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Lesson 1: Nature & Expectations in Literature Studies

> **Literature Studies** involve the critical analysis, interpretation & appreciation of written works

Key Aspects of Literature Studies

- 1.) **Textual Analysis**
 - understanding **themes**, **symbols**, **structures**
- 2.) **Historical and Cultural Context**
 - examining how literature **reflects** & **influences** society
- 3.) **Critical Thinking**
 - evaluating different **interpretations** and forming independent **arguments**
- 4.) **Comparative Study**
 - analyzing **similarities** and **differences**
- 5.) **Theoretical Perspectives**
 - applying literary **theories**

Expectations in Literature Studies

- *read actively*
- *think critically*
- *conduct research*
- *write clearly & coherently*
- *participate in discussions*
- *appreciate diverse voices*

Importance of TEACHING Literature Studies

- 1.) Enhances Critical Thinking
- 2.) Develops Communication Skills
- 3.) Promotes Cultural Awareness
- 4.) Encourages Creativity and Imagination
- 5.) Builds Emotional Intelligence

Importance of ASSESSING Literature Studies

- 1.) Measures Comprehension and Interpretation
- 2.) Encourages Analytical and Writing Skills
- 3.) Fosters Personal Engagement
- 4.) Promotes Academic Integrity
- 5.) Guides Improvement

Lesson 2: Overview on the Nature of Literature and its Genres

Literature

- a form of artistic expression that uses language to convey **ideas**, **emotions** & **experiences**
- the nature of literature lies in its ability to engage readers

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on **intellectual**, **emotional**
and **cultural** levels

ideas = intellectual

emotions = emotional

experiences = cultural

> literary works are categorized
into various genres like **fiction**,
non-fiction, **poetry** & **drama**

fiction = novels, short stories

non-fiction = factual works

poetry = evokes emotions

drama = performance

Literature as a Significant Human Experience

- Representation of Human Emotions & Experiences
- Exploration of Self-Identity & Discovery
- Cultural Reflection & Preservation
- Social Commentary and Reflection of Society
- Connection Across Time and Space
- The Role of Literature in Moral and Ethical Development
- As a Source of Inspiration and Escape

Purposes of Literature

- 1.) *Entertainment*
- 2.) *Education & Knowledge*
- 3.) *Cultural Preservation*
- 4.) *Reflection of Society and Social Commentary*
- 5.) *Personal and Emotional Expression*
- 6.) *Inspiration & Motivation*
- 7.) *Moral & Ethical Reflection*
- 8.) *Fostering Empathy & Understanding*
- 9.) *Exploration of Identity and the Human Condition*
- 10.) *Artistic & Aesthetic Appreciation*

Prose vs Poetry vs Drama

> the three serve to communicate stories, emotions, and ideas in distinct ways

Prose

- **most common** form of written or spoken language
- **straightforward** language
- there are **no** specific meter or rhyme schemes
- natural flow of speech, narrative storytelling, flexible

Poetry

- literary expression that focuses on **aesthetic quality**

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- often **using** rhyme, rhythm, meter and symbolism
- specific forms and structures, more on **emotional expression**, uses **figurative language**

Drama

- meant to be **performed** on stage or on screen
- involves dialogue, conflict, interactions & stage play
- dialogue driven, **meant to be acted out** and follows a traditional structure

Fiction vs Non-Fiction

> both are broad categories of literature that differ mostly in **content**, **purpose** and **approach** to storytelling
> the difference between the two is their approach to reality

Fiction

- based on **imaginative** or **invented** content
- can be inspired by real-life events or completely fantastical
- aims to **entertain**, **provoke thought** or **explore human experiences**

- imagined content, creative storytelling and has a wide variety of genres

Non-Fiction

- grounded in **fact & reality**
- used to **inform**, **educate**, or **persuade** readers
- factual content, real-world categories, clear and logical structure

Lesson 3: Overview on the Nature of Literature and its Genres (B)

A Survey of Authors

Filipino Authors

1.) Jessica Hagedorn

- wrote "**Dogeaters**" in 1990
- born & raised in PH but **relocated to San Francisco**
- a poet & playwright

2.) Sionil Jose

- one of the most **widely read** filipino authors
- concerned in **social justice**
- highlighted the **provincial life** in the PH, the **revolution** against Spain, and the **framework of filipino families**

3.) Nick Joaquin

- won the **national artist award for literature**
- published at the **age of 17**
- wrote stories such as "**The Woman with Two Navels**" & "**May Day Eve**"

4.) Merlinda Bobis

- **started as a painter** but grew up as a writer
- her works tell lesser-known aspects of life, often from a **strong feminist stance**
- one of her most well-known novel is "**Fish-Hair Woman**"

5.) Jose Dalisay Jr.

