

Exploring the Effectiveness of Flipped Learning Approach in the Nepalese classroom: A Descriptive Study

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Abstract

Flipped learning approach in the classroom is gaining popularity in many schools in developed countries. This approach makes teaching materials available online to students such as perverted class or deferred instruction, an easy way to investigate homework by connecting technology. Gradually it is attracting the attention of teachers, students and school administrators. In this regard, this quality study examines the views of English teachers and the success of the flipped learning approach in high schools. The purpose of this study was to explore the ideas of Secondary School English teachers using a transformed learning approach in the Nepalese classroom. In order to get ideas, research was done thinking that those schools could introduce a more flexible approach to providing quality education. They were asked if they had any information about the modified reading method. A study on flipped learning was conducted among teachers who were preparing for flipped classes. The study followed a descriptive and narrative type of phenomenological qualitative research design. The researcher designed a set of open-ended questions for teachers in each school to gather research data. In this study, the researcher focused on the effectiveness and importance of a flipped learning approach by examining the barriers, challenges and recommendations of English-speaking teachers in high schools. Therefore, this study follows the descriptive design of the study and is interpreted by interpretation. The results of this study revealed that teachers are more active in flipped learning .Despite various challenges such as new technologies, editing courses and projects, video tutorials and more, most teachers seemed ready and willing to take on the challenges and interact with the new teaching method of this age of science and technology; it provides new inventions and techniques for both teacher and students.

Keywords: converted learning style, English language teaching, practical reading, investigative classes, high schools

1. Introduction

In this digital age, advanced technology is a major influence that creates new challenges and opportunities and paradigm shifts in our society .According to major global changes; Teachers and learners need to be fully equipped with regard to the use of information and communication technology systems to enhance their teaching and learning process. For example, technology can be used to support not only classroom activities but also extracurricular activities as an important tool for accessing information anywhere in the world. According to Pacansky-Brock (2013), emerging technologies can support learning outcomes, enhance student interaction, and prepare them to become more effective students in this age of technology. In this regard, the flipped approach to classroom learning has emerged as an alternative to the use of technology outside the classroom that attracts the attention of teachers and teachers around the world. In addition, English language teachers and teachers embrace this new approach as one of the options for designing their classroom lessons. Flipped reading encourages students to 'read' on their own. Students test their comprehension and expand their reading. This article focuses on the benefits of teaching in a holistic way, how transformative learning has influenced students' English language learning, which is some of the most effective technical tools in the classroom. Similarly, this article discusses the theoretical background of a short history and the basic concepts of a transformed learning style in the classroom. It also includes the implementation of a flipped learning approach in different English classroom environments where English is taught as a second language, and how a transformed learning approach enhances digital execution and student engagement in the English classroom.

Flipped Learning Approach

In general, flipped learning is a teaching strategy and a form of mixed learning that restores the normal learning environment by bringing educational content more commonly online, outside the classroom. Flipped teaching is part of

a mixed learning model in which students control their obligation and space (Staker & Hom, 2012) and play a key role in shaping their learning process, the transformed learning approach is repeatedly referred to as another teaching model of digital technology introducing new concepts (Hamdan, McKnight, & Arfstrom, 2013). Online and face-to-face class time. Such a framework function helps the opportunity to ensure that every learner is met at his or her level of readiness. It is also an opportunity for students to gain more control over their learning. Students with a flipped learning approach are their learning agents rather than a teaching tool. The flipped teaching and learning approach is equally defined in "using video lectures to make teaching more interactive" as "a hybrid approach to learning, using technology to move the classroom lecture to "homework" status and using face-to-face time for interactive learning, and a redefinition of the role of the instructor and the role of the students" (Ronchetti, 2010). In addition to this, it is a form of blended learning; this is the practice of students watching lecture material i.e. usually in video form at home, then practicing their learning in an interactive environment in the classroom. Households without computers or an internet connection cannot participate in this practice.

