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**| RESEARCH ARTICLE**

**Observed Activities and Practices of Secondary Level English Classrooms in Nepal**

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**| ABSTRACT**

This paper is a part of a comprehensive research accomplished with the Emerging Faculty Research Grant from the RCDC, Tribhuvan University. It presents the real situation of ELT activities and practices in the secondary schools of Lumbini Province. It is based on the observation of sixteen secondary level English teachers of four districts of Lumbini Province. Many changes were observed in the English classes as compared with the traditional classes which reflect positive vibes in academia. We found that the teaching activities and classroom practices have been refined and developed in many cases. However, there are many things to be changed in teachers, like the use of ICT devices, online resources, display devices like teaching materials, as well as the use of lesson planning which ensures at least preparation of the content to be taught. The teachers need to enhance student participation in the English classes and make them more proficient in English. The study provides the insights for the ELT teachers, trainers and policy makers in making the classes of English teaching more effective in Nepal. To prepare students for global competition and 21st-century challenges, teachers need to enhance and refine existing teaching and learning practices and activities getting well trained for making their classroom presentations and teaching activities according to the expectations and aspirations of the students of the modern time.

**| KEYWORDS**

Student-centered teaching, 21st century teaching activities and skills, Classroom management, preparation for global competition, Classroom practices and activities

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**1. Introduction**

The English language teaching and learning in Nepal has a relatively short history; however, numerous initiatives have been undertaken to enhance its effectiveness. Several projects have been introduced to provide teachers with professional training and education, with the aim of improving instructional practices and, consequently, student achievement in English. Despite these efforts, the overall status of English language education in Nepal remains unsatisfactory and has been widely criticized from various perspectives. Studies examining teacher training, the transfer of training skills, and classroom practices of trained teachers have consistently concluded that English language teaching and learning in Nepal have not reached the expected standard, primarily due to teachers' classroom practices across different educational levels. Different Universities in Nepal have been trying to educate the interested individuals who want to be in the field of teaching with different degrees in the education stream with different names. All the education programs are designed to produce quality teachers to fulfill the national needs. Not only this, the government of Nepal has also invested much to improve the teaching and the school education and the Universities and the University Grants Commission have also invested much by financing on educational research to study the teaching and learning at the school level and college levels in Nepal.

Teacher preparation and education programs in Nepal have long aimed to produce competent and trained educators capable of addressing the nation's educational needs. The government has invested substantial resources in teacher training initiatives to improve the overall teaching and learning environment across schools and universities (Adhikari, 2021; Bhandari, 2022). However, despite these efforts, the outcomes have not met expectations. Research indicates that the quality of teaching and learning, particularly in English language education, remains unsatisfactory (Phyak, 2016; Shrestha, 2019).

English language teaching (ELT) has been the most contested area, drawing criticism from scholars, policymakers, and employers alike. One of the major concerns is that students often lack communicative competence in English even after studying the subject for more than 18 years, including undergraduate and graduate levels, where English is either a compulsory or major subject (Bhattarai, 2020; Sah, 2022). This outcome highlights a persistent gap between instructional practices and communicative goals, raising questions about teacher preparation, pedagogical approaches, and classroom practices. Among various strategies to evaluate and improve teaching, classroom observation has emerged as one of the most valid and widely employed approaches. It provides a direct lens through which evaluators can assess how teachers attempt to facilitate student understanding during real-time classroom interactions (Cosh, 2021; Farrell, 2019). While the criteria for observation—such as the number of sessions or the specific teaching behaviors to be assessed—may differ depending on institutional priorities, the practice itself has been normalized as an essential component of teacher evaluation. Both announced and unannounced observations are considered reliable in generating evidence regarding instructional effectiveness and professional growth (Richards & Farrell, 2020; Wragg, 2022).

