

English Language Teachers' Experience of Implementing Flipped Classroom

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Abstract

The study explores the experiences of four English language teachers in integrating the flipped classroom in a resource-limited context. Within the interpretive paradigm and adopting a narrative research method, the study presents the challenges faced by teachers in preparing educational materials, accessing technology, and dealing with inadequate infrastructure. It also discusses obstacles faced by teachers due to technology and training. The study's findings suggest that more teacher training and development programs focusing on access to technology are needed for the better implementation of the flipped classroom in Nepal. Despite limited access to knowledge, skills, and resources, the study concluded that educators have successfully adapted a flipped classroom model that meets the needs of the local education system, thereby promoting student engagement and active learning.

Keywords: *Flipped classroom, student engagement, active learning, language teaching*

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Introduction

Technological advancements have brought about changes in the educational context. As new technologies evolve, they are utilized for educational innovations to enhance traditional teaching methods (Jensen et al., 2015). With the help of various technological tools, it provides students with the opportunity to engage in and explore distant learning at different times and places. Hence, the digital age requires teachers and learners to work both independently and together using diverse technology tools. Emerging instructional methods are positively impacting education by fostering independent learning, requiring both students and instructors to stay connected with new educational technologies (Zainuddin & Halili, 2016). The “flipped classroom” is a recently developed and widely favored learning model that integrates technology into the educational process (Jensen et al., 2015).

Flipped classroom is an “active, student-centered approach” that was developed to improve the quality of time spent in the classroom (Ozdamli & Asiksoy, 2016, p. 98). In a flipped classroom, activities that are traditionally done in class are completed at home, and those that are typically done as homework are done in class (Bergmann & Sams, 2012). When applying a flipped classroom approach, teachers create videos of the chapter or lesson content and send them to the students. The students watch the videos and understand the

lesson. In class, teachers assign work based on the video, and students are required to complete their assignments. The works are done in groups or with their peers. This approach was first practiced by two chemistry teachers, Jonathan Bergmann and Aaron Sams. It was made for the students who have missed their lessons. This approach aims to prepare students for the subject before and during the course by engaging in activities that promote the quality of face-to-face education. Flipped learning encourages students to take the initiative to read independently.

The flipped classroom shifts homework and other activities into the classroom, while lecture sessions are converted into video content for students to watch at home, reversing the traditional learning structure (Ozdamli & Asiksoy, 2016). It is a “student-centered approach to learning”, where students take a more “active role than the instructor” during classroom activities (Zainuddin & Halili, 2016, p. 315). It is a type of blended learning, where students view lectures and materials, usually in video form, at home. They also participate in interactive activities in the classroom to practice what they’ve learned (Lamsal, 2022a).

Flipped learning is an approach where direct instruction shifts from group learning to individual learning, resulting in a dynamic, interactive learning environment guided by instructors (Flipped Learning Network, 2014). Flipped Classroom and Flipped Learning are not the same. A flipped class involves providing reading materials or videos, but a true Flipped Learning requires incorporating four key pillars known as F-L-I-P. Here, “F” means Flexible Environment, where educators support group or individual learning with flexibility in learning activities and assessment showcasing mastery. L stands for Learning Culture, where teachers act as guides while students explore topics, build understanding, and create meaningful learning experiences. “I” stands for Intentional Content, where educators focus on content. They provide materials to help students develop a deeper understanding. Lastly, “P” refers to Professional Educator, where educators analyze and provide feedback. They conduct critical analysis, focusing on student-centered activities to make the interaction meaningful.

The unpredictable eruption of COVID-19 had an unavoidable impact on Nepal's education system. The changed context caused by COVID-19 necessitated the use of ICT as the primary resource for delivering online education, either synchronously or asynchronously (Latorre-Coscolluela et al., 2020). Some institutions, such as Kathmandu University School of Education (KUSOED), were already using the flipped model. However, after the COVID-19 pandemic, many educational institutions in Nepal began adopting this approach (Dahal et al., 2023). The education system in Nepal has traditionally been teacher-centered, and the adoption of modern pedagogical models, such as the flipped classroom, has faced various challenges. An effective education system should expand learning opportunities and evolve from traditional frameworks to modern ones, integrating technological advancements (Bas, 2010). But the integration of technology in Nepalese classrooms remains inconsistent. It has created a digital divide between rural and urban schools (Dawadi et al., 2020). The article focuses on digital learning during the pandemic, which created a digital divide among privileged and underprivileged students. The article is based on the analysis of education during and after COVID-19. It briefly describes its impact on school education and also points out some challenges.

