



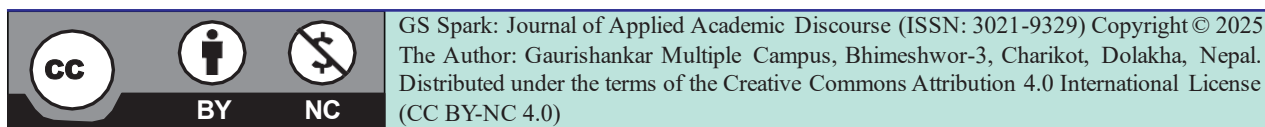
Research Article

Flipped Classroom in Secondary Level English Language Teaching: Opportunities and Challenges

Pusparaj Timilsina^{1,2} and Sima Bhurtel^{3, 4}

¹Kalika Multiple Campus, Pokhara and ²SOS Hermann Gmeiner Secondary School Gandaki

³MPhil Scholar, NOU and ⁴Shree Shanta Secondary School, Pokhara



INFO

Corresponding Author

Pusparaj Timilsina

E-mail

puspa.safal@gmail.com

ORCID

<https://orcid.org/0009-0007-9786-7725>

Date of Submission

April 23, 2025

Date of Acceptance

June 14, 2025

ABSTRACT

With the advancement of educational technology and changing context pedagogical approaches are shifting. The shift is occurring from teacher-centered models to students-centered approaches. Among various teaching methodologies, a flipped classroom (FC) pedagogy involves inserting a designed course into a multitude of home assignments, such as videos, reading texts, podcasts, audio lectures, online quizzes, journal entries, and newspaper surveys. Thus, pre-class activities and lectures are viewed outside of class, and class time is devoted to active learning through activities such as demonstrations, group work, problem-solving, and presentations. Among various teaching methodologies and approaches, flipped classroom model is one of the most applied methodologies in academic field these days. This study was conducted to explore teachers' perception and their experiences while teaching high school students in language classroom. This research work reports the understanding of flipped classroom pedagogy of six secondary-level English

language teachers in Nepal by conducting narrative inquiry through semi-structured interviews that incorporates the opportunities and challenges faced by them. This research paper is assessed in connection with Alison King's Constructionist Model. Teachers' responses revealed that teachers recognize Flipped Classroom's importance for increasing students' learning interest and uplift autonomy. However, many teachers face challenges such as lack of technological access, constraints in curriculum and lack of teacher training. This study appeals the educators and policymakers to prioritize FC implementation in the context of Nepal in secondary-level education.

Keywords: pedagogy, transmission, implementation, opportunities, challenges

Introduction

In this technological age, learning activities are shifting from the limited classroom arena to broader outside-classroom activities. In the past days, teachers were the source and the creator of knowledge who used to impart the understanding that was stored in their blueprint (Collins & Halverson, 2009). However, in this modern age, the concept of a teacher as a source of knowledge has changed to a broader understanding of the supporter or facilitator in learning. Facilitators are persons, teachers, teacher educators or other professionals who mediate PLCs (Hunuk, 2017; Patton et al., 2012; Poekert, 2011). Thus, along with the change of time, the teacher's roles are broadening and are becoming more complicated. The idea that students must be active in the construction of knowledge is often understood to imply a diminishing role for the teacher in the learning process. Teachers are called upon to relinquish singular claims to authority or power in the classroom. As a result, the role of the teacher becomes recast as one of "coach" or "facilitator" (Mascolo, 2009).

In the context of Nepal, during our teaching experiences, we have seen that most of the classrooms are teacher centered. The traditional practice of learning on the spot by listening to the lecture class or observing the teacher's presentation of subject delivery is in outgoing model in the field of teaching learning pedagogy. In the modern classrooms, the teachers administer the classroom activities in the three phases to make learning more effective and durable. First of all, the teacher provides pre class activities to be done at home, secondly, he discusses that issue in the class activities and finally conducts the post class activities to figure out the learning outcomes among students. In all these phases the learner is the active being who keeps on longing to find something useful for their life. Their independent learning energizes them for more vigorous actions to take place ahead. A good example supporting this claim is the Socratic dialogue approach in ancient Greece where learners, by themselves, engaged in real-life challenges and activities, sharing their own thoughts in opinions to find solutions to problems (Berge, 1995). The learner becomes autonomous and acts by himself for his own understanding. The learner tries and helps himself to make things understand by the own efforts which is considered student-centered approach in learning activities.