Several researchers have examined classroom activities involving both teachers and students, often arriving at varied conclusions. In this regard, the Research Center for Educational Innovation and Development (CERID, 2002) reported that the classroom practices of trained teachers in Nepal largely remained teacher-centered and heavily dependent on textbooks. The study highlighted a range of dominant instructional behaviors. For instance, teachers were often observed requesting students to provide them with a copy of the textbook if they themselves had not brought one. Similarly, teachers tended to confirm the lesson sequence by asking students about the page or lesson number before proceeding with instruction. In many cases, teachers either read the texts aloud or assign a student to do so, typically followed by paraphrased explanations. The study further revealed that lower-grade classrooms frequently relied on chorus repetition, while higher-grade classes depended on rote memorization of questions and answers. Moreover, the translation method appeared to be the predominant approach in English language classrooms, limiting opportunities for communicative practice and learner autonomy. These findings suggest that despite formal training, teachers often reverted to traditional practices, raising concerns about the effectiveness of teacher education programs in promoting learner-centered pedagogies in Nepalese classrooms.

Different types of teacher training programs have been introduced in Nepal with the primary aim of enhancing classroom practices, particularly through the transfer of knowledge, skills, and attitudes into real teaching situations. However, evidence suggests that classroom practices often fail to align with the intended objectives of such training and education programs (Bhandari, 2022; CERID, 2002; Sah, 2022). This gap between training and practice has become a major concern for educators, policymakers, and researchers. In the context of English language teaching, the situation is especially critical. Scholars, teacher trainers, and the broader academic community frequently argue that English teaching and learning in Nepal remains weak and unsatisfactory, requiring urgent reform to meet national and global expectations (Bhattarai, 2020; Phyak, 2016; Shrestha, 2019). Despite years of investment in professional development and curriculum reform, the persistent lack of communicative competence among students highlights a systemic challenge. Against this backdrop, it becomes essential to investigate how trained English teachers actually manage classroom activities in practice. This study, therefore, focuses on examining the classroom practices of trained English teachers in government-aided basic level schools in Nepal. Specifically, it seeks to analyze how English lessons are initiated, conducted, and concluded, thereby offering insights into whether training programs are effectively translated into classroom pedagogy.

Nepal is currently striving for progress in multiple sectors of development, including education. However, meaningful improvement in the educational system will remain difficult unless the teaching and learning environment undergoes substantial transformation. In this context, teachers are increasingly expected to acquire and apply 21st-century skills to remain effective and relevant in the classroom. Norris (2019) identifies critical thinking, creativity, meta-cognition, problem-solving, collaboration, motivation, self-efficacy, conscientiousness, and perseverance (or grit) as essential attributes for teachers in the modern era. Although the categorization of these skills varies across the literature, Silva (2009) notes that hundreds of descriptors have been proposed, including life skills, workforce skills, interpersonal skills, applied skills, and non-cognitive skills. The implication for teachers is that they must gradually adapt and integrate these competencies into their practice to foster meaningful learning among students. As Kavaklı Ulutaş (2023) argues, 21st-century education fundamentally necessitates the acquisition and ongoing application of such skills to ensure that both teachers and learners are equipped to thrive in dynamic educational and social contexts. The present paper supports the mission of the government of Nepal to improve the quality of education by suggesting the teachers, teacher trainers, policy makers, and researchers through the analysis of the English teachers' classroom activities in the secondary schools of Lumbini province. Thus, the main objective of the paper is to present the real situation of English language teaching after the class observation of the secondary level English teachers of Lumbini Province.

## 2. Research Method

This paper is a part of a survey research related to the classroom practices and teaching activities of English teachers in the four districts of Lumbini province. The schools observed were two institutional schools and two community schools from four districts. The research participants were 16 head teachers, 16 English teachers, 4 teacher trainers, 400 students and 8 senior English teachers teaching in the campuses for the study but for this paper only sixteen secondary level English teachers were the basic participants as their class observation is at focus of this paper. The data gathering tools were questionnaires, FGD guidelines, interview guidelines and a class observation checklist for the study but only class observation checklist and report of the class observers were the major tools for this paper. The sampling procedure was purposive as we had to select the schools running grade XI and XII in two districts of the Tarai and two districts of the hilly region of the province. We visited the schools with all the required research tools after contacting the head teachers or principals of the schools. We first observed the classes of the English teachers without informing them previously. The observer of the class filled the checklist and prepared a report of the class observation and the data were gathered.

