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An Analysis of the Current Practices of Task-**Oriented Classroom Instruction in Lumbini Cultural Municipality, Rupandehi, Nepal**

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Abstract

This study investigates the prevailing status of task-oriented classroom instruction within government schools of the selected study area in Nepal. It further explores the underlying factors contributing to the current state of such instructional practices and proposes strategies for their enhancement. Employing a qualitative research design, data were collected through Participatory Rural Appraisal (PRA), classroom observations, and semi-structured interviews. The data were analyzed thematically within an interpretative research paradigm. The findings indicate a limited and underdeveloped implementation of task-oriented instructional approaches, influenced by challenges related to teacher professional development, school administration, local educational needs, and the existing examination system. The study underscores the necessity of developing a contextually relevant local curriculum to support and advance task-oriented classroom instruction both within the study area and in general.

Keywords: local needs, practical skills, task-oriented classroom instruction, local curriculum

Introduction

The development of practical knowledge and skills emerges from dynamic interactions between humans and their environment. Educational activities that are contextually relevant and utilize local resources create opportunities for skill-based, practical learning-ultimately producing a competent workforce capable of adapting to both national and international demands. In this context, education is expected to cultivate practical competencies in learners through task-based activities, facilitating experiential learning aimed at effective problem-solving.

Dewey (1997) conceptualizes education as a continuous process of experiencing and reorganizing experiences into practical skills through environmental adaptation (1916, p. 61). Similarly, Agrawal (1992) highlights the productive dimension of education, emphasizing its capacity to empower individuals to solve problems through applied skills (p. 33). These perspectives reflect the philosophical foundations of modern education, which prioritize functionality, productivity, and skill development. Dewey (1997) further asserts that the primary objective of education is to prepare the youth for future responsibilities by equipping them with systematically organized knowledge and practical competencies (p. 18). These assertions advocate for the use of child-centered and participatory approaches in classroom instruction, particularly through task-oriented teaching, which is believed to foster students' problem-solving abilities and practical skill development.



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Educational quality is largely determined by the instructional strategies employed by teachers. Childcentered, participatory, and task-oriented teaching methods are widely acknowledged to enhance the practical, functional, and productive dimensions of education. Task-based and problem-solving instructional approaches are particularly effective in developing students' practical skills. In support of this, Kuyate (2019) reports that activity-based learning grounded in social constructionist principles significantly enhances student engagement, allowing them to construct knowledge and skills actively rather than passively receiving information.

Task-oriented instruction is central to equipping students with problem-solving skills through practical engagement. This necessitates that teachers be both creative and responsive to local and student-specific needs, fostering motivation and active participation in task-based learning environments. In this regard, true education—scientifically understood—entails the development of practical knowledge, skills, and problem-solving capacities derived from meaningful engagement with the learning environment. Dewey (1997) emphasizes that experience is not merely an outcome but a process shaped by the interaction between individuals and their environments (pp. 43–44), and that such experiences are foundational to the acquisition of skills (p. 26).

These ideas underscore the centrality of the learning environment in shaping student experience and skill acquisition. Accordingly, skill-based, practical education requires active learner participation in purposefully designed instructional activities. The nature of classroom instruction directly influences the quality of experiences learners encounter, and consequently, the types of skills they develop.

Task-oriented learning is an instructional approach centered on engaging students in structured tasks within the classroom. As Prince (2004) notes, this approach is rooted in active learning and student participation. Bonwell and Eison (1991) define it as any instructional method that involves students in doing and reflecting on what they are doing. Similarly, Singal et al. (2018) describe task-oriented learning as a student-centered approach designed to offer challenging, flexible learning experiences tailored to all learners. These perspectives collectively affirm the importance of structuring the learning process around student engagement in meaningful tasks.

Task-oriented learning also provides scaffolding that encourages students to explore their creativity in a socially interactive classroom environment (Deci & Ryan, 2000). Learning occurs through collaboration rather than competition, with teachers facilitating cooperative group work and pair activities that foster problem-solving through shared experiences. Albadi and David (2019) argue that task-oriented instruction actively engages students through diverse activities, making them agents of their own learning rather than passive recipients of knowledge. In this context, locally available resources aligned with specific tasks enhance student motivation and make learning more relevant and effective compared to traditional, theory-heavy approaches.

Several theoretical frameworks inform task-oriented instructional practices. Notably, the constructivist paradigm underpins this approach, emphasizing experiential learning. Dewey's theory of the "construction and reconstruction of experience" posits education as a process of reconfiguring experiences in ways that enhance learners' capacity to direct future actions (Dewey, 1916, pp. 89–90). Dewey (1938) also stresses the inherently social nature of experience, framing education as a communicative process that occurs within a community context. Campbell (1995) highlights Dewey's emphasis on social interaction as a means of forming shared values and actions that enrich experience and promote social development (p. 174).



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Further, Dewey (1997) situates education within an empirical and experimental framework, emphasizing that experience and experimentation are essential for meaningful learning (p. 25). He introduces the idea of a "coherent theory of experience" to guide the selection and organization of educational methods and materials (p. 30). Dewey (1929) elaborates that this theory views experience as a continuous interaction with nature that unfolds progressively and meaningfully (p. 3). According to Dewey, skill development represents the culmination of experiential engagement with the natural and social world (p. 9). This theory aligns with progressive education principles, emphasizing student-centered, problem-solving, collaborative, and socially situated learning (Pecore & Bruce, 2013, p. 10).

