

Journal of Arts, Humanities & Society

Journal Homepage: <https://academiansedu.org/journal-of-arts-humanities-and-society/>

Research Article

Pragmatic Promise to Pedagogical Intent and the Limits of Project Work: A Qualitative study

Uma Kandel¹, Anila Jha²^{1,2}Visiting Faculty Nepal Open University

ARTICLE INFO

Article history:

Received: 06 May 2026

Received in Revised
Form: 22 July 2026

Accepted: 30 July 2026

Available Online: 08
August 2026*Keywords:*Project work;
implementation;
engagement;
achievement; project-
based learning.

ABSTRACT

Project work has been identified and integrated into the secondary level curriculum by Curriculum Development Centre (CDC) to develop the students' creativity and engagement in language learning. Students develop collaboration, language ability, and content knowledge through proper use and implementation and active participation in project work. However, most of the students and teachers are reluctant to implement and participate in the project work and skip the task and engage in other activities, which hinders students' learning and causes great loss in achievement. The research aims to analyse the current classroom practice for use and implementation and obstacles and challenges identified while participating in project work and to suggest ways to improve for better participation in project work. By analysing the project works from Grades 9 and 10 textbooks and collecting data from English teachers and students, the research evaluates how project work enhances learning outcomes, promotes critical thinking, and aligns with curriculum goals. The findings reveal a gap between textbook design and classroom implementation, calling for teacher training, contextualization, and better resource support. This article focuses on how project work aligns with national curricular goals and international pedagogical trends. Drawing on textbook analysis, classroom observations, interviews, and relevant literature, the study reveals both potentiality and challenges in using project work as an active learning tool.

1. Introduction

Project work is a structured approach to achieving a specific goal within a defined timeframe, often involving teamwork and the practical application of theoretical concepts. It involves students and teachers in an organized and independent activity to solve a practical or theoretical problem in schools requiring the use of skills and knowledge across the related areas (Kolmos, 1996). While project work promotes learner autonomy, critical thinking, and communicative competence, its success is reliant upon teacher readiness, resource availability, and contextual relevance. In secondary level English curriculum, project works are designed and included to promote active learning, creativity, collaboration, and real-life application of language skills (Pandey et al., 2025). However, the implementation varies depending on teacher training, infrastructure available, classroom environment, and type of school. Project work is a powerful learning tool that allows individuals to apply knowledge, develop essential skills,

and gain practical experience in a real-world context (Boss & Krauss, 2018). Project work in English Language Teaching (ELT) is student-centered and goal-oriented tasks that integrate language skills and aspects in real-life contexts (Neupane, 2024). Proper implementation of project work enhances inquiry, collaboration, and the production of a concrete outcome such as presentations, portfolios, or written reports which, encourages learners to explore topics of interest, use language purposefully, and develop both linguistic and non-linguistic competencies.

Project work helps develop crucial skills like critical thinking, creativity, communication, and teamwork, providing a platform to express creativity and develop innovative solutions. Project-based learning is a student-centered methodology where learners investigate real-world problems to produce concrete outcomes (Thomas, 2000).

In language education, it encourages integration of the four language skills while addressing cognitive, affective, and social development (Beckett & Slater, 2005). Regarding project-based learning, Stoller (2006) focuses on how project work enhances learner motivation and autonomy, encourages meaningful communication, connects classroom learning to real-life contexts and integrates various language skills naturally. Project-based learning is taken as the alternative teaching technique to rote learning, encouraging critical thinking and creativity (Poudel, 2021). Project work follows a defined process, ensuring all necessary steps are taken to achieve the goal within the given timeframe. Projects often require significant resources, including time, people, and materials. Project work provides an opportunity to apply theoretical knowledge and gain practical skills. Many projects involve working in teams, allowing for the integration of diverse perspectives and competencies.

Project work involves a lot of resources such as time, people and materials, and learners practice, a range of skills, and language systems such as a group of teenagers work on a project to develop a series of posters on how to protect the environment. Malik and Zhu (2023) argue that project work impact positively to the students since they enjoy doing hands-on and creative work where, collaborative projects can enhance confidence and team work. However, students with low language proficiency may struggle and are distracted from learning, which can lead to a negative impact, demotivation and disengagement. Further, students also need additional engagement, guidance or facilitation for the projects. The use of Project-Based Learning (PBL) has gained energy globally as an effective pedagogy for fostering language skills, learner autonomy, and engagement (Saad et al., 2024). In Nepal, English textbooks for grades 9 and 10 developed under the national curriculum framework have incorporated project work to align with communicative and competency-based language teaching goals (Ministry of Education, 2019). However, the implementation of such activities remains inconsistent and underexplored.

