
  - A. First person.
  - B. Fourth person.
  - C. Second person.
  - D. Third person.
  
13. As stated in the APA publication manual, what tenses must be used?
  - A. Past tense
  - B. Past tense and future tense
  - C. Past tense and perfect tense
  - D. Past tense and present tense





14. Which of the following is acceptable in writing a review of literature?  
A. Her C. Humankind  
B. His D. Mankind
15. In writing an RRL, all are true **except** for what letter?  
A. Avoid the use of jargon. C. Use active voice.  
B. Never plagiarize. D. Vagueness



## References

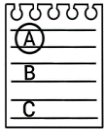
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## Answer Key

<b>What I Know</b>	1. C 2. B 3. D 4. D 5. B
<b>What's More</b>	
<b>Activity 1</b>	1. Introduction 2. General Statement of the problem 3. Summarizing Strategies 4. Critical Evaluation and Research Prospects
<b>Activity 2</b>	1. Analysis 2. Cause and Effect 3. Spatial Pattern 4. Comparison and Contrast 5. Chronological
<b>What I have Learned</b>	(Answers may vary)
<b>What I Can Do</b>	(Answers may vary)
<b>Additional Activities</b>	(Answers may vary)
<b>What's In</b>	PLAGIARISM
<b>What's New – Activities</b>	(Answers may vary)

### **Development Team of the Module**

**Writer:** Nereo S. Saliva (CIS)  
**Editor:** Nieves T. Salazar, Ph.D. (PHS)  
**Internal Reviewer:** Janet S. Cajuguiran (EPS-English)  
**Illustrator:** Marexcza Z. Salinas (PHS)  
**Layout Artist:** Shiela Mae A. Cancino (SRNHS)

### **Management Team:**

#### **Sheryll T. Gayola**

Assistant Schools Division Superintendent  
OIC, Office of the Schools Division Superintendent

#### **Elisa O. Cerveza**

Chief, Curriculum Implementation Division  
OIC, Office of the Assistant Schools Division Superintendent

#### **Janet S. Cajuguiran**

Education Program Supervisor-English

#### **Ivy Coney A. Gamatero**

EPS – LRMS

### **For inquiries or feedback, please write or call:**

Schools Division Office- Marikina City  
191 Shoe Ave., Sta. Elena, Marikina City, 1800, Philippines  
Telefax: (02) 682-2472 / 682-3989  
Email Address: [sdo.marikina@deped.gov.ph](mailto:sdo.marikina@deped.gov.ph)



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