In this framework, education systems must prioritize experiential and task-based instruction that fosters active student engagement with their environment. Dewey (1915) argues for an education system that nurtures personal investment in social relationships and the mental habits necessary for constructive social change.

The reviewed literature clearly advocates for a shift from traditional, teacher-centered methods to more student-centered, task-oriented approaches. Qahtani (2016) describes the teacher's role in this context as a facilitator and model who utilizes diverse methods to address students' varied learning needs. The literature supports the implementation of task-oriented strategies in classroom instruction as a means of enhancing student motivation and facilitating the acquisition of practical skills through problem-solving activities.

Numerous studies have examined the effectiveness of task-oriented instructional strategies, there is a noticeable gap in research regarding the barriers to their implementation in the context of developing countries like Nepal. This study aims to address that gap by identifying the factors that hinder the adoption of task-oriented instruction in Nepali schools. The findings are expected to inform teachers, educationists, policymakers, and other stakeholders about strategies to promote student-centered, needs-based instructional practices. Given the growing importance of task-oriented learning, this research was undertaken to examine the current status of its implementation and to analyze the contextual factors influencing its practice in the study area. The objectives of this study are as follows:

- 1. To find out the status of task-oriented classroom instruction in study area.
- 2. To find out and analyze the reasons behind the available status of task-oriented classroom instruction in study area.
- 3. To recommend the strategies for the development of task-oriented classroom instruction.

Based on the research objectives, the research questions of this study are as follows:

- 1. Is there application of task-oriented teaching learning in classroom instruction?
- 2. What is the status of task-oriented teaching learning in classroom instruction?
- 3. What can be the ways for the development of task-oriented classroom instruction?

Methodology

This study employed a qualitative research design grounded in hermeneutic phenomenology to explore the lived experiences of individuals engaged in classroom instruction, particularly focusing on the application of task-oriented teaching practices. Hermeneutic phenomenology, as outlined by Langdridge (2007), allows for an in-depth interpretation of how people make sense of their experiences in relation to their social and educational environments. The study is situated within the interpretive paradigm, which views reality as socially constructed and emphasizes the interpretation of meaning from participants'



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perspectives (Higgs, 2001). This approach seeks to uncover the nuanced meanings of participants' lived realities, particularly their practiced knowledge and instructional experiences.

Data collection was carried out using a combination of participatory rural appraisal (PRA), classroom observation, and semi-structured interviews. These tools were selected for their ability to generate rich, contextually grounded data relevant to the study objectives. In addition, field notes, photographs, and audio recordings were employed as supplementary techniques to ensure a more comprehensive capture of the observed and reported experiences. These tools helped to triangulate the data and enhance the reliability and depth of the findings.

The research was conducted in Lumbini Cultural Municipality, Rupandehi, Nepal, a site chosen due to its socio-cultural diversity and the presence of various ethnic groups engaged in different occupations. This diversity was considered valuable in capturing a wide range of educational practices and perspectives. The participants included teachers, students, parents, members of the School Management Committee (SMC), and local representatives from the ward office. In total, six teachers (three male and three female), twelve students (six male and six female), six parents (three male and three female), one male SMC member, and two local representatives (one male and one female) participated in the study. To maintain ethical standards and protect the identity of participants, all names used in the research are pseudonyms.

In order to examine the extent to which task-oriented teaching strategies were being applied in classroom instruction, classroom observations were conducted in Grade VIII across all subject areas. The observations were preceded by an initial engagement with the school environment, where the researcher interacted with local community members and SMC representatives to gain contextual insights. Meetings with teachers included a clear explanation of the purpose and significance of the observation, framed through the lens of situational learning theory (Billett, 1996). The researcher ensured transparency and built trust by clarifying the academic intent and relevance of the study.

The data gathered through these engagements were used for phenomenological interpretation and reflection. These experiences were analyzed to develop categories that revealed the underlying meanings of classroom practices. The analysis followed a reflective and iterative process, consistent with the principles of phenomenological research, involving careful interpretation, thematic development, and narrative construction. As emphasized by Stolz (2023), this methodological approach aims to unlock the lived meanings of educational experiences through systematic reflection, thus contributing to a deeper understanding of task-oriented instruction within the classroom setting.