A Brief History of Flipped Learning

While developing a flipped learning style in the classroom, in 1993, Alison King published "From Sage on the Stage to Guide on the Side," focusing on the importance of using classroom time to create meaning rather than the transfer of knowledge. Although it does not directly reflect the concept of "investigating" a class, the Lord's work is often cited as a motivation for change to allow for an educational space for effective learning. Similarly, Harvard professor Eric Mazur has played a key role in developing ideas that influence curative teaching through the development of a teaching strategy that he calls peer education. Mazur developed a book in 1997 outlining the strategy, entitled *Peer Instruction: A User's Manual*. He realized that his approach, which removed information outside the classroom and the inclusion of information in the classroom, allowed him to train students in their reading instead of teaching. In addition to this, in the late 1990s, J. Wesley Baker tried these same ideas at the University of Cedarville. She presented a paper on the so-called "class flip" at the 2000 academic conference, which may have been the first published word "flip" associated with this teaching and learning model. of the four teaching methods for one STEM course subject - (i) traditional subject, (ii) integrated (so-called "advanced web speech"), (iii) web-based self-study and (iv) web-based self-study (so-called "web-based reading and discussion) of the classroom"). Statistical analysis of the test data showed that the second method, in which web-based teaching modules were used during face-to-face delivery, resulted in higher levels of student performance and satisfaction. The modified learning style allows for classroom opportunities for peer-to-peer teaching and feedback from peers. In the context of general teaching, students "use such time to take notes" (Missildine, Fountain, Summers & Gosselin, 2013). Transformed pedagogy is progressively limited in research as one of the "best practices in educational technology" (Walters, 2012)).

In addition, transformed reading became more evident when people listened to Salman Khan on TED Talk or "Technology, Entertainment, Design talk" and the "research your class" in 2010 by reading a book written by Jon Bergmann and Aaron Sams published on. 2012. At the same time, Jon Bergmann and Aaron Sams began to spread their ideas to younger people at first. In 2012, they formed a non-profit organization called the "Flipped Learning Network" which was transformed into an "International Learning Community" in 2016 to create a forum for teachers and teachers to improve discussion and share ideas on transformed learning. Therefore, the teaching framework for transformational teaching is supported by research that focuses on student-centered learning and the success of the process of increasing student achievement (Chaplin, 2009).

The Four Pillars of Flipped Learning Approach

Flipped learning approach has made a significant impact in the classroom. Many teachers may have already flipped their classes by having students read text outside of class, watch additional videos, or solve extra problems, but to engage in flipped learning, teachers must incorporate four pillars into their practice. These include Flexible Environment, Learning Culture, Intentional Content and Professional Educator (Flipped Learning Network, 2014).

Flexible Learning Environment

Flipped learning requires flexible environments and spaces. The learning environment in a flipped classroom is illustrated by a variety of learning modes being identified in the classroom including group work, independent study, research performance that optimize learners' learning capacity. By involving in different learning environments, learners themselves have flexibility to choose when and where to learn which can constantly enhance their autonomy level. The flipped classroom can be a busy, noisy place when students are working in different configuration, with or without the teachers to apply learning.

A Shift in Learning Culture

Flipped learning requires a shift in learning culture. This is really an essential vital element of true flipped learning.

Moving from the “sage on the stage” model to a “Guide on the side” approach is essential; it may not be simple for many educators. While talking about a shift in learning culture, there has been the shift from teacher-centered to students-centered approach in this era of technology. Learners in the classroom receive a great learning opportunity and explore the topics in greater depth. Similarly, learners actively participated in learning new content or knowledge both inside and outside classroom.

Intentional Content

Flipped learning requires intentional content. It is an essential element, with the shift to more learning outside of the classroom, the content moves from playing a “supporting” role to playing a central role. Teachers use intentional content to maximize classroom time in order to use various methods of instruction such as active learning strategies, peer instruction, problem based learning and subject matter. In fact, teachers in flipped classroom play an important role in deciding what content they need to teach directly and what should be the appropriate materials to help learners explore outside classroom on their own.