Under classical idealism as an educational philosophy, the Socratic Method suggested one of the earliest models of a student-centered approach (Ebert & Culyer, 2007). Student centered teaching method has been considered, but it is found that the great philosophers and teachers in history have used this method to provide practical education to the students. Socrates believed, and principles of idealism assert that knowledge and truth have always existed in the human mind. Knowledge itself cannot be created. In other words, the learner's role in education is to discover, rather than to create truth and knowledge (Ebert & Culyer, 2007).

In a decade of teaching, we have seen and experienced changes in teaching and learning activities and practices. However, the students' learning hasn't improved in the expected manner. As the energetic English language teachers, our sole purpose was always to be a different and trustworthy teacher who motivates students through multiple teaching strategies in the classroom. For example, sometimes we took our students to the language practice room and made them practice all four skills along including vocabulary and pronunciation guidelines. Furthermore, we used to prepare the lesson plans with locally available materials for teaching English. Our attempt was to motivate the students in our session, and they got involved in learning by hook or crook. Luckily, after several years of our teaching career, knowing after about the flipped classroom concept, we were really fascinated by this teaching pedagogy and thought about conducting research about it. FC pedagogy then and there became the matter of discussion and research for further exploration.

The flipped or inverted classroom is a new and popular instructional model for the teachers in the local level, in which activities traditionally conducted in the classroom (e.g., content presentation) become home activities, and activities normally constituting homework become classroom activities (Bergmann & Sams, 2012; Sohrabi & Iraj, 2016). In the flipped classroom, the teacher helps the students instead of merely delivering information, while the students become responsible for their own learning process and must govern their own learning pace (Lai & Hwang, 2016). The students get exposed to real learning by themselves and figure out their difficulties in finding the concept. They watch the videos or read the texts multiple times which set the concept of that issue in their blueprint, and it becomes durable. Sustainable learning happens when the students work by

themselves and create knowledge instead of cramming it from the given content.

Furthermore, a common understanding in our society reveals that the teacher is a learned person who knows a lot of things that he has to deliver to the students, but this concept has changed this understanding as teachers and students both are the co-creators of knowledge. Creating the knowledge is a long and rigorous task which depends upon the experiments and experiences. Delivering information is somehow different from creating knowledge. Here, as the researchers we have observed that the teacher is more a facilitator rather than a developer or creator and this can be linked with the flipped classroom pedagogy. Bishop and Verleger (2013) define flipped classrooms as interactive, group-based learning activities occurring inside the classroom and direct, computer based individual instruction occurring outside the classroom. Thus, flipped classroom concept is much centered and energizes them towards learning when the children themselves engage in reading or watching videos and use their cognitive skills to figure out the concept before the teacher elaborates it.

Eric Muzar, a Harvard Physics professor, noticed that students' learning, problem solving, and reasoning skills improved when they interacted with each other, and when he coached rather than lectured. He began using the form of inverted classroom peer instruction. Before peer instruction occurs in class, learners are first exposed to new material, completing knowledge check assignments and quizzes before class to ensure they are prepared (Brame, 2013). In this advanced age, as the teachers we have experienced that classroom teaching has been an old-fashioned method and less relevant for students. They are more the discoverers than the passive learners who are eager to work freely beside the lecture classes and listed instructions. They seem motivated to do something new on their own to complete the tasks given by the instructors. It is generally

seen that the teachers first provide the interpretations about the lessons and later give them tasks to be done based on that knowledge, which matches the concept of flipped classroom pedagogy. Today's students are one step ahead of teachers that they are informed regarding the various search engines including the uses of AI and do have access to authentic information prior the teacher teaching that issue in their classroom. Thus, this research was conducted to navigate the teachers' perspectives about FC and bring the stream of consciousness among the teachers in utilizing this pedagogy for improving their teaching methodologies.

Rationale: FC Pedagogy and Context

This article tries to evocate the gap in understanding between the normal classroom setting and flipped classroom in secondary level teaching in Nepal. Besides, it also reveals the secondary level English language teachers' perceptions about flipped pedagogy in their career, opportunities and the challenges. Our recent curricula both in school level and college level have assumed the teaching learning activities to be made more practical and skilled based. Indirectly, the curricula emphasize to conduct teaching learning activities from student-centric pedagogy but there are many unanswered questions that we are really bringing into real practices.