Results and Discussion

Classroom observation was carried out throughout the whole school days entering the classroom before the first teacher entered and remaining in the entire classes until the last teacher went out. Each class was observed applying Resource-based Learning Theory (Beswick, 1977). From my thorough observation for three days, I found (see Table 1) the status of the application of task-oriented classroom instruction as follows:



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Application of Task-based Instruction in Classroom			
Curricular	Available Possible	Applied instruction by	Application of
Expectations	Resources	the Teacher in Teaching/	Task-Oriented
	for Tasks	Learning in the	Instruction
		Classroom	
English	Observing	Day 1	Application of a
Asking for	Comparing/contrasting	Text: habits and behavior	task:
information,	Identifying	Teaching: by defining in	The skill of
Giving	Visual sharing	Nepali	criticizing for
permission,	Correcting/modifying	Text: good/bad habits	bad and
Expressing	Reporting	Teaching: asking some	appreciating for
obligation,	Describing events	examples of good/bad	good.
Requesting and	Messaging news	habits. Making a practical	
replying	Discussing	interaction. Asking to	
Identifying,	Criticizing	make lists of good/bad	
Inviting,	Interacting/sharing	habits as a task.	
Getting things	Questioning/answering	Day 2	
done,	Explaining	Text: passage	
Reporting,	Arranging	comprehension(contd.)	
Describing,	Comprehending	Teaching: Teacher reads	
Expressing	Appreciating	the text lines, students	
conditions,		listen, one student reads	
Comparing,		and others follow. Then	
Expressing		teacher explains the lines	
likes/dislikes,		mostly in Nepali	
Stating		Day 3	
intentions,		Text: passage	
Predicting,		comprehension(contd.)	
Persuading,		Teaching: by reading the	
Reminding,		text lines, students	
Expressing		listening, one student reads	
ability,		and others follow. Then	
Reasoning,		teacher explains the lines	
Answering,		mostly in Nepali	
Nepali	Listening to others	Day 1	No application
Reading	Making comprehension	Text: Thug (cheater)	of task on local
comprehension	I elling local history	leaching: by definition	resources, only
and writing:	Speaking Nepali	and synonyms	text
stories, essays,	Dialogue delivery	Text: story comprehension	comprehension
poems,	Singing casually	I eaching: by asking a	
biography,	Criticizing	student to read first three	
letters,	appreciating	paragraphs, others listen to	

 Table 1

 Application of Task-based Instruction in Classro



dialogues,		him, then the teacher	
vocabulary and		explains simply. In the	
grammar		same way, another student	
practices		reads next paragraphs	
		Day 2	
		Text: vocabulary practice	
		Teaching: asking students	
		to read given word-	
		meanings for ten minutes	
		and asks them to tell	
		meaning turn by turn	
		Text: answering questions	
		Teaching: asking given	
		questions to individual turn	
		by turn seeking answer	
		Dav 3	
		Text: fill in the blanks	
		Teaching: asking students	
		to find the missing word	
		from the main text.	
		Text: arranging sentences	
		Teaching: asking students	
		to do themselves	
Mathematics	Ouantifying	Dav 1	No application
Making lines.	Mapping	Text: co-	- · · · · · · · · · · · · · · · · · · ·
angles, triangles	Diagramming	ordinates(exercise)	
and polygon:	Listing	Teaching: just by applying	
congruency and	Comparing	formula and explaining	
similarity:	Identifving	according to	
circle, solid	Estimating		
figures. co-		formula(Deductively)	
	Calculating	formula(Deductively) Day 2	
ordinates, area	Calculating Ranking	Day 2 Text: Pythagoras Theorem	
ordinates, area and volumes.	Calculating Ranking Sequencing	Day 2 Text: Pythagoras Theorem Teaching: by writing rule	
ordinates, area and volumes, transformations,	Calculating Ranking Sequencing Drawing	Day 2 Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a	
ordinates, area and volumes, transformations, bearing and	Calculating Ranking Sequencing Drawing Scaling	Day 2 Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a problem applying the rule	
ordinates, area and volumes, transformations, bearing and scale drawings.	Calculating Ranking Sequencing Drawing Scaling	Day 2 Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a problem applying the rule and explaining accordingly	
ordinates, area and volumes, transformations, bearing and scale drawings, set, whole	Calculating Ranking Sequencing Drawing Scaling	Day 2 Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a problem applying the rule and explaining accordingly (Deductively)	
ordinates, area and volumes, transformations, bearing and scale drawings, set, whole numbers,	Calculating Ranking Sequencing Drawing Scaling	Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a problem applying the rule and explaining accordingly (Deductively) Day 3	
ordinates, area and volumes, transformations, bearing and scale drawings, set, whole numbers, integers, rational	Calculating Ranking Sequencing Drawing Scaling	Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a problem applying the rule and explaining accordingly (Deductively) Day 3 Text: kite's diagonal	
ordinates, area and volumes, transformations, bearing and scale drawings, set, whole numbers, integers, rational and real	Calculating Ranking Sequencing Drawing Scaling	formula(Deductively) Day 2 Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a problem applying the rule and explaining accordingly (Deductively) Day 3 Text: kite's diagonal Teaching: (didn't illustrate	
ordinates, area and volumes, transformations, bearing and scale drawings, set, whole numbers, integers, rational and real numbers; ratio.	Calculating Ranking Sequencing Drawing Scaling	formula(Deductively) Day 2 Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a problem applying the rule and explaining accordingly (Deductively) Day 3 Text: kite's diagonal Teaching: (didn't illustrate 'kite') just by writing rule	
ordinates, area and volumes, transformations, bearing and scale drawings, set, whole numbers, integers, rational and real numbers; ratio, proportion and	Calculating Ranking Sequencing Drawing Scaling	Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a problem applying the rule and explaining accordingly (Deductively) Day 3 Text: kite's diagonal Teaching: (didn't illustrate 'kite') just by writing rule on the board and giving	
ordinates, area and volumes, transformations, bearing and scale drawings, set, whole numbers, integers, rational and real numbers; ratio, proportion and	Calculating Ranking Sequencing Drawing Scaling	Text: Pythagoras Theorem Teaching: by writing rule on the board and solving a problem applying the rule and explaining accordingly (Deductively) Day 3 Text: kite's diagonal Teaching: (didn't illustrate 'kite') just by writing rule on the board and giving	



