ELEKTRONİK EĞİTİM BİLİMLERİ DERGİSİ
ELECTRONIC JOURNAL OF EDUCATION SCIENCES

Yıl/Year:2020
Cilt/Volume: 9
Sayı/Issue:17
ISSN:1302-7905

İNGİLİZCE ÖĞRETMEN ADAYLARININ İNGİLİZCE ÖĞRETİMİNDE TERS YÜZ SINIF MODELİ UYGULAMASINA İLİŞKİN ALGILARI: BİR METAFORİK ÇALIŞMA

ENGLISH LANGUAGE TEACHING STUDENTS' PERCEPTIONS ON THE CONCEPT OF FLIPPED CLASSROOM IN TEACHING ENGLISH: A METAPHORIC STUDY

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Öz

Son yıllarda 21. yüzyıl öğrencilerinin ihtiyaçlarına cevap vermek adına eğitim alanında hatırı sayılır değişiklikler yapılmış, yeni öğrenme ve öğretme yaklaşımları araştırmacıların gözde konusu haline gelmiştir. Son dönemde popüler olan öğrenme öğretme yaklaşımlarından bir tanesi de ters yüz sınıf modelidir. Bu çalışmanın amacı İngilizce öğretmen adaylarının ters yüz sınıf modeline ilişkin algılarını metaforlar yoluyla belirlemektir. 2018-2019 eğitim öğretim yılında İngiliz Dili ve Eğitimi bölümünde okuyan 170 İngilizce öğretmen adayıyla yürütülmüş olan bu çalışmada 'Öğrencilerin Algılarını Belirlemeye Yönelik Form' veri toplama aracı olarak kullanılmıştır. Araştırmada nitel araştırma yöntemleri içerisinde yer alan olgu bilim deseni kullanılmıştır. Katılımcılar ters yüz sınıf kavramını, konuşma becerilerinin gelişiminde üst bilişsel aktivitelere yer verme, öğrencilerin dersten önce hazırlık yapması, İngilizce öğretim ortamlarında teknolojinin kullanımı bakımından metaforlar yoluyla değerlendirmişlerdir. Verilerin çözümlenmesinde içerik analizinden faydalanılmıştır. Elde edilen metaforlar kategorilere ayrılmış ve isimlendirilmiş, metaforların kullanım sıklığı hesaplanmıştır. Ters yüz sınıf modeline ilişkin metaforlara bakıldığında, katılımcıların öğrenme ortamlarında teknoloji kullanımına büyük önem verdikleri anlaşılmıştır. Teknolojinin öğrenme ve öğretme etkinliklerinde sıklıkla kullanılması gerektiğini farklı metaforlar kullanarak ifade etmişlerdir.

Anahtar Kelimeler: 21. yüzyıl eğitimi, İngiliz dili ve eğitimi ortamları, Ters yüz sınıf modeli, Olgubilim deseni.

Abstract

In recent years, several efforts have been put in place to change teaching and learning approaches to help conform to the wants of the 21-st century learner, several studies have been conducted to find ways of improving teaching and learning in the classroom. Technology is developing and its acceleration in the 21st- century has changed the ways of acquiring knowledge dramatically. Technology plays a critical role in every sphere of our daily lives as well as in our education system. The research is mainly purposed to investigate English Language Teaching (ELT) students' mental images about the model of the flipped classroom. This study was carried out with a sample of 170 participants studying English language in ELT environment, in the 2018-2019 academic year. An Open-ended questionnaire namely; "A Form of Determination of student's Metaphors" were used to collect research data. A phenomenology approach which is a qualitative research method was used to analyse the data. Students explained the concept of the flipped classroom, the use of metacognitive activities to improve speaking skills, student's readiness before the lesson and the use of technological gadgets in English classrooms via metaphors. The data were analyzed by content analysis. Related data were gathered; and the name of the category, the context of the

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category, and the frequency of usage were calculated for metaphors that reflect certain characteristics in each category. From the metaphors about the usage of technology in a flipped classroom, it was inferred that the teaching approach is very important in the area of education and much effort should be put in place to involve technology in classroom activities since the 21-st century students are 'digital natives'. They expressed their opinions about this issue through different metaphors.