The existing educational policies, such as the National ICT Policy (2015) and the Digital Nepal Framework (2019), emphasize the integration of technology in education. However, the actual practice in schools often fails to maintain expectations, as these policies do not fully address the technological, infrastructural, and training challenges that teachers

face. The gap between policy and practice has led to inconsistent delivery of the approach, particularly in areas with limited access to technology. This study aims to fill the gap in understanding how the flipped classroom model is practiced in Nepal, particularly in light of the technological and infrastructural challenges. The study's findings will help shape policies that better align with the education system's practice in Nepal, ensuring the better implementation of the flipped classroom in Nepal.

In my MPhil study at Kathmandu University School of Education, I experienced the flipped classroom model through Google Meet during and after the COVID-19 pandemic. Professors used their slides and related videos to teach us. However, teachers struggled to integrate technology and the flipped model during that time. The tricky part was to make parents and teachers understand and get used to technology, though it was ultimately very rewarding. Our learning using technology was very fruitful and engaging during the pandemic. However, although there was limited use of flipped learning in Nepal, research in this area is scarce.

An extensive body of research exists on the flipped classroom in Western contexts. Zainuddin and Halili (2016) present the flipped classroom as contributing to the positive impact on students' learning. It includes topics on their achievements, inspiration, involvement, and interaction. Galindo-Dominguez (2021) notes that the flipped classroom is more effective than traditional methodologies in terms of academic achievement. However, studies focusing on its execution in developing countries, such as Nepal, remain inadequate. Schools in Nepal face various problems, including limited access to technology, inadequate teacher training, and diverse student needs, which affect the adoption of the flipped classroom model (Lamsal, 2022b). With the onset of the pandemic, many educational institutions in Nepal were compelled to transition their education online without adequate teacher training (Lamsal, 2022b). The shift to online teaching during the pandemic brought its own challenges, especially in terms of accessing and utilizing materials. Hamad (2022) in his studies revealed that developing countries faced a higher risk during the COVID-19 pandemic compared to developed nations, most importantly due to limited technological advancements.

The flipped approach is well-documented in Western pedagogy, but little is known about how Nepali teachers adapt this model to suit local educational practices. The COVID-19 pandemic led to an increase in the use of technology in education in Nepal; however, its impact on teaching strategies, particularly in English language classrooms, remains unexplored. The study addresses the research question:

- How do English language teachers transform their classroom to make teaching and learning engaging and student-centered by integrating the flipped method?

Narrative Inquiry as a Research Method

I employed narrative inquiry to explore the experiences of integrating the flipped classroom. Narrative inquiry enables researchers to explore participants' lived experiences in the form of stories (Clandinin & Huber, 2002). This approach focuses on understanding the lived experiences of individuals by collecting and analyzing their stories. Participants share and live out stories that reflect and give meaning to their lived experience (Clandinin & Caine, 2008). This inquiry facilitates a comprehensive examination of how teachers experience and interpret the flipped classroom model within their specific context. By capturing their personal narratives, this research offers rich qualitative insights into the practical challenges and adaptations that teachers face when implementing this teaching strategy. The study acknowledges that individual histories, social contexts, and cultural

influences shape these experiences, making narrative inquiry a suitable approach for exploring the complexities of flipped classroom practice in Nepal.

Participants

This study involved four purposively selected secondary-level English language teachers from private schools in the Kathmandu Valley, Nepal. I selected research participants who have employed the flipped classroom approach in English language teaching and have integrated technology. All the participants had at least five years of teaching experience, with a mix of male and female teachers to ensure diverse perspectives. Three male participants had more than ten years of teaching experience, and one female participant had over five years of teaching experience. The selection criteria aimed to include teachers who had some level of familiarity with the flipped classroom model or had made some efforts to incorporate technology into their teaching. I have used pseudonyms to ensure their safety, privacy, and confidentiality, and have excluded details that could identify them.