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profit and loss;		in exercise (Deductively)	
unitary method;			
profit and loss;			
simple interest,			
statistics,			
algebraic			
expressions,			
indicates;			
equations,			
inequality and			
graph			
Social Studies	Topographic Knowledge	Day 1	Use of :
and Population	Land structure	Text: capital	1. Locally
Education	Soil type	Teaching: by definition	available
We, our	Land conditions	Text: 'poor family'	economic status
community and	Land tenure	Teaching: by giving	of people
nation: our	Season changes	example of poor and rich	1 1
social norms	Weather and climate	in their village	2. local labour
and values: our	Weather prediction	Text: 'little production in	and production
social problems	Social rules	village'	I
and their	Social values	Teaching: by giving	3. Madarasha in
solutions: civic	Population growth	situational example of their	Muslim society
sense: our earth.	Gender discrimination	own field, labour and	
our past. our	Rivers	production, making a short	4. local
economic	Ponds	interaction on the topic	financial
activities. our	Temples	Day 2	cooperatives
international	Masiids	Text: Khutruke saving	5. Task:
relation and	Local worships	Teaching: by giving	vegetable
cooperation:	Grasslands	examples Madarasha in	plantation and
introduction to	Fields	Muslim society	success story of
nonulation and		Text: vegetable plantation	any individual
demographic		Teaching: by giving	about it
situation.		example of how they start	
nonulation		it in their own locality	
growth and its		what sort of capital they	
management		require (an interaction)	
management		DAV 3	
		Text. Activity of telling	
		the name of financial	
		cooneratives in their	
		locality	
		Teaching: by making	
		practical interaction	
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		Text: story(business	
		related) comprehension	
		Teaching: by giving	
		similar examples of other	
		success story related to	
		local production	
Science and	Knowledge of simple	Day 1	Application of:
Environment	machine	Text: matter	
Measurement,	Effect of heat, cold and	Teaching: task: defining,	1. The
velocity and	light	seeking some example	concept
acceleration;	Pollution and effect	from students (water,	formatio
simple	Environment	stone, wood etc.)	n of
machines;	conservation	Text: natural/artificial	matter
pressure,	Plants, trees and animals	matter	through
energy, work	Topographic Knowledge	Teaching: only by	example
and power; heat,	Land structure	definition	and
light, sound,	Soil type	Text: compound	response
magnetism,	Land conditions	Teaching: by definition,	required
matter, mixture;	Land tenure	example of H2o	task
metal and non-	Season changes	Day 2	
metal; acid,	Weather and climate	Text: structure of an atom	
base, and salt;	Weather prediction	Teaching: just by asking	
some useful	Population growth	to look at the picture given	
chemicals;	Deforestation	in text, reading lines and	
living beings;	Tree conservation	repeating some of them	
cells and tissues;	Planting trees	Text:	
life process;	Rivers, ponds, temples	proton/neutron/electron	
structure of the	Masjids, grasslands,	Teaching: just by reading	
earth; weather	fields	the text lines without any	
and climate;		illustration	
earth and space;		Day 3	
environment and		Text: automatic mass unit	
its balance;		(amu)	
environment		Teaching: just by asking	
degradation and		to look at the picture given	
its conservation;		in text, reading lines and	
environment and		repeating some of them	
sustainable		Text: electric charge	
development		Teaching: just by reading	
-		the text lines without any	
		illustration	
development		the text lines without any illustration	



Health and	First aid of snake bite	Day 1	Use of:
Physical	Preparing and feeding	Text: solid waste	1.The concept
Education	medicine to cattle	Teaching: by asking them	of waste
The human	Making alcohol at home	to tell the example of solid	available in
body; personal	Personal sanitation	waste	locality
health; nutrition;	Crossing the flooded	Text: re-use of things	
diseases;	river	Teaching: example of	2.The concept
adolescence, sex	Using medicinal herbs	using steel plates instead of	of air/noise
and reproductive	Swimming in river	disposable plastic plates	pollution
health; drug	Seasonal vegetables,	Text: recycling	
addiction,	fruits, crops, grains	Teaching: example of	
smoking and	Play grounds	what happens to the	
alcoholism;	Playing traditional	bottles/plastic the collector	
environmental	Wrestling, sports and	takes them away	
health; safety	games	Day 2	
and first aid;	First aid of snake bites	Text: causes of air	
family and	Treatment of mud	pollution	
community	infection on feet and	Teaching: asking the	
health; physical	hands	students to look outside	
exercise; drill,	Waste materials found at	and telling how the clean	
physical	roadside, field etc.	air outside becomes	
training; yoga;		dirty/polluted (students: by	
major games;		dust, smoke etc.); then the	
athletics;		teacher reads the text and	
gymnastics		explains with examples.	
		Day 3	
		Text: noise pollution	
		Teaching: by asking the	
		difference between	
		standing in a field and at	
		the busy roadside	
		Text: effects of noise	
		pollution	
		Teaching: asking students	
		to tell effects making a	
		short discussion (students:	
		deafness, headache etc.);	
		then teacher reads the text	
		and explains with	
		examples.	
Occupation,	Transplanting	Day 1	Use of:
Business and	Weeding	Text: rabbit farming	Locally
Technology	Field leveling	Teaching: by asking	available