Keywords: 21st century education, ELT environment, the model of flipped classroom, a phenomenology method.

1. INTRODUCTION

Educators and scholars of education have come under a barrage of criticisms with regards to what happens in the classroom pertaining to students learning. The focus of these criticisms is largely on institutions of higher learning's inability to look for the alternative means of helping students to grasp what they teach them and help them acquire skills that could be useful to them after completion. In order to be able to meet the needs and aspirations of the 21st century learners, often described as ''digital natives', there is therefore the need for the educational institutions to make a paradigm shift, in the planning and designing of the curriculum, taking into considerations, the learners interests and desires.

The curriculum should be able to produce the generation of students that are competitive and think critically; therefore, curriculums of education should all the time be upgraded to the demands of the learners of the time (Flumerfelt & Green, 2013). In the FC approach learning responsibilities are in the hands of students as they progress at their own pace (Davis, Dean, & Ball, 2013). When this approach is assessed in relations to the steps of Bloom's revised taxonomy it portrays student's fulfilment in the aspect of comprehension and knowledge through watching of the videos before the lesson as well as the realisation of learning application, synthesis and evaluation through student's participation of activities in the classroom (Rutkowski & Moscinska, 2013). According to the features of FC model where students learn can contribute immensely to the development of personalized learning experience (Hamdan, McKnight, McKnight, & Arfstrom, 2013); teachers serve as facilitators and students play active roles (Halili & Zainuddin, 2015). For curriculums to be at the same level with the demands of the 21st- century learners there is the need to upgrade the teaching methods which should be modern and not outdated. One of the modern approaches to teaching is the flipped classroom. This model is defined as a 'method that gives the students the chance to learn the theory of the lesson by watching the videos at home and then apply what they have learnt in school' (Zownorega, 2013). Adawi and Stohr (2018) noted that the current use of the flipped classroom approach is gradually shifting the teaching and learning process into another level by employing the use of technology as the main medium of instruction. As a result of this, often videos are used to organize lectures and quizzes. This helps learners to be placed at the centre of the teaching and learning process, thereby making them active constructors and not just mere recipient of knowledge.

As can be seen, the flipped classroom method is among the developing approaches which can be used by teachers to help unearth the innate capabilities of the '21st century' learner. The idea of ''digital natives'' propounded by Prensky (2001) clearly explains today's learner. Today's learners use technology in all parts of their daily lives, such as listening to music from the iPod, and using the internet to solve their daily problems and assignments. Today's learner is a technologically- minded individual, and teaching such a learner in the classroom needs a technology- based pedagogy which is the only language that this learner talks. The learning

patterns of today's learner such as doing homework and communicating with one another differs from the habits of earlier generations. In his study, Roach (2014) used a micro-economy course by following the flipped classroom model and measured the perception of the learners. He found that the learners had positive perceptions about this model and it clearly facilitated the learning process. Prensky asserts that the traditional methods of education such as pedagogy, assessment and evaluation, teaching and learning materials and approaches are not in line with the 'digital natives' learner's mind-set today. Prensky believes that the most important problem bedeviling education today is what he terms as "digital immigrant'' teachers trying to teach "digital natives" students.

1.1. What is flipped classroom?

The flipped classroom is one of the modern approaches of teaching which is gradually taking teaching from the classroom to outside through the use of technology. Merrill, (2015), defined the flipped classroom as "a pedagogical model in which classwork and homework are reversed", argued that the delivery of instructions takes place outside the classrooms, mostly done through videos which are derived from the internet. Borrowing from Harris et al. (2016), this classroom strategy places the education burden upon the student. This means that the instructors are the experts who have the obligation of developing the student's talents and also eliminate co-dependency. Similarly, AlJaser (2017) think that, FC model places students at the centre of the teaching and learning process by rather encouraging them, to watch videos and discuss their experiences in pairs, thereby promoting cooperative learning as against the traditional face to face teacher led didactic lecture mode.