Table 1

A Brief Overview of the Participants

S.N	Participants	Teaching Experience	Gender	Contextual Background
1	Shyam	10 years	Male	Experience of using slides, pen drive, and laptop for teaching. Uses Viber for sharing materials and communicating with students.
2	Ram	10 years	Male	Adapted to online teaching in pandemic through self learning. Uses Google and You Tube for materials. Focuses on active engagement, peer reviewed assignment and feedback.
3	Hari	10 years	Male	Uses multimedia for teaching. Shares pre-class and post-class materials through Viber and messenger. Emphasizes on students' presentation and discussions.
4	Gita	7 years	Female	Uses smart board, Google and You Tube to enhance student engagement. Self learned technology during the pandemic. Shares materials post-class and emphasizes visual learning for better understanding.

Data Collection

I collected data using in-depth interviews and informal conversation methods, which are well-suited for narrative inquiry (Clandinin & Caine, 2008). I conducted semi-structured interviews twice, each lasting 90-120 minutes. Interviews were conducted in Nepali so that they could express their thoughts comfortably in detail. Later, I translated the responses into English. I carried out the process, preserving the originality to maintain accuracy. This allowed participants to share their personal stories about their experiences with the flipped classroom model. I asked open-ended questions focusing on themes such as teachers' use of technology in classrooms, challenges in implementing the flipped classroom, adapting to the flipped classroom model, student engagement, and learning outcomes. I recorded the

interviews with the participants' consent and transcribed them for analysis, ensuring their accuracy (Creswell & Poth, 2018).

Data Analysis

The collected data were analyzed using narrative analysis, following Barkhuizen et al.'s (2014) framework, which drew on Clandinin and Caine's (2008) approach to narrative inquiry. Firstly, I recorded audio interviews. Then, I transcribed and translated it into English. I then read the transcripts multiple times to identify codes, such as the use of technology, student engagement, and teaching challenges etc. Later, I categorized it into broader concepts, such as teacher adaptation and barriers to using technology. Ultimately, I constructed individual narratives that captured the essence of each participant's experience, which were later compared to identify differences and commonalities. This process enabled a deeper understanding of participants' lived experiences with flipped classroom practices in Nepal within a local context.

Findings and Discussion

The findings illustrate how the teachers have transformed their pedagogical practices by integrating technology into the flipped classroom model. This section examines the transition from traditional teacher-centered teaching to a student-centered learning approach, highlighting teachers' ability to adapt and innovate within their teaching environments. I generated the key themes, aligning with the existing literature. I have categorized the discussion section into two primary themes, each following two sub-themes. These themes focus on the dynamic interplay between teachers' pedagogy and technology, highlighting how technology has influenced material preparation and effective classroom delivery, while addressing its challenges. The section also examines the role of teachers in facilitating active student learning and their engagement within the flipped classroom model. Here, I combine participants' stories with relevant theories to provide a detailed interpretation of how teachers adapt to this pedagogical shift.

In-class Preparation and Technology Integration

With the emergence of educational technologies, the education system has changed in-class preparation and teaching methods. Teachers have transformed various teaching tools and strategies to promote student engagement in class and enhance content delivery. Using technology in class provides many opportunities, such as encouraging students, enhancing their engagement, facilitating individual learning, promoting group work, and providing access to materials. It makes technology an important tool that can help both educators and students to develop a learning experience (Reach & Teach, 2024). The use of laptops, multimedia presentations, and smartboards shows teachers' preparation of materials for the class. Shyam, in an interview conducted on November 21, 2024, explained his current teaching style. He says the recent teaching style that he is using is much easier. He normally doesn't send videos, but instead presents his points using slides. If he feels the need to add videos or content, he puts the link in the slide and shares it with the students. He also noted that the use of a laptop and a pen drive has made it easier for him to carry materials from place to place. He mentions that even if he forgets any of his points, he can simply look back at his slides and explain them.

