# Active Learning in English Language Teaching: Bridging Theory and Practice

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## Introduction

Learning is the process through which individuals acquire new understanding, knowledge, behaviours, skills, values, and preferences. Brown (2000) posits that learning encompasses the acquisition of information pertaining to a subject or skill through various means, including study, experience, or instruction. Thus, learning can be defined functionally as behavioural changes that result from experience or, mechanistically, as alterations in an organism attributable to experiential factors and can be conceptualized as the process of acquiring knowledge, enhancing that knowledge, and personally engaging with it.

Language serves as our principal mode of communication, enabling us to convey our ideas, emotions, opinions, and thoughts to others. It is a fundamental aspect that distinguishes humans from animals and defines our humanity. Globally, there are thousands of languages, with each nation typically having its own official language, alongside numerous regional languages. Some languages are spoken by millions, while others have a speaker base of only a few thousand. In today's globalized context, the significance of English is undeniable, as it stands as the most widely spoken universal language, with approximately 1.5 billion speakers (Zeidan, 2023). While this study accounts for total speakers rather than exclusively native speakers, it underscores the critical importance of English proficiency for effective communication.

Many students struggle to achieve fluency or mastery in English, which impedes their overall learning progress. Frequently, students study English primarily to pass examinations, resulting in difficulties in constructing grammatically correct sentences. Additionally, they often lack sufficient practice to learn the language effectively. However, proficiency in English is crucial for success in contemporary society, serving as an essential gateway to numerous opportunities, particularly in developed nations that seek technically skilled individuals and favour candidates who demonstrate English proficiency (Nishanthi, 2018). The primary objective of language teaching and learning must be to cultivate the four essential language skills alongside a comprehensive understanding of grammar and a wide memorization of lexical items. Ultimately, the primary objective is to enable learners to use the language effectively and communicatively across diverse contexts. Throughout the history of language teaching, numerous approaches have been proposed by linguists and educators to address the needs of students, let them master on essential language skills and adapt to the demands of their respective eras. However, only a select few have demonstrated sustained continuity and effectiveness within the English education process. These approaches evolve over time, often transforming into new forms or being entirely replaced in response to the shortcomings of their predecessors. Instead of examining each of these notable approaches individually, it is more beneficial to categorize them according to distinct stages. Before exploring active learning strategies, it is essential for educators to be familiar with the various approaches utilized in English language education over time.

The first phase of English Language Teaching (ELT) was marked by a diverse array of instructional approaches and methods, including the Grammar-Translation Method (GTM), the Direct Method (DM), the Audio-Lingual Method (ALM), the Community Language Teaching Approach (CLT), and the Total Physical Response Approach (TPR). Among these approaches, the Grammar-Translation Method (GTM) emerged in Germany in the late 1700s and maintained its dominance until the 1940s, despite later criticism for its primary focus on grammar and translation models. In addition to the Audio-Lingual Method (ALM), which is rooted in behaviourism and emphasizes the mechanical repetition of everyday language, various other methods continue to be employed, either individually or in an integrated manner.

The second phase introduced a modern approach tailored to contemporary ELT demands, equipping language learners with the skills necessary to effectively apply classroom language in real-world contexts. This approach is termed the Communicative Approach, being divided into two sub-categories: Content-Based Language Teaching and Task-Based Language Teaching (Larsen-Freeman & Anderson, 2011). This method has facilitated a transition in the teaching process from a model of absolute teacher authority to one that is more innovative and centred on student engagement. While it is not entirely accurate to characterize earlier approaches as wholly teacher-centred, subsequent discussions will demonstrate that no singular method has proven fully adequate or fully embraced a student-centred paradigm. This evolution has led to the emergence of a third phase of educational approaches. The third phase, known as the post-method period, emerged from the critique that no single method can be perfect on its own, and that each may offer advantages in specific contexts. Prabhu (1990), a noted expert in second language teaching, contended that different teaching environments necessitate different methods, that each method possesses some degree of validity, and that no method can be universally adequate.

Applying methods and strategies in a versatile manner and fostering a learning environment that addresses both the academic and social needs of students has become increasingly important in contemporary education. In response to the demands of contemporary society, students today are more proactive, innovative, and self-directed in their academic and social decision-making than those educated in traditional systems. This societal shift has inevitably influenced the educational process. Consequently, we can explore the concept of active learning, including its components, strategies, and application areas, which advocate for the integration of diverse methods and the active participation of students in the educational experience. Integrating these approaches with active learning strategies when appropriate can enhance the effectiveness of instruction and support student engagement. Khamwan (2007) discovered that following utilization of interactional strategies as mechanisms for initiating dialogue, students' responses to the teacher's inquiries became longer and more substantive. Additionally, the average frequency of interaction turns was approximately two turns every three minutes. This training appeared to enhance students' comprehension of the lesson, enabling them to seek clarification from the teacher when faced with difficulties. Furthermore, a greater number of students were able to engage in responding to the teacher's questions.

In contemporary educational discourse, there is a consensus among many educators that students achieve more effective learning outcomes within an interactive and active learning environment. The roots of utilizing active learning to enhance critical thinking can be traced back to Socratic methods, which emphasized reflective thinking using provocative questioning. Socratic questioning serves as a strategic approach to engage students in active learning and to nurture critical thinking abilities.

This chapter aims to address the active learning methodology, its applications in both in-class and online educational settings, as well as the potential challenges that may arise during the implementation of active learning practices.

**Active Learning**

Active learning is often defined in opposition to passive learning. Perspectives in the field assert that mere participation in class and rote memorization do not foster meaningful learning. Instead, they advocate that students should engage in discussions, write about their learning, and connect new knowledge to their personal experiences, which forms the foundation of active learning (Chickering & Gamson, 1991). Effective teaching involves actively involving students in the learning process by encouraging them to think critically, pose questions, share their experiences, analyse information, and conduct research (Park, 2003). Such active learner participation fosters a collaborative educational environment among students. Employing various educational strategies, such as collaborative learning and problem-solving-oriented learning, enhances student involvement and creates an optimal environment for effective learning (Prince & Felder, 2007). Active learning encompasses a range of methodologies, including experiential learning, hands-on activities, service learning, peer education, laboratory experiments, role-playing, and case studies. It embodies concepts such as "dynamic," "student-centred," and "participatory learning," wherein students actively engage with content to develop understanding (O'loughlin, 1992; Chi, 2009). These methodologies align with the principles of active learning and represent a significant component of contemporary pedagogical frameworks.

Various studies characterize active learning as any educational activity that necessitates student participation, extending beyond passive observation, listening, or note-taking to include interactive elements such as discussions and problem-solving (Felder & Brent, 2009). This broad definition highlights that active learning is not merely a theoretical construct, but a practical pedagogical approach designed to enhance the learning process. Active learning methodologies emphasize activities such as reflective writing, group discussions, and collaborative problem-solving, all of which are integral to cultivating critical thinking skills among students. By focusing on skill development rather than merely the transfer of knowledge, active learning techniques provide a comprehensive educational experience. This approach encourages students to engage deeply with the material, fostering an environment where they can reflect on their own attitudes and values. By prioritizing participation and engagement, active learning transforms the classroom dynamic into a collaborative space where students are motivated to take ownership of their learning. This shift not only enhances their understanding of the subject matter but also equips them with essential skills that are applicable beyond the classroom, preparing them for real-world challenges and promoting lifelong learning.

Educational activities transcend the mere transmission of knowledge to students; they are viewed as a complex process that enables learners to effectively synthesize information, understand concepts, guide their thinking, and develop their own cognitive frameworks. Within this pedagogical context, teachers adopt diverse roles, including that of educator, facilitator, communicator, and manager, thereby moving away from the traditional role of mere knowledge transmitter (Dirsa et al., 2022). This transformative approach necessitates heightened student participation and engagement. 'Active engagement' can be defined as participating in activities that often involve physical movement during the learning process. For instance, in a virtual environment, if students navigate the space by pedalling a stationary bike while exploring, this would be classified as an active learning activity (Tong, et al., 1995).

The term 'passive engagement', in contrast, refers to a learning approach where students adopt a primarily receptive role in the classroom. For instance, when students are not encouraged by the teacher to explore topics independently, and engage in the learning process without questioning, applying, or producing knowledge within a teacher-centred framework, these can be identified as examples of passive learning styles.