The Flipped Classroom is fundamentally the 'classroom activities outside the classroom and out of classroom activities'' (Lage, Platt & Treglia, 2000). These authors argue that by allowing students to progress at their individual speeds, this approach aims to reduce problems that individual differences can cause. A large part of the time spent in and out of the classroom in the flipped classes is taken from the teacher and given to the students. With the FC method, all levels of Bloom's revised Taxonomy such as comprehension and memorization can be achieved. Also, through the use of FC Bloom's Taxonomy of high order levels such as creating and evaluating are accomplished because students and the teacher get enough time to analyse, evaluate and apply in the classroom what they have watched at home (See and Conry, 2014). According to Enfield (2013), through the usage of conversant technological materials which are easily accessible to students, learners are motivated to go out of the classroom to learn at anywhere and at any time they consider appropriate. Enfield stresses that with the FC students are encouraged to study at their own pace using the teacher's instructions, and they also have the chance to choose the most important learning strategy. Students' involvement, contentment and performance increase after using this teaching and learning strategy. Hung (2015), and McLaughlin and Rhoney (2015) indicate the improvement of responsiveness shown by teachers who used the FC method. Furthermore, Kong (2014) states that instructors expand their materials through 'reflective discussion and relating their teaching experiences through the use of flipped classroom'. Bergmann and Sams (2012) state that learners have responsibilities such as watching videos, asking appropriate questions, completing and sharing their work, and teachers have duties such as assisting them, and providing expert feedback. In the FC, class time is spent with activities that involve project-based or real-world applications, where learners work together, not to teach the subject, but to better learn the subject. Students access the theoretical knowledge of the topic outside the classroom by watching subject videos within the

context of out-of-class activities, listening to podcasts, accessing e-books, and meeting their peers in online communities. Students can access these large resources at any time they need. Thus, the instructor has the opportunity to take a lot of time to interact with all learners. The primary objective is to give learners conducive environments (Johnson, Becker, Estrada and Freeman, 2014).

1.2. Studies in flipped classroom

The following section discusses the various research conducted on the FC and the results obtained by these researchers. Numerous studies have been conducted to ascertain the credibility of the flipped classroom model in English learning environment and the successes chalked by these studies. (AlJaser, 2017), researched ways of using FC to encourage students to learn independently. (Johnson 2013) conducted research on means to reduce the amount of time spent by students in the classroom. (Al-Zahrani, 2015; Song and Kapur, 2017), centered their studies on how to increase student's participation in the classroom. (Davies, Dean, and Ball, 2013; Villanueva, 2016; Sirakaya and Ozdemir 2018), studies focused on students' classroom work and how it can be improved. (Evseeva and Solozhenko, 2015), studied class discussion and which ways it can be facilitated. (Marlowe, 2012), emphasised on the development of students communication skills (Unakorn and Klongkratoke, 2015).This study was conducted at University of Miami, United States, to software engineering students who used FC, it is concluded that they developed responsibility, their motivation increased (Burge, Gannod and Helmick, 2008). Also, at the University of California, some biology students were asked to watch videos prepared in advance and the topic was delivered in the class, and it was discovered that the videos had a positive effect on student's achievements (Aguilar-Roca Moravec, O'Dowd and Williams, 2010). In a similar study to test the effectiveness of the FC in America, High school students received science and mathematics instructions through videos that were watched at home as part of an advanced preparation ahead of the following day's lessons. The teachers scaffold them, through critical thinking, in the friendly interactive processes, during the discussions segment in the classroom, having watched videos on the various concepts at home the previous day. It was found that the FC helped immensely to students' success in both mathematics and English (Strayer, 2011). Frydenberg (2012) used the FC model instead of lecturing a spread sheet course and found this method more efficient. A study conducted by Davies et al. (2013) examined the differences between the FC and the traditional method in the course of preparing a spread sheet and concluded that the FC was more effective and helped increase the students' motivation in the class. A study comparing the traditional method and FC in psychology course conducted by Tally and Scherer (2013) revealed that using FC was more beneficial to students, their understanding and learning levels increased and resulted in a positive influence on their academic success. Davidson, McLaughlin and Gharkholonarehe (2014), researched pharmacy, in their study they used the flipped classroom instead of the traditional method and stated that their students were motivated in a learner-centered learning process rather than the teacher-centered atmosphere. Another study that measured the impact of mathematics on the student's success of the FC in teaching mathematics on the students' success of the model, established that students coming to class by watching videos of the lesson had a positive higher academic achievement (Johnston, 2017). Using the FC on information systems undergraduate programs it was revealed that this approach increased students' participation and enriched the content of the lesson, and improved students' academic success (Mok, 2014). Studying the perception of learners in microeconomics, Roach (2014) applied the FC and found positive effects on student learning. Akgun and Atici (2017) researched 'The *effects of the FC on student achievement'*. Their study was quasi- experimental with quantitative pre-test and post-test. The participants