## 3. Results and Discussion

This section reveals the data gathered through classroom observation about teaching activities and classroom practices of secondary level English teachers. The result of the study has been described in two sections: positive or good activities and negative or unacceptable activities and practices

### 3.1 Activities We Observed

During the class observation period, we found different kinds of activities and classroom practices in the English classes of Lumbini Province. All the activities and classroom practices we observed have been classified into positive or good activities and negative or unacceptable activities and practices as below.

#### 3.1.1 Positive or Acceptable Activities

We have categorized the positive and acceptable activities and practices of the English classes into the following categories:

#### 3.1.2 Lesson Introduction and Revision of Prior Knowledge

As the morning shows the day, the starting activities of the English classes are very important and remarkable. Harmer (2015) and Anderson (2010) are of the view that activating prior knowledge at the beginning of a lesson has been widely recognized as crucial for effective learning, as it helps learners make meaningful connections and prepares them to process new information. This approach also encourages learner participation and helps establish continuity across lessons, which are essential in building coherent language learning sequences (Scrivener, 2011). Bhardwaj (2025) puts forward a statement that research emphasizes the importance of activating prior knowledge to enhance comprehension and retention. Likewise Kerimbayev et al., (2023) are found in the view that the structured lesson initiation fosters a coherent learning experience. In our class observation, we found some teachers beginning their lessons by revising previous content, checking homework, or asking questions to link prior knowledge with the topic they have to teach that day. Brandmo (2025) is in the view that assigning homework reinforces classroom learning and encourages independent study. In our class observation, we found only six teachers asking whether students had completed their homework and only four teachers were found to have talked about some reflections on earlier lessons, and one of them tried to connect the day's lesson to the previous learning experiences. A teacher tried to use short inspiring story and the other one tried to encourage students to share personal experiences to foster engagement from the outset.

#### 3.1.3 Use of Questioning Techniques

Brown (2015) and Richards & Rodgers (2014) are in the view that the effective questioning technique is a key pedagogical strategy in English language teaching, as it promotes critical thinking, elicits student engagement, and supports language development. By combining whole-class and individual questioning, teachers can cater to diverse learners and maintain an interactive classroom environment. In our class observation we found that many of the English teachers were found to have employed a variety of questioning strategies to encourage student participation. Both Wh-questions and yes/no questions were used, sometimes directed at individual students and sometimes posed to the entire class or the groups in the class. Some of the teachers demonstrated patience by allowing time for learners to respond, occasionally guiding them toward answers and providing immediate feedback. Positive reinforcement through remarks such as 'good,' 'well done,' and 'great' was

also observed. Brandmo (2025) also states that the timely and specific feedback is crucial for student development and academic achievement. But some teachers immediately passed the questions to others or they would themselves give the answers and no feedback at all to the students' responses as we observed.

### **3.1.4 Classroom Management and Organization**

In the English and other classes, the classroom management plays important role as it can support or hamper the classroom activities and practices of the English teachers. In this context, Kerimbayev et al. (2023) state that efficient time management and class management skills allow for comprehensive coverage of content and maximize learning opportunities. In our class observation, we found that some of the classrooms were generally well-organized, spacious, and well-ventilated, often arranged in traditional double-row seating patterns.

Most of the teachers were found to manage lessons efficiently; 31 percent of the teachers were found to be presenting content from known to unknown concepts, and 75 percent of the teachers tried to finish the class activities on time. Time management and structured lesson organization are fundamental for promoting effective learning and maintaining classroom discipline (Scrivener, 2011; Richards, 2015). A well-managed class allows teachers to allocate time for explanation, student interaction, and feedback, creating a productive learning environment that supports both teaching and learning goals.