Active learning is conceptually grounded in constructivist learning theories. Constructivism posits that individuals construct knowledge by integrating new ideas and experiences with their prior understandings, thereby fostering the development of deeper comprehension (Bransford et al., 2000). This theoretical framework emphasizes the importance of achieving profound understanding among students rather than focusing solely on rote memorization. However, delineating the components of effective constructivist teaching presents challenges, as constructivism is primarily a theory of learning rather than a prescriptive theory of instruction (Richardson, 2003). While active learning serves as an instructional strategy designed to facilitate constructivist learning by promoting self-directed knowledge construction and encouraging student responsibility for learning outcomes, interventions aligned with constructivist principles may still fall short. They might not adequately elicit and utilize prior knowledge, integrate existing and new knowledge, or stimulate reflective processes, making active learning not only transcend a mere student participation; but also necessitate structured guidance and oversight from educators to fulfil its objectives effectively and enhance student engagement.

The learning outcomes associated with constructive activities should ideally exceed those of merely active activities, as constructive tasks engage learners more deeply and promote higher-order thinking skills. A relevant example illustrating this distinction comes from a study by Kastens and Liben (2007), which compared two conditions involving fourth-grade students. In the explanatory condition, students were tasked with writing down and articulating the clues they used during a field-based map skills activity. In contrast, the baseline condition involved students merely placing flag stickers on a model map, corresponding to pre-placed flags, without any explanatory component. The results indicated that students engaged in the explanatory task demonstrated significantly better performance in map skills assessments compared to those who only placed flags without providing explanations. This finding underscores the importance of incorporating constructive activities into educational practices, as they not only facilitate knowledge acquisition but also foster critical thinking and problem-solving skills. By requiring students to articulate their reasoning, constructive activities lead to a more meaningful understanding of the material. These findings suggest that educators should design learning experiences that promote reflection and explanation rather than merely participation. Integrating constructive tasks can enhance learning outcomes and equip students with essential cognitive skills necessary for success in both academic and personal contexts.

In her study, Chi (2009) studied on numerous examples of overt constructive activities that have been investigated in addition to self-explaining. These include drawing concept maps (Biswas et al., 2005), asking questions (Graesser & Person, 1994), posing problems (Mestre, 2001), and comparing and contrasting cases (Schwartz & Bransford, 1998). Other activities encompass integrating text and diagrams or multimedia resources (Bodemer et al., 2004), inducing hypotheses (Suthers & Hundhausen, 2003), drawing analogies (Chinn & Malhotra, 2002), generating predictions (Klahr & Nigam, 2004), and engaging in reflection and self-monitoring of one's understanding, along with other self-regulatory activities (Azevedo et al., 2006). In her study, Chi (2009) categorized student activities into three distinct groups based on their perspectives: active, constructivist, and interactional activities.

**Table 1.** *Characteristics, overt activities, and cognitive processes, for active, constructive, and interactive activities, from the learner's perspective*

|  | **Active** | **Constructive** | **Interactive** |
|---|---|---|---|
| **Characteristics** | Doing something physically | Producing outputs that contain ideas that go beyond the presented information | Dialoguing substantively on the same topic, and not ignoring a partner's contributions |
| **Overt Activities** | Engaging Activities Look, gaze, or fixate Underline or highlight, Gesture or point, Paraphrase, Manipulate objects or tapes, Select, Repeat | Self-construction Activities Explain or elaborate Justify or provide reasons Connect or link Construct a concept map, Reflect, or self-monitor, Plan and predict outcomes, Generate hypotheses | Guided construction Activities in Instructional Dialogue: Respond to scaffoldings Revise errors from feedback Sequential or Co-construction Activities in Joint Dialogue: Build on partner's contra-argument, Argue, defend Confront or challenge |
| **Cognitive Processes** | Attending Processes Activate existing, knowledge, Assimilate, encode, or store new information, Search existing knowledge | Creating Processes Infer new knowledge, Integrate new information with existing knowledge, Organize own knowledge for coherence, Repair own faulty knowledge, Restructure own knowledge | Jointly Creating Processes Creating processes that incorporate a partner's contributions |

Active learning methods frequently incorporate cooperative learning groups, aligning with constructivist principles that highlight the significance of social interaction in the learning process. Lev Vygotsky's foundational contributions highlighted the interplay between cognitive functions and social interactions, culminating in the development of a sociocultural theory of development. According to Vygotsky, learning occurs when individuals engage in problem-solving tasks that surpass their current developmental capabilities, with guidance from teachers or peers. Therefore, active learning approaches that leverage group dynamics benefit from this sociocultural constructivist framework, promoting increased peer interaction and facilitating cognitive advancement through collaborative learning experiences (Vygotsky, 1930).

Research highlights that academic performance is significantly enhanced in environments that implement active learning strategies, as these approaches bolster both teaching effectiveness and student motivation. Compared to traditional instructional methods, active learning classrooms are associated with higher levels of productivity, improved student grades, and increased educational enthusiasm (Nurbavliyev et al., 2022). Active learning strategies foster a more engaging and interactive learning atmosphere, which encourages students to participate actively in their education. This shift from passive to active participation not only enhances comprehension but also cultivates a sense of ownership over the learning process. As students become more involved, their intrinsic motivation to learn increases, leading to better academic outcomes. Moreover, the benefits of active learning extend beyond mere grades; they also contribute to the overall educational experience. Students in active learning environments report feeling more connected to the material and their peers, which can further enhance motivation and engagement.

Consequently, implementing active learning strategies in educational settings is crucial for optimizing both teaching effectiveness and student success.Top of Form

**Active Learning Strategies**

Learning that lacks meaning is often quickly forgotten, as genuine understanding is vital for applying knowledge in future scenarios. While teaching aims to facilitate learning, it doesn't guarantee that students will absorb the material simply because it is presented. Educators' views on learning greatly affect their teaching strategies and, consequently, student outcomes. It is crucial for teachers to transition from a focus on rote memorization to one that emphasizes meaningful knowledge construction and skill application. This broader perspective on learning requires a significant shift in how educators perceive and engage in the teaching-learning process. This transformation involves moving away from a teacher-centred, lecture-driven approach to one that is learner-centred, fostering discussion and practical applications. As educators grow in their roles, their comprehension of teaching and learning evolves along this trajectory. Past studies indicate that students view active learning as beneficial to their educational experience (Machemer & Crawford, 2007; Patrick, Howell, & Wischusen, 2016) and report an increase in their self-efficacy as a result (Stump, et al., 2014). From this perspective, active learning strategies can be categorized into three main areas: explanation, facilitation, and planning strategies.

Explanation strategies aim to provide students with a clear understanding of the rationale behind active learning practices. These strategies can be subdivided into two main components: establishing student expectations regarding the subject matter and articulating the overarching purpose of the instruction. Setting expectations involves establishing a tone and routine for active learning at both the course and classroom activity levels. Instructors can address these expectations at the start of the semester, during the initial class session, or just prior to specific activities. To effectively set expectations at the beginning of the semester, research suggests implementing strategies that familiarize students with active learning as early as possible. This includes ensuring that project instructions and relevant materials are made available early in the semester and clearly communicating that the project constitutes a significant component of their overall assessment (Krishnan & Nalim, 2009). Explaining the purpose of activities involves providing students with reasons for engaging in certain tasks and emphasizing the importance of their participation. One effective approach identified in studies is the use of assessment data related to active learning to demonstrate its value. Intermittently reiterating the learning objectives in the initial weeks after establishing expectations can positively influence student motivation.

Facilitation strategies are designed to maintain student participation in classroom activities once they have commenced, with many of these strategies focusing on direct engagement with students. This category can be further divided into two key areas: involving the teacher in activities and encouraging student participation. Involving the teacher in classroom activities not only aids in facilitating the activity but also fosters closer interactions with students and allows for immediate feedback. When instructors actively move around the classroom, they promote engagement among both students and them. Encouraging students entails creating a supportive classroom atmosphere that motivates them to engage in activities. This involves establishing respect and rapport, demonstrating genuine concern, and maintaining a positive attitude toward student success. Much of students' achievement is rooted in the negotiation process and the cultivation of mutual respect within the classroom, which requires the instructor to exhibit motivation, energy, and enthusiasm. Negotiation plays a crucial role in fostering a sense of community. For instance, while learning students' names can be challenging, it is an essential aspect of building rapport and motivating them. Additionally, listening to students' needs and preferences regarding assessment deadlines, projects, and activities is particularly effective in establishing the relationships necessary to sustain and enhance student performance.

