

TEACHERS' PERCEPTIONS AND EXPERIENCE ON ACTIVITY-BASED
TEACHING: A NARRATIVE INQUIRY

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A Dissertation

Submitted to
School of Education

in Partial Fulfillment of the Requirements for the Degree of
Master of Philosophy in English Language Education

Kathmandu University
Dhulikhel, Nepal

June 2026

AN ABSTRACT

of the dissertation of *Tek Bahadur Gurung* for the degree of *Master of Philosophy in English Language Education*, presented on 9 June 2026, entitled *Teachers' Perceptions and Experience on Activity- Based Teaching: A Narrative Inquiry*.

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The education systems of Nepal still remain predominantly traditional, teacher-centered and textbook-dependent, limiting student engagement despite policy approvals of student-centered practices. I address this gap by investigating Secondary Level language teachers' lived experiences and perceptions with ABT, with the goal of determining its potential for improving communicative competence in the face of cultural, linguistic and geographical diversity in Nepal. This dissertation is purely a comprehensive study to find how teachers perceive and practice and face the challenges in their language classrooms. The participants were seven teachers from Galkot Municipality, Baglung.

This research applied Vygotsky's socio-cultural theory as a conceptual framework, which maintains that cognitive development occurs and develops as a result of social interaction and collaboration within socio-cultural contexts and is closely associated with the term "Zone of Proximal Development". Similarly, I also used Bandura's Social Cognitive Theory, which emphasizes the role of self-efficacy, human behavior, culture, environmental influences. Furthermore, I used narrative inquiry as a research design to address and identify the experiences, perspectives and live stories of secondary level English language teachers. This method aims to investigate the narrative experiences of the teachers. Semi-structured interviews were conducted in this study to collect data from the participants. The study has identified key findings. The findings reveal that teachers perceive activity-based teaching (ABT)

is a transformative, modern, experiential and student-centered teaching method that enhances students' active participation, motivation, effective and meaningful learning in English language classrooms. It also promotes critical thinking skills, analytical skills, capacity building and problem solving skills. However, the participants have to face a lot of challenges and hindrances while implementing activity-based teaching approach in their language classrooms along with insufficient training, limited infrastructure, rigid urban-centric curricula that ignore diversities of Nepal, heavy courses, and time constraints due to immense workloads are among the major issues. Despite obstacles and challenges, teachers use materials to students' requirements, thereby improving communicative skills, however institutional restrictions prevent complete implementation.

The study has also shown implications on policy and practice. It reveals that policy and practice in Nepal regarding education needs to prioritize curriculum reform, improved teacher training, the provision of necessary resources, ICT support, and formative assessment to help in the proper implementation of activity-based teaching. The qualitative study applies in-depth exploration of actual teachers' live stories, experiences, feelings and challenges and suggests context-specific changes, rather than generalization of numerical data. ABT reveals potential for inclusive and effective English learning in Nepal, but it needed reformation and revisions in curriculum. This study also suggests that policymakers, curriculum designers, and educators should include and provide relevant and situational teacher training as well as they should also design culturally and geographically relevant curricula. They need to improve their resources and evaluations system. This approach will promote equality in teaching and minimize policy and practice gap for effective results among students.

.....

9 June 2026

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शोध सार

अंग्रेजी भाषा शिक्षामा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि टेक बहादुर गुरुङ्गको सोध प्रबन्धको शिर्षक "क्रियाकलापमा आधारित शिक्षणप्रतिको शिक्षकहरूको धारणा र अनुभव: एक संकथन" २६ जेठ २०८३ मा प्रस्तुत गरिएको थियो ।

.....
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शोध निर्देशक

नेपालको शिक्षा प्रणाली अझै पनि मुख्यतया परम्परागत, शिक्षक-केन्द्रित र पाठ्यपुस्तक-आधारित छ, जसले विद्यार्थी-केन्द्रित अभ्यासहरूको नीति अनुमोदनको बावजुद विद्यार्थी संलग्नतालाई सीमित गर्दछ। म क्रियाकलापआधारित शिक्षण-सँग माध्यमिक स्तरका भाषा शिक्षकहरूको प्रत्यक्ष अनुभव र धारणाहरूको अनुसन्धान गरेर यो खाडललाई सम्बोधन गर्छु, नेपालमा सांस्कृतिक, भाषिक र भौगोलिक विविधताको सामना गर्दै सञ्चार क्षमता सुधार गर्ने यसको सम्भावना निर्धारण गर्ने लक्ष्यका साथ। यो शोधपत्र विशुद्ध रूपमा शिक्षकहरूले आफ्नो भाषा कक्षाकोठामा चुनौतीहरू कसरी बुझ्छन्, अभ्यास गर्छन् र सामना गर्छन् भनेर पत्ता लगाउनको लागि एक व्यापक अध्ययन हो। सहभागीहरू बागलुङको गलकोट नगरपालिकाका सात शिक्षकहरू थिए।

यस अनुसन्धानले भाइगोत्स्कीको सामाजिक-सांस्कृतिक सिद्धान्तलाई एक अवधारणात्मक रूपरेखाको रूपमा लागू गर्‍यो, जसले संज्ञानात्मक विकास सामाजिक-सांस्कृतिक सन्दर्भहरू भित्र सामाजिक अन्तरक्रिया र सहकार्यको परिणामस्वरूप हुन्छ र विकास हुन्छ र "निकट विकासको क्षेत्र" शब्दसँग नजिकबाट सम्बन्धित छ भन्ने कुरा कायम राख्छ। त्यस्तै गरी, मैले बान्दुराको सामाजिक संज्ञानात्मक सिद्धान्त पनि प्रयोग गर्ने, जसले आत्म-प्रभावकारिता, मानव व्यवहार, संस्कृति, वातावरणीय प्रभावहरूको भूमिकालाई जोड दिन्छ। यसबाहेक, मैले माध्यमिक स्तरका अंग्रेजी भाषा शिक्षकहरूको अनुभव, दृष्टिकोण र प्रत्यक्ष कथाहरूलाई सम्बोधन गर्न र पहिचान गर्न अनुसन्धान डिजाइनको रूपमा कथा सोधपुछ प्रयोग गर्ने। यस विधिले शिक्षकहरूको कथात्मक अनुभवहरूको अनुसन्धान गर्ने लक्ष्य राखेको छ। सहभागीहरूबाट तथ्याङ्क सङ्कलन गर्न यस अध्ययनमा अर्ध-संरचित अन्तर्वार्ताहरू सञ्चालन गरिएको थियो। अध्ययनले प्रमुख निष्कर्षहरू पहिचान गरेको छ। निष्कर्षहरूले शिक्षकहरूले क्रियाकलापआधारित - शिक्षण (ABT) लाई एक परिवर्तनकारी, आधुनिक, अनुभवात्मक र विद्यार्थी-केन्द्रित शिक्षण विधि हो भनेर बुझ्छन् जसले विद्यार्थीहरूको सक्रिय सहभागिता, प्रेरणा, अंग्रेजी भाषा कक्षाकोठामा प्रभावकारी र अर्थपूर्ण सिकाइ बढाउँछ। यसले आलोचनात्मक सोच कौशल, विश्लेषणात्मक सीप, क्षमता निर्माण र समस्या

समाधान गर्ने सीपहरूलाई पनि बढावा दिन्छ। यद्यपि, सहभागीहरूले आफ्नो भाषा कक्षाकोठामा गतिविधि-आधारित शिक्षण दृष्टिकोण लागू गर्दा धेरै चुनौती र अवरोधहरूको सामना गर्नुपर्छ, साथै अपर्याप्त प्रशिक्षण, सीमित पूर्वाधार, नेपालको विविधतालाई बेवास्ता गर्ने कठोर शहरी-केन्द्रित पाठ्यक्रम, भारी पाठ्यक्रमहरू, र विशाल कार्यभारका कारण समयको अवरोधहरू प्रमुख मुद्दाहरू हुन्। अवरोध र चुनौतीहरूको बावजुद, शिक्षकहरूले विद्यार्थीहरूको आवश्यकताहरू पूरा गर्न सामग्रीहरू प्रयोग गर्छन्, जसले गर्दा सञ्चार सीपहरू सुधार हुन्छन्, यद्यपि संस्थागत प्रतिबन्धहरूले पूर्ण कार्यान्वयनलाई रोक्छन्।

अध्ययनले नीति र अभ्यासमा पनि प्रभाव देखाएको छ। यसले नेपालमा शिक्षा सम्बन्धी नीति र अभ्यासले पाठ्यक्रम सुधार, सुधारिएको शिक्षक तालिम, आवश्यक स्रोतहरूको प्रावधान, सूचना तथा सञ्चार प्रविधि सहयोग र निर्माणात्मक मूल्याङ्कनलाई प्राथमिकता दिनुपर्ने कुरा प्रकट गर्दछ जसले गर्दा गतिविधिमा आधारित शिक्षणको उचित कार्यान्वयनमा मद्दत मिल्छ। गुणात्मक अध्ययनले वास्तविक शिक्षकहरूको प्रत्यक्ष कथाहरू, अनुभवहरू, भावनाहरू र चुनौतीहरूको गहन अन्वेषण लागू गर्दछ र संख्यात्मक डेटाको सामान्यीकरणको सट्टा सन्दर्भ-विशिष्ट परिवर्तनहरू सुझाव दिन्छ। क्रियाकलापआधारित शिक्षण-ले नेपालमा समावेशी र प्रभावकारी अंग्रेजी सिकाइको सम्भावना प्रकट गर्दछ, तर यसलाई पाठ्यक्रममा सुधार र संशोधन आवश्यक थियो। यस अध्ययनले नीति निर्माताहरू, पाठ्यक्रम डिजाइनरहरू र शिक्षकहरूले सान्दर्भिक र परिस्थितिगत शिक्षक तालिम समावेश गर्नुपर्छ र प्रदान गर्नुपर्छ भन्ने पनि सुझाव दिन्छ साथै उनीहरूले सांस्कृतिक र भौगोलिक रूपमा सान्दर्भिक पाठ्यक्रम पनि डिजाइन गर्नुपर्छ। उनीहरूले आफ्नो स्रोत र मूल्याङ्कन प्रणाली सुधार गर्न आवश्यक छ। यो दृष्टिकोणले शिक्षणमा समानतालाई प्रवर्द्धन गर्नेछ र विद्यार्थीहरूमा प्रभावकारी नतिजाको लागि नीति र अभ्यासको खाडललाई कम गर्नेछ।

२६ जेठ २०८३

.....
टेक बहादुर गुरुङ्ग
उपाधि उम्मेदवार

This dissertation, entitled *Teachers' Perceptions and Experience on Activity-Based Teaching: A Narrative Inquiry*, was presented by *Tek Bahadur Gurung* on 9 June 2026.

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I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

.....

9 June 2026

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DEDICATION

This dissertation is dedicated to my respected father and mother and beloved family members.

From the core of my heart.

And all the English language teachers and all my respected Gurus.

ACKNOWLEDGEMENTS

It is my honor to thank my supervisor, Prof. Laxman Gnawali, PhD, for his incessant motivation and patience during this research writing process. His insightful supervision, academic guidance, constructive feedback and sagacious comments have been essential and foremost to the completion of this dissertation. Without his powerful and thought-provoking comments and support with research materials, this work would not have been possible.

I am also profoundly thankful to a pioneer Prof. Jai Raj Awasthi, PhD, for his inspirational guidance and continuous motivation from the days of my MPhil studies up to the completion of this dissertation. His continuous inspiration in providing the relevant books and essential articles has made this dissertation possible in complete form. He has taught me the philosophy of treating all people equally. I humbly respect to Lava Deo Awasthi, PhD, for broadening my philosophical prospective and for teaching me the virtue of simplicity and humility. I would also like to thank Prof. Hem Raj Kafle, PhD, Kathmandu University School of Education, for the inspiring teaching to enrich the standard of this work, in particular the academic writing.

I feel immensely indebted to the Head of the Department of English Language Education, Assoc. Prof. Tikaram Paudel, PhD for his continuous motivation, assistance and encouragement to complete this dissertation.

I feel very much thankful to Asst. Prof. Siddhartha Dhungana, PhD, for offering valuable advice regarding the formulation of themes, coding, categorizing, and transcription, etc. He was very helpful all through the process and gave me any kind of assistance at my request. I would also like to thank Assoc. Prof. Bharat Prasad Neupane, PhD, for his help in framing the dissertation title and theoretical background, and also for giving me some tips regarding the publication of research articles in both national and international journals.

It is my pleasure to express gratitude towards the perpetual support of Lecturer Surendra Bhatt and Lecturer Hiralal Kapar in connection with my MPhil studies. I appreciate and would like to thank Prof. Bal Chandra Luitel, PhD, Dean, for his invaluable guidance and insights throughout the whole process of conducting this study. His innovative vision, thoughts and perspective inspired me during my study at Kathmandu University.

My heartfelt thanks go to all seven-research participants for their kind cooperation, valuable information, and patience during every visit. Without their participation, this dissertation would not have been possible in this form.

I am deeply thankful to my beloved wife, Chandra Gurung, for her relentless commitment, love, inspiration and care. Without her support and encouragement, this study would not be completed. I also remember my adorable daughter, Simon Gurung, and dear son, Sarin Gurung, who sacrificed time with their father while I was engaged in my studies.

I would always owe the immense love, support and motivation to my beloved father, Dil Bahadur Gurung, and my dearest mother, Devi Maya Gurung, who has always believed in me and has been a constant pillar of strength. Despite financial hardships, they have always motivated and encouraged me for my study.

I would like to remember my best friends Biru Bohora Chhetri, Chooda Mani Sharma, Tirtha Raj Ranabhat and Mahesh Chaudhari for their care and support during my MPhil studies. I am also thankful to all my friends, relatives and well-wishers who directly and indirectly assisted me in accomplishing this research project. Finally, I express my gratitude to my dear students who helped me during the data collection process.

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ABBREVIATIONS

ABL	Activity Based Learning
ABLT	Activity Based Language Teaching
ABT	Activity Based Teaching
BPEP	Basic and Primary Education Program
CAS	Continuous Assessment System
CDC	Curriculum Development Centre
CEHRD	Center for Education and Human Development Resource
CERID	Research Center for Educational Innovation and Development
EFL	English as a Foreign Language
ELT	English Language Teaching
EME	English Medium Education
GES	Gurukul Education System
ICT	Information and Communication Technology
LET	Language Education Teaching
MOE	Ministry of Education
NCF	National Curriculum Framework
NEPC	National Education Planning Commission
NESP	National Education System Plan
NESP	New Education System Plan
PBL	Project Based Learning
PBLT	Project-Based Language Teaching
SCT	Social Cognitive Theory
SLC	School Leaving Certificate
SSDP	School Sector Development Plan
TBLT	Task-Based Language Teaching
TSC	Teacher Commission Service
USAID	United States Agency for International Development
ZPD	Zone of Proximal Development

CHAPTER I

INTRODUCTION

Activity-based learning (ABL) is a learner-centered approach that emphasizes active participation, interaction, collaboration, and meaningful tasks in the classroom. Learners are expected to engage in communicative activities rather than the typical passive, teacher-centered lectures, including group work, discussions, role-play, projects, and problems. In this method, learners construct knowledge through their own experiences and interaction and collaboration in the classroom. In English language teaching, the ABT method aims to enhance learners' language proficiency, critical thinking, creativity, and capacity-building in the subject by making it practical, interesting, enjoyable, and contextually relevant. This study explores the perceptions, experiences, and practices of secondary-level English language teachers regarding the use of ABT, including the opportunities and challenges in the various schools in Nepal.

This chapter provides a brief overview of the background of the study that focuses on teachers' perception and practice on activity-based teaching in secondary level English classrooms in Nepal. I also discuss the rationale of the study that makes it important in the context of Nepal. I also examine the problem statement of the study by emphasizing major problems of implementing ABT in classroom practice and real-life situations.

Furthermore, I explained the purpose of the research and the objectives which provided the roadmap of the study. I constructed well-ordered and precise research questions to address the objectives of the study. Also, I defined the delimitation section to clarify the scope and limitation of the study, ensuring the research more focused and manageable. Then I clarified the structure of the research in this study. The chapter concluded with a summary.

My Acquaintance with Activity-Based Teaching

When I first experienced the concept of activity-based teaching (ABT), I attended an online training session provided by a private company that runs training and other education related initiatives. This institution is well-known and popular for its dedication to personal and professional development, and the training which was led by a reputed life coach who invited a team of qualified, experienced and

competent trainers and education experts for the training sessions. From the beginning, the training ambience was filled with passion, professionalism, and a genuine commitment to bring about positive change and vibes in teaching practices.

The educators' expertise, knowledge, insightful presentation and ideas made this training session, interesting and memorable and fruitful. Each expert presented their knowledge and practical experiences about ABT with clear expression and understanding. The trainer for the workshop was from Kathmandu University, who presented in a detailed way about activity-based teaching (ABT). He discussed how classroom teaching has been revolutionized through ABT in which students are engaged in various activities such as group works, playacting, drama, games, etc.

I was introduced to the idea of actively engaging students through a variety of practical activities rather than depending simply on traditional lecture methods. These training sessions included instances of group work, pair work, quiz, dramatization, educational games, role-playing, project-based learning and brain teaser, many of which I had not previously recognized and understood.

With my improvement through training, I learned how ABT would be able to change the learning process by making learners become self-driven, interested, and accountable for them. The insights and opinions of the trainers supported me implement that ABT is more effective, purposeful and productive. It is a powerful and modern pedagogical technique that enhances critical thinking, analytical skills, collaboration, problem solving, creativity, and deeper learning. I was especially influenced by how the trainers explained the relationship between active learning and encouraged and booted up in the performance of students.

Reflecting on this experience, I realize how deeply these training sessions changed my educational perspective. I acquired the knowledge, methods and skills from the trainers and they also provided me with a new insights and techniques on classroom discussion, interactions, collaboration and learner acquisition. It enhanced and motivated me to learn more about how teachers understand and implement ABT in their own educational environments and local contexts, as well as to observe its impact on academic outcomes and motivation of students.

These training sessions provided me with a lot of techniques, strategies and methods to adopt on activity-based teaching techniques in the language classrooms. It also delivered me with the academic knowledge; understanding and practical resources and tools I needed to assist teachers properly implement ABT. Finally, this

initial exposure served as the foundation for my dissertation research, leading me as I investigated the real-life practices, obstacles, and benefits of activity-based teaching in Nepalese secondary schools. The experience confirmed that ABT has significant promise for making education more learner-centered, relevant, effective and useful.

Activity-Based Teaching

Activity -based teaching is a modern and dynamic pedagogical approach to education focusing on the idea that highlights the importance of engaging students through active learning and actions. Activity-based teaching method ensures learner participation and helps learners gain a stronger sense of responsibility and positive behavioral change. It changes the learning process from passive learning to active participation of learners that enhances critical thinking, analytical skills, problem solving and collaboration among learners in classrooms. This approach is learner-centered, making students active learners who generate knowledge throughout meaningful activities rather than just listening (Anwar, 2019). In activity-based teaching, a teacher serves as a facilitator, guide, planner, organizer, observer, motivator, evaluator and co-learner. Mokiwa and Agbenyeku (2019) stated that activity-based teaching strategy enhanced students' academic performance through learner's active involvement and experience based learning especially gifted learners. Various actions and tasks can be used in this type of approach such as group work, role play, quiz, debate, brainstorming, audio-visual, dramatization, project work, presentation, experimentation, field work, research and enabling students to actively participate in the learning process, rather than staying passive and inactive. ABT is a new, innovative and dynamic teaching method where students are involved for practical and experiential learning activities. ABT is based on constructivist theory and highlights active student engagement, in which students create knowledge through direct interaction with the content, collaboration with peers, and real-life problem solving (Larmer et al., 2015). This teaching method encourages students to engage in the activities of classrooms and making learning more productive, interesting, meaningful and relevant.

The foundation of ABT is consistent with the broad educational trends promoted by technological improvements in last few decades. As technology transformed society, economy, industry and education developed to accommodate new skills and competences required for the twenty-first century. The development of

digital tools and platforms has motivated a transformation from traditional "chalk and talk" methods to more advanced, interactive and student-centered approaches (Saavedra & Opfer, 2012). Teachers can generate more interesting, dynamic and inclusive classrooms by including technology and applying learning experiences to manage the needs of various learners. As a result, students involve actively in their own learning process, enhancing deeper insight and understanding.

ABT asserted learner interaction, inquiry, hands-on learning and experiential learning. Nevertheless, ABT incessantly emphasizes on shorter, tasked and project based exercises that include practice and implementation to emphasize core concepts and skills. This method supports students in making meaningful connections between educational knowledge and practical experience, improving their overall understanding and memorization of knowledge and vocabularies retention (Kolb, 2014). The transformation of ABT considers a comprehensive educational trend of better preparing students for the demands of a rapid changing, digital-centric society and networked modern era. ABT delivers students with the competences needed to execute in both academic and professional environments by enhancing critical thinking, analytical skills, creativity, collaboration, and problem-solving skills. The changes are largely driven by the needs of a knowledge-based economy, digital learning technologies, and global emphasis on the development of critical thinking, collaboration, creativity and communication skills (Stanikzai, 2023). Compared to traditional approaches, this approach develops student motivation, responsibility, and knowledge retention.

ABT has been gradually but significantly adopted in Nepal, especially considering educational changes contemplated boost up student involvement and outcomes. Activity-based teaching (ABT) refers to a practice of teaching and it enables students to participate (Patil et al., 2016). The adoption of ABT in the curriculum reveals a dedication to revamp educational approach and achieving the multifarious requirements of students in developing nation. This educational approach ensures that Nepali students are prepared for forthcoming obstacles and challenges by improving the quality of education while also follow with international educational systems. ABT uses practical, experiential learning and modern educational technology and methods to provide more relevant, productive, effective, efficient, and engaging learning experiences for students throughout the worldwide, including those in Nepal.

Why Activity-Based Teaching?

Activity-based teaching (ABT) is a modern, creative, innovative and transformative pedagogical approach that enhances students' engagement actively through tasks. Moreover, activity-based teaching includes a crucial transformation from the traditional, old, memorization and rote learning method generally practiced in the classrooms of Nepal. It highlights practical, modern and experiential learning through hands-on-learning and activities such as games and sports, quizzes, group work, pair work, role play, drama, and real-life presentation and exhibition, establishing students at the center of the learning process while teachers role as mentor, guides, co-learners and facilitators. It aims at improving language acquisition and other educational achievements by ensuring that students learn in an interactive environment (Bhandari, 2020; Ganta, 2015). Activity-based teaching is a pedagogical transformation in teaching practice that is an alternative to the prevalent rote learning model and memorization that pursues in the classes of Nepal. According to Kshetree et al. (2026), activity-based teaching encouraged and motivated learners to learn actively through various collaborative, communicative and task-based activities in the classroom environment. In the context of Nepal, where traditional, textbook-centered, and lecture-based teaching approaches are prominent and prevalent in classrooms. Therefore, ABT provides a transformative solution to numerous common educational barriers and challenges. Conventional teaching techniques and methods in Nepal usually emphasize rote learning, memorization, vocabulary retention, grammar translation and passive learning, in which students are passive listeners, rather than active participants and engagements. This method is inadequate to develop the skills required in current situation (Freeman et al., 2014). ABT, which incorporates active learning such as presentation, demonstration, games, art, inquiry-based activities, group discussion, quiz and excursion promote critical thinking and problem solving.

Classrooms of schools reflect their multilingual, multicultural, and religious community. Because of this diversity, a variety of teaching methods are required to address and accommodate diverse learning techniques, styles, interests, and requirements (Tomlinson, 2014). ABT provides for modified and responsive education, allowing teachers to focus on each student's specific needs and requirements through a diversity of interesting, collaborative and interactive activities. One of the significant gaps in current educational system is the lack of chances and opportunities for students to implement their practical knowledge, experience and

skills in real-life situations. ABT bridges this gap by giving students practical knowledge that makes learning productive, meaningful, enjoyable, and long-lasting (Sawyer, 2024). This practical application is important and integral for developing skills that are applicable in the global markets.

Students generally perceive traditional teaching approaches as boring and uninteresting. Traditional techniques, which work mainly on translation grammar, vocabulary retention, and textbook memorization, have failed to produce learners of English capable of using it in real life (Chang, 2011). ABT motivates and encourages students because it introduces them to new learning experiences, professional development and is dynamic, inclusive and participatory. Active learning develops students' motivation and interest in the material, which revamps academic performance and success (Bonwell & Eison, 1991). Active and experiential learning is ideal for developing the 21st century skills such as critical thinking, creativity, problem solving, collaboration, communication, capacity building, and leadership and cross-cultural understanding. ABT provides students with these important and essential skills, preparing them to face obstacles and challenges in the world and able to sell their skills in the global markets (Darling-Hammond et al., 2017). ABT promotes holistic development, encompassing social, emotional, and cognitive development, and fulfills of dynamic, inclusive, and positive learning environment.

Rationale of the Study

This study focuses on the significant and basic need to involve young generations, who are often uninterested and indifferent to sitting and listening in teacher-centered, traditional educational environments and classrooms for long periods in the present situation (Rone et al., 2023). Activity-based teaching provides a dynamic alternative that increases student engagement by actively integrating all learners in meaningful activities. Activities and projects help students stay interested; stimulate teamwork, and support various learning styles, making learning more effective, pleasant, and successful. Moreover, the curriculum of Nepal clearly promotes and encourages the use of activity-based teaching approaches to reform the practical, pragmatic, comprehension, and linguistic proficiency of students.

This study is supported by Vygotsky's Sociocultural Theory. It clarifies that learning is a collaborative process. It develops through interaction and engagement between learners, teachers, and peers within a social and cultural environment. Learning is acquired through social interaction, collaboration and scaffolding within

the Zone of Proximal Development (ZPD) (Vygotsky, 1978). Activity-based teaching supports this perspective strongly. ABT promotes a learning environment where learners explore through social interaction, collaboration and group work. Knowledge is constructed through collaborative learning experiences. Learners can acquire deeper understanding through active participation and collaboration with the peers and scaffolding of teachers. The sociocultural theory enhances human cognitive development through social engagement, collaborative learning and social cultural practices.

Furthermore, Bandura's Social Cognitive Theory also reinforces the rationale of this study, which emphasizes the significance of observational learning, modeling, and self-efficacy and reciprocal determinism in the learning process (Bandura, 1986). In ABT, students learn not only direct teacher instruction but also through observation and peer works, participating in collaborative activities and acquiring feedback from teachers and friends. These learning environments reinforce learners' self-efficacy as they develop confidence through purposeful and active participation in meaningful learning activities. In addition, ABT classrooms reflect Bandura's theory of a continuous interaction and modeling among personal factors, behavior and environment where learners are influenced by how they think, act, and learn in different situations.

In this regard, the findings prove that the use of ABT contributes to improved academic performance and memorization as well as higher-level thinking skills among students (Sarpong et al., 2020). In addition, the implementation of ABT methods leads to higher participation and active engagement of the learners along with improved abilities in critical thinking, analysis, innovation, and problem solving (Al Shloul et al., 2024). According to studies, ABT encourages interaction, collaboration, self-reliance, and self-confidence among the students, which are important components of their personal growth (Dewey, 1938). Therefore, considering the benefits of ABT, it becomes crucial to know the opinions of teachers regarding this approach and its efficiency in promoting the learning process of the students.

The current study becomes highly relevant and meaningful when considering the situation in Nepal characterized by the dominance of conventional, teacher-centered approaches in classrooms even though there are requirements of transformation to an innovative and learner-centered activity-based one (Bhatt, 2025).

Therefore, an exploration of the secondary English teachers' lived stories and views in connection with ABT may serve fruitful for the development of professional practices. The study also requires bridging this gap of traditional, theoretical and practical and innovative teaching approach and supporting better teaching techniques that actively comprise students and improve their learning outcomes in secondary level language classrooms in Nepal.

ABT not only improves academic performance, but it also promotes curiosity, critical thinking, and self-directed learning (Prince, 2004). This study investigates how ABT can impart these principles in students of Nepal, preparing them to guide a more complex and dynamic environment. By emphasizing the long-term benefits of ABT, the research supports for its broad implementation in education of Nepal. The present school curriculum of Nepal also promotes activity-based learning as an important pedagogical method for increasing student involvement and understanding. ABT creates classrooms more inclusive, collaborative, interactive, participatory and equitable by engaging diverse learners and encourages active involvement among all students, especially those who are marginalized, downtrodden, shy and reserved students (Saavedra & Opfer, 2012). It encourages the development of independent learners who take responsibility for their work, which is crucial for lifelong learning and adaptation in changing educational and professional development.

Problem Statement

In Nepal, the education system continues to be traditional by utilizing traditional ways of teaching such as teacher-centered teaching and learning processes; usage of textbooks; dictatorial teachers; memorization skills; the process of vocabulary enhancement and others (Kshetree et al., 2025). Activity-based teaching (ABT) is universally recognized and acknowledged as an effective and productive teaching method that actively participates students in learning and improves academic performance and outcome (Acharya, 2019). Several research on Nepali education have recognized the benefits of ABT and its potential for improving teaching and learning processes. Until recent year, researchers have only slightly researched and explored English language teachers' classroom practices, doing shallow review and no deep or comprehensive insights and in-depth analysis. As a result, additional comprehensive research in this field is highly required.

In Nepal, research on activity-based teaching (ABT) and collaborative teaching methods has progressively developed, but lacking depth and comprehensive

study. Acharya (2019) carried out an important study of programs of professional development which has promoted activity-based learning in high school teachers of Kathmandu. It was established that even though teachers recognize the role of ABT in stimulating learners' motivation, there exists a problem of lack of adequate training and insufficient administrative support. Similar results were obtained by Banstola (2018) who evaluated English language teaching activities implemented by student teachers in Janapriya Multiple Campus. The study identified that, while these new teachers attempted to utilize activity- leaning techniques, classroom practices prevailed very traditional and old due to a lack of confidence, training, experience and sufficient teaching materials. In the same way, Gudu (2015), while evaluating activities in classroom settings meant to develop speaking skills, found that activities involving communication skills development and group discussions were conducted haphazardly since teachers did not prepare their lessons purposefully.

It means that in order to implement ABT effectively, it is necessary for teachers to have knowledge in various areas related to pedagogy. Contribution from Bhattarai (2024) in analyzing the application of activity-based learning (ABT) in Sainamaina Municipality has also enriched the study. He reported that teachers expressed positive experience and attitude about the activity-based learning yet large class size, summative teaching, examination focused teaching-learning process, caused many problems for appropriate implementation of ABT.

Various researchers also spoke about the significance of project-based learning which is one of the best techniques of activity-based approach. Bastola (2021), for example reported that although EFL teachers had lack of support and training from the schools in Nepal, PBL in EFL classrooms of Nepal has helped the learners to enhance motivation, cooperation and real-life application of the language. Similarly, Adhikari (2024) examined the PBL which can promote sustainable education and the critical and analytical thinking of students. These analyses show that ABT and PBL demonstrate considerable potentials for improving student participation and learning process; yet, there is not enough research done in this field in Nepal, especially in relation to ELT.

The majority of research has been small-scale, localized, or descriptive, providing only shallow insights into classroom realities. As a result, there is an obvious need for more comprehensive study about English teachers' real stories and

ABT practices, problems, challenges and implementation techniques through diverse of educational environments.

English teachers have been facing numerous hurdles and challenges when implementing good pedagogies in Nepal, including ABT. Overcrowded and large classrooms, insufficient of teaching resources and materials, inadequate of teacher trainings, and administrative and institutional restrictions such as rigid curricula, limited time schedule and exam-oriented education systems are major challenges. Therefore, most teachers are using teacher centered teaching style, rote-learning, and shallow learning strategy, where students are not active in their learning process (Bhattarai, 2024; Timsina, 2021). Despite these realities and challenges, only few existed research try to explore on how English teachers perceive and apply ABT in their language classrooms and how these opinions affect students' learning outcomes.

This study strives to bridge these gaps with activity-based teaching (ABT) in the language classrooms of Nepal. ABT attracts student to engage for learning, but they lack of understanding how teachers implement it in real practice. Current research is limited, often shallow, and fails to address and reflect the ground reality, day-to-day activities of teachers. According to Dhungana (2025), his findings in PBL application in Nepal reflect that though PBL can have motivational benefits of enhancing an active, engaging learner, it's application to this context meets obstacles due to issues including: insufficient training and resourcing for teachers, physical resources, infrastructures and an organizational impediment including socio-cultural norms and constraints from the existing curriculum.