If we view the concept of flipped classroom in the national context, we find that despite the widespread acceptance of flipped pedagogy in Nepal, there exists a significant variance in teachers' awareness and understanding of its ground principles that need to be applied in teaching. The flexible learning environment demanded by flipped classrooms often faces barriers, with teachers predominantly relying on video conferencing platforms like Zoom, Team and other prescribed textbooks. In the Nepalese educational landscape, the broader objectives

of the National Curriculum may be overlooked by some educators, restricting the full realization of flipped classroom pedagogy (Acharya, 2024).

This research article is prepared on the basis of intensive and rigorous interviews with six English language teachers of Secondary Level in Nepal. The findings of this report may supply sufficient information about the concept of flipped classroom among the secondary level teachers. They will also get to know how important it is to apply flipped model in teaching pedagogy in school level. This article may support the concerned teachers and academic stakeholders in molding the better teaching approaches for maximum engagement of their students in the learning. Furthermore, the government bodies and local education departments can study the findings of this research to bring better policies in the upcoming days. The changing paradigms of education in this 21st century can be best addressed by flipped pedagogy in teaching which concentrates through the major objective of this article.

According to Ağırman and Ercoşkun, (2022), the ideas that paved the way for the emergence of the FC Model, which has a history of about twenty years, are older. In her study titled *From Sage on the Stage to Guide on the Side*, published in 1993, Alison King stated that academics in universities were almost a figure in the center of the classroom, that they conveyed their knowledge and taught their lessons without even making the students think too much about the subject. She called it the Transmittal Model. According to her concept, she tried to express that the teacher was only the transmitter of knowledge in the traditional teaching model. However, with reference to the constructivist approach, we come to know that she emphasized that, knowledge should be created by the individual and that individual can be a learner. A new perspective, knowledge, product, way, and method should be put forward based on the

knowledge at hand, and that to do this, the role of the teacher should change from being the wise person in the center of the class to the wise supporter or facilitator in every corner of the class.

This research paper is assessed in connection with Alison King's Transmittal Model. This paper excavates how transmission model functions in the flipped classroom pedagogy. It reveals the teachers' understanding and the usefulness of flipped classroom, the opportunities and challenges of flipped pedagogy among the secondary level English language teachers in Nepal. Total six English language teachers from Pokhara valley are the sample population who are currently employed in the public as well as private educational institutes. Random sampling method was used to generate the required data for selecting the participants. Open ended questionnaire followed by the unstructured interviews were the research tools employed in this report. In the first phase, total eleven teachers were contacted through telephone and Facebook messenger and asked to fill up the questionnaire to find if they were aware of flipped classroom pedagogy. From this primary data only six teachers were found to have knowledge about the concept of flipped pedagogy. They replied they were applying flipped model in their classroom during teaching. Among the six respondents, three are male and three are female teachers. According to Robert H. Gault (1907), among the earliest acts of the Statistical Society of London, which was founded in 1838 (the date of the German translation of Quetelet's work), was the appointment of committees to enquire into industrial and social conditions. (30, p. 5.) One of these committees, in 1838, used the first written questionnaire. The committeemen prepared and printed a list of questions" designed to elicit the complete and impartial history of strikes." Earlier than this, however, as in Bristol in 1831 (30, p. 86), house-to-house canvasses were made to ascertain the condition

of the poor. Other committees attempted by the same method, in 1841 and 1842, to determine the state of education among the poor in Kingston-on-Hull. Thus, questionnaire is a valid tool to navigate people's primary concept on the required issues.

This study explores the concept of flipped classroom pedagogy, opportunities and challenges of six secondary-level English language teachers from Pokhara valley. To achieve the set objectives, it becomes important to respond to the following research questions:

- What are the perceptions and experiences of secondary level English language teachers about flipped classroom teaching pedagogy?
- What major opportunities and challenges do the teachers face while implementing flipped method in their teaching learning activities?