The planning category, in contrast to the explanation and facilitation categories, encompasses strategies that extend beyond classroom time. This category includes four sub-strategies: designing appropriate activities, creating group policies, aligning the course, and reviewing student feedback (Nguyen et al., 2021). First, the design of activities involves ensuring that the tasks are suitable in terms of time constraints, difficulty levels, and course requirements. Activities should strike a balance between being too challenging and too simplistic, while also being engaging and providing ample opportunities for student participation. Creating group policies addresses the rules and structures governing group activities. This strategy focuses specifically on collaborative work, considering aspects such as determining optimal team sizes and assigning specific roles to group members. Aligning the course highlights the importance of deliberately connecting various components of the curriculum. This strategy involves planning assessments that reflect student participation in activities and timing these activities in relation to other course elements to ensure coherence. Reviewing student feedback entails both gathering insights on the effectiveness of activities and utilizing that feedback to enhance the course structure. Research has shown that incorporating student feedback into ongoing course improvement is vital for fostering effective learning.

Strategies for active learning should not be chosen solely to facilitate the transfer of knowledge from the external world to the learner's cognitive framework; rather, they are intended to provide learners with the tools necessary to construct their own understanding and meaning. As illustrated in previous examples, it is crucial to take students' needs into account when selecting active learning strategies, aiming to integrate them effectively into an interactive learning process. At this point, it is essential to recognize that implementing strategies in a strictly student-centred manner, while excluding the teacher from the equation, can be counterproductive. The teacher's role is pivotal; they must actively engage students during lessons, facilitate meaningful discussions, organize content in an accessible manner, and share outcomes that invite student feedback and commentary. In this collaborative framework, the teacher should participate as a co-learner, actively contributing to the learning experience rather than functioning merely as a passive administrator. This active involvement not only enhances the learning environment but also models the kind of engagement and critical thinking that active learning seeks to foster among students. A balanced approach that recognizes the roles of both teachers and students can lead to richer educational experiences and more effective learning outcomes.

**Active Learning in English Language Teaching**

English language instructors primarily serve as guides and facilitators within the language classroom, aiming to motivate and support students in recognizing effective learning strategies and styles. Research indicates that instructors are committed to identifying and addressing students' learning challenges (Suleiman, 2022). As previously discussed, active learning emerges as an invaluable strategy that has demonstrated effectiveness for teachers of English as a foreign language. This approach offers numerous advantages over traditional methods, such as lectures; it enhances students' learning, improves information retention, and increases overall enjoyment of the lessons. Active learning promotes a collaborative environment, encouraging interaction among students, instructors, and peers rather than reliance on solitary study. This interaction helps to facilitate the zone of proximal development (ZPD), enabling students to achieve their full potential with appropriate support from peers or teachers. Furthermore, active learning encompasses a diverse range of practical activities and teaching methodologies that motivate students to reflect on their learning experiences and apply their knowledge to problem-solving situations.

Effective language acquisition necessitates genuine interaction between instructors and students. However, advancements in technology and the impact of global pandemics have compelled many educational institutions to shift from distance education to online learning formats.

These abrupt transitions, often executed without adequate preparation, have posed challenges for instructors attempting to implement active learning strategies swiftly. While live interactions in virtual classrooms may be somewhat limited, effective online platforms facilitate the exchange of ideas, sharing of instructional materials, and engagement with instructors, thereby enhancing participation. The integration of interactive multimedia components with active learning activities in these settings significantly improves learning outcomes.

Researchers assert that virtual classrooms should prioritize the development of students' language skills over mere information transfer, aligning with the fundamental goals of language education. Multimedia applications afford students opportunities for meaningful engagement through conversation, listening, writing, reading, and critical thinking about course content, as well as discussing relevant academic topics. By fostering direct participation in learning activities, interactive multimedia tools yield exceptional results, particularly in enhancing language skills. The incorporation of e-learning technologies in virtual English language teaching environments transforms the teaching and learning process from passive reception to active engagement (Suleiman, 2022).

Analyses within the field indicate that students typically hold a strong appreciation for active learning, recognizing its positive impact on their educational experience in online courses. These components should focus on maintaining continuous student engagement through interactive activities and assignments that promote collaborative knowledge construction and discussion. Additionally, it is essential to integrate regular feedback and evaluation mechanisms within these activities to monitor and support ongoing student progress. Observations of individual learning activities also indicate a distinct preference among students for active and interactive tasks, such as self-assessment questions, interactive exercises, and external video links. In contrast, passive activities, including short lectures that present key concepts and readings, are perceived as less effective. This suggests that active, student-centred tools are essential for supporting learners in achieving their educational objectives while also fostering a deeper understanding of the curriculum and expanding their academic knowledge base (Granmo & Bengtsson, 2015).

Many active learning strategies are adaptable and can be effectively implemented in both face-to-face and online teaching environments. Educational institutions are increasingly encouraged to adopt teaching methods that prioritize a student-centred approach, utilizing innovative technologies to promote active participation through various internet applications. Online platforms commonly used by students include tools that facilitate interaction with peers and instructors, as well as those that support online discussions and collaborative learning activities. Given the diverse range of active learning strategies available, it is reasonable to categorize these approaches under three overarching theories: cognitive, constructivist, and connectionist.

According to Flavell (1979), cognitive theorists conceptualize learning as a multifaceted internal process that includes various mental activities such as memory, thinking, reflection, abstraction, motivation, and metacognition. This perspective highlights that learning is not merely about absorbing information but involves the active engagement of mental faculties. Individuals exhibiting metacognitive awareness are particularly attuned to their cognitive processes; they actively evaluate their understanding and strategies for learning, which enables them to adapt and refine their approaches based on self-reflection and self-regulation. This level of awareness empowers learners to monitor their progress, recognize when they are struggling, and make informed decisions about how to approach new material or challenges.

In addition to cognitive theories, constructivist theory asserts that students are not passive recipients of knowledge but active participants in their educational journeys. This perspective emphasizes that knowledge is constructed through students' interpretations of their experiences and the sensory information they encounter in their environment (Piaget, 1973). As learners

engage with new concepts, they build connections with their prior knowledge, leading to deeper understanding and retention. In this model, students occupy a central role in the learning process, while the instructor transitions to the role of facilitator, guiding and supporting learners as they navigate their individual paths of discovery. This shift encourages a more collaborative and interactive classroom dynamic, where dialogue and exploration are key components of the learning experience.

Furthermore, the connectionist approach emerges as a particularly relevant learning theory in the digital age. In this context, individuals leverage networks -whether social, academic, or technological- as environments for learning and collaboration. The inherent dynamism of these networks means that learners often encounter a vast and ever-changing landscape of information. As a result, individuals may find themselves with limited control over the flow of information, necessitating a commitment to continuous learning. This approach requires not only the ability to acquire new knowledge but also the capacity to forget outdated information that no longer serves their learning objectives (Siemens, 2005). In this case, learners must cultivate the skill to relearn current knowledge, adapting to new contexts and innovations in an increasingly complex world.

The interplay of cognitive, constructivist, and connectionist theories illustrates the evolving landscape of learning in contemporary education. By understanding learning as an internal process influenced by metacognitive awareness, recognizing students as active constructors of knowledge, and adapting to the dynamic nature of digital networks, educators can better support their students in navigating the complexities of modern learning environments. This holistic understanding of learning processes equips both learners and instructors with the tools needed to thrive in an interconnected and rapidly changing world.

Subsequent sections of this topic will concentrate on various applications and implementations of active learning, both within classroom settings and in online learning contexts.

**Classroom Applications**

Listed below are some active learning practices that can be used in teaching English. Many studies indicate that the implementation of specific active learning activities in the classroom is likely to enhance students' learning outcomes (Adler, 1982; Keyser, 2000; Charalambos, 2000; Walker, 2003; Bell & Kahrhoff, 2006; Tedesco, 2013).

*Academic Portfolio:*

Portfolios provide students with a sense of ownership over their work, which significantly boosts their interest in the subject matter. By encouraging students to take pride in their achievements, portfolios also serve as reflective tools that allow learners to track their progress over time. As students compile their work, they engage in ongoing self-assessment and reflection, enhancing their comprehension of the material. This portfolio approach integrates both "Explanation" and "Planning" components, which are vital for enriching the learning experience. The "Explanation" aspect encourages students to express their reasoning and the thought processes behind their choices, thereby fostering metacognitive awareness and critical thinking. Conversely, the "Planning" element motivates students to establish learning objectives and strategize on how to reach them. This combination not only aids in language development but also promotes a proactive approach to education.