In this research there is an in-depth study about ABT in Nepalese secondary English classes. This study aims to create rich, reliable and authentic insights into teachers' lived experiences and stories, with important implications for teacher training, curriculum development, and educational policy in Nepal. This kind of teaching method has been implemented all over the world in developing student-centered learning and activity-based teaching approach; however, there is a significant knowledge and huge research gap regarding its applying in Nepali education system. Nepali scholars and researchers have not fully explored and investigated the implementation, challenges, and outcomes of activity-based teaching in local educational contexts. Due to the lack of research, there is a limited knowledge of how these strategies can be applied to and maximized for Nepali schools. As a result, teachers in Nepal may lack the evidence and research-based methods and insights

implied to engage students improve learning outcomes through activity-based teaching.

Purpose of the Study

The purpose of the study was to explore secondary-level English language teachers' perceptions and experiences of activity-based teaching and learning, how it influences students' engagement and learning outcomes, and the challenges they face in implementing this approach in classrooms.

Research Questions

The following were the research questions of this study:

1. How do Secondary Level English language teachers perceive and experience the value of activity-based teaching in the English language classrooms?
2. How do they share their narratives of implementing activity- based teaching in their English language classrooms?
3. What challenges do they face when implementing activity- based teaching in their English language classrooms?

Delimitations

This study examines English language teaching (ELT) pedagogy, particularly activity-based teaching, and investigates the experiences and perceptions of seven secondary-level English language teachers who have been implementing ABT in their English language classrooms. It provides an insight specific to this context rather than generalizing across all educational levels' subjects and disciplines, or ELT pedagogy.

Organization of the Study

The research study includes six chapters. The first chapter deals with the background of the study. Similarly, the second chapter addresses a review of the related literature. I have included why activity-based teaching is crucial, the research gaps after the empirical studies, and how constructivist learning theory and social cognitive theory are connected in my research study. The third chapter analyzes the narrative research method that I adopted in the study to find the real and lived experiences, perceptions, and stories of teachers. The fourth chapter explains research question one through participants' voices, focusing on teachers' perceptions of activity-based teaching. Similarly, chapter five is about research question two, which focuses on the challenges of implementing Activity-Based Teaching in their classrooms. Chapter six explores possible strategies that teachers can adopt to

overcome the challenges. Finally, chapter six presents key insights, conclusions, implications, pedagogical implications, and my reflection.

Chapter Summary

This chapter began with an introduction in which I addressed my familiarity with activity-based teaching. The chapter also includes the study's rationale. I read different research articles, papers, books, and dissertations to identify the gaps. The problem statement shows that the education system in Nepal has been much more teacher-centered, textbook-dependent, vocabulary-focused, rote-memorizing, and passive-learning-oriented. Next are the research purpose and question sections, which help me to understand and direct me to successful and plentiful findings. The delimitation section makes this study specific and precise. It delimits my research issues and purpose. The report's structure outlines a complete proposal. Different literature on activity-based teaching, the professional development of English teachers, and my journey laid the foundations for this study.

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of the literature related to the ABT as language pedagogy. This chapter is divided into four major sections: the thematic review, the empirical review, the theoretical review, and the policy review. The thematic review explores themes relevant to this study. Review of articles, thematic papers, and books comes under it. Similarly, the empirical review informs the researcher about knowledge gaps in previous studies and the limitations of prior work. A review of previously conducted dissertations falls under it. In the same way, a theoretical review supports the establishment of existing theories, their relationships, the level of investigation of these theories, and the development of new hypotheses to be examined. Scholars' articles, theoretical papers, and books can follow a literature review. The policy review includes evaluating official education policies, government documents, curriculum guidelines, language-teaching rules, and policy papers that provide the institutional and regulatory framework for implementing ABT. It focuses on any directions or mandates related to activity-based teaching techniques, shows how policies facilitate or impede the implementation of ABT, and finds policy gaps or differences that affect teachers' ability to successfully apply ABT. This chapter completes with the research gap.

History of Activity-Based Teaching Approach

Activity-based teaching is an innovative and learner-centered teaching approach whereas students are participated in the learning process actively through experiential learning and real-life contexts. According to Naik et al. (2024), activity-based teaching encourages students' active engagement and development of skills. The history of this technique spans a century and a half, with it evolving from the works of many educationists highlighting the importance of experiential learning. Activity-based learning has been facilitated through the efforts of several educationists who emphasize the need for experiential learning for more than a century and a half (Freeman et al., 2014). Activity-based teaching involves constructivism that proposes the active involvement of learners in construction of knowledge through meaningful experience (Dewey, 1938; Piaget, 1970). The

pedagogic approach emphasizes on student activities, and focuses on evaluating critical thinking, problem solving, and collaboration (Bonwell & Eison, 1991).

John Dewey's writing in the late 19th century forms the basis of the philosophical background of activity-based teaching. In 1897, John Dewey came up with the concept of learning by doing it in Chicago experimental school. The main point raised by Dewey was that learning should be achieved through active participation in education rather than passive acquisition. Dewey proposed that education was supposed to be a mode of living and not merely preparation for maturity. Dewey's theories were correct, but the technique of ABT could not gain acceptance until after many years. According to Dewey (1938), children learn effectively when they get involved in activities. Dewey also proposed that education was not meant to prepare students for maturity but living. Other educational philosophers such as Maria Montessori, Jean Piaget, and William Heard Kilpatrick advanced this theory in the early twentieth century.

Maria Montessori improved the element of freedom in her education philosophy by putting student-centered learning at the core, allowing students to choose what they wanted to do. Maria Montessori emphasized student-centered learning environments where the student would want to do what he or she preferred. For knowledge building, students need to be involved with their environment, based on Piaget's theory of cognitive development, which asserted significant of practical experiences. The theory also emphasized a strong believe on the importance of experiential activities, students must interact and collaborate with their surroundings to learn information (Piaget, 1952). Kilpatrick, a student of Dewey, produced the "project method," which promoted learning for purposeful, practical tasks that enhanced of students in critical thinking, creativity and problem solving (Kilpatrick, 1918).

ABT was not universally used in formal and mainstream education until the middle of the 20th century, regardless of these theoretical and conceptual developments. David Horsburg, an educationist and renowned scholar who developed to implement ABT in practice. Horsburgh established the Neel Bagh School in Kolar, India, in 1944. The school's modern, progressive and innovative curriculum, which included academic courses such as woodwork, ceramics, gardening, and music; this school became a significant milestone in the development of ABT. This principle of

ABT supported this practical method, which stimulates and inspires critical thinking, analytical skills, creativity, and active learning (Horsburgh, 1980).

Horsburgh implemented a systematic plan that incorporated intricate drawings and sketches to manage the tasks. His program was designed to satisfy students' innate and inborn curiosity and desire to manage their education. Learning through the Neel Bagh approach offered numerous and rich learning experiences that have enabled us to enhance our knowledge of theories as well as situational awareness through various exercises. According to Mehmood et al. (2021), active based learning is more importance at primary school, which explains the relevance of Neel Bagh model. The key principles of activity-based teaching suggested by Horsburgh include promotion of student autonomy, curiosity, and participation. Such a technique, which is designed to motivate critical thinking and creative thinking processes, correlates with the basic elements of activity-based teaching (ABT).

The fundamentals of ABT approach were defined by John Dewey and Horsburgh; the important contributions were made by Maria Montessori, Jean Piaget, and William Kilpatrick. Their unified and combined philosophies highlighted the value of practical learning and the concept that children learn by actively interacting and familiar with their surroundings. The theoretical framework of ABT is derived from constructivism, which embodies that learning is an active process; learners construct new knowledge from experiences and previous understanding. As a result of its emphasis on "learning by doing," Applied Behavior Analysis (ABA) assists students acquire critical thinking, collaboration, communication, problem-solving, and practical skills all of which are crucial and fundamental to their holistic development (Bonwell & Eison, 1991).

ABT is currently recognized as a useful instructional method, especially in elementary school, because it promotes the growth of various skills among the children and instills an interest in learning. Guiding principles of ABT inspire teachers to create motivating learning environments that encourage students' inquiry and exploration. ABT believes on "learning by doing" that helps students to gain practical knowledge, critical thinking and problem solving skills which are crucial for holistic development. Nwosu et al. (2023) also clarified that activity-based teaching improves the cognitive skills of the students through active learning, direct experiences and problem solving.

In conclusion, history reveals the success of activity-based teaching performs effectively which is the evidence of permanent value. ABT developed into an innovative and productive teaching approach that continues to inspire and engage students all over the world. Dewey's prior knowledge and ideas and Horsburgh's effective application of them at Neel Bagh, later that make it productive and popular in worldwide. The theoretical foundations of constructivism and the contributions of prominent educationists ensure that ABT prevail an essential, productive, effective and transformative part of modern education.

Concept of Activity-Based Teaching Approach

The approach of activity-based learning, which focuses on the practicality of learning activities in order to better develop and increase understanding and participation by the learners, is a commonly used pedagogy. In order to include of diverse perspectives and experiences of teachers, this literature review uses a narrative inquiry methodology to learn and analyze the impact of student learning outcomes from activity-based teaching.

Activity-based teaching (ABT) is a progressive, transformative and innovative teaching approach that emphasizes student participation through experiential learning and practical activities. ABT focuses on the idea that students should engage through action. The research works of Mustapha et al. (2021) state that active behavior theory stresses the significance of active learning in developing the interest of students and involvement in making it more interesting and related to their personal lives. They work collaboratively as well as learn independently, which reflects and enhances their knowledge and skills. Students actively participate in the learning experience rather than sit and remain as passive listeners. The concept of activity-based learning is founded on the general belief that children learn actively rather than passively receiving information. Learners take an active role in their learning process. ABT is based on constructivist theory and serves to motivate and encourage learners to be involved and engaged in practical doing and learning. The strategy promotes overall development, which includes cognitive, emotional, physical, and social skills, as well as self-directed learning, teamwork, and problem-solving (Bruner, 1961). Instead of trusting on traditional rote memorization and passive reception of information, ABT comprises students actively in their learning process, and engaging students in the various practical activities in real life situation, students get the chances and opportunities to develop not only in deep understanding of the subject matters but also

promoting various skills like: critical thinking, creativity, problem-solving, innovative, communicative and collaborative skills, cooperation, research, technological, leadership and management skills, leadership building, capacity building, entrepreneurship skills, life skills, digital literacy skills and cross culture understanding which are essential and important in twenty-first century of global market.

Activity-based methods, such as collaborative, cooperative, and problem-solving procedures, encourage students' active participation, making learning more effective and pleasant (Okoro, 2019). Teaching in pin-drop silence, the authoritative role of teachers, textbook-limited teaching, and the teacher-centered, traditional teaching method have become outdated and insufficient to meet the needs and demands of modern students, and they have paralyzed twenty-first century learners. As a result, students lack the different knowledge and skills required and demanded in the market. Therefore, dissatisfaction is frequently heard from parents, students, teachers, stakeholders, administrators, and school leaders regarding lecture-based teaching methods in Nepal. ABT should be an alternative and an indispensable tool for transforming school educational practice, making it more skillful, scientific, productive, and meaningful. It improves learning processes by making them more motivating, engaging, and committed (Santhi & Malathi, 2024). It includes those activities, experiments, and actions that help students become more motivated and involved.

Teachers are identified as the foundation of education for students of all ages, and they provide a variety of learning and instructional approaches in the classroom. The activity-based teaching approach has received considerable attention in educational research and practice. This literature review focuses on activity-based teaching and its impact on students' academic achievement. Gillies and Khan (2008) highlight that effective and productive learning is dependent on open communication and engagement between learners and educators. The review uses a narrative inquiry method to examine several research, theories, and concepts related to activity-based teaching, perception, and practice.

This literature review provides a comprehensive understanding of the influence of activity-based teaching and learning approaches on students' learning outcomes. According to Chickering and Gamson (1987), emphasizing cooperative learning rather than solo learning encourages and fosters communication and

interaction, which is a more successful learning strategy than competition-based outcomes and goals. The findings highlight the positive impact of activity-based pedagogies on student engagement, motivation, and critical and problem-solving skills. However, according to Tootell and McGeorge (1998), the effect of ABT as a tool is to encourage students to experience the 'how' of learning through a variety of methods and exercises. This review emphasizes the importance of considering context and design of lessons when employing activity-based teaching and learning approaches in classrooms for enhancing students learning and experience. However, Skidmore (1996) emphasized that the concept of “organizational paradigm” as a new view for the research in Special Educational Needs (SEN) studies highlighted the organizational features, school operation and educational environment factors in dealing with the special needs of students. Some people in the social sciences didn't agree with Skidmore's new paradigm, even though some in the field of special needs, such as Norwich (1993), thought it was a new one.

Many subjects within academia have already conducted further research on students' academic achievement as a result of activity-based teaching. For example, when analyzing students' achievement through the use of activity-based teaching methods compared to traditional teaching methods, Freeman et al. (2014) concluded, after a review of the existing literature, that it had a significantly positive impact on achievement. In his study, Alasi (2018) analyzed how activity-based teaching affected students' evaluation outcomes. Exploring teachers' perceptions and life stories assures in-depth evaluation. Various stories told by teachers were revealed after analyzing these narratives in a qualitative narrative inquiry approach. Bektaş (2021) found teachers content that activity-based teaching facilitated student understanding and participation. However, the lack of resources and the requirement for professional development were also noted, highlighting the necessity of continuous support.

An effective method for exploring the real-life experiences of teachers implementing activity-based teaching is narrative inquiry. Such an approach allows the researcher to recognize the complexities and achievements of the educational setting by analyzing personal narratives (Clandinin & Connelly, 2000). A more complex knowledge of the effects of activity-based teaching on teachers and students is revealed through narrative inquiry.

Existing research, Dissanayake et al. (2020) emphasize that activity-based teaching (ABT) helps students enhance their reading, writing, listening, and speaking

skills by making lessons more dynamic, collaborative and student-centered. It also suggests that adopting activity-based teaching practices can help students learn more effectively. Nonetheless, the difficulties those teachers have recognized and discerned demand that the implementation process be approached with great care. Sufficient resources continued professional development and a welcoming institutional setting are essential and integral for improving the efficacy of activity-based teaching learning. Future studies will continue to focus on and build on the long-term effects of activity-based teaching on student achievement and lifelong learning.

The result-based advantages activity-based teaching has on student achievement across subjects due to its constructivist nature should be realized, using narrative inquiry as an effective framework to provide insight into the variation of teacher's experiences, beliefs and stories. While advantages need to be recognized, challenges must be overcome to ensure a fair and sustained implementation that contributes to a richer, more productive classroom setting. Learning to think through the one-of-a-kind, inventive process of students' own thinking helps students solve problems hands-on and helps those in developmental stages build confidence to succeed (Aizikovitsh-Udi & Cheng, 2015).

The teacher acts as a facilitator in an activity-based teaching-learning strategy and guides the students through a series of activities that can be role plays, experiments, group discussion, simulation, projects, presentations, etc. The students have the opportunity to search, explore, discover, and construct their own knowledge, skills, and ideas in an active learning process created by this strategy. According to Albadi and David (2019), the student, who actively and voluntarily participates in activity-based learning, acquires and applies the relevant information. Learning by doing is the main focus of activity-based teaching, which involves both psychological and physical engagement and improves retention by stimulating many senses for effective learning.

Activity-Based Teaching (ABT) in Nepal

Concept of activity-based teaching (ABT) in Nepal originates from view of changing the traditional, teacher-centered educational approaches that have long dominated the classrooms of Nepalese schools. Historically, the Nepalese education system has been adversely affected by rote learning and lecture-based teaching methods, in which the teachers are the major and primary source of knowledge and the students, are passive listeners. This strategy, while simple to adopt, has been

criticized for failing to encourage and promote critical thinking, creativity, and problem-solving skills in students.

In 1990s the democratic government of Nepal commenced a systemic education change and campaign which was focused on educational quality. Research Centre for Educational Innovation and Development (CERID) emphasized educational reforms and the enhancement of educational quality in Nepal, focusing on educational planning, management, administration, teaching practice, learning process, and policy implementation. The National Education Commission Report of 1992 was a cornerstone and turning point, highlighting the need for a student-centered approach to reforming educational and academic outcomes. During this time, numerous educational projects and programs were implemented with the goal of including more interactive, participatory and student-centered teaching approaches.

The Basic and Primary Education Project (BPEP), which was established in the 1990s, and ABT approach was implemented in Nepal. The BPEP attempts to raise the quality of primary education by introducing activity-based teaching-learning approaches and training teachers in the use of them (The World Bank, 1992). This program established the framework for pursuing endeavors that focus on student centered approaches.

In current years, the emphasis on ABT has been reinforced by the School Sector Development Plan (SSDP) 2016-2023, which requires increasing educational quality through innovative and modern teaching approaches, including ABT (Ministry of Education [MoE], 2016). This strategy emphasizes the significance of engaging students in meaningful and productive activities that enhance critical thinking, analytical skill, problem solving and collaboration and practical application of knowledge. Activity-based teaching (ABT) is a teaching strategy that encourages learning through teaching in that it enhances a more participatory, inclusive and student-centered learning environment. Facilitating, motivating and allowing students to explore, experiment and participate in the learning process constitute the core idea of ABT.

The Nepali government has put a lot of efforts for promoting ABT by various policies and practices in classrooms. The continuous assessment system (CAS) is a significant endeavor in this regard. It endeavors to shift from the old assessment system from an exam based to a formative and continuous one, in which the student can have more scope for participation in classroom learning. CAS includes various

activity-based assignments, such as projects, presentations, and peer evaluations, which are regular with ABT concepts expected at engaging students more meaningful, productive and effective. According to Dhungel (2024) the application of learner-centered principles in assessment is linked to the notion of continuous assessment which involves on-going, formative evaluation and the mutual involvement and collaboration between the student and teacher. This is incorporated in the national curriculum that clearly states the application of active learning process and activity-based teaching methodology for enhancing the student's learning ability and their critical and analytical abilities.

New, transformative, progressive and modern policies encourage ABT and CAS, but insufficient teacher training, limited resources, and exam pressure obstructs to implement in every school. This systematic reformation agenda emphasizes how important ABT is for developing Nepali students' creativity, innovative ideas, problem-solving skills, and flexibility. Nevertheless, the persistent government efforts for designing the activity-based continuously assessment directed learning evidence are reflecting the commitment for the quality education delivery, preparing for the future challenges, demands and need of the life-long learning (Dhakal, 2020). Although English is an essential and major subject in the curriculum, there is a huge gap between policy objectives and classroom realities. There are many difficulties to English language teaching. For example, teachers' training; continuous professional development, teachers' lack of resources, and the difference between policy and actual classroom practice (Shrestha & Gautam, 2022). Teachers' training is regularly theoretical and lacks connection with their teaching needs; thus, contemporary ideas cannot be well implemented in the classrooms.

Activity-based teaching (ABT) develops as a new, innovative, transformative and modern strategy in Nepalese ELT pedagogy, shifting from rote, old, traditional, theoretical and teacher-centered methods and toward student-engaged, learner-centered and experiential practices that enhance critical thinking, analytical skill, cooperation, collaboration and communication and 21st-century learning skills. Although policies at national level like SSDP and CAS try to bring the gap of the policy into practice in English language school, persistent issues are causing unsuccessful application due to poor teachers' training, less resource, and stress of exam. The experiences and perceptions on teachers derived from the narrative research helps to develop meaningful insights to reform ABT, hence a useful and

practical learning in ELT for preparing the secondary level teachers for life-long learning and challenges.

Traditional and teacher-centered methods prevail Nepali English Language Teaching (ELT) classrooms, with rote memorization, vocabulary retention, lecture-based teaching, and passive student listening focusing on exam preparation and orientation rather than skill development in speaking, writing, reading, and listening. These practices derive from a learning in a past from the teacher's habit of teaching based on textbooks and authoritative role, authoritative teachers and rigid role which has restricted development of analytical skills, critical thinking, problem solving ability, capacity building, interaction, communication skill, creative skill and the reality of the real-life practice even if the policy has been changing towards activity-based teaching (ABT) through the programs like the Basic and Primary Education Project (BPEP) and School Sector Development Plan (SSDP) 2016-2023. Implementation gaps exist due to insufficient teacher training and motivation and lack of infrastructures and resources, and exam pressure, resulting in superficial rather than practical and experiential learning.

In my opinion, the curriculum clearly refers to applying ABT approach through student-centered activities, hands on learning and formative assessments, but many teachers continue to use theoretical and teacher-centered approaches due to lack of practical knowledge, idea, and skills and systemic constraints till now. However, some teachers have recently begun to actively and interestingly implement ABT methods in English language classrooms, experimenting with simulations, presentations, and collaborative assignments to bridge policy aims with practical outcomes.

Socio-cultural Theory

Socio-cultural Theory explores learning as a social and cultural activity rather than a purely cognitive process that is confined to an individual's mind. Students create knowledge in association with teachers, peers and the physical and cultural environment using language and cultural tools as key supports of learning and thinking. The main concept in this theory is the Zone of Proximal Development (ZPD), which refers to the gap between what learners are able to perform on their own and what they are able to perform with support from environment, culture and people and this is where learning is developed. When working within the ZPD students' use of scaffolding eventually promotes independence and higher mental processes.

Vygotsky's Socio-cultural Theory, which perceives teaching and learning as an activity based on social interaction is a basic stance and frame of view under which this approach can be examined. This theory is very appropriate and suitable for the study of teacher attitudes toward ABT and on student learning because it suggests learning takes place in interaction and crossing cultural barriers between teachers and learners (Vygotsky, 1978).

Vygotsky (1896-1934) believed that language and perception grow as a result of the social interaction in a cultural context (Topçiu & Myftiu, 2015). He viewed language as a tool for bringing together learning processes, it involves a cultural element; and it is not an isolated cognitive skill. Lantolf (2000) believes that interaction gives rise to cognitive development; knowledge arises from dynamic interactions that occur between an individual and his or her community. Nozhin (2009) explains in "Social and Cultural Issues of Education" that socio-cultural theory claims education is skillfully interwoven with social and cultural aspects of human existence. Bruner, a student influenced by Vygotsky, was able to build on these ideas. He focused on the value of scaffolding and experiential learning in educational environment.

According to Bruner (1960), teachers provide systematic guidance, or scaffolding, which gradually enhances as students become more active and independent. Students actively construct knowledge by interaction and collaboration with their surroundings (Bruner, 1974). Learning develops more feasible and purposeful by this scaffolding, which impedes options to help students in concentrating on gaining special abilities or knowledge. Bruner also formulated the concept of the spiral learning process, where students revisit the basic concepts at successively increasing levels of difficulty. It fits well with ABT's repetitive and social aspect in which students are given opportunity to experience and develop skills in self-learning.

The principle of Bruner's scaffolding is based on ZPD which is derived from Vygotsky that refers to the "area between the actual level of development as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or collaboration" (Vygotsky, 1978). ABT applies the Zone of Proximal Development (ZDP) through interactive and collaborative learning opportunities, scaffold learning opportunities

like peer teaching and group projects, which enhance cognitive development through social negotiation and managing.

According to socio-cultural theory, language development occurs through social interaction and communication, which influences teachers' perspectives and teaching approaches (Allahyar & Nazari, 2012). Moreover, learning and thought processes are supported by cultural resources such as language, symbols, and technology. ABT implements these resources to make education more meaningful, productive, effective and culturally relevant. Additionally, Bruner (1974) claimed that education should not only provide cultural knowledge but also promote students to think creatively and independent of traditional cultural system. The idea of encouraging students to create new knowledge within their socio-cultural environments promotes ABT's emphasis on critical thinking, analytical skills and active participation.

Vygotsky's Socio-cultural Theory deeply describes the structure of teacher's views toward activity-based teaching, its role on students learning outcome. Teacher's cognition, teacher's beliefs are stimulated by Bruner's constructive perspective. Scaffolding, the notion of ZPD, the socio-cultural aspects of learning, and co-construction of knowledge between teachers and students are crucial concept in academic fields. Vygotsky's Socio-cultural Theory asserts the important role of social interaction, collaboration and cultural environment in cognitive development. Vygotsky argues that learning is basically as a collaborative process where learners connect with intellectual people actively and they achieve new knowledge and skill. Main principles include the ZPD, which explains the gap between what a learner can do freely and what they can achieve with guidance, and scaffolding, which provides temporary support while learning. The bridging of activity is essential in the integration of knowledge and skills through language, and this process occurs when the novice works with the expert (Lantolf & Poehner, 2014). As a mediator of cognitive development, language plays a pivotal role as it prompts perspective taking via social conversation and integration.

The theory is relevant to the research question as activity-based instruction needs social interaction, cooperative and experience-based learning, and guidance by a more capable other. The Zone of Proximal Development (ZPD) constructs how teachers scaffold student learning to engage students in activities that challenge and support them just beyond their present ability. Activity-based teaching is authentic

learning into socially and culturally significant contexts, enhancing cognitive development by involving students in tasks that are just beyond their present skills (Wertsch, 1985). In addition, this theory assists the assumption that students' learning outcomes improve when they actively participate in culturally and socially important tasks guided by teachers, which is reliable with the narrative inquiry into teacher perceptions and experiences on activity-based methods.

The study employs Vygotsky's Sociocultural Theory as a theoretical framework to illustrate how teachers' opinion their role in enhancing learning through interactive, collaborative and social activities. The framework also supports understand the cultural tools and linguistic influences included in classroom practices (Rogoff, 2003). It reveals how teachers facilitate learning through activities, promote student participation, and implement culture-specific methods to enhance cognitive development. Narrative inquiry method applies theory to understand and explore teacher's personal narrative shared experience and real time experience so as to find out the relationship between activity-based teaching and student participation, learning and outcomes within classroom social environment.

Thus, the theory instructs the evaluation of outcomes on collaborative learning and development through facilitated support as well as the data collecting focus on social interactions and engagement.

Social Cognitive Theory

Bandura developed the Social Cognitive Theory (SCT), which is a holistic approach to explaining how learning occurs through social interaction, cooperation, observation, and cognitive processes. While traditional behaviorists' theories focus solely on the stimulus, Bandura insisted that human learning primarily occurs through observation and imitation (Bandura, 1986). The theory is quite relevant in the dissertation, as it deals with how a teacher's behavior and attitudes affect a student's learning through will, motivation, and demonstration.

Bandura (1991) claimed there are four main elements governing observational learning: memory, which means storage; reproduction, which implies performing an action learned by observation; motivation, which denotes intent to reproduce based on expected outcome; and attention, where people focus on the model's behavior (Wood & Bandura, 1989). During activity-based teaching, students perceive their teachers and classmates working on assignments, assimilating skills, and are inspired to participate. The most salient component of SCT is self-efficacy, which is the

confidence an individual has in his or her ability to perform specific tasks (Bandura, 1997). Students' self-efficacy is easily enhanced when provided with teacher feedback and support; a high degree of self-efficacy leads to greater persistence and tenacity in learning tasks (Bandura, 2001). This is similar to the notion that activity-based teaching promotes student autonomy, with support structures in place.

The relationship between Bandura's SCT and previous education theorists is quite firm. Bandura has described learning through observation without external rewards, whereas B. F. Skinner's operant conditioning incorporated reinforcement as a crucial learning mechanism (Skinner, 1965). Likewise, the active, socially based nature of learning central to SCT builds on Dewey's assertion of the centrality of social and experiential learning (Dewey, 1986).

Piaget's theory of cognitive development supports SCT in that he recognizes the active role students take in building their own knowledge, but he focused on stages of development rather than on the role of social imitation in students (Piaget, 1970). The notion of social context and scaffolding, as in SCT, is characteristic of Vygotsky's theory of children's social learning, which focuses on social interaction, language, and the zone of proximal development (Vygotsky, 1978).

John Dollard and Neal E. Miller have influenced Bandura's research by proposing primitive social learning theories, such as drive reduction and imitation (Dollard & Miller, 2013). The construct of scaffolding and Bruner's theory of learning through experience align with SCT's constructs of structure involvement and learner involvement (Bruner, 1974). Additionally, Robert Sears emphasized understanding the role of the social environment and family in influencing behavior, consistent with SCT's environmental influences (Sears, 1951).

According to Rohrer and Sherif (1951), social behaviors which are a reflection of the environmental factors crucial to SCT are the consequence of continuous interactions between personal motivations and social, cultural, and collective influences. Bandura's Social Cognitive Theory illustrates a powerful lens and insightful perspective through which to examine how teachers' perceptions toward activity-based teaching impact their teaching practices and, in response, the learning outcomes of their students. In generating effective learning experiences, it encourages demonstration, motivation, self-belief and the social milieu.

Bandura propounded Social Cognitive Theory (SCT), which elucidates human behavior as the result of a threefold reciprocal interaction between personal

influences, environmental influences, and behavioral responses. Social learning, self-confidence, and self-regulation are core concepts which explain how people learn and develop through learning others. Social cognitive theory theorizes on students actively construing their learning through self-confidence, observational learning and self-restraint. It reinforces the teacher's approach, demonstrating this dynamic feedback system (Bandura, 1986). Reciprocal determinism improves teacher self-efficacy. Continuous reinforcement promotes adaptable classroom behaviors. Positive outcomes drive further instructional development. SCT enhances the research by highlighting the influence of teachers' self-efficacy and observational shaping in interactive activities on student motivation and achievement.

Teachers in ABT demonstrate role modeling, experiential learning, group collaborations, and peer interaction which improve the learner's confidence and effective learning modeling and integrate teachers' views to the classroom setting and the impact to learners, therefore giving them confidence in narrative studies about Nepali teachers' perspective in ABT adoption to ensure effectiveness and improve students' performance (Bandura, 1986; Schunk, 2012). This is consistent to Bandura's Social Cognitive Theory which talks about the continuous interaction among ideas, the individual, the behavior and the environment for the development of learning practices.

SCT guided the narrative inquiry based on students' semi-structured interview, class observation and documents analysis to identify how students improve self-reliability through ABT shaping such as group tasks and presentations and how students participate in learning activities. Concepts recognized illustrating how teachers' observational learning from peers and influenced their behaviors, thus growing students' imitation, motivation, and outcomes in the contexts of Nepal. The lens synthesized the story of an individual teacher and triadic determinism to understand the feedback loop between environment and behavior, using qualitative data (Bandura, 2001). Personal cognitions enable teachers to act and adjust to the classroom environment; behaviors, in turn, shape the environment. Co-constructual and participatory interactions are contexts in which teachers' professional development takes place to achieve a more competent teaching career.

Connection of Theories

The theories of Vygotsky's Sociocultural Theory and Bandura's Social Cognitive Theory are related to each other due to the fact that both theories consider

social interaction and communication to be essential parts of the educational process. The concepts of ZPD and the idea of Vygotsky regarding scaffolding emphasize the importance of assistance and cooperation for teaching. Interaction helps the teacher understand the subject better and teaching style.

Bandura's Social Cognitive Theory strengthens and develops this by emphasizing the significance of social learning, evaluation of experience. Teachers who exchange their experiences, knowledge, stories and reflection on classroom practice improve not only their own instruction but also contribute to improve of students for personal development. Together, these theories provide a solid and strong framework for teachers to develop their perceptions of activity-based teaching and its influence on student learning outcomes.

Previous Research Studies on Activity-Based Teaching

It is considered an effective approach to student-centered pedagogy that is becoming increasingly popular among Nepalese teachers and academics. Activity-based teaching enhances practical, experience learning, in contrast to traditional, lecture-centered approaches commonly used in Nepali schools. Devkota and Giri (2016) asserted how recently Nepali schools must implement activity-based learning because it enhances experiential, applied learning that develops critical thinking, innovative ideas and practical knowledge. It is believed that this transformation is necessary to prevail the system of passive learning that allows many Nepali classrooms.

Project-Based Language Teaching and Learning (PBLT) enhances cognitive and professional knowledge development through teamwork and problem-solving methodologies. PBLT has become popular due to its capability to equip students with the required language competencies in order to meet the 21st-century needs (Mouni, 2022). Certain studies have demonstrated that the efficacy of ABT in a variety of subject matter and educational levels. For instance, Acharya (2019) declared that workshops delivered by teachers at the high school level of Kathmandu have equipped them with more adequate ABT strategies, thus they participated more in classroom activities, their learning achievement enhanced as well. In the area of EFL, Bhandari (2020) proposed Task Based Language Teaching (TBLT) which is an extension of ABT that could lead to more purposeful, meaningful interaction and enhance autonomy. In a similar tone Neupane (2024) investigated English teachers' stories and views toward TBLT, they show that although they find ABT beneficial.

Yet, class size and evaluation system present great challenge on the use of it. These are the kinds of information telling us that despite the benefit of ABT, there is often some real challenge hindering its full implementation. Experimental use of experiential learning by engaging faculty members at a college level of Nepal was presented by Shrestha and Sapkota (2024). Multiple angles of this concept are found from the findings obtained; from practice to meditation.