Professional Educators

Flipped learning requires professional educators. It is an extremely important element that has identified “teachers” as a pillar of flipped learning. The flipped classroom permits teachers to do what they consider the best. Similarly, the teachers in flipped classroom usually reflect on their teaching and shares with others in order to improve their instruction as well as to obtain mutual understanding of the particular content taught in the flipped classroom.

Roles in a Flipped Learning Classroom: the Role of teachers, Learners and Materials

Simply, the role of teacher as the primary source of instruction. In the flipped learning classroom, the role of the teachers, learners and materials change according to the content and context. The following section contains how they perform separately and together.

The roles of the classroom Teacher

The teacher in a flipped classroom receives on different role than what we normally perceive. During the flipped classroom time, the teachers’ role is typically changed from sage on the stage” model to a “Guide on the side”. So the teachers must be knowledgeable in particular subject matter and also elicit that insightful knowledge from each learner. Teachers have more time to work with all learners and actively act as facilitators, moderator, mentors to assist learners inside the classroom. In addition to this, the role of the teacher is to be responsible for selecting the content, authentic materials and creating the content video for learners since videos are the resources for flipped class room instruction. The teachers need to create an alternative assessment for learners to elicit and exhibit their knowledge according to the prescribed learning outcomes (Bergmann & Sams, 2012).

The Roles of the Learners

The roles of the learners are really great in flipped learning classroom. In a flipped learning approach, students are motivated to take charge of their own learning. Although it can challenge those learners who are used to sitting down to listen to lectures, learners in a flipped classroom are expected to be able to support themselves and work collaboratively with their colleagues in their learning. Similarly, learners are required to explore the content in greater depth by themselves. They are also expected to be able to increase higher order thinking capacity according to the learning opportunities provided by teachers. In addition, learners in flipped classroom are also actively involved in building knowledge through enhanced opportunities from participating in the meaningful learning environment (Bergmann & Sams, 2012).

The Roles of the Materials

In flipped learning classroom, the materials that are typically used videos and authentic materials. They are the central materials that contain the contents and direct instructions that are flipped from the traditional classroom. The visual tools, in this case are highly significant learning tools for learners in order to help them learn at their own pace outside of the classroom. In addition to this, authentic materials such as news articles, advertisements, movies, songs, newspapers, TV broadcasts etc can be fruitful and useful learning materials from both inside and outside the classroom activities in a flipped classroom (Bergmann & Sams, 2012, Pacansky-Brock, 2013).

2. Literature Review

To comprehend the research areas in-depth, the researchers will review the literature associated with the core concepts. Based on different journals and magazines, e-resource, electronic data base and book sites of literature whatever it is found. The researcher have reviewed thoroughly with taking its concepts and analyzed them. The researcher went through a number of national and international research studies related to flipped learning. The researcher have discovered some studies have been carried out in it. However, this is quite new. The researcher ave reviewed some of the recently carried

out studies in this field. Nouri (2016) conducted a research on the flipped classroom for active, effective and increased learning –especially for low achievers. The study revealed that a large majority of the students had a positive attitude towards flipped classroom, the use of video and moodle, and that a positive attitude towards flipped classroom was strongly correlated to perceptions of increased motivation, engagement, increased learning, and effective learning. Low achievers significantly reported more positively as compared to high achievers with regards to attitudes towards the use of video as a learning tool, perceived increased learning, and perceived more effective learning.

In addition to this, Fahim and Khalil (2016) reviewed research on flipped teaching and learning in English language programmes in higher education. This paper targeted to share the classroom experience of using the flipped teaching approach in obtaining English language modules in a higher education setting in the Middle East. The paper focused on English language teaching using the flipped method, how flipped method has impacted L2 students' English language learning, which technical tools are effective for flipped teaching. This paper shared best practice and recommendations for flipping the teaching of English language learning in English for academic purpose programme in a university setting. Likewise, Altintas et al (2016) made a research on the flipped classroom in terms of the academic achievement, and views of the prospective teachers. The result showed that there was an effect of the flipped classroom on General Chemistry -1 in the experiment group on the academic achievement of the prospective teachers. Moreover, it had also found that the prospective teachers have opined in positive regarding the flipped classroom activities and they have found the method effective. Similarly, Shakya, et al (2016) conducted a research on flipped class: new e-learning object in Nepal and perspective of teachers. The research was carried out inside Kathmandu Valley. The purpose of the study was to examine the perception of teachers on using flipped course delivery method, using internet technology as a supporting tool in addition to traditional method. It was found that teachers were highly motivated to the flipped class model. They also perceived that the students will be benefitted by the practice.