Portfolios encourage active involvement during evaluations, transforming assessment into a more interactive and collaborative experience. Instead of merely serving as a summary of grades, portfolio assessments facilitate conversations between students and teachers, allowing for constructive feedback that guides future learning. This method actively engages students in their evaluations, further strengthening their dedication to their educational path. The implementation

of portfolios is an effective strategy that deepens students' connections to the material while enhancing vital skills in self-regulation and reflection.

### *Role and Drama:*

While games and drama activities can be easily implemented in classroom settings for small groups or individual students, they can also be effectively utilized in online English teaching. This approach promotes language use in an enjoyable and engaging manner, making learning more interactive. By assigning roles, students can concentrate on specific elements of a movie or lesson while simultaneously gathering information from their peers regarding other aspects. This collaborative strategy not only encourages active participation but also enhances communication skills as students discuss and share insights with one another. Furthermore, the integration of these activities in online environments can help create a dynamic and immersive learning experience, allowing students to practice language skills in a supportive and motivating context. Incorporating games and drama into online English teaching fosters a richer learning environment that captivates students and enhances their language proficiency.

### *Argument:*

Creating a discussion environment in English language teaching encourages students to engage with opposing viewpoints, which is essential for developing critical thinking skills. This practice not only enhances their listening abilities but also emphasizes the importance of supporting evidence in discussions. By requiring students to substantiate their arguments with research and inquiry, educators promote a deeper understanding of the subject matter. Furthermore, this approach discourages oversimplified perspectives on complex issues, encouraging students to explore nuances and consider multiple angles. Engaging in such discussions cultivates an atmosphere of intellectual curiosity, where students learn to respect differing opinions and articulate their own viewpoints more effectively.

### *Fishbowl Activity:*

To foster active engagement in the classroom, students are encouraged to formulate questions related to the course content and submit them anonymously into a designated box. During the class session, the instructor randomly selects several questions from this pool and either addresses them on behalf of the entire class or facilitates a group discussion to elicit collective responses. This strategy not only empowers students to voice their inquiries but also stimulates critical thinking and collaborative learning. Moreover, this approach can be seamlessly adapted for online language education by utilizing interactive applications, messaging platforms, or text messaging systems. Such digital tools enable students to participate in the same questioning process, maintaining anonymity while fostering a sense of community. By engaging students in this way, educators can create a dynamic learning environment that encourages exploration and dialogue, regardless of the delivery method. This technique enhances student involvement and enriches the learning experience, making it applicable in both traditional and online settings.

### *Treasure Hunt Activity:*

This instructional strategy focuses on locating and analysing web pages that contain critical information -such as text, images, audio, or video- pertaining to the topic of study. Engaging in this activity is particularly advantageous for gathering relevant factual data and providing essential background information that enhances students' understanding of the subject matter.

By encouraging students to explore various multimedia resources, this approach promotes active engagement and critical thinking as they evaluate the credibility and relevance of different sources. Furthermore, the integration of diverse media formats caters to various learning styles, making the content more accessible and engaging. This strategy not only aids in the acquisition

of knowledge but also fosters skills in information literacy and analysis, preparing students to navigate the vast array of resources available in today's digital landscape.

### *Think, Match, Share Activity:*

This pedagogical strategy promotes collaboration among students, allowing them to exchange ideas before presenting their findings to the entire class. It enhances focus, cultivates problem-solving skills both individually and in groups, boosts the confidence of more reserved students, broadens the array of materials available for responses, and supports auditory and tactile learning experiences. In online English education, students can be randomly assigned to small groups and utilize private messaging to facilitate their collaboration.

The strategy also broadens the range of materials available for responses, enriching the learning experience while accommodating various learning styles. It supports auditory and tactile learning experiences, ensuring that students engage with the material in multiple ways. In the context of online English education, this approach can be effectively implemented by randomly assigning students to small groups, where they can utilize private messaging platforms to facilitate their collaboration. This use of digital tools allows for seamless communication, enabling students to brainstorm, share insights, and develop their ideas collectively before presenting to the larger class.

### *Dictionary Games:*

In this activity, each group is assigned the task of identifying an obscure word from the dictionary and generating three distinct definitions for it. This method not only fosters students' dictionary skills but also promotes autonomy, empowering them to independently navigate and comprehend language. By engaging in this exercise, students enhance their ability to analyse and interpret various meanings of a single word, encouraging deeper linguistic exploration. This approach also cultivates critical thinking, as students must consider context and usage in formulating their definitions. Moreover, working collaboratively in groups encourages communication and teamwork, allowing students to share insights and learn from one another. This activity serves as an effective means of developing language skills while promoting independent learning and cooperative engagement.

### *Time for Clarification:*

This technique serves as a brainstorming exercise aimed at generating definitions or explanations for various concepts. In this activity, students are instructed to spend 3-5 minutes compiling words or phrases that encapsulate a specific topic. This focused effort not only stimulates individual thinking but also prepares students for deeper engagement with the subject matter.

The activity can effectively initiate discussions in an online classroom setting, where students can share their ideas and insights. Following this initial brainstorming phase, students can transition into group work, where they compare their lists and collaboratively refine their definitions. This process encourages collaboration and critical discussion, allowing students to synthesize their ideas and arrive at a more comprehensive understanding of the topic. By working together to refine their definitions, students enhance their communication skills and deepen their comprehension of the subject. This technique not only fosters a sense of community among learners but also empowers them to take an active role in their learning journey, making it a valuable addition to both in-person and online educational environments.

### *Tool Fault Detection Activity:*

In this activity, students are organized into small groups of 3 to 4 individuals and presented with a specific question or problem to address. Each team is tasked with brainstorming potential

solutions and identifying related issues over a duration of five minutes, during which they document their ideas on paper. This collaborative brainstorming session encourages active participation and fosters critical thinking as students explore various perspectives.

At the conclusion of the brainstorming period, the written responses are collected by the instructor, who then utilizes these submissions to facilitate a class discussion. By reviewing the teams' ideas, the instructor can guide a collective analysis of the topic, highlighting key points and encouraging further dialogue among students. This method not only enhances engagement but also provides an opportunity for students to refine their ideas through discussion, as they consider their peers' viewpoints and solutions. This activity promotes a deeper understanding of the subject matter and cultivates essential skills in teamwork, communication, and problem-solving, making it an effective strategy in both classroom and online learning environments.

### *Discussion Map Activity:*

To stimulate discussion on a particular subject, the topic is prominently displayed on a visual medium, such as a whiteboard or poster. Students are encouraged to engage actively by posing and answering questions related to the topic. This approach not only sparks conversation but also fosters a collaborative atmosphere where ideas can be freely exchanged. By prompting students to consider various aspects of the topic, including both its advantages and disadvantages, this exercise encourages comprehensive research and critical analysis. Students are motivated to delve deeper into the subject matter, exploring its broader context and implications. This holistic examination enhances their understanding and encourages them to consider multiple perspectives.

Discussion map activities serve to enrich the learning experience, as students engage in meaningful dialogue that deepens their insights and promotes critical thinking. The visual medium acts as a focal point for discussion, facilitating a more dynamic and interactive learning environment that can be effectively utilized in both traditional and online educational settings.

### *One Minute Article Activity:*

The One Minute Article technique offers an inclusive platform for all students to contribute, allowing even those who may be less inclined to participate in oral discourse to express their thoughts effectively. This method acts as a catalyst for discussion, drawing attention to specific points of interest while facilitating a quick assessment of students' understanding and enabling targeted feedback. In this activity, the instructor distributes slips of paper containing a specific topic, granting students one minute to write their reflections. This structured approach encourages concise expression of ideas, promoting clarity and focus on their written responses. Moreover, it aids in the development of daily spoken English skills, as students can later use their reflections as prompts for verbal discussion.

By engaging in this exercise, students not only enhance their writing abilities but also build confidence in sharing their thoughts in a group setting. The rapid nature of the task encourages spontaneity and creativity, making it an effective tool for fostering engagement and dialogue within the classroom. One Minute Article technique enriches the learning experience by promoting inclusivity, enhancing communication skills, and providing valuable insights into students' comprehension of the subject matter.