The implementation of ABT approach within mathematics instruction is comprehensively explored. According to Pokhrel (2018), activity-based mathematics instructions help develop the skills of the 21st century like critical thinking, innovative thinking, problem-solving skills, and cooperative work in students. The activity-based teaching approach increases student motivation and academic success, as claimed by Luitel (2017). ABT allows abstract concepts to be understood better with real-life activities. In addition, Sharma and Kumar (2018) informed the conversation to higher education through justifying that ABT encourages university students to learn actively and with more understandings and enhances autonomy and involvement of learners. Contradiction was detected by Bhattarai (2024) regarding the application of the ABT approach in the school environment of Sainamaina Municipality. Although the advantages of ABT were recognized by the teachers, institutional challenges in terms of curricula and evaluation processes, resource deficiency, and ineffective teacher training were often obstacles. It proves that the challenges Nepali teachers face while using ABT approach.

The researcher proposes that in these limitations, activity-based teaching can only be implemented on a small scale and for the improvement of activities on the whole it must be contextually implemented along with teacher development. This is consistent with findings of Adhikari (2024), in his study of project based learning at Janaprakash Secondary School, Pokhara. Adhikari investigated and identified that PBL developed sustainable abilities by combining actual learning with the experiences from application of learning to life, thus the claim of ABT about experiential learning is verified.

Professional development programs aimed at better implementation of ABT in Nepalese schools are necessary. This corresponds to a study conducted by Pokhrel (2018) about activity based mathematics teaching at affiliates of Kathmandu University which also stated the strength of ABT to boost the 21st century skills, which is related to problem solving, but also shows the complexity associated in

implementing them. Additionally, Rijal (2016) has found that teacher led activities in Language Education Teaching (LET) lessons improved teaching activity management, hence increasing student performance. Supporting the above studies, Sharma (2023) study on student perceptions of PBL in public schools of Pokhara reports positive impact of PBL on creativity, collaboration, and student centered but with limited access to resources and lack of time.

In language teaching, ABT has proved to positively influence oral communication skills. This was proved by Bastola's (2021) study on PBL in Nepalese EFL classrooms, which asserted cooperative tasks such as information-gathering and peer reporting to increase language abilities. Acharya (2019) and Pokhrel (2018) emphasized that this language-focused on ABT approach is similar to the skills-oriented, ability-based, interactive methods in math and health education, indicating a significant cross-disciplinary potential for ABT to improve learning in various educational environments in Nepal.

Despite these transformative, positive and innovative findings, it is essential to remember that specific and broad and in-depth research on activity-based teaching in English language schools in Nepal is limited and insufficient. Still, in-depth and vigorous empirical research in about ABT reforms English language learning outcomes are insufficient and lacking. This research gap emphasizes the significance of conducting specific research to explore teachers' live stories and perceptions and classroom realities about activity-based teaching in Nepali English education environment. As a result, there is a recent need for additional, rigorous and in-depth research to provide empirical data on the effectiveness of ABT, particularly in English language teaching, in order to inform policy and practice and improve acceptance in Nepalese classrooms.

Policy Review

Education policies of Nepal offer a broad overview supporting and promoting ABT as part of the transforms towards a child-centered approach; however, there are issues that affect current practice leading to discrepancies between policy and implementation. Policy elements are found in the constitution, acts, plans, strategies, guides and assessment systems, all providing a basis for student-centered learning rather than fact-learning. Activity-based and learner-centered approaches to learning based on constructivism the belief that knowledge is constructed by the learner through interaction, reflection, and experience (Vygotsky, 1978).

Phyak (2024) pointed out that Nepal's policy of medium of instruction in English may influence language use in learners' language practices in the view of language control and language development. Education policies of Nepal comprise the Education Act (1971 with amendments), Constitution of Nepal 2015, National Education Policy (NEP) 2019, represented in plans like SSDP 2016-2023 and SESP 2022-2032, National Curriculum Framework (NCF) 2019), Teachers Guides and training programs within Teachers Service Commission (TSC), and Continuous Assessment System (CAS). These are legal, strategic and structural bases of educational reform which, directly or indirectly, supports ABT by enabling students centered, participative and inclusive pedagogy. They begin with fundamental rights to classroom application, with the Constitution serving as the overall mandate, the Act enabling guideline, sector plans defining goals, the NCF outlining teaching methods, providing classroom tools, and CAS ensuring various activities. These policies aim at strengthening the education sector by establishing inclusion, quality enhancement with innovative strategies and professionalizing teachers to create knowledgeable agents rather than passive learners.

They intend to replace rote learning, memorization and teacher-dominated lectures with interactive, collaborative and real-life activities that promote and enhance skills such as problem-solving, communication, collaboration and creativity, all adapted to Nepal's unique and distinct cultural, language and geographic circumstances. According to Lave and Wenger (1991), learning is situated in particular social and cultural context and is created through participating in meaningful practice. The policies' objective is to acquire long-term learning outcomes, teacher empowerment through training, and lower dropout rates by including local content, materials, ICT, and life skills, eventually connecting education with national development purposes like as inclusion and skill-based professional awareness. According to Shrestha and Gautam (2022), English occupies a crucial role in schools of Nepal while language education policies have further ensured the role of Nepali and mother tongue in the school curriculum.

In the Constitution of Nepal 2015, it has been said that education is the right of every child (Article 31) which states that all the children have access to free primary (until class 8) and secondary education, supported with certified and competent teachers and no any discriminations should exist (Constituent Assembly Secretariat [CAS], 2015). Act 1971 ensures the proper implemented curriculum and textbooks

(with limited options of mediums of teaching) and requires TSC license to impart any teaching. The National Education policy, proposed by the SSDP, identifies priorities which would have been on quality development, teacher motivation, and regular assessment and on a curriculum that is responsive to locality. The NCF 2019 clearly aims towards a competency-based shift, where focus has been put on learner centered pedagogy, practical work, projects, inquiry approach, multi-media, and mother tongue as medium of instruction (Curriculum Development Center [CDC], 2019). Teacher Guides show specific ABT frameworks like in English: engagement-study-follow-up; and TSC has trainings where teachers are expected to use activity banks and learner-centered teaching techniques. Formative, activity results-oriented evaluations with portfolio, promotion based on learning, and separate correction times are called "CAS for learning".

It formulates the legal mandate of the State to grant a universally and inclusively accessible education, laying down the framework for ABT to develop total child development through the acquisition of knowledge beyond only reading/literacy with the employment of trained teachers impartially and equally. While rights are guaranteed in the form of a regulated system through a controlled school environment under the hand of a trained, competent teacher and through multiple means in the case of children and flexible options in pedagogy in the case of teachers, to facilitate the transition to child centered approach in well managed frameworks of the curriculum. The policy of National Education encompasses the need to frame relevant cultural-based and skill-oriented curriculum through inducements and assessments for enhancing active and inclusive learning with local context relevance. NCF 2019 advocates the building up of competency skills through experience such as the construction of learning through projects, inquiry, life skills and technology for inventive and experiential application-based learning (CDC, 2019). Teachers Guides, the TSC training and in-depth study by the teachers equip them with the prepared plans for the everyday practice of ABT and help to make the policy translate to concrete real life learning experiences of the students. In contrast to activity-based methods, CAS seeks to replace with varied and continuing feedback through a range of activity-based approaches including portfolios, in an attempt to achieve continual progress in skills.

However, although clear demands and mandates appear, significant implementation gaps obstruct ABT resulting from inadequacy of resources, lack of

teacher capacity, rigid institutional culture, hence predominantly lecture based methods being applied along with repetitive lessons. Inadequate funding along with lack of central coordination impedes constitutionally guaranteed education access for remote secondary schools, leading to limited scope for a complete basis of ABT. Old and outdated nature of the Act does not guarantee to enable ABT, allows teachers centeredness regardless of license. Intended training and monitoring given in the sector plans bear minimal result amid congestion of classroom and non-availability of the teaching resources.

Unprepared teachers, an emphasis on rote exams, and a lack of infrastructure such as labs, ICT and library hinder the policy. Teachers Guides are underused due to overload and redundant schedules, insufficient teacher training cannot coverage and support, and any continuous observation and supervision, promoting to textbook dependency. CAS activity- based teaching practices not only being very minimal due to the teachers' concerns of limited time but, the cyclic non-ABT evaluation continues with summative test being the dominant one. Inequality between top-down policies and down-top ground realities is indicated with the need for further monitoring and capacity building.

Research Gap Analysis

Research environment of Nepal in (ELT) shows a clear imbalance, with reasonable attention paid to certain new and innovative pedagogies but a significant and massive lack of in-depth investigation in activity-based teaching (ABT), especially in secondary language classrooms. This gap is crucial for narrative inquiries exploring teachers' perceptions and experiences, since previous research fails to reflect and address unique potential of ABT for promoting active participation through divers of practical activities.

Researchers have investigated Project-Based Learning (PBL) and Task-Based Language Teaching (TBLT) in general, but superficially and slightly, within Nepalese ELT situations. PBL studies often look at long-term student projects, such as community-based writing or environmental themes, and report preliminary benefits for motivation and real-life application in urban preliminary contexts. However, these studies are broad and unfocused, rarely addressing adaptability across rural-multilingual schools. In the same way, TBLT research only slightly addresses organized activities such as information-gap assignments or role-delimitation tasks for speaking practice, producing only small increases and failing to conduct a thorough

investigation of cultural adaptation and management, or classroom viability in the face of large class sizes. These endeavors provide just surface-level information and knowledge frequently based on small-scale observations do not address systemic teacher issues and problems or long-term outcomes.

In contrast, there is no extensive and in-depth research on ABT in Nepalese ELT. ABT, which enhances vast experiential activities group discussions, simulations, experiments, and collaborative explorations to develop holistic abilities such as critical thinking, creativity, collaboration and communication has received little attention. The current literature strongly favors traditional approaches like grammar translation, rote memorization, and vocabulary retention, which dominate classrooms but limit student involvement and relevance to 21st-century demands (Giri, 2016). As of today, no empirical research exists which investigates the effects of ABT on important outcomes such as language competence, student motivation, knowledge retention and problem solving in different ethnic- linguistic environments.

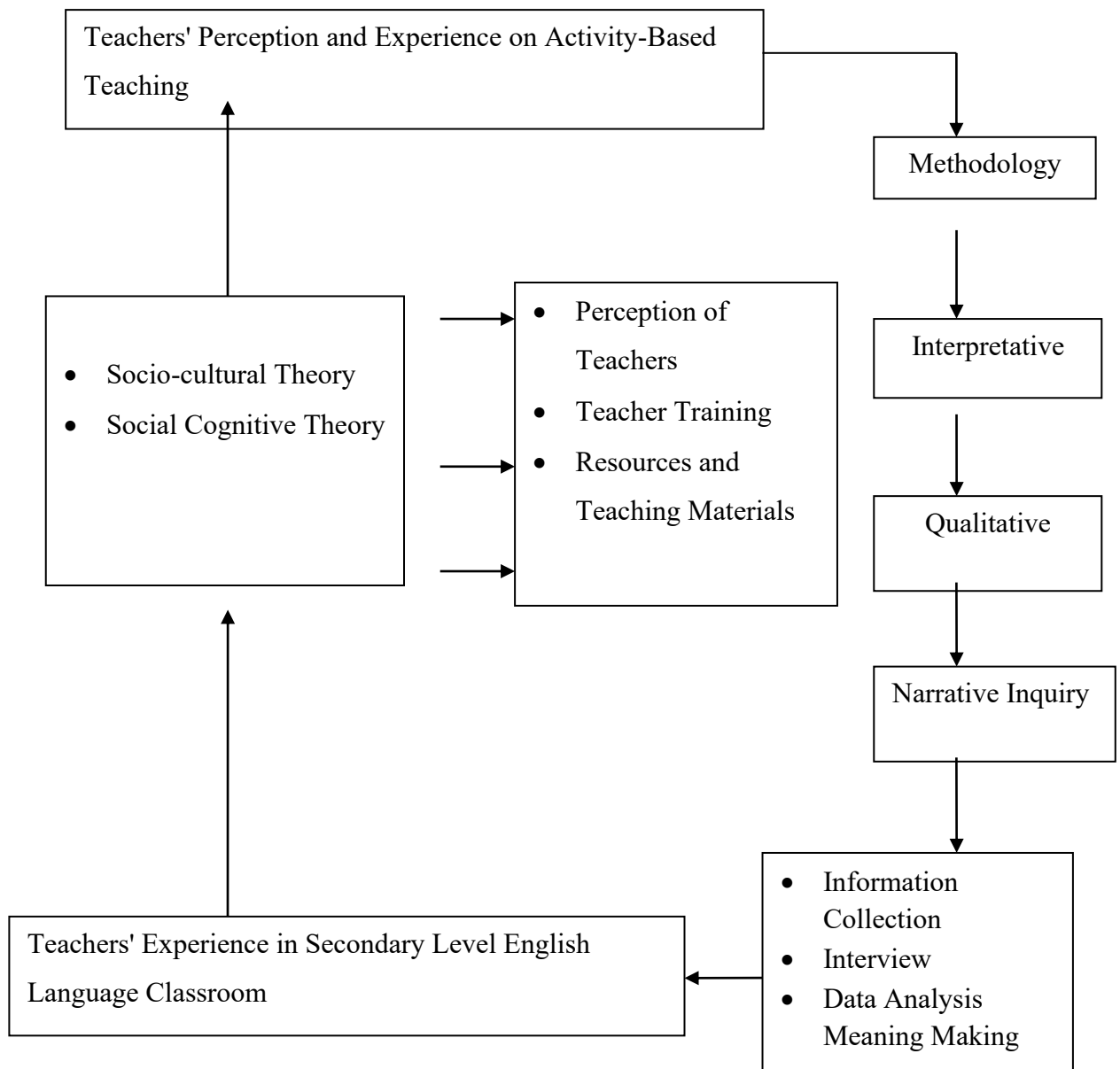
There are clear research gaps caused by this inequality. While ABT adaptable, activity-guided methods lack any intensive exploration, no quantitative assessments of usefulness, no qualitative investigations of teacher adaptation techniques, no investigations into multicultural adapting, and no analyses of barriers like lack of resource and crowded environments PBL and TBLT receive slightly coverage and address focused on systematic exercises. There is a gap in our knowledge of real classroom collaboration and interaction since teacher narratives about ABT experiences, such as motivational promotes or implementation problems are completely absent and indifferent.

There is an important research gap, while there are shallow and general studies on PBL and TBLT, but in-depth studies on activity-based teaching in Nepalese ELT has not been carried out. This study fills the gap by conducting a narrative inquiry into teachers' perceptions and experiences, providing significant insights for activity-based teaching, student-centered methods and connecting current language learning objectives.

Conceptual Framework

Including practical assignments, collaborative tasks, and interactive learning opportunities in the classroom is recognized as activity-based teaching. To better understand and perceive teachers' life stories, perceptions, and experiences with this teaching approach, the study uses a narrative inquiry methodology. This section only

makes suggestions for my complete study. It explains what I anticipate discovering in my investigation. It is a diagram that displays how various data or variables are associated. This theoretical framework bridges several elements of teachers' opinions on activity-based teaching.



Chapter Summary

The review synthesizes existing research, theoretical foundations, and empirical studies on activity-based teaching to provide a comprehensive understanding of the topic. I reviewed available literature thematically, theoretically, and empirically. First, I reviewed thematic papers to identify teachers' perceptions of activity-based teaching-learning in the Secondary Level in the English subject.

Second, I reviewed empirical works on teachers' experiences, stories, perceptions, visions, and knowledge. Third, I studied socio-cultural and transformative learning theories, as well as interpretative learning theory, to connect the theoretical issues of the research. Fourth, I presented the gaps of previous dissertations, and lastly, I presented the conceptual framework of my research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter outlines the research approach, beginning with the philosophical foundations, where I discuss ontological, epistemological, and axiological assumptions that define the investigation and how they relate to my research. After this, I have explained the interpretive research paradigm as a foundation for comprehending social reality. Narrative inquiry is chosen as the methodological approach to explore participants' lived experiences through their stories. The chapter discusses research design, including the purposeful selection of the sample and participants, as well as the key data collection methods of interviews and observations. Moreover, I have presented data collection and analysis, quality standards, and ethical considerations. Finally, I have summarized the chapter.

Philosophical Considerations

This study attempts to address philosophical issues inherent in teachers' conceptions of activity-based teaching and their influences on students' learning outcomes. Moon and Blackman (2017) explain that philosophically sensitive approaches can bring about multidisciplinary studies as it reflects on axiological (value judgments), ontological (nature of reality), and epistemological (knowledge acquisition) assumptions underlying the way studies are undertaken and reported. By using the narrative inquiry methodology, this study illuminates the perceptions and experiences of the teachers who utilize activity-based teaching. It aims to identify underlying fundamental philosophical assumptions that guide teachers' decision-making in teaching practices and the effects of activity-based teaching on students' learning outcomes. The research endeavor seeks to reveal fundamental philosophical assumptions underpinning teachers' decision-making in teaching practices, and to understand the implications of these choices on the students' learning outcomes. The outcomes of the research contribute to the existing research corpus on activity-based teaching in that it unveils the underlying philosophy and framework for activity-based teaching, and its implication for practice.

Ontology Assumptions

My ontological assumptions derive from the interpretive point of view which asserts that reality is socially constructed, and it is through individual experiences,

interpretations and interactions that this reality evolves. In this research, the teachers' perceptions and experiences of activity-based teaching are regarded as the various subjective realities constructed through their specific classroom and socio-cultural environments.

The term "ontology" in research methodology refers to the researcher's assumptions regarding the nature of social life and the creatures that inhabit it. It affects how scientists think and comprehend the topics they are researching. The ontology of the researcher influences how well they comprehend the social reality they are studying in the context of a study on teachers' perceptions of activity-based teaching and its impact on students' learning outcomes. According to Richards (2003), ontology refers to our presumptions regarding nature and type of reality and what exists. Snape and Spencer (2003) defined ontology as the nature of the universe and what we might possibly know about it. A few ontological presumptions about how learning, teaching, and the interaction between teachers and students work.

In research methodology, ontology refers to the researcher's beliefs about the nature of the phenomena they conceptualize and understand. In a study of teachers' perceptions of activity-based teaching and its influence on students' learning outcomes, using a narrative inquiry approach, the researcher's ontology shapes their understanding of the social reality they are investigating. Crotty (1998) explains ontology as the assumptions the researcher holds concerning the nature of reality and what exists. It addresses those matters about reality, which exist, meaning and properties in nature that researchers want to answer. The nature of the universe and what we may know about it is ontology, according to Snape and Spencer (2003). The essence of existence and the level of human knowledge of it are other definitions of ontology provided by Snape and Spencer (2003). The researcher may embrace certain ontological assumptions about the nature of teaching and learning, as well as the relationship between educators and learners.

For the sake of openness and objectivity in their research, it is essential that researchers acknowledge and explain their ontological position. Ontology, which makes possible an understanding of the elements that make up the world as we know it, is therefore so important to a paradigm (Scott & Usher, 2010). They do this to explain the study's findings and to give readers a context for understanding the underlying assumptions. Moreover, a critical examination of one's own ontological

viewpoint could lead researchers to recognize biases or limitations that may shape the design or findings of their study.

Epistemology Assumptions

This assumption deals with what is known and how that knowledge is created in a research context. The study is subjective and interpretive in its epistemological approach. Neuman (2016) defined epistemology as the study of the nature and origin of knowledge. The definition of epistemology as a branch of philosophy that is concerned with the creation and development of knowledge allows us to understand that epistemology in this research is based upon participants' life stories, experiences, and perspectives.

The philosophical position of the study is anti-positivism, which denies that there is a single objective reality and holds that reality is socially constructed and can be viewed from many perspectives. According to Burrell and Morgan (2019), anti-positivism is strongly opposed to the belief that objective laws or constants in social life can be identified, and it argues against the existence of immutable social regularities. Social reality, as understood through anti-positivism, is subjective and can be understood through subjective experience and individual interpretation. Cohen et al. (2018) stated that qualitative epistemology is inherently anti-positivist and interpretive.

I have used narrative inquiry method as the methodology for this study under the interpretive paradigm. The epistemological position emphasizing this approach is that knowledge can be acquired from the lived social realities of the participants' live stories, experiences and meaning. Nguyen (2019) correlates subjective reality with the interpretive paradigm; arguing reality needs to be interpreted rather than measured. This study explores and describes participants' lived experience of ABT in the classroom.

In this epistemological stance, knowledge is produced through understanding the meaning of teachers' stories and experiences. I generated meaning through reading stories and transcripts of the data collected through interview. The process involved recording, transcribing, checking and interpreting the participants' stories which are then connected to relevant literature to broaden understanding.

Axiology Assumptions

The axiological assumption of this interpretive research is that what participants experienced, felt, perceived, thought, and valued is a meaningful source

of knowledge. Qualitative and interpretive research acknowledges the fact that, while conducting a study and interpreting the data, the researcher's own values, beliefs, and subjective interpretations shape the entire research (Creswell & Poth, 2018). Each participant expressed different ideas and realities about their experience of activity-based teaching; these realities were probed in this study. I, therefore, selected seven participants for their experiences, life stories and meanings of the research phenomenon to be interpreted. I conducted this research using qualitative methods, including interviews and observations, exploring into their lived experiences and stories in depth. In line with the assumptions of interpretive research, which hold that participants' perspectives and experiences of their own reality should be examined, I transcribed and verified all interviews, then interpreted the findings with support from relevant literature and related theoretical knowledge (Kivunja & Kuyini, 2017). Therefore, this research addresses the feelings and life stories of the participants and endeavors to present the findings in a meaningful, ethical, and meaningful way based on the interpretative research paradigms.

Interpretive Research Paradigm

I chose the interpretive research paradigm because I needed to interpret the meanings explicitly and implicitly conveyed in teachers' narratives about activity-based teaching and learning. A research paradigm is a broad, prismatic, and transparent framework that provides the overall direction for all studies. "Vygotsky's socio-cultural theory assumes that learning is a social activity and cognitive development is deeply influenced and impressed by cultural and social interactions and collaborations" (Vygotsky, 1978). This study focused on the shared experiences of all participants to ensure the findings serve as a strong foundation for teaching and learning.

The interpretive research paradigm asserts that social reality is multidimensional, contextual, and socially produced through human experiences and interactions. This paradigm is applicable to educational research where the nature of how teaching and learning proceeds are influenced by multiple perspectives and meanings. As noted by Mustofa (2023), interpretation supports qualitative research with rich understandings and meanings over generic insights. According to Lincoln and Guba (1989), interpretive research entails diverse realities, core interaction between researchers and participants, as well as contexts. The interpretive paradigm is suited for this research on activity-based learning, because it allows me to explore into

various perspectives and interpretations researchers, practitioners and students may attach to their activities (Mustofa, 2023).

The philosophical belief in this research paradigm, relativism ontological assumption suggests reality does not exist in one singular and absolute truth, but instead exist in plural, subjective and fluid realities that are socially constructed (Lincoln et al., 2011). The epistemological aspect under the interpretive paradigm proclaims to understandings and insights as collaboratively constructed between the researchers and the participants as well as meaningful and contextualized data from life experiences. The balanced axiology assumption acknowledges that the worldview, belief and opinion of researcher cannot avoid influencing the research and that these subjective elements need to be clear to enhance researcher transparency and self-reflection (Sprake & Palmer, 2022).

Taylor and Medina (2011) define a paradigm as a comprehensive belief system, ideology, or framework that guides research and behavior within a given subject and discipline. I would like to focus on the beliefs, stories, feelings, sentiments, and teachers' professional development experiences of secondary-level English teachers during the interviews and observations with the participant teachers. This interpretive research paradigm facilitated my engagement in the field and helped me understand my research participants' perceptions, experiences, and opinions regarding their careers and professional development. Narrative inquiry approach suits perfectly into this paradigm because it focuses on in-depth exploration of teachers' experiences, perceptions, and lived stories, providing rich, contextual insights into how activity-based teaching influences student learning processes and outcomes from both personal and professional perspectives (Clandinin & Connelly, 2000).

Therefore, the interpretive paradigm develops rapport and relationship with the variables involved in learning new things. In my research, I used an interpretive paradigm to investigate teachers' experiences, perceptions and lived stories, recognizing their various realities and the importance of subjective experiences in understanding educational processes.

Narrative Inquiry as my Research Method

The researcher chose narrative inquiry because this particular method allows a thorough exploration of how teachers experience and conceptualize ABT. It also allows the writer to explore the hidden successes and failures teachers encounter

through their work, in accordance with the interpretive paradigm which believes in context and the participation of participants in learning (Creswell & Poth, 2018). Additionally, narrative inquiry allows for a more in-depth knowledge of teachers' views and live stories, which is critical for shaping teacher technique, training, and policy development. In my study, I collected those experiences from participants using narrative inquiry as a research methodology. Narrative researchers analyze participants' stories, knowledge, feelings, emotions, perceptions, opinions and experiences.

Furthermore, while analyzing experiences, narrative inquiry highlights the importance of context, which includes time, location, and social interactions. For ABT to be applied successfully in Nepal, it is crucial to understand the institutional and socio-cultural influences on teachers' behaviors and actions. This approach provides in-depth insight of the educational environment by promoting an investigation of how various situation influence teachers' experiences with methods to ABT. Researchers can learn about the complex relationships between environmental influences and teaching techniques and student learning outcomes by interacting and collaborative with teachers' live stories (Polkinghorne, 1995).

The collaborative relationships that narrative inquiry develops between researchers and participants are crucial to perceiving challenges in applying of ABT. The main sources of ideas and experiences that the mutual connection motivates might influence educational practices and policy. Moreover, encouraging reflexivity assists researchers to identify their own prejudices while analyzing participants' narratives (Bloomberg & Volpe, 2018). Narrative inquiry objective to develop English language education in Nepal by providing valuable insights and crucial observations for stakeholders involved in curriculum development and teacher training, as well as promoting a deeper understanding of ABT by addressing teachers' experiences and challenges in its implementation (Ganta, 2015; Wang & Geale, 2015). Narrative inquiry is appropriate because it delves teachers' lived experiences and perception, captures personal stories, feelings, and emotions and provides deep, contextual insights into activity-based teaching implementation. Therefore, I have selected narrative inquiry as a research method. The study endorsed narrative inquiry as narrative research. This research helps to find the real experiences, perceptions, opinions and live stories of teachers. With a deeper analysis of the explored story and perception, the truth is revealed. Thus, this study is relevant and useful for my study.

In this study I have used semi-structured interviews with secondary-level English language teachers to conduct narrative inquiry. I interviewed with my participants to learn their experiences, ideas, perceptions and real stories. The interviews focused on extracting extensive details of their experiences with ABT, such as their judgments of its efficacy, the problems they confront, and their techniques for overcoming these challenges. The information and insights collected analyzed thematically to find main themes and patterns in the teachers' narratives and perceptions.

In addition, narrative inquiry promotes collaboration and cooperation between participants and researchers, which is important for incorporating the complication of teaching experiences. As the researchers evaluate and review the participant live stories, the approach enhances self-reflection on their side (Bloomberg & Volpe, 2018). While researchers employ with teachers' narratives and acknowledge their own prejudices and perspective, they can provide multidimensional findings that exactly reflect the reality that teachers face while implementing ABT. Ultimately, by identifying the potential and limitations related to activity-based teaching in Nepal, this study hopes to provide insightful information about teachers' perceptions, opinions, experiences and live stories.

Selection of Research Site and Participants

I used purposive sampling techniques to select the participants, which helped me to collect rich, authentic, and reliable data. Creswell (2003) stated, “The qualitative researcher purposefully or intentionally selects individuals and sites” (p. 186). For the purpose of this research, I selected seven Secondary-Level English language teachers from seven different schools of Galkot Municipality, Baglung district, Nepal, as the research participants throughout this dissertation. The goal of a narrative inquiry study is to create a rich or dense description of the phenomena being studied in a specific setting (Van Manen, 2016). I selected Galkot Municipality as my research site based on convenience for data collection, as I belong to the same district, so I could easily access my research participants and talk, interview, discuss, collaborate, observe, and interact persistently as needed. I also established the criteria for selecting the research participants. The criteria included at least five years of teaching experiences in the related fields and having at least one education degree, either Master of Education or Master of Arts and currently teaching secondary – level students. Qualified and experienced teachers were purposively selected as research

participants because they had acquired a certain level of perfection, expertise, maturity, substantial experience, and knowledge, and they had developed a certain level of reputation, dignity, and professional identity at this stage. Therefore, they were able to explore their real experiences, stories and perceptions clearly and provide the required and appropriate information in detail.

Subash

Subash is a permanent Secondary Level English language teacher at a public school in Galkot Municipality. He has 25 years of teaching experience in the related field. He is devoted and committed to helping students develop their English language skills. Apart from teaching, he works as a trainer, mentor, facilitator and supporting other teachers to support and develop their skills and proficiency. His long career reveals his devotion and dedication in the academic fields and professional development in his society.

He is profoundly committed to helping students in improving their English language skills and proficiency. He applies subtle, flexible techniques such as participatory exercises, peer discussions, and extra help classes to develop confidence and competency, ensuring inclusive student development. Besides the classroom, he is an active trainer, mentor and support colleagues through courses on pedagogy, lesson planning, and evaluation methods. His guidance ensures continuing development and practice of skills, facilitating a partnership environment of teaching and learning. He has been a mentor for a prolonged time, illustrating an ongoing commitment to his profession and community development and his sustained service continues as an eternal role model to many successive mentors and students in Galkot.

Karan

Karan is the head teacher as well as English language permanent teacher at a public school in Galkot Municipality, and he has 22 years of teaching experience. Along with, guiding the school and teaching English at the secondary level. Moreover, he is also actively participating in social work. His commitment to education and community service made him a public figure and leader in the community. His involvement in social events that include, educational projects, youth motivational program and community health projects that focus on the specific issues that affect this area such as access to education in a rural setup shows that his leadership is not limited to the school environment only. The strong conviction that he possesses to education and social work have made him achieve a position of

importance and high reputation in Galkot. He is widely known and respected throughout Galkot, including; students, teachers, and all the local community.

Bikash

Bikash serves as the head teacher, as well as the English language teacher for the Secondary Levels of a private institution in the Galkot Municipality. He has eighteen years of teaching experience in the academic field. Bikash is prominent for his leadership skills and dedication to develop administration and quality of teaching. He actively encourages, inspires teachers and students in achieving academic success, and creates conducive learning environment.

He is recognized for his strong leadership skills, reflects an ongoing commitment to improving leadership and teaching quality through effective processes, professional development programs, and evidence-based evaluations that revamp resources and outcomes. He tirelessly motivates teachers and students, enhancing an ethos of ambition and hard work, to raise academic achievement whether through engaging, inspirational activities, one to one coaching and celebrating success. His amiable person enhances an increased sense of confidence and collaboration in the institution itself.

Bikash is determined to establish his school as the top one within the school system of Galkot. He develops a positive and encouraging learning environment. He also focuses on the holistic development of students.

Mahesh

Mahesh is the head teacher and secondary-level English language permanent teacher at a public school in Galkot Municipality. He has 20 years of teaching experience. In addition, he is dedicated to delivering quality education and development of students. As a head teacher, he contributes to the development of a positive and efficient learning environment. His long career illustrates his commitment to both teaching and school management.

He is quite ambitious with himself and the school in the context of the school's focus on education and all-round result by its students. The kind of result which he expects his students to meet is not only focused on how well they can develop critical thinking, language competence, etc., but it is also concerned with the personal result and growth by focusing on real-life practices, which benefit different categories of learners. As the head teacher, he sets up various programs to enhance learning and happiness, from organizing teacher and resource management work to applying rules

to solve problems and protect teachers' happiness. There are activities that have made the school successful: an inclusive policy, teacher training courses, and community participation. Mahesh's educational experience is rich, both as an English language instructor as a renowned head teacher.

Sandesh

Sandesh is currently a teacher of English at a private school, secondary level, Galkot Municipality. He is very enthusiastic about motivating students to learn a language and developing their interest in learning English. He has ten years of teaching experience in the academic field and he is popular for his fluent and spontaneous English speaking. Likewise, he applies his excellent language skills to make his classes more participatory, inclusive and entertaining, inspiring students to speak confidently and fluently in English. He has enthusiasm to helping students improve not only language skills but also English learning interest. The teacher and students both have recognized his good technique, well professional teaching skills and experience.

Through his fluent ability, He not only turns his classroom into an enjoyable and lively place which is full of active and fun activities such as role play, quizzes, and group discussion, story making, and spontaneous storytelling, but he also helps student to take away his barrier to communicate in English effortlessly and enhance their spoken English proficiency by taking them part in the real practice activities.