- **Butch Dalisay** = pen name
- filipino novelist, essayist and columnist
- was imprisoned during martial law
- his works include: "**Killing Time in a Warm Place**" & "**Soledad's Sister**"

6.) Luis Francia

- lived in **New York**
- poet, author, teacher
- he has a memoir called "**Eye of the Fish: A Personal Archipelago**"
- writings reflect his **filipino heritage**

7.) Jose Rizal

- prolific writer, poet and essayist
- famous two novels: **Noli Me Tangere** & **El Filibusterismo**
- his works revealed the **injustices of Spanish Colonizations**
- paved the way for Philippines' Independence

International Authors

1.) William Shakespeare

- England
- *Hamlet, Romeo & Juliet*
- shaped **english lit**

2.) Leo Tolstoy

- Russia
- *War&Peace, Anna Karenina*
- explored **human nature**

3.) Gabriel Garcia Marquez

- Colombia
- *One Hundred years of Solitude*
- **magical realism**

4.) Jane Austen

- England
- *Pride & Prejudice, Emma*
- critiqued **society** and **gender roles**

5.) Chinua Achebe

- Nigeria
- *Things Fall Apart*
- gave voice to African perspectives

6.) Haruki Murakami

- Japan
- *Kafka on the Shore*
- blended reality and surrealism

7.) Franz Kafka

- Czech Republic
- *The Metamorphosis*
- known for existential and absurd themes

8.) Antoine de Saint-Exupéry

- France
- *The Little Prince*
- timeless philosophical tales about life and human values

The Role of Literature in the K-12 Curriculum

Literature Competence

- sets up a clear definition of what the reader must possess in reading
- must be integrated into the Grade Level standard

K to 12 English Literature Competencies

Kindergarten

- creative writing is included

Grades 1-3

- describe literary elements
- make simple inferences

Grades 7-10

- more advanced and complex stories
- identify literary devices
- organize an independent and systematic approach

Grade 7 = Philippine Lit

Grade 8 = Afro-Asian Lit

Grade 9 = Anglo-American Lit

Grade 10 = World Lit

Senior High School

- proposed a course called “Contemporary Regional Philippine Literature”
- literature is focused because it holistically develops Filipinos with 21st Century Skills

DEPED's 4 Types of skills

- Info, Media, Tech Skills
- Learning & Innovation Skills
- Life & Career Skills
- Effective Communication Skills

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Lesson 4: The Value of Literature

> Literature is more than just reading because it **helps people understand themselves & others**

Literature is also about:

- *understanding the world*
- *building empathy*
- *encouraging creativity*
- *teaching life & values*
- *improving communication*

Factors affecting interest in Literature

1.) Motivation

- students become more engaged when they **like** what they read

2.) Ability to relate to students

- stories become **meaningful** when they connect them in real-life

3.) Thoughts and Feelings

- personal experiences **influence appreciation** for what they read

4.) Choice vs Requirement

- deciding whether **giving them and option** or follow the required curriculum

5.) Teacher Preference

- selection is based on what the teacher **prefers** or **decide**

6.) Administration, Parent and Community

- has large **impact**

7.) Background Knowledge

- **familiarity** makes reading more enjoyable

8.) Relevance to Everyday Life

- stories about **real life situations** increases engagement

When Choosing Books & Reading Materials

1.) Match the Reader's Age and Level

- challenging but not too hard

2.) Relevant & Relatable

- give meaningful experience

3.) Serve a Purpose

- each reading has a goal

4.) Reflect Literary Value

- don't just entertain

Lesson 5: Methods in Teaching Literature

Approach, Method & Technique

Approach

- the big idea
- "why do i teach this way?"
- belief or philosophy
- the guiding principle

Method

- the game plan
- “how will i teach?”
- organize your teaching
- an overall plan

Technique

- the tools & moves
- “what will i do in class?”
- specific activities/strategies
- think/pair/share, role-playing