### *Mini Cases Activity:*

Mini cases are succinct collections of information that are meticulously curated to encourage students to analyse specific sets of facts or scenarios. These cases prompt students to interpret the information, make judgments, and reach decisions based on relevant concepts and principles within their discipline. By engaging with mini cases, students are invited to critically evaluate the information presented, fostering a deeper understanding of the subject matter. Predominantly

utilized in small group settings, particularly in online English education, this approach significantly enhances students' academic language skills. Through collaborative discussions around the mini cases, students develop their ability to articulate thoughts clearly and engage in Socratic thinking. This form of inquiry-based learning encourages them to ask probing questions, challenge assumptions, and explore multiple perspectives.

**Active Learning in Online English Classes**

Educators must distinguish active learning methodologies from traditional classroom paradigms and adapt them effectively to the online learning environment. It is essential for them to recognize and address the distractions inherent in online settings to ensure sustained student engagement. Several key factors are vital for facilitating a robust online learning experience.

First, educators should aim to foster an inclusive virtual environment where students feel connected and valued. Second, it is important to employ a diverse range of educational tools and techniques that cater to various learning styles and preferences. Providing clear instructions and supportive resources can further enhance student comprehension and retention of knowledge. Additionally, integrating evaluation mechanisms is crucial for assessing learning outcomes and informing necessary adjustments to the curriculum. Moreover, educational activities must be thoughtfully designed to promote active participation, taking into consideration the limitations of the online context. In this regard, it is imperative to ground educational strategies within a structured educational design model while adhering to the pedagogical principles established by the institution.

As outlined by Ragan (2023), there are ten fundamental principles that contribute to the effectiveness of online teaching, which are *Active participation of the instructor, Implementing Proactive Course Management Strategies, Creating Course Activities, Being Prepared for Unplanned Situations, Providing Timely Feedback, Thinking Before Providing Feedback, Supporting Continuous Progress, Utilizing Secure Communication Tools, Enhancing Course Material and Quality and Strengthening Technological Connectivity.*

The instructor plays a pivotal role in overseeing an online course from its initiation to conclusion. Failing to engage in live sessions or relying solely on pre-recorded lectures can detrimentally affect student motivation. In a traditional classroom setting, a structured environment is established for both instructors and students, encompassing specific parameters such as time and location. Similarly, the online classroom can create an environment conducive to effective learning through the clear communication and management of essential parameters. Since course content is often developed and stored within a learning management system, some educators may mistakenly assume that their responsibilities in delivering course materials are fulfilled, thereby diminishing their active role in the online learning experience. However, akin to expectations in a face-to-face setting, instructors in online courses must maintain a visible and engaged presence to effectively guide and enhance the learning process. An online course instructor must also facilitate a successful learning experience by employing proactive course management strategies. These strategies encompass various practices, including, but not limited to, monitoring assignment submissions, notifying and reminding students about missed or impending deadlines, and adjusting course progress as needed. The concept of "course management" can encompass multiple facets of the educational experience. For instance, it includes managing student rosters, organizing team structures, grading assignments, disseminating grades, and implementing disciplinary measures, all of which contribute to effective online course management.

While the online classroom environment offers significant flexibility regarding study time and location, establishing and communicating a consistent course tempo and study pattern can benefit both instructors and students, thereby reducing confusion in course delivery. For students, a

clearly defined model of course activities facilitate the planning and management of extracurricular commitments alongside e-learning tasks. For instructors, providing a syllabus and study model helps delineate the boundaries between online classroom activities and other aspects of life.

Students enrolled in online courses often rely on their instructors as the primary source of knowledge and guidance regarding course progress. If an instructor anticipates being unable to actively engage in the course for more than a few business days, it is advisable to notify students at least one week in advance. In emergency situations, instructors should communicate with students as promptly as possible regarding their absence and provide information on when they will resume updates about course progress.

Timely and effective feedback from instructors is essential for online learners to effectively manage their educational experience. Instructors are expected to respond to students' inquiries on the same day. If an instructor is unable to provide a comprehensive response within one business day, they should still communicate with the student within that timeframe and indicate when a more detailed reply will be available. Feedback on assignments is most beneficial to students when it is articulated using clear and concise language that effectively conveys the extent to which relevant course outcomes are being achieved. In instances where student inquiries may be ambiguous, instructors are encouraged to engage in dialogue that fosters understanding and helps students articulate their needs. Instructors play a vital role in keeping students informed about their progress on assignments, quizzes, and exams. A turnaround time of one to two days for feedback ensures that students receive timely information necessary for maintaining positive progress. Following the electronic submission of an assignment, it is essential for instructors to review the submission and respond within a reasonable timeframe. In some educational institutions, this timeframe may be dictated by specific policies or cultural norms. Regardless of the established timeframe, informing students about when they can expect a response enables them to monitor course activities effectively, plan accordingly, and make any necessary adjustments.

In online learning environments, interaction between instructors and students is a vital component of the teaching and learning process. Immediate and reliable access to class participants is essential for instructors to effectively guide the course to completion. As students engage with course assignments, discussion posts, and online assessments, the ability to communicate with the instructor becomes integral to their success. Student-instructor communication is often necessary to address problems, inquiries, or disputes regarding various course elements. In certain situations, it may be beneficial for all class participants to view these communications. For instance, a student may post a question in a discussion area that is relevant to others, allowing the instructor to address it collectively. Conversely, some topics may be more personal and inappropriate for public discussion, such as matters relating to student performance, course adjustments, or grade disputes. In these instances, employing secure and appropriate communication tools is crucial for ensuring confidentiality and effective resolution for both parties.

The provision of high-quality course content is critical to fostering a successful learning experience. Instructors are responsible for monitoring and addressing elements of the course that may compromise its integrity, such as inaccuracies in course content, editing errors, unclear information and instructions, broken links, and other design issues. If the educational institution aims to deliver a high-quality online educational experience, it is essential to emphasize strategies and methods for effective quality assurance. Many online programs recognize that students whose learning experiences do not meet acceptable quality standards are likely to withdraw, as it may negatively impact their perception of the program and their degree. Instructors of online courses require immediate and reliable access to the necessary technology to facilitate student engagement. Effective online course delivery depends on high-speed Internet access (e.g., DSL, cable modem, or satellite). Instructors must familiarize themselves with the full technical requirements of their program to ensure compliance. Additionally, online instructors are expected to navigate and

experience all functional aspects of the online course to assess the system's functionality and performance adequately.

**Challenges in Applying Active Learning Strategies in English Language Teaching**

Teaching English presents significant challenges for both students and educators). Despite the critical importance of English in our society, it is essential to investigate the underlying reasons for our collective difficulty in acquiring a second language (Arslan, 2009; cited in Altın & Saraçoğlu, 2018). Educators encounter various obstacles in English instruction, which are influenced by the nature of the teaching process, the materials and textbooks available, and students' attitudes towards the language. These challenges include the extensive content of the English curriculum, inadequate teaching resources, a lack of facilities such as speaking laboratories, and the difficulty of translating curriculum requirements into practical application. Additional issues comprise overcrowded English exam papers, the reliance on profile dimensions for assessing student knowledge, students' perception of English as complex, an emphasis on exam-oriented topics, and insufficient preparation for English lessons (Özmat & Senemoğlu, 2020).

In addition to the challenges that may arise in teaching English, various issues can occur when implementing active learning strategies, both in traditional classroom settings and in online English education. Addressing these challenges requires not only the initiative of the teacher but also the provision of a systematic and forward-thinking educational framework by the institution, thus ensuring that students remain motivated and are not discouraged by external factors. The transition to online learning exacerbates these difficulties. Notably, many students struggle to maintain focus on digital screens for extended periods, a challenge that may be intensified by the pervasive presence of social media and other distracting websites. Furthermore, online courses often feature lower levels of interaction compared to traditional classrooms, which undermines the effective implementation of active learning strategies that rely on face-to-face engagement, such as discussions, group work, and role-playing activities. The extent of participation and collaboration in an online teaching and learning environment is largely contingent upon the knowledge and skills that both educators and students possess, which are developed through training specific to the online platform being used. Without adequate training, it becomes challenging for both instructors and learners to meet their educational objectives. Additionally, having a conducive home environment and access to sufficient resources are crucial factors that significantly influence the success of online learning outcomes (Mazlan et al., 2021).