He is profoundly committed to holistic student development, going beyond rote learning to enhance both linguistic competencies such as vocabulary, grammar, and pronunciation and a strong interest in English. He supports continuous motivation and interest by bridging classes to students' interests, such as games, music and diverse culture of Nepal.

He is appreciated by both students and teachers for his amiable personality, effective teaching approach, and innovative skills. The result of his teaching are often seen in the increased performance levels of students and in a willingness of others in his institution to learn from him and incorporate more flexible teaching methods.

Rekha

Rekha is a permanent and energetic Secondary Level English language teacher at a public school in Galkot Municipality; she has six years of teaching experience in the academic field. She is known for being very dutiful and she takes her profession

and responsibilities seriously. Her dedication to teaching and excitement contribute to a productive, useful and fruitful learning environment for her students.

At school, she is recognized for being committed and being concerned with all parts of her job. The quick, complete way she grades papers, or the detailed lesson plans that allow her to give detailed, individualized feedback are all done so precisely and thoroughly that the students, the parents, and the school can trust her. In short, she truly cares about teaching and teaching the English language and creates a safe learning environment for everyone.

She transforms and reshapes classrooms into exciting, romantic and vibrant places where students achieve confidence in speaking, writing, and critical thinking by applying collaborative activities, storytelling sessions, and practical applications.

Moreover, she is a competent and qualified trainer for the Regional English Language Office (RELO) program, where she facilitates specialized seminars on communicative language education, classroom management, and cultural exchange. Her training strengthens the capacity of fellow educators in Galkot and her work goes beyond the classroom and enhances professional development and supporting with Nepal's goal for high-quality English education.

Mukesh

Mukesh is the head teacher and Secondary Level English language teacher at a public school in Galkot Municipality. He has 16 years of teaching experience in the related field. He is also a good teacher trainer who supports his colleagues' professional development. In addition, he is an expert in technology and efficiently integrates it into teaching. Moreover, he provides digital literacy training to students and other colleagues of teachers, helping them develop 21st century skills. His leadership is effective in changing the teaching methods in his school and community.

In experiential learning methods, he is a skilled and well-qualified teacher trainer who serves as a guide to teachers so they can learn better. He regularly conducts seminars on recent pedagogical approaches, such as activity-based learning (ABL) and student-centered teaching methods to help teachers improve and implement scientific methods in their teaching. He has blended digital learning methods efficiently, by which teaching is not confined to the regular classroom; rather it turns out to be an energetic, engaging, and participation-filled classroom. He helps both students and teachers learn digital literacy and build essential 21st-century skills,

such as using digital collaboration platforms and AI-supported learning tools, thereby bridging the digital gap in rural Nepal.

Teachers' Narratives as the Data

Interviews are crucial in narrative research because they enable participants to narrate personal live stories about their lived experiences and perspectives within cultural and historical backgrounds (Clandinin, 2006). Narrative research aims to understand human experiences as narrated events, regularly applying interviews to collect temporality, sociality, and place.

Narrative interviews differ from structured question-and-answer methods by allowing participants to express their personal stories spontaneously, which improves understanding of perspective, values, and actions (Riessman, 2008). The researcher promotes researcher-participant collaboration by situate individual stories in personal, social and historical context to manifest the meaning-making. This technique focuses on the participant's natural language while reducing the researcher's involvement to maintain authenticity and reflections of experience.

Seven secondary-level English language teachers from various schools in Galkot Municipality, Baglung, were carefully selected for having at least 5 years of teaching experience in related fields, adequate academic qualifications, and for having tried to implement the ABT approach in their classrooms. Initial contact was made through mobile phone calls, during which each participant was informed about the study, confirmed their consent, and selected convenient locations for semi-structured narrative interviews, such as offices, schools, homes and restaurants; All interviews were arranged and completed between 10 a.m. and 4 p.m. to accommodate participants' professional schedules while efficiently recording their narratives. Moreover, all interviews were audio-recorded on a mobile device with permission to record detailed stories.

The interviews were conducted in chronological order. Mukesh responded and asked me to his office for an hour-long interview, during which I received very valuable insights and observations about his career with ABT. Bikash agreed quickly, asking for an interview at his school; after a thirty-minute wait, he arrived and discussed authentically for fifty minutes. Rekha, who was available at her room, but I met her at a restaurant for a one-and-a-half-hour discussion in which she shared detailed insights into her experiences about ABT. The next day, I met Subash at his

home and conducted an interview for about an hour, focusing on his personal life experiences regarding ABT.

Following a phone confirmation, I took an interview with Sandesh for a one and half hours in a restaurant with comprehensive details about ABT; then after I took interview with Karan for seventy -five minutes at his school; and I phoned to Mahesh but he was in Butwal for his personal task, after two days later I again phoned him and he invited me to take interview at his office. I interviewed him for around one hour.

All interviews were conducted in Nepali with the participants, and I transcribed them into English using Google Translate, followed by meticulous manual editing to preserve the originality of teachers' voices, perceptions, and meanings. Interview transcripts were coded to identify the recurrence and pattern, and then clustered and thematized to represent the teachers' lived experience with ABT as main themes. The researchers followed this iterative process to ensure the stories were interpreted with an understanding of true and faithful representation of the meaning that participants generated in the stories (Braun & Clarke, 2006). Throughout the research, the researcher's subjectivity was used to ensure the theme captured the content rather than providing a quick summary in this narrative inquiry into the reality of ABT practice.

Data Collection Techniques and Process

An anthology of stories is one of the key features and characteristics of the narrative approach from the individual through interviews, observations, and documents analysis. I have used Secondary Level English language teachers' narratives as the data for my research.

Before going to data collection, I fulfilled and completed the Guidelines for Ethical Approval form to secure official endorsement. Then, I appealed an official letter to the Department of Language Education at Kathmandu University (K.U.). I achieved this permission letter for data collection. I visited all seven schools and provided this K.U. letter to the head teachers of all seven participants and I explained to them about my research and I received their permission for their English language teachers to participate for the interviews. After receiving official permission, I prepared some semi-structured research questions adapted to explore live stories and experiences on activity-based teaching. I contacted the seven participants' individually through cell phone and also requested them to provide me some time to take

interviews at their convenience. Everybody became ready to take interviews. Later I met them one by one and I requested to fill out, and sign participant consent forms before taking interviews and only proceeded with interviews after receiving their informed consent.

I began the data collection process by introducing and explaining the participants about my research topic and questions in detail so they are well-informed on the purpose of the research. Therefore, they can answer relevant questions appropriately. I also informed them on the relevant information which I expected from their interview in which they could share credible and relevant information. Before further research process, rapport is built up with participants to establish comfort and mutual trust. Once rapport is built with the participants, I informed them about the ethical issues in the research, including confidentiality, voluntary participation and freedom of choice, provided with informed consent form, and once informed about the whole purpose and procedure of the research, and they agree to participate, consent to do interview. I used mobile phone for recording of participants. Finally, I conducted interviews with the participants in a more formal structure to ensure participants were clearly informed and focused on the questions. This systematic and ethical process supported me collect reliable, valid and significant data for the research. I took interviews with the participants in Nepali language and those recording were typed in the laptop and transcribed into English language by using a Google translator, and I edited them scrutinize. I showed them the transcribed conversation in a soft copy for further verification and testimony.

After taking the interview, I analyzed how I felt, what they missed, and what I expected to know from my research participants. I comprised the gaps between me and the research participants through the interviews. Lastly, I expressed my heartfelt gratitude and thanks for their valuable time and cooperation.

Data Analysis

This insight is amplified by Riessman's (2008) multi-step narrative data analysis framework, which is repeated here to allow researchers to immerse themselves through renewed readings of transcriptions, separate key themes and patterns, explore meaning from the narrative data, and establish their findings in the participants' real-life stories and experiences. After summarizing the data, I elaborated on five themes and patterns of these narratives. Subsequently, I discussed and interpreted the themes by examining their in-depth significance and meaning, linking

them to theoretical concepts and grounding them in the participants' real lives. Finally, I validated the findings by returning to the data and obtaining corroboration. This process allowed me to investigate the narratives to explore their perceptions of activity-based teaching in English language classrooms.

Butina (2015) argues that analysis occurs simultaneously with data collecting, such as during the first interviews and observations, providing preliminary ideas to take to the following stages. Creswell (2009) describes a five-stage structured approach that includes data organization and preparation, general understanding, coding, category or theme development, and data interpretation. This procedure is also advocated by Barkhuizen et al. (2013), who suggest that, for strong qualitative analysis to emerge, one needs to read, code, categorize, and thematically reconstruct data continuously.

As coding, according to Saldana (2021) is useful to the analysis of dense narrative data to identify patterns and to make meaning from the data. Thus, I analyzed the data from the transcribed hard copy. Then, I carefully edited and coded the data with pseudonyms to ensure anonymity and ethical integrity. I started reading conversations deeply and transformed them into narratives. After this, I started writing code and created five themes from it. I also analyzed the themes and engaged with the real stories and experiences. I examined the data to derive the conclusions from the thematic analysis.

Quality Standards

On the journey of research, I believed that maintaining quality and authenticity is a complex and challenging task. I got the chance to learn many things and obviously expand my learning realm, and I also considered the quality standards as Lincoln and Guba (1989) mention four quality standards to be applied in every research, I maintained the quality standards of trustworthiness, authenticity, credibility, transferability, and confirmability as far as possible (Lincoln & Guba, 1989). I ensured a well-organized and transparent research process. I also established authenticity and credibility through meticulous data collection, participant verification, and unbiased representation of participants' views. I tried my best to avoid artificiality and misinterpretation of the experiences and practices shared by the participants. I remained careful enough to maintain quality standards. Similarly, I followed the quality standards suggested by Creswell (2009). Overall, for my research

study, I used the following basic research norms and ethics throughout the research process.

Truthfulness

The research should have closeness to the truth about how the world really is. Researchers can persuade themselves and readers that their research findings are important by being honest (Lincoln & Guba, 2000). As a researcher, I crafted stories about my research participants' truthfulness by creating a realistic, factual context. The reporting of the stories resonated with my experience, and it was realistic and authentic, without any risks. I just kept the things that happened in the real-life situation of my research area and participants. Therefore, the stories were based on the experiences of research participants, and whoever read them felt they were real. I also maintained all the evidence and proof of those realities and authenticities derived from the interviews with participants.

Authenticity

The quality of making the research authentic and realistic is crucial. To establish authenticity, I maintained fairness in my research by giving voice to participants' narratives. According to Guba and Lincoln (1989), authenticity is the impact the researcher is likely to have on members of the culture or community being researched. Authenticity is maintained in my research through prolonged engagement and continual observation in the research site. The participants helped me to build and sustain rapport and trust with them. To maintain authenticity and reliability in my study, I became respectful and sincere towards my participants, my original identity, and towards myself. It also helped me remove unnecessary details and distortions from the information related to the issues in my study.

Praxis

Praxis refers to the act of engaging, applying, exercising, realizing, or practical application of learning. This research disclosed the practices of English Language Teachers at the secondary level regarding activity-based teaching. Praxis is described as the integration of theory and practice and is particularly important regarding the use of academic knowledge in education. It is through the concept of praxis that educational theory is applied to teaching practices through activity-based learning, fostering concrete learning and active participation in the classroom. When teachers translate educational ideas into classroom activities and learning environments, praxis

becomes visible through teachers' application of pedagogical theories and their creation of an active learning atmosphere.

In the concept of praxis, teachers' reflections on their teaching processes occur recurrently, in which they engage with pedagogical theories and apply them to further teaching (Freire, 1970). This approach reflects narrative inquiry, in which teachers use themselves as subjects of research to produce a deeper understanding of the interactive relationships between teachers' instructional reality and teaching theory (Clandinin & Connelly, 2000).

Meaningfulness

In my study, I presented participants' stories, which were meaningful and effective because they were real experiences in a real context. The narratives of teachers in my research provided the meaning in context. In line with the notion that meaningfulness is an essential and unavoidable component of narrative research, the teacher narratives in my study offered deep meaning within the context (Clandinin & Connelly, 2000). Therefore, meaningfulness was taken as an integral and inevitable part of narrative research, which I maintained in my study.

Temporality, Spatiality, and Sociality

Temporality, spatiality and sociality are key elements and characteristics of narrative inquiry, sometimes known as commonplaces that direct the examination of lived events through stories. It was clear to me during my research that the texts being studied were inherently contextual, therefore, it is clear that the context of the situation, the place and time in which events happen are inextricably related to narratives.

Temporality refers to how stories evolve and expand through time, linking participants' experiences through past, present and future. Connelly and Clandinin (2006) define sociality as the personal emotions, wishes and social circumstances of participants and researchers, with an acknowledgment of interaction of the social and personal. Place emphasizes the significance of specific physical locations where experiences occur, as these contexts affect meaning and identity (Connelly & Clandinin, 2006).

In my research, I focused on these dimensions by investigating how teachers' narratives were influenced by their temporal experiences, social interactions, and locations of occurrence. I tried to minimize personal bias and prejudice and tried to allow the meaning of the story to be a lived story with its specific physical

environment, its temporal development and its social situation so that my interpretation could reflect lived stories, as suggested by the principles of narrative inquiry.

Ethical Consideration

Ethical consideration is a basic element of narrative inquiry. By integrating ethical consideration, it helps to achieve trustworthiness, credibility and authenticity in qualitative research. In this research study, ethical guidelines are carefully followed throughout the research process. Before starting the study, necessary academic approval was received from the concerned authority. The participants were selected voluntarily from their natural educational background, and their cultural values, beliefs, and professional identities were respected during the study. I provided informed consent to all the participants before conducting interviews. I vividly clarified them about the research objectives, methods, procedures, and purpose of the research. I also assured the participants' right to withdraw from the study at anytime without hesitation, pressure and fear. I ensured them by using pseudonyms for their confidentiality and anonymity and protecting personal information. Moreover, I also maintained honesty, transparency, and neutrality during the data collection process, interpretation, and presentation of the findings. I strongly protected the participants from emotional, social, and professional harm during the research. Finally, I strictly followed academic honesty by avoiding plagiarism, data manipulation, and falsification.

I followed the quality standards prescribed by Creswell (2009) and by Cohen et al. (2018), who discuss ethical research and argue that "ethical research concerns what researchers should and should not do in their research and research behavior." Being aware of ethical issues, I was guided by moral and ethical principles, and the following ethical issues were considered throughout the research process.

Privacy, Confidentiality, and Anonymity

I always respected and regarded my research participants and kept them hidden from the sensuality and secrecy of my research. I knew that the nature of the information the participants shared with me was entirely personal and highly sensitive at personal, professional, and institutional levels. To maintain the confidentiality of the participants, pseudonyms were given to protect their privacy, as well as my honesty, sincerity, morality, and anonymity for all the participants, and I did not write any information like names, names of participants' schools where they work. The

participants were free to express their perceptions, opinions, and choices and engage voluntarily. Following the suggestions of Lincoln and Guba (1989), I did not try to enter into their private lives beyond the field and scope of the study. Thus, I was also conscious of their privacy.

Respect for Autonomy

Respect for autonomy is another ethical and moral consideration in my research. I maintained it by informing them to be part of my research. I recognized and supported participants' rights to be informed about the study process, including its significance, relevance, and objectives (Emanuel et al., 2000). I acknowledged and respected the participants' right to be informed about the research process, its significance, relevance, and purposes.

Justice

I did justice to all the participants. I did not discriminate or bias any participants based on their gender, ethnicity, religion, ideology, region, language, qualification, experience, or any other ground. At the same time, I also prioritized providing opportunities to all research participants and incorporating their voices and lived experiences into my research study. Ethical research methodology demands that researchers maintain fairness and respect for all participants throughout the study (Israel & Hay, 2006).

Informed Consent

Informed consent is a core ethical principle that protects participants' autonomy and rights throughout the research process. Cohen et al. (2018) highlight the importance of informed consent in protecting and honoring participants' autonomy, as well as assigning some responsibility to them if negative consequences occur during the research. In order to actively involve participants in the research process, I made sure the participants were fully informed about the purpose of the study and the nature of the questions before conducting interviews. Glesne (2016) further explores, "Informed, voluntary consent gives research participants control over their participation in the investigation, but it does not prevent the misuse of research findings or establish a harmonious relationship between researchers and researched" (p. 159). In this regard, I respected participants' rights by obtaining their consent before interviews and observations, and I also ensured that their participation was completely voluntary, allowing them to withdraw at any time without consequences.

No Harm/Non-maleficence

I tried throughout the research study not to harm the participants involved, in any shape, form, profession, psychological or physical harm. According to Cohen et al. (2002), the ethical principle of non-maleficence emphasizes the importance of preventing participants from suffering any harm. Participation in the study was entirely voluntary. Furthermore, Glesne (2016) analyzes that the principle of beneficence in qualitative research includes protecting participants from emotional harm by avoiding highly sensitive questions and maintaining their privacy, so preventing any potential harm and risk from the data collection. In accordance with these recommendations, I was careful to ensure the comfort and safety of participants while collecting data.

Chapter Summary

In this chapter, I introduced a comprehensive overview of the research methodology that guided my study. I started investigating fundamental philosophical issues, followed by a meticulous discussion of the interpretive research paradigm that supports my research approach. I then applied narrative inquiry as the best research method. Using the methods of interviews and observations as my main and primary methods of data collection enabled me to gain comprehensive and rich data. The chapter also discusses the research sites, participant selection criteria, descriptive details of the data collection and analysis methods, and, finally, research quality standards and ethics.

CHAPTER IV

TEACHERS' PERCEPTION AND PRACTICES OF ACTIVITY-BASED TEACHING

This chapter primarily focuses on addressing the first research question: How do Secondary-Level English language teachers perceive the effectiveness of activity-based teaching in their classrooms? The study investigates into an in-depth exploration of teachers' perceptions regarding to activity-based teaching (ABT) through their lived experiences, opinions and personal narratives.

This study aims to produce in-depth thoughts and reflections from participating teachers by developing and performing ABT approach specifically adjusted for secondary-level English language education. Each participant's experience and story was thoroughly reviewed and analyzed to identify common structures and differences, resulting in five key theme areas. All of these themes disseminate the supposed advantages, shortcomings, and general effects of activity-based pedagogy and the students' engagement in English language classrooms at secondary level. In this chapter, the intent is to identify and understand teachers' perceptions and use of activity-based teaching at the secondary level.

Teachers' Perception Regarding Activity for Language Class

Teachers argue that classroom activities are effective tools for language learning because they increase learners' active participation in an authentic communicative environment. Subash explored his thoughts, arguing that teachers generally regard activity-based language instruction as a significant and positive change from traditional lecture-based methods, and toward more communicative skills and student-centered approaches. He claimed, *“If we talk about activity-based language teaching, teachers acknowledge that in such classrooms, the teacher's role shifts from being the individual knowledge giver to a facilitator who encourages students to actively participate in learning”*. This statement demonstrates that activity-based learning enables students to engage more deeply with the language functions described in the curriculum by transforming them into practical, meaningful tasks. He pointed out, *“This technique not only improves students' language fluency and accuracy but also enhances their academic and social skills.”* Subash further stated that teachers acknowledge that the communicative style currently mandated by the

curriculum minimizes and reduces belief in rote learning and traditional lecture methods, increasing students' motivation and confidence. He also added, *“Teachers feel that engaging students in activities makes them more active learners who are better prepared to use language in real-life situations, which is a crucial goal of language education.”*

Karan expressed his thoughts, claiming that teachers frequently perceive activity-based language teaching as a transformative and learner-centered approach that differs from traditional, lecture-motivated guideline. Moreover, he remarked, *“Teachers emphasize that education should prioritize the needs of the student over the convenience or preferences of the teacher.”* He included that this transformation requires teachers who are dynamic, flexible, and willing to take on new roles as facilitators who encourage and promote students' active participation. Karan mentioned, *“I think that activity-based methods are the most effective way to engage students, allowing them to acquire not only language skills but also confidence and social competence.”* He also stated that teachers consider activities as important instruments for making language learning engaging and practical, allowing students to use English in real-life circumstances rather than simply memorizing rules or vocabulary. He expressed, *“The curriculum’s emphasis on communicative and reflective teaching supports this perspective, encouraging teachers to create environments where students are engaged, involved, and empowered to take care of their education.”*

Bikash shared his thoughts and asserted that activity-based teaching is essential for effective language instruction. He explained, *“I perceive it as a dynamic process in which students engage in meaningful relationships with the teacher and their peers rather than passively receiving information.”* He also stated that allowing students to be active makes learning more effective and enjoyable, resulting in a vibrant classroom environment.

He revealed, *“Activity-based teaching is a procedure to make classes more interesting and memorable, as students learn by doing rather than rote learning.”* Bikash emphasized that traditional lecture-based methods often lead to indifference and rote learning for evaluations, whereas activity-based techniques foster genuine understanding and long-term learning. He expressed, *“I have noted that students who participate in classroom activities perform better in language development and engage in extra studies in the subject area.”* He assumed that activity-based teaching

improves not only academic performance but also students' motivation, confidence, and encouragement, and enhances their capacity to use the language practically.

I asked the same question to Mahesh. He responded, *"The essence of activity-based teaching is engaging students in meaningful tasks and activities, rather than rote memorization or passive listening."* Mahesh described activity-based teaching as innovative, new, and student-centered methods that transform the language classroom from a passive, teacher-dominated ambiance to one where students actively participate in their own learning. He also said that teachers believe that when students participate in communicative activities, they are more likely to develop real language abilities. He restated, *"The teacher highlights that for activity-based teaching to be efficient, both the teacher's and students' mindsets need changing: the teacher must be proactive and innovative, building the foundation for students to interact with the language in real life situation."* He noted that traditional and teacher-centered methods, in which the teacher is the restricted authority and students are passive learners, do not develop the communicative skills and speaking proficiency required in everyday life. He shared, *"Rather, activity-based teaching is identified as a technique that improves students' eagerness and commitment while also facilitating them in becoming more confident and fluent in speaking the language."* He also accepted that, *"Teachers continue to hold onto traditional mindsets and conventional beliefs that were influenced by their own experiences as students and can obstruct the complete application of the activity-based teaching approach."*

He also accepted that, *"Teachers continue to hold onto traditional mindsets and conventional belief that were influenced by their own experiences as students and can obstruct the complete application of activity-based teaching approach."* He summed up that it is widely accepted that purposeful communication development requires and advantages from activity-based teaching, despite these challenges and impediments. Sandesh expressed his thoughts on activity-based teaching in language sessions. He claimed:

Activity-based teaching as creative and student-centered methods that actively incorporates students and makes learning more pleasurable and engaging. He argued that the traditional teacher-centered lecture approach continues to predominant in Nepal, with nearly 60% of teaching being teacher-centered and only 40% involving student participation through activities and engagements, despite the fact that innovative teaching trends and practice

such as student-centered approaches, group discussions, and pair learning are developing.

He explained that applying presentations, role-play, recitations of poems and songs, quizzes, and other interactive and participatory tasks, activity-based teaching is a powerful tool for enhancing students' active participation. He also declared, *"This technique not only improves learning and cognitive efficiency but also improves students' confidence, linguistic skills, and social competencies."*

Rekha presented her views on activity-based teaching in language instruction and added, *"The activity-based teaching approach is to change the content of a subject into an activity, by involving students effectively to realize educational objectives."* She contrasted this with the conventional lecturing methods, which are still practiced, especially in government schools. She also emphasized the advantages of activity-based learning beyond academics. As she mentioned, *"The more actively students participate in activities, the better their learning ability and the longer-term impact of that learning."* Rekha further suggested about the importance of activity-based teaching apart from academics. She also stated, *"By assigning the roles to students and giving chance to talk and act inside and outside the classroom, it not only improves their language but also boost the students' confidence."*

In the same way, I asked the same question to Mukesh then he strongly supported for activity-based teaching, highlighting it as a student-centered method that develops the learning process. He explained, *"I strongly prefer activity-based teaching because it actively engages students, encourages their participation, and leads to better outcomes in English language learning."* He asserted that activity-based teaching not only reforms students' language skills but also support and enhances their confidence by reducing the anxiety, stress and nervousness that is generally connected with learning English. He differentiated this from traditional and old lecture methods, saying, *"Traditional lectures are not effective for purposeful language development, especially beneficial for novice learners with lower English skills."* He also highlighted importance of enabling and inspiring learners, pointing out, *"Students should be encouraged to actively participate and reassured that making mistakes is part of the knowledge building and learning process."* Mukesh believed that activity-based teaching is a positive transformation and change from traditional approaches, saying, *"Students should be motivated to actively participate and reassured that making mistakes is part of the learning process. It better addresses*

student needs and creates a more supportive and productive learning environment."

The participants' response reveal that activity-based teaching offers a friendly and teacher-oriented learning environment, which encourages learners without fear of error, and a transition from the old to a more student-friendly and teaching manner.

The study reveals that teachers perceive activity-based teaching is a modern, transformative and effective learner-centered approach that transforms classrooms from traditional teacher-centered teaching method to active student engagement. Participants focused on the shift from traditional and dictatorial role to mentor, co-learner and facilitator who emphasize learning through collaboration, interaction and meaningful learning activities. The participants promote that ABT enhances the development of confidence, teamwork and language proficiency in real life situations.

This study relates Vygotsky's Sociocultural Theory (Vygotsky, 1978), which asserts that learning through social interaction, collaboration and scaffolding, as well as Bandura's Social Cognitive Theory, which reinforces learning through observation, modeling and self-efficacy (Bandura, 1986). The results reveal that ABT promotes active participation, collaborative and transformative learning environments, but teacher-centered practices and exam-oriented culture obstruct challenges to implement it in the classroom practices.

Activity-based language teaching is commonly regarded as a progressive, transformative, innovative, and student-centered approach that crucially differs from traditional teacher-centered lecture methods. Teachers gradually observe themselves as motivators, guiding students actively, and more as "facilitators rather than dispensers of knowledge," consistent with Richards and Rodgers' (2014) communicative language teaching that emphasizes active involvement of students by meaningful communication and interaction. In meeting the students' needs, teachers are able to assume such roles and are flexible to perform it; this goes in line with Nunan's (2015) arguments for learner-centered pedagogy with an emphasis on the real use of the language and active involvement rather than rote learning to motivate for better understanding through the dynamic context and vocabulary learning in order to reemphasize the point of "learning by doing" by Spada and Lightbown (2006). According to Dörnyei and Kubanyiova (2014) learners' motivation and confidence are fundamental affective factors that contribute to successful language learning and acquisition.

According to Vygotsky's (1978) socio-cultural theory that emphasizes the importance of social interaction in cognitive development, students shifted from passive listening to active participation as the teacher-dominated classroom became a collaborative, interactive learning environment. However, deeply rooted and traditional teachers' mindsets constructed by past habits and methods can hinder to complete implementation of ABT (Borg, 2005). Integrated teaching pedagogies that combine clear instruction with student -centered learning activities have been shown to generate better student outcomes, even if traditional lectures are still commonly used (Hattie, 2008). Cummins' (2000) broad definition of communicative competence could be supported by activities such as giving a presentation or role-playing to improve social competence, as well as speaking skills.

Larsen-Freeman (2000) states that exam preparation and curriculum frequently obstruct the use of activity-based methods. However, activity-based teaching develops encouraging, psychologically secure classrooms which reduce students' fear and build confidence in communication. Ur (2012) emphasizes active student participation, and Krashen (1982) states that less fear and anxiety facilitate learning. According to language-teaching research, achieving the full benefits of activity-based language teaching ultimately requires institutional support, continuous professional development, and fundamental shifts in teachers' perceptions.

Researcher's Reflection

Participants focused on activity-based language teaching require transformation from traditional, teacher-centered teaching approach to learner-centered practices in which teachers' role as mentors, facilitators and co-learners. As a researcher, I noted that such practices enhance collaborative learning, motivation, active participation, and language proficiency, supporting Dewey's (1938) theory of "learning by doing." These results further reinforce Vygotsky's Sociocultural Theory, which focuses on collaborative learning through social interaction and scaffolding, and Bandura's Social Cognitive Theory, which promotes modeling, observational learning and self-efficacy. Therefore, successful implementation of ABT demands continuous professional development training, supportive school environment and transformation in teachers' mindsets, attitude and behavior.

The teachers' experiences have also led them to the realization that traditional and teacher-centered lecture method should transform toward activity-based language teaching-which is a modern, up-to-date, student-centered approach, which places the

teacher in a new role of facilitator and co-learner rather than that of transmitter of knowledge and information, but encourages students in their learning through useful, authentic activities that enhance a need to learn language deeply, a strong desire for fluent communication and an awareness of social needs and interaction.

However, it has been found to be difficult to implement the activity-based language teaching due to the limitations in the system, such as the requirement of the curriculum, as well as established traditional ideas and attitudes. The teacher plays a vital role as a guide, facilitator, and co-learner rather than only imparting knowledge and information (Richards & Rodgers, 2014). Nonetheless, by providing a vibrant, mentally safe classroom that relieves pressure, reduces fear and stress, and motivates participation, integrating systematic guidance and student-centered activities and learning, it is easy to achieve great outcomes for students. It takes organizational support, constant training and professional development, and a fundamental change of mindsets for teachers for the appropriate implementation.

Activities for Different Language Skills

Students are taking part in activity-based teaching, which requires a range of skills and involves them working as a team. As they are enjoying the task, it creates a great learning environment. Targeted speaking, listening, reading, and writing activities support the development of effective communication skills. Technology assimilation promotes peer and self-evaluation, producing an energetic, inclusive, and collaborative learning environment. Subash expressed, *"Teachers generate and apply various kinds of activities based on the necessities and capacities of their students to develop various language skills such as speaking, listening, reading, and writing."*

When I asked about focusing on specific skills, he answered:

Some learners lack targeted skills, such as speaking or listening, and so teachers emphasize programs that focus on these aspects. An activity involving reading a story is also common. Students are asked to locate certain features, such as the title, the author, and the characters within the story, and then to relay this information back to the class. This can take many forms, such as pair or group work, which allows students to work collaboratively, and it means students with different levels of ability can take part in the task.

Activities are also carefully designed and set up to address the individual student's specific language-learning needs and to create a dynamic, active learning environment that supports student success. According to Karan, *"Rather than solely*

explaining rules or presenting new vocabulary, activities become key tools to help students find relevance and necessity for language learning by providing an opportunity for them to actively use English." Karan added, *"The teacher has activities that require spontaneous use of language. By having students participate in speaking activities such as role-plays, debates, and speeches, they have the chance to speak a lot more and build confidence."* Furthermore, Karan added, *"Peer interviews and storytelling provide students with authentic contexts where they learn to articulate their opinions, problem-solve meaning, and develop fluent and accurate pronunciation."*

Bikash also shared his opinion on creating activities based on different languages skills. He states, *"It is noticed that the teacher explains various exercises that contribute to improving different language proficiency levels."* He described how even introverted and shy students benefit, stating, *"Speaking exercises that involve role-plays, debates, and conversations help them express themselves and gain confidence."* When I questioned him about written competencies, he replied *"Essay writing competition and handwriting competitions support developing writing competencies while providing encouragement and a feeling of achievement."* He also focused on the significance of engaging learners in purposeful and meaningful reading and listening practices, which develop understanding level and express them to the different kinds of linguistic environments. Concerning reading and listening, he stated:

Poem recitation and oral reading in class, together with the use of audio-visual materials such as YouTube videos, Google and other digital resources, develop listening and reading skills. In order to make learning more interesting, stimulating and accessible, the teacher also uses recreation and role- playing, such as producing voices or experiences. In addition, improving communicative skills, these various activities improve collaboration, healthy competition, and student participation in every school activity.

He highlighted that while addressing all language domains speaking, listening, reading, and writing activities are made to fit the interests and proficiency levels of the students. This perspective emphasized a comprehensive and student-centered approach to developing diverse language abilities through a variety of interactive and motivating activities. Various activities were designed to develop different language skills. Mahesh explained, *"We motivated students to take short roles talking about*

themselves and familiar and easy topics to build their speaking confidence and fluency." When I questioned him about techniques to reform communication skills, he explained, *"Role plays and building conversations provide learners a safe zone to practice everyday conversation."* In terms of listening abilities, he stated, *"We use multimedia materials such as films, audio clips, videos that expose students to different accents and real language usage, which improves their comprehension and adaptability."* Regarding reading activities, Mahesh opined, *"We handle it through comprehension exercises, activity guidebooks, and motivating students to engage with texts beyond the curriculum."* Extensive reading skills can also help students enrich their vocabulary and to acquire an insight of the linguistic structures and contexts. Regarding writing development, he mentioned, *"Project work such as crafting newspaper front page and imitating or building dialogues supports."* He also noted:

Vocabulary and grammar are strengthened with practice exercises and other reference materials. We often use computers, smart boards, and IT halls to add variety and interactivity to learning. Various types of activities and tasks presented above develop language learning in an all-inclusive way as it covers speaking, listening, reading, writing, grammar, communication, problem solving, analytical skills and critical thinking skills.

