Abstract

Continuously, teachers, families and specialists in the teaching system search for better ways to teach students. Active learning (AL) is a new approach of learning focuses upon the students’ ability to have self-education. In other words, it is a student-based learning.

This study handles the bases, strategies, aims and activities of AL. A questionnaire of 20 items is given to third year students at English department/ Tikrit University. These students were taught throughout the year of study 2017-2018 using active learning activities in drama, novel and poetry. The questionnaire proves that AL is effective method and profoundly fosters the second language acquisition for the Iraqi students in Tikrit University.

1. Active Learning and Constructivism

Searching for new approaches in teachings has been the most serious concern of people in different fields of knowledge since learning is the torch which lightens everything in life. AL is a style of learning which helps the students to get the greatest benefit from the topics they study through certain activities they do in classroom. It is based on a theory called constructivism.

Finding the most effective environment and method of teaching has always been and still one of the concerns of educational theorists and curriculum designers alike. The last decades of the previous century witnessed leaps in fields of methodology which aimed at coping with the rapid developments in all the fields of knowledge. One of the up-to-date education theories, which is the opposite of the classical theory of education, is the constructivist which proposed two very important and effective methods of learning which are active learning and cooperative learning. Constructivism as a theory is built upon the conviction that students construct knowledge through their experiences and their reflection upon these experiences. In other words, they take responsibility of learning relying upon themselves. Education should be done mostly through teamwork. Thus, education is individual and social activity (Olusegun: 66). The impact which this theory has imposed on the pedagogies of teaching nowadays stems from the following two main principles: knowledge is not passively received but actively constructed by the cognizing subject and the “function of cognition is adaptive and serves the organization of the experiential world, not the discovery of ontological reality” (Husen: 114).
Students' involvement in the learning process is a cornerstone in constructivism and it is best seen through the energy and activities they devote to gain knowledge.

Constructivism is a theory of learning. It emphasises the fact that learners construct or build their understanding by themselves. Learning can be explained as a procedure of making meaning. Learners replace or adapt their existing knowledge and understanding (based on their prior knowledge) through learning with intensive and more skilled levels of understanding. Hence, skilled teaching in its essence basically is active. It provides learning environments, opportunities, interactions, tasks and directions that encourage deep learning (www.cie.org.uk/events).

Kelsey Hood Cattaneo explains Paulo Freire’s opinion of learning. He is an educational theorist credited as the founder of constructivism. He argues that education should be about learning not teaching. Learning in this sense indicates that individuals construct their own knowledge personally and socially. In schools that encourage active learning, the students show more flexibility for comprehending the materials. However, this does not mean that teachers’ role is declined or ignored. Teachers remain essential in the process. Certainly, the teachers' roles vary between skillful expert, guide, observer and facilitator. The major point is to make learning rather than teaching at the center (Cattaneo: 145-6).

The environments of constructivist learning require: a work for students that is basically motivating to them, learners must reach to a certain level of self-directedness, and teachers who provide support, context, and constant reactions. In these environments, Castaneo suggests that learners are motivated to build on prior knowledge, think critically, reflect, and present their information independently in small groups. Also, he maintains that students’ capacities are increased through active learning. They become more responsible for the content and process of learning. This frees the teacher from his traditional role as the major speaker and participator in the classroom. He will be the expert who leads the students’ steps to increase their motivation to be self-directed in the long term (Ibid: 146).

In order to make the students really participate actively in lectures they "must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context … strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing” (Bonwell: 5). Creating motivating
learning environment will lead students to be self-directed thus the teacher will provide the necessary scaffolding which will guide the learning process and determine the relevant material. Constant feedback is also necessary to formulate students' prior-knowledge and critical thinking. Students, according to active learning principles, are knowledge creators rather than ready knowledge receivers. Their active role inside the class will improve their long term memory and increase memory retention. It will also help to recall information more easily when needed in future. This learning environment will develop students' expertise through teamwork and collaborative learning.

Hence, active learning is the instruction that focuses the responsibility of learning upon the learners. They will be at the heart of the educational process. It means to allow the students to engage with the material they study. Therefore, rather than simply sitting and telling the students what to learn and how to learn, they should participate in lecture and teach themselves. They should learn through engagement with what they study. Active learning means to be physically and mentally active rather being passive. Indeed, the major idea is that instead of sitting and being passive, they do activities. In fact, this new approach involves activities like: answering questions, solving problems, talking, reflecting, writing, reading and listening. Students can choose what they read and search for information by themselves (www.youtube.com/watch?v=yb6ff4Qwv4).