### **3.1.5 Instructional Approaches and Content Delivery**

Student-centered learning (SCL) strategies, such as collaborative activities and real-world problem-solving, have been shown to improve critical thinking and engagement as Israel-Adegboye (2025) put forward. In our class observation, we found that the English teachers employed a blend of lecture and discussion methods while effectively utilizing textbooks and other instructional materials. Most of the lessons were structured logically, often incorporating remedial teaching or differentiated instruction to accommodate learners' varied needs by some of the teachers. Contextualizing lessons by linking them to earlier-grade content or students' experiences enhanced understanding and relevance. Pedagogical research emphasizes that combining teacher explanation with interactive and learner-centered strategies promotes comprehension, motivation, and meaningful language practice (Harmer, 2015; Tomlinson, 2012). Structured and coherent content delivery, coupled with student engagement, is a hallmark of effective language instruction which was lacking in most of the classes we observed.

### **3.1.6 Use of Teaching Aids and Use of ICT**

Kerimbayev et al. (2023) are in the view that the integration of technology, like multimedia tools, supports diverse learning styles and can increase student engagement. As technology facilitates interactive learning experiences, especially in language acquisition (Israel-Adegboye, 2025), it is very important for the English teachers to be proficient in using ICT devices and integrating ICT in teaching English. In our class observation we found that many classrooms lacked modern equipment in the ELT classes, very few teachers integrated ICT tools effectively. Though a teacher used the laptop and there was projector, he used only his laptop to see things to teach without connecting it to the projector. We found that the most common teaching material was the textbook which was systematically used by 13 English teachers in our observation. In some cases, teachers combined them with digital resources like cell phone to contextualize lesson. The use of instructional technology has been shown to increase learner engagement, provide multimodal input, and support interactive and participatory teaching approaches (Mishra & Koehler, 2006; Tomlinson, 2012). Even limited ICT integration can significantly enrich lesson delivery and improve learning outcomes when aligned with pedagogical objectives. In the classroom a teacher was using his cell phone to show some video clips to make the students clear about the concept of the meaning of some new words in the ELT class. The use of such simple technology in the class can change the situation of the class as the students develop curiosity about what is being done in the class and this develops readiness to learn the things being taught. One of our research team also has the experience of such simple use of technology in the ELT class that he bought an ipad tablet and took photographs of his previous year's notes and used the tablet in place of his old diaries and was puzzled when the other teachers started asking about the device as the students started praising the teacher for teaching using the new technology in the class. They suggested other teachers to use new technologies instead of old diaries or notes in the class. So it is very important using simple new ways of teaching using the technologies in the class that always bring newness in the class and the students are also encouraged to learn.

### **3.1.7 Classwork, Homework, and Feedback**

Kerimbayev et al. (2023) state that encouraging the student participation through varied questioning techniques including classwork fosters a supportive learning environment in the English classes. In our class observation only 38 percent of the teachers assigned the classwork and included reading, writing, and collaborative tasks, sometimes allowing students to

choose presentation formats or group roles. Only 19 percent of the teachers were found to have monitored students' work and only 13 percent teachers provided guidance, and offered immediate feedback or correction as needed. Assigning some task to be done at home after the school has been a culture in Nepali schools and the teachers give some homework to the students thinking that the homework would help them revising the things taught and shaping the knowledge they develop every day. We found that 75 percent of the teachers gave some homework to the students in the English classes which is really a good sign of positive impression even on the parents of the students. Research underscores the importance of formative assessment and timely feedback in language teaching, as they help learners identify errors, reinforce knowledge, and encourage reflection (Brookhart, 2017; Hattie & Timperley, 2007). Effective management of classwork and feedback contributes to both skill development and learner motivation. Black and Wiliam (2023) assert that formative assessment practices must include timely, specific, and actionable feedback. The teacher's failure to provide such support likely contributed to student confusion and hindered the development of their language skills. In our class observation we found only four teachers providing feedback to the students' correct responses and only two of the teachers acknowledged the student participation of the students to answer the teachers' questions.

### **3.1.8 Student Participation and Engagement**

Kerimbayev et al. (2023) write that incorporating students' experiences into lessons enhances relevance and motivation. A major strength observed was the active encouragement of student participation in the English teachers in some schools. In our class observation, 62 percent of the teachers were found to be moving around the classroom, some of the teachers asked questions to the students in different corners, and some were found to have allowed students to share experiences or present in groups. In such cases the students were given opportunities to narrate stories, discuss topics, and engage in collaborative activities, which fostered a student-centered learning environment in some of the classes we observed. Brown (2015) and Ellis (2015) are in the view that active participation is critical for second language acquisition, as it promotes authentic communication, interaction, and engagement with learning materials. By combining mobility, questioning, and collaborative tasks, teachers successfully maintained high levels of learner involvement and motivation. Some of the teachers were found to be trying to apply many good practices of English language teaching.