Sandesh explained different types of tasks that promote different areas of language. Regarding speaking, he noted, *"Speaking skills are gained through activities like presentations, drama, group discussions, and pair learning. Through these, a student is able to express their thoughts clearly and can be able to communicate and increase self- confidence".* In terms of writing and reading, *"The use of spelling bees, quizzes, poetry and song recital and different projects are a good way to promote and develop interest in reading and writing in holistic way".* He also emphasized, *"These exercises are carefully designed to suit students with various skill levels (high, medium, and low) to ensure inclusion and enhance learning outcomes."*

Similarly, Rekha elaborated in depth on her technique for enhancing students' language communication skills. She remarked, *"I use role plays, learner-motivated activities, dramatizations, presentations, quizzes, and creative games to motivate active engagement and enrich vocabulary."* She emphasized giving students' accountability and clarifying, *"I have students handle and organize classroom and extracurricular activities, which helps generate a good environment for English language development and develops their language speaking skills."* She used mixed-

language methods because some students could not understand English. Thus, she also used Nepali to explain and clarify complex concepts and gradually encouraged students to use English comfortably.

Mukesh elaborated on his role as a language development teacher in interesting and varied ways. He said, *"I asked students to share what they have gained and talk about their experiences in class through group work and peer interaction, so they can make sense of the concept."* He said visual learning and pictures played an important role in vocabulary development, and he also noted, *"I also used pictures in understanding words, for example, I let students make an illustration of a word like 'vehicle' to make the abstract concept real"*. Mukesh's essential concepts and strategies, which focus the whole learning process, for example, encouraging speaking, listening, reading, writing, vocabulary, and comprehension, are presented by various activities. He also asserted that, *"Activity-based teaching must involve the multi-lingual teaching methodology that incorporates the use of mother tongues with target languages for improved comprehension and interaction."* In my opinion, the participants' responses reveal that the activity-based approach to language teaching helps language skills development as a whole by conducting communicative activities. In my opinion my opinion, the participants' response clarifies that the activity-based teaching method to language teaching helps and supports language skills development as a whole by conducting language competence activities. From participants' views, ABT supports the development of confidence and communicative skills through speaking, listening, reading, and writing activities such as role-plays, storytelling, presentations, drama, and multimedia tasks. As a researcher, I found that these practices develop interactive, collaborative, inclusive, and motivating classrooms where learners actively engage and generate knowledge through collaboration and effective use of language. This study supports Dewey's (1938) "learning by doing" and Vygotsky's sociocultural theory, which focuses on collaborative learning through social interaction and scaffolding. From my opinion, the participants' responses reveal that the activity-based approach to language teaching helps language skills development as a whole by conducting communicative activities. And in addition, a mix of multilingual teaching approaches like using mother tongues alongside the target language might promote learners' understanding, involvement and interaction in the classroom.

Activity-based language teaching aims at engaging the learners through varied meaningful activities promoting speaking, listening, reading and writing skills together with motivation, collaboration and inclusion. Nation and Newton (2009) identifies the focus of skill development and meaningful practice in terms of the whole development of language. The teachers agreed that telling a story could promote the story skill and comprehension. Similarly, pair and group work motivate collaboration, teamwork, relationship and mutual support, supporting Vygotsky's socio-cultural theory, which asserts social interaction and collaboration as crucial for cognitive and linguistic development (Lantolf et al., 2014). Purposeful communicative practice including role plays, debates, and peer works provides genuine and real- life situation for spontaneous language practice, improving fluency and confidence while following to the concepts of task-based language teaching (Willis & Willis, 2013) and collaborative meaning learning (Pica, 2005).

MacIntyre and Gardner (1994) claimed that speaking practices reducing communication anxiety and stress that promotes spoken proficiency among shy and introverted learners. Essay writing competitions, poetry recitations, pair work and role-play are examples of creative and innovative literacy tasks that enhance participation while also supporting reading and writing skills (Graham & Perin, 2007). The application of audiovisual materials to develop listening and reading comprehension is continuous with multimedia and digital media learning theories (Kessler, 2014; Mayer, 2009; Stockwell, 2010) discuss that utilizes computers, interactive smart boards, and projectors for ICT technology increases the range of learning opportunities, learner independence, and individuality for each learner to learn at their own pace.

The emphasis on the holistic approach to language skills, and cognitive development such as critical and analytical skills continues the work by Canale and Swain's (1980) communication ability framework; enabling a range of learning experiences suited to many levels of ability and a variety of interests allows all to participate; according to Universal Design for Learning (Rose & Meyer, 2002); use of mother tongue to first make a clear link and then introduce L2 in steps support bilingual education which provides support through the natural developmental approach to L2 acquisition (Cummins, 2000); assigning a group of learners to lead the classroom and activities in other events helps empowerment and motivation through the learner-centered teaching approach (Nunan, 1999); an explanation for a teacher's

multimodality, using visuals to present new vocabulary and ideas helps abstract thinking to remain through pictorial representation (Harmer, 2001). Black and Wiliam (1998) encourage interactive exercises that provide formative evaluation, and students participate actively, shifting the focus from rote memory to meaningful learning.

Researcher's Reflection

Participants' perspectives emphasize that ABT develops integrated language skills development through collaborative tasks such as storytelling, role-plays, drama, games, debates, quizzes, and peer learning, which develop participation, motivation, and language skills. From my views, these practices enhance a learner-centered, inclusive and participatory classroom where technology, L1 support, and effective interaction facilitate diverse learning requirements. This study supports Vygotsky's (1978) sociocultural theory, focusing on scaffolding and socially collaborative learning.

The participants' views on using L1 and adjusted instruction reflect good teaching practices for both understanding and integration. Students' self-responsibility for their own learning, in this case, is classroom management and out-of-school activities, which show a student-centered, independent style of learning that requires learners' participation. Effective language learning is more likely when learners are actively engaged in real, meaningful communication (Richards & Rodgers, 2014). In the whole, these opinions and feelings reveal the necessity of a holistic, multidimensional, and student-centered language teaching that requires skills development and conceptual dimensions, as well as social interaction and motivated learning. These are highly compatible with the new thought on language teaching, which emphasizes the necessity of authentic, motivated, and integrated activities in second language acquisition.

Process of Selecting and Designing Activities for the Language Classroom

The dynamic and focused activity demands adaptability to available resources, assessment of learners' competence, and alignment with the curriculum objectives. ABT claims it to be a learner-centered approach, and highlights the importance of creating relevant, meaningful, and enjoyable activities that help the learner attain language knowledge both in terms of accuracy and fluency.

Subash stated that textbooks, syllabi, and teachers' handbooks serve as major sources for selecting and shaping the content for the activity. He explained that

identifying relevant activities requires careful monitoring of students' proficiency levels and ensuring that assignments account for their skills. He declared:

Teachers meticulously assess the students' levels of proficiency to confirm activities are appropriate and effective. He also said, "There will be a mix of self-made and given materials, such as word cards, sentence cards, and flow charts, and that the teachers will use these materials to make the class lively.

Activity design also takes into account class size and the number of technologies, and we should design smart student groups and ICT-related technologies whenever possible. He also added, *"The curriculum and textbooks are just guidance, and the teachers play a role of creativity in order to fulfill students' requirements and classroom situation."* Karan also revealed that the selection and development of language activities are based on external requirements and student diversity. He narrated:

The selection and creation of language tasks are tasks and context-directed, in that certain demand come from the course content, textbooks, or teachers' guides, to some extent. Teachers always consider their students' prior knowledge, language abilities, and diverse backgrounds to ensure that tasks meet their learners' needs. Their aim is to build inclusive and participative environments where all students can participate and benefit irrespective of their capacities and circumstances.

He also felt that technology can be a very useful addition in class activities. He said, *"There are many available technological tools that teachers use for class improvement and student involvement such as smart boards, projectors, internet resources, etc."* My question to Bikash was about the influencing factors on selection and design of activities in class.

He explained that the curriculum, student interests, and accessible resources influence the process. He claimed, *"The teacher considers a variety of factors when selecting and developing classroom activities, including the curriculum, the students' interests, and the available resources."* He believed that activities should be meaningful, relevant, and appropriate for the students' language, culture, identity, tradition, civilization and geographical backgrounds. He clarified, *"Activities support a curriculum that incorporates audio-visual and ICT-based resources to enhance learning and is less academic and more centered on familiar and real-life subjects."* Regarding class management, Bikash highlighted the aspect of how classes are often

altered based on practical circumstances, the skill of student and size of class. Bikash mentioned, *"To make things equal, all groups are made by luck of the draw or lucky number"*. He further claimed the importance of being creative and adaptable. Bikash also said, *"We must always be flexible and sensitive to student needs. There are times where we will need to use the mother tongue or use bilingual approach when explanations become too challenging."*

Mahesh viewed that activities area purposeful practice based on actual language use rather than rote learning and memorization. He noted, *"The concept that language should be learned by usage, rather than taught as abstract knowledge, guides and influences the activity selection."* He aimed to create a classroom where students would actually use language rather than memorize rules and terminology. In addition, he developed a range of activities so that students with varying backgrounds, levels of knowledge, skills, and learning styles could participate. He also illustrated that *"Good activity design requires continued training and exposure to different methods to enhance teachers' professional development and broaden their perception of curriculum"*. He considered, *"Engaging and functional activities such as projects, role-plays, and knowledge gap activities are crucial because they allow learners to apply language to communicate, solve problems, and work with others"*. I asked another related question, he pointed out, *"Activities should portray both local and global realities and permit students to discover their own realities being represented along with the experiences of others"*.

Sandesh highlighted several key aspects of language classroom activities, such as classroom relevance, inclusiveness, and readiness. He explained, *"Activities for teachers should be those that draw active and effective participants of learning"*. He focused on the importance of recognizing and working with the various backgrounds of learners and he also explained, *"They pay attention to the multiple abilities of their students, the medium and low achievers and encourages their becoming dynamic participants."* He emphasized the significance of cultural and language applicability, *"teachers also admire the significance of integrating and blending local context and the mother tongue to reform understanding and make teaching more accessible."*

Rekha emphasized that a teacher's role comprises actively participating students and building their confidence through activities that take into reflection on their psychological requirements and individual learner choices. Rekha commented, *"Developing activities is not just about teaching knowledge; it is about supporting,*

motivating, and strengthening student leaning through well-planned, meaningful and purposeful activities." She highlighted the significance of adaptable curriculum and syllabus and motivated teachers to include locally relevant, effective and project-based activities, like learning about the culture, agriculture, and way of local lifestyle of the community.

She argued that ABT makes learning more effective, meaningful, and purposeful in learners' experiences. She also emphasized the crucial benefit of collaboration among teachers, school administration, management committed and parents, adding, *"Providing resource and support for activity-based teaching requires collective effort from all stakeholders.* She also evaluated, *"If teachers invest time in studying and implementing the curriculum beyond the textbook, they could better address the diverse needs and desires of their students, eventually developing the learning experience."*

Mukesh noted, *"The teachers should include activities that involve students directly, which helps to reduce pressure on teachers to perpetually develop independently."* He stated that, *"Monitoring students' progress and individualization activities through the use of checklists and classroom self-assessment tools"*. In my view, the participants' response implies that learning through activity-based teaching can lead to deeper, more effective learning by bridging teachers' experiences with the teaching and learning process in the classroom. It also implies that this kind of learning depends very much on cooperation and good relationships among teachers, school administration, management, and parents so that all the resources and support are properly arranged. Lastly, it shows that if we go beyond text-based teaching and promote participation, along with continuous monitoring using checklists and self-assessment instruments, diverse learner needs can be well addressed.

Participants asserted that ABT is a flexible, transformative and learner-centered approach that requires effective implementation of activities- based on learning objectives, learner language proficiency, class size, and teaching resources. Participants strongly focused on effective activity design incorporates into textbooks, curriculum guides, digital tools, local, and indigenous relevant materials, while also addressing to learners' diverse learning needs and backgrounds. As a researcher, I believe that this signifies transformation toward learner-centered pedagogies and contextual awareness in classroom practice. These perspectives support Vygotsky's (1978) sociocultural theory, which emphasizes learning as socially constructed and

scaffold through instructional support, and Dewey's (1938) theory of experiential "learning by doing." The participants' narratives reflect that ABT becomes effective when teachers perform as transformative teachers who address curriculum requirements, diverse learners, and meaningful interaction to enhance inclusive and participatory learning in classrooms.

The ABT is a challenging and stimulating undertaking that requires examining a variety of resources, materials, learner abilities, and goals. It is widely agreed upon within the field of language teaching research that the textbook, curriculum, and guide help to promote effective teaching and learning, but as a basic support, the curriculum and text materials should be supplemented creatively and flexibly in order to meet the learner's needs and circumstances. Frameworks that promote teaching but do not insist on absolute adherence are important (Brown & Lee, 1994). Teachers are expected to 'moderate the' language course; in this way it can "incorporate supplementary materials such as word cards or flow charts to foster greater interaction in the classroom and address the different levels of proficiency among learners" (Richards & Rodgers, 2014, p.275).

When developing materials to encourage learner's learning outcomes, it is also crucial to modify the activities for proficiency to suit their skills and diverse backgrounds. Understanding students' prior learning experiences, language levels and cultural backgrounds is critical to the creation of successful language activities. This approach corresponds with Tomlinson's (2013) concern for the student-centered creation of, and learning-centered adaptation of materials, for example developing differentiated learning activities which cater for the varying skills of learners within the class. Creating linguistically and culturally relevant activities which are related to the student's interests and real-life experiences will lead to higher motivation and increased comprehension, which is what the learner wants of their resources and materials. One additional point that must be considered in the creation of any learning activities is the incorporation of technology in the language classroom. Technology such as interactive whiteboards, projectors and the Internet itself can bring interactive and multimodal rich learning experiences to the classroom, thus stimulating learner engagement and enthusiasm (Stockwell, 2010). Furthermore, the use and adaptation of technology for integrated teaching can result in co-learning and collaborative management within the classroom, which ties in well with Vygotsky's (1978) socio-cultural theory of language learning and development.

Furthermore, an increased importance is given to the design of tasks that promote real language use instead of rote memorization. Students' learning is relevant and meaningful because the communicative, problem-solving and project-based tasks reveal both the local and the wider reality. These methods are inspired by communicative language teaching and real-life language use; they are aligned with the theories of Richards and Rodgers (2014) and Long's (1983) Interaction Theory, which highlight the crucial importance of authentic interaction for language learning. Integrating students' cultural identity into the tasks allows them to be more motivated and relevant as proposed by Nunan (1999) with his concept of using authentic materials which will bring the classroom out into students' life.

The elements of motivation and psychological factors were very important in designing effective activities. Clear language tasks, which enhance the students' self-confidence and cater for individual learners, foster the learning and engagement of students. In Dornyei's (2001) motivational framework, the notion of personal relevance and relatedness were found important to sustaining the motivation to learn. Ushioda (2011) discussed the advantages of using activity tasks that appeal to learners' interests and identity in promoting active engagement and ownership. Teamwork and co-operation among teachers and sustained professional development were also deemed significant in effective activity-based learning. Continuous collaboration among teachers, school administrators, policy makers and other stakeholders enhance resource sharing and teacher motivation. Darling-Hammond et al. (2017) report that collaborative professional learning communities enhanced teacher capacity and encouraged the integration of a learner-centered curriculum. Richards and Farrell (2005) reported that perceptive teaching and continuous professional development led to teachers' drawing in active and learner-centered activities.

The importance of ongoing and informal observation and ongoing assessment of learning is very valuable in building individualized learning paths. Student progress can be monitored by teachers through internal assessment and instruments such as checklist, and programs can be adapted to the specific needs of students to maximize learning. Black and Wiliam (1998) are particularly convinced of this, in that their evidence demonstrates that formative assessment can indeed adapt teaching and increase student attainment. Brown and Lee (1994) also argue for ongoing assessment to determine whether an activity remains valid.

Researcher's Reflection

In my perception, as a researcher, I include participants' lived stories, my personal understanding, and relevant theoretical perspectives. Participants explain how activity-based language teaching enhances authentic, collaborative learning, which supports Vygotsky's socio-cultural theory on social interaction and scaffolding learning. I focus on effective teaching strategy include diverse learning materials, addresses students' linguistic, cultural, and emotional needs, and address curriculum requirements with various learners backgrounds. In this regard, I believe this learner-centered method develops inclusion, active participation, and effective real-life interaction.

Activity-based language classroom teaching methodology encourages learning that is adaptable to resources, learners' abilities, and learning aims, and promotes activities that are authentic, interactive, and rewarding, focusing on language use in its natural form rather than rote memorization. This type of activity falls into the communicative and learner-centered approach to language teaching which encourages learners to engage actively in the learning process and communication with others (Richards & Rodgers, 2014). Careful planning of lesson needs to cater for learners linguistic, cultural and emotional needs by providing an encouraging, motivating and learner-centered learning environment.

It blends various kinds of resources, such as fundamental teaching materials and ICT tools, with effective classroom management practices. Teachers, administrators, management committee and parents collaborate together, as well as apply formative evaluation and insightful teaching approaches, to continuously manage activities that improve communicative proficiency and real-life application.

Generally, this student-centered approach impacts a balance between the requirements of the curriculum, diversity of classroom, and environmental influences to produce meaningful, effective language learning experiences that enhance proficiency and fluency. Vygotsky's socio-cultural theory focuses on social interaction, cooperation and mediated learning to develop learners' cognitive and communicative skills (Vygotsky, 1978). Choosing and development of language classroom activities is an effective, student-centered development that balances curricular requirements with learner diversity, technical skills, and practical applicability. This approach ultimately intends to promote purposeful communication, inclusivity, participation, and continuous learning development.

Teachers' Readiness for Implementing Activity-Based Language Teaching

Activity-based teaching relates to their readiness, skills, and confidence in applying experiential, student-centered activities in language learning. It denotes to their capacity to create and impart knowledge that actively participate students and enhance language learning outcomes. Subash expressed on the changing perspectives of teachers regarding the implementation of activity-based language teaching. Subash then stated what he views as the changes occurring in the school setting regarding language teaching. *"The teachers are increasingly more interested to use activity-based language teaching, as evidenced by their increasingly communicative approach and their increasing reliance on the use of classroom technology and blended learning."* He then commented on the changing roles of teachers, *"The teachers are increasingly shifting their roles from 'lecturer' to 'facilitator' to encourage students to become participants in their learning."* He emphasized that schools are increasingly developing their facilities, *"The school is gradually providing more ICT tools such as projectors, laptops, computers, and Smart Boards to aid in delivering interactive and collaborative classroom lessons, though these resources have not yet reached every school or context."* And also, that regarding the spaces left due to a lack of equipment, *"Teachers often produce their own materials and reconfigure classrooms for collaborative work."*

I questioned him about whether ABT is actually being used in the language classrooms, and Karan responded:

Despite the obstacles, teachers are increasingly eager and enthusiastic to use activity-based language teaching. Many teachers are interested in avoiding the established teaching system and procedures and taking on innovative responsibilities as facilitators of student independence and collaboration. They actively pursue professional development opportunities and share experiences with peers to enhance their teaching skills.

He further highlighted that technology plays a significant role in this transformation, declaring, *"Though access is still unbalanced, the gradual implementation of digital tools such as computers, laptops, projectors, and smart boards in classrooms facilitates this transformation."* I questioned him about the application of ABT in the language classroom. He answered, *"Teachers are also resourceful, frequently developing their own teaching materials and redesigning*

classroom designs to better facilitate group activities. They understand the essence of understanding and diversity in the classroom and work hard to satisfy their learners' diverse needs."

Bikash shared his experience of implementing Activity-Based Language Teaching. He mentioned:

The teacher performs a high level of preparedness, awareness, and dedication to providing activity-based language teaching. They regard themselves as a resource and a facilitator, mentor, and co-learner, constantly observing for new resources, approaches, and technologies to enhance classroom learning. The teacher understands the need for self-preparation, continual professional development, and flexibility to successfully manage and supervise student activities.

He claimed that readiness for implementing activity-based language teaching explains a comprehensive understanding of preparedness, including active participation, lifelong learning, collaboration, and strong willpower to transform toward it. He stated, *"The teachers are also aware that there is an inclusive and scientific evaluation system which regards acknowledging learners without discrimination according to intelligence or background is important."*

Mahesh further stated that the majority of teachers eagerly and actively look forward to the beginning of the school educational session in order to utilize activity-based teaching for their interesting and meaningful classrooms. He declared, *"The teacher's story performs a readiness to adjust and experiment, embracing the roles of facilitator and co-learner than authoritarian and dictatorial educator."* In connecting Sandesh's observation and past experience to the current context, I noted his excitement and worry about practical and activity-based type of teaching. He stated, *"Teachers are enthusiastic and committed to adopting activity-based education, although facing various hurdles and challenges. They are confident in their ability to apply student-centered teaching practices"*. When I asked him about collaboration among education stakeholders, he highlighted the significance of collaborative effort. He also said, *"Teachers campaigned for greater collaboration among all education stakeholders, government agencies, school leadership, teachers, parents, and civil society to promote effective educational improvements."*

My inquiry to Rekha was about how she perceives implementing activity-based language teaching, and she replied that she is devoted and willing to change her

teaching methods to better meet her students' needs. She stated, *"I would like to change the style of my teaching by adopting blended teaching methodologies, tailor the activities according to students' proficiency, facilitate questioning and encourage participation."* Teachers play an important part in the preparations, execution and encouragement of students through the help of activities that connect theory with practical education in the classrooms. During my questions on the teacher preparation, Rekha announced the importance of intense, regular and continuous preparation sessions. In her response to my questions she said, *"Teacher preparation shouldn't be at the low-quality workshop level, it must cater to skills and knowledge needed for the appropriate activity-based teaching."*

Mukesh also stated that, *"Through internal assessments, I actively track students' improvement and try to empower them by reducing their anxiety and increasing their involvement."* When I asked the question him about implementing activity-based language teaching, he responded that the significance of technology and resources in developing educational effectiveness, expressing, *"I recognize the significance of technology and resources and hope for developed training and access to take full benefit of these tools."* The participants' responses in this task indicate that technology and other learning materials are effective in improving language teaching activities, as evidenced by the effectiveness of training and technology in helping teachers enhance their professional skills and develop their work in a meaningful way.

The participants' experiences and lived stories reflect with constructivist and Vygotsky's socio-cultural theory which focuses on knowledge is constructed and developed through social interaction and collaboration facilitated through language and technological resources. The transformation of teachers' role from lecturer to facilitator relates to constructivist views which emphasize active participation and experiential learning. The integration of ICT, peer and collaborative learning, inclusive, innovative and learner-centered classroom practices reflect Vygotsky's perspective of collaborative learning and scaffolding, where teachers facilitate learners' development within (ZPD) framework. The focus on learner diversity and inclusive assessment practices relates to the concept of learner-centered teaching approach and formative assessment system, reflecting transformative and modern pedagogy that addresses learner diversity. The study reveals that ABT implementation is constructed by experiential learning approach, collaborative learning, and learner-centered approach.

The application of activity-based language teaching by teachers can also be considered under the realm of fundamental pedagogical theories. Basic theories stress learning through experience and practice and promote student-centered and reflective teaching. One of John Dewey's influential works "Experience and Education" is one of the landmark theoretical discussions on experiential education and it stresses learning through action and reflection. He places teachers as facilitator and co-worker for meaningful experience instead of an informant of knowledge. Dewey's notions are a continuum from teachers' tasks being authoritarian and rigid to teachers as facilitators and co-learners and facilitating the active engagement of students in a vivid learning community. Lev Vygotsky's social constructivism takes Dewey's ideas one step further and stresses the function of social interaction and guidance in learning. In this perspective, the Zone of Proximal Development emphasizes teachers' responsibility for mediating learners' actions beyond individual abilities and through collaboration; this is also part of the group work/peer learning principle in activity-based language teaching.

Schön (1983) explains reflective learning as another main concept that contributes to teachers' professional development. This continuous analysis and innovation in teaching practices by analytical practitioners make the teacher confident in adopting an activity-based teaching method. It shows how teachers grow and be responsive to the learning environment and students' needs. This is a manifestation of teachers' personal development in carrying out new teaching method.

Freire developed critical pedagogy, which explains teachers' empowerment in the activity-based teaching method. He supported education in which students and teachers are subjects of learning, enabling them to develop critical consciousness through practice. His views on such a notion of teaching help teachers to be creative in dealing with limited resources and diverse learning needs, and they are considered reformists who are able to reform traditional lectures into a dynamic learning classroom.

Krashen's (1982) Affective Filter Hypothesis claims that helping teachers create a situation where students are less fearful and become more involved. The teacher's skill is to cultivate students' ability to acquire language by reducing emotional filters, which support the core of activity-based language teaching: an engaged classroom and an involved classroom. Bronfenbrenner's (1979) ecological system theory is more centered on the importance of larger partnership and

participation. Successful activity-based teaching requires supportive organizational support from the government, school leaders, the management committee, parents, and the community, as these surrounding systems is related to teachers' training.

Researcher's Reflection

I found that the results reveal a gradual transformation from teacher-centered teaching method to learner-centered and activity-based language teaching, where teachers role as mentors, co-learners and facilitators rather than of knowledge imparters. This study reflects Dewey's theory of experiential learning, which promotes learning through collaboration, active participation and real-life experiences. I also noticed that participants' focuses on collaboration, peer engagement, and teacher support reflects Vygotsky's socio-cultural theory, which asserts that learning is socially constructed through social interaction, collaboration and scaffolding within the ZPD. Moreover, I recognized that teachers' confidence in innovating instructional practices and learning from observation and experience reflects Bandura's social learning theory, which emphasizes learning through modeling, imitation, and the development of self-efficacy. I realize that ABT implementation is based on experimental, social, and learning through observation.

Teachers are slowly moving towards more student-centered and participative pedagogy, suggesting more willingness to implementing activity based language teaching (ABT). This change involves moving from teacher-driven to teacher facilitating approach where students take more ownership of learning. Freeman and Johnson (1998) describe teacher learning as closely connected to the daily activities and contexts of the teacher and professional learning not to be viewed as a one-off event, but rather an ongoing process. Teachers are interested and ready to apply and frequently producing their own teaching materials and restructuring classroom areas to facilitate group activities. In spite of significant progress, the application of technology and essential resources remains unequal, with many teachers working difficult to fully use of available ICT tools such as projectors, computers, laptop and smart boards. Continuing teacher professional development and flexibility also seemed to play an important role in teachers' ability to develop and manage ABT classrooms, as well as in their knowledge of comprehensive, inclusive evaluation approaches that accommodate different students' needs.

Teachers also recognized the crucial role of partnership and teamwork among all stakeholders, including education administrators, school heads, parents, and the

community, in developing systemic improvements to support ABT implementation. This change of focus also conforms to principles of communicative language teaching, 'with its focus on interaction and engagement of students, as well as authentic language use' (Brown, 2007). Furthermore, the need for inclusive, ongoing teacher training rather than brief, one-off sessions and for providing teachers with basic know-how for ABT has been strongly expressed. It is also noted that there is positive, dynamic progress in the field of ABT, where dedicated teachers experiment with innovative pedagogical approaches despite many structural and resource limitations.

Impact of Activity-Based Language Teaching on Students' Communicative Competence

As a pragmatic educational philosophy, progressivism encourages problem-solving and social engagement to enhance active, relevant learning, which aligns with ABLT. This approach analyzes the teacher as a mediator, guide, facilitator, and co-learner rather than a dominator, as in traditional lecture-style, which is closely parallel to the way ABLT shifted from a lecture-based to an activity-based, student-centered method (Ornstein & Hunkins, 1993). Progressivism is considered the theoretical backbone of task-based language teaching (TBLT) and communicative language teaching (CLT), which bear strong similarities with ABLT and place much emphasis on learner autonomy and real-life communication (Marftoon & Safdari, 2018).

Vygotsky's constructivism (1978), which considers language as a facilitating tool in the cognitive process of knowledge construction and critical thinking development, states that involving learners in productive social and interactive activities thus is aligned with language education theory. PBLT is an application of this concept, in which questioning and discourse are emphasized to help to develop the knowledge and communicative ability of learners and to trigger critical thinking, productive and good discussion in L2 classrooms (Dabbagh & Noshadi, 2016). According to this view, classrooms can be regarded as a social community which aids learners to acquire and develop their communicative and cognitive abilities through purposeful question and theorization in classrooms (Lipman, 2003).

Furthermore, the teacher's position as a co-learner, facilitator and guide who facilitates rather than controls the conversation is compatible with Socratic principles which are conducive to the student's ability to raise questions and co-construct knowledge in the process of building an inquiry, thus enabling the student to be

critically analytical. The above principles underpin activity-based and communicative language teaching. The philosophical support of ABLT derives from Progressivism, Constructivism (esp. Vygotsky's social constructivism), and Philosophy for Children (P4C). The above philosophies are identified with being 'critical and analytical thinking, social interaction and involvement, students' participation, and teacher as a co-learner and facilitator'. The above theories postulate that developing communicative competence does not merely mean mastering the language but also involves social and cognitive skills through active, purposeful involvement.

Activity-based language teaching enhances students' ability to communicate through meaningful tasks and through collaboration. Students learn to communicate, which is essentially how they will use language in real life. Students gain fluency, dedication and teamwork, and the ability to collaborate with each other. I asked Subash how the technique works and he said the learner centered aspect helps the students prepare for language use in a real world environment where fluent, teamwork, communication and practical use of the language is required. He stated:

Activity-based language teaching has proved to have a good effect on the development of the students' communicative competence as learners are involved in meaningful activities relevant to the curriculum, requiring them to use English regularly, in diverse authentic situations. This approach enhances fluency and accuracy as linguistic functions are translated into interactive tasks, increasing student motivation and engagement.

He emphasized on active participation of students in the learning process using experimental and life activities to reinforce language learning with real communication. When I interviewed him to know how the technique works in improving students' language skills he said:

Speaking, listening, reading and writing are promoted by activities such as pair-work, group-work, games and task-based learning. These participatory and effective strategies not only support students improve their language skills, but also develop their confidence, especially when teachers provide constructive and positive feedback. Activity-based training creates conducive environment in which students can implement English in both academic and social environment, enhancing them for practical communication.

Teachers adapted the teaching strategies to enhance of students', skills, and emphasizing activities that promote meaningful communication and collaboration.

When I asked Karan how activity-based teaching helps all students enhance their speaking and communication skills, Karan replied, *"Practical language use through pair work, group collaboration, and leadership roles supports a supportive environment where students can develop English communication skills gradually and in a systematic way."* I again cross questioned him about the significance of teaching materials and technology in activity-based language teaching method, and he remarked, *"Availability of materials like projectors, computers, smart boards and multimedia tools significantly improves teaching effectiveness and supports in quality also. Students benefit by engaging with English presentations and films, which extends language exposure and practice beyond school."*

When I asked Bikash how activity-based teaching supports students' learning of English language skills, he responded, *"Activity-based teaching significantly supports language learning by actively participating students in the learning process instead of being fully dependent on passive listening."* It has helped develop language learning very effectively by having students actively involved in the learning process rather than just listening. He also further added:

When students take part in an activity like role playing or communication activity, students can participate and learn more actively, with more autonomy from learning through memory rote learning; students have taken a livelier learning environment; and there is great possibility for students to have high interest and passion toward it, that can contribute to develop communicative competence easily.

I asked Bikash how activity-based teaching accommodates and addresses the divers' capacities of students. He expressed, *"It provides opportunities for motivation through competitions such as debates, speech, and dialogue, which address diverse language skills among students."*

Mahesh exposed activity-based teaching as a modern and progressive teaching method that engages students in communicative tasks and activities that involve meaningful language use, transforming them from passive listeners to active participants. He also said, *"Teachers should play the role of facilitator, providing opportunities to keep using the target language as much as possible instead of solely providing knowledge."* In response to my questions of how effective activity-based teaching is, he answered, *"Activity-based teaching leads to more motivated student and provides effective language skills such as speaking, listening, reading, writing,*

grammar and etc." Mahesh emphasized the value of promoting an inclusive learning atmosphere in the classroom, where all students are motivated to participate and where this also boosts their confidence and language skills. He pointed out that through peer and group activities and structured group learning, there is a comfortable, non-threatening atmosphere where learners can practice language skills and gain more confidence and less anxiety. This collaborative approach can help enhance communicability and develop student autonomy and communicative skills for use with peers. He claimed, *"Activity-based teaching significantly encourages peer and group interaction and active participation, even shy, introverted, and reserved students become more confident and independent learners. They feel easy and convenient."*

I asked Sandesh about activity-based teaching (ABT) and how it affects students' communicative competence. He replied:

In implementing activity-based language teaching, it increases the learners' involvement through cooperative learning with a lot of tasks carried out in pairs and group work, role play, games, songs, poems, and so forth. The teacher would teach more effectively and productively as students gradually gain confidence.