Education	Drawing water	students if they have seen	knowledge of
Professional	Planting	it or not (interactive)	rabbit, cow, fish
education;	rice/wheat/potato/	Text: 'standhari'	and various
education,	seasonal vegetables	(mammal)	physical
training and	Making boats	Teaching: by defining with	resources
employment;	Making walls made of	example of cow, human	related to fish
information	straw and mud	etc.	farming
related to	Making fishing net	Text: 'Pasmina'	
employment;	Dehari (granary)	Teaching: by defining	
life supporting	Pigeon house (made of	with an example of shawl	
skills; operation	mud)	the women wear	
of business;	Straw made mat and seat	Day 2	
trade and market	Swimming	Text: fish farming	
management;	Crossing the flooded	Teaching: by asking	
vegetable	river	students to tell the names	
farming; fruit	Bamboo ladder	of fish (students: silver,	
cultivation; dry	Broom of typical plant	rahu etc)	
vegetables,	Making puffed rice	Text: natural/artificial	
fruits and	Painting on walls	Teaching: by defining and	
foodstuffs;	Feeding/breeding/milking	example of tree and school	
flowers and	cattle	building	
medicinal plants	Irrigating	Text: 'Jalasaya'(water	
farming;	Fishing(Kewat/Mallah)	reserve)	
livestock	Messaging orally to	Teaching: by defining	
farming;	villagers(Harijan)	with example of pond,	
handicraft and	Stitching clothes	river, sea etc.	
paper work; clay	Working as	Text: diseases of fish and	
work; sewing	watchman(Harijan)	treatment	
and weaving;	Paintings on wall (of	Teaching: by reading text	
local	Sun, snakes etc.)	lines and explaining	
technology;	Feeding medicine to	simply	
modern	cattle by using a bamboo	Day 3	
technology	made device	Text: protection,	
		packaging and	
		transportation of fish	
		Teaching: by defining	
		Teaching: her calific th	
		reaching: by asking the	
		dry fish or not (stydarts)	
		ury fish of not (students:	
		sukuu iisn). Teacher reads	
		une text lines explains,	
		makes discussion,	



		interaction on the fish	
		farming. (Students are	
		familiar with fish so they	
		make active response and	
		interact with a motivation).	
Moral	Listening to others	Day 1	Application of:
Education	Sharing/exchanging	Text: 'Prayash' (an	The concept of
Character	Social rules	attempt)	locally
development;	Social values	Teaching: by defining and	available
human values	Requesting	asking if they have done	Water
and norms; civic	Begging	any attempt for social work	resources,
duty and	Helping	or not followed by a short	its importance
responsibility;	Cleaning surroundings	interaction on social	and
social life	Temples	service.	preservation
system and	Masjids	Text: resource of drinking	through task.
diversity;	Ponds	water	
discipline and	Roads	Teaching: asking from	
positive thinking	Public yards	where they get drinking	
	Hand pumps	water (students: hand	
	wells	pumps, wells etc.)	
		Day 2	
		Text: a moral story	
		(contd.)	
		Teaching: by reading the	
		text lines and explaining	
		with examples	
		Text: calamities	
		Teaching: defining with	
		examples	
		Text: true earnings	
		Teaching: defining, using	
		antonyms relating with the	
		concept of morality	
		Day 3	
		Text: summarizing the	
		moral story.	
		Teaching: by asking an	
		individual to tell the	
		morals from the story and	
		making an interaction.	
		Text: water resources	
		Teaching: making an	
		interaction on preserving,	



		alconing around the water	
		cleaning around the water	
		resources focusing its	
		importance.	
Computer	Only one computer at	Day 1	No application
Science	school	Text: web page designing	
Fundamental		Teaching: just reading the	
concept of	Mobile phone	text, students looking at	
computer;		their texts and making the	
history of		students passive listeners.	
computer		Text: text formatting	
development;		elements	
generations and		Teaching: just reading the	
types of		text and repeating the	
computer;		lines.	
computer		Day 2	
hardware and		Text: heading element	
software system;		Teaching: just reading the	
operating		text by teacher and making	
system; word		the students passive	
processing,		listeners.	
spreadsheet and		Text: marquee element	
presentation		Teaching: just reading the	
software: ICT		text and repeating the	
and cybercrime:		lines.	
cyber law and		Dav 3	
computer ethics:		Text: HTML	
computer virus:		Teaching: just telling its	
web nage		full form asking students	
designing.		to look at textbook and	
HTMI ·		reading the lines students	
computer		as nassive listeners	
network and		Toxt: Types of web pages	
internet number		Teaching inst asking	
system.		students to look at	
system, multimedia and		textbook and reading the	
application		lines and repeating some	
application,		lines, and repeating sollie	
graphics		IIIICS. Studenta very negative re-	
graphics;		interaction no matintication	
concept of		meracuon, no motivation	
computer .		at all	
programming;			
programs tools			
and techniques:			



