

MAINSTREAMING ACTIVE LEARNING AS SUPPORT TO LANGUAGE AND LITERATURE TEACHING

by:

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Learning is not a spectator sport. Students do not learn my by just sitting in class listening to teachers, remembering rehashed tasks, and spitting out responses. They must talk about what they are learning, write about it, relate it to previous experiences, and apply it to their daily life for better retention of knowledge. They must internalize what they have learned. Teachers encourage students to participate actively in the classroom, according to Pajares (1996), yet many students are still hesitant to speak up and communicate. During the teaching process, learners have the option to follow up and be exposed to new terms and structures through verbal engagement.

Teachers are no longer the primary source of information and are not required to speak in class. Today's shifting scenario of the globe requires for child-oriented education and development of full child. Hence, has to move to new tactics, methodologies and approaches. Everything evolves throughout time. Even in the educational field. There are lots of changes and progress in the pedagogies when it comes to language and literature instruction. It is a key duty of the teacher in this new period of modern world when diverse pupils with different learning styles are present inside a class. it is a pivotal role of the teacher to come up with new techniques and strategies to effectively teach students.

Furthermore, there are many methods and approaches to teaching English, but the studies reviewed that Active Learning Approach could be one of the good approaches, as it can provide a natural environment for learning English and encourage students' participation in classroom activities.

The term "Active Learning" is frequently used to refer to pair work, peer review, and regular in-class reading/writing tasks, all of which are examples of Active Learning and have been shown to be effective in studies (Prince 2004). The core notion is that by immediately applying what students have learned, deeper learning occurs, not just as a result of the practice itself, but also as a result of other factors such as the need to demonstrate proficiency in front of peers (healthy competition). Additionally, it is completely consistent with student-centered learning and the issue of many learning styles.

For generations, the lecture approach, in which instructors speak and students listen, has dominated the language classroom. Educators are now more anxious than ever about the effectiveness of their teaching and testing methods. As a result, active learning and continuous assessment approaches have been introduced to modern pedagogical theory and practice.

The classic "talk-listen" lecture style, according to Faust and Paulson (1998), is only effective when used in conjunction with other active learning strategies. They emphasize that traditional lectures should be blended with other forms of active learning, and that students should be required to work on solitary, pair, and group tasks in order to optimize the benefits of each lesson., pair, and group tasks in order to optimize the benefits of each lesson.

Instruction English and literature to learners is difficult, as a practitioner in the field of language and literary teaching in senior high school can attest. There are times when students lose interest in the conversation, and they frequently find language instruction to be tedious and fall asleep in class. This research can assist language and literature teachers in raising the level of their discussions and ensuring that students retain more information while also maintaining their attention during the process of teaching.

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