

EXPLORING LIVED EXPERIENCES AND PERCEPTIONS OF TEACHERS ON ACTIVE  
LEARNING STRATEGIES IN SECOND LANGUAGE CLASSROOMS: A  
PHENOMENOLOGICAL STUDY

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*Active learning has recently gained enormous attention in the field of language education. This paper critically explores teachers' experiences and perceptions on 'active learning'. I employed interpretive hermeneutic phenomenological research method to explore the perception of three secondary-level English teachers (n=3), utilizing semi-structured interview questions. The study focused on how language teachers experience and perceive active learning strategies in their language classrooms. The findings of the study revealed that using active learning strategies in second language classrooms significantly fosters students' engagement, autonomy and language proficiency, and promotes critical thinking skills. Furthermore, the study examined the inherent problems associated to active learning with the possible solutions. This study is significant because it offers practical teaching strategies of active learning to teachers and educators such as creative lectures, presentations, flipped-classroom model and translanguaging approaches to enhance learner-centered pedagogy in Nepalese unique English language teaching context.*

**Keywords:** Active learning, phenomenology, language classrooms, autonomy, teaching and learning

## 1. Introduction

With the beginning of the 21st century, the ideology of language teaching has remarkably been changed into a more flexible teaching approaches. We can markedly observe a significant paradigm shift in teaching and learning strategies. The traditional ideology of language teaching which viewed learning as the mere transmission of fragmented information has now been shifted towards activity based learning, fostering learners' autonomy and language proficiency (Anyadiegwu, 2018). Unlike in traditional teaching models such as mere translation and mechanical drills where learners remain as the passive recipient of knowledge, learners are the active agents of entire learning processes. Recent studies on language education have pointed out the needs for enabling the learners to co-construct knowledge, developing problem solving skills and creative thinking abilities. There appears a transformative paradigm shift in language education nowadays, focusing more on promoting critical thinking abilities in

the learners from the traditional role of lectures to deliver content in their areas of specialization (Khedkar & Nair, 2016).

Therefore, it is to be noted that the issue of criticality has been a pertinent issue in modern language learning. Such critical thinking abilities are enhanced through student-centered teaching approaches. For this purpose, active learning approaches have been the cornerstones. Recent studies on second language education have shown that active learning strategies positively affect on learners' attitudes, aptitudes and overall learning proficiency to language success, enabling learners to optimally engage in the classroom activities for a deeper understanding of the text through meaningful activities which ultimately leads them to step out of their comfort zone to foster active and metacognitive skills during language teaching (Mohammed et al., 2023; D'mello, 2022; Siwa & Basthomi, 2023; Ferlazzo, 2021). Active learning strategies such as discussion, project-based learning, and collaborative tasks are vital for enhancing problem-solving skills and critical

thinking abilities of students in modern language classrooms (Bonwell & Eison, 1991; Johnson & Johnson, 2009).

Learning a language is not just about passively listening to the teacher and memorizing the rules and facts. It is the process of actively engaging in a learning task. Students need to be active, interact with the material, and connect it to their own lives (Vygotsky, 1978). Active learning is a teaching method that gets students involved. This includes doing activities like reading, writing, discussing, and solving problems together. When students participate like in group work or role-playing- they engage more with the lesson and are likely to understand the material better (Meyers & Jones, 1993). Studies show that active participation helps improve learning outcomes. Active learning strategies are becoming popular because they can boost student motivation and engagement. Traditional methods, where the teacher lectures and students just listen, are now shifting to more interactive, student-centered activities (Michael, 2006).