Active learning also involves listening. Listeners are cooperating with what they hear and already know. They try to think about the things they hear and ask questions about the subject matter. Being actively engaged in the process is really the thing that matters for beneficial education. As compared with active learning, in the standard mode of instruction, instructors do much of the talking and explaining. Almost, they do everything concerning the lesson. Usually, the students passively listen or do other things like daydreaming about something else or checking their phones. This is exactly the opposite of active learning. This is bad because 90% of the time is wasting passively (Ibid.).

Janet Rankin explains that active learning is the idea to make students really learn something in the best ways. They really understand the things which they learn. They are actively involved in the process. In fact, just sitting passively and listen to lecture does not help them to develop ideas or understand in a good way. Also, they cannot develop the cognitive process
they need to understand. To explain how active learning differs from passive learning, Rankin says that after watching a programme or a movie people can give a general idea or they can remember some of the details. But, they cannot give a specific detail if they are asked. That is what often happens for students when sitting in lecture and writing down what has been said. They are not really engaged. Therefore, active learning makes the mind work actively. Giving the students a chance to apply what has been said means to make their minds active. Actually, it is better to work together not only individually. Teachers can allow students to discuss the subject matter of lecture with each other (Rankin: NP.).

Nonetheless, it does not mean abandon lecture. To cooperate active learning in lecture, the teacher can do the following:

1- Pausing frequently, up to 15 minutes. Students can change activities among themselves. Telling the students to apply what they have just learnt. Then, the teacher can switch to lecture if it is needed.

2- It is useful to give the students few minutes to work with the information the teacher has just given. In fact, the students who are involved writing information trying not to miss much things of what the teacher is saying will not really understand. They will have a difficult time to comprehend the subject matter. But, if they are given few minutes to be engaged with what they are learning is better. Also, it gives them a chance to ask questions. It is a good point to make your students ask questions. It is a sign that they interact with lecture. Sometimes, if they do not ask, it means that they do not get what they study.

3- The teacher can ask them to response to a specific question.

4- Have students summarise important concepts in lecture. By the process of articulating what the teacher has just explained, it will be clear for both the teacher and the students where holes they still have for understanding.

5- Allowing the students to compare their notes with partners is one of the recommended active learning activities. Sometimes, if there are shy students, sharing with other partners and reading others’ writings will enable them to ask and participate more easily.

(www.youtube.com/watch?v=yb6ff4Qwv4).

Rankin discusses the points of making active learning working. She says in taking into consideration the factors related to the process of learning like the number of students, the size of the classroom, and the type of the
institution, it was recorded 12% failure when the activities of active learning were applied. But, when the meaning and aims of active learning were explained, the situation became better. The students started to interact and they really started to understand in a better way. After explaining, they were asked to answer a question for three minutes. Then, they show and read what they have written (Rankin). Then, before starting the teacher should explain to the students what AL is.

Mark Trego suggests that active learning involves certain techniques. It is something other than strait lecture. He says it is not an entire project or an assignment, but much a smaller task given to the students. However, a project or an assignment can have several active learning pieces within it. In order to consider something as active learning, students should do something like discovering, processing and applying information not just sitting and listening to a lecture or reading a point. It takes many forms. Instructors often use different strategies. For example, the teacher can make each student face his/her partner and discuss a topic or document sharing (Trego: NP.).

Trego maintains that researching shows how students learn more when are engaged with AL. However, Trego explains the major points of strength of AL. He explains that further research has shown that students retain 70% of what they say and write. But, they retain 90% of what they do. Compare this with the fact that students can retain only 10% of what they read and 20% of what they hear. Now, it can be understood why AL is very important (Ibid.).

Dana E. Wright holds that:

“Pedagogical approaches that center structured, interactive, experiential activities grounded in students’ knowledge and experiences may be more empowering than traditional top-down ways of transferring knowledge and skills”

(Wright: 174).

It is better for students to be always engaged in fruitful activities. They will be alert. Their minds will be ready to receive more information every time they have a chance to get learning depending on themselves. This method of teaching is both enjoyable and useful. Thus, encouraging teachers to focus upon AL helps all parties: instructors and learners. If AL is
encouraged and applied it will become a skill which enables the students to get better in their learning. It can be applied in all domains of knowledge. In studying literature, it provides pleasure, fun and more understanding of works.