Project work in English subjects is often neglected and inconsistently implemented in the secondary level despite their presence in textbooks. The present school-level curriculum focuses on project-based learning, where every unit has a project at the end of the unit from grade one to twelve in English (Acharya, 2022). There is limited research evaluating whether project work activities contribute to students' learning and whether teachers have the necessary support to implement them. This article examines the nature, use, and pedagogical value of project work as featured in English textbooks and how it is actually practised in schools. Further, it focuses on exploring how project work is perceived, employed, and evaluated in the classrooms. It involves exploring the quality, relevance, and impact of project works on students' language learning and overall skills development.

Preferences for the project work application

Project work in school involves learning through research and presentation, which provides a tangible way to learn and apply

knowledge, allowing students to delve deeper into subjects and develop valuable research and presentation skills (Boss & Larmer, 2018). A well-planned project allows for individual exploration and can boost engagement and understanding, which encourages independent learning, allowing students to take ownership of their learning and knowledge development. Projects often involve applying knowledge and skills to real-life situations, preparing students for future challenges (Rohm et al., 2021). However, students have low engagement in project work since they often hesitate to participate due to a combination of factors such as linguistic challenges, a lack of confidence, and the fear of making mistakes (Hamouda, 2013). The students are reluctant to do project work because they find it too difficult, or they don't see any value in doing it. Project work consumes much more time in the classroom, and it hinders the pace of the textbook. Another aspect of the reluctance to the project works is that many language teachers neglect the projects in the textbooks, considering that projects are for science and math. Students may struggle to express themselves effectively due to a lack of vocabulary in the target language (Hajiyeva, 2024). They feel hesitant to do project work due to the fear of making mistakes and being judged by peers or teachers. In the same way, some students may lack confidence in their ability to perform well on projects, especially those involving public speaking or presentations (Shi et al., 2024). Students feel less motivated to participate in projects, particularly if they don't see the relevance or benefits of the project to their learning. Task-related issues such as unclear instructions from the teacher also hinder the motivation to do project work and hesitant to begin.

Efficacy of Project Work in Education and Language Learning

Project work in language education encourages active learning and real-life communication (Ghosheh Wahbeh et al., 2021). It allows learners to use language in context, supporting a learner-centered approach (Darsih, 2018). Project work in language classes offers a dynamic and engaging learning experience that helps students develop a range of language skills, fosters collaboration, and motivates them to learn more effectively. Fitria (2024) argues that participating in project work makes students active learners and develops creativity. Project works have been included in the English textbook for all classes in Nepal. However, students and teachers often skip the task, which can hinder learning. Efficiency in education implies the degree to which desired learning outcomes are achieved using given resources and time (Johnes et al., 2017). The current English curriculum exhibits a high level of efficiency in its design; however, textbook coverage and inclusion are moderate to high, while classroom implementation is low to moderate.

The previous studies indicate that the impact on student learning is moderate, while teacher preparedness remains low for the project work implementation in the English classrooms (Aisyah & Novita, 2025; Chen et al., 2024; Zhang, 2025). Most of the teachers are reluctant to neglect the project work due to low skills and motivation for its implementation. Nevertheless, there are many ways to practice project work in the classrooms. For instance, the teacher can encourage the students to evaluate one another's tasks as a form of peer-evaluation, and group

discussions on the tasks presented, or he or she may check the tasks themselves and teacher can evaluate them. Feedback is essential to project-based learning, as insufficient scaffolding risks rendering project work peripheral rather than an integral component of the learning process.

Nepal still follows the traditional method of teaching and learning despite the numerous efforts of the government and various projects and policies due to the lack of infrastructure, human resource scarcity, and the unwillingness of the teachers (Hamid, 2020). To cope with the 21st-century pedagogy, learners need to be prepared with problem-solving, 21st-century skills, and project-based learning for the knowledge enhancement in Nepal (Giri, 2016). Project-Based Learning is one of the dimensions of education to enhance students' learning in Nepal (Adhikari, 2024; Chen, 2011). Projects require students or professionals to identify and solve problems in a real-world context. The Curriculum Development Centre, Nepal, mandates the inclusion of activity-based learning. However, the alignment between policy and classroom reality remains weak. The challenges and strategies related to curriculum development and its practical application within the Nepalese education system. The efficiency of project work in classrooms in English can be evaluated by analysing how well these activities achieve their intended educational goals (Artini & Nitiasih, 2017). According to the study of Phyak (2011), while textbooks include progressive methods like project work, actual implementation is often hindered by large class sizes, lack of materials, and limited teacher training.