Active learning strategies encourage student engagement and foster deeper learning through interactive and student-centered activities. One such model, known as Engage, Explore, Explain, Elaborate, and Evaluate (5E), offers a comprehensive framework to guide active learning. Bybee et al. (2006) argue that this model is based on the premise that learning is most effective when students actively participate in the learning process, rather than passively receiving information. According to Prince (2004), active learning, however, is not a method itself, rather it is a set of different learning strategies used in teaching process to foster learning and learners' autonomy. It is to be noted that active learning is the incorporation of various techniques that can be used learning a language according to nature of the subject and context of the classroom. There is no water-tight rule for active learning strategies. Such teaching approaches are inherently flexible in nature. The concept of "post-method pedagogy" justifies flexible nature of teaching approaches which consisted of no hard and fast rules, principles and techniques and whatever are the best ways to teach that are

adopted to actively engage the students in learning process. Kumaravadivelu (2006) asserted that applying a pure form of theoretical methods in the classroom pedagogy is really a difficult job because language teaching and learning is situation-specific, needs specific and culture specific. He argued that the strict adherence to a particular method particularly in a diverse language classroom is almost impossible due to social and contextual complexities. Similar to post method pedagogy, a new method came along with communicative approach is 'eclecticism' or 'eclectic method' which involves "the practice of using the boons of several different methods in language teaching" (Richards, Plat & Plat, 1999). Supporting this viewpoint, Iscan (2017) defines eclectic approach as a teaching style used in teaching a second or a foreign language which combines the principles or various methods and approaches to teaching a language depending on the lesson objectives and individual differences of students. Thus, this eclectic method rejected the dominance of a single method arguing that the best method of language teaching is that which incorporates the all the good features of all other methods for classroom use. It is to be noted that active learning strategies are of more flexible and equitable approaches which can sufficiently value the social context and needs of the learners has been the subject of research in this post-postmodern era. The fundamental point to acknowledge is that a language teacher is empowered with different teaching skills in different social and cultural contexts. A teacher serves as a 'briculator' or 'an architect' in language a classroom adjusting various teaching approaches.

The discussions presented above, lead to conclude that active learning is an approach to language teaching where students actively engage in learning activities for meaningful outcomes. Active learning is beneficial both to students and teachers. Learners are actively involved in learning process because full autonomy is handed over to the students where students are enabled to freely practice various authentic activities in fearless learning atmosphere for the optimal outcomes. When classroom instructions are conducted through quizzes, games and other fun activities, students get emotionally and socially

attached with the learning materials. Emotional attachment ensures the psychological and social aspect of child development which are inherently crucial for effective learning. On the other hand, use of active learning strategies enable the language teachers to architect the contextual teaching modules for effective teaching. It is to be noted that designing and implementing contextual teaching materials are the signs of true teachers' professionalism. Therefore, active learning is critical for both students and teachers. On the top of this, they get benefitted from the immediate positive output as learners have full autonomy in the learning. The most important point to mention is that ample opportunity of autonomy leads to build knowledge and develop deeper understanding of the subject with long-term positive outcomes. Deeper understanding of the text ultimately supports for the development of critical thinking skill on the students.

Grounded on Lev Vygotsky's social constructivism, this current research explores EFL teachers' lived experiences on active learning strategies in the Nepali context, particularly how these strategies can be adapted to the local educational environment. Active learning is characterized by the active engagement of the students in the language classroom. According to Vygotsky (1976) learning is a social process where learners construct knowledge by actively engaging in the social interactions. Learning is sufficiently enhanced through scaffolding support from the senior peers and the teachers in the language classroom. Learners' prior knowledge is very vital in knowledge construction. They can develop problem solving skills and critical thinking abilities through the use of language in the classroom. Active students' engagement, group work, collaborative learning, dialogical practice, debate and group work are vital for tools for fostering social interaction. The appropriate use of student-centered-participatory approaches such as problem-solving, collaborative learning, and critical thinking, has shown to significantly enhance student engagement and language proficiency in various global contexts (Bonwell & Eison, 1991).