## **3.2 Challenges for Good Classroom Practices**

The classroom practices observed in secondary level English classes in government-aided and private schools of Lumbini Province revealed several challenges in terms of pedagogy, resource utilization, lesson planning, and student engagement which hinder the good ELT classroom practices. To present these findings clearly, they are discussed under following thematic categories, supported by recent research literature.

### **3.2.1 Under-Resourced Classroom Environment**

One of the most critical challenges observed in the English classroom was the lack of instructional resources in most of the schools we visited. The classrooms were only furnished with a whiteboard and the teacher's desk, with no visible use of teaching aids such as display materials, ICT tools, audio-visual materials, or even a projector. We found only one class with a projector in it. Such absence of supplementary materials limits the variety of instructional methods the teacher can employ, thereby reducing the quality of the learning experience. According to Al-Awidi and Ismail (2023) under-resourced classrooms often contribute to teacher-centered instruction and disengagement, as learners are deprived of multimodal stimuli essential for language acquisition. The lack of digital resources also contradicts current pedagogical recommendations, which emphasize the integration of ICT for promoting learner autonomy and differentiated instruction (Mutonyi & Norton, 2022). Thus, without adequate materials, the classroom environment becomes restrictive and non-conducive to effective English language learning. The most common teaching material the English teachers were found to be using was the textbook and we found 13 teachers among 16 making ultimate use of the textbook. The overall situation we observed made us clear that the classrooms were not resourceful for the English teachers to teach English effectively.

### **3.2.2 Traditional and Rigid Seating Arrangement**

The physical layout of the classroom further impeded student engagement, with a traditional row-based seating arrangement that reinforced a teacher-centered instructional style. Such rigid seating arrangement not only restricts peer interaction but also reinforces a passive learning culture, where students are expected to listen rather than engage actively in the classroom teaching activities. As Rands and Gansemer-Topf (2017) argue, classroom design plays a pivotal role in shaping the

nature of student participation. Traditional seating often inhibits collaborative learning and prevents the teacher from interacting with all learners equally. In modern pedagogy, flexible seating arrangements are encouraged to support group work, movement, and student-to-student communication (Steel & Andrews, 2020). The lack of spatial dynamism observed in this classroom likely contributed to the low levels of student engagement and interaction. We did not find any classrooms which had different kind of seating arrangement of the students which could be changed to different settings for conducting different language teaching activities in the schools we visited. One of the major challenges of effective English teaching in Nepal is thus the seating arrangement of students which is rigid as it was in the traditional schools.

### ***3.2.3 Lack of Teacher Movement and Engagement***

Teacher mobility is closely linked to the seating arrangement which compels the teacher's stationary position throughout the lesson. In our class observation, most of teacher i.e.62 percent of the teachers made some kind of movement around the class and the others remained fixed near the desk, showing minimal movement around the room and limited interaction with students from different areas. This lack of mobility reduced opportunities for formative assessment, individualized support, and behavioral management whereas the mobility of the teacher around the class is really supportive for the students to become alert in learning and the classroom activities as well as working on the class works. According to Suryana et al. (2021), teacher movement within the classroom enhances presence, engagement, and access to learners' needs. Moreover, Fahim and Dolati (2022) highlight that effective teacher mobility fosters active learning and builds rapport, both of which were lacking in the observed lesson. Such traditional spatial arrangements and limited teacher mobility tend to reinforce teacher-centered approaches and reduce opportunities for active engagement (Baral, 2021; Koirala, 2020). In this Rajbhandari, (2019) further adds that these conditions are consistent with findings in Nepal and similar contexts where under-resourced classrooms limit innovation in teaching. The teacher's static position contributed to the overall monotony of the class and further reinforced the lecture-based approach which is mostly due to classroom setting where the teacher feels problem in moving around different corners of the class helping the students.