2. Active Learning Styles and Strategies

AL encourages students for innovation. Through understanding the processes of the brain in learning, it will be easier to establish an environment for AL in classroom because the space in classroom is important for learning. Maria Sergnese holds that teachers strive to inspire students with a lifelong level of learning and a desire to succeed in everything they do. It helps developing their critical thinking (reflective and reasonable thinking) and solves problems independently. They will develop solutions that demonstrate growth (Sergnese: NP).

Jim Eison holds that the instructional strategies of AL can be created by teachers and used to engage students. He suggests that among these strategies are thinking critically or creatively, speaking with a partner in a small group or with the entire class, and revealing ideas through writing. Also, they include investigating personal attitudes and values. Moreover, giving and receiving feedback (reaction). Reflecting upon the learning process is one of these strategies (Eison: 1).

Eison affirms that when instructors employ AL strategies, they will typically spend greater part of time aiding learners develop their comprehension and skills (promoting deep learning) and a lesser proportion of time transmitting information (i.e., supporting surface learning). He adds that “the instructor will provide opportunities for students to (a) apply and demonstrate what they are learning and to (b) receive immediate feedback from peers and/or the instructor” (Ibid.).

There are five main active learning pedagogies which are adopted in many fields of education in universities around the world. They are Problem-Based Learning (PBL), Discovery-Based Learning (DBL), Inquiry-Based Learning (IBL), Project- Based Learning, and Case-Based Learning (CBL). These share common learning advantages for students they "provide requirements of learner-centeredness … the focus on process and content; interdisciplinary lessons; collaborative lessons; a focus on students reflection; and the importance in … motivating students work” (Cattaneo: 146). The following is a survey of these five pedagogies with special reference to Case-Base Learning CBA as it is the focus of the study.
PBL is one of active learning pedagogies that appeared in the 1960s. It emphasizes the importance of students' problem solving skills. Dewey believes that PBL is "an instructional ... student-centered approach that empowers learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem" (Savery, 2015: 8). In PBL context, authentic and complex problems are presented to students who work in teams to investigate these problems and try to formulate solutions based on their newly acquired or prior-knowledge. "During the process, students build substantial knowledge bases through increasingly self-directed study. (Grabinger: 8). The teacher in the PBL classes facilitates and monitors learning by asking questions that help to promote the problem-solving process. "Regarding constructivist elements, PBL places an importance on learner-centered, process oriented environment that utilize collaborative methods, reflection, and self-assessment as indicator of motivating learning (Cattaneo: 146).

DBL is characterized by the emphasis on students' learning ownership which the students formalize through the ongoing discovery process and knowledge creation process during learning period. The inward students' learning motivation plays a basic role in discovery-based learning. In DBL context "understanding comes from discovery and ... without understanding, production and creativity are lost and the individual is caught in only repetition" (Piaget: 75). This method does not place any kind of guidance or control over students in the class and thus it completely eliminates the role of the teacher.

IBL is a student-centered active learning approach which emphasizes the students' learning interest and motivation as the main factors of any successful educational activity. It conforms entirely to the Confucius's motto "Tell me and I forget, show me and I remember, involve me and I understand" (Cattaneo: 147). Savery argues that it focuses on students' "questioning, critical thinking, and problem solving" (Savery: 11). He further states in the IBL context, activities inside the class "begin with a question is gathered and understood, discussing discoveries and experiences, and followed by investigating solutions, creating new knowledge as information reflecting on new found knowledge" (Ibid, 11). In this approach the teacher plays a vital role. He/she is both the facilitator and the provider of information. In sum learning process in IBL "ensures that students are directing their learning and teachers are available to scaffold students. This approach emphasizes the importance in the issues and problems affecting
the students and their communities. Learning through practice is the main goal of this approach. "The teaching … is provided according to the learner need and within the context of the project" (Savery: 11).

Case-based learning (CBL) is a pedagogical method that uses case studies as active learning tools. “A case study is composed of an engaging and/or controversial story, usually a dilemma that requires a basic understanding of scientific principles” (Rybarczyk: 181).

Case-based method is the best for learning literature. It is “a powerful student-centered teaching strategy that can impart students with critical thinking, communication, and interpersonal skill” (http://ryerson.ca/lt). The goal is engaging the students with real life situation like holding meetings, making negotiation, presentation of a subject, and so on. This approach helps students to learn through critical thinking and decision making. It promotes their self-confidence in facing and analyzing, defining, and solving problems. It also helps them to play their social role as they partake in teamwork.