The above narrative showed how technology has evolved his teaching methods. Here, technology played a part in supporting him in material preparation and its delivery. The use of slides to prepare lesson plans made my participants' work easier. Moreover, it also made it

easier to carry the materials from place to place. His story revealed that integrating multimedia in teaching helps us to organize and deliver content effectively. It became convenient for teachers to add or delete information and necessary links in the slides. This clearly shows how technology has provided flexibility in teaching, making it easier for teachers to prepare lesson plans and incorporate missing content. The study aligns with Neupane (2025), whose findings indicate that students who have access to technology in the classroom perform better academically than those who do not. He also mentioned that the use of multimedia presentations and interactive lessons has improved student comprehension.

My next participant, Hari, also revealed that he personally uses multimedia a lot. He shares links and videos through Messenger and Viber. He claims sometimes he sends it prior to the class and sometimes after the class. He also says that he makes the students do presentations on the topic. He says he normally starts the class by playing an audio related to the course to make the students more attentive.

This revealed that the teachers have used these technological tools during in-class sessions to maintain student engagement and make their learning easier. He shares how his use of technology has made the classroom activities more dynamic. It also states that his use of technology at the beginning of the class has helped him make students more attentive. His practice of sharing materials before class aligns with the flipped classroom model, where students actively participate in their learning, gaining a better understanding of the topic before entering the class. However, sharing the materials post-class shows a flexible teaching that combines traditional and modern teaching methods. This idea corroborates with Zhen's (2016) findings, which discuss the benefits and challenges of using multimedia in English language education. The findings highlight how multimedia can improve teaching by providing more information, stimulating students' imagination and creativity, and saving teaching time. It also highlights its role in bridging traditional methods and modern educational approaches. A similar study was conducted by Acharya (2014), which found that the use of ICT tools, such as mobile phones, laptops, multimedia projectors, and Web tools like YouTube, Wikipedia, and Facebook, was very useful in teaching and learning contexts. These tools helped to carry out effective classroom activities.

Adapting Modern Tools

The use of modern tools not only supports the organization of teaching materials but also allows teachers to adapt their methods quickly. It also ensures flexibility in their classroom. The use of modern tools by teachers simplifies the teaching process and fosters better student engagement. From Shyam's narrative, it is evident that he is open to incorporating technology into his teaching. He noted, *"I use slides for the teaching, and if I remember any points during the lecture, I add them to the slide. It makes it easier. I can just see my points from the slide and present them in the class."* Here, he utilizes slides as an effective tool for lesson planning and content delivery. Besides that, he also adds links or videos to his slides to make the students more engaged and better understand the material. His use of multimedia shows how teachers are easily adapting to modern educational practices. He further says, *"I have made a separate Viber group for English students to share the materials and answer their questions."* His saying states that with the use of technological tools like Viber, he can easily share the materials with his students and even answer their queries. This has made teaching and learning easier for both students and teachers. Whenever students have any problems regarding the subject, they can easily communicate with their teacher or friends by using the created group. They can even share their queries and get the answers quickly using Viber. This quick response to their answers helps the students in teaching and learning as well. With this, it is revealed that teachers adapt

these modern tools in their teaching because they make their teaching easier and more organized. Ali (2022) also highlighted the ability of these tools to encourage collaboration and social presence in blended learning, bridging the gap between traditional and online education approaches.

Teacher Gita, during an interview on 23rd November 2024, highlighted how the use of smart boards has transformed learning in schools, stating:

After the pandemic, our school started teaching through the smartboard. It's very easy to use. We can obtain all the materials from YouTube and Google. Students also pay more attention since we can change the font colours. The notice and required materials can be sent through Viber after the class.

Based on the narrative of my participant, Gita, it is concluded that with the use of a smartboard, teachers can easily access YouTube and Google for educational materials. They can enrich their lessons with diverse materials that are available on the Internet. Additionally, her use of different colors added visual appeal, making the students more attentive. The use of Viber also helped her to share the materials with the students. This shows that integrating digital tools in teaching makes the students more attentive and focused. It also makes teaching and learning easier for both teachers and students by providing a flexible environment suitable for the classroom. This improves the students' engagement and concentration in class. In contrast, a study by Shrestha and Khadka (2022) stated that using technology in the learning experience can increase both teachers' and students' ability to create an active educational process. Teacher Hari revealed that he was trained for a fused classroom before taking online classes, which was similar to a Google Meet but easier to use. So, he didn't have such a problem. Whenever he had an IT-related problem, an allocated IT personnel would fix it.