Nature of Project Work in Textbook

The secondary education curriculum emphasises communicative competence, critical and creative thinking, and practical application of language skills in Nepal. English textbooks include project-based tasks at the end of the units, and they often aim to integrate reading, writing, speaking, and listening. It aims to promote twenty-first-century skills and creativity; however sometimes it lacks clear guidelines, scaffolding and assessment rubrics. The project has been assigned as drawing, speech, essays narrating experiences and special events, newspaper-related tasks, and writing instructions. Further it focuses on interviewing and preparing the charts, writing report, designing and conducting surveys, preparing and presenting speech and debate, consulting internet and using of social media, field visit and library visit, drawing pictures and pamphlet, visiting the community and observing the technology, writing story and biography, note keeping, sharing experiences, poster presentation, mini research work, book review, description of a person, writing summary, and preparing brochures. Regarding the usefulness of project work, there is no recent national report or any research. Curriculum reviews and teacher experiences provide useful insights. Further, project works are included to encourage collaborative learning, real-world use of English and creative expression. Project work is for better learning outcomes, engagement, and skill development (Nagamalla et al., 2025).

Projects are generally survey-based projects, creative writing, poster-making or chart-making, interviewing and reporting. These tasks aim to consolidate skills developed in the unit, promote collaboration, and relate to students' personal and local contexts. Similarly, the pedagogical intent of the projects is to encourage learner reflection and synthesis, promote collaborative learning, and develop real-world communication skills. However, many tasks are prescriptive and lack scaffolding or assessment rubrics.

Conceptualizing Project Work in ELT: An Experiential and Social Constructivist Lens

Project work in ELT is embedded in experiential and constructivist theories, providing a meaningful context for students to develop communication, critical thinking, and creativity. The integration of these theories develops the depth and importance of language learning connected with textbook exercises. Experiential Learning (Kolb, 1984) emphasizes learning through experiences. Learners cycle through concrete experience, reflective observation, abstract conceptualization, and active experimentation. In project work, students engage in tasks that mirror real-life language use, reflect on their learning, apply insights, and revise their work. This study also focuses on the Social Constructivism of (Vygotsky, 1978), which emphasizes that learning is a social process that occurs within the Zone of Proximal Development, and students seek the feedback as scaffolding from more knowledgeable others as teachers, friends, and family members. Through the collaborative project work, students develop, scaffold each other's learning and gain new language structure and knowledge. Project works support in different domains of language learning. It encourages authentic language use in real-life situations, which develops the communicative skills of the students by group discussions and presentations. Further, it builds up critical thinking through inquiry, problem-solving, and evaluation skills. It also promotes thoughts through interviewing, storytelling, role-playing, or using multimedia.

Implementing Project Work in Nepalese Classrooms: Structural and Pedagogical Tensions

Projects are integrated in the curriculum to promote collaboration, critical thinking, co-learning, creativity, linguistic performance, and communicative competence using constructivist and experiential learning theories. These project works are designed to build language skills, aspects, and research skills. Some project tasks can assimilate with real-life contexts, connecting with school education. Project Based Learning (PBL) is widely promoted in language teaching for its motivational and experiential benefits (Fragoulis & Tsiplakides, 2009). However, literature cautions that success depends on proper scaffolding (Beckett & Slater, 2005), which supports students' learning to cope with the curriculum. Similarly, it is dependent on institutional support and management of the schools to promote learning. Project work helps connect education to real-life contexts and promotes students' all-around life skills. However, teachers cannot dedicate full-time effort to the project work in the classroom, nor can they assess and provide feedback on all projects. Teachers often face pressure to complete the curriculum and must prepare students

for term papers. Project works are automated as the teachers' pedagogical content knowledge, where the teachers apply the techniques related to their experiences and knowledge. The project work implications of the school curriculum worldwide. Dahal (2016) has found that students present their project findings through writing, oral presentations, poster displays, or report writing in English classrooms. In countries like India, Bangladesh, and Nepal, studies (e.g., Rahman, 2017; Poudel, 2021) note a mismatch between textbook ideals and classroom realities. Teachers often struggle with implementing learner-centred strategies due to systemic constraints. Similarly, Poudel (2016, 2021) and Phyak (2013) argue that while the curriculum promotes communicative methods, schools still largely adhere to grammar-translation and rote memorisation in Nepal. The project work component, though innovative, faces resistance from traditionally trained teachers. Additionally, large class sizes and limited resources, such as the unavailability of libraries and eco-friendly classrooms, pose challenges. Another barrier to completing project work is the lack of teacher preparation and training in real-world field activities, where they can facilitate activity-based or project-based learning environments.