Regarding the flipped learning approach in the classroom, Gurhan (2017) carried out a research on implementation of the flipped classroom model in the scientific ethics course. The finding obtained in the study revealed that the participants had positive views about their collaborative learning thanks to the flipped learning model within the scope of the scientific ethics course; that the model enhanced their motivations; that the model should be used more appropriately; and that they wanted to prefer to teach with this model in their future professional lives. In the same way, Sakulprasertsri (2017) conducted a paper on flipped learning approach: engaging 21st century learners in English classrooms. This article aimed at providing a theoretical background and how the flipped learning approach can be employed in English classroom to enhance learners' engagement and other skills needed in this century. In addition, it attempted to highlight some challenging issues if this was adopted for a wider use in English teaching in Thailand. After going through different research studies related to my topic, the researcher turned up to know that flipped learning approach in the classroom can encourage both the teachers and the students in teaching and learning process because it has some opportunities despite its challenges. However, none of the researchers have carried out this type of study on exploring the perceptions of English teachers towards using the flipped learning approach in the classroom in Nepal so far.

3. Research Methodology

This study was carried out in order to examine the perceptions of English teachers towards using the flipped learning approach in the classroom and determine whether they were ready for taking their classes through flipped learning approach. This study particularly explored to find out the usefulness of flipped learning approach in the English language teaching classroom. To achieve this objective, this study employed a phenomenological qualitative research design. The information was adapted from the open-ended questionnaires. The present study was delimited to 4 secondary schools (i.e. 1 community and 3 institutional schools) of Nepal. These schools were chosen in accordance to their popularity. The survey was done considering that these schools might have introduced flipped learning approach for imparting quality education. They were asked whether they had any idea about the flipped learning approach. The study on flipped learning approach was conducted among the teachers who were preparing flipped classes. The study was also examined the underlying challenges on preparing flipped classes and technology integration.

The study followed a descriptive and narrative type of qualitative method. The researcher selected 8 English teachers from 4 secondary schools (i.e. 1 community and 3 institutional schools). From each of the schools, 2 secondary level English teachers were chosen as the population purposively. Then, the researcher designed a set of open ended questions to the teachers of each school in order to collect data for the research. The researcher collected the answers of the questions through online forms from the respective teachers. Before sending the questions, the researcher briefly explained the purpose of the research. Then, the researcher established rapport for the development of familiarity and trust between researchers and the participants by sending a sincere message. To receive valid and reliable perceptions of the participants, the study was conducted using the following open-ended research questions:

1. What are the English language teachers' perceptions of the flipped learning approach in the classroom?

2. What challenges do English language teachers face while teaching students using the flipped learning approach in the classroom?
3. What improvements would you recommend to improve teaching in flipped classroom?

After that, the researcher received the data under the permission and ethical circumstances. The researcher edited and coded the collected data properly and organized, interpreted and analyzed them generating different themes descriptively.

Thematic Analysis and Interpretation

After receiving the perceptions of the respective participants, I analyzed participants' views from open-ended questions on flipped learning approach in the classroom descriptively.