He focused on the importance of promoting an inclusive and encouraging classroom environment in which all students feel respected and motivated to contribute. Sandesh also added that continuous reflection and feedback among the teachers is important for the success of activity-based language teaching practice. He stated, *"Activity-based language teaching improves and encourages students' social skills, leadership, personal development, capacity building and confidence alongside their language competence."* He also added about the impacts of activity-based language teaching, saying, *"Activity-based language teaching addresses and supports diverse students' skills through discussion, presentation, experiments, demonstration, exhibition, and dramatizations. It transforms students from passive learners to active participants, making them the perfect masters of their own learning."*

I had asked Rekha what was her views about activity-based language teaching (ABLT) and its impact on learning language skills in students. She expressed, *"Activity-based language teaching transforms curriculum into meaningful activity in which students actively participate to achieve learning outcomes. Actively participating students are in classroom activities; the more proficient they are in their*

learning and acquiring knowledge." She highlighted that student participation is most effective when teachers properly improve and support a communicative learning environment. She states:

I think it is effective to give students roles in class activities, programming, and play acting outside the classroom in promoting their language abilities and creating an effective English-speaking class, and promoting their confidence, involvement, social abilities, and language abilities.

Mahesh also explained the benefits of activity-based language teaching to me.

I asked him how his students have developed their language. He replied:

The best approach to teaching a language that I know is task-based or activity-based approach as it encourages students to be active in the classroom, which also makes classroom learning more enjoyable and boosts their communication skills more effectively than traditional teacher-centered approaches or lectures.

He noted that it can develop not only students' motivation but also students' academic achievement and confidence in communication as they can learn to use English more confidently and effectively in real-life situations. He also explored:

It helps to reduce fear and shame of introverted and reserved students, and it provides the best pathways for this transformation. This method has a tremendous positive impact on students' communicative competence in English, particularly when learners overcome language anxiety, nervousness and engage actively in language practices. This method also develops both academic progress as well as social development.

I think that activity-based language teaching (ABLT) is a successful learner-centered teaching approach and will develop students' communication ability more deeply with active language learning and communication in real. ABLT also decreases anxiety and makes learners more confident, particularly to shy and introverted ones and will promote academic and social development of learners. The participants' responses show that activity-based teaching offers a friendly, teacher-oriented learning environment that encourages learners without fear of error and supports a transition from the old to a more student-friendly, teacher-oriented approach.

The participants expressed that activity-based language teaching develops learner active engagement, collaboration, and self-confidence in the classroom. As

Mahesh disseminated, teachers' role as facilitators, mentors and co-learners who provide chances and opportunities for authentic language learning, while Sandesh asserted the significance of collaborative learning and social interaction. I realized that these narratives relate to Dewey's learning by doing, which promotes experiential learning, Vygotsky's socio-cultural theory, which highlights knowledge construction through social interaction and scaffolding, and Bandura's social learning theory, which promotes learning through observation and the enhancement of self-efficacy. The results show that ABT develops language proficiency through experiential, social interaction, and activity-based approaches to learning.

Activity-based language teaching (ABLT) impact on students' language ability aligns with core learning and language acquisition theories. What makes ABLT is its active learner, student-centeredness in which the learners actively involved in their experiential, real-life activities. This view and understanding goes hand in hand with Dewey's (1986) theory of experience learning that promotes the importance of active involvement in learning and linking knowledge to practical use. Dewey says: learning by doing has an ability to create depth understanding and memories. The focus on developable skills to use language effectively for communication by using the language actively and authentically in natural settings is also similar to Canale and Swain's (1980) theory of communicative competence. Such a framework highlights the major factors of development of language ability through dynamic, communicative task-centered instructions as fluency, accuracy and socio-linguistic competence.

Similarly, the social interaction and cooperation central to ABLT resonate with Vygotsky's (1978) socio-cultural theory. This theory asserts that learners internalize new skills and make cognitive and language development through social interaction and the guidance or 'scaffolding' received from peers and the teacher. Students can be more encouraged and anxiety and stress reduced through the application of participatory activities such as role-playing, debate, drama, quizzes, and multimedia resources. It can be explained through Krashen's (1982) affective emotional effect on second language learning, that reducing anxiety and increasing motivation facilitate language learning (Krashen, 1982). He claimed that reducing anxiety and increasing motivation enhance language learning, and that participation is indeed important, along with related information. Besides that, shifting learners from passive recipients to active participants aligns with Carl Rogers' (1969) theory of

humanistic education, which emphasizes that learners should be in a positive learning environment so they can develop greater innate motivation and achieve independent learning.

The application of practical and various learning languages to combine various language skills, such as speaking, listening, reading, and writing, is consistent with the teaching principles of task-based language teaching as defined by Breen and Candlin (1980). This teaching methodology helps students develop appropriate language use to meet practical communicative needs, rather than focusing on individual skill enhancement. In the meantime, these philosophical and theoretical views are strongly supported by activity-based language teaching, which has been shown to improve communicative skills. Research shows that activity-based language teaching can supply students with practical, communicative, and confidence building and independent learning experiences, thus they learn to speak in English with ease and confidence in practical contexts.

Researcher's Reflection

Based on participants' lived stories and experiences, I observed that ABT develops active engagement, collaborative learning, self-confidence, and practical language use through learner-centered activities in classrooms. Participants' narratives and my reflections reveal that knowledge is constructed through social collaboration and hands-on practice which are relating Dewey's (1938) theory of "learning by doing," Vygotsky's (1978) sociocultural theory and Bandura's (1986) social cognitive theory. As participants expressed enhanced autonomy, motivation, and reduced anxiety levels, I noted that ABT successfully bridges theory and practice and enhances lifelong learning through social interaction, scaffolding, and self-efficacy, which are key to Vygotsky's (1978) and Bandura's (1986) theories.

ABLT is beneficial for students learning a language because it allows them to learn through experience by engaging in practical activities such as pair work, collaborative learning, role-plays, audiovisual materials, and technology. All students involved in the survey stated that ABLT turns learners into active, cooperative participants and effective communicators, and enhances their ability to use the target language fluently and accurately, with greater confidence and motivation in a communicative atmosphere. These outcomes support Dewey's (1938) theory of "learning by doing" and Vygotsky's (1978) Sociocultural Theory of language development. In ABLT, teachers' roles are also transformed from authoritative figures

to co-learners and facilitators, as teachers create learner-centered, contextually relevant activities aligned with the constructivist principles advocated by Piaget (1952), in which learners construct knowledge actively through interaction.

As Bandura's (1986) theory of social cognitive development supports that social learning can promote learner autonomy, self-efficacy, motivation, engagement and performance, learners of ABLT are better equipped in their learning and they find no difficulty to work together. Additionally, students' social, emotional and cognitive needs are satisfied by ABLT through lower language anxiety and an increased sense of independent learning as in the learners' lived experiences.

The study has found ABLT to be an effective pedagogical strategy which helps learners not only enhance language proficiency, but also acquire communication skill, learner autonomy, creativity and a lifelong learning habit. These results are corresponding to the active learning principle suggested by Bonwell and Eison (1991). By taking part in these learning experiences, learners are learning a language by doing it, rather than through rote memorization, thus bridging the gap between theory and practice.

Theoretical Connection to Insights for Activity-Based Teaching

As a researcher, I seriously tried to explore how activity-based teaching (ABT) is addressed in the first research question related to two theories. ABT includes learners in practical activities, teamwork and collaboration, which enhances deeper learning and cognitive development. Social involvement also develops the development of non-cognitive qualities such as personal competence and motivation. This foundation focuses on the importance of student-centered, socially supported, and practical learning environment in effective teaching.

Socio-cultural Theory

In the sociocultural theory of Vygotsky social interaction, cultural context and mediated learning are vital for the construction of knowledge development. Knowledge construction takes place through learning becomes functional and meaningful and it happens in cooperative learning within ZPD, where students create knowledge and understand it with each other (Vygotsky, 1978). Instead of a traditional teacher-centered class, activity-based teaching transforms the class into student-centered learning environment. The activities involved students actively engaged in meaningful practices like role-play, quizzes, group discussions, pair work and collaborative learning.

It has been proved to be effective with Vygotsky theory; social interaction as well as aided learning with other knowledgeable peers or teachers could construct cognitive development (Lantolf et al., 2014). Activity-based teaching assists the development of practical communication and practical language use in everyday and real-life situations, which is systematic with Vygotsky's theory that social interaction integrated in cultural values is how language and cognition develop (Vygotsky, 1986). Implementation of activity-based teaching involves linguistically and culturally appropriate and effective activities, in line with the socio-cultural perspective that the social environment, student identity, and cultural background are crucial to successful learning (Cummins, 2000). Rogoff (2003) explains that changing teaching approach for a diverse group of students supports the socio-cultural perspective that learning depends on environment and culture. ABT is a crucial example of the socio-cultural method since it focuses on the need for social collaboration, facilitated, cognitive guided learning, and culturally meaningful participation in language development and effective teaching.

According to Vygotsky's ideas, Dewey (1938), the most prominent and well-known proponent of progressive education and experience-based learning, argued that effective and meaningful learning requires experience and involvement. Dewey claimed that meaningful, real - life activities, rather than passive learning are the most effective way for students to produce knowledge. This is in line with the active and student-centered tenets of ABT. The importance of learning through experience and reflective thinking on that experience, which Dewey had underlined, has led ABT to use realistic problems and situations to foster individual development through critical thinking.

Bruner (1997) states that another influential perspective highlight the crucial element of social cooperation and experiential learning. Bruner's concept of assisted facilitation is compatible with Vygotsky's ZPD which promotes how learners actively learn knowledge by experiencing assisted cooperation with culturally structured activities such as the cooperative and eco-conscious design of ABT. Besides that, an integral figure of critical pedagogy, Freire (1970), advocated the importance of dialogue which students and teachers mutually exchange ideas and interact so as to construct knowledge and challenge established views. This is comparable to activity-based teaching that views teachers as facilitators rather than directors; students

actively contribute to construct empowerment and critical social consciousness with the use of a culturally-driven environment.

Cole (1998) further explained socio-cultural theory and broadened its perspectives. He showed that cognitive processes are cultural in their development and those cultural tools like language and symbols are powerful influence on thought and learning.

This concept is supported by ABT's integration of culture and language -based activities, where language is used within meaningful cultural systems, so improving learners' identification and participation. Rogoff (2003) developed the socio-cultural approach which emphasized learning as a participatory process and active involvement blended into social and cultural activities. Her perspective asserts the significance of culture-based, situation-based teaching, which ABT explains by adapting teaching methods to address diverse learner experiences and environments.

Social Cognitive Theory

According to Bandura (1986) learning develops from the reciprocal influence and interdependence of individual, behavioral, and environmental determinants and humans learn through observing others and being motivated by the expectation of self-efficacy and favorable results. Activity-based teaching (ABT) can be described as a transition away from the behaviorist and teacher-centered approach toward an interactive and student-centered one. This fits well with the theory of experiential and practical learning of Dewey (1938), who emphasizes active engagement and "learning by doing." He emphasized on combining students' real-life experience with purposeful activity in the classroom that can promote critical thinking and problem-solving skills. The teachers in the research project adopt similar approach by engaging students in practical communication-based tasks, role-play, debate, quiz, storytelling and group work that develops learners' social and academic competence along with the language learning abilities.

This practical educational transformation is associated to Vygotsky's (1978) socio-cultural theory, which focuses on the significance of social interaction and cultural environments in cognitive development. The participants' frequent mention of collaborative learning activities such as pair work, group discussions, peer interactions that reflect Vygotsky's Zone of Proximal Development (ZPD), in which learners develop more competencies through social scaffolding by teachers and more knowledgeable peers. ABT improves the sense of co-operation which agrees with

Vygotsky's belief in that language constructs knowledge, people learn with others through cooperation and social interaction (Vygotsky, 1986). The incorporation of culturally and linguistically relevant activities into the curriculum reflects the socio-cultural emphasis on contextualized learning (Cummins, 2000; Rogoff, 2003).

The other element that is crucial in defining the effectiveness of ABT is Albert Bandura's Social Cognitive Theory (1986, 1997) in terms of its relation to learner's confidence and motivation. Bandura's self-confidence, meaning the belief in learners' competence to accomplish specific tasks, is demonstrated through participants' statements about how participating actively in learning the language competencies helps to increase learner's confidence and lower language stress and anxiety. Bandura states that learning depends on reciprocal determinism and that interaction and cooperation between personal behaviour, cognition and the environment. This can be seen through the presentation, modeling and the social motivation and reinforcement which are crucial in group work and collaborative learning.

Freire's (1970) critical pedagogy enhance to this conversation, which focuses dialogic education and the collaborative knowledge building between teachers and students, adds value to this communication skills. In contrast to teacher-centered instruction, the participants' perspective of teachers as co-learners, guide and facilitators exactly reflect Freire's theory of transformative education that facilitates students to actively participate and evaluate deeply with the material. By empowering students to share their opinions and reducing teacher-dominated structures, this facilitative role promotes active participation and critical thinking.

Rogers' (1969) explores that education should create an inclusive and supportive classrooms where students feel free and conducive to express themselves without fear and hesitation and learn independently. The skills of ABT to enhance active participation and reduce students' anxiety and stress of making mistakes is continuous with Rogers' learner-centered education principle and the significance of safe leaning environment in promoting meaningful learning experiences.

Bruner's (1997) view is related to scaffolding and exploratory learning; it may be used to confirm both concepts. The activity-based teaching approach by making sure that learners of various skill levels have enough scaffolding corresponds with Bruner's scaffolding in learning through social and cultural environment. The learner-centered character of ABT motivates learners to explore and knowledge building, which supports to Bruner's constructivist approach. Participants' awareness of

continuous professional development and the repetitive process of implementing activity-based teaching reflects Schön's (1983) concept of self-evaluation. Teachers plan and alter their teaching strategy in responding to problems in the classroom and students' demands. That reflected Schön's view of professionals who take actions with creative thinking for reform the learning outcome. Bloom's taxonomy of cognitive process (1956) stimulated the growth of cognition as the subjects observed under the ABT. The order of activities from knowledge and comprehension through synthesis, analysis and evaluation provided full of cognition growth. It supported Bloom's concept on teaching methodology for improving the teaching practice, with the aim of increasing creativity, critical thinking and analytical skills. The students' reflections and personal stories confirmed the contribution of motivation and affect in language learning, which was consistent with Krashen's (1982) theory on the importance of affect in second language acquisition. ABT removes negative affect and promote positive learning culture like an anxiety, fear and stress which are essential in second language acquisition.

Chapter Summary

This chapter focused on answering only the first research question. This question mainly focused on activity-based language teaching in classrooms. This chapter explores teachers' experiences, perceptions, and life stories regarding the use of the activity-based teaching method, feedback culture, and suggestions. I explained five key themes. The five key themes focus on how teachers engage in activity-based language teaching in their practice. These themes focused on teachers' experiences and perspectives, and on how they used the ABLT approach in classrooms. Almost all their experiences, perceptions, and stories were similar. They shared opinions, experiences, and live stories on the effectiveness of ABLT, the challenges faced, and the supportive culture that developed around its use. Their suggestions for promoting ABLT further emphasized a collective understanding of its practical application. This chapter provides clear perspectives and insights from teachers and real-life practices in implementing activity-based language teaching in classrooms.

CHAPTER V

CHALLENGES FACED BY TEACHERS IN ACTIVITY-BASED TEACHING

This chapter focuses on the second research question: "What challenges do they face when implementing Activity- Based Teaching in their classrooms?" It explores the various challenges faced during the implementation of Activity-Based Teaching methods and identifies the certain problems teachers experience in this teaching activities in classrooms. Moreover, this chapter emphasizes the methods and attempts engaged by teachers to overcome these problems and challenges. These knowledge and insights were collected through analysis of the teachers' perceptions, experiences and narratives, clarifying on challenges and problems in implementing activity-based teaching effectively.

Insufficient Teacher Training and Professional Development

Vygotsky's socio-cultural theory relates to this perspective and emphasizes learning is a participative and learner-centered learning process which requires educators to fully facilitate learners' participation and involvement. (Vygotsky, 1978). However, previous research clearly reveals that many teachers have not achieved proper and sufficient training in collaborative and participatory methods, leaving them inadequately prepared to effectively implement activity-based teaching (Darling-Hammond et al., 2017). As a result, without an in-depth and continuous professional development, teachers compel to apply traditional lecture-based teaching method, compromising the important goals of activity-based approach developed on the philosophy of Dewey and Vygotsky.

Subash emphasized the relationship between curriculum development and teacher preparation. He advised that curriculum designers fully integrate activity-based teaching and use alternative ways to support various learning approaches. As a result, professional and skill development should be directly linked to these teaching provisions, allowing teachers to understand and apply activities within the time and resource constraints of their classes. He reported:

The successful implementation of activity-based teaching (ABT) requires timely and effective teacher training. He highlighted that whenever there was a curriculum change, the educators' previously acquired knowledge was no longer sufficient or appropriate. Thus, continuous professional development,

integrated with the updated and new curriculum content and teaching materials, was essential. This included guiding teachers to recognize the new methods, providing professional development opportunities through schools or related educational institutions, and ensuring that teachers were well prepared to implement an activity-based learning approach.

He asserted that inadequate, insufficient, and a lack of teacher training was a major challenge to successfully implementing activity-based teaching. Regular curriculum-integrated training that addressed pedagogical transformation, technology use, and learner diversity was critical for empowering teachers to be successful facilitators in activity-based classrooms. He argued:

Activity-based teaching needed a transformation in the teacher's role from a traditional teacher to a facilitator and co-learner who inspired and supported students throughout their learning activities. This required teachers to have conceptual clarity about the process and an awareness of how to effectively engage learners.

I asked another relevant question, he replied, *"It could only be achieved at such level of understanding and changes of perspectives with professional development program with highest quality."*

In activity-based teaching (ABT), flexibility in instruction and continuous training are needed to implement it well. As Karan mentioned, *"Professional development training and adequate resources and teaching materials as well as administrative support are essential to implement activity-based teaching in classrooms."* Teachers have to be able to handle and teach in different classrooms to cater to students' diverse needs and promote positive learning outcomes for all. Karan further mentioned, *"Appropriate training to deal with different, inclusive and participatory classrooms is necessary in order to bring about inclusion and learning outcomes."* The professional development provided to the teachers should equip them with knowledge of modern teaching methods and resources to enable them to teach successfully. He replied, *"Professional development should build knowledge of modern pedagogies and the use of technology."* To equip teachers with modern teaching practices, they should also be trained to go beyond traditional teaching techniques. It is crucial to provide teachers with the competence and self-confidence they need to implement progressive, innovative, student-centered teaching methods. An important aspect of educational improvement in this situation is providing

sufficient training, adequate resources and materials in addressing diversity by using technology. He argued:

Adequate training in managing diverse and inclusive classrooms is required to promote inclusivity and meaningful learning outcomes; yet, there is a lack of preparedness and confidence in using activity-based and student-centered teaching techniques. Therefore, professional development should support teachers in innovative pedagogies and technological tools, and training should include effective use of digital tools in spite of limited infrastructure. Moreover, teacher training programs should be decentralized and aligned with regionally localized curricula to address cultural and socio-geographic diversities, as lack of teacher training reduces educational quality and learning outcomes throughout the country. Therefore continuous development of professionals with locally relevant professional enhancement for effective use of activity-based teaching.

Bikash emphasized that teacher's training is important for the effectiveness of activity based learning. He said, *"The success of activity-based learning very much depends upon the skill of the teacher to implement activities positively and commit in an actual manner"*. When asked about pedagogical and curricular resources, he said, *"Curriculum revision should give weight to practical, relevant, context-based, and level-appropriate content, not merely theoretical material."* Teacher training should comprise both skills to facilitate activities and the most crucial one: positive behavior and classroom management, which lead to students' real participation and involvement. He mentioned:

The lack of adequate, regular teacher training and professional development is a significant issue and obstacle to activity-based teaching. Thus, comprehensive professional development programs are needed to equip teachers to create and organize activities, recognize learners' differences, use technology, foster positive attitudes towards students, and strengthen teacher confidence through systematic training.

Mahesh emphasized the importance of teacher training to promote the effective use of ABT approaches. He pointed out, *"Lack of appropriate and continuous in-service training and professional development for effective use of these approaches is the greatest challenge in sustaining the activity-based teaching throughout the academic year"*. Teaching requires child centered and new methods.

However, it can be difficult to change deeply rooted systems. He added, *"Many teachers, including myself, are ready to apply activity-based teaching approach, but old, outdated and traditional mindsets and lack of institutional support obstruct continuous application of activity - based teaching approach."* When asked him about the challenges and problems related to curriculum and resources, he replied, *"The majority of teachers do not receive sufficient orientation on integrating activities that are related to new and updated curricula, and budgetary limitation rarely provide curriculum-related training."* He focused on the significance of inclusive and culturally responsive curricula and course of contents by remarking, *"Geographically and decentralized related and suitable teacher training is necessary for addressing the various socio-cultural environments of students and ensuring that ABT approach are properly updated and revised in various geographical area."*

Sandesh mentioned that professional development and lack of teacher training are major challenges to successful and effective teaching practices in Nepal. He asserted, *"Although government policies supporting activity-based teaching method, there is a lack of teachers' knowledge and experiences on how to implement it effectively, which prevents their progress applying activity-based teaching approaches."* Almost teacher-training programs emphasize and prioritized theoretical knowledge rather actual, hands-on learning. Therefore, many teachers consider themselves unprepared to address practical classroom challenges. He argued, *"Simply theoretical or surface-level training does not help teachers develop their confidence, problem-solving skills, or innovation in implementing progressive and innovative pedagogies."* When I asked a question him about the challenges related to continuous professional development, he answered, *"Teachers endeavor to transform from teacher-centered teaching approach in the absence of incessant, practical, and proactive professional development programs, In spite of their inborn capacity to innovate."*

He claimed that continuous, decentralized, and culturally relevant professional development programs are essential for addressing Nepal's geographical, racial, linguistic and socioeconomic diversity. He proclaimed, *"Teacher training and allocation of resources should be contextualized to the local context to effectively facilitate curriculum development."* Modern teaching techniques that are involved in student participation and experience are studied in educational change. Many teachers are unable to adjust because of insufficient professional training. Traditional training

programs often prioritize theoretical knowledge rather than practical skills. Without support from institutions support and active participation of stakeholders, initiatives to improve teaching quality are divided and unsustainable. He remarked:

Inclusive and holistic-sensitive teacher training is required to provide teachers with the skills and professional mindset necessary to use student-centered methods such as activity-based teaching. Moreover, collaboration among local governments, school administrations, management committee and civil society is essential developing an environment conducive to continued teacher development and innovative teaching methods. However, insufficient and irregular professional development strongly obstructs confidence and preparation to implement innovative teaching methods and effectively manage diverse classes. In addition, curriculum redesign without balanced and maintained teacher training is insufficient to reform overall academic and teaching quality. Therefore, effective teacher training should consider these broader aspects in order to ensure long-term improvements in educational methods and outcomes.

Regarding the sociopolitical environment, he considered, "Political unrest, cultural disturbances, and socioeconomic challenges, such as rapid migration, huge gaps in child birthrate, lack of teacher training and regular professional support, cannot implement activity-based teaching."

Rekha further mentioned the divide between the teaching practices and needs of students and emphasized the importance of continuous teacher education. She said, "Teachers should ensure continuous upgrade and update of skills through professional training and teacher development programs for effective building of pedagogies which caters to the need of mental and emotional preparation and varied learning needs of students."

She mentioned regarding the challenges faced by teachers when shifting from traditional to modern and innovative teaching methods. She shared, "Teachers and students are frequently struggling to balance between traditional habits with new teaching methods, and continuous motivation is essential for implementing of activity-based teaching approach, support, and training. Effective teaching methods require more than just basic training. Teachers need continuous support to manage and progress professionally. She asserted, "The significance of long-term professional

development, as well as changeable curriculum and availability of educational resources, in achieving optimal potential of activity-based teaching."

When I asked a question to Mukesh about the challenges and problems faced by teachers in professional development associated to activity-based teaching approach, he mentioned:

There is a crucial lack of professional training and resources developed to address the diverse student needs and challenges we face. Many training programs rely on traditional lecture methods, which do not adequately prepare teachers to handle students with limited language foundations.

He expressed many teachers lack of access to training that addresses their students' unique cultural and language demands. Because of this gap, they are poorly equipped to employ activity-based teaching methods. Lack of effective supervision makes it difficult for teachers to address individual differences in background and learning. He pointed out, *"Professional development programs should be revamped and redesigned to provide practical, culture-based skills for students of diverse levels and backgrounds."* In my view, sociopolitical instability, cultural and socio-economic problems, and inadequate professional support strongly impede the effective implementation of an activity-based learning approach. Also, I believe the discrepancy between the learning needs of students and current teaching practices is evidence for the dire requirement of continual, practical, and contextual teacher training, which, due to the lack of adequate professional development and lack of sound training approaches, further compromises the ability of teachers to handle diversity in classrooms, thus requiring continuous support, renovated training programs, and updated curricula. Insufficient teacher training and professional development are widely accepted as crucial challenges to the effective implementation of activity-based teaching and other learner-centered approaches.

The study shows that insufficient practical and continuous teacher training obstructs the successful implementation of activity-based teaching. Participants highlighted the requirement for continuous, practical, and local-context professional development training to support learner-centered approach. This result relates Vygotsky's (1978) sociocultural theory, which emphasizes the significance of teacher support and scaffolding in developing both teacher and learner competence, and Bandura's (1986) social cognitive theory, which asserts self-efficacy as essential for assured teaching practice. These findings reveal that without continuous professional

teaching training, teachers face challenges to transform from traditional teaching to effective learner-centered teaching.

Research has indicated that professional development would most likely impact curriculum development and the integration of current pedagogical approaches in order to engage student participation via student centered learning activities (Ikbal, 2023). In transitioning from traditional teacher to facilitator of learning, comprehensive professional development would be needed on experiential learning, classroom management, and the concept of what teaching entails. Teacher training programs should instead of focusing on a one-off, theoretical-based course, provide ongoing, context-relevant, and experiential learning, such as mentoring, observation, and inquiry-based professional development for teachers (Desimone et al., 2011). Student-centered teaching methods help develop confident teachers who are flexible in managing the variety of students and the technology used in the classroom, regardless of resource scarcity. Furthermore, professional development should respond to cultural and socio-geographical diversity to bring about deeper learning since decentralized and context-based training best meet students' and teachers' varied needs (Ladson-Billings, 1995; Vygotsky, 1978).

Research also asserts the importance of transformation teachers' perspectives in addition to enhancing their skills. This transformation requires developing reflective teaching and social awareness, with teachers' perception themselves as facilitators and guides inspiring students rather than only knowledge imparter (Freire, 1970; Schön, 1983). Continuous support and professional learning communities develop long-term educational innovative educational practice while also reducing resistance to establish traditional practices (Fullan, 2007). Activity-based teaching can develop only when supported by policy makers and educational governance systems. Continuous professional development that is systematically programmed, associated with the curriculum development, and enhanced with resources relevant and practical resources is one of the key factors in developing the quality of education and student-centered learning as well as increasing student participation in the innovative and inclusive learning environment (Ikbal, 2023). Without broad and continuous professional development programs, Teachers are always facing a teaching and learning process and fail to achieve the aims of the instructional reformation in classrooms that emphasize an active, modern, student-centered and inclusive teaching approach

Researcher's Reflection

From the participants' lived stories and experiences that I found that inadequate and irregular teachers' training are fundamental challenges of implementing activity-based teaching. Vygotsky's (1978) Sociocultural Theory where it asserts effective learning and teacher education occurs through continual assisted learning experiences and scaffolding support supports the research, of which the participants stated vehemently that teachers require well-trained, inclusive, ICT-driven and curriculum-based teacher education to encourage teachers transform from teacher-centered to students-centered facilitating role which corresponds to Dewey's (1938) learning by doing.

Furthermore, my observation that teachers' inadequate continuous teacher training for effectively and timely addressing issues within the classroom was supported with Bandura's (1986) self-efficacy whereby confidence in the success of one's ability is affected by their continuous teacher training and successful experiences achieved through learning activities. Therefore, I analyze that based on the findings of the current study that context-based teachers' professional development which promotes teachers learning, together with the demand for Curriculum reform lead to enhancement of the teachers' educational qualities.

Insufficient Teaching Materials and Infrastructures

Implementation of activity-based teaching method is very hard in poor infrastructure and lacking of teaching materials. Nugroho and Wibowo (2020) stated that to improve the participation and learning of students require a well-equipped infrastructure of the schools. Insufficient infrastructures and lack of teaching materials directly hamper both student engagement and the impact of effective and innovative teaching approach.

Subash draws attention to the challenges related to insufficient teaching materials and lack of infrastructure, which have an impact on effective teaching and learning process, especially for activity-based teaching methods. He accepted, "*While our school has some modern equipment, such as projectors, laptops, computers, multimedia, smart boards, library, science lab, and an ICT lab, they are insufficient to meet the needs of all students.*" He reported that due to limited ready-made teaching materials, teachers continuously design and develop additional materials, such as flowcharts and word cards. Relating to technology, he explained, "*Limited and irregular internet connection, particularly the lack of 5G, which obstructs our access*

to essential online teaching materials." When asked a question about the problems of classroom management, he remarked:

It is quite impossible to implement activity-based teaching methods effectively without sufficient space, materials, and technological support. In addition, the lack of physical and technological resources, combined with crowded classrooms, directly hinders the full implementation of communicative and activity-oriented teaching. To fully realize the potential of activity-based teaching, schools need to improve their infrastructure, expand internet connectivity, and provide appropriate materials.

Karan reported that the lack of infrastructure and teaching materials is an important issue for implementing teaching and learning processes in general and for activity-based teaching and student-centered learning methods in specific. He quoted:

Traditional system of education seeks to realize the goals of desired learning outcome by making use of varied teaching methods responsive to the learner's strength, need, ability, and prior knowledge; however these are best achieved through suitable teaching materials and classroom infrastructure, which are, generally inadequate.

He described physical environment and class management, *"Poor teaching material and inadequate infrastructure are major impediment to an active teaching pedagogy for a student-centered learning environment like activity-based teaching."*

Bikash highlighted the importance of shortages of teaching materials and constraints on facilities for an effective activity-based teaching and learning process. He stated that, though activity-based teaching encourages children to take an active part in practical activities, the dearth of appropriate teaching materials often impedes their participation. He reported, *"Lack of basic materials and proper spacious rooms obstructs to implement meaningful and effective activity-based teaching approach as well as reducing the effectiveness of activity-based teaching methods."* When I asked a question to him about the impacts of scarcity of materials and poor infrastructure on teaching and learning processes, he add, *"Without sufficient teaching materials and supportive materials like as audiovisual materials or proper classroom space, therefore, teachers find it challenging to manage interactive and collaborative sessions that directly engage learners."* He also mentioned, *"Teachers are facing challenges in implementing various teaching methods due to limited resources and lack of support."*

Mahesh pointed out many drawbacks of the shortage of teaching materials and the lack of infrastructure for activity-based teaching. He remarked:

Activity-based teaching promotes students' participation and the practical usage of language. Nevertheless, for activity-based teaching to be successful, it requires additional materials other than the textbook, which can also be in the form of reference books, grammar guides, and the like, and online and offline sources, and such material is not always available.

He also stated that teaching resources are scarce in most classrooms, and since very little material is available, teachers sometimes feel compelled to rely mainly on textbooks. He claimed, *"This scarcity causes teachers to rely primarily on textbooks that do not fully support communicative ability. As a result, children can read and write but struggle with real-life communication."* When asked about teachers' views on teaching materials and infrastructure, he argued, *"The lack of well- equipped language halls limits role plays, group work, and project-based learning, all of which are necessary for activity-based education."* About technology, he explained, *"Although some schools have smart boards, laptops, computers, projectors and ICT labs, they are regularly neglected due to lack of teacher training and motivation."*

Sandesh clearly highlighted the problem of insufficient instructional materials and poor infrastructure, which have a massive impact on the implementation of activity-based teaching methods. He responded, *"In Nepal, main challenges to effective activity-based learning include insufficient instructional materials, poor infrastructure, limited resources, and a lack of contextualized curricula."* When I questioned him, how infrastructure and technology can affect the delivery of activity-based teaching, Sandesh explained:

There is a current need for enhanced educational environments, eco-friendly, student-friendly classrooms that encourage concentration and patience. Technological aids such as projectors exist but are underutilized, and financial constraints prevent the purchase of materials and opportunities for extracurricular and project-based learning that promote activity-based instruction.