Challenges to language teaching within the school context include overcrowded classrooms, which impede effective interaction, as well as insufficient physical and technological resources. Additionally, classrooms equipped with technology frequently encounter maintenance issues. Compounding these difficulties are the lack of administrative support and deficiencies in supervision, which further complicate the educational environment (Taşçı, 2023). While the challenges associated with implementing active learning strategies in English language instruction largely mirror those found in online education, they can be categorized into four distinct areas: teacher-related issues, student-related issues, challenges related to the content and content and technological difficulties. The following topics will address these potential challenges encountered when implementing active learning techniques in both classroom settings and online English education.

**Teacher-Related Challenges**

While traditional educational approaches predominantly favoured teacher-centred models, progressive and reconstructive principles have shifted focus towards student roles. However, these significant changes have not diminished the importance of the teacher's role; rather, they have led to the emergence of a new teacher model that emphasizes skills such as guidance, facilitation, and classroom management. Therefore, teacher-related challenges within the educational environment

merit consideration alongside other areas of concern. These challenges can be categorized into aspects such as professional experience, competence, interest, and motivation.

Beyond fulfilling a teaching obligation, educators also engage in professional development aimed at enhancing their academic qualifications, teachers are not only required to identify the characteristics exhibited by students through various methods, including observation, interviews, and questionnaires, but also, they need to strive to foster positive traits in students while mitigating the development of negative traits. A professional teacher who wants to integrate students into the learning process in a more active way must expose them to the work of professionals by introducing diverse fields of expertise and skill sets, enabling students to make informed choices regarding their future paths. Moreover, teachers are responsible to offer guidance and counselling to assist students who encounter challenges in realizing their potential. The absence of one or more of these competencies in educators not only results in professional inadequacies but also adversely impacts students' active engagement in the learning process. For instance, if a teacher fails to monitor students' developmental progress and neglects necessary assessments, this can hinder the identification of students' strengths and weaknesses. Similarly, a teacher who does not emphasize students' positive attributes may stifle their growth in specific areas. Consequently, it is crucial for educators to actively observe and engage students in the learning process, alongside enhancing their pedagogical competencies.

Teacher competence can be evaluated from various perspectives. Research indicates that teachers with greater professional experience demonstrate significantly higher levels of engagement in educational activities related to relationships, as well as in planning and delivering lessons, compared to their less experienced counterparts (Makovec, 2018). Experienced educators provide students with a wider array of opportunities in several areas, including the establishment of classroom rules, participation in activities, in-class guidance, active involvement in lessons, and involvement in decision-making processes.

The teacher's motivation and willingness to engage in professional development are other critical components in the process of effective language teaching. Research shows that various external factors—such as students lacking the expected level of readiness and knowledge, an unsuitable school or teaching environment, extraneous responsibilities imposed on teachers, an inadequate or overly complex education system, and insufficient salary and compensation—contribute to a decline in teacher motivation (Mukminin et al., 2015). Additionally, the lack of adequate materials and infrastructure to facilitate the transition from theory to practice further undermines teacher motivation, particularly in the field of language education.

Problems arising from teachers can often begin prior to their entry into the profession, particularly at the university level or during their teaching internships. Examples of these issues include insufficient or ineffective practical courses in universities, an excess of language education faculties, the absence of standardized teaching criteria across institutions, and a predominance of theoretical content in language education courses. The role of teachers in education extends beyond merely providing information; contemporary educational frameworks require teachers to engage in more comprehensive roles.

When it comes to online education, teachers play a vital role in addressing the complexities inherent in distant education. In synchronous online learning environments, there is an expectation that educators will develop a diverse array of teaching strategies and effectively utilize appropriate tools to enhance the learning experience (Noviani, 2021). To successfully adapt active learning strategies to the digital landscape and address the unique challenges of virtual classrooms, teachers can foster student engagement and mitigate distractions. Essential considerations include creating an inclusive environment that promotes student connections, employing a variety of teaching methods that are suitable for online delivery, providing clear guidance and resources, assessing

learning outcomes effectively, and designing activities that facilitate active participation within the online context (Niktinat, 2021).

In online education, teacher-related issues also encompass time management, teaching style, and the transition from face-to-face to online learning environments. Notably, educators have reported considerable challenges in online English language teaching, particularly concerning speaking objectives. This perception underscores the need for further research to identify specific obstacles and to develop effective strategies for addressing them (Todd, 2020). In transitioning from face-to-face to online learning, English teachers must identify productive and effective methods for teaching the four language skills while adapting their materials to digital formats for online accessibility. It is crucial for teachers to select appropriate teaching and assessment strategies that consider the challenges faced by their students. With reduced direct interaction among students and between students and teachers in online settings, educators need to maintain students' motivation to learn, as disengagement can lead to boredom.

To achieve learning objectives, online instruction should be carefully planned, with provisions for course access. Additionally, teachers must become proficient in using new educational tools, and parents supporting younger students must also possess technological literacy. English teachers should focus on the four skills in language instruction, as each skill area has distinct characteristics (Ermawati et al., 2021). Significant challenges faced during the transition to online teaching and learning include insufficient skills and training among educators, inadequate internet access and infrastructure, a lack of supporting resources, and limited student engagement and feedback in online environments. Addressing these barriers is essential for the effective implementation of online education. Successfully overcoming these challenges not only facilitates the online teaching and learning process but also enriches the overall educational experience by fostering collaboration between teachers and students (Hamad, 2022)

The absence of timely and constructive feedback on students' written work represents a significant challenge in online learning environments. Constructive feedback is essential and serves as a cornerstone of active learning, enabling students to identify mistakes in their inquiries and providing detailed explanations to enhance their understanding. In online settings, assessments are frequently communicated through various platforms, including email, academic systems, and messaging applications such as WhatsApp. Consequently, feedback often consists merely of numerical scores on spreadsheets, lacking accompanying documentation that clarifies how students' work was assessed. In the field of English language instruction, as in many other disciplines, the need for detailed and prompt feedback is critical; without it, students are likely to repeat the same mistakes in future online assessments.

Information and communication technologies employed in traditional teaching can also enhance online education, allowing educators to present learning opportunities in diverse ways tailored to meet the evolving needs of students. These technologies facilitate individualized instruction, enabling students to learn at their own pace and in alignment with their unique learning styles. As a result, even conventional classroom teaching often incorporates insights gained from remote teaching methodologies (Nycz & Cohen, 2007).

### Student-Related Challenges

The most significant student-related challenges in English language learning pertain to students' attitudes and concerns. Research indicates a negative correlation between students' self-efficacy in English and their anxiety levels, suggesting that higher self-efficacy is linked to lower anxiety (Doğan, 2016). It is crucial to highlight that teachers bear the responsibility of enhancing student motivation and play a vital role in fostering students' emotional and psychological well-being. Moreover, students in English classes often lack a common foundational knowledge, unlike

in other subject areas. For instance, some students receive instruction from unqualified English teachers in rural areas, while others benefit from urban settings that offer a variety of classroom resources. Additionally, while some students attend private language schools utilizing online programs, language applications, and interactive opportunities, many depend solely on textbooks for their English education. The absence of a placement test to appropriately group students by their language proficiency further complicates the situation for weaker students, who may resort to guidebooks for assistance (Akbari, 2015). In another study Wahyudin and Rido (2020) stated that student-related issues encompass various factors, including student expectations, readiness, participation, learning styles and engagement strategies.

Students may occasionally resist departing from traditional teaching methods and exhibit a preference for alternative learning techniques. This reluctance can pose challenges not only for the students themselves but also for the teacher, particularly in facilitating interaction among students. Furthermore, in such instances, even if student integration is successfully achieved, the effectiveness of active learning can differ markedly among students, with certain individuals demonstrating higher levels of engagement compared to their peers (Freeman et al., 2014).

Felder and Silverman (1988) highlight the importance of addressing different learning styles, suggesting that a one-size-fits-all approach in active learning may not meet the needs of all students. They argue that a uniform approach to active learning may fail to address the unique preferences and strengths of individual learners. By tailoring instructional strategies to align with various learning styles - such as visual, auditory, and kinaesthetic - educators can create a more inclusive and effective learning environment that fosters engagement and understanding for all students. This differentiation is crucial for maximizing the potential of active learning, as it ensures that each student could engage with the material in a manner that resonates with their personal learning preferences.

Prince (2004) emphasizes that students unfamiliar with active learning may struggle to adapt, suggesting the need for gradual implementation and support. In his study Prince advocates for a gradual implementation of active learning strategies, coupled with adequate support, to facilitate this transition. This gradual approach allows students to acclimate to new learning environments and expectations, thereby enhancing their ability to engage effectively. Providing the necessary guidance and resources during this transition period can help mitigate resistance and foster a more positive learning experience.