3. Activities for Studying English Literature

University students differ from those in the high school. They are supposed to develop critical thinking. An aspect of critical thinking is independent thinking. Geoffrey Cooper holds that students at university are expected to establish “the ability to think for themselves and demonstrate not only understanding but also a degree of original insight” (Cooper: 9). This does not mean that students should produce astounding new ideas, but they will be able to present arguments, solutions and ideas which reveal their personal touches.

Through examining the models (pedagogies) used for AL, it is clear that case-based learning is the best way for learning English literature. Before indulging in the activities recommended for teaching the English literature, light should be shed upon the most common obstacles faced by students and instructors that limit their use of AL activities and the solutions suggested for these obstacles.

Jim Eison mentions some of the obstacles which limit the use of AL. Some instructors assume that they cannot cover the whole materials in the assigned time. They can ensure that learners learn important course content through pre-class reading and writing assignments. Another handicap is the preparations for AL strategies need more time than that needed for traditional lecture. However, it is possible to get many strategies from many articles, books and research papers handle the subject of AL activities. Thus,
it is possible to limit the time needed for devising new activities (Eison: 3-4).

To make AL successful, Segenese explains that teachers do not need only a thoughtful planning; also they need to understand AL as a tool for students' success. They need to implement the following steps in their classes:

1- Starting with learning objective. Once the teachers define what they need to achieve, then they can plan how the space can help redefine how they will implement tasks throughout the year. Challenging oneself to move from the traditional passive way of learning into more student-based methods to make them more involved in the process of learning.

2- Using multiple pedagogies. It means to change the mood of learning through changing the traditional way of lecturing. AL classroom space should allow the students to move, shift and change places in order to make groups instead of just sitting in lines listening to lecturer. Interfacing each other is one of the styles of AL. It helps students to collaborate in the process of learning. In this case the classroom space becomes a tool to stimulate learning.

3- Using digital tools in classroom to support these lessons. Researchers show that students can develop critical thinking through using variety of tools which empower individual abilities for a proper way of getting knowledge.

4- Providing easier access between the instructor and students. No matter what the mood or tool used, everyone needs the kind of access required to faster trust and confidence in sharing ideas. AL helps the teacher to shift from the role of being a provider of information to that of a creator of a natural normal environment which guides the student to construct their own knowledge (Segnese: 22).

Generally, literature forms most of the materials assigned for learning a foreign language. One of the aspects of studying language is culture of the people. Literature is culture. Literary materials are useful not only to develop the linguistic skills and inner competence, but they explode inner talk which is important for acquiring a new language. It is literature that provides students the source for internalization of various verbal practices of the community. Inner speech enhanced with studying literature, encourages more thoughtful and purposeful language learning. In fact, literature helps in transforming teacher-centered to student-centered English classrooms.
because it is more helpful for learners to work in groups while studying poems, plays, novels and short stories. Actually, literature enables them to work productively in teams and it is the learning goal of a great deal of teaching programs. It is noted that conversing together about literature gives them insights and understandings that they cannot create alone. In their group working, “they have to both share their perception and support and negotiate their opinions with each other, the point which increases their level of reasoning and critical thinking” (Keshavarzi: 556).

In studying poetry, students should connect their experiences in real life with the literary works. Also, the teacher can help them to pronounce the words of the poem properly. Through practicing. Hence, practicing more will give the solution to the problem of mispronouncing. Participation and interaction in the class is helpful for understanding poetry. It is better to refer to words of the poem as action words, function words, and describing words instead. This is more helpful for students to really understand the poem more than referring to words as nouns, verbs or any of the other parts of speech. A prior knowledge of rhyme and the other poetic devices makes the students able to recognize these devices by themselves (youtube.com/watch?v=L9FuNzspeAl).

There is a criterion that serves to encourage learning through literature. It is known that a literary text is open to interpretation and often there is a lot to be found through reading "between the lines" and reflecting on it. Thus, a literary text can lead to different reactions, thoughts and opinions from the learners. This helps in using authentic meaningful language and presents real communicative interaction with fellow students and the teacher. The learner becomes personally engaged and active, self-reliant and central to the learning process. Through the study of literature, students are given the unique opportunity to express their own ideas and share relevant personal experience. (Dimitrova-Gjuzeleva: 23).