There is a growing body of literature on active learning in the global context, especially following the post-method era. However, research on active learning in this broader context may not be directly applicable to Nepal due to its unique linguistic and cultural differences. Additionally, a considerable number of studies have been undertaken in Nepalese context as well, prescribing some useful teaching strategies, their relative usefulness in language teaching and articulating major challenges of implementing learner- centered teaching approaches- though many of these works do not explicitly use the term 'active learning' explicitly (See Kadel, 2021; Thapa, 2023; Bastola, 2021; Phyak et al., 2022; Khanel, 2024 for details). These studies, however, tend to address active learning in compartmentalized or fragmented sense focusing narrowly on specific aspects rather than considering a broader framework of active learning which would fit into Nepalese context.

The study, thus aims to address this gap by assessing the lived experiences and perceptions of language teachers in the implementation of active learning in the language classroom. The study investigates how teachers can adapt active learning strategies to better engage students and align with local educational needs. By examining the experiences of language teachers, the research provides the valuable input to Nepali teachers to transform their teaching pedagogies from traditional teacher centered to more authentic and student- centered approaches which ultimately foster students' critical thinking and real world application of language.

The use of students' first languages in the classrooms has long been a subject of debate in Nepal. Substantial researches on second language acquisition have greatly acknowledged the importance of learners' mother tongues learning a language. As active learning is strongly grounded on social constructivism, the use of learners' first language through code switching and code mixing can connect the gap between their prior knowledge and the new language they are learning, ultimately leading to the acquisition of complex concepts (Bista, 2017). This paper argues that active learning is an effective strategy

in two key folds. First, active learning replaces traditional teaching methods by shifting autonomy to learners in the language learning process. Second, and more importantly, active learning strategies such as translation, translanguaging, code-switching/mixing, and bilingual methods as mentioned by Bonwell and Eison (1991) are inherently flexible and easy to implement in Nepal's unique linguistic and cultural contexts. These flexible approaches to language teaching ultimately foster critical thinking and deeper understanding in the learners introducing local epistemologies in language learning. It is important to note that the use of these active learning strategies in language classrooms can effectively address the linguistic and cultural challenges of 21st-century language education in Nepal.

Thus, centering around the research question of, how do teachers experience and perceive the implementation of active learning strategies in second language classrooms?, this study explores the experiences and perspectives of EFL teachers in Kalikot, a remote district of Nepal in integrating active learning strategies in Nepalese language classroom. The findings revealed that active learning are strategies are very beneficial in English language classrooms since they allow flexibility in adapting a teaching strategy, promoting emotional health, fostering engagement and learner autonomy for deeper understanding of the content material. However, Nepalese EFL language teachers are facing some pertinent challenges in implementing active learning strategies such as labour intensiveness, extra cognitive overload, insufficient language competencies, restricted autonomy and limited professional development opportunities.

## 2. Method

This study explored the lived experiences of EFL teachers of Nepal adopting a hermeneutic interpretive phenomenology. Phenomenology is a qualitative research methodology that seeks to understand how individuals experience and perceive their world, emphasizing subjective interpretations (van Manen, 1990). It focuses on understanding and perceiving the reality of phenomena through the eyes and ears of the

participants. The earlier researches on phenomenology were primarily based on Husserlian approach of descriptive phenomenology focusing on the description of participants bracketing all the preconceived ideas aside to see a phenomenon. This descriptive phenomenology was critiqued by Heidegger, a student of Husserl found some shortcomings and developed interpretive phenomenology. Heidegger emphasized that simple description alone cannot reveal the essence of reality. Interpretation plays a crucial role in phenomenological research. Max van Manen a radical Dutch-born Canadian a radical phenomenologist defined phenomenology in a more balanced way and integrated both descriptive and interpretive elements, creating hermeneutic phenomenology. According to van Manen (1990) hermeneutic phenomenological method is a process of understanding and interpreting the essence of phenomenon through the dynamic interplay between the researcher, participants and the data. Thus, he appeared to combine Husserl's approach of description with Heidegger's focus on interpretation. Putting in the words of van Manen (1990) the aim of hermeneutic phenomenology is to describe and interpret the meanings that emerge from lived experiences.