1.6 Research Objectives

Based on the foregoing discussion, this study aims to:

1. To examine the nature and pedagogical purpose of project work incorporated in Grade 9 and Grade 10 English textbooks in Nepal.
2. To explore teachers' and students' perceptions regarding the implementation of project work in secondary-level English classrooms.
3. To identify the major challenges affecting the implementation of project work in English language teaching.
4. To evaluate the effectiveness of project work in promoting language learning, learner engagement, creativity, collaboration, and communicative competence.
5. To propose recommendations for strengthening the implementation and assessment of project work in Nepalese secondary schools.

1.7 Research Questions

The study seeks to answer the following research questions:

1. What is the nature and pedagogical purpose of project work in Grade 9 and Grade 10 English textbooks?
2. How do teachers and students perceive the implementation of project work in English classrooms?
3. What challenges influence the effective implementation of project work in Nepalese secondary schools?

4. How can the implementation and assessment of project work be improved in English language teaching?

1. Methods

This study analyses textbook-based project work and Grade 9 and 10 English textbooks (2020 edition) based on the experiences of ten teachers and seven students from Gandaki Province, Nepal, selected purposively and conducted through in-depth interviews. Thematic coding and comparative analysis were used to interpret the data. The data have been analysed and findings were interpreted under three themes: rethinking project work: understanding and interpretation, implementation in real-world practice, and pedagogical intent and design.

2. Findings and discussion

Rethinking Project Work: Understanding and Interpretation

Assigning projects, evaluating them, grading them, and providing sufficient feedback are the major tasks of the project valuation. However, there are practical complications to employing the project work in the classroom. [Regarding this, Jeevan, a teacher, shared, "The practical outcomes and textbook intentions are different, and there is a lack of assessment methods and feedback practices." It is believed that student engagement in project work and learning from the practical task increases the creativity of the students. Students are motivated to take part in project works rather than studying inside the classroom. In this regard, Madan, a student, shared his experiences:

I enjoy creative project tasks more than rote exercises. I like doing projects than working on passages and solving writing exercises. I want to be creative and discover the world, and enjoy the newness in learning. It helps my language proficiency.

Similarly, Sangita, the student, shared her experiences about the project work:

I like doing projects since they build confidence, teamwork and communication when implemented. However, I cannot complete the projects alone. I need the help of my friends and the teachers. I can perform easy projects such as drawing, picture cutouts, community visits, and taking interviews. However, I find it difficult to write essays, take part in the debate competition, and write news.

Nishma, the student, also shared her experiences:

My teacher does not focus on projects; he doesn't pay more attention to assigning the projects. He focuses more on completing the course and repeating the course again. We do not get feedback if we complete the task. The teacher does not integrate the projects into daily classroom activities and he hesitates to grade the task.

Regarding the project work implementation, Chiran, the teacher, claimed, "When I assign the project work as classwork and homework, students are unwilling to take part in it. They are afraid of English and hesitate to participate in the projects." The data show that the inconsistent feedback and lack of integration into grading reduce the motivation of the students

as they hesitate to pay attention to the projects. The teachers' and students' perception of value, challenges, and motivation about the project work determines its implementation in the classroom (Lam et al., 2010). The data show that teachers pay little attention to the projects as they assign them as a matter of low priority because of resource unavailability for the project work, students' unwillingness to complete the projects, and students' inefficiency in participating in the projects. The gap between theoretical perception and practical implementation hinders the language learning of the students (Yin, 2019). Sunita, the teacher, stated, "Project work is good, but we just give it as homework or skip it since time is short to practise other activities such as reading and writing." This remark reflects that teachers have practical complications in implementing and evaluating project work due to a lack of time within the academic calendar, which is similar to Leek et al. (2024), who discuss that teachers have very limited time to move with the calendar since they are under pressure to complete the syllabus and prepare students for exams.

Lack of teacher training for the project work implementation is another complication. The teachers, Ramesh and Pramod, shared, "I have not taken any training for the project work task implementation for the classroom. Students hesitate to do projects, and I skip them." It reflects that there is limited training on how to guide projects in practice. Since training makes the teachers skilled and adds content knowledge for the classroom, it helps manage the classroom for project work implementation (Habók & Nagy, 2016). However, students expressed mixed reactions of doing and taking part in the projects. Those in urban schools with better resources found projects enjoyable and meaningful. Student, Karina shared, "I enjoy taking part in the projects. Our teacher assigns us the project work as homework. I complete them using the internet, if necessary, but sometimes we do them in the classrooms." But in contrast, in rural areas, students often lacked guidance and resources such as the internet, materials, and parental support, making project completion burdensome. The student, Arpana, remarked, "Our teacher assigns project work as homework. We lack supporting materials and sufficient internet facilities to complete the task. There is no one to support me at home, either."