Active learning strategies often require more time for discussions, which can be challenging for students accustomed to a rigid structure (Michael, 2006). Active learning strategies frequently necessitate extended periods for discussions, presenting challenges for students who are accustomed to a more rigid and structured educational framework. This shift in expectations can create difficulties as students may struggle to adjust to the increased emphasis on collaborative dialogue and critical thinking. Educators must be mindful of these challenges and provide appropriate support to help students navigate this transition effectively.

A study conducted by Johnson and Johnson (1994) on cooperative learning underscores several challenges associated with group dynamics, such as unequal participation and interpersonal conflict among group members. These issues are especially relevant in active learning contexts, where collaboration and teamwork are fundamental to fostering student engagement and enhancing the overall learning experience. Unequal participation can lead to some students dominating discussions while others remain passive, which undermines the collective learning process. Additionally, conflicts may arise from differing opinions, communication styles, or work ethics, further complicating group interactions. Addressing these dynamics is crucial for educators, as it not only facilitates more effective teamwork but also ensures that all participants are encouraged to contribute meaningfully to the learning process. By implementing strategies to promote equitable

participation and resolve conflicts, instructors can create a more supportive and productive active learning environment.

Hattie and Timperley (2007) contend that providing clear feedback and establishing well-defined expectations are essential components for achieving student success in active learning environments. They emphasize that when students receive specific guidance regarding performance standards and learning objectives, they are better equipped to engage meaningfully in the learning process. Conversely, ambiguity in feedback or expectations can result in confusion, hindering students' ability to understand what is required of them and impeding their overall learning outcomes. Therefore, educators must prioritize clarity in communication to foster an environment where students feel confident in their roles and responsibilities, ultimately enhancing their engagement and performance in active learning activities.

Deci and Ryan (1985) discuss intrinsic and extrinsic motivation, noting that external factors can significantly influence a student's willingness to engage in active learning activities. While student motivation and flexibility are fundamental to active learning approaches, a prevalent issue in online English instruction is the tendency for students to exhibit overly relaxed behaviour, resulting in delayed responses during video conferencing or late participation in classes. This situation often compels teachers to wait for tardy students to engage, thereby diminishing the effectiveness of active learning strategies implemented throughout the lesson (Nartiningrum & Nugroho, 2021).

Students encounter significant challenges in online learning environments due to the absence of physical interaction, which restricts their ability to seek assistance from peers or instructors regarding academic difficulties. This sense of isolation can result in frustration, particularly when tangible support is necessary. Moreover, engagement levels in online platforms tend to be low, as students often favour passive listening instead of active participation, demonstrating reluctance to invest time in typing questions and responses. To address perceived deficiencies in the online learning experience, students should cultivate collaborative learning strategies, recognizing the critical role of peer interaction and support in enhancing their English learning both in virtual settings and traditional classroom environments. Research in this domain indicates that online learning, often a novel experience for many students, significantly influences study habits by enhancing awareness of individual learning styles relative to traditional face-to-face education. Furthermore, the propensity for procrastination within online learning environments compels students to modify their study practices to mitigate such tendencies. Moreover, students are required to cultivate autonomous learning behaviours, referred to as e-autonomy, in online courses. It has been observed that learners assume greater responsibility for their online education by utilizing various e-autonomous tools, paralleling their behaviours in conventional classroom settings (Erarslan & Arslan, 2020).

The absence of physical presence in online learning environments can lead to feelings of isolation among students. Without face-to-face interactions with peers and instructors, the sense of community and support typical in traditional educational settings may wane. To mitigate this challenge, educators can employ several strategies, such as establishing virtual workgroups, facilitating online discussion boards, and organizing live video conferencing sessions. These initiatives foster social interaction, enhance connections among students, and promote a greater sense of engagement and support throughout their learning experiences.

Another challenge students face is learning attention. The majority of students encountered difficulties in online learning environments related to concentration, motivation, enthusiasm, engagement, and expectation of achieving learning goals. These difficulties were exacerbated by problems with teaching methods that negatively affected students' ability to focus. It is very important that faculty members stay up to date on modern teaching methods specifically

designed for online and distance education, as this directly affects students' learning attention (Tartari & Kashahu, 2021). While the flexibility of online education enhances students' access and participation in various activities, it also introduces certain challenges. Engaging in online learning outside the traditional school setting can hinder full participation in scheduled live sessions each week. Even when students allocate specific days and times for these live interactions, they may struggle to engage fully due to competing commitments and distractions (Gillett-Swan, 2017).

**Challenges Related to the Content**

When considering the issues arising from textbooks and teaching materials, it becomes evident that they often fail to provide effective learning opportunities for students. Teacher feedback indicates that these resources are criticized for lacking materials that facilitate effective English learning and insufficient communication activities necessary for acquiring proficiency in the target language (İyitoğlu & Alci, 2015). Furthermore, the inability of English teachers -who have taken courses on material use and adaptation during their university education- to effectively utilize the resources available to them complicates the language teaching process.

Moreover, limitations on acquiring supplementary resources within many official institutions, combined with a predominant focus on grammar-centred instruction, significantly hinder the effective teaching of the four essential language skills: reading, writing, speaking, and listening. These challenges are further intensified by overcrowded classrooms, which restrict the ability to incorporate a variety of materials and activities into the curriculum (Dursun et al., 2007). The lack of diverse instructional resources and methodologies not only stifles student engagement but also impedes the development of well-rounded language competencies, thereby affecting overall educational outcomes. Addressing these systemic issues is crucial for creating a more effective and comprehensive language learning environment.

Moreover, while there is a need for improved textbooks and teaching materials, an overreliance on pre-packaged resources can be problematic. Teachers must possess the skills to modify and adapt materials, which includes designing and integrating various audiovisual and authentic resources, as well as preparing handouts, activity sheets, and worksheets to complement textbook activities (Uztosun, 2017). Other issues related to the curriculum and materials encompass the scarcity of teaching materials and authentic resources, mechanical exercises, an excessive focus on vocabulary and grammar memorization, repetitive topics, and a reliance on direct translation in texts. Additionally, other pressing issues related to the curriculum and available materials include a scarcity of diverse teaching resources and authentic materials that reflect real-world language use. Mechanical exercises often dominate instructional time, resulting in a lack of engagement and practical application of language skills. Furthermore, there is frequently an excessive focus on memorization of vocabulary and grammar rules, which can inhibit critical thinking and meaningful communication. Repetitive topics may fail to capture students' interest, leading to disengagement. A reliance on direct translation in texts can undermine the development of students' proficiency in the target language, as it may discourage them from thinking in that language. Addressing these multifaceted issues is essential for fostering a more dynamic and effective language learning environment that meets the diverse needs of students.

Recent technological advancements empower educators to leverage a diverse array of media formats that can significantly enhance the teaching and learning experience. These technologies enable instructors to access electronic resources and digital textbooks, thereby promoting a deeper understanding of specific subjects among students (Noviani, 2021). However, challenges related to content and material design remain prevalent, particularly with regard to the integration of multimedia into the content development process. Effectively incorporating multimedia resources is often complex and requires careful consideration of pedagogical strategies, which may not seamlessly transfer from traditional face-to-face classrooms to online learning environments.

Instructors must adapt their teaching methodologies to ensure that multimedia elements are not only accessible but also pedagogically effective in engaging students and facilitating comprehension. Additionally, the potential for technical issues, varying levels of digital literacy among students, and the need for robust technological infrastructure can further complicate the successful implementation of multimedia in online education. Addressing these challenges is crucial for maximizing the benefits of technology in educational settings.

It has been noted that teachers primarily rely on textbooks when preparing online teaching materials. Aligning the online environment with English textbooks may yield more favourable outcomes. Consequently, it is posited that a more substantial impact on the development of online teaching resources could be achieved by integrating textbooks with contemporary technologies (Uluuysal & Kurt, 2022). Given that instructors frequently revisit the same concepts, it is essential to gain a deeper understanding of how students learn most effectively and which active learning exercises facilitate optimal retention and success. By identifying particularly impactful activities, educators can reintegrate these methods in subsequent semesters, thereby aiding students in constructing a robust knowledge framework (Cherney, 2011)

**Challenges Related to Technology and Tools**

The integration of technology into active learning strategies in English education presents a variety of challenges that educators must navigate. One significant issue is the presence of technical problems, such as unreliable internet connections and software glitches, which can disrupt the flow of lessons and hinder student engagement (Barbour & LaBonte, 2017). Furthermore, access to technology remains a critical barrier; not all students have equal access to devices or reliable internet, leading to disparities in participation and learning outcomes. As such, it is essential for institutions to address these infrastructure issues to create an equitable learning environment.

