

ENG 153 P2 EXAMINATION REVIEW

I. ROLE AND SIGNIFICANCE OF LITERATURE

- **Identity and self-discovery:** Literature helps readers understand themselves, their values, emotions, and experiences.
- **Social commentary:** Literature can present social issues such as discrimination, inequality, and injustice.
- **Cultural reflection and preservation:** Literature reflects traditions, beliefs, values, and practices of a community.
- **Entertainment and escape:** Literature can provide enjoyment and allow readers to temporarily escape reality.
- **Personal and emotional expression:** Literature allows writers and readers to express and explore emotions.

Remember: Literature can reflect society, preserve culture, develop identity, express emotions, and provide enjoyment.

II. LITERARY GENRES

Prose

Written in ordinary sentences and paragraphs. Includes fiction and nonfiction.

Poetry

Uses lines, stanzas, rhythm, imagery, figurative language, and sound devices.

Drama

Written primarily for performance. Often contains dialogue and stage directions.

Fiction

Contains imagined characters, events, or settings. May still explore real human experiences.

Important Authors & Works

- **José Rizal:** *Noli Me Tangere*, *El Filibusterismo*
- **Jessica Hagedorn:** *Dogeaters*
- **William Shakespeare:** *Hamlet*, *Macbeth*, *Romeo and Juliet*

III. LITERATURE IN THE K TO 12 CURRICULUM

Important Competency: Students should be able to identify:

- Literary elements
- Literary devices
- Figures of speech
- Themes
- Characters & Settings
- Features contributing to meaning

Main Purpose: Literature in language teaching helps develop **communicative competence** through meaningful literary learning, rather than simply memorizing literary facts.

IV. FACTORS IN SELECTING LITERARY MATERIALS

1. **Learner's Age and Level:** Material should be appropriate for students' reading ability while providing an appropriate challenge.

2. **Student Interest:** Materials should connect with students' interests and experiences.
3. **Relevance to Everyday Life:** Current issues and familiar experiences can increase student engagement.
4. **Student Choice:** Allowing students to choose what they read increases participation and motivation.
5. **Background Knowledge:** Students understand and appreciate texts connected to what they already know.
6. **Literary Merit:** Refers to the artistic quality, depth, and meaningful construction of a literary work.

Remember Formula: Good material = appropriate level + relevant + interesting + meaningful + literary value.

V. APPROACH, METHOD, AND TECHNIQUE

- **Approach:** A teacher's underlying belief or philosophy about how learning should take place.
Example: "I believe students learn best by exploring ideas independently."
- **Method:** A systematic way of teaching based on an approach.
- **Technique:** A specific classroom activity or procedure used to implement a method.
- **Strategy:** A planned way of achieving a particular instructional goal.

Easy Reminder: Approach = *Belief* | Method = *Way* | Technique = *Specific classroom action*

VI. METHODS IN TEACHING LITERATURE

- **Discovery Method:** Students investigate, discover clues, and develop conclusions using evidence. (*Example:* Acting as detectives using textual clues to identify a mystery's culprit).
- **Criticism Method:** Students examine, evaluate, or critique a literary work.
- **Project Method:** Students complete an extended task/project involving research, creation, or presentation.
- **Discussion Method:** Students exchange ideas and interpretations through guided discussion.
- **Activity Method:** Students learn through active participation and creative tasks.

VII. APPROACHES TO TEACHING LITERATURE

1. Paraphrastic Approach

Simplifies difficult literary language; restates the text using simpler or modern language.

KEYWORD RESTATE

2. Moral-Philosophical Approach

Focuses on values, morality, ethics, and life lessons.

KEYWORD VALUES

3. Stylistic Approach

Examines how language and literary form create meaning (word choice, sentence structure, repetition, form).

KEYWORD FORM + MEANING

4. Language-Based Approach

Uses literature to develop language skills (listening, speaking, reading, writing, vocabulary, grammar).