I used hermeneutic phenomenology in understanding and interpreting the lived experiences and perceptions of secondary level English teachers towards active learning strategies in English language classrooms of Nepal. I chose this method as many authors have suggested that it is one of the rigorous research methods for all the studies which seek to find a deeper understanding of human experience (Errasti-Ibarrondo et al., 2019 as cited in Shrestha & Tamrakar, 2023). Additionally, this method allowed flexibility in selecting study participants who could meet the set criteria. Furthermore, it enabled me to choose specific population and enhance the possibility that certain phenomena might be captured through the deep insights from the research participants. In determining the sample size, I employed three English secondary teachers teaching English in Kalikot district to understand and interpret their experience and

perceptions on active learning (the phenomena). In determining the sample size, the researcher incorporated three Nepalese English teachers taught in Kalikot to capture the sufficient data for the study. Probability sampling, or a random sampling, wasn't the best way to select participants who would make good informants for phenomenological study (Polit & Beck, 2004). Keeping this principle in mind the researcher used purposive snowball sampling method, often referred to as "nominated sampling" (Polit & Beck, 2004, p.306). The researcher thought that three participants' views would accurately represent the perceptions in relation to my proposed study. I bracketed prior acquaintances with the study participants, otherwise it could have detrimental effect research findings. However, the researcher acknowledged that the probability of restriction to a small network of acquaintances remains the weakness of qualitative research since it is cost-efficient and practical (Gall et al., 2003).

Furthermore, I prioritized inclusivity in sample selection; at least one female participant in the study. Additionally, I ensured diversity by considering participants' age, qualifications, and teaching experience. It was particularly important for me because the age, their qualification and experiences could have direct influence in sharing their experiences and perceptions towards active learning strategies. At the end, the researcher was able to choose three research participants with varying degree of teaching experience, qualification and age category: two males with master degree in English and one female with B. Ed in English only. The age category was 30-45 years. Female teacher was the youngest with just 30 years having the teaching experience of 5 years. Other two male participants were 36 and 45 respectively. All the teachers taught at government funded schools. The data collection spread exactly for 9 days starting from 23 Nov to 30 Nov, 2024. Following the interview, researcher randomly observed two classes of the participants to triangulate the data emerged for the interview questions.

### 3. Data Analyses

Following data collection, I prepared for data analysis. The purpose of qualitative data analysis is to reduce a large amount of data to meaningful concept while identifying major categories and themes in the data (Miles & Huberman, 1994, as cited in Gagne, 2010). This process is called data reduction. According to Miles and Huberman (1994, p; 10, as cited in Gagne, 2010) data reduction involves the process of selecting, focusing, simplifying, abstracting, and transforming that data. However this study utilizes the three C's technique of data analysis, which includes the elements of *Codes*, *Categories*, and *Concepts* for qualitative data reduction. Listening to recordings initial codes were generated. Codes not relevant to the research were collapsed. Then, the list of codes were reorganized and looked for the pattern and categories and their corresponding subcategories. After this, concept (themes) were developed from the categories that reflect the meaning of the data.

### 4. Results and discussion

The analysis of the texts of the interviews and observation revealed two themes. The following are the themes illuminated through the rich quotations of the participants' perception and practices on active learning: (a) *Active learning strategies are beneficial*, and (b) *Teachers face challenges in implementing active learning strategies in EFL classrooms*. From the first key theme, 'Active learning strategies are beneficial', three sub-themes emerged which included: i) active learning offers flexible and convenient learning environment ii) active learning promotes students' engagement and autonomy and iii) active learning releases students' speaking anxiety and promotes emotional health.

On the other hand, the second theme, "Teachers face challenges in implementing active learning strategies," led to the identification of five sub-themes which consisted of : i) active learning is time consuming and labor- intensive ii) active learning adds cognitive overload iii) students have insufficient language competences iv) restricted teachers' autonomy, and v) teachers

have limited professional development opportunities.

Active learning strategies are beneficial to both teachers and students.