English language teachers' perceptions of the flipped learning approach in the classroom

Flipped learning approach in the teaching and learning is defined as an inverted method, in which activities such as the delivery of the content are performed at homes, and the activities generally constituting homework and practices are performed during classtime (Bergmann&Sams, 2012).Regarding the flipped learning approached, thereis a common consensus among teachers that flipped teaching would help students learn how to invest their language learning time strategically .Teachers are additionally aware that students' level of anxiety over the new learning strategy .After analyzing the data, the following English language teachers' perceptions of the flipped learning approach in the classroom have been explored:

Flipped classroom could help students to become more active

Flipped learning is learner centered method that always aims to increase student engagement and learning by having students complete readings at their home and work on live problem-solving during class time. Rather than learning in a traditional classroom setting, flipped classroom uses a more application- based approach for the students. In this context, the teacher of 'A' secondary school perceived,

“Flipped classroom is extremely convenient, especially for students that face difficulties in going to the physical classroom. Such students can have the foundation information of the course in online .It is highly beneficial for the students to be actively participated because communication is greatly emphasized in a flipped classroom setting, essentially referring to: student-student and students – teacher interactions”.

From his response, it is inferred that flipped learning is an essential approach that makes the learners active and lifelong in their learning process.

Redefine in-class activities

Flipped classroom intentionally shifts instruction to a learner-centered model in which time in the classroom is used to explore topics in greater depth and create meaningful learning opportunities while students are initially introduced to new topics outside of the classroom. It also redefines in-class activities. In-class lessons accompanying flipped classroom may include activity learning or more traditional homework problems, among other practices, to engage students in the content. Regarding this matter, the teacher of 'C' secondary school asserted,

“A flipped classroom is an instructional strategy and a type of blended learning that redefine in –class activities. Class activities vary but may include: emerging technogies, in-depth laboratory experiments, original document analysis, debate or speech presentation, current event discussion, peer reviewing, project-based learning, and skill development or concept practice. These types of active learning allow for highly differentiated instruction, more time can be spent in class on higher –order thinking skills such as problem-finding ,collaboration ,design and problem solving as students tackle difficult problems”.

From her opinion, it can be comprehended that flipped learning in the classroom brings redefine in-class activities. A teacher's interaction with students in a flipped classroom can be more personalized and less didactic, and students are actively involved in knowledge acquisition and construction as they participate in and evaluate their learning.

Flipped classroom is composed of various components

Flipped learning is an interesting approach in this digital era. It is repeatedly referred to as an alternative model of instruction in which digital technologies are used to shift out of the class hours in the form of screen-cast videos to introduce new concepts. In this scenario, the teacher of 'B' secondary school opined,

“A flipped classroom is composed of various components, such as: video collections; digital slideshows; students' discussion and teacher/student online communication. It has been determined, through several conducted experiments, that certain aspects of the flipped classroom approach are more beneficial to

students than others. Such various kinds of components can determine that students learn in much better way in flipped learning approach”.

From this concept, it can be viewed that flipped learning approach ultimately attracted the students through teaching video collections, digital slideshows and different teaching modules in general.

Flipped lessons replace teacher lectures

Flipped learning approach has made a significant impact in the classroom. Many teachers may already flip their classes by having students read text outside of class, watch additional videos, or solve extra problems, but to engage in flipped learning, teachers must incorporate four pillars into their practice. In this regard, the teacher of ‘D’ secondary school imparted his ideas,

“Flipped lessons replace teacher lectures with instructional material-often a video that students watch and interact with at home. They apply what they learned in the class the next day through a variety of activities or assignments that could once have been homework, with teacher working as a coach or guide. Teachers assign their students time to watch the video or read a text in class; student then do the follow-up work, with teacher providing help and guidance as needed. This is really fruitful for students who need with the content they’re learning in the video”.

This perception indicates that flipped learning in the classroom reduce the teacher talking time and increase the students participating time. Actually, teachers in flipped classroom play a significant role in deciding what content they need to teach directly and what should be the appropriate materials to help learners explore outside classroom on their own.