KEYWORD LANGUAGE SKILLS

Approach	Main Focus	Key Concept
Paraphrastic	Simplifying / Rewording	Restating text

Approach	Main Focus	Key Concept
Moral-Philosophical	Values and Ethics	Life lessons & morality
Stylistic	Form, Language, and Meaning	Structure & literary devices
Language-Based	Language Skills	Integrating 4 macro-skills + grammar

VIII. LEVELS OF COMPREHENSION

1. **Literal:** Understanding information directly stated in the text. (*Q: What happened? Who? Where? When?*)
2. **Inferential:** Going beyond stated info to draw conclusions/inferences. (*Q: Why did the character behave that way?*)
3. **Evaluative:** Making a judgment or evaluation about the text. (*Q: Was the character's decision justified?*)
4. **Reorganization:** Rearranging/restructuring info (e.g., timelines, charts, organizing events).
5. **Appreciative:** Connecting the text to personal feelings, experiences, or emotional responses.

Quick Reminder:

Literal = *Find it* | Inferential = *Figure it out* | Evaluative = *Judge it* | Reorganization = *Rearrange it* | Appreciative = *Connect with it*

IX. POETIC GENRES

- **Epic:** A long narrative poem about a hero's adventures and achievements.
- **Dramatic Monologue:** A poem where one speaker addresses a listener and reveals thoughts/feelings/personality.
- **Limerick:** Five lines, usually follows AABBA rhyme scheme, often humorous.
- **Nonsense Poem:** Uses playful, invented, or meaningless words (e.g., *slithy* and *toves*).
- **Fun Poetry:** Uses humor, playful language, and imagination to make poetry enjoyable.
- **Shape Poem:** Visual arrangement of words represents or reinforces the poem's subject.

X. POETIC DEVICES

- **Repetition:** Repeating words, phrases, or sounds for emphasis.
- **Anaphora:** Repetition of a word/phrase at the beginning of consecutive lines/clauses.
Example: "We will fight... We will stand... We will overcome..."
- **Conceit:** An extended or unusual comparison developed throughout a poem.
- **Enjambment:** Line continues into the next without punctuation or natural pause.
- **Alliteration:** Repetition of initial consonant sounds (e.g., "Silent snakes slid slowly").
- **Assonance:** Repetition of vowel sounds.
- **Cacophony:** Harsh, unpleasant, or discordant sounds used for effect.
- **Meter:** A regular pattern of stressed and unstressed syllables.

- **Metonymy:** Using a related word/concept to represent something else (e.g., "The crown" = ruling authority).

Quick Summary:

Alliteration = *beginning consonant sounds* | Assonance = *vowel sounds* | Cacophony = *harsh sounds*

Meter = *rhythm pattern* | Enjambment = *line continues* | Anaphora = *beginning repetition*

Metonymy = *associated term* | Conceit = *extended comparison*

XI. STRATEGIES FOR TEACHING POETRY

- **Reading Aloud:** Teacher or student reads expressively. *Develops:* Tone, pitch, pacing, expression, listening.
- **Choral Reading:** Students read/recite together. *Useful for:* Rhythm, fluency, confidence, participation.
- **Silent Reading:** Students read independently at their own pace. *Develops:* Independent comprehension, reflection, personal interpretation.
- **Translation Method:** Translating literary language into another language to improve understanding of meaning, language, cultural expressions, and idioms.

Remember: Reading Aloud = *Expression* | Choral Reading = *Together* | Silent Reading = *Independent* | Translation = *Language/Culture*

XII. LITERARY APPRECIATION

- **Narrative Voice:** Refers to who tells the story and the perspective used (First person, Third person).
- **Language and Style:** Examines word choice, imagery, figurative language, and stylistic features.
- **Revisiting:** Returning to a literary work later and discovering new meanings or details.
- **Contextual Understanding:** Examining historical period, social conditions, cultural environment, and circumstances.
- **Other Key Elements:** Plot & pacing, setting & atmosphere, themes & motifs, personal connections, emotional/sensory impact.

XIII. POETRY LESSON DESIGN

1. **Learning Objectives:** State what students should be able to do after the lesson. (*Example:* "Students will identify examples of personification.")
2. **Pre-reading Activity:** Occurs before reading. Purpose: Activate background knowledge, build interest, introduce topic.
3. **While-reading Activity:** Occurs during reading. Examples: Identifying devices, annotating, answering questions.
4. **Post-reading Activity:** Occurs after reading. Examples: Reflection, discussion, creative response, interpretation.
5. **Poem Selection:** Consider age, reading level, cultural background, student interests, and literary value.