The most common theme identified by the participants was about active learning being flexible and easy to use. Participant teachers expressed that active learning allowed the students to actively engage in the class because active learning strategies are quite flexible to apply in language classroom as they do not strictly adhere to a particular method. Teachers have the opportunity to select their best strategies in active learning environment (Kumaravadivelu, 2006). Teachers are free to choose the teaching objectives, content, strategies and assessment techniques as per the individual differences of the students, which they felt relevant and appropriate active learning. Post method pedagogy and eclectic methods based on constructivist theory of language pedagogy provide enough flexibility in instructional decisions claiming that there is no method is 'perfect' by themselves. Supporting this view point, Richards and Rodgers (2010) assert that in an active learning environment, an individual teacher is free to draw on different principles at different times, depending upon the type of class he or she is teaching (e.g., children or adults, beginners or advanced learners). In this sense, teachers are provided the full autonomy in language teaching.

As active learning is inherently rooted on socio-constructivist principles focusing on the importance social interaction and meaningful context for learning. Active learning offers the opportunity for students to actively engage with their peers in performing the assigned tasks which ultimately leads them to be more autonomous. In an active learning environment, students have the opportunity to engage, explore, and evaluate their own learning process. Furthermore, active learning sufficiently emotional health releasing speaking anxiety. Participants highlighted the significance of active learning strategies in language classrooms. The following observations and comments capture this theme.

*Active learning strategies are flexible and easy to use*

*Active learning strategies are inherently flexible approaches to language teaching. We don't have to worry and be rigorous in teaching methodology in such teachings. I love to use my own ideas in my teaching. Furthermore, I have learned that there is a significant space of mother tongue in active learning. Student can use their mother tongue to regulate the meaning for deep learning. Using mother tongue, it actively engages students in the learning process. But I do not encourage mother in teaching. In addition, these strategies are easy to apply in the classroom. Even the linguistically less proficient teachers can effectively handle the class by assigning students various activities. The teacher simply can act as the stage setter. (Participant-1)*

*Active learning fosters learners' autonomy and engagement*

*Our practice is that we often focused on traditional teacher centered-learning but I know that active learning fosters students' autonomy because most of the roles is shifted to the students in active learning environments. In such learning environments students take more responsibility for their own learning. Students are the 'heroes' in the classrooms. Such methods are equally useful when students do not possess same language level. (Participant-1)*

Another participant added:

*I know active learning strategies effectively foster autonomy on both teachers and students. Both the teacher and students have equal roles in planning the lesson, executing the plans, monitoring and assessing the progress in active learning. There are not any restrictions on students' learning. In fact, students can celebrate more autonomy in the language class than the teachers. (Participant-2)*

*Releases speaking anxiety and fosters emotional excitement*

*I find that students are emotionally exited as soon as I shift my teaching to more interactive strategy. I can read a kind of zeal in their face which I think is an important aspect of active learning. Teaching becomes effective when students are happy and it ultimately fosters the stimulating environment in the class. (Participant-1)*

*Basically, I perceive that linguistically less-competent students who normally remain silence in traditional teaching are more active in such learning processes. I think active learning is suitable for removing students 'speaking anxiety and fear. I made an experiment on it at once. One male student though talent he was in his written work but he was hesitant in speaking in the class. He almost did not speak in the regular classes. One day, I assigned him some reading materials of his interest and asked him present his material in the class. Initially, he got nervous. Upon my counselling and guidance, he was ready to perform the activity next day. I anxiously waited for his presentation. I found that his preparation for the presentation was good and I was pretty sure that he would make a good job. Unfortunately, he was not able to do the good job that day. Then, I further encouraged him to accomplish the assigned task. He must have practiced at home that evening with his family. Eventually on the third day, he made a beautiful presentation in the class. His presentation was appreciated by the whole class. This typical incident helped him releasing his speaking anxiety thereafter. He actively participated in other speech activities. He learned to work in group. It was a wonderful opportunity to me. (Participant-3)*