### ***3.2.4 Poor Time Management***

Time is very important, but many cultures do not appreciate the value of time and fail to respect it. In Nepal, we are accustomed to Nepali time, which is what one can easily understand as meaning that we do not value time and often disrespect it. In the classes we observed, most of the classes were started and concluded on time but 25 percent of the teachers were found to be careless about time. The lessons were also spoiled by poor time management, as evidenced by one of the teachers who we observed checking his mobile phone for the time and initiating a new grammar topic toward the end of the session. Additionally, classwork assignments were hastily checked or skipped due to time constraints as those teachers were unable to manage proper time for all the activities of teaching English effectively. Effective use of classroom time is crucial for balancing instructional input, guided practice, and feedback (Anderson & D'Angelo, 2021). Likewise, Hattie (2023) emphasizes that poor pacing disrupts the learning process and can leave students confused or without closure. The teacher's inefficient time allocation not only leads to incomplete activities but also undermines the opportunities for reflection and consolidation of learning in the classes which are handled by careless teachers. Poor pacing and lack of coherence are known to reduce instructional effectiveness, leaving students with fragmented understanding (Pandey, 2021; Lama & Ghimire, 2022). The teachers need to be punctual and they need to have good time management skills to complete various activities and tasks in the given time of the school.

### ***3.2.5 Teacher-Centered, Lecture-Based Instruction***

The dominant instructional approach observed was highly teacher-centered, relying almost entirely on lecturing. Students were passive recipients of information, with limited opportunities for interaction, questioning, or collaboration. Such approaches are increasingly considered outdated, especially in language education, where communicative competence is the goal. Richards (2022) argues that traditional lecture methods in language teaching fail to develop essential skills such as speaking, listening, and critical thinking. Student-centered learning, by contrast, promotes active engagement and deeper understanding (Brown, 2023). The absence of communicative activities in the lesson hindered students' opportunities to use language meaningfully, making the learning experience monotonous and ineffective. For the students to be able to speak in the class, the teachers need to create proper opportunities for the students to express their views and experiences freely in the class among the other students and teachers in the class. If the teachers practices varieties of communicative activities in the ELT classes the students also will be forced to speak and practice oral skills in English. We found that the English teachers were still not much capable in putting the students in action to develop the oral skills in English.

### **3.2.6 Note-Taking and Textbook Reliance**

In teaching English classes one of the most common traditional English teaching activities used to be note taking where the teacher used to read the readymade note slowly and the students would write the notes and recite the notes to prepare the final examinations. In our classroom observations, we found some classes dominated by this traditional technique. *The lesson was overwhelmingly centered on note-taking, with the teacher slowly dictating notes while students copied them in silence in Grade XII. In the same way, 13 teachers out of 16 were found to be teaching completely on the basis of the textbooks. Occasionally, students were asked to consult their textbooks, but this engagement was superficial and unaccompanied by explanation or interaction. Ellis (2022) is in the view that excessive note-taking reduces opportunities for comprehension and critical thinking, particularly when it replaces active learning strategies. The teachers who encourage note taking strategies in the classes hinder the development of the students and the students who are developed this way also do not teach well and they also prefer giving notes to the students and the culture of giving notes and putting the students in just writing rather than understanding and using the English for their day to day purpose is stopped by this strategy. Likewise, Nation and Macalister (2020) argue that textbooks should serve as a springboard for interactive and communicative tasks rather than being the sole instructional tool. In this case, the teacher's heavy reliance on dictation and textbooks curtailed opportunities for learners to develop language skills through authentic use. It is necessary according to the present curricula that the students need to have exposure of the other authentic materials for their proper development in English. In Nepal the teachers have many constraints to use varieties of authentic reading materials for the students and mostly the time frame for the teachers do not usually allow them to use diversified reading materials that are authentic for the ELT classes and the teachers just rely on the textbook they are provided by the authority. The students who are good at reading also do not get chance to read books, journals and newspapers except their text books which puts them in getting limited knowledge due to lack of chances to read varieties of kinds of texts related to different areas of life.*