included 67 fifth grade students. They established that the FC had positive results. Basal (2015) conducted a qualitative study in Turkey on the implementation of flipped classroom in English language teaching by using open-ended questions, whose participants were 47 pre-service teachers in an English teaching department. The research found positive results on the FC model.

1.3. Traditional classroom versus Flipped classroom

The FC model differs from the traditional class model. FC is the opposite or reverse of the traditional approach, normally what happens in the traditional classroom is the teacher teaches the subject in class and homework is given to be done at home. In fact, flipping a class does not only assist students in achieving the best learning outcomes, but also gives the teacher the chance to develop and upgrade its inputs (Sunder, 2014). The traditional classroom lectures all the time follow one pattern, teachers 'pouring' the information and students listening. Teachers may sometimes change their ways of teaching according to the response of the students. In all, the teacher cannot satisfy the learning needs of all students under the lecture method, while some students may find the pace good, others may see it as slow. But with video lectures from the flipped classroom approach students are given the chance to control their learning outcomes, for instance, they can rewind the video or pause and listen several times for better comprehension (Goodwin and Miller, 2013).

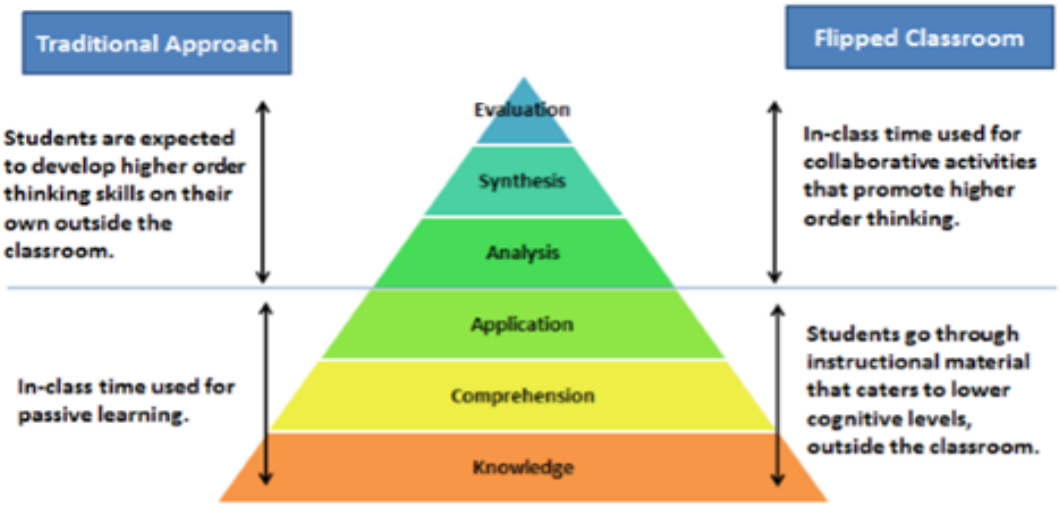

Figure 1. The differences between flipped classroom approach and traditional classrooms approach (Sunder, 2014).

2. METHODOLOGY

2.1.Research Goal

The purpose of this study is to determine ELT students' mental image through the concept of flipped classroom in teaching English via metaphors. Students were asked questions related to the use of flipped classroom model in teaching English language, the role of flipped classroom in students' understanding of English language concept, and how flipped classroom helps students' understanding of English language. The questions are:

- Technology is like……. while learning English. Because…….
- Learning English from teaching software is like…. for students. Because……...
- Students' readiness for the new topic in the classroom is like …... for teachers. Because……...
- Metacognitive (simulation, discussion, pair work, group work, etc.) activities are like ……. while learning English. Because.....