Most of the participants shared their positive remarks on active learning. It was found that active learning maximally helped in students' engagement and fostering their autonomy due to their flexible nature. It allowed students work in groups to achieve learning outcome through their collaborative efforts. Active learning maximized students' roles in the learning process. Fundamentally, active learning strategies like role play, storytelling, and group work are vital social

practices where students have opportunity to learn to speak, develop presentation skills and share common goals confidently in fearless and flexible learning environment practicing full autonomy. In such learning environment, both the teachers and students strive for a common goal because teaching activities are designed accelerating the 'bottom up' approach in learning process. This results in the construction of knowledge. Senior peers and mentors are expected to provide ample scaffolding supports to the learners. Such learning strategies regard classrooms a learning community. It is significant to note that learning could be easily conducted if the activities were designed associating strategic use of the students' mother tongue in learning processes. It offered the inclusivity and diversity in language teaching. Moreover, active learning offered the platform for all mixed abilities students because student's role is assigned according to the interest and linguistic level of the student. Active learning releases students fear and speaking anxiety and builds confidence in students. More importantly, active learning promoted emotional excitement among students. Learning is meaningful when students are happy. The finding of this directly research aligns with the works of Barlow and Smith who highlighted the importance of emotional health. According to Barlow and Smith (2017), active learning positively contributes towards students' emotional health in many ways such as increased interest, creativity, motivation as well as appreciations for learning. This finding directly aligned with the constructivist principles of learning where learners intuitively develop language proficiency through actively engaging in group work in real life learning context through the scaffolding support matured peers and mentor.

Teachers face challenges in implementing active learning strategies

Active learning strategies are globally accepted approaches for effective language teaching and learning. Active learning provides the flexible and adaptable learning environment for learning a language. Despite the significant global recognition and acceptance, Nepali EFL teachers face substantial challenges in implementing active learning strategies in language classrooms. The

following sub-themes are developed for the participants' quotes.

*Active learning strategies are time consuming and labour-intensive*

The participants perceived that active learning is time consuming which required a lot of works on the part of the teachers, though their role in classroom teaching was minimized during teaching and learning due to the activity based learning environment. The following quotes of the teachers proves this theme.

*Involving students in different activities certainly benefit in students' learning. They are very important also, but such activities demand more time. I frequently conduct group work activities. I have found that they aren't finished in time. Obviously, active learning strategies help students to get engaged in learning process, however, limited time is offered to us. It is insufficient for us to finish the learning tasks in time. We need extra time to conduct such activities which not possible for us now. So, we prefer conventional teaching strategies. (Participant- 3)*

*Adds the cognitive work overload on teachers*

*To schedule active student-centered activities is a challenging job. It requires great preparation of the parts of the teacher though are easier to execute. It adds extra cognitive loads on our parts which is not mandatory to us. We are neither paid for extra work, nor is our labor acknowledged by the authority. (Participant-2)*

It was found that active learning has faced the challenges in effective time management in the learning process. Active learning required more time to accomplish the task. Because of time constrain, active learning is not in the priority of the language teachers pushing them to apply conventional, one-sized-fit in-all lecture based teaching strategies in their instruction. Furthermore, active student-centered teaching demanded extra time on the part of the language teacher which was not mandatory to them.

*Student have insufficient language competencies*

The teachers explained that students did not have the required command over English language which had resulted in less participation in the classroom activities. Their language base was found to be below the standard level. The overall all learning process was laid on the teachers' ability to handle the class effectively. Moreover, the researcher found that teachers were qualified though they were less competent in handling the class in interactive way because they had limited opportunities for their professional development. The following quotes of the participants capture this theme.