The data reflect that institutional constraint is another part of the implementation. In a forty-five-minute class, projects were often deprioritized. Maya, another teacher participant teacher, shared, "Only 45 or 50 minutes for the class is not enough to assign, evaluate, and give feedback for the students' task. So, I have to skip the project work." In the same way, there is a lack of a clear policy on evaluating project work, reducing its importance in exam-focused schools (Ghaleb, 2024). Lack of ICT tools, reference materials, and physical space hindered meaningful execution. Babita, another teacher, shared, "We have to prepare for the exam. These projects are not asked in the exam. So, I skip the project work in the classroom."

The above-mentioned data reflect that teachers take project work as a burden due to time constraints, since some projects require much time to complete and need special linguistic ability. The modality of assessment hinders the classroom

performance and language achievement since project works lack places in assessment, and they are neglected in classroom activities. Concerning this, Yan (2014) argues that students' workload should be reduced to engage them in the practical knowledge development.

Implementation in Real-World Practice

The implementation of project works in real-world practice was found to be neglected. It was observed that teachers tend to focus on the board exams of SEE, often neglecting project implementation in real-world practice.

Jeevan, a teacher, shared:

I know I have to pay full-time for the projects. However, there is pressure for SEE preparation, and I have to focus on reading, writing, and grammar. I assign all the projects as homework at the end of each unit, but I cannot evaluate all the projects and all the students. Instead, I ask the students to share the tasks and check each other's tasks. The given period of fifty minutes is not sufficient for the designed projects.

Chiran, a teacher, shared:

I discuss the projects given in the textbook. If time allows, I conduct group work and role plays in the classrooms. I assign the writing and drawing tasks as homework. Sometimes, I conduct presentations and speech programmes. Some students are too curious about the projects. But most of them hesitate to take part in the projects. I review the project tasks and simplify or modify the project to suit their classroom realities, especially if resources are limited.

Deepa, a teacher, shared:

Students often prefer to visit the fields for the projects. Sometimes, I guide them to the local communities where they can get a lot of knowledge. Students learn about local traditional technologies and cultures on the field trip. They can also develop the knowledge of interviewing, surveying, and observing. I cannot focus on all the projects because of the work pressure to complete the course.

The data illustrate the tension between curriculum intentions for the project work and examination-oriented classroom realities in the classroom. It highlights how SEE-driven pressure prioritises language skills and grammar, allowing project work as homework with limited teacher assessment. This reflects that examinations often reduce project work to a peripheral activity rather than an integrated pedagogical practice (Beckett & Slater, 2005; Kim, 2015). A challenge for large classes in project-based learning is reliant on peer checking is constrained in time and workload (Rabsi, 2025). The data also reflect that partial enactment and teacher adaptation of project work; textbooks promote interactive activities such as role play, group work and presentation, their implementation remains contingent on time, student confidence and resource availability. In these circumstances, literature suggests fitting contextual realities and using local resources in constrained settings (Markham, 2012; Thomas, 2003). Students' hesitation on projects also reflects the limited learners' autonomy and prior exposure to participatory

pedagogy. In contrast, the data also reflect experiential potential of project work through field visit and community engagement, which increases local knowledge, traditional technologies and research skills by interviewing, surveying, and observing the things happening around. This is similar to the experiential learning theory of Kolb (1984) and supports that project work can connect learning with sociocultural contexts (Vygotsky, 1978). However, course completion pressure constrains the projects. However, the data suggest that while teachers recognise the pedagogical value of project work, examination pressure, time limitation and workload weaken the implementation.

Pedagogical Intent and Design

Classroom activities as the pedagogical intent and design of the project work, limit the learning of the students. Deepika, a student, expressed, “My teacher does not assess the task properly; he assigns high grades to the students who are active in the classroom. He does not work on the project work section.” Similarly, another student, Krishna shared:

There are very few assessment tools or guidelines in my school, no detailed rubrics or checklists to evaluate language use, creativity, and collaboration effectively. Teachers often give feedback as good or good job. there is no inspiring feedback. They do not focus on language improvement, critical thinking and creativity.

Dhanmaya, the teacher, expressed, “Large class sizes hinder the proper evaluation of the projects. Large class size makes me frustrated in the teaching profession. Some projects are also not aligned with proper and specific objectives, making the assessment ambiguous.” Another participant teacher Pramod, shared:

There are resource limitations in the schools. The teachers have limited access to digital platforms or portfolios, which restricts teachers' ability to monitor progress and give structured feedback. It will be better to work jointly with Science and Social Studies subjects in schools.

Students' motivation and understanding also affect the projects. Students may not understand the assessment criteria or the purpose of feedback, limiting its impact on learning. Some students only focus on grades and learning outcomes. Regarding this, Manmaya, the student, articulated, “I do not understand the project. There are no clear instructions in the task, and the teacher rarely informs about how to complete the tasks.”