Challenges for English language teachers while teaching students using the flipped learning approach in the classroom

Flipped teaching has often been confused with the online distance learning; there is however, a clear difference, online distance learning, doesn’t require teachers and students to meet face to face; teaching occurs remotely. Flipped teaching is a hybrid teaching and learning approach for delivery, it is a configuration of blended learning (Hamdan, Mcknight & Arfstrom, 2013). Along with several brighter sides of flipped learning in this digital era, teachers of secondary schools revealed some darker sides of it. After analyzing the data, the following challenges and obstacles for English language teachers while teaching students using the flipped learning approach in the classroom have been explored:

Internet Connectivity issues for all the students

There is no much more availability of internet connectivity to all the students. Most of the students are from underprivileged status and rural communities too. Majority of the teachers responded that most of the students who come to study in the school fall under lacking material possessions. There are many families who couldn’t afford basic needs of their children. So, using internet and wifi is far from their expectation. They used mobile data and some of them take help from their neighbor. In such circumstances, conducting flipped learning approach is full of challenging and troublesome for every teacher. In this context, the teacher of ‘C’ Secondary School claimed,

“Economically backward students are unable to attend in flipped learning programme, whenever I asked them to join in it they frequently replied that they did not have any access of internet and wifi. They could not be able to watch the video using internet. They revealed that their fellow friends sometimes went to their neighbour order to attend online classes.”

From his response, it came to know that there is no proper access of connectivity for all the students that are a great obstacle to handle flipped learning approach in the classroom.

Time –Consuming for the Teachers

In flipped teaching module, it isn’t an easy task for the teachers. They have to spend much more time to prepare materials for the class. It is very time-consuming for the teachers to design the video lectures, lessons and spending more on screen. The teachers have to spend more time preparing different slides for PowerPoint presentations and giving feedback to the students because of the technical problems sometimes the teachers are unable to give the class and communicate with the learners properly. In this circumstance, teacher of ‘D’ Secondary School expressed his experience,

“I think, using technology in flipped learning approach has some challenges and obstacles to every teacher, while I was taking the class through online mode, I had to spend much more time for preparing many slides for PowerPoint presentation, video lectures. Sometimes, I searched much information in the web. Internet is really helpful to search information and it also assists to learn us about some new information that brings the teaching lively and fresh”.

The experience of the teacher showed that flipped teaching approach is a great threat for those teachers who have lack of technological knowledge because one has to spend much more time for preparing materials i.e. video lectures, designing slides for PowerPoint presentations.

Power cuts and lack of connectivity or technological to the students

While conducting the synchronous class, electric power and internet connection should be paid under consideration. No power and connection means no possible of effective flipped learning approach in the classroom. In this condition, teacher of 'A' Secondary School imparted his ideas, "*Recently, power cuts issues have been seen .It creates an internet connection problem. Many times I faced this problem so that the students couldn't able to get proper idea in the class on that particular day*".

The idea of the teacher exhibited that power cuts and disconnection of internet are the challenges to be faced while running the class through flipped learning approach.

Digital Literacy and Level of Competence

In remote teaching, digital literacy is essential for every teachers and students. Even the teachers are unaware of using laptops and computer. On the other side, all the students did not have the same digital literacy and level of competency. The students faced problems while submitting the assignments, communicating with the teachers, and handling the tools. In this regard, the teacher of 'B' Secondary School asserted,

"I am now 55 years old. I have a problem of handling classes through online mode. I couldn't operate the laptops and computer properly. I have few years remaining to do retire .My mind hasn't captured all this. I have become old enough to run class through virtual mode. I am unaware of searching information and materials through internet. Therefore, I feel it's a great challenge for me to overcome it".

The opinion indicated that for the flipped teaching module digital literacy and level of competence is essential for both teachers and students. Therefore, it is a great obstacle for every teacher to be updated with the new technology in this digital era.