*A good language proficiency is expected in activity-based learning. Nevertheless, our students greatly suffer from language problem. They do not have enough language competence to participate in learning activities. In our context, their English language base is very poor. We upgrade them to next class even if they are failed in English. They have below level performance and conducting class with active learning in this context is entirely a difficult job for us. We teachers have to be all in all in the learning process. (Participant-3)*

*Teachers have limited professional development opportunities*

The outcome of active learning is mostly associated to the teachers' ability to handle the class effectively. Recent researches on teacher development have indicated that the lack of continuous professional development and the emphasis on theoretical knowledge rather than practical skills can severely limit teachers' ability to implement active learning effectively. Chik et al. (2021) argued that professional development programs are unlikely to meet the needs of language teachers since the programs are mostly directed towards providing theoretical and pedagogical knowledge rather than equipping them with the hands-on, context-specific practices required for applying active learning techniques in linguistically diverse classroom settings. To run the class with active learning, only professionally well trained teachers can do their better jobs. However the scenario in



our context is substantially different. This theme was supported with the following participant comment.

*We have been following the same pedagogical skills that our seniors have practiced for ages. We do not have any opportunity to update our knowledge and skills in language teaching. Some teacher professional development trainings are frequently held but such trainings are based on theoretical knowledge rather than on practical-active learning skills. More than this, there is no opportunity for us for our professional development (Participant-1)*

#### *Teachers enjoy restricted teacher autonomy*

It was found that limited autonomy to teachers was another major barrier in implementing active learning strategies in the language classroom to exercise their autonomy in learning processes. The teacher had to follow the externally-set routine rigorously letting a very little or no opportunity to freely use the teacher knowledge in language teaching. There was a direct intervention of the governing body in setting plans, prescribing teaching methodology, and controlling the assessment procedure restricting language teacher autonomy. This theme is supported by this quote.

*Frankly speaking, I love to test the different teaching techniques in the language classroom. I frequently organize quizzes, debate, and group work and think-pair-and-share activities. I suppose these activities are crucial for language teaching. But when I focus my teaching is such activities, I fear that I would not finish the course in time. Timely finishing of the course is very important to us because all the questions are asked from the course book. So I defer such activity-based learning and follow the same conventional teaching that we have been adopting for ages. (Participant-3)*

Additionally, all the participant teachers agreed that they were practicing the universal model of curriculum based on top-down approach restricting their autonomy basically in classroom teaching and assessments. The implementation of same curriculum in all contexts impeded the

students' interest and motivation in learning process. Context-specific and flexible curriculum could sufficiently empower teachers in effectively implementing active learning strategies.

#### 5. Conclusion

In conclusion, the first century of the third millennium has seen a heavy paradigm shift in language teaching approaches. The modern teaching approaches encompass the construction of knowledge through actively engaging in the learning processes. Developing problem solving skill and promoting crucial thinking abilities through active learning strategies are crucial issues in language teaching. In such learning process, learners become active agents rather than passive recipients of segmented knowledge. Therefore, the goal of language education should be directed towards developing higher order skills limiting from replicating the existing knowledge. It is to be noted that simply transmission of knowledge impedes the critical aspect of language teaching.

To overcome this issue, active learning strategies like interactive lectures, role play, group work, dialogue, debates, and think-pair and share activities are vital which would significantly engage students and promote learner autonomy. The strategic use of learners' first language prepares students actively engage and adds special value to second language teaching. Most importantly, active learning arouses excitement which is considered as a part of emotional health and brings real life context where students learn by doing. In addition, the flexible approaches such as translanguaging, code switching or mixing, problem-based learning, and flipped classroom model are some typical idea strategies to promote active learning in the multilingual language classrooms. Such proactive teaching strategies are important for experiential learning because they provide hands-on learning opportunities to the learners. However, some specific challenges have been observed despite their relative effectiveness in language teaching and learning. First, active learning is time consuming and labor extensive to the language teachers. Extra burden is added on the part of the teachers. Teachers suffer from time pressure.

Secondly, there is a significant gap between the teachers' knowledge and their ability to apply it in the classroom setting posing a problem. Thirdly, active learning is equally challenged due to insufficient practical skills on the part of the teachers and limited linguistic proficiency of the students. Similarly, teacher autonomy is strictly limited in teaching learning activities and assessment processes impeding active learning in our context.

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