The data reflect that appropriate technology and tools, such as influence on digital assessment platforms to consider data-driven evaluation methods. Projects are not formally assessed or given a minimal weight in grading, and there is a lack of rubrics or consistent evaluation methods. If not graded, there is the risk of negligence because students may not take projects seriously. Feedback is generic and absent, which reduces the opportunity for the students for reflective learning (Wojcikowski & Brownie, 2013). The data also stress that the lack of teachers' capacity to use rubrics, checklists, and portfolios hinders the feedback management system. The

effective project work requires explicit assessment criteria and continuous scaffolding to support language improvement and higher-order skills of learning. Students' limited understanding of tasks' purposes and assignment criteria reduces motivation, engagement, and achievement. In this sense, assessment transparency is essential for meaningful application and engagement in project work.

The data indicate that classroom activities, as enacted through current pedagogical intent and project work design, constrain students' learning due to weak assessment practices and limited feedback. Students' accounts reveal that project work is superficially assessed with grades based on classroom activity rather than clear criteria. This suggests that the absence of formative assessment practices aligns with research showing unclear, criterion-based feedback has minimal impact on language development, critical thinking and creativity, which is in opposition to project work goals (Williams, 2024). While analyzing the teachers' perspectives, the data highlight the systematic barriers with large-sized classrooms, vague project objectives, and limited resources.

These constraints hinder the learning processes such as planning, collaboration, reflection, and revision and give emphasis on final products. Such product product-oriented assessment system challenges the core principles of project-based learning, which emphasises process and learner autonomy (Yaman, 2014).

3. Conclusion and Recommendations

The disconnection between textbook design and classroom execution weakens the efficiency of project-based learning. While the curriculum promotes activity-based learning, systemic challenges prevent optimal realisation. The study reflected that teachers lack formal training in designing and assessing project-based tasks. Many were unfamiliar with concepts like formative assessment, rubrics, or collaborative learning strategies. Another hindrance to the proper application of projects is that many students come from households where English support is minimal. In addition, students from marginalised communities face additional burdens in completing projects requiring fieldwork or group activities. It was found that the proper training for the teachers and availability of resources for the project work is necessary in the classrooms for better achievement. Likewise, only the focus on language skills and aspects is not sufficient for the all-round development of the students.

Additionally, the limited time for a period in the classroom and an overloaded curriculum make teachers and students' classroom activities burdensome. The study reflects that most project works in textbooks are well-intentioned but lack contextual examples. Teachers often skip or simplify project work due to time constraints or a lack of materials. Students find project work engaging but feel under-guided. It shows that there is a necessity for training for the teachers.

The study also reflects that the usefulness of project works in English textbooks is reasonable, with ample room for improvement in terms of implementation, evaluation, assessment system, and teacher support. The classroom

realities, such as sufficient time, resources for the project work practice, and proper guidance to the students and teacher, are necessary for the project work. The projects can impact and enhance language learning in a well-executed environment; however, the learning will be superficial or neglected without proper planning and support. It is essential to revise project instructions to suit local contexts. Similarly, teachers should be trained in project-based pedagogy and ensure resource availability and administrative support.

Providing clearer project rubrics and examples is necessary for the project work. Likewise, assessment should be integrated into projects, contributing to final grades. Encouraging interdisciplinary projects across subjects such as science and social studies, and promoting peer review and reflection post-project, is necessary for better education. Professional development is necessary for focused teacher training on project-based pedagogy, assessment tools, and classroom management could enhance confidence and competence. Policy should be reformed and integrated into internal assessment frameworks would lend it legitimacy. Project work, as embedded in Grade 9 and 10 English textbooks in Nepal, represents a progressive shift toward active, learner-centered education. However, implementation gaps hinder its potential. With adequate support, contextual adaptation, and alignment with assessment practices, project work can serve as a powerful tool to enrich English language education in Nepal. This study will be beneficial for the students, teachers, curriculum designers, textbook writers, policy makers, and researchers for the field of project-based learning in English in Nepali contexts.