Narrative Inquiry as a Research Method

Narrative inquiry is taken as one of the most preferred research methods among the qualitative researchers. Polkinghorne (1995) has suggested that the term narrative is used by qualitative researchers with a variety of meanings. He has argued that narrative within narrative inquiry was "a discourse form in which events and happenings are configured into a temporal unity by means of a plot" (p. 5) and has located Bruner's (1996) classification of narrative inquiry in two distinct groups, namely narrative analysis and paradigmatic-type analysis (Polkinghorne, 1995, p. 5). This research dreamed of exploring secondary level English language teachers' perception and experience including opportunities and challenges, narrative inquiry can be used as the most suitable method to unearth the grounded thoughts and stories related to FC pedagogy. While shoveling out the truths of teachers' experiences and emotions the methods of data

collection were the open-ended questionnaire followed by in-depth interviews as the narrative inquiry which made this research livelier and more trustworthy. In the constructivist model the student is like a carpenter (or sculptor) who uses new information and prior knowledge and experience, along with previously learned cognitive tools (such as learning strategies, algorithms, and critical thinking skills) to build new knowledge structures and rearrange existing knowledge (Alison King, 1993). Therefore, there is not only single aspect on analyzing the effectiveness of FC pedagogy in the classroom, rather the quality of the content and persuasiveness of the material also matters a lot.

Here, teachers' narrative provides a bundle of information to explore the teachers' in-depth understanding about FC and the frequency that they are applying this model in their classroom teaching. This research aims to explore the use of flipped pedagogy in secondary level classrooms teaching in connection with Alison King's constructivist model. Alison King's model aligns well with the flipped classroom approach here. She provides three approaches in teaching which are (a) Pre-Class Preparation: Students engage with instructional content (videos, readings) at home, allowing them to build a foundational understanding independently. (b) In-Class Activities: Class time is used for interactive activities, discussions, and problem-solving, where the teacher facilitates and guides learning rather than lecturing. (c) Collaborative Learning: Students work together to explore concepts, ask questions, and explain ideas to each other, fostering a deeper understanding through social interaction. Alison King (1993) also talks about the benefits of this approach (a) Enhanced Engagement: Students are more engaged and motivated when they take an active role in their learning. (b) Deeper Understanding: By constructing their own knowledge, students achieve a deeper and more

meaningful understanding of the material. (c) Critical Thinking: Encouraging questioning and explanation helps develop critical thinking and problem-solving skills.

This study was conducted by using qualitative approach by combining semi-structured interviews and open-ended questionnaires to find teacher's experiences while using FC model in their classroom. The researcher visited the respondents in their convenient time and conducted the in-depth interview for data collection. This study was conducted in Pokhara, Nepal taking the responses from secondary level-English language teachers who have already taught more than a decade.

Participants

Based on availability of the respondents required by this research work, only six English language teachers including three males and three females from the government and private schools were selected. All the respondents are in service teachers teaching English language in secondary level based in Pokhara, Nepal. Through a purposive sampling, total eleven teachers were involved in the primary phase of data collection but only six teachers' responses are included here as other five teachers didn't have much knowledge about FC pedagogy. All eleven teachers were provided with the questionnaire, and they filled up the information in the open-ended questions. After the primary evaluation from filled up questionnaire from the eleven respondents it was found that only six teachers had prior knowledge on conducting the flipped model classroom for teaching learning activities while teaching English in secondary level. Participants were well informed about this study, and the researcher took verbal consent to record the conversation for data analysis during the interviews. To maintain the privacy and confidentiality of the participants, they were given their identity of Respondent A,

Respondent B, C, D, E & F respectively to be included in this research report. Research participants were chosen by setting certain criteria for inclusiveness and unbiased judgement.

Sampling Strategy and Benchmarks

Purposive sampling strategy was applied to collect the data. Initially, twenty teachers were approached to get their responses in this research, but only eleven teachers were interested in participating in the data collection through questionnaire. Out of total eleven respondents through questionnaire, only six teachers were interviewed for responses and data saturation came after the interview conducted with six respondents. Three male teachers and three female teachers were found using flipped pedagogy in their classroom which have become the major respondents in this research work.

The Criteria for Participant Selection

- i. Total 20 teachers were contacted by phone and messenger and in person meet to understand their interest for being involved in this research as the respondents.
- ii. Total 11 teachers showed their interest, and they were sent an open-ended questionnaire through Google forms links, and they were asked for their contribution in this research paper.
- iii. All 11 teachers filled up questionnaire and provided their identity and work experiences, and teaching methods. Only six teachers replied they know at least something about flipped pedagogy and some of them are frequently using this in their classroom
- iv. Out of total six teachers who knew flipped pedagogy, 3 male teachers and 3 female teachers provided their thorough understanding about flipped pedagogy.

- v. Teachers, teaching in secondary level for at least 5 years or more.
- vi. Out of 6 teachers, 3 from the government schools (2 males & 1 female) and 3 from the private schools (1 male & 2 females).
- vii. Teachers majored in English from college and teaching English for more than 5 years
- viii. Teachers have a qualification of at least B. Ed or BA Degree
- ix. Teachers teaching in Pokhara valley to be included.
- x. The interview was conducted about one and half an hour on average.