2.2. Sample and Data Collection

The data were collected using *'A Form of Determining of Students' Metaphors'* which was prepared by researchers. In the first section of the form, there are questions about students' personal information. In the second section, some questions ask their images about the concept of flipped classroom. Students' explained the concept of flipped classroom in terms of the ELT students perception about the flipped classroom, the contributions of flipped classroom towards development of education, using internet applications to enhance teaching of English, development of English at home via the use of videos, the role technology plays in learning English as well as the use of metacognitive activities to help students improve their skills of speaking English language via metaphors. Content analysis was used to process the data. Also, figures were used to categorize the data to make it more understandable.

Below data explains the personal information of students, their levels of education as well as their proficiency levels.

Table 1: Personal information of students

Personal information of students		Frequency	Percentage
Gender	Female	87	51.00
	Male	83	49.00
	Total	170	100.00
Age	16-21	110	64.70
	22-25	51	30.00
	26-30	8	4.70
	31 and more	1	0.50
	Total	170	100.00
Education levels	High school	92	54.12
	University	70	41.18
	Post graduate	8	4.71
	Total	170	100.00
Proficiency Levels	A1	8	4.71
	A2	19	11.18
	B1	8	4.71
	B2	24	14.18
	C1	19	11.11
	LYS	84	49.41
	YDS	8	4.71
	Total	170	100.00

The questionnaire was conducted to 170 students, 51% of them are female, and the rest are male. Majority of the students are between the ages of 16 and 21. Students who are between

22-25 years follow in majority. There are 4.7% students between 26-30 years old and only 0.5% student falls between the ages of 31 and above. With their levels of education, 54.12% students studied in high school while 41.18% and 4.71% students are university and postgraduate students respectively. Following their proficiency levels, LYS students are the majority, 84 in number, followed by B2 level with 24 students. A2 and C1 level students follow with 19 respondents respectively. YDS, A1 and C2 level students are 8 each who are respondents of the questionnaire.

2.3. Analyzing of Data

In this study, a phenomenology method which is a qualitative research method that is considered to be suitable to the nature of this research was used to analyse the data. Phenomenology method aims to explain relations between an individual and his/her understanding and learning. The prime aim of the phenomenology method is to understand an individual's perceptions, feelings, views and construction of the facts. The most common meaning of phenomenology is that it's a theoretical point of view which supports the learning of direct experience taken at face value; and which sees behaviour as controlled by the phenomena of experience instead of external objective and visibly described reality. (Creswell, 2013).

3. FINDINGS

The teacher explained the concept of flipped classrooms in terms of its importance in the ELT classroom environment. The role of technological 'application' in ELT classroom environment, learning at home alone using flipped classroom approach, student readiness in flipped classroom, learning English at home from videos, the use of metacognitive activities to learn English via metaphors. Open- ended questionnaires namely; ''A form to determine ELT Students' Metaphorical Perceptions on the Concept of Flipped Classroom'' were used in the collection of research data. In this section, the analysis of data which was collected through an open-ended questionnaire is given.

From the analysis of figure 2, 170 students produce 16 different metaphors for the concept of learning English from the technological application. Most repeated metaphors by students were: *'tutorials'* (40) students wrote the metaphor tutorials which is 46%. *'Fun'* (14) students used the metaphor fun which amounted to 42%. *'Source'* (10) students used the metaphor source which is 41% and *'extra lesson'* (13) students wrote the metaphor extra lesson which is 50%. According to the data, we can conclude that students believe learning English with technology 'apps' is good a thing for easy understanding of the concept taught in class. It is seen that the metaphors used by students that talk about learning English with technology 'apps' are positive. In this question, metaphors are divided into four categories. With the category of technology being a supporter/helper in the process of learning 51 % of participants believe that technology is a helper and supporter of students when learning English. Also, 46% of the students chose the metaphor, tutorials, and the most repeated metaphor was tutorials. Students inferred that technology serves as tutorials when learning English and is very effective for student's improvement. Technology is a source of entertainment in the learning process category, 20% of the participants think that technology provides some kind of entertainment in the learning process and this situation is healthy for learning English. Technology is a source of entertainment that is when learning English with music and videos students have fun and learn. The most used metaphor was fun, 42% of the students used the metaphor fun to buttress their point. With the category of technology as a way of life that supports students, 14% of participants believe that technology is a way of life that supports students in the classroom. The