Recommendations to improve teaching in flipped classroom

Traditional class tends to be either inductive or deductive .The shortcoming of a traditional classroom is class period too short, not enough time for reflection and questioning, discussion and interaction, and less opportunity for active learning. By realizing this, an active approach to learning has been identified to make teaching and learning more fun and interactive in the classroom(Prince, 2004). So, the flipped learning signifies an active approach that always favors learner-centered activities. After analyzing the data, the following recommendations for English language teachers while teaching students using the flipped learning approach in the classroom have been prevailed:

Provide more exercises/discussion/activities for online learning

Generally it takes time for a new pedagogical instruction blend in the current classroom practice .There will be some initial discomfort adjusting to less transmission of information from instructor to student. This is indeed very crucial for flipped classroom adopters to understand. A transition to a new model, regardless of success, may involve uneasiness among the participants (Knight and Wood, 2005).In this regard, the teacher of 'C' school implied,

"In flipped classroom, learners should be provided more exercises based activities that assist them to enhance their way of learning. Sometimes only video lectures don't provide adequate information but students should assign some tasks for online learning that support active participation and it will be more time to prepare".

The perception of the teacher exhibits that the learners should be provided ample exercises, discussions and activities for online learning. It surely develops more collaboration and discussion to construct learning together.

Encourage Active Participation, Innovation and Creativity

Although flipped teaching entails some difficult issues, it presents a chance for developing innovation and creativity; this module of teaching is platform for upgrading learners' innovative ideas and developing creative mind which can be beneficial for their personality growth and also genuinely helpful in teaching learning process too. In this matter, teacher from 'D' Secondary School explored her idea,

"In this digital era, Flipped learning along with remote teaching has lots of benefits and assets. If you want to be innovative in your ideas, then you need to be updated with the novice assumptions that you can obtain from different virtual sessions. Every teaching learning activity of the learners should be directed towards active participation, innovation and creativity. It is such kind of platform, where you can upgrade your professional career in the next level. Nowadays we should think learn locally and fit globally".

The idea of the teacher indicated that flipped learning should emphasis on learners' active participation; create

innovative ideas in them that lead to enhance creativity. It should create chance to upgrade personal growth as well as encourage to bring energetic atmosphere in the classroom.

Give more time for preparing better quality videos; planning lessons and Projects

Flipped learning module not only enables instant communication with students but it also helps to explore appropriate resources for preparing lessons and the projects. It is an opportunity to the teachers that they will be familiar with different sites to use it for various lessons and the designs for the projects. So the teacher should consider many things in flipped learning classroom to make the learners impart quality education. In this context, teacher from 'A' Secondary School uttered,

“Before taking class, a teacher should give more time to prepare better quality videos .Otherwise it would be very difficult for the students to comprehend the matter of the video.Similarly, teachers should prepare good planning and projects for the lively class. I found remote teaching beneficial in the sense that it helps me to be familiar with different resources from the internet which I have to use to the students. I am now totally acquainted with availability of resources for planning of the lessons and different kinds of projects”.

The opinion of the teacher imparted that for the effectiveness of flipped teaching, teacher should spend ample time to prepare good quality video, planning lessons and projects. Because it is such a station from where you can be familiar with different kinds of resources that are essential in your teaching leaning process.

4. Discussion

This study is about the perceptions of English language teachers towards using flipped learning approach in the classroom that indicates how teachers can change their way of teaching in a flipped classroom environment. Flipped learning in this study focused on the students self-pace learning in a student centered environment. Students were being briefed at the beginning of the course the tasks they needed to complete. The teacher assigned students ample time to prepare themselves and made sure they met the deadline of the assignments. Most importantly, learners were given adequate opportunity to reflect on their own learning. In addition to this, the study also exhibited an instance of how to implement a flipped classroom. One need to remember that flipped classroom is not about video or technology .It is mainly about effective utilize of classroom time. In fact it allows more collaboration and discussion to construct learning together .Therefore; still the educators continue to experiment with flipped classroom strategies to suit their curricular needs. Flipped learning brings a new module to learn different academic module using technological point of view in this digital era. Flipping a classroom is a prominent transform in teaching pedagogy .For flipped teaching to work; it requires investing effort in highlighting the educational benefits to both academic personnel and learners. Much of the success of the flipped learning approach depends on obliterating the psychological obstacles to implementing the change. By designing , the flipped model captures more emphasis on the importance of pre-class work to fix that in-person class time is effectiveand useful, permitting the instructor and the students to explore higher level of application and analysis together(Honeycutt, 2016).