Intro.	to
QBASIC	
programming	
language	

Subjects/ Possible	Application of Activities in Classroom Instruction	Remarks
Activities		
English	Day 1	Application by:
Discussing	Text: single/plural subject	Writing activity
Interacting/sharing	Teaching: by defining and exemplifying; a boy/boys	as a task.
Listening/speaking	(deductively)	
Explaining	Text: first person	
Reading/writing	Teaching: Just telling 'I' and 'we' are first person (very	
Comparing/contrasting	deductively)	
Identifying	Day 2	
Correcting/modifying	Text: writing a short paragraph	
Reporting	Teaching: the teacher asks all students to write a few	
Describing events	sentences about a game they like the most. Students start	
Messaging news	writing while the teacher dictates some supportive	
Criticizing	sentences.	
Seeking answer etc.	Day 3	
	Text: writing a paragraph using somebody, nobody,	
	everybody etc.	
	Teaching: by giving a few examples and asking them to	
	write a paragraph	
Nepali	Day 1	Application by:
Listening to others	Text: Drama (Setting of drama)	Involving
Role play	Teaching: by reading the text and explaining	students in role
Making	Text: "raddi" (boring)	play as a task.
comprehension	Teaching: by defining	
Telling local history	Text: "Parichaya"	
Dialogue delivery in	Teaching: by definition	
Nepali language	Text: "Railgadi Khel"	
Discussing	Teaching: by bringing the students in front and making	
Interacting/sharing	them like a rail (train) and make them move in class like	
Questioning/answering	rail.	
Explaining etc.	Day 2	
	Text: 'Parichayaya'	
	Text: 'Parichayaya' Teaching: by calling a student in front of class and asking	
	Text: 'Parichayaya' Teaching: by calling a student in front of class and asking to give his introduction to the class.	
	Text: 'Parichayaya' Teaching: by calling a student in front of class and asking to give his introduction to the class. Text: 'Matha' (head)	



	head)	
	Day 3	
	Text: drama	
	Teaching: by reading lines and explaining vocabulary by	
	defining	
Mathematics	Day 1	No application
Project work	Text: 'Samakon' (right angle)	
Pair work	Teaching: by defining only (very deductively)	
Listing	Text: Exercise	
Comparing	Teaching: by applying the rule (very deductively)	
Identifying	Day 2	
Calculating	Text: $h2 = p2+b2$	
Ranking	Teaching: by writing rule on the board and giving	
Sequencing	example by solving a problem (Deductively)	
Drawing	Day 3	
Demonstrating etc.	Text: Exercises based on Pythagoras theory	
	Teaching: by writing a rule on board and asking the	
	students to solve problems given in exercise	
Social Studies and	Day 1	No application
Population Education	Text: foreign trade	
Discussing	Teaching: by defining with a background of tourism	
Sharing	Text: status of foreign trade in Nepal	
Interacting	Teaching: by reading the text and explaining with a few	
Project work	examples	
Weather prediction	Day 2	
Socializing	Text: Activity exercise	
Demonstrating	Teaching: only by reading the activity question and	
Delivering speech	asking them to do it at home and other exercises in the	
Motivating others	same way	
	DAY 3	
	Text: currency	
	Teaching: explaining about currency, reading the text and	
	explaining.	
Science and	Day 1	No application
Environment	Text: Environment	
Project work	Teaching: by defining simply	
Field visits	Text: Environmental Pollution	
Observations	Teaching: by giving examples of vehicles, brick factory	
Demonstrations	etc.	
Presentations	Text: "Guitha", "Dhond", "Chhwali"	
Group works	Teaching: just by reading the text, ignoring	
Discussions	Day 2	
Interactions etc.	Text: air pollution	



	Teaching: by definition	
	Text: affects of air pollution	
	Teaching: just by reading the text lines and explaining	
	simply	
	Day 3	
	Text: land pollution	
	Teaching: by definition	
	Text: causes/effects of land pollution	
	Teaching: reading by lines and explaining	
Health and Physical	Day 1	Application by:
Education	Text: 'Kabaddi' (a game)	Games/task
Observations	Teaching: by asking students if they know about	(taking the
Field activities	'Kabaddi' or not.	students into the
Games	Text: raider/anti-raider	field and making
Demonstrations	Teaching: by explaining on the basis of text lines. Making	them involved in
Participations	a diagram on board, reading text and explaining on how to	playing/practicing
Project works	play 'Kabaddi'	Kabaddi).
Presentations	Day 2	
Group works	Text: playing 'Kabaddi'(practical in field)	
dramatizations	Teaching: by making a midline, end line, giving a short	
Interactions etc.	instruction and let the students play	
	Day 3	
	Text: 'Kho Kho' (a game)	
	Teaching: introducing it by reading the text lines and	
	explaining.	
	Text: chaser/runner	
	Teach: by translating into Nepali	
Occupation, Business	Day1	No application
and Technology	Text: making gardens	
Education	Teaching: the teacher divides students into four groups	
Field works	and gives each group a topic; asks students to read the text	
Project works	and speak on the given topics. (Doesn't relate the garden	
Demonstrations	located in front of class.)	
Observations	Day 2	
Group works	Text: seed	
Pair works	Teaching: by definition	
Discussions	Text: protection/storage of seeds	
Interactions etc.	Teaching: defining the terms and reading the text lines	
	and explaining the lines.	
	Text: use of flowers	
	Teaching: just by reading the text lines and explaining	
	them	
	Day 3	