Approach = WHY

Method = HOW

Technique = WHAT

Methods in Teaching

1.) Criticism Method

- encourages **critical analysis** of literary texts

2.) Discussion Method

- promotes **sharing** ideas and interpretations

3.) Discovery Method

- allows students to **explore** issues and find solutions

4.) Questioning Method

- uses to **questions to stimulate** thinking and understanding

5.) Project Method

- uses **creative & research-based** tasks

6.) Activity Method

- involves active participation such as **dramatization**

7.) Read and Explain Method

- combines reading with **guided** explanation

Lesson 6: Approaches in Teaching Literature

The 4 Approaches

1. Language-Based Approach

- useful for student learning English for Foreign Languages (EFL)
- explores how language is used and practiced
- pays attention to **vocabulary, grammar and sentence structure**
- teacher’s role is to **guide students** to explain unfamiliar words

<i>Before Reading</i>	learn about culture or the background of the story and introduce key vocabulary
<i>During Reading</i>	follow the plot
<i>After Reading</i>	discuss what the text means, and do writing activities

2. Paraphrastic Approach

- **restating the text** in simpler language

- the teacher explains **what the text means in modern and everyday english**

<i>Before Reading</i>	introduce the author and the context
<i>During Reading</i>	paraphrase each section in simple terms
<i>After Reading</i>	students paraphrase a paragraph, line or stanza on their own

3. Moral/Philosophical Approach

- focuses on the **values, lessons and moral message**
- reflects on the **right and wrong**, make personal connections and develop critical thinking

<i>Before Reading</i>	ask questions to activate thinking
<i>During Reading</i>	highlight characters making moral choices
<i>After Reading</i>	discuss the "central message" or moral of the text

4. Stylistic Approach

- focuses on how the text is built, its **style, structure and literary techniques**
- combines **linguistics** with literary analysis
- looks closely the words, phrases, **tone** or grammar

<i>Before Reading</i>	introduce important literary terms
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<i>During Reading</i>	underline or highlight interesting phrases
<i>After Reading</i>	analyze the author's writing style

Language Based - identify unfamiliar vocabulary or figurative language

Paraphrastic - rewrite the passage in your own words

Moral/Philosophical - discuss the moral lesson or values in the text

Stylistic - analyze the author's tone, sentence structure, & words

Lesson 7: Assessing Literature and the Levels of Comprehension

Comprehension

- understanding what we **read, hear or experience**
- making or meaning **sense of what you read**

Levels of Comprehension

1.) Literal Comprehension

- "**Right There**" answers
- basic level, understanding **exactly what's written in the text**

- finding facts

2.) Inferential Comprehension

- “*Read between the lines*”
- making **guesses or conclusions based on clues** in the text
- use thinking skills **to figure out what’s not said** directly

3.) Evaluative Comprehension

- “*Judge and Decide*”
- you **form your own opinion** about the story
- **analyze** and **evaluate** what you’ve read

4.) Reorganization Comprehension

- “*Put it together differently*”
- about **combining information** from different parts of the text
- **rearranging** and **connecting** ideas

5.) Appreciative Comprehension

- “*Feel and Reflect*”
- the **deepest level**, connect the story to your values, feelings and experiences
- about **personal reaction**

Assessment Strategies in Teaching Literature

Assessing Literature

- not just about testing students but understanding how students engage with the story, what they think about it and how they connect it to real life

Assessments Strategies Check:

- *Comprehension*
- *Interpretation*
- *Appreciation*
- *Critical Thinking*

Commonly Used Strategies

- **Comprehension Questions**
 - includes **literal**, **inferential** and **evaluative** questions
- **Literary Response Journals**
 - writing **personal reflections**, while encouraging deep thinking and emotional engagement
- **Creative Projects**
 - projects that test both **comprehension** and **creativity**

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- **Quizzes and Objective Tests**

- use multiple choice, true or false, or matching

- **Group Discussions and Presentations**

- sharing ideas in groups or present their analysis to build critical thinking and collaboration skills

- **Graphic Organizers**

- helps organize ideas through story maps, charts, or even Venn Diagrams

- **Performance Tasks**

- using drama, role-play, or spoken word to test interpretation and oral expression

- **Self & Peer Assessment**

- reflectin on one's own work or give feedback to classmates for responsibility and self-awareness

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