Data Analysis

The data received from narrative inquiry were analyzed thematically by applying Alison King's Transmission Model. The three themes to analyze the data are: teachers' understanding of the Flipped Classroom model, opportunities for enhanced learning in classroom, challenges faced by teachers in implementation. These three models are as follows:

Teachers' Understanding of the Flipped Classroom Model

The teachers responded that they have a good understanding of the FC model as a student-centered approach which replaces traditional teaching method. In this flipped model teachers give enough time to prepare the required materials for teaching assigned lessons. Such materials can be in the form of audio script, video clips, reading lessons or game module like quizzes. The teachers avail themselves of such material for students so they can use them in their convenient time, but the teacher needs to allocate a certain period. Here students get motivated to use their spare time to be prepared for upcoming class activities. The tasks are designed in such a way that students automatically get ready with required prior knowledge for learning the

targeted lesson. One of the teachers said that flipped classroom teaching model allowed students to learn at their own pace outside class, while class time became a very good chance for collaboration and problem-solving. This aligns with Bishop and Verleger's (2013) definition of FC as combining out-of-class instruction with in-class group activities. Teachers also connected the FC model to constructivist principles, emphasizing students' active role in knowledge discovery, as advocated by Ebert and Culyer (2007).

Overall, some of the respondents are quiet used to handling flipped classroom whereas few of them are recently exposed to flipped teaching model. They all responded in such a way that flipped pedagogy is very important at this technological age and students learn with fun without any hesitation for learning.

The teachers believe flipped pedagogy would support the learners to adapt to the knowledge quickly as they get exposed to the in-hand activities related to the lesson that they are going to learn. The teachers admitted that there are very few teachers who are presently employing flipped pedagogy in their classroom. They mentioned, many teachers there are many even do not know what FC is and how it is conducted, nor do they have interest to learn about it.

Opportunities for Enhanced Learning in Classroom

There are certain opportunities listed by the teachers that they experienced while teaching in their classroom by applying flipped classroom pedagogy. They responded, the in-class activities such as group work, discussions and coordination motivate students for learning as they get involved in the issues already known about and become curious on finding more facts. From the group work every student develops self-direction learning skills when they engage themselves in the content analysis

by themselves. The students enhanced their inner critical thinking and creative approaches. By accessing content independently, they developed self-directed learning skills, fostering responsibility and critical thinking (Lai & Hwang, 2016). The teachers shared their experience that they used their class time by focusing on the individual students who posed learning difficulties. Such students got attention from teacher, and their learning became effective. Students became autonomous learners, and they learnt from personalized support in flipped classroom pedagogy.

One of the teachers responded, "*I sent a related video in the messenger group about the upcoming lesson to be done in class and the students watched it, they solved the given questions on the basis of that video, they solved the quizzes and wrote a summary too.*" It shows that students become so creative and they face the given challenges without knowing their self-efforts. The next day students come with new insights, and this even motivates the teachers in their profession too. The students love it because they can watch the given video multiple times.

Another teacher stated, "*I prepared an animated video for teaching grammar topics like prepositions and tenses, designed some questions related to them, sent both the video and questions together as homework in students' messenger group. The next day every one of them came with complete homework.*" The teacher said he/she felt like that was really worthy method to motivate them in learning as most of their answers were correct. It is found that the teachers frequently suggest the valuable YouTube videos for getting clear idea and the authentic content in a simple language. Some teachers send students audio clips or short texts to learn new vocabulary and enhance speaking skill. The students who used to feel shy later looked very confident in their presentation skills.

Challenges in Implementation of Flipped Classroom Pedagogy

This teaching pedagogy is highly recommended by the teachers, however, there are many significant challenges despite its potential, student centered and positive outcome. Teachers who were interviewed came up with so much excitement in conducting FC pedagogy in their classroom, but a lot of challenges are also mentioned by them during narrative inquiry. They suggested mainly three types of barriers like: technology, curriculum constraints and teacher preparedness on time. The major challenge of technology is faced by the teachers who are teaching in government schools. Teachers lack the required devices in school, and some students also don't have access to internet at home as they come from a working-class family. Even though their parents have mobile phone, they are not smart phones for going through online contents. But in this issue private school students and teachers don't have such problem that children get internet facility at school and students have the laptops or phones of their own which can be utilized for learning from internet.