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	Text: practical activity on gardening/producing flowers	
	Teaching: just by asking students to read the text at their	
	homes and do given activities at home.	
Moral Education	Day 1	No application
Listening to others	Text: peace and friendship	
Sharing/exchanging	Teaching: by defining	
Socializing	Text: setting of lesson	
Requesting	Teaching: by reading the text and explaining	
Begging	Text: a speech on peace and friendship	
Helping	Teaching: by reading the text lines, defining and	
Cleaning surroundings	explaining	
Group works	Day 2	
Project works	Text: a speech on peace and friendship (contd.)	
Discussion	Teaching: by defining reading the text lines, and	
Demonstrations	explaining	
Dramatizations etc.	Day 3	
	Text: reading a story and explaining	
	Teaching: by asking students to read the whole text and	
	answer the question followed by the text.	
	Text: activities (practical)	
	Teaching: by asking students to read it at their homes	
	and do accordingly.	
Computer Science	Day 1	Application of:
Working on computer	Text: Microsoft power point Presentation	Knowledge of
	Teaching: by asking the students to create slides in	text practically in
	computer and assisting them practically (in lab).	the lab as a task.
	Day 2	
	Text: RJ45	
	Teaching: just defining and giving full form	
	Text: protocol	
	Teaching: defining and explaining	
	Text: binary	
	Teaching: 'two aspects' giving example of bicycle	
	Day 3	
	Text: Micro Soft Power point (contd.)	
	Teaching: reading the text lines and explaining, just	
	defining new words. (less effective)	

The findings of this study revealed several critical issues, most notably the limited implementation of task-oriented classroom instruction. Despite the numerous opportunities available for integrating practical, task-based learning strategies, teachers were observed to predominantly employ conventional, deductive, and theory-driven methods of instruction. A notable example emerged during the observation of a classroom lesson on the topic of "Gardening." Ironically, although a garden was situated directly in



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front of the classroom, the teacher simply read from the textbook rather than utilizing the immediate environment as a teaching aid. The lesson proceeded with no attempt to engage students in experiential learning activities, such as observing the garden, identifying plant species, or participating in group or individual tasks related to the topic. This missed opportunity not only reflects a gap in instructional strategy but also highlights a broader issue—namely, the underutilization and neglect of contextual resources that could enhance the learning process. The garden itself appeared uncared for, further indicating a disconnection between the school environment and instructional practices.

These observations prompted a number of pressing questions: Are teachers genuinely unaware of the pedagogical benefits of task-oriented instruction? Have they received any orientation or professional development related to activity-based teaching strategies aligned with curriculum content? To what extent do they recognize the importance of practical engagement in facilitating meaningful learning? Why, despite curricular reforms advocating student-centered approaches, do teachers persist in utilizing traditional, didactic methods? What systemic or contextual barriers hinder the adoption of task-oriented instruction?

To explore these questions more deeply and identify the underlying causes, semi-structured interviews were conducted with key stakeholders. The qualitative data obtained from these interviews were analyzed using a thematic approach within an interpretive paradigm, enabling the researcher to uncover patterns of belief, practice, and institutional influence that contribute to the prevailing instructional methods. On the basis of thematic analysis, the emerged themes are as follows:

School's tradition and teachers' attitude

A significant theme that emerged from the findings concerns the deep-rooted influence of institutional traditions and teachers' longstanding attitudes toward instructional practice. When asked why task-oriented activities were not implemented in the classroom, or whether they lacked awareness of their pedagogical utility, many teachers revealed that their teaching behavior was shaped more by routine than by ignorance. The study revealed that these educators often relied on habitual, teacher-centered methods not due to unawareness of alternative strategies, but due to a sense of professional inertia. Teachers admitted to being comfortable with traditional approaches and expressed little motivation to alter their practice, even when aware of the benefits of more interactive, student-centered methods. As one teacher shared:

"We know classrooms should be more interactive, and we understand that task-based teaching is useful. But we still end up using the old methods because that's what we're used to—and honestly, most teachers around us do the same. It feels easier and the students don't seem to complain either" (Prem Yadav, teacher, 02/02/2025).

This insight suggests that professional complacency, rather than lack of training, contributes significantly to the continued use of non-interactive instructional strategies.