When I inquired Rekha as to whether the schools have sufficient teaching-learning resources and physical infrastructures in order to enhance the teaching-learning efficiency, effectiveness, relevance and quality at the schools. She responded, *"Schools often lack enough resources, including technology, audiovisual aids, and*

areas for group projects and presentations." When I asked a question her about the significance role of infrastructure and teaching materials in supporting activity-based teaching methods, Rekha clarified, *"Although some schools use modern technologies like as smart boards, computers, laptops and projectors, they are not properly used due to a lack of training, skills and awareness among teachers and school administrators."* I asked her how the limited and irregular availability of teaching materials influences teachers' willingness to experiment with novel teaching methods. She argued, *"Teachers are discouraged from trying out new teaching strategies because of the limited and inconsistent availability of these resources."* She also believed, *"With the good guidance and resources, teachers can transform from authoritative figures to facilitators and co-learners that encourage students to participate actively, promoting confidence, leadership, and teamwork."*

Mukesh described activity-based teaching as a very effective student-centric methodology that enables students to participate actively and results in better learning, especially for English. When I asked a question him about the provision of teaching materials and technological support, he stated, *"There are lack of technological tools and materials such as smart boards, computers, sound systems, and projectors that may significantly improve activity-based teaching."* He mentioned that many schools have scarcity of modern technological resources. Furthermore, even when such technologies are available, they are frequently unutilized because a lack of teacher training, technical skills and awareness. He also claimed, *"If these technologies were more widely available and used effectively, they could enable different and engaging classroom activities from a single device."* In my view, limited and irregular availability of resources, such as teaching materials and technologies, inhibits teachers from adopting innovative, student-centered pedagogical approaches, such as activity-based teaching. In addition, I feel that the lack of training and awareness makes the effective utilization of available technologies minimal. However, by providing teachers with the resources, instructions, and support, they can possibly move from being traditional teachers to facilitators, encouraging participation, collaboration, and interaction in learning.

Numerous classrooms have lack of essential teaching materials and the sufficient space for practical activities that makes it challenging for teachers to engage students effectively. The lack of resources forces teachers to apply traditional and lecture-based teaching methods, which reduces the effectiveness and relevancy of

activity-based teaching approaches. Excessive pressure due to the heavy syllabus and inadequacy of teaching resources and materials hinder teachers from using activity-based approaches in teaching (Blumberg, 2023).

Participants frequently explained that poor teaching and learning resources, availability of low technology and infrastructural factors stand on the way of the full adoption of active-based teaching approach in the classroom. I found that these challenges hinder opportunities for interaction, collaboration, and experiential learning experiences. This study supports Vygotsky's (1978) Sociocultural Theory, which focuses on the significance of collaborative and learner-centered learning environments and teaching materials, and with Dewey's (1938) theory of learning by doing, which requires hands-on, experiential and resourceful learning environments. Therefore, I understand that sufficient, context-based infrastructure and instructional materials are essential for enhancing active, learner-centered, and communicative language teaching practices.

Fully depends on textbooks and textbook-based teaching methods, which do not encourage and develop communicative competence, leading to learners who can read and write but are weak in communicative competency. Moreover, while technology such as smart boards and ICT labs are available, insufficient teacher training, knowledge, and skills impede their effective implementation. More extensive and productive implementation of such technologies could facilitate a range of effective classroom activities from a single device (Singal et al., 2018). The lack of budget allocated to extracurricular and activity-based project activities is the cause of increased systemic issues, such as the non-availability of teaching aids, sub-standard infrastructure, and a lack of school facilities. Successful implementation activity-based learning requires these essential elements. This implies that the policy and financial priority must continue to develop resources improvement which enhances the effectiveness of student-centered approaches (Sánchez-García & Reyes-de-Czar, 2025).

Finance constraints cause many system obstacles, for example poor infrastructures and lack of materials in school, and reduce the possibility to participate in project based, practical experiences and extracurricular activities. The successful practice of activity-based teaching requires various essential components. To ensure the successful application of student-centered methods, financial incentives and educational policy that promotes resource mobilization and infrastructure

development. Insufficient and limited access of resources prevents teachers from exploring innovative teaching methods. Transforming teachers from authoritarian and dictatorial figures to facilitators and co-learners who inspire active student participation is highly dependent on the availability resources and professional development opportunities. Continuous professional development and effective resource management are essential for fully utilizing the use of modern educational technologies and producing meaningful and transformative learning experiences (Subramani & Iyappan, 2018).

Researcher's Reflection

From participants' perceptions and narratives, there is that lack of teaching materials, equipment and technology profoundly impede implementation of activity based teaching approaches and student-centered learning approaches. I believe that this study supports Vygotsky's (1978) sociocultural theory. I noticed that without the adequate support and facilitated scaffolding teachers are limited in promoting active interactive classroom environments. I observed that these findings support Dewey's (1938) theory of Experiential Learning. Activity-based teaching refers to the most powerful form of learning through reflection on analysis of teachers' experiences, and active use of teaching materials.

The study shows that the scarcity of resources compels the teachers to use traditional teacher –centered method. I also identified that as emphasized in Bandura's (1986) theory of Social Cognitive theory, technological devices' effectiveness depends on adequate training and the self-efficacy is affected when proper guidance and training are not available for teachers. Therefore, I conclude that to achieve the higher quality of education, not only sufficient teaching resources, but also relevant materials for context-based teaching and appropriate integration of ICT, and professional development in order to equip them to successfully implement student -centered and active-based teaching for better learning.

Unsuitable Class Sizes and Diverse Students' Needs

According to research, small class sizes are especially beneficial for learners with special educational requirements and those who are from underprivileged and disadvantaged family backgrounds. In the case of small size classrooms teachers are able to guide their students individually with extra care, which encourages students' academic performance, socio-emotional development, and quality of life (Achilles, 2012).

Subash analyzed thoughtfully on the challenges adapted by unfitted class sizes and the diverse needs of students in his classroom. He stated, *"In classrooms of 60 to 70 students, it is difficult to ensure that all students actively participate and benefit equally from activities, especially when their language skills differ greatly."* He explained that handling classes with large numbers of students requires careful attention to their diverse learning needs. However, as the number of students is increasing, teachers find it more challenging to provide individual attention and care. He argued, *"Large class sizes make it more challenging to address need-based support to students with diverse requirements, which can lead to a lack of participation and low-performing students."* I asked him a series of cross-questions about how he manages the diverse needs of students in large classes. He responded, *"I prioritize student-centered teaching by identifying students' ability, interest and assigning task-based according to learners' abilities, sometimes applying their mother tongue to make easier for understanding."* He also pointed out those insufficient infrastructural facilities as major challenges to implement activity-based teaching approach. He explained, *"The traditional seating managements discourage co-operative and collaborative learning, which is essential for activity-based teaching approach."*

Karan argued that large class sizes and diverse student needs reveal the significant challenges teachers face in providing effective, student-centered education within the current system. He also asserted, *"Large class sizes and the diversity in students' abilities and skills, backgrounds, and learning styles are the main challenges for implementing these methods effectively."* I asked him how huge class sizes affected his teaching methods. He opined, *"Large classes obstruct individual attention and decrease the effectiveness of activity-based tasks, making it difficult to identify individual skills and abilities."* I questioned him about the role of teachers in managing diverse classrooms. He claimed:

Teachers must be dynamic, dedicated, and willing to transform; without a change in their mindset and teaching method, students cannot be expected to reform. Education should focus on the students, with teachers' role as facilitators, co-learners and guides rather than just a source of knowledge, authoritarian and dictatorial figures.

He also added, *"Many students represent diverse social, cultural and economic backgrounds, insufficient classrooms and traditional teaching methods are ineffective and unable to address their distinct needs."*

Bikash also expressed the idea that classroom management is vital for effective teaching-learning, and it comprises special significance for a diverse classroom. The challenge of managing and evaluating so many students of different ability levels could affect the classroom environment and also the quality of teaching. I questioned Bikash on how to deal with unfitted classroom. He explained, *"In large classrooms, managing group activities can become noisy and chaotic, making it impossible to maintain order and ensure meaningful participant and unable to deliver quality and activity-based teaching."* He also noted that activity-based teaching is challenging to implement due to inappropriate class sizes and diverse student expectations. He reported, *"Not all students participate equally; some are silent, shy, reserved, introverted and reluctant impacts in active participation of students in classroom activities."*

Mahesh explained that large classes, heavy load of curriculum and tight schedules make it difficult to implement activity-based teaching approaches and address diverse students' requirements. He noted, *"Large classes and limited teaching time show several challenges for providing individualized attention and maintaining active participation."* He expressed that large class sizes and diverse students require a massive challenge to the implementation of activity-based teaching.

Sandesh emphasized the challenge arising from the large class sizes and the diverse learner requirement in his classroom. He mentioned, *"The implementation of effective activity-based teaching approach is hampered by large class sizes, overcrowded and insufficient teaching time, which restrict opportunities for individual attention."* He also noted, *"Community school students come from diverse backgrounds and have different levels of capabilities and competencies, particularly in the English language, which requires revised teaching methods."* Sandesh focused on the diversity of student skills and overcrowded classrooms make it challenges the effective implementation of activity-based teaching methods. These problems are created by insufficient infrastructures and deeply rooted teaching practices.

I asked a question Rekha about the challenges of implementing activity-based teaching in overcrowded and diverse classrooms. She replied, *"A lack of sufficient infrastructures and different sizes of classrooms and environments conducive to*

experimentation with new methods is a major challenge." When classrooms are overcrowded and congested, teachers face challenges to manage effective group activities and collaborative learning as well as addressing each learner's requirements. She stated, *"Without suitable and need based classroom sizes that enhance manageable groupings and transitions between activities, teachers find it challenging to address these variations effectively."*

Mukesh reflected on Teachers face significant challenges in implementing activity-based teaching in classrooms that is not suitably sized and where student needs are highly diverse. In such an environment, managing large groups makes it difficult to give individual attention, facilitate meaningful participation, and organize effective group activities. He commented, *"There is a wide range of student abilities and large class sizes that demand creativity on the part of teachers, but successful application of activity-based teaching is often prevented by lack of resources, lack of time, and insufficient space"*. In my view, teachers' over-dependence on instructional materials and textbooks hinder adaptability and their ability to adjust class according to students and environment. In my perspective, a close linkage to local, cultural, agrarian, and day-to-day activities can help to ensure an enriched and meaningful learning experience for all children. Nevertheless, an outdated curriculum, insufficient resources, and poor facilities further add to teacher stress, thereby impeding the proper delivery of instruction. Therefore, I am deeply convinced that curriculum reform is continuous, and activity-based teaching must be purposefully incorporated into the curriculum, so that the teaching load is reduced and teaching and learning become more collaborative, inclusive, and student-centered.

The study reveals that large class sizes and diverse learner creates barrier the effective application of activity-based teaching, as they reduce the opportunities for individual attention, active participation, and effective classroom management. Many of the participants commented that having large classroom sizes, inadequate infrastructure, resources, and materials limited interactions, and cooperative learning in classrooms. Subash and Karan claimed that larger class sizes reduce the possibilities of learners active participation, student need-based support, while Bikash and Sandesh claimed that noisy classrooms, irregular classroom participation, and insufficient time in classes prevents them to use of ABT effectively and need based supported in classrooms. This clearly indicates disconnect between the learning objectives and the context of classrooms.

This study reinforces the work of Dewey (1938) on 'learning by doing' in which learning arises through active participation in suitable environments, and Vygotsky's theory on social and cultural influences in the child development process where teacher's guidance and scaffolds play a crucial role. The finding also revealed that in absence of infrastructure facilities, suitable size classes and need based support and resources, activity-based teaching becomes difficult to use in practical and real-life situations.

There are significant and established barriers to teachers adopting the proposal to implement activity-based teaching in large, diverse classrooms. The major challenges include handling overcrowded classes with diverse language proficiency levels, addressing individual learner needs, and facing insufficient infrastructure for teaching young learners (Copland et al., 2014). Overcrowded classrooms make it difficult to give individual support and caring, which affects weaker students negatively. In heterogeneous classrooms a variable and student-centered pedagogy needs to be implemented when teaching students from various economic statuses, linguistic and cultural background. Teachers should transform their role from authoritative figures to facilitators and co-learners for inclusive and collaborative classroom environments. This reform is inevitable because otherwise the traditional method fails to work, especially with vast differences in the levels of language proficiency (Thanh, 2010).

The physical environment is also important. Traditional seating arrangements impede collaborative and interactive activities that are essential for success of activity-based teaching. Technical support and classroom space further hinder the capacity for teacher innovation and proactive student involvement. With limited time given the highly exam-oriented syllabus, experiential and cooperative learning are not afforded enough attention, yet activity-based teaching requires a flexible curriculum schedule. Teachers need to be motivated, to be provided with stimuli for adopting various teaching strategies that address the learning of all. Effective classroom management practices are important for assisting activity-based teaching by ensuring active participation for experiential and collaborative learning, which can become chaotic and difficult in overcrowded classrooms.

Teachers are encouraged to collaborate and exchange knowledge, experience, skills and ideas as well as best practice, tools and methods among themselves for managing these challenges (Franklin & Harrington, 2019). The usefulness and impact

of implementing activity-based teaching approaches into the established curriculum are made more effective through flexible frameworks and continuous professional development and teacher training. International Development Research Centre (IDRC, 2024) mentioned training, technology and facility requires substantial budget and investment in needy places. The author went on to observe that teacher training and flexibility of structures contribute to the integration of activity-based methods into the curriculum. Consequently, it should be recognized that training, facilities, and technology are necessary resources.

Researcher's Reflection

The participants' perceptions show that using student-centered learning approach can be adversely affected by large class sizes and a diverse learner group. A high student-to-teacher ratio (60-70) does not provide enough room for individualized interaction and ensures it does not occur (Vygotsky, 1978). Guided participation and scaffolding are essential parts of Sociocultural Theory. However, in overcrowded classrooms, it is complicated to implement. Teachers cannot provide enough time for individual care to all students at once. Dewey (1938) emphasizes the constructivist approach to experiential learning the importance of active learning and students' direct participation, which may not occur in densely populated, traditional classrooms.

I observed that how teacher's stories were mirroring that student's social construction of knowing in conjunction to sociocultural construction of knowing by Vygotsky (1978). That teacher and peers play an important role and the concept of scaffolding and building on that existing knowledge. It appeared to me too big class to effectively be able to either individually help or have a structure where peers had a chance to learn collaboratively with their peer group. This study relates Dewey's (1938) theory 'learning by doing' that suggests we learn as much through involvement and interaction. I also learned that teacher-centered methods do not address the diverse learners' needs.

The study also reflects the importance of constructing knowledge through our own lived experiences as explained by Piaget's constructivist theory (1952) thus teacher become not only the provider of knowledge, but the facilitator to construct learning opportunities (Bandura, 1986). I found that, if teacher are to overcome the constraints of large and diverse classrooms, that both classroom instructional, organizational and situational factors such as smaller class sizes and improved classroom management and supportive educational policies.

Rigid Curriculum and Evaluation System

Rigid curriculum prevents teachers from being creative. It emphasizes rote learning, memorization, vocabulary retention and standardized testing. It also reduces the creativity, innovative ideas and creativity of students. Standardized tests raise stress for them. Reduced learning opportunities on a daily basis, student interest, and motivation; decreased quality of education, hampered overall student growth due to rigid curriculum and evaluation systems (Nevenglosky, 2018).

Subash expressed his ideas on the negative impacts of the rigid curriculum and evaluation system. He explained, *"The already existing curricular design and its overwhelming reliance on textbooks limit my abilities to experiment innovative teaching approaches and change activities based on student-centric requirements"*. He criticized the current education system as being overly dependent on rigorous exam and fixed evaluation frameworks which often place greater emphasis on the achievement of results in examination than on enhancing learners' critical thinking and knowledge-based application. In this context, he expressed, *"In my opinion, the rigid evaluation and assessment system focuses on theoretical knowledge and rote memorization, which impedes and discourages students' involvement in class activities."* I asked him a question how these systems influence on student motivation, and he stated, *"Students often feel compelled to memorize content rather than understand which decreases their confidence and ability to use the language effectively."*

Karan pointed out the problems with the rigid curriculum and evaluation system, highlighting the challenges teachers' face when teaching students. He noted, *"While the curriculum establishes clear learning objectives, its strict, centralized structure frequently ignores students' diverse needs, interests, history and backgrounds"*. As Karan wisely pointed out, education needs to become diversified instead of uniform and inclusive to provide effective learning to students. The teacher claimed that education is becoming unreal and a one-way activity due to the fact that one same curriculum is used across diverse geographies and cultures. He said:

Emphasis on theoretical knowledge and written exams has discouraged learners into an inactive mode of learning. Curriculum should be designed with cultural and geographical diversity of Nepal. The curricula should be decentralized and inclusive.

In addition, effective student-centered learning is not possible without updated and flexible curriculum and evaluation systems, collaborative with local communities, and ensures enough resources. Curriculum should represent the diverse of Nepali social and cultural environments, as nationally designed, textbook-focused curriculum almost fail to reflect and address regional diversity in language, culture, identity and student requirements. He suggested that community-centered, decentralized curricula would be more effective and relevant in providing meaningful learning experiences because students learn not only in classrooms but also in their communities and cultures across their lives.

While I have been discussing issues related to the current education curriculum and assessment system, I asked Bikash his views on how important is the curriculum for student engagement and success. When I asked Bikash about the role of the curriculum and how it impacts student, he said, *"It is too theoretical, lacking practical and culturally relevant content that decreases inclusion and student motivation"*. He also advised, *"Curricula are tough and difficult therefore, it must be including audiovisual and ICT resources relevant to students' cultures, rituals, languages and environments."* Bikash raised issues about the evaluation method in addition to his critique of the program. According to him, assessment is an important aspect to change the teaching strategies and students' learning. About evaluation practice, he mentioned, *"The current system prioritizes theoretical knowledge rather than experiential skills, discouraging communicative and task-based approaches."* Bikash further explained that effective learning involves more than just curriculum and grading. He was of the view that effective learning involves collaboration of varied elements. He said, *"Effective activity-based teaching is enabled by vibrant and dynamic teachers, relevant and adequate material and resources, culturally and locally practical curricula, and meritocratic grading considering student abilities and diversity."*

Mahesh expressed his views on the difficult conditions posed by a rigid curriculum and evaluation. He expressed, *"Although, I am for activity-based learning from the beginning, the pressure of completing a vast and prescribed curriculum makes me turn to old teaching style of a more teacher-oriented method and does not let me develop the entire potential of activity-based learning"*. Mahesh agreed that curriculum and evaluation system does impact both the teachers and the learners. He

reported, *"Tight fixed timetable and burden of teaching many subjects prevents me from making any changes in classroom activities to facilitate learners with diversified backgrounds, focusing on theory of language over practical use."* Mahesh brought up various serious problems with current system of evaluation. He expressed, *"The lack of clarity in assessment of theory as opposed to the acquisition of practical abilities is not desirable"*. He argued that the disparity and imbalance result in a teaching method that prioritizes rote memorization rather than practical communicative skills. Mahesh blamed, *"The existing grading system, stating that it heavily promotes theory-based exams, with just around 25% given to practical skills such as listening and speaking, even which is not implemented seriously."* Mahesh vehemently criticized the superficial implementation of practical evaluation system within the grading system. He stated, *"Oral examinations can become only formality, failing to rigorously assess ability. I've actually experienced students passing practical exams but not the written exams, so assessments become worthless."* Therefore, he argued, *"a balanced, task-based evaluation system would better reflect genuine language ability and encourage skill development rather than rote learning."*

Sundesh expressed his concerns on the rigorous curriculum and evaluation system existing in Nepal about the context of education, particularly activity-based teaching. As for the evaluation system and curriculum, I asked him the relation between teaching and evaluation system. He replied, *"Incongruously the educational system promotes activity-based learning, while assessment takes the form of short, theory centered examination that cannot rightly evaluate the practical performance."* Mahesh stated that there is a gap between child centered based teaching proposed and the examination dominated learning. He commented, *"The irony results in students reverting to rote memorization under the stress of examination thus perpetuating traditional approach and compromising on opportunities of communicative and critical skill development."* On evaluating the content in the curriculum, I questioned about the relevance in relation to the student context. Mahesh replied:

The static nature of curriculum, conventional methodology of classroom transactions very often compromises on needs of the slow or medium learners while activity-based approach can cater to the needs of the slow/medium learner very effectively by exciting interest and initiating participation.

Existing curriculum and evaluation system give importance on traditional literacy skills. Due to this system imbalance in language teaching had created and this

system restricts the holistic communicative skill development. Speaking about curriculum and evaluation system Rekha pointed out, *"New curricula emphasis much on reading and writing skills on listening and speaking skills that have caused imbalances in learning process and outcome."* She advocated that, *"curriculum that develops comprehensive language skills, adequate teacher-training in activities and role-plays on how to improve learning outcomes."* Many learning systems predominantly adopt the use of pre-programmed resources, in order to promote a uniform quality across the entire system. But this approach may make the teacher unable to adjust lesson plans with regard to the needs of their students and their contexts. Rekha opined that, *"Over dependence on textbooks not broad curriculum hinders teacher's innovation and flexibility."* She further added, *"Necessity of local and relevant activities which explore local culture, agricultural practices and way of life that would encourage deeper learning."*

Many teachers have encountered problems because of the outdated and impertinent curriculum and methods and less facilities. They face many problems and additional burden to teachers to find suitable teaching methods and resources effectively to teach the students. Despite so many problems, Mukesh believed there should be a reform in policy and system. He expressed:

If activity-based teaching was a part of curriculum reform from time to time, teachers need not have to find teaching methods and teaching aids on their own. Activity-based student-centered teaching should ease the burden and lighten the load on teachers and they would find it easy to carry out learning with collaborative interaction and effective teaching.

In my opinion, teachers' over-dependence on programmed materials/ textbooks inhibits flexibility and their ability to adjust lessons according to students and locale. In my view, a close linkage to local, cultural, agrarian and day-to-day activities can help to ensure an enriched and meaning learning experience for all children. Nevertheless, an old curriculum, insufficient resources and poor facilities further add to teacher stress, thus impeding proper delivery of instruction. Therefore, I am deeply convinced that curriculum reform is continuous, and activity-based teaching must be purposefully incorporated into the curriculum; so that the teaching load is reduced and teaching and learning becomes more collaborative, inclusive and student-centered.

The participants' stories explained about rigid curriculum and exam-oriented evaluation systems which obstruct teachers' creativity, their innovative ideas, active learning and fail to address the needs of diverse learners in a classroom. As Subash explained, the textbook focused teaching, theory focused evaluation hinders to apply experiential and learner centered teaching. The need for decentralized and culture-based curriculum is a crucial for Karan. The findings of this study suggest that flexible, learner -centered curriculum and formative evaluation systems are essential for collaborative and inclusive classroom learning. This study supports the idea of experiential learning theory by Dewey (1938) which emphasis that 'learning by doing' through active involvement and experience, and also reflects the idea of Sociocultural Theory of Vygotsky (1978) which emphasis collaboration and scaffolding and learner can construct knowledge as the findings on constructivist theory (Piaget, 1952), shows that learner-centered, culture-based and activity -oriented curriculum helps in improving experiential learning.

The results of research have demonstrated that standardized and rigid curricular and assessment systems have a much greater effect on the motivations, involvement, and ultimately on the learners' performance and achievement. These studies suggest that rigid, uniformly structured curricula severely limit teachers' creativity and adaptability, leading to stereotyped, teacher-centered courses that do not address learners' varying levels and needs. They focus on rote learning and facts, students are not likely to use and be involved in applying the language (Ghaleb, 2024).

Motivation of learners is significantly affected by the use of teaching methods and the design of curriculum (Munna & Kalam, (2021). The tendency of curriculum to emphasize rote learning and rote memorization instead of real comprehension reduces learners' confidence and interest in the subject being taught. Educational psychology research admonishes that autonomy-supportive teaching practices enhance learning autonomy and better classroom conduct, whereas authoritarian and controlling teaching approaches often can reduce engagement and interests of learners (Reeve & Jang, 2006). It is obvious, that rigid curriculum structures obstruct teachers' autonomy and professional discretion and consequently they hinder their ability to help learners achieve truly beneficial learning.

This activity based and learner-centered curriculum changes have been correlated to enhance the learning capacity of the students and also the learning of the

students (Nwafor et al., 2024). The use of practical and socio-culturally relevant curriculum and evaluation methodologies which takes into consideration the localized contents and supports all four language skills can also facilitate lively participation and can make the learning more interactive and effective as well as inclusive (Abdalla & Moussa, 2024). Other aspects include easing the workload and the pressure of the teachers through the use of clear, less rigid structures for classroom collaboration and interaction. Teachers' level of professional competence and interpersonal competence to interact with students is another important factor in enabling students to be motivated and also to control the students in the classroom (Kunter et al., 2013). Studies show that enhanced teachers' competence can lower behavioral problems in the classroom and can enable higher participation in the classroom. Teachers' behavior of supporting students' autonomy and engagement, offering immediate feedback to students and nurturing positive interpersonal relations among teachers and students can provide a positive learning environment in which students learn and feel motivated based on internal motivation and inherent interest (Reeve & Jang, 2006).

This research clearly suggests a transformation from tight, exam- based school systems towards a more open, diverse, locally meaningful curriculum and evaluation system. That promotes teacher autonomy, student participation, and increases student motivation, competencies, and achievements.

Researcher's Reflection

The participants' perspectives show the limitation of progressive education, strict curriculum and the current evaluation system impede implementing activity-based and learner-centered learning in classrooms. It is directed by an exam-oriented and heavy content curriculum. The curriculum and its content is insufficient that fails to address diverse learning needs. As the assessment drives what is taught and not what students need to know and be able to do in their learning then autonomy of teachers is curtailed, and students cannot take an active role and become independent. I believed this led to rote learning and limited opportunity for learner creativity and critical thinking. This also reinforces the key ideas of Freire (1970), who critiques the "banking" mode of education which hinders creative and critical thinking. I found it supported Dewey's theory for an educational practice that provides for the development and is based on student experience.

Moreover, the study revealed that due to a strictly enforced, standardized curriculum and the failure to address a learner's social, cultural and societal contexts

which resulted in learners memorizing rather than understanding subject material. I additionally noticed that the curriculum was considered irrelevant by learners that hindered their motivation. This is in conformity to Vygotsky's (1978) Sociocultural Theory where learners learn and make meaning of learning through relevant contextual interactions with the environments. Constructivist theory (Piaget, 1952) has also showed that the construction of knowledge by learners is hindered due to the rigid, theory-based curriculum. Therefore, flexible curriculum structure, appropriate assessment, culturally relevant practices and learning supports should be implemented and developed to enhance learners' learning motives, learning creativity, learning skills and critical consciousness of learners. Therefore, I believe that reforms can significantly enable learners with critical, meaningful and holistic learning experiences.

Time Limitations and Workload Pressure

Heavy workloads and stress affect teachers' psychological, emotional and mental well-being and also the quality of teaching; as a result, it hinders students' achievement. Research evidence has found that heavy workload in general, makes to teachers being less engaged in their quality of teaching, therefore less productive and effective in addressing to student learning (Morris et al., 2026).

I asked a question Subash on the impact of insufficient time and workload pressures on his teaching methods. He focused on the pressure of the school schedule and curriculum requirements frequently produce substantial barrier. He stated, *"Restricted timetable, heavy workload, and teaching pressure to cover the entire syllabus within the time schedule and including activity-based teaching methods effectively are highly challenging."* I inquired another related question regarding workload stress and tight schedules, he added, *"I compel to follow the traditional lecture methods to finish the course in the stipulated time."* He also stated, *"The workload makes it difficult to provide individual support and care to students with diverse learning requirements."* I asked him to give some possible solutions. He replied, *"We could improve the curriculum so that it's more flexible and sufficient resources can be put into more complex activities, which makes sense to us, without burden and pressure."*

The burden of workload and time constraints is inherent in the nature and complexity of addressing students' diverse skills and brilliance, their varied backgrounds, and prior knowledge within a centrally structured, typically inflexible

curriculum. Karan mentioned that teaching practice requires being flexible to incorporate for diversities among students, and it becomes challenging in a centralized, heavy content and overloaded syllabus. Besides, ineffective teaching practice with proper activity-based teaching becomes even more constrained when effective instructional materials, appropriate technology, and adequate classrooms facility is lacking. I asked questions regarding workload stress and tight schedules of learning and academic achievement to learning of students.

He mentioned, *"The overload course contents and centralized curriculum impede teachers' skills to address individual learners' needs, making it impossible to implement collaborative and activity-based teaching approach."* I inquired related question about ABT, he argued, *"Teachers face challenges in balancing curriculum requirements with active student participation and managing their own workload."* When I asked him about the ways to overcome it, he responded, *"decentralizing the curriculum and sufficient resources and professional development training will make teachers flexible in teaching practices."* He also suggested, *"Learners learning and performance will be improved by developing collaborative learning environments that reflect local contexts even though the teachers' face time is restricted and the professional workload is very heavy."* It also shows that decentralizing the curriculum and providing adequate resources and ongoing professional development enable teachers to practice teaching with more flexible, activity-based methods. It shows that it can help increase learners' engagement, learning, and performance by building a cooperative learning environment that links to a local context and to the limited teaching time and the high workload on teachers.

I asked Bikash how pressure on the workload and time constraint influences the activity-based teaching strategy. He stated, *"When facilitating class instruction for large classes and limited time, the use of effectively run groups is difficult to implement on a day-to-day basis."* Due to heavy course content and limited time, it is difficult to apply collaborative and interactive teaching styles. He explained, *"A heavy workload can compel teachers to implement lecture-based teaching methods, which are easier and more convenient for classroom management."* When I asked him to cross-question him about how this influences student involvement, he replied, *"When classroom activities are rushed and poorly managed due to time limitations, students become distracted and diverted into other aspects."* He noted that overcoming the challenges of heavy workloads requires practical, feasible approaches. A flexible

curriculum enables teachers to adapt their teaching approach to meet learners' needs. In addition, providing additional resources, such as ICT support, can reduce pressure and workload on the teacher. He noted, *"In order to overcome these issues, curricular flexibility and additional resources such as ICT support are required to reduce teacher workload, pressure and improve learning quality."*

Mahesh emphasized major challenges due to limited time and heavy workload pressure. I asked him about the impact of these restrictions on his teaching methods. He remarked:

Although I devote in the beginning of few months of the academic year to implement of activity-based teaching methods but the heavy curriculum and course of content and time bound pressure to complete the syllabus within stipulated time compel me to return into traditional, teacher-centered methods which are hindering the long-term implementation of interactive and collaborative learning.

When I asked cross-question him about the availability of resources to support activity-based teaching methods, he answered:

Only textbooks are not sufficient for collaborative learning; for effective teaching I need additional materials like as audiovisual tools and internet resources, but these are always unavailable and inaccessible in our school which is increasing burden and impeding the diverse of teaching activities.

I asked him how he manages this challenge within a limited time, and he said, *"I attempt to facilitate short daily speaking practices and role-play to develop confidence and practical skills, but the pressure of completing the syllabus reduces opportunities for continuous practice."* I asked him about how curriculum design relates to these time constraints and workload pressure. Mahesh highlighted, *"The present curriculum does not cover relevant issues and does not accommodate diversity, thus students' participation decreases, and they lose interest."* He proposed, *"A series of integrated textbooks for students reflecting diverse culture, languages, ways of living of Nepalese people can increase students' ownership and participation as well as decrease the burden on the teachers."* I asked him another relevant question, he added, *"Holistic curriculum changes, the availability of resources, ongoing teacher training, professional development, and assessment strategies are crucial for reducing time pressures and workload, and for encouraging an activity-based teaching approach".*

I asked the same question to Sandesh how work load and time constraint make practical use of teacher's skill for applying activity-based teaching approach.