One of the activities is to use the dictionary as a source for literary scholars. It is a useful source. Checking the history of words and meanings is enjoyable and beneficial (youtube.com/watch?v=DsuJ). The teacher can give the students words extracted from the literary text. Then, the students should find their antonyms and synonyms. They can check these words in their dictionaries in classroom. This activity helps the students to know the meanings of the words and their opposites and synonyms. Also, it develops their storage of new vocabularies.
Dr. Daniel Moore suggests that there should be different readings to dramatic works and novels. They can be read through the feminist theory or postcolonial point of view and so on. Symbols must be discussed also through these readings. Moreover, questions should be discussed about every literary text. Students should try many theoretical readings of a text (Moore.youtube.com).

Drama is written to be acted on the stage. Hence, performing (acting) plays is essential for the study of drama especially for university students. Generally, to have a full understanding of literature, students must know the literary genres, the history of English literature, the language of literature, and drama performance.

Chris Watkins in a study of AL makes a survey of the domains in which it can be used. In studying drama, there should be a plan. The students must be encouraged to imagine roles and plot. They rehearse the subject. A review of the dramatic elements is recommended. Through re-imagining they learn how to analyse and criticise. Finally, they are able to apply what they had learnt through performing the play (Watkins: 46).

An important aspect of learning a language is to have many vocabularies which should be recorded in different ways. A word can be recorded alone with the translation. Another way of recording a word is to write the words that go together for example give lecture, look for, and get in. However, Keith S. Folse presents many activities for learning vocabularies. He suggests that keeping a vocabulary list on the board is a good first step, but students are already loaded by all sorts of information all day long. The teacher’s job in this respect is to make these words memorable, and one way to do this is by doing something unique with the words as he/she teaches them. These unique actions could include drawing the word, making a story about it, or even spelling it backwards (Folse: 17).

Among the other activities are debate as a learning activity. Its purpose “requires students to acknowledge opposite viewpoints, develops listening skills, demonstrates need for supporting evidence, encourages research and investigation, discourages simplistic approach to complex issues” (Bell: 17). Also, the teacher may ask the students to write a question in piece of paper and put all the pieces in a fish bowl. Then he/she draw each piece and answer it or make the students answer the questions. This is called the fish bowl activity. Its purpose is “To give the instructor feedback; gives the students the opportunity to ask questions, get clarification” (Ibid.: 18).
In fact, there are many other activities suitable for teaching literature. The teacher can create new ones. Reciting poetry, reading fictional works with a proper tone, and role-playing are the best ways for more active and creative learning. The most pleasant and beneficial activity is to allow the students to take the teacher’s role in classroom one by one. It enhances the students’ confidence, strengthen their personal and linguistic skills, and develop their inner competency.

**Students Reactions towards Active Learning**

In order to make the study more reliable and valid, collecting data from the students themselves to know their attitudes towards AL is an important element to verify the study. A questionnaire was presented to the third year students of Tikrit University, College of Education for Human Sciences during the academic year 2017-2018. Before applying the questionnaire to the students, it was presented to jury members at College of Education for Human Sciences/ English Department. The jury members are Assist. Prof. Nagham Yahya (Ph.D), Assist. Prof. Manal O. Mousa (Ph.D.), Inst. Dunia Tahir (Ph.D.), Inst. Marwa Sami, Assist. Inst. Ibtisam Jassim. They agree that the items are well arranged and the questions are suitable for the subject matter. The jury members judged that all the items of the questionnaire are valid.

The first 10 items of the questionnaire deal mainly with the study of English language and AL including the development of the linguistic skill and competence. It should be noted before examining the responses of the students that these students were presented with AL activities through their year of study (i.e. 2017-2018). Many teachers in the English department, especially the researchers of the present study, use different activities for these students. Therefore, it is not new for them to know about AL and its importance for their study as learners of English.

**Table 1. AL activities for developing the skills of the learning English.**

<table>
<thead>
<tr>
<th>Items</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- Activities in classroom evoke student’s critical (reasonable) thinking.</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>2- Students become more active through engaging with AL strategies.</td>
<td>70%</td>
<td>30%</td>
<td>0%</td>
</tr>
<tr>
<td>3- AL activities enable students to be more confident to speak fluently.</td>
<td>65%</td>
<td>30%</td>
<td>5%</td>
</tr>
<tr>
<td>4- AL stimulates students to learn items more than the traditional methods.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>5- Learning becomes an enjoyable and social activity.</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
</tr>
</tbody>
</table>
6- AL activities enrich the skills of listening, reading, speaking and writing.  
7- Working with partners enhances the student’s knowledge of grammar.  
8- Sharing ideas enhances student’s comprehension of the subject matter.  
9- Activities help in finding new styles of learning like case-based learning.  
10- Activities strengthen the students’ abilities to analyse texts (critical abilities).  