Through his narration, it became clear that the importance of providing teacher training to teachers before introducing new technologies in education was highlighted. When teachers receive proper training, they can easily incorporate it into their teaching methods, making the learning process easier. The teaching and learning become more effective and fruitful without any difficulty. My participant's prior training made it easy for him to take classes, as he was able to integrate technology into his teaching. Hence, it enhances overall teaching and learning when teachers get proper training and assistance. A similar study by Subedi (2015) showed that teacher training programs have the potential to enhance educational quality. The study also emphasized the need for well-developed teacher training programs to effectively develop Nepal's education system.

Challenges in Accessing and Using Materials

The change in the education system has enhanced student engagement and contributed to improving the overall quality of education in Nepal. Every challenge brings with it an opportunity. Amidst the challenges, the teachers looked for the opportunity and transformed the education system. Ram shared his experience, noting that running an online class for him was very new. It was like a ghost at the start. During the pandemic, he was compelled to return to his home village and run online classes under those circumstances. He further mentioned that teaching at that time was entirely a self-learning experience, where he learned many things. He mentioned he also took help from students to learn the things. Later, he searched for videos on Google and YouTube for materials. He added that this led to a habit of exploring the internet for materials.

From the above narratives, it is revealed that teachers face difficulties while adapting to a new teaching environment. Ram mentioned his earlier struggle with online teaching as a

“ghost” due to unfamiliarity. He also mentioned that he had to run classes from his village in those challenging circumstances. Due to his limited knowledge in this area, he also had to seek technical assistance from his students. Over time, he learned about things by searching on Google and YouTube. This self-learning helped him broaden his knowledge. My participant's experience highlights the challenges that many educators face when transitioning from traditional teaching methods to technology-based teaching without prior teacher training. He initially struggled with teaching, referring to it as a “ghost,” but his continuous effort and learning new things made him confident in using modern tools over time. It shows how continuous learning can help educators to effectively integrate technology into their teaching practices. It also highlights the need for professional development programs to integrate online resources into their teaching practices. Hamad (2022), in his article, also revealed that educators have insufficient skills and training, inadequate internet connectivity and infrastructure, a lack of resources, and difficulties in engaging students and providing effective online feedback as challenges to online teaching and learning during the pandemic. Lamsal (2022b), in his article, also focuses on the practice of the flipped learning approach by secondary English teachers, highlighting its challenges and recommendations in the Nepalese context.

Teacher Ram further mentioned that after returning to physical class, the teaching has undergone a complete change. Not only teachers, but also students, learned to get easy access to the materials. He noted that there is easy access to the Internet in the class. So, whenever he had to show any videos or materials related to the topic, he would open Google or YouTube and show them to the students. With this narration, it's revealed that the availability of internet access in the classroom has simplified access to resources and made learning easier for students. Internet access in the classrooms has made teaching and learning more convenient, but it has also led to a growing reliance on the Internet for materials. This can be a challenge when there is less connectivity. When they heavily rely on the Internet for digital resources, it may create difficulty for both teachers and students. A study by Rana and Rana (2020) was carried out, and the findings showed that certain factors, such as the country's poor economic condition, limited ICT resources, and teachers' lack of ICT knowledge and skills, prevent developing countries from benefiting from ICT.

My participant, Shyam, also highlighted the teacher's reliance on slides, laptops, and pen drives to make their teaching more organized. According to my participant, when teachers use technology, they often rely on digital tools like slides, laptops, and pen drives to deliver and manage lessons effectively. However, this dependency can be a challenge when technical errors arise, such as device failure or lost files. This can also set the limit of teaching, making it harder for teachers to deliver lessons on the spot.