References

- Acharya, P. (2022). Exploring possibilities of project work to transfer pedagogy: Cases of community high schools in Nepal. *Global Journal of Health Science*, 12(10). <https://doi.org/10.5539/gjhs.v12n10p60>
- Adhikari, G. R. (2024). Application of project-based learning in classrooms: An innovative pedagogy for sustainable education. *Academia Journal of Humanities & Social Sciences*, 98-108. <https://doi.org/10.3126/ajhss.v1i1.65002>
- Aisyah, S., & Novita, D. (2025). Teachers' perception of the implementation of project-based learning in early childhood education in Indonesia. *Cogent education*, 12(1), 2458663. <https://doi.org/10.1080/2331186X.2025.2458663>
- Artini, L. P., & Nitiasih, P. K. (2017). Project-based learning activities and EFL students' productive skills in English. *Journal of Language Teaching and Research*, 8(6), 1147-1155. <https://doi.org/10.17507/jltr.0806.16>
- Beckett, G. H., & Slater, T. (2005). The Project Framework: a tool for language, content, and skills integration. *ELT Journal*, 59(2), 108-116. <https://doi.org/10.1093/eltj/ccl024>
- Boss, S., & Krauss, J. (2018). *Reinventing project based learning: Your field guide to real-world projects in the digital age*. ASCD.
- Boss, S., & Larmer, J. (2018). *Project based teaching: How to create rigorous and engaging learning experiences*. ASCD.
- Chen, W., Lyu, Q., & Su, J. (2024). The role of individual preparation before collaboration: An exploratory study on students' computer-supported collaborative argumentation in a primary classroom. *Journal of the Learning Sciences*, 33(4-5), 757-798. <https://doi.org/10.1080/10508406.2024.2397761>
- Chen, Y. (2011). Dictionary use and vocabulary learning in the context of reading. *International Journal of Lexicography*, 25(2), 216-247. <https://doi.org/10.1093/ijl/ecn031>
- Dahal, P. (2016). *Effectiveness of project based language learning in teaching creative writing* Faculty of Education Tribhuvan University, Kirtipur Kathmandu, Nepal]. <https://hdl.handle.net/20.500.14540/1719>
- Darsih, E. (2018). Learner-centered teaching: What makes it effective. *Indonesian EFL Journal*, 4(1), 33-42. <https://doi.org/10.25134/iefj.v4i1.796>
- Fitria, T. N. (2024). Creative writing skills in English: Developing student's potential and creativity. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, 4(1), 1-17. <https://doi.org/10.37304/ebony.v4i1.10908>
- Ghaleb, B. D. S. (2024). Effect of exam-focused and teacher-centered education systems on students' cognitive and psychological competencies. *International Journal of Multidisciplinary Approach Research and Science*, 2(2), 611-631. <https://doi.org/10.59653/ijmars.v2i02.648>
- Ghosheh Wahbeh, D., Najjar, E. A., Sartawi, A. F., Abuzant, M., & Daher, W. (2021). The role of project-based language learning in developing students' life skills. *Sustainability*, 13(12), 6518. <https://doi.org/10.3390/su13126518>
- Giri, D. R. (2016). Project-based learning as 21st century teaching approach: A Study in Nepalese Private Schools. *US-China Education Review A*, 6(8), 487-497. <https://doi.org/10.17265/2161-623X/2016.08.004>
- Habók, A., & Nagy, J. (2016, 2016/01/26). In-service teachers' perceptions of project-based learning. *SpringerPlus*, 5(1), 83. <https://doi.org/10.1186/s40064-016-1725-4>
- Hajiyeva, B. (2024). Language anxiety in ESL learners: Causes, effects, and mitigation strategies. *EuroGlobal Journal of Linguistics and Language Education*, 1(1), 119-133. <https://doi.org/10.69760/pn9wgv05>
- Hamid, M. O. (2020). Globalisation, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh. In *Globalisation and Education* (pp. 207-228). Routledge.
- Hamouda, A. (2013). An exploration of causes of Saudi students' reluctance to participate in the English language classroom. *International Journal of English Language Education*, 1(1), 17-34. <https://doi.org/10.5296/ijele.v1i1.2652>
- Johnes, J., Maria, P., & and Thanassoulis, E. (2017, 2017/04/01). Efficiency in education. *Journal of the Operational Research Society*, 68(4), 331-338. <https://doi.org/10.1057/s41274-016-0109-z>
- Kim, M. K. (2015). Students' and teacher's reflections on project-oriented learning: A critical pedagogy for Korean ELT. *English Teaching*, 70(3). <https://doi.org/10.15858/engtea.70.3.201509.73>

- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Kolmos, A. (1996). Reflections on project work and problem-based learning. *European Journal of Engineering Education*, 21(2), 141-148. <https://doi.org/10.1080/03043799608923397>
- Lam, S.-f., Cheng, R. W.-y., & Choy, H. C. (2010). School support and teacher motivation to implement project-based learning. *Learning and Instruction*, 20(6), 487-497. <https://doi.org/https://doi.org/10.1016/j.learninstruc.2009.07.003>
- Leek, J., Rojek, M., Dobińska, G., & Kosiorek, M. (2024). Navigating the power of time in classroom practices: teachers' and students' perspectives. *Educational Review*, 1-23. <https://doi.org/10.1080/00131911.2024.2438878>
- Malik, K. M., & Zhu, M. (2023, 2023/03/01). Do project-based learning, hands-on activities, and flipped teaching enhance student's learning of introductory theoretical computing classes? *Education and Information Technologies*, 28(3), 3581-3604. <https://doi.org/10.1007/s10639-022-11350-8>
- Markham, A. (2012). Fabrication as ethical practice. *Information, Communication & Society*, 15(3), 334-353. <https://doi.org/10.1080/1369118X.2011.641993>
- Ministry of Education, N. (2019). *Secondary level English curriculum (Grades 9–10)*. . Curriculum Development Centre.
- Nagamalla, L., Readdy, V., Kumar, S., Kolagani, L., & Suryadevara, G. (2025). Impact of active learning methods on Project-Based Learning (PBL): Enhancing student engagement and outcomes. *Journal of Engineering Education Transformations*, 30-37. <https://doi.org/10.16920/jeet/2025/v38is2/25005>
- Neupane, R. N. (2024). Perspectives and Practices of English Language Teachers on Task-Based Language Teaching. *Butwal Campus Journal*, 7(2), 91-101. <https://doi.org/10.3126/bcj.v7i2.73185>
- Pandey, D., Sunar, P. K., Manadhar, N. K., & Pant, B. P. (2025). Integrated projects for meaningful learning: a collaborative action research from Nepal. *Education 3-13*, 1-15. <https://doi.org/10.1080/03004279.2025.2495969>
- Phyak, P. B. (2011). Beyond the façade of language planning for Nepalese primary education: monolingual hangover, elitism and displacement of local languages? *Current Issues in Language Planning*, 12(2), 265-287. <https://doi.org/10.1080/14664208.2011.584203>
- Rabsi, A. (2025). Exploring project-based learning in Moroccan EFL classes: A quantitative analysis of teachers' perceptions and implementation challenges. *Studies in Literature and Language*. <https://doi.org/10.3968/13762>
- Rohm, A. J., Stefl, M., & Ward, N. (2021). Future Proof and Real-World Ready: The Role of Live Project-Based Learning in Students' Skill Development. *Journal of Marketing Education*, 43(2), 204-215. <https://doi.org/10.1177/02734753211001409>
- Saad, S., Morat, B. N., Abdullah, A., & Farani, Y. (2024). Empowering ESL learners: Unleashing autonomy through project-based learning. *International Journal of Advanced Journal of Arts, Humanities & Society* 1(3) 2026. pp:83-90
Research in Future Ready Learning and Education, 35(1), 1-8. <https://doi.org/10.37934/frle.35.1.18>
- Shi, C., Kassim, A., & Radzuan, N. R. M. (2024). Improving EFL learners' English public speaking performance through Project-Based Learning strategy at tertiary level. *Language Teaching Research Quarterly*, 42, 126-144. <https://eric.ed.gov/?id=EJ1441514>
- Thomas, P. (2003). The recontextualization of management: a discourse-based approach to analysing the development of management thinking. *Journal of Management Studies*, 40(4), 775-801. <https://doi.org/10.1111/1467-6486.00360>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Williams, A. (2024). Delivering effective student feedback in higher education: An evaluation of the challenges and best practice. *International Journal of Research in Education and Science*, 10(2), 473-501. <https://eric.ed.gov/?id=EJ1426687>
- Wojcikowski, K., & Brownie, S. (2013). Generic reflective feedback: An effective approach to developing clinical reasoning skills. *Journal of Computer Assisted Learning*, 29(4), 371-382. <https://doi.org/10.1111/jcal.12012>
- Yaman, I. (2014). EFL students' attitudes towards the development of speaking skills via project-based learning: An omnipresent learning perspective. *Online Submission*. <https://eric.ed.gov/?id=ED577934>
- Yan, C. (2014, 2015/03/01). 'We can't change much unless the exams change': Teachers' dilemmas in the curriculum reform in China. *Improving Schools*, 18(1), 5-19. <https://doi.org/10.1177/1365480214553744>
- Yin, J. (2019). Connecting theory and practice in teacher education: English-as-a-foreign-language pre-service teachers' perceptions of practicum experience. *Innovation and Education*, 1(1), 1-8. <https://doi.org/10.1186/s42862-019-0003-z>
- Zhang, H. (2025). Investigating Chinese English learners' readiness for Artificial Intelligence (AI) technologies: A theory of planned behavior (TPB) perspective. *Learning and Motivation*, 91, 102164. <https://doi.org/https://doi.org/10.1016/j.lmot.2025.102164>