### **3.2.7 Lack of Review or Connection to Previous Lessons**

In any kind of teaching learning situation the preparation and warm up for new skills to be learnt is very important. Thus the teachers need to revise the previous lessons or link up the content to be taught with their previous knowledge to make the students ready to learn new things can be necessary. The contents to be taught need to be familiar to the students by making the students remind what they have already studied. The students will feel easy to understand what they are already familiar to them and the teachers need to be clever enough to make connections to what they have already studied in the precious classes or lessons as well as the other subjects which is often called vertical and horizontal connections or linkage. Ambrose et al. (2023) emphasize that activating prior knowledge is a fundamental principle of effective learning, as it scaffolds new content and enhances retention. Biggs and Tang (2022) also note that learning is more effective when it builds progressively on existing cognitive frameworks. The teacher's disregard for previously covered material and students' background knowledge reflects poor instructional planning and a lack of coherence across lessons. During our class observation period, we saw that only seven teachers revising the previous lesson before starting the lesson of that day and remaining nine teachers did not try to revise the things previously taught. In the same way, while teaching any new topic or lesson if the teacher can link up the new topic with the things they have already studied, the students will feel easy to learn the new things and the teaching the new lesson also becomes easier for the teachers to describe. In the process of class observation we found that only four teachers tried to link up the topic of the day with what they were teaching that day and the remaining 12 teachers did not try to link up the topic of the day with the previous knowledge the students had. We also found that most of the teachers did not ask any questions before starting the new lesson which is really not good practice of teaching English. We found only one teacher asking a question about the previous lesson taught before starting the new topic. Thus many teachers failed to review previous content, ignored assigned homework, and made no effort to connect the current topic to students' prior knowledge or experiences. This lack of continuity adversely affected students' ability to integrate new information meaningfully.

### **3.2.8 Lack of Student Feedback and Formative Assessment**

In English teaching and learning situations, the role of feedbacks and formative evaluations plays vital role. The formative assessment in the form of homework, classwork or other group work like activities can enhance the learning of English. During our class observations we found that only 38 percent of the teachers gave class work and 19 percent of the teachers checked the classwork. Likewise only six out of 16 teachers talked about the homework of the previous day. Thus, the assessment and feedback practices were notably weak. Homework was neither reviewed nor discussed, and the teacher did not investigate students' prior knowledge before starting new content. Classwork, when assigned, was checked randomly without detailed

guidance. Student participation was minimal, and when learners hesitated in responding, the teacher quickly moved to another student without scaffolding or encouragement. Not only this, the feedback during the lesson was either absent or superficial. Such practices align with studies showing that formative assessment remains underdeveloped in Nepali classrooms, where feedback is often superficial and summative rather than diagnostic (Karkee, 2022; ELTAN, 2021). In reality we found as the Nepali teachers are blamed of being weak in providing proper feedback to the students in the classes. In western and even Indian teachers the teachers seem to be very good at giving positive feedback to the students and mostly thanking the students for they tried to respond to them and them other good compliments about their positive side only and they are seen giving right answers to the students indirectly without making the students feel that they made great mistakes. This practice do not discourage students from practicing to respond to the teachers' questions and the students will be encouraged to speak in the class if the teachers do not criticize them to their wrong answers in the class. On the other hand, the teachers typically responded to student answers with a brief acknowledgment of correctness, without providing explanations or suggestions for improvement. Furthermore, classwork tasks were not adequately monitored or reviewed. Effective feedback is a cornerstone of formative assessment and is critical for supporting student growth and understanding (Hattie & Timperley, 2007). Black and Wiliam (2023) assert that formative assessment practices must include timely, specific, and actionable feedback. The teacher's failure to provide such support likely contributed to student confusion and hindered the development of their language skills.