Another major challenge for the teachers is to complete of course on time as there is rigid national curriculum, and the textbooks are designed in the exam-oriented modules. There is restriction of flexibility in class time and lesson completion urgency. The teachers are advised to complete their course on given time schedule to prepare the students for annual exams. Similarly, teacher preparedness is also another issue in conducting flipped classroom pedagogy. The teachers are given almost 30-32 periods in a week, and they do not get time to work on preparing the materials for flipping the classroom activities. Participants reported a lack of training in designing FC materials and managing interactive classrooms, underscoring the need for professional development (Fletcher et al., 2020). Furthermore, teachers are rarely given

professional development trainings in developing materials for flopped classroom.

Teachers' Initiatives in Conducting Flipped Pedagogy

According to teachers' responses, very few of the teachers in the institutions that they have been involved in are currently applying the flipped classroom model in their day-to-day teaching learning activities. The respondents of this research told their stories of knowing about flipping their classroom for effective teaching. A lot of hinderances they underwent before learning what is flipped pedagogy, how does it work and how it can be conducted. In this regard, the major responses are included here:

Respondent A: "Once I went in a teacher training program conducted in my city. There were many teachers coming from government schools who did have very limited knowledge about Information, Communication and Technology (ICT) in teaching. The training was focused to the uses of ICT, its merits and demerits of using in our classroom. During that very moment, one of the teachers asked a question that if we can prepare a video and audio about the lesson and use it multiple times in our class. At that time the trainer said, "You can give that video and audio to your students one or two days before you teach the lesson. Ask them to watch it or listen to it multiple times so they can enhance their prior knowledge. After coming from the training after few days, I recorded some videos and audios of the lessons that I was going to teach in the coming days. I sent those materials through messenger groups to my students when it was COVID-19 and students were captivated in the houses. Schools were shut down for months. Some students watched those videos many times. They loved them and replied they enjoyed watching those a lot. Their motivation for learning also increased a lot. After one year when the Corona virus was controlled, schools and offices opened, I attended another training

on Student Centered Teaching Methods where I knew that I was applying a flipped pedagogy in my classroom. After that I developed more interesting reading materials, videos and audios and provided my students because they used to be happy to get such material for learning. At present I focus on creating the quizzes and games related to the lessons along with video and audio lessons. Most of the students complete their homework on time and submit the assignment promptly.”

Respondent B: “I was a teacher in a government school. My major subject in college was Major English, but I was given to teach Science for grade 6 & 7 students. There were many topics that I had to prepare before I went to teach my students. I had the only option ‘google’ to learn every fact for teaching science. I used to collect so much information from google for teaching Science. I kept all those documents saved in my laptop. Next year I didn’t have to look up so many things as I already knew for teaching Science. Now, the files are useless in my laptop. One day in my classroom by chance I happened to ask my students if they wanted to get the learning materials through computer. Some students replied they did have computer at home and came up with pen drive for the notes from me. I provided every note before I taught a lesson. Some students frequently learnt the basic things about the lesson which made me easy to make them understand a lesson that I was teaching. Later a greater number of students took my notes and reading materials in their pen drive before I taught that specific lesson. After few years I understood I was applying a flipped pedagogy in my teaching and learning activities.

Organizational Support in Promoting Flipped Pedagogy in Classroom

Teachers’ experiences about implementing flipped pedagogy have many painful stories. Many of the Head Teachers

didn’t know what FC pedagogy is. The teachers were sent in the training organized by some government offices of education department, but they were not sufficient.

Respondent C said that his/her head teacher was unfamiliar with the concept and couldn’t guide the teachers to using flipped pedagogy in their classrooms. They were given the trainings, but it was one-day workshop which only touched the surface of the training topics. The guests and experts used to give long and drowsy speeches rather than focusing on practical skills. Some teachers explored online forums and conducted self-learning to fill the gaps for their professional growth.

The respondent D from a private school asserted that the principal told the teachers to try the flipped pedagogy in their classroom without explaining what it is and how does it work or how it can be conducted. During the interview, the respondent suggested that the schools should provide mentorship programs and need to collaborate with IT experts to make flipped pedagogy useful for both the teachers as well as students.