Exams focused and result-oriented practices

Another recurrent theme that emerged from the data relates to the exam-centric orientation of the school system, which significantly shapes instructional decisions. Teachers frequently cited the pressure to complete the curriculum within limited instructional time as a key constraint preventing them from implementing task-based approaches. These strategies, while pedagogically valuable, are seen as time-consuming and thus incompatible with an education system that prioritizes timely syllabus completion and exam performance. Additionally, the predominance of summative assessments particularly paper-



pencil tests discourages experiential and participatory learning in favor of rote memorization and theoretical instruction. One teacher explained:

"We have to finish the syllabus on time, and doing task-based activities in class takes a lot of time. Because of that, we're always in a rush to complete the course. Also, most of our exams are written, so we end up focusing on what will be tested instead of doing hands-on activities" (Liawati Sharma, teacher, 02/02/2025).

This perspective illustrates the systemic tension between pedagogical innovation and institutional performance pressures, suggesting that without broader reforms in assessment policy and curriculum pacing, the scope for task-based learning remains constrained.

Inadequate ownership and professionalism among teachers

Data gathered from student responses reveal a perceived lack of professionalism and accountability among teaching staff. Students highlighted various concerns, such as irregular attendance, lack of instructional preparedness, and disengaged teaching approaches. There is also an indication of political interference and weak administrative oversight. These observations point toward systemic deficiencies in professional conduct and teacher commitment. One student reported:

"Many teachers don't seem interested in encouraging us or treating us based on our individual needs. Some act lazy during lessons or try to finish everything at the last minute. It feels like they don't plan properly or come prepared. A few even show up late and leave before the bell rings. Sadly, the head teacher doesn't seem to care either" (Bishnu Kohar, a student, 06/02/2025).

Such perceptions reflect broader issues of teacher responsibility and highlight the need for stronger mechanisms of accountability within the school system.

Professional training initiatives and routine monitoring

Responses from both students and parents suggest that the continued reliance on traditional teaching methods may be attributed to insufficient institutional monitoring and inadequate implementation of refresher training. Although most teachers reportedly possess formal training and academic qualifications in education, the actual application of task-oriented strategies in the classroom remains limited. According to the head teacher:

"Most of our teachers are trained and know about interactive and task-based teaching. Many even have education degrees. But only a few actually use these methods. This raises serious concerns about their sense of duty and professionalism. The school is willing to offer refresher training, but I believe the bigger issue is the lack of regular and strict supervision" (Kamalnath Patel, head teacher, 06/02/2025).

This account emphasizes the gap between teacher training and classroom practice and underscores the need for consistent follow-up and instructional support.

Teachers' core instructional concern and priority

Teacher agency and prioritization emerged as central themes during discussions with local education stakeholders. While acknowledging that some educators demonstrate a strong sense of responsibility, many others were perceived as disengaged and politically influenced, leading to a neglect of their pedagogical roles. A local government official noted:

"Some teachers are sincere and genuinely care about their students. But many have lost sight of their real duties. A few are involved in political activities and act more like party representatives than teachers. This kind of attitude shifts their priorities away from the classroom. In my view, teachers should take the lead in creating an engaging learning environment, and it's the job of school administrators to make sure they're doing that properly" (Binod Pandey, ward chairperson, 11/02/2025).



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This perspective highlights how both individual responsibility and institutional oversight are critical for ensuring effective, student-centered teaching.

Contextualization of curriculum to local needs and promotion of work ethos

Insights from community stakeholders emphasized the need to localize curriculum content and cultivate a culture that values work and labor. Social perspectives indicated that meaningful task-based instruction is difficult to implement without aligning classroom activities with real-world, locally relevant tasks. Furthermore, a deeply rooted lack of respect for labor and absence of a working culture were identified as broader cultural barriers. A social worker and parent explained:

"To be honest, we don't really have a culture of working hard or respecting labor. People at all levels even leaders carry a corrupt mindset. This has trickled down into every sector, including schools. I believe we need to build respect for work and adjust our school curriculum to include local needs. Only then can we truly make education practical and task-oriented" (Bijay Yadav, social worker and guardian, 11/02/2025).

This observation underscores the importance of systemic reform in both curriculum design and societal attitudes to foster sustainable, practice-based learning environments.

Conclusion

Task-oriented classroom instruction plays a pivotal role in creating authentic learning environments that foster the development of practical skills, critical thinking, and work efficiency among students. Such instructional practices not only contribute to the formation of a competent and skilled workforce aligned with national development priorities but also enhance students' adaptability and employability in the global labor market. The findings of this study highlight several key barriers to the effective implementation of task-oriented teaching methods within the study area. These include deeply rooted teacher attitudes favoring traditional didactic approaches, an overemphasis on examination-oriented instruction, insufficient professional accountability among educators, and a lack of curricular responsiveness to local needs and contextual realities.

The integration of local resources and community-based knowledge into the curriculum is essential for fostering meaningful, task-driven learning experiences. When educational content is grounded in locally relevant issues and assets, opportunities for interactive, experiential learning emerge organically. This approach not only enhances student engagement and motivation but also strengthens the relevance of education to their immediate socio-economic context.

To ensure the successful adoption of task-oriented pedagogies, it is critical to prioritize sustained teacher professional development, including refresher trainings and timely pedagogical orientations. Furthermore, systemic support through structured administrative supervision, regular monitoring, and the promotion of a culture of professional responsibility and accountability among educators is necessary. By addressing these interrelated factors, schools can create enabling environments that support the consistent and effective application of task-based instruction, ultimately contributing to the advancement of quality and contextually meaningful education.

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