According to Sandesh, workload and time constraints were significant hindrances for practical use of activity-based teaching-learning in classroom. He remarked,

"Excessive workloads and limited time compel teachers to concentrate on syllabus covering which reduces both teaching quality and student-centered method." Many teachers aim to promote their lessons exciting and interactive learning in order to improve student learning but several factors such as limited time and a lack of support often obstruct their attempts. He mentioned, *"Without adequate time and materials, even dedicated teachers also cannot implement creative, activity-based methods."*

I inquired Rekha regarding the challenges teachers face related of time and workload pressure. Rekha indicated that limited time, huge burden on teacher due to heavy work load, stringent procedures, and socio-cultural issues hinder implementation of activity-based teaching practice. She answered, *"Due to the rigid curriculum and huge burden of the teacher to complete the syllabus and prepare the students for the exam, there is likely less ability and willingness to effectively practice activity-based teaching approach."* When I asked regarding workload and heavy curriculum, she said:

It would decrease the teachers' workload, if there was curriculum reform in which activity-based teaching would systematically build activity-based learning and providing prepared materials for it would be simpler to implement effective collaborative and meaningful teaching learning environment.

Mukesh faced time and workload issues due to students' differing backgrounds and English abilities in a community school. In answering my query about the difficulties, Mukesh stated, *"A lot of students, mostly from feeder schools, were not performing due to lack of confidence, fear, and embarrassment."* I cross-questioned him about time limitations and workload pressure, and the impact of implementing activity-based teaching in classrooms. He responded, *"The short classroom periods, typically around 40 to 45 minutes, force me to focus on subject- and exam-oriented teaching, limiting the scope for extensive activity-based learning."* In my view, a lack of time and teacher overload limits effective activity-based teaching. Student-centered methods are not applied by the teachers due to a restricted curriculum and an exam-focused system. Short class periods, diversity, and students' lack of confidence also

make teaching an even more difficult task. Reform in the curriculum and teaching load, along with planned learning materials, is therefore inevitable to make activity-based learning more productive and feasible.

The participants' reflection and stories showed the problems in implementing activity-based teaching such as the teachers faced the pressure to manage time constraints, heavy teaching load, rigid and inflexible curriculum, poor resources and teaching materials. These are well stated by Subash, Karan, Bikash, Mahesh, Sandesh, Rekha and Mukesh that due to heavy course contents to cover within the time frame, the teachers frequently to conduct traditional and teacher-centered learning activities instead of learner-centered activities and collaboration learning techniques. So the teachers made it clear that a heavy work load reduced the role of the teachers towards the engagement to ensure students learning in classrooms.

The findings support Dewey's theory of learning by doing and experiential learning and Vygotsky's theory that education is a collaborative learning process where knowledge is constructed. In many cases this becomes limited because of heavy curriculum, time constraints and exam-oriented systems. These results are also continuous with the criticism Freire (1970) makes of education being too much concerned with transmitting curriculum content rather than engaging learners and critical questioning. Therefore, curriculum flexibility, sufficient resources, and continuous professional development trainings are essential to creating learner-centered environments that support effective, local-based, and activity-based learning.

There are the variety of studies have been conducted to address issues concerning what an abundance of work and a scarcity of teaching time impacts on classroom teaching. Time constraint-rigidity and workload pressure on academic schedules and curriculum lead teachers to implement traditional lecturing strategies (Cariño, 2024). Moreover, it seems difficult for teachers to apply activity based learning and student-centered teaching due to time constraint, thereby preventing deep engagement in activities and individual-based teaching. However, workload pressure causes less attention to diverse students' needs and helps students in achieving their individual goals which is essential for inclusive education practices (Mat & Jamaludin, 2024). Although activity-based learning is appreciated to promote thinking ability, analytical skill, collaboration, and hands-on-skills but it becomes more problematic to integrate into teaching practice due to heavy workloads (Tang et al., 2020). The pressure of massive amount of course content within the short course

duration may decrease student's interest, participation. Lack of suitable learning resources and large class size has further hindered the integration of such learning styles (Barde et al., 2021).

It has been pointed out that flexibility of curriculum framework can aid in reducing workload, time management and classroom teaching complexities (Gouëdard et al., 2020). Flexible curriculum support teacher capabilities, inclusive practices and locality-relevant teaching, while rigidly-constructed centralized curriculum hinders teacher autonomy and the capability to respond to diverse individual and local learning needs (Kanwal et al., 2023). Incorporating different perspectives in curriculum developments aids in minimizing teachers' workload, increasing student motivation and better learning outcomes (Gouëdard et al., 2020). These required resources help the teachers in carrying out activity-based learning successfully. Access to additional teaching materials like ICT tools, audiovisual materials, and well-designed textbooks can alleviate the teachers' workload while enhancing students' better educational opportunities (Bušljeta, 2013).

These problems can be dealt with in a holistic and pragmatic manner. Including curriculum reformation, the efficient distribution of resources, effective use of time, and ICT in support of teacher's actions (Gouëdard et al., 2020). In an era of time constraints and heavy workload, the implementation of policy that encourages collaborative student-centered teaching approaches, and locale adapted practices has positive effects on teacher's morale and academic performance. A high degree of time constraint and workload would serve as significant barrier on teacher's effective practice and activity-based teaching methodology. Teaching and learning literature has demonstrated the importance of flexible curriculum, equitable allocation of resources and institutional support for the enhancing of innovative, inclusive and student-centered teaching practices.

Researcher's Reflection

Participants' experiences show that work overload, limited time, and a rigid curriculum structure prevent teachers from being effective in teaching activities-based, student-centered learning. I noticed that institutional constraints force teachers to apply to apply teacher-centered instruction and teaching that supports teacher-directed instruction, even when teachers are willing to use more engaging learner-centered methods. Teachers generally focus on covering the content rather than enhancing students' learning activities, which constrains their creativity and the

interest of the learners, and this has a similar perspective as Freire (1970) highlights to break the traditional teacher-centered system of education, and also reflects Dewey's (1938) theory of learning, based on the experience and the student.

The findings also indicate that larger class sizes, teachers' extra work and the poor resource condition make it difficult for teachers to make proper plan to develop meaningful learning activities and provide feedback, which is against the principle of Sociocultural theory developed by Vygotsky(1978) that teachers' proper support is of crucial importance in students' learning which must be well supported with appropriate condition, and that the continuous pressure can cause teachers' confidence reduced in the sense of self-efficacy theory proposed by Bandura (1986). I found that these institutional challenges force the teachers to implement a teacher-centered teaching methods even when they were prepared to implement more collaborative and learners-centered approach. I also argue that to maintain sustainable, effective, student-centered, and activity-based learning, the most crucial strategies are a flexible curriculum, reduced teachers' workload, and provide adequate resources and support for teachers.

Theoretical Connection to Insights for Activity-Based Teaching Socio-cultural Theory

The socio-cultural theory developed by Lev Vygotsky provides logical, philosophical and theoretical bases in understanding the nature of student learning in social and cultural settings. Vygotsky believed that cognitive development is socially constructed in social interactions and through cultural tools such as language, signs, symbols and shared practices (McLeod, 2025). Vygotsky also suggested that the ZPD theory is based on helping the learner develop through the use of instruments of support from a more knowledgeable other, usually the teacher, or from more able peers who can scaffold the learner. This idea is well reflected in activity-based learning, which encourages students to engage in socially mediated learning through collaborative, meaningful activities (Amalia, 2018).

John Dewey's concept of experiential learning is related to real-life experiences and social interaction and also similar to the views of Vygotsky. Dewey's concepts focus on the value of education as a collaborative and participatory process in which students construct knowledge through active participation with their environments and friends. This philosophical perspective reinforces the need of activity-based teaching practices that promote critical thinking, analytical skills,

problem solving, inclusive and participatory classroom interactions (Dewey, 1938). Dewey's support for adaptable curricula to address diverse backgrounds of students is corresponds with the challenges that teachers face because of rigid curriculum, as reported in the study.

Paulo Freire theories reinforce this perspective by emphasizing dialogic pedagogy and the development of critical thinking, capacity building and awareness through education. Freire criticized the traditional "banking model" of education and promoted for a learner centered and collaborative teaching approach in which knowledge is produced through debate, active participation and collaboration (Freire 1970). According to this concept, activity-based teaching develops active participation with learning materials, but only when policy and procedural barriers and challenges such as insufficient teaching training, materials, and workload pressures hinder teachers' ability to implement such pedagogies in the classrooms effectively.

Rousseau argues that students achieve knowledge effectively through natural development, experience as well as their innate interest and social environments. This method is effective for activity-based teaching approach. Rousseau emphasized that education should prioritize every learner's development concentrate on rather than comply with old and traditional curriculum. Addressing these challenges is essential for realizing of activity-based teaching approach. Providing adequate teacher training, flexible curriculum, culturally relevant teaching materials, smaller class sizes, and balanced workload conditions support the philosophical concepts that promote for learner-centered and experiential and relevant learning (Uddin, 2019). Through these different approaches, collaborative learning serves to make the learning environment a better environment in which to facilitate social mediation, experiential learning, and discourse, thereby enhancing both the students' learning and the teachers' enjoyment.

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corresponds with the challenges that teachers face because of rigid curriculum, as reported in the study.

Paulo Freire theories reinforce this perspective by emphasizing dialogic pedagogy and the development of critical thinking, capacity building and awareness through education. Freire criticized the traditional "banking model" of education and promoted for a learner centered and collaborative teaching approach in which knowledge is produced through debate, active participation and collaboration (Freire 1970). According to this concept, activity-based teaching develops active participation with learning materials, but only when policy and procedural barriers and challenges such as insufficient teaching training, materials, and workload pressures hinder teachers' ability to implement such pedagogies in the classrooms effectively.

Rousseau argues that students achieve knowledge effectively through natural development, experience as well as their innate interest and social environments. This method is effective for activity-based teaching approach. Rousseau emphasized that education should prioritize every learner's development concentrate on rather than comply with old and traditional curriculum. Addressing these challenges is essential for realizing of activity-based teaching approach. Providing adequate teacher training, flexible curriculum, culturally relevant teaching materials, smaller class sizes, and balanced workload conditions support the philosophical concepts that promote for learner-centered and experiential and relevant learning (Uddin, 2019). Through these different approaches, collaborative learning serves to make the learning environment a better environment in which to facilitate social mediation, experiential learning, and discourse, thereby enhancing both the students' learning and the teachers' enjoyment.

Social Cognitive Theory

Bandura defined learning as a "reciprocal interplay between cognitive, behavioral, and environmental conditions." According to his theory, it focuses on observational learning, self-efficacy and reciprocal determinism whereby the person learns via observation while also impacting and shaping their environment through actions (Bandura 1986; 2001). SCT is particularly based on behavior creation through an activity-centered curriculum while the ACT model supports creation of behavior through participation, collaboration, and experience.

This reduces the effectiveness of social learning collaboration. According to Widolo and Astuti, (2024) teachers can be enabled to revitalization effective activity-

based teaching strategies in associated with social cognitive theory through solving issues related to the social and cultural environment, professional training and support on the availability of resources.

This viewpoint is strengthened by comparing this theory with that of other educationists. Dewey argues that classroom must be social, interactive and inclusive whereby student gain knowledge from interaction among them, through participation in activity and experience. Dewey (1938) emphasizes that learning is most productive when learners are actively participated and can learn through demonstration, which reflect with the concept of Social Cognitive Theory. Freire (1970) emphasizes this concept is supported by Paulo Freire's critical pedagogy, which focuses on teaching through discussion and problem-solving skills teaching supports to encourage learners and is influenced by Bandura's theories regarding the transforming force of learning through examples and self-efficacy. Piaget (1952) claims that learning is process of acquiring new knowledge, skill, and experience through study and practice and this concept is similar to Bandura's Social Cognitive Theory (SCT) however Piaget emphasizes in the stages of personal development. In observational learning, Bandura's theory of behavioral imitation and motivation are similar to Piaget's emphasizes on the importance of preparedness and practical learning.

Bandura's Social Cognitive Theory helps to explain how teachers' perceptions and institutional challenges impact the implementation of activity-based teaching approach. Addressing these problems need developing teacher self-efficacy through professional development, improving learning environment in the classroom, redesigning curriculum and evaluation system to enhance collaborative, interactive and student-centered teaching. This approach develops student participation, motivation, and more effective learning outcomes, which reflects the idea of reciprocal nature of social cognitive learning.

Chapter Summary

The answer to the second research question was addressed in Chapter 5, based on the conversation in Chapter 4. In it, five major themes are constructed, summarizing critical issues: teachers are not adequately trained or personally developed, resources are not adequate, such as materials, infrastructure, and class size is too large relative to diverse student requirements, the curriculum and evaluation system is inflexible, and the pressures of time and work are too demanding on the teachers. In response to these issues, the solution provided five major

recommendations: reduce the gaps, supplement resources, transform the classes to be more conducive to diverse students, and restructure the curriculum and evaluation to be more flexible. Teachers' narratives and their experiences were analyzed to strengthen the recommendations. Reflections on the themes associated with established theory were offered to consolidate the research's theoretical frameworks.

CHAPTER VI

KEY INSIGHTS, CONCLUSIONS, IMPLICATIONS, AND REFLECTIONS

This chapter traces my journey from identifying the research problem to reaching a conclusion. This chapter introduces the key insights and main findings developed throughout the research process, based on the two research questions that directed the study. The chapter then explains the conclusions based on the research, explained with the help of an activity- based teaching approach. It concludes with a personal narrative and perspective of my overall research experience, focusing on the important insights and personal live experience throughout the study.

Key Insights

In this study, I tried to find out about teachers' perceptions and their practices toward the value of activity- based teaching in the secondary level English language classrooms. Also, I attempted to explore the gap between ABT and traditional, lecture-based teaching methods. The results indicate a clear difference between the activity-based teaching approach and the traditional teacher-centered approach. Teachers realized that ABT is a modern, collaborative, and effective method that enhances learners' language proficiency, motivation, creativity, critical thinking, communication skills, and active participation in the classroom. In this study, I found that despite educational policies and curriculum are also emphasizing activity-based teaching methods to use in the classrooms. The current practices within classrooms reflect more on theoretical, lecture-based and teacher-centered teaching approaches, which indicates a clear gap between policy and classrooms practice.

According to the participants; meaningful learning is established through ABT due to the interactive, collaborative and inclusive and context- based activity that occurs in the classroom instead of learning through rote learning, memorization and vocabulary retention. This finding is supported by Dewey's theory of experiential learning emphasizing learning by doing (Dewey, 1938). Moreover, Vygotsky's Sociocultural theory supports that learning has to take place through social interaction and collaborative processes (Vygotsky, 1978). Similarly, Bonwell and Eison (1991) assert that active learning enhances learners' active participation in classroom activities.

Furthermore, teachers prefer learner-centered, participatory, and inclusive teaching methods over teacher-centered ones. The findings of this study support Piaget's constructivist theory of learning which implies that construction of knowledge occurs in context and through interaction with the environment (Piaget, 1952). Teachers view ABT as innovative and transformative teaching methods that promote meaningful learning for students.

In addition, I also chose to investigate how teachers faced obstacles when implementing the ABT in the English language classroom. The results of the investigation display a gap between teachers' positive perceptions of the ABT and its implementation in the classrooms. Even though teachers preferred ABT, it is rarely practiced in classrooms due to insufficient teacher training, inadequate learning resources and infrastructure, weak ICT integration, overcrowded classrooms, heavy workload, insufficient time, rigid curricula, and unscientific evaluation systems. The results of this investigation support Freire's criticism of the traditional education system that depends on the teachers, exam-oriented practices, etc. (Freire, 1970). Similarly, Bandura's Social Cognitive Theory that an inappropriate guidance and lack of practical exposure lowers teachers' confidence, abilities and skills for the use of new techniques methods (Bandura, 1986).

Moreover, the centralized and urban-based curriculum has not addressed Nepal's geographically, economically, culturally and linguistically diverse classrooms, therefore, bridging the gap between expectations set by the curriculum and ground realities faced by classroom practices. This method also focused on Jean Piaget's theory of constructivism where learning should be contextualized and experience-based (Piaget, 1952).

In conclusion, the findings of the research indicate the need for practical curriculum reform, ongoing teacher training, learning resources and infrastructure, ICT integration, and a favorable assessment system for the effective implementation of ABT.

Conclusion

Activity-based teaching (ABT) is a modern, transformative, and interactive approach. This type of collaborative, inclusive, and learner-centered approach develops experiential learning. It effectively addresses learners' diverse skills, and interests, improving the quality of and effectiveness of learning. Teachers identify activity-based teaching as an advanced, effective and transformative teaching

technique that actively participates learners develop in-depth understanding when compared to traditional, teacher-centered and lecture-based teaching method in which teachers play the crucial role of guide, mentor, co-learners and facilitators for students.

This study clearly reveals that activity-based teaching is widely acknowledged as a transformative, effective, and learner-centered teaching method in classroom practices. Teachers believe it is useful and effective in improving learners' language competency, motivation, creativity, and active engagement. However, this favorable and supportive understanding of ABT does not translate into positive change in classroom practice. There is a significant gap between policy expectations and real classroom practiced by teachers. While curriculum and course of studies emphasize activity-based teaching approach, but classroom practices still exist more traditional and teacher-centered. This gap is mainly caused by practical challenges in the classrooms such as insufficient teacher training, inadequate of resources and infrastructures, large class sizes, limited time, and rigid and unscientific assessment systems.

Developing positive mindsets and attitude toward ABT are not adequate to bridge this gap between theory and practice. It needs practical support systems that help teachers implement practically in classrooms. Without addressing these classroom realities and problems, the full potential of the activity-based teaching method cannot be achieved in practice. Therefore, the successful implementation of ABT is dependent on bridging the gap between policy and practice, and support of the teachers in the actual classrooms.

Implication

The implementation of activity-based teaching (ABT) in Nepal is essential because it provides student-centered, transformative, and experiential learning methods that actively engage diverse students and can identify and address learners' various abilities and skills. However, its implementation faces significant and serious challenges, including costly and time-consuming processes, curricula and course books designed in traditional and theoretical ways, insufficient and inconsistent teacher training, particularly, a lack of well-trained manpower, a lack of ICT tools and techno-friendly teachers, insufficient buildings and infrastructure, a lack of need-based classrooms, materials and resources, and overcrowded and unsuitable classrooms. Addressing these issues is crucial and integral to ensuring that activity-

based teaching successful, inclusive, effective, and relevant in Nepal's diverse educational, linguistic and cultural environments and backgrounds.

This study has several boundaries and limitations that should be acknowledged. It was conducted a small-scale qualitative study that including only seven participants and depended on in-depth interviews rather than actual classrooms observation, so its findings and conclusions do not cover and address to the whole parts of country's data. Thus, future researchers can also conduct a study covering a larger area and population to explore the challenges of ABT from students' reflections and perspectives, and to identify solutions.

Pedagogical Implication

Activity-based teaching is an effective pedagogical method because it transforms the emphasis from passive learners to active engagement, allowing students to learn through doing and experiencing. This approach promotes critical thinking, analytical skills, creativity, and problem-solving abilities, communication, collaboration and cross-cultural understanding, all of which are necessary in today's changing and dynamic environment. Pedagogically, activity-based teaching requires teachers transform from typical and traditional teachers to facilitators and co-learners who guide and support students through interactive and practical activities. However, this transformation requires that teachers are properly prepared and well-equipped with sufficient teacher training, resources, and learner-centered curriculum that support diverse learning methods, learners and real-life situation. Applying activity-based teaching approach is challenging and difficult because it brings the transformation from traditional teaching methods. Therefore, takes more time and effort, and requires sufficient resources, teaching materials and substantial budget. Despite these challenges, the activity-based teaching method has substantial learning outcomes; it makes learning more convenient, effective, relevant, inclusive, and collaborative, and develops lifelong learners who can apply learning to real-life situations.

Implication for Researchers

In this study, I identify a clear gap between positive perceptions of ABT and its inadequate classroom application. The study also reveals a significant gap between policy provisions and real classroom practice due to contextual and institutional barriers. On the basis of these findings, researchers need to further investigate how ABT is applied in diverse classroom environments in Nepal. Existing literature on

ABT is very limited in the Nepali context. Only a few studies exist, even in other research areas, and it is difficult to find sufficient in-depth studies that focus on teachers' lived experiences and classroom practice. In addition, teachers are often less available and less inclined to share their experiences and life stories in detail due to time constraints and heavy workloads, further hindering rich qualitative research in this area. It is also observed that educational policies and curricula are not clearly defined or articulated regarding how ABT should be practiced in classrooms, which further confuses its application.

Therefore, future research should focus on developing more classroom-based evidence on the ABT method, especially in limited-resource and overcrowded classrooms. Researchers should also investigate practical methods to bridge the gap between teachers' positive perception and real classroom practices. Further studies are needed to record teachers' experiences in depth and to empower and promote evidence-based, activity-based teaching in Nepal.

Implication for Policy Makers

The findings in this study reflect an obvious gap between the goals of education policy and what is actually happening in classrooms about activity-based teaching (ABT). Although policies and curricula promote learner-centered and activity-based teaching methods, teachers do not implement in classrooms. Therefore, policymakers need to revise more clearly and more practical guidelines and procedures for implementing ABT in real classroom environments.

The results further reinforce the importance of consistent teacher professional development, sufficient instructional materials, ICT adoption and conducive learning classroom environment for effective teaching and learning of the ABT approach. Policymakers should work toward bridging the gap between the curriculum objectives and the actual classrooms practice by reforming and redesigning need-based, context-based and learner-centered policies, which can address the needs of diversified geographical, cultural, linguistic classrooms background and environment of Nepal. Moreover, the curriculum, course of study and the evaluation system need to change and should be made more inclusive, dynamic, productive, scientific, practical and learner-centered to make learning effective and meaningful through activity-based teaching method.

My Reflection

Activity-based teaching (ABT) is a transformative, progressive, modern, and innovative educational approach that emphasizes active, experiential, practical, and student-centered learning rather than rote memorization and vocabulary retention. In the context of Nepal, an activity-based teaching approach can play a crucial role in creating learner-centered environments that help students generate knowledge through active participation, promoting essential 21st – century learning skills such as critical thinking skills, analytical skills, creativity, problem-solving skills, capacity building, communication, collaboration, and cross-cultural understanding. However, effective application of the activity-based teaching approach requires profound and drastic change in teaching methods, mindsets, and way of working among teachers, students, administrators, government, curriculum designers, practitioners, and policymakers.

In the context of this research, I gained meaningful, productive academic and personal experiences. In this study, I analyzed educational policies, curriculum guidelines, and related literature to identify gaps in policy support for activity-based teaching (ABT). In analyzing the policies and curriculum, I identified that educational policies and curricula support and promote a student-centered, activity-based teaching approach, but teachers fail to provide concrete direction and a model for classroom implementation. This study enabled me to identify the gap between policy expectations and actual classroom practice. In this study, I employed narrative inquiry as a research method and an interpretive research paradigm to examine participants' lived stories and experiences. The experienced Secondary Level English teachers of Galkot Municipality, Baglung, were interviewed using semi-structured interviews. While listening to teachers' lived stories, I explored teachers' perspectives, practices, experiences, and problems regarding an in-depth analysis of ABT. They explored that ABT creates and develops opportunities for interaction, inclusion, collaboration, participation, and effective learning in English language classrooms.

In analyzing teachers' lived stories and experiences, I was able to relate teachers' voices with existing theories and literature. Teachers' perceptions on learning by activities and real-life experiences corresponded with Experiential Learning Theory that asserted "learning by doing" (Dewey, 1938). Teachers highlighted collaboration, interaction and group work related to Sociocultural Theory, which focuses that knowledge is produced and developed through interaction and collaboration (Vygotsky, 1978). Teachers' narratives and perceptions on their active

role in class activities represented active learning as an educational field is learning by doing and experiencing (Bonwell & Eison, 1991). In order to analyze the data, I translated all the interviews from Nepali language to English language. This work was challenging and time consuming because I attempted to maintain the live stories of the participants, meanings, and feelings. Analyzing interviews to find themes and relate them to existing literature and theories involves continuous reading, reflecting and interpreting. In interpreting findings, I further related teachers' experiences to constructivist learning theory which emphasizes that learning occurs as the result of an individual actively participating in constructing knowledge for themselves on the basis of their experiences and the context of that teaching (Piaget, 1952). Teachers face challenges in implementing ABT in classrooms due to insufficient teaching training, inadequate teaching materials and resources, and unsuitable classroom sizes and a rigid curriculum that represents the evaluation of the traditional teacher-centered teaching, exam-oriented practice, which makes teachers compelled to use the continuous existence of the traditional teaching method (Freire, 1970). Additionally, teachers' lack of confidence and poor practical support could be explained by Social Cognitive Theory, which holds that practical support and experiences help shape teachers' confidence and practices (Bandura, 1986).

Finally, my learning experience helped me understand the concepts of qualitative research, narrative inquiry, activity-based teaching, and classroom practices in the context of Nepal, and how these concepts relate to education policy and classroom practice. This study also encouraged me to critically examine the gap between teacher-centered and learner-centered teaching methods.

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APPENDICES

Interview Guidelines

How do Secondary Level English Language Teachers perceive and experience the value of activity-based teaching (ABT) in English language classrooms?

- How does the activity-based teaching method help learners to enhance confidence in their communication skills in the English language?
- How does engagement in classroom activities develop learners' collaborative and interaction skills?
- How do group and pair work activities support learners' communicative proficiency in real-life situations?
- What kinds of classroom activities do you usually implement to encourage learners' four skills, such as listening, speaking, reading, and writing?
- How do you select effective and relevant classroom activities for different language activities?
- How do students respond when you apply an activity-based teaching approach in your classroom? Can you share an interesting story?
- Do you individually enjoy applying the activity-based teaching method in your classroom? Why or why not?
- Have you ever noticed any changes in learners' engagement, motivation, confidence, and skills as a result of an activity-based teaching method? Could you please share a real example?

How do teachers share their narratives of implementing activity-based teaching in their English language classrooms?

- Can you share a classroom experience where an activity-based teaching approach improved students' learning outcomes?
- How do you prepare before implementing an activity-based teaching method in your classroom?
- Did you acquire any professional development and teacher training related to the activity-based teaching approach?
- How do you evaluate students' learning outcomes after implementing an activity-based teaching method in your classroom?
- How does the curriculum, course of contents, and evaluation system impact your application of the activity-based teaching approach in your classroom?

What challenges do teachers face when implementing activity-based teaching in English language classrooms?

- What main challenges do you face while applying the activity-based teaching method in your English language classroom?
- How do inadequate teaching materials and a lack of infrastructure impact your activity-based teaching method in the English language classroom?
- How does class size impact the effectiveness of the activity-based teaching method?
- How do diverse learner abilities and needs generate challenges and huddles in activity-based teaching classrooms?
- What technique do you apply to solve these challenges?

Sample Transcript of Interview Data

R: Could you introduce yourself, your education, and school experience in general?

P: My name is Subash, and I have been teaching English for 25 years in secondary schools. In my teaching profession, I have participated in numerous activities of English language teaching and learning in schools. My higher education in English and teacher training enabled me to acquire theoretical and practical knowledge about how to teach and manage the English language classroom. Since the beginning of my teaching career, I have had the opportunity to witness various transformations in the education system and teaching practices. In previous years, traditional, teacher-centered translation, memorization, and teacher-dominated teaching methods dominated English language classes in schools. But in modern schools, with the progress of the education system, communicative teaching, reflective approach, and activity-based learning are common ways of teaching and learning the language. As I achieved my experience both at school and at work I noticed that students are more aware of what they are doing if they are engaged in school activities, I always tried to include activity-based teaching, pair work, group work, task-based learning, and communicative tasks into my class, besides I always include ICT and latest teaching technologies in my classes so as to make the teaching-learning more interactive and learner-centered. In recent years, I have been teaching helped me to know the learners' learning requirements, classroom diversity, and the significance of making the teaching-learning process active and communicative; that is to say that teaching the English language should not only concentrate on accuracy, but it must highlight communication, participation, confidence, and real-life usage of language.

R: What is your own conception of activity-based teaching in English language teaching?

P: Activity-based teaching is one of the methods for language teaching in which learners acquire language skills through activities instead of through listening to lectures only. The teachers introduce activities that involve their active role in the language and support learners throughout the learning process. In the activity-based teaching method, students are the most active participants in the learning environment. It deals more with the learner's active participation.

R: What types of teaching strategies and approaches do you now implement in your English classroom?

P: Apart from the traditional methods, I implement communicative approach, reflective approach, task-based learning, project-based learning, at present, along with these, and there is a usage of ICT and recent technology for teaching-learning processes, which enables active and effective learning for students in the English language classrooms.

R: What is the role of curriculum in helping with activity-based teaching in Nepali schools?

P: The present curriculum promotes teachers to use communicative, activity-based, and guided teaching-learning approaches. The teacher's manual, along with textbooks, includes several teaching-learning activities. It suggests that teachers should avoid teacher-centered teaching and adopt a student-centered approach, where students take a more active role.

R: How do students feel about the activities-based learning that you implemented in the classroom?

P: When students are involved in the activities, they are more motivated and interested in learning English. Students like pair work, group work, and classroom interaction. Activity-based learning helps students become more confident and use English more practically and effectively.

R: Can you illustrate the implementation of activity-based learning in stories or reading texts?

P: In teaching stories, students identify the titles, author, characters, ideas, themes, and main points of the stories. Students do it in pairs or groups and present their work at the front of the class. Afterward, teachers moderate and guide the students. This is the way of the learning process.

R: How is ABT effective in enhancing students' language skills in your experience?

P: ABT enhances students' fluency, communication skills, and self-confidence. Students' involvement in activities, discussions, presentations, and other activities allows them to practice English naturally. It develops students' academic achievement and social communication skills.

R: What role does the teacher play in activity-based teaching?

P: Teacher's role in activity-based teaching seems not only an authoritarian but also takes on a role of facilitator and co-learners who manage activities, provide instructions, help students in activities, and provide feedback later. Students are guided within the limits of the activities and encouraged to communicate in English.

R: How do pair work and group work impact students' participation in the class?

P: Pair and group work affect students' participation because all students take an active role in the lesson. Both introverted and weak students can work with their friends. It minimizes the gap between front-benchers and back-benchers and it can lead to cooperation among the students.

R: Why is activity-based teaching more effective than traditional methods of teaching?

P: Traditional teaching methods give importance to the teacher- centered approach of learning, whereas activity- based teaching focuses student- centered. Modern methodologies such as the communicative approach and task-based learning help teach the language in practice, make students more active, and improve language proficiency.

R: What challenges do you face while applying activity- based methods in English classrooms?

P: Inactivity-based teaching, sometimes the level of proficiency and accuracy does not match the students. It can also be challenging to deal with a class size of forty or fifty students and the lack of resources.

R: Thank you, Sir, for supporting and spending your precious time with me.

P: Welcome, Sir.

The Process of Coding and Theme Development

Q. N.1. Could you introduce yourself, your education and school experience in general?

S. No.	Name	Response	Codes	Categories	Themes
1.	Subash	Yeah, interesting question my name is Subash and I have been teaching English since 25 years in secondary schools. In my teaching profession, I have participated in numerous activities of English language teaching and learning in schools. My higher education in English and teacher training enabled me to acquire theoretical and practical knowledge about how to teach and manage the English language classroom. Since the beginning of my teaching career, I have got the chance to experience various transformations of the education system and teaching practices. In the previous days, the traditional and teachers'	Work Experience Modern teaching approaches Engagement in learning The use of technology Active student participation	Teaching Experience Pedagogical Change Current Teaching Methods	Teachers' opinion about activity based teaching methods.

		centered, translation, memorization and teacher dominated teaching methods dominated the English language class in schools.			
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Q.N. 2. What is your conception of activity-based teaching in English language teaching?

S. No.	Name	Response	Codes	Categories	Themes
1	Subash	Activity-based teaching is one of the methods for language teaching in which learners acquire language skills through activities instead of through listening to lectures only. The teachers introduce the activities in regarding their active role of the language and help the learners during the learning process. In	learn through activities student-centered teaching the teacher becomes a facilitator students are active learners activities develop skills	teaching-learning strategy teacher and student's responsibility learner involvement in ELT	student-oriented active learning in EFL education

		activity-based teaching method students are the most active participants in the learning environment. It deals more about the learner's active participation.			
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Q. N. 3. What types of teaching strategies and approaches do you now implement in your English classroom?

S. No.	Name	Response	Coding	Categorizing	Themes
1.	Subash	Apart from the traditional methods I implement communicative approach, reflective approach, task based learning, project based learning, at present, along with these, and there is a usage of ICT and recent technology for teaching-learning processes which enables active and effective learning for students in the English language classrooms.	Communicative approach, Reflective approach, Task-based learning, Project-based learning, Use of ICT, Technology-integrated teaching, Active learning, Effective learning	Modern teaching methods, Technology-integrated pedagogy, Student-centered learning instruction	Integration of the New and Technology Based teaching approaches in English language classes