XIV. TEACHING RESOURCES

- **Print Materials:** Books, worksheets, handouts, printed poems.
- **Visual Aids:** Charts, posters, anchor charts, diagrams.
- **Digital Tools:** Technology-based teaching/learning resources.
- **Multimedia Resources:** Combines audio, video, text, images.

Note: An anchor chart displaying literary devices is classified as a **Visual Aid**.

XV. PRINCIPLES OF ASSESSMENT

- **Validity:** Measures what it intends to measure. (*Is it measuring the right thing?*)
- **Reliability:** Produces consistent results under similar conditions. (*Does it give similar results again?*)
- **Fairness:** Equitable opportunities to demonstrate learning.
- **Clarity:** Clear expectations of what is assessed.
- **Student-Centered:** Considers needs and varied ways to demonstrate learning.
- **Feedback-Oriented & Purpose-Driven:** Provides useful feedback and matches intended purpose.

XVI. TYPES OF ASSESSMENT

- **Diagnostic Assessment:** Given before instruction to determine prior knowledge/skills. **[BEFORE]**
- **Formative Assessment:** Conducted during learning to monitor progress and provide feedback. **[DURING]**
- **Summative Assessment:** Conducted at the end of a unit or course. **[END]**
- **Norm-Referenced Assessment:** Compares student performance with other test-takers. **[COMPARE]**
- **Criterion-Referenced Assessment:** Measures performance against specific standards/criteria. **[STANDARD]**
- **Dynamic Assessment:** Provides hints/support during assessment and examines development with support.

Quick Reminder: Diagnostic = *Before* | Formative = *During* | Summative = *End* | Norm = *Compared with others* | Criterion = *Compared with standards* | Dynamic = *Assessment + support*

XVII. ASSESSMENT METHODS IN TEACHING POETRY

- **Poetry Portfolio:** Collection of drafts, revisions, final works, and reflections. *Purpose: Track development over time.*
- **Teacher Conference:** 1-on-1 discussion between teacher and student for personalized feedback.
- **Peer Conference:** Students exchange work and provide feedback to one another.
- **Rubric:** Scoring guide containing criteria, performance levels, standards, and scores for consistent grading.
- **Assessment List / Checklist:** A simple checklist used to verify whether required elements are present.

Method	Main Purpose
Portfolio	Track growth and development over time

Method	Main Purpose
Teacher Conference	Individualized teacher feedback
Peer Conference	Peer review and collaborative feedback
Rubric	Consistent and systematic scoring based on criteria
Assessment List	Quick checking of required elements

★ FINAL EXAM REMINDERS

Focus especially on these core distinctions:

- **Approach vs. Method vs. Technique:** Philosophy/Belief vs. Systematic Way vs. Specific Classroom Action
- **Approaches to Literature:** Paraphrastic (Restate), Moral-Philosophical (Values), Stylistic (Form+Meaning), Language-Based (Skills)
- **Comprehension Levels:** Literal (Find), Inferential (Figure out), Evaluative (Judge), Reorganization (Rearrange), Appreciative (Connect)
- **Sound Devices:** Alliteration (Initial consonant), Assonance (Vowels), Cacophony (Harsh sounds)
- **Poetic Structure/Devices:** Enjambment vs. Meter | Anaphora vs. Repetition | Metonymy vs. Conceit
- **Reading Strategies:** Reading Aloud (Expression) | Choral (Together) | Silent (Independent) | Translation (Culture/Language)
- **Assessment Timing:** Diagnostic (Before) | Formative (During) | Summative (End)
- **Assessment Standards:** Norm-Referenced (Versus peers) vs. Criterion-Referenced (Versus standard)
- **Assessment Tools:** Portfolio (Growth over time) | Rubric (Scoring scale) | Checklist (Quick check)
- **Conferences:** Teacher Conference (1-on-1 expert feedback) vs. Peer Conference (Peer review)
- **Material Selection:** Balancing Literary merit vs. Student interest vs. Reading level
- **Lesson Phases:** Pre-reading (Activate/Interest) vs. While-reading (Analyze) vs. Post-reading (Reflect/Create)
- **Resource Types:** Print Materials vs. Visual Aids (e.g., Anchor Chart) vs. Multimedia Resources

Study the concepts, understand the examples, and focus on the differences among similar terms.

Good luck on your ENG 153 P2 Examination! 📖✨ God bless!