### ***3.2.9 Minimal Student Participation and Low Engagement***

In the language classes the students need to be actively participating the activities of language teaching and learning as it is the students who have to learn the language not the teachers. In Nepal teacher talking time is far more than the student talking time which keeps the students passive recipients. In our class observations we found in many classes that the student participation was limited to the beginning of the lesson, with the teacher asking closed-ended questions and quickly moving on if a student delayed in responding. There were no group discussions, pair work, or student-led activities. In most cases the teachers were found to be not much interested in communicating with the students and they were not seen to be talking anything except the content to be taught and remain silent while the students were busy in writing the classwork or any task given to the students. In some cases the students do not speak even if the teacher wants to put them in interactions or the teacher asks something in the class but the students do not respond at all. This lack of interactive engagement contributed to a passive classroom culture. According to Mercer and Howe (2021), dialogic teaching, which encourages student dialogue and participation, fosters deeper understanding and language development. Walsh and Sattes (2022) further argue that equitable engagement strategies are essential for inclusive teaching. The teacher's reluctance to foster participation or encourage diverse responses resulted in a disengaged classroom atmosphere and hindered meaningful learning. The student participation in the English language classes is really very important to the students to learn the language and the more they participate in the different classroom activities the better they learn the language. In our class observation of the sixteen teachers we found that the better participation of the students in only four classes which is not a good sign of effective teaching and learning even if some teachers wanted to make the students talk in the class and let them speak, the students were not found to be interested in responding and talking in the class

### ***3.3 Lesson Planning and Use of Materials***

In language classes the role of lesson plan is very important and it is also said that preparing a good lesson plan ensures systematic and effective teaching. It also develops confidence in the novice teachers. Cohen, Manion, and Morrison (2022) assert that structured lesson planning is essential for ensuring pedagogical coherence and learning progression. Furthermore, Hattie (2023) notes that sharing learning intentions and success criteria enhances students' metacognitive awareness and motivation. The absence of a logical instructional flow undermined the effectiveness of the lesson and contributed to a disjointed learning experience. In our class observations of 16 English teachers of different districts of Lumbini province, we found that the teachers were not found to have been preparing and using the lesson plan. The lessons lacked clear objectives and coherent sequencing. The teacher began instruction without revisiting prior knowledge, reviewing homework, or setting explicit goals. No visible lesson plan was used, and frequent digressions led to fragmented instruction. It was all because of the lack of proper planning of the lesson. The reliance on textbooks was predominant, and in some cases, even the textbook was not effectively utilized. Supplementary materials, real objects, visual aids, and ICT tools were found to be used by very few of the English teachers. The absence of diverse resources undermined multimodal learning and contributed to disengagement. Similar patterns are documented in Nepal, where teachers often face difficulties integrating ICT or designing lessons beyond textbooks, even after receiving training (Bhattarai, 2020; Sah, 2022). The teachers need to be encouraged to develop and use varieties of kinds of teaching materials including ICT devices and most importantly the authorities need to make the preparation and use of lesson planning compulsory and it should be submitted to the authority for any kind of rewarding and promotional activities so that the teachers get prepared for teaching different kinds of contents effectively.

#### 4. Conclusions

During our class observations of the secondary level English teachers we found many good practices and not acceptable practices and classroom activities. As we observed, most of the classroom practices have been found to have been improved from the past practices. As we need to prepare our new generation to face the global competition, we need to equip the youngsters with 21<sup>st</sup> century skills. The present classroom practices cannot still prepare the development of 21st-century skills such as critical thinking, collaboration, and self-efficacy (Norris, 2019; Kavaklı Ulutaş, 2023). Despite substantial investment in teacher training programs, the gap between training objectives and classroom realities remains wide, calling for urgent reforms in teacher education and classroom practices. We can be hopeful in the sense that the ELT situation in Nepal is gradually developing though it is still not satisfactory. We should keep making the practitioners, authorities and policy designers aware of the need of refinement in ELT classroom practices and teaching activities to prepare the youngsters face global competition and 21<sup>st</sup> century challenges. Thus the study provides insights for the ELT teachers, trainers and policy makers in making the classes of English teaching more effective in Nepal. To prepare students for global competition and 21st-century challenges, teachers need to enhance and refine existing teaching and learning practices and activities getting well trained for making their classroom presentations and teaching activities according to the expectations and aspirations of the students of the modern time.

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