Respondent E said, *“I’m trying to promote flipped pedagogy in my school, but the lack of support from the administration is a major problem. Our head teacher lacks familiarity of the approach and has no strategic plan or funding in the field of flipped pedagogy. The training from the education department was a one-off event with no follow-up, leaving teachers confused about how to bring it in effect.”* Flipped pedagogy works when the teachers are supported with clear guidelines, availability of technology, and continuous professional development programs. The government needs to build a culture of innovation by training school leaders/principals and need to create networks for teachers to share best practices.

Respondent F’s views mentioned that many students didn’t have internet facility at home, and the schools lacked enough computers. The principal wasn’t aware of what

flipped pedagogy was until some teachers explained it, and even then, there was no budget for tools or training for ICT. Flipping the classroom is directly related to using ICT in the classroom. The local government's training session was too general and didn't consider recent challenges in the field of education. If the education department wants teachers to adopt this pedagogy, they need to provide localized solutions, like offline resources or mobile-based platforms, and train Principals to lead the academic organizations.

The above-mentioned responses highlight institutional support is crucial to implement FC pedagogy in teaching because the teachers need to use many ICT tools in developing the teaching materials according to the students' needs and contexts. To be effective, facilitators must understand the institutional pressures, cultures and expectation that separate them from teachers (Fletcher et al., 2020). This idea elaborates that the modern teacher is more the facilitator and less the lecturer. Fletcher's idea addresses the teachers to be contextual and make the maximum use of locally available resources.

Curriculum Frame: National Policy in Education

Nepal's National Curriculum Framework (NCF, 2019) provides a foundation for innovative pedagogies like the Flipped Classroom (FC) through its emphasis on student-centered learning, ICT integration, and competency-based education. The secondary-level English curriculum encourages interactive methods and communicative competence, aligning with FC's structure of pre-class preparation and in-class collaboration (Bishop & Verleger, 2013). However, the absence of FC guidelines in the NCF shows rigid exam-oriented curricula which limits its implementation. This fact shows teachers' struggles with time constraints and course completion in the limited frame set by the

curriculum development center. The National Education Policy (2019) advocates for ICT access and teacher training, but participants in this study reported that inadequate workshops are held and lack of head teacher's awareness highlights a gap between policy and practice in the real ground. To really understand the importance of flipped pedagogy, the NCF must incorporate specific FC strategies in curriculum, enhance teachers' skills through professional development trainings, and address resource inequality, particularly in government schools. In the case of recognized private schools, they have already made strategies for flipped pedagogy, and it is yet to be carried out in act, however, some private schools lack the resources and manpower to conduct such pedagogy in there institutions.

Conclusion

The research article explores the implementation of flipped classroom (FC) pedagogy in secondary-level English language teaching in Nepal, focusing on teachers' perceptions, opportunities, and challenges. Based on Alison King's constructivist model, which emphasizes student-centered learning through pre-class preparation, in-class activities, and collaborative learning, this study highlights the shift from teacher-centered to student-centered pedagogies in the context of modern educational technology. FC pedagogy makes students engaged with instructional materials (e.g., videos, readings, quizzes) at home or in their free time and at on the side, class time is dedicated to conduct interactive activities like group work, problem-solving, games or scrabbling. Teachers are found with a strong understanding of FC as a student-centered approach that fosters self-directed learning and can be connected with constructivist principles. The opportunities given here include enhanced student engagement, critical thinking, and autonomy, as students prepare independently and

participate in collaborative in-class activities. Teachers reported using digital tools like YouTube videos and messenger groups to share grammar lessons and vocabulary exercises which improved students' confidence and creativity in learning. There are some challenges like technological barriers, particularly in government schools where students do not have internet access or devices. A rigid exam-oriented curriculum limited flexibility in teaching and inadequate teacher training was another major problem. It is found that the organizational support is limited for teachers as head teachers themselves are unaware of FC pedagogy and training workshops. This article connects FC with Nepal's National Curriculum Framework (NCF, 2019) and National Education Policy (2019), which advocate for student-centered learning and ICT integration. It is observed that there is a lack of coordination in implementing FC guidelines with the education policies set by the government. This gap is seen with the unmanaged situation of resources and insufficient professional development programs for teachers. It is suggested the concerned body to incorporate FC strategies with the national curriculum framework of Nepal. This will enhance teacher training, uses of locally available resource to maximize FC's importance in English language teaching in secondary level. This research provides valuable insights for educators and policymakers and highlights the need for systemic support to minimize the gap between policy and practices in Nepal's educational system.