Gita stated, *“Students now are using ChatGPT more in their academics. They are depending more on technology, and of course, they act passively with no creativity. Most of their assignments are copied from Google.”* Her narration revealed that students were relying more on technology for their assignments. This impacts the creativity of students and their critical thinking skills. The saying also concluded that students are more passive and copy their assignments from Google. It also shows their lack of interest in the assignment. Relying more on digital tools in academics makes students more dependent, losing their creativity. This highlights the need for proper guidance and responsibility when using digital tools as a kit rather than a replacement for active learning. Hamid and Fadila (2024) presented the negative impact of relying on ChatGPT in their article. It shows that the use of ChatGPT lowers the students' ability to think critically and their desire to study. Additionally, it also discusses students relying heavily on this application as their primary source of information.

Another participant, Gita, also shares her experience of teaching an online class through self-learning. She further states that she was aware of the technology while she was at college. She was taught using Zoom. She noted, *"I also didn't get any training from my school, but it wasn't that much difficult for me. But... the case wasn't same for my colleagues. They were less familiar with technology. But, it was really motivating and inspiring to look after them....each day struggling and learning with the techniques."*

Her narrative suggests that teachers struggle to adapt new technology in their teaching without prior training. It also highlights teachers' less familiarity with the technology, which made them face difficulty in adapting to new learning methods. It shows the need for teacher training before adapting new teaching methods to deliver the content in the class effectively. It also connects us with the reality that a lack of teacher training can lead teachers to learn through trial and error phase. It makes the change more challenging for the teachers. However, she also mentioned that it was more inspiring and motivating for her to watch them learn and adapt new teaching methods. This also demonstrates that teachers can easily adapt to new teaching methods if they receive proper teacher training. It also shows that active learning motivates and inspires educators. The study aligns with Laudari et al. (2021), who suggest that personal efforts are as important as institutional support in digital preparation. This also aligns with Voogt and Roblin (2012), who state that teachers in the 21st century must adapt to the rapid growth of technology to tackle the educational challenges of the modern era.

Active Learning and Classroom Engagement

Active learning helps in cognitive development. Here, the learner actively participates in learning activities, such as discussing, reviewing, evaluating, and cooperating in group activities and projects, to develop their higher-order thinking skills. Learners actively construct meaning with their prior knowledge and experience, playing a significant role in acquiring new information (Wilson & Peterson, 2006). My participant, Ram, noted that the start of physical classes after the pandemic made both teachers and students more active in using multimedia for teaching and learning. Both teachers and students began using sites like YouTube and Google to search for materials and Viber to communicate. Teachers started sending notices and materials to the students, using Zoom for conducting meetings and utilizing Google Drive for data entry. Not only teachers, but also students, started exploring the Internet for their problems, finding meanings, and communicating with teachers after school.

The narrative of my participant showed that the resumption of physical classes after the COVID-19 pandemic increased the use of multimedia tools among both teachers and students. Both actively use digital devices in the teaching and learning process. This shift encouraged them to use these tools. Teachers began to use this to send notices, explore teaching materials, conduct meetings, and enter and organize data. This shift was not only limited to teachers, but students also used this to find solutions related to their academics and communicate with teachers after school. This change highlights how the pandemic created a reliance on technology and also continued to shape the teaching and learning process, providing a more technology-based and resourceful learning environment. Gogus (2012) defines active learning as a technique that helps learners in teaching and learning processes accept their responsibility for self-learning and develop ideas by analyzing, combining, and evaluating these ideas.

My participant Hari states,

I always start my class with audio of the chapter. Then, I show slides using projector and explain the chapter. But it's actually really hard to reach all forty-five students in a class. But I have to make them active. So, I do discussion session on a topic for five minutes. Everyone has to participate. If anyone becomes absent to avoid the discussion, they must present on the other day. That's my rule haha...

This narration shows the positive use of technology. The participant begins the class by using technology to play the audio of the chapter. He then explains the chapter using digital tools like slides and a projector. And, in order to actively engage all forty-five students, a short discussion session is organized where each student has to participate. This story revealed how integrating technology in education builds student engagement and active participation. It also helps students to generate their thoughts and interact with their peers. My participant's idea also develops leadership skills and confidence among students. The discussion session makes the student active during the class, providing them with an opportunity to clear their doubts, express their thoughts, and interact with their peers, making the learning process more dynamic. This also makes the student more accountable and encourages them to actively and seriously be involved in the discussion session. It provides a more interactive and participatory classroom environment. The story also highlights the importance of striking a proper balance between the use of technology and interactive methods to foster students' active engagement. It also reveals teachers' difficulty in involving all students in large group discussions. The idea aligns with Neupane (2025), whose findings revealed that digital tools play an effective role in student engagement. Venton and Pompano (2021) conducted a similar study on student active learning. Their study discusses active learning in remote teaching using technology that promotes interaction and maintains flexibility. They further mentioned that it increases student engagement and also improves learning outcomes by encouraging students in the learning process.