In addition to technical challenges, varying levels of digital literacy among students can complicate the effective use of technology in active learning. This lack of uniformity necessitates that educators incorporate digital literacy training into their curricula, ensuring that all students are equipped with the skills needed to succeed in a technology-enhanced learning environment. Moreover, the integration of various technological tools into lesson plans can be a daunting task for educators. Many teachers may struggle with effectively incorporating multimedia resources that foster collaboration and engagement (Hwang & Chang, 2011). This challenge underscores the importance of providing professional development opportunities that equip educators with the skills and confidence to utilize technology meaningfully. Additionally, an overreliance on technology can overshadow pedagogical objectives, diverting attention from meaningful learning experiences (Selwyn, 2014). To maximize the benefits of technology in active learning, educators must strike a balance between using digital tools and fostering genuine engagement with the material.

The effective design of digital content is also crucial for promoting student participation. Engaging digital resources can enhance the learning experience, particularly in flipped classroom models where students learn content before class (Moravec et al., 2010). However, creating such content requires significant effort and expertise, and educators may face difficulties in ensuring that materials are not only accessible but also pedagogically effective. Addressing these multifaceted technological challenges is essential for creating a supportive and effective active learning environment in English education. Technological challenges encompass errors, interruptions, and underutilization stemming from misconfigurations encountered during technology interactions. In the initial phases of classroom-based distance education, these challenges were prevalent, with unreliable technology leading to dropped connections and corrupted media, thus creating usability issues for both instructors and students. Although advancements have addressed many of these early concerns in distance education, new challenges have arisen as delivery methods such as the

'Web' have been adopted, pushing technology-delivered instruction beyond traditional classroom settings (Tai, 2007).

The effectiveness of online learning is significantly influenced by the foundational digital skills of both educators and students, yet this prerequisite is often unmet. Many teachers possess only basic technology skills, complicating their ability to deliver engaging and interactive online experiences. While students acknowledge the benefits of using technology for learning, challenges arise from software limitations. During assessments like online group presentations, the absence of face-to-face interaction and the inability to interpret nonverbal cues can impede effective communication. Nonetheless, the necessity of engaging audiences in non-visual formats, such as teleconferences, highlights the growing importance of clear, concise, and focused communication skills in contemporary educational narratives (Salmon, 2014). Utilizing appropriate online tools to deliver lesson plans via social networks can enhance communication with parents, ensuring they are informed about how to effectively supervise their child's learning during online lessons, particularly through mobile devices. However, many parents encounter challenges in providing support due to demanding work schedules that often extend throughout the day. They may struggle to allocate additional time outside their professional commitments to offer the necessary attention and support, which can detract from their ability to assist their children's learning through social media platforms (Olusola-Fadumiye et al., 2020).

## Discussion

Active learning in English teaching has garnered considerable attention in educational literature for its efficacy in enhancing student engagement and language proficiency. According to Bonwell and Eison (1991), active learning strategies foster deeper understanding by involving students in their own learning process, as opposed to traditional lecture methods. Freeman et al. (2014) conducted a meta-analysis that revealed a significant improvement in student performance in STEM disciplines when active learning techniques were employed, which can be extrapolated to language learning contexts. Additionally, Prince (2004) emphasizes that collaborative learning—an integral component of active learning—promotes communication skills essential for language acquisition. Overall, integrating active learning into English instruction not only engages students but also cultivates critical thinking and practical application of language skills, as supported by various studies in the field.

Active learning has been significantly influenced by various historical approaches that emphasize student engagement and experiential learning. One foundational approach is constructivism, rooted in the theories of Piaget and Vygotsky, which posits that learners construct knowledge through interaction with their environment and social contexts. Recent studies have continued to highlight the relevance of constructivist principles in contemporary education. For example, a study by Hmelo-Silver (2013) underscores how constructivist practices enhance problem-solving skills and foster deeper understanding in learners. Similarly, Dewey's progressive education philosophy advocates for experiential learning, emphasizing that education should be relevant to students' lives and promote critical thinking (Do, 2022). Integrating progressive education principles within modern curricula helps cultivate an environment where students actively engage with the material. Moreover, cooperative learning and inquiry-based learning have emerged as key components of active learning strategies. Research by Johnson and Johnson (2014) demonstrates that cooperative learning not only improves academic achievement but also fosters social skills and teamwork among students. Inquiry-based learning, which encourages students to investigate questions and explore topics deeply, aligns with the active learning framework by promoting curiosity and critical analysis. A study by Furtak et al. (2016) illustrates that inquiry-based approaches can significantly enhance student engagement and understanding in science education, suggesting broader applicability across subjects, including language learning. These historical approaches have shaped active learning into a dynamic pedagogical framework

that emphasizes collaboration, critical thinking, and real-world application, reflecting ongoing innovations in teaching and learning.

Active learning can be effectively employed in English teaching through various strategies that engage students in meaningful ways. For instance, collaborative activities such as peer review and group discussions can enhance language skills and promote critical thinking. According to Batmaz (2023), integrating peer feedback not only improves writing proficiency but also fosters a sense of community among learners. Role-playing exercises allow students to practice conversational skills in authentic contexts, thereby increasing their confidence and fluency (Anderson, 2015). Additionally, project-based learning enables students to explore topics of interest while developing their language skills through research and presentation. A study by Becker and Park (2011) highlights that project-based learning can lead to significant improvements in students' language abilities and motivation.

Teachers can effectively cope with the challenges of implementing active learning in English classrooms through several strategies. First, they can establish clear expectations and guidelines for participation, ensuring that all students understand the objectives and the roles they play in collaborative activities. This clarity can help alleviate anxiety and foster a more inclusive environment. Additionally, professional development and peer collaboration can provide teachers with innovative ideas and support. Engaging in workshops or sharing experiences with colleagues can enhance their repertoire of active learning techniques. Incorporating technology can also facilitate active learning by providing diverse resources and tools that cater to different learning styles, such as interactive platforms and multimedia content. Moreover, teachers should remain flexible and responsive to student needs, adjusting their approaches based on feedback and observing how students engage with the material. This adaptability can create a more dynamic and responsive learning environment that maximizes the benefits of active learning.

Students can be actively engaged in the learning process in an English classroom through various interactive strategies that promote participation and collaboration. One effective method is group discussions, where students share their perspectives on a text or topic, encouraging critical thinking and deeper comprehension. Peer teaching can also be valuable; when students explain concepts to each other, they reinforce their understanding and develop communication skills (Demirci and Akcaalan, 2020). Additionally, incorporating project-based learning allows students to explore real-world issues while utilizing their language skills, fostering both engagement and practical application. Role-playing and simulations can immerse students in authentic scenarios, enhancing their conversational abilities and confidence in using English. Utilizing technology -such as interactive online platforms or multimedia presentations- can cater to diverse learning styles and make lessons more dynamic (Boud & Falchikov, 2006). Implementing reflective practices, like journals or group reflections, encourages students to think critically about their learning experiences and articulate their thoughts. By combining these strategies, teachers can create an engaging and participatory environment that motivates students to take ownership of their learning

Institutions can play a pivotal role in encouraging the active learning process in English classrooms through several strategic initiatives. First, they can provide professional development opportunities for teachers, equipping them with the knowledge and skills needed to implement active learning strategies effectively. Workshops, seminars, and peer collaboration can help educators share best practices and innovative approaches, as highlighted by Darling-Hammond, Hyler, and Gardner (2017), who emphasize the importance of ongoing professional development in enhancing teaching practices. Second, institutions can foster a supportive learning environment by creating flexible classroom spaces that facilitate collaboration and interaction. This might include rearranging furniture for group work or providing technology-enhanced tools that promote engagement, such as interactive whiteboards and online collaboration platforms. Such

environments encourage students to participate actively in their learning experiences. Moreover, integrating active learning into the curriculum can ensure that all courses incorporate these strategies. Institutions can encourage interdisciplinary projects that connect language learning with other subjects, making the process more relevant and engaging for students. Becker and Park (2011) found that such integrative approaches significantly enhance student learning outcomes across disciplines. Additionally, providing access to diverse resources, such as literature, multimedia materials, and online tools, can further enrich the active learning experience.

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