The study shows that, apart from providing opportunities for learners to be more engaged in the lessons and become active learners, flipped learning approach also supports teachers to become active moderator .Obviously, teachers in the flipped learning classrooms need to prepare the learning materials in advance and update the materials with present situations, particularly in the English classrooms where English is broadly used as a means to communication throughout the world. As a result, in the flipped classroom teachers may not only teach and design all learning materials, but they also mediate their professional learning and development, connect the flipped learning approach with suitable practice, identify innovations to the classroom, and conduct research to help improve their students. So, flipped learning approach in the classroom is a genuine module in the scenario of teaching learning process in this digital era. Hence, the government should comprehend the assets and benefits of executing the flipped learning approach in English classroom and attempt to boost this approach to all the English teachers in terms of supporting active and energetic learning, motivating learners' participation and practical evaluation.

In a nutshell, the main purpose of this study was to explore the perception English teachers towards using flipped learning approach in the classroom. Flipped learning classroom is a shift from a traditional teacher led directions to an active approach of learner centered learning. The core of a flipped classroom in this study was to transfer a passive teacher centered learning environment to an active learner entered learning environment.To make effectiveness of a flipped classroom, record a video of lecture for short with good quality .The video should be available on demand and viewed before to face to face class. Similarly, it should integrate with learning activities in social sites i.e. padlet, smart2ums, and the learning activities in the classroom. This study also attempted to answers several perceptions of English teachers regarding the flipped learning approach in the classroom. English teachers were asked to participate who delivered strong positive responses as most of them favored flipped classroom as the demand of the 21st century. Infact, the flipped classroom can create valuable and meaningful learning activities. Student no longer necessary lessons

that consisted of teachers and materials. Students enjoy learning at their own pace and the learning various activities integrated in to the lessons. The result indicated that the teachers were highly motivated to use flipped approach.

5. Conclusion

The study has explored the significance of flipped learning approach in the Nepalese classrooms. It reveals that flipped learning and teaching entails a chance for developing innovation and creativity; this module of learning and teaching is platform for upgrading learners' innovative ideas and developing creative mind which can be beneficial for their personality enhancement and also genuinely helpful in teaching learning process. This study aimed at providing a theoretical background and how the flipped learning approach can be employed in English classroom to enhance learners' engagement and other skills needed in this innovative era of digitalization. It has found that flipped approach provides a good time for a new pedagogical instruction blend in the current classroom practice and, it is a great challenges and opportunities for every teacher because teachers have to spend much more time in preparing materials. When they have prepared materials, then they transform themselves to use technology smartly. Similarly, in the flipped classroom teachers may not only teach, prepare and design all learning materials, but they also mediate and expertise their professional learning and development, connect the flipped learning approach with suitable practice, identify innovations to the classroom, and conduct research to help improve their students. So, flipped learning approach in the classroom is a genuine module in the scenario of teaching learning process in this age of technology which helps the learners acquire knowledge diligently and smartly. Teachers can produce more engaging lessons that make the students be able to set up a deeper comprehending of the subject matter. Likewise, learners find the classroom learning time more entertaining and interesting.

Putting the same thing in another way, Flipped learning classroom is a shift from a traditional teacher led directions to an active approach of learner centered learning. The core of a flipped classroom in this study was to transfer a passive teacher centered learning environment to an active learner entered learning environment. In this approach, students are encouraged to take charge of their own learning. Although it can challenge those learners who are used to sitting down to listen to lectures, learners in a flipped classroom are expected to be able to support themselves and work collaboratively with their colleagues in their learning. In-class lessons accompanying flipped classroom may include activity learning or more traditional homework problems, among other practices, to engage students in the content. The learning atmosphere in a flipped classroom is depicted by a variety of learning modes being acquainted in the classroom including group work, independent study, research performance that optimize learners' learning capacity. By involving in different learning environments, learners themselves have flexibility to choose when and where to learn which can simultaneously increase their autonomy level in an expected manner. Lastly, flipped approach can handsomely be taken as a good platform for the learners to learn from technology.

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