My next participant, Ram, states,

I teach in points. My primary focus is on supporting students who are struggling academically. In my opinion, talented students just need a guide, but for weak students, we need to focus more. I make them read all the chapter, underline the difficult words, and extract the meaning of it using either dictionary or Google.

The story demonstrates how the teacher ensures the full participation of all students, leaving no one behind. He believed in supporting weaker students rather than the talented ones. He further says that he teaches in points to ensure all students understand the lesson. He also focused on a step-by-step reading procedure to engage students. Through this, it not only improves the vocabulary of the students but also enhances their reading habits and encourages them to actively participate in each classroom discussion. This also encourages students to develop a habit of exploring the Internet, surfing for queries, and the meaning of unfamiliar content. This method focuses more on students and their engagement rather than the teaching being more teacher-centered. This teaching focuses on encouraging and guiding weak students by covering lessons in points, which is one of the easiest methods to remember. The study also aligns with the studies of Kasumi and Xhemaili (2023), who mentioned that collaborative learning activities, such as group discussions and peer interactions, promote motivation and student engagement among English language learners. It also mentioned how fewer opportunities for such activities have negatively impacted students' learning outcomes.

Teacher as a Facilitator: Shifting Roles

Teachers in a Flipped Classroom give up their role as the center and focus on student-centered learning. This approach fosters greater student involvement in learning. Teacher Ram mentioned that the students' projects and assignments were peer-reviewed first, where they had to sign and evaluate work, including positive and negative points, recommendations, etc. He also mentioned that a separate Classroom Representative is kept who keeps all the records of the assignment. Then, the notes were checked by the teachers. It improved their grades and engagement.

Teacher Ram explained that before submitting the work to the teachers, students have to check each other's work and list out positive and negative points. They also have to recommend ways for their peers to further improve their assignments. This way of learning helps students to stay active in learning. When they review the works done by their friends, they can also develop their own learning and writing styles. This type of learning encourages students to engage in active learning in the class and makes the learning more student-centered, with the teacher becoming a facilitator. This peer review system also motivates students to develop their critical thinking skills, encouraging them to learn and reflect on their work by examining others' approaches. When the teacher allows students to review each other's work, the learning environment shifts from direct teacher instruction to peer collaboration, creating an environment for facilitation in guiding rather than dictating the learning process. The appointment of a Classroom Representative by a teacher encourages them to take leadership and accountability among the students. It creates an environment of autonomous learning, where students take responsibility for their own academic growth. This structured learning process resulted in individual attention to students, which directly reflected their academic growth.

My participant, Shyam, stated regarding the assignment that the college maintains a separate record file for projects and presentations. Students are required to present slides that have helped them build their leadership skills and confidence. My participant's story revealed that students actively get involved in the learning process through presentations and creating slides, rather than gaining knowledge through passive learning. This encourages students to structure their presentations, select a relevant topic, and improve their delivery skills. It also gives students an opportunity to improve their leadership skills and confidence in presenting their perspectives in front of their peers, which is important for both academic and professional development. It provides a flexible environment for learners, promoting self-directed learning where the teacher supports and mentors the students. The idea aligns with Abu Bakar et al. (2018), whose findings showed that students had more time to practice grammar during speaking activities. In his study, D'Angelo (2018) also revealed that technology, whether used during class or after school, provides opportunities for students to connect with instructors, work collaboratively with peers, and grow themselves in the learning process.