References

Acharya, R. (2024). Pedagogical paradigms & technological integration: Exploration of flipped classrooms in the Nepalese educational landscape. *SkulTech Journal of Education Science & Technology*, 1(1), 1–15.

<https://journal.skultech.com/index.php/sjest/article/view/45>

- Ağırman, N., & Ercoşkun, M. (2022). History of the flipped classroom model and uses of the flipped classroom concept. *International Journal of Curriculum and Instructional Studies*, 12(1), 71–88. <https://doi.org/10.31704/ijocis.2022.004>
- Berge, Z. L. (1995). Computer-mediated communication and the online classroom in distance learning. *Computer-Mediated Communication Magazine*, 2(4), 6. <http://www.ibiblio.org/cmc/mag/1995/apr/berge.html>
- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.
- Bishop, J. L., & Verleger, M. A. (2013, June 23–26). The flipped classroom: A survey of the research [Paper presentation]. 2013 ASEE Annual Conference & Exposition, Atlanta, GA, United States. <https://doi.org/10.18260/1-2--22585>
- Brame, C. J. (2013). Flipping the classroom. Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-subpages/flipping-the-classroom/>
- Bruner, J. S. (1996). *The culture of education*. Harvard University Press.
- Collins, A., & Halverson, R. (2009). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.
- Ebert, E. S., & Culyer, R. C. (2007). *School: An introduction to education*. Wadsworth.
- Fletcher, T., Beckey, A., Larsson, H., & MacPhail, A. (2020). The research and development challenge. In A. MacPhail & H. A. Lawson (Eds.), *School physical*

- education and teacher education: Collaborative redesign for the twenty-first century* (pp. 141–152). Routledge.
- Fletcher, T., Ní Chróinín, D., & O’Sullivan, M. (2020). A collaborative self-study of educators exploring the successes and challenges of flipping their classroom. *Studying Teacher Education*, 16(3), 307–322.
<https://doi.org/10.1080/17425964.2020.1821854>
- Gault, R. H. (1907). A history of the questionnaire method of research in psychology. *The Pedagogical Seminary*, 14(3), 366–383.
<https://doi.org/10.1080/08919402.1907.10532551>
- Hunuk, D. (2017). A physical education teacher’s journey: From district coordinator to facilitator. *Physical Education and Sport Pedagogy*, 22(3), 301–315.
<https://doi.org/10.1080/17408989.2016.1192594>
- Hussey, H. D., Richmond, A. S., & Fleck, B. (2015). A primer for creating a flipped psychology course. *Psychology Learning & Teaching*, 14(2), 169–185.
<https://doi.org/10.1177/1475725715592830>
- King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30–35.
<https://doi.org/10.1080/87567555.1993.9926781>
- Lai, C.-L., & Hwang, G.-J. (2016). A self-regulated flipped classroom approach to improving students’ learning performance in a mathematics course. *Computers & Education*, 100, 126–140.
<https://doi.org/10.1016/j.compedu.2016.05.006>
- Lin, H.-C., & Hwang, G.-J. (2018). Research trends of flipped classroom studies for medical courses: A review of journal publications from 2008 to 2017 based on the technology-enhanced learning model. *Interactive Learning Environments*, 27(8), 1011–1027.
<https://doi.org/10.1080/10494820.2018.1467462>
- Mascolo, M. F. (2009). Beyond student-centered and teacher-centered pedagogy: Teaching and learning as guided participation. *Pedagogy and the Human Sciences*, 1(1), 3–27.
<https://scholarworks.merrimack.edu/phs/vol1/iss1/6>
- Ministry of Education, Science and Technology. (2019). *National curriculum framework for school education in Nepal*. Curriculum Development Centre.
- Patton, K., Parker, M., & Neutzling, M. M. (2012). Tennis shoes required: The role of the facilitator in professional development. *Research Quarterly for Exercise and Sport*, 83(4), 522–532.
<https://doi.org/10.1080/02701367.2012.10599141>
- Poekert, P. (2011). The pedagogy of facilitation: Teacher inquiry as professional development in a Florida elementary school. *Professional Development in Education*, 37(1), 19–38.
<https://doi.org/10.1080/19415251003737309>
- Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. In J. A. Hatch & R. Wisniewski (Eds.), *Life history and narrative* (pp. 5–24). Falmer Press.



Views and opinions expressed in this article are the views and opinions of the authors, *GS Spark: Journal of Applied Academic Discourse* shall not be responsible or answerable for any loss, damage or liability etc. caused in relation to/arising out of the use of the content.