It is clear from the responses of the learners that 90% of them agree that activities in classroom evoke their critical thinking. Recently, it is teachers’ goal to evoke the students’ critical thinking. Hence, this can be achieved through using activities which help in getting this aim. None of the students disagree with this item. 75% of students state that AL enable them to be more fluent and it stimulates them to learn items more than the traditional way of learning. More than 75% of students prefer active learning in their studies because it enriches the linguistic skills. Moreover, sharing helps them in many aspects of the process of learning.

Table 2. Active learning as a technique for learning English literature.

<table>
<thead>
<tr>
<th>Items</th>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>11- Student-centered learning is preferable more than teacher-centered learning in getting the literary ideas personally.</td>
<td>40%</td>
<td>55%</td>
<td>5%</td>
</tr>
<tr>
<td>12- Engaging in the process of learning establishes strong bases for the student to understand the literary genres in a better way.</td>
<td>75%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>13- Novels can be taught easily through applying AL. activities.</td>
<td>85%</td>
<td>20%</td>
<td>5%</td>
</tr>
<tr>
<td>14- poetic devices can be recognized through AL. activities skillfully.</td>
<td>60%</td>
<td>40%</td>
<td>0%</td>
</tr>
<tr>
<td>15- Learning stories through role-playing enhances the students’ understanding of the elements of the story.</td>
<td>25%</td>
<td>75%</td>
<td>0%</td>
</tr>
<tr>
<td>16- Reciting poems helps in developing the skill of reading and improving their comprehension.</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>17- AL. activities enable the students to encounter new learning situations that will derive them to use their prior knowledge in attempt to solve the given situation.</td>
<td>65%</td>
<td>30%</td>
<td>5%</td>
</tr>
</tbody>
</table>
The table shows that the majority of students prefer AL activities in learning literature. It is agreed that these activities help them in getting the literary ideas personally through sharing and really engaging in analysing the literary texts. 85% of them say that it is always better to understand novels through AL. 85% of them state that sharing in finding synonyms and antonyms increases their lists of vocabularies. 100% of them find that learning stories through role-playing enhances the students’ understanding of the elements of the story.

More than half of the learners find out the necessity of collaborating if they really want to learn in a better way. It presents successful steps towards acquiring new skills and develop their abilities for criticising literature. Then students are more comfortable with the activities presented to them in English literature classes. They can express their opinions frankly with the assistant of the teacher. Also, they become more self-reliant if they are given assignment to be done by themselves with the supervision of their expert teacher. Literature sometimes is complex. To be understood easily, learners need to apply their prior knowledge plus their active searching for new methods to stimulate their critical thinking. Creating life-like situations while studying fiction and drama widens their prospects and enables them to really comprehend the works.

All activities are pleasant and useful at the same time if they are presented in a suitable learning environment. Students need to be more active in classroom. It encourages them to know more facts and information related to the subject of their study. This can be achieved if the teachers give them a chance to search and be independent but with their guidance.

**CONCLUSION**

Active learning is the opposite of passive learning. In fact, the traditional method of learning is passive. All the work in lecture is done by teachers: speaking, dictating, writing, and analysing. It is teacher-centered method when the teachers do all the talking and analysing. There is no real learning
because most of the students are usually sleepy or mind absent in such classes.

AL encourages both teachers and learners to make the later at the center of the process of learning because it is there where they are supposed to be. Through suitable activities for studying literature, they will be able to learn through doing. Doing and engaging in lecture stimulate them to think. They must apply what they learn in order to understand. Language learners must participate to be able to speak fluently and to write correctly. Literature classes are the most influential classes in learning any language since they deal with authentic texts.

In the traditional processes of learning, students are not always attentive. They are daydreaming, checking their phones, or counting the moments to the end of lecture. It is known that understanding literature is not an easy task. Activities like role-playing, critical analysis, and reciting make the students totally engaged in the lesson. Teachers must give them tasks to solve problems, evaluate and perform.

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