A Pathway to Students' Deeper Learning

With this change in the education system, students have developed a deeper understanding of the content through the use of different technologies. Both the teachers and students have developed different teaching methods. Before COVID-19, the education system in Nepal was largely traditional, where teachers were the center of attraction (Dawadi et al., 2020). However, there was a drastic change in Nepal's education system after the COVID-19 pandemic. Gita articulated,

students notice the things when they see visually. While explaining the story elements or explaining a movie, students understand more when they see it visually. After understanding about the chapter, they try to think and answer creatively. I will tell

you one story.... during the discussion session in the class, one of my weak student started arguing with his friends giving proper reasons for his different perspective which actually surprised me.

Her story revealed how the use of online media helped to develop creative thinking among one of her students. When students see the content visually, it develops a strong mental connection that makes it easier for them to remember the information. When students form a deeper understanding of the concept, they attempt to analyze and interpret the content, which helps develop critical thinking among them. Her example of a previously weak student trying to debate with his peers, who interpret his perspective, shows the occurrence of a deeper understanding among the students. The ability to reason and argue on a point indicates that students are developing their higher-order thinking skills. It also encourages them to explore new viewpoints and express their perspective. Teacher Gita's approach of integrating visual learning and discussion in the class shifts the teacher's one-way delivery into student-centered learning, where students gain a deeper understanding of the content. Students should have opportunities to learn through various methods, and teachers must possess a broad pedagogical repertoire that incorporates insights from a diverse range of learning theorists (Wilson & Peterson, 2006). Teachers must explore new theories that align with their classroom practices, which is equally beneficial for students to be given opportunities to learn through various approaches. My next participant, Ram, states,

I send them materials and videos of the next day's lesson. They review it and come up with certain questions for discussion. Yes...of course, there were some students who wouldn't do that, but the ones who actually practiced it really entertained the whole class with their discussion and creative questions.

This story revealed that when students are pre-informed about their topics, most of them show interest and actually look at them. They also analyze it and come up with creative questions for class discussion. Their interest in asking questions shows that they are not only absorbing the information but also thinking creatively about it. These discussions in the class allow them to share different perspectives, clear doubts, and understand the topic deeply. It allows students to take ownership of their own learning, creating an environment for more insightful learning. This kind of practice will surely result in a deeper and meaningful learning experience (Dede, 2014).

Conclusion

After analyzing the narratives of my research participants, my study came up with certain insights. Firstly, the study shows that teachers are increasing their engagement with technology. Teachers integrate technology into their teaching practices by using slides, YouTube, multimedia presentations, and Viber to enhance lesson delivery, making their content more engaging and improving student academics. This change in teaching practice highlights a positive change in teachers' adaptability and willingness to embrace technology for a new learning experience. Secondly, the use of technology has resulted in active learning among students. Teachers show audio, video, and slides to engage students in the discussion. It helped students generate meaning from prior understanding, allowing them to engage in critical thinking. Thirdly, it highlighted the flexibility in teaching methods, where teachers can adapt new content and provide additional resources to students. Additionally, the use of technology has also transformed the teacher-centered classroom into a more student-centered classroom. Teachers are guiding students using digital tools, encouraging them to be independent and active learners. It creates a more dynamic and supportive learning environment for students as they develop their leadership and confidence. It provides students

with opportunities for peer learning and discussion on different perspectives, analyzing them critically.

Hence, the study underscores the growing importance of technology in education, emphasizing the need for professional development and support from institutions for its effective implementation in education. Generally, in the flipped classroom model, materials are provided before the class. Students have to read and analyze at home, and the problems will be discussed later in class. However, in the context of Nepal, teachers first teach the students and then send them videos and materials after the explanation to make their studies easier. Discussions are also held in class. The study shows that Nepal practiced the flipped classroom model, which is based on its local needs and circumstances.

Besides this, the study also discusses the challenges teachers faced during the class due to a lack of teacher training and infrastructure. It also talks about the dependency of teachers and students on technology for teaching and learning. Technology has made teaching more organized and resourceful, but at the same time, it has also highlighted the challenges of technological failure, like: lost files, device malfunctions, and low internet access. So, the study also highlights the need for proper plans to ensure uninterrupted learning.

These findings indicate the potential of flipped classrooms to transform education in Nepal, especially by fostering active learning and collaboration. However, it also highlights the need for structured teacher training programs, improved access to technology and infrastructure, and awareness programs to strike a balance between the use of digital tools and fostering creativity and originality.

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