most used metaphor of this category was 'source', 41% of the students selected the metaphor, source. For the category of technology that promotes critical thinking, 15% of the students think that technology in ELT classroom promotes critical thinking in students. It is seen that most of the students believe that technology plays a vital role in English learning, and it's a great opportunity for them to improve their English.

Metaphor of the concept of 'technology' and their frequencies			
Technology is a supporter/helper in the learning process (87)	Technology is a source of entertainment in the learning process (33)	Technology is a way of life that supports learners (24)	Technology aids student's critical thinking (26)
Tutorials (40)	Fun (14)	Practice (3)	Extra lesson (13)
Technology in English classroom serve as tutorials that aids learning	Technology makes teaching and learning fun and easy	Technology helps students practice English with ease	Technology helps students to develop critical thinking skills
Dictionary (15)	Entertaining (6)	Source (10)	Good device (1)
Technology is like a dictionary in the learning process, it provides information	Technology provides some kinds of entertainment in classroom which make learning interesting	Technology provides many sources of knowledge for students to use	Technology is a good device that makes students does creative things
Friend (12	Pleasure (12)	Helper (3)	Material (2)
Technology is like a friend that students use to solve their problem in class	Technology is a great device that gives students opportunity to learn easily	Technology helps students to study many topics before the class time	Technology is a material that aid creativity in classroom
Supportive (20)	Enjoyment (1)	Advantage (8)	Book (10)
Technology supports students in the process of learning	Technology makes learning English enjoyable by means of watching videos	Technology is an advantage for students they use it to do many things	Technology serves as a book that help students to be innovative

Figure 2: Metaphor on the concept of 'technology'

The most repeated metaphor was extra lesson, about 50% of students from this category chose the metaphor extra lesson. From the above data analysis, we can conclude that technology is very important for student's development as far as English is concerned.

When figure 3, is analysed, it is seen that students produced 16 different metaphors on the concept of 'teacher' in flipped classroom. The most repeated metaphors by students are**:** *'helper'* (49) participants in the category of teacher as a source of information wrote the metaphor helper which is 65% of the total number of participants in that category. *'Future'* (34) participants in the category of teacher as the light of the future wrote the metaphor future which is 81% of the total number of participants in that category. With the category of teacher as a caregiver (22) participants used the metaphor *'friend'* which is 67% of the total number of

participants and the last category of teacher as a *'mentor'* (6) participants used the metaphor road which is 30% of the total number of students in that category. It was discovered that most of the students perceived the teacher as a friend, helper and a future in ELT flipped classroom.

Metaphor of the concept of 'teacher' and their frequencies			
Teacher as source of information (75)	Teacher as a light of the future (42)	Teacher as a care giver (33)	Teacher as a mentor (20)
↓	↓	↓	↓
Helper (49)	Dream (2)	Mother (5)	Guide (5)
Teacher helps students develop their talents in school	Teacher helps students fulfil their future dreams through proper guidance	Teacher loves students like their mothers	Teacher is the most important guide students believe in helping them make better choice
Foundation (7)	Road (6)	Partner (3)	Planner (4)
Teacher serves a source of information and knowledge for students	Teacher directs students through the finest road to succeed	Teacher is a partner that students trust to assist in solving their problems	Teacher helps students plan their life for the future
Encyclopaedia (13)	Mirror (4)	Future (34)	Friend (22)
Teacher is an encyclopaedia that students fall on for knowledge and direction hard	Teacher is the mirror in which students reflect on to work	Teacher is the most beloved friend of student who is always available to help them	Teacher prepares students towards the challenges of the future
Speaker (6)	Device (5)	Father (3)	Hope (2)
Teacher plays the role of a speaker in the classroom by giving guidance and advice	Teacher is a device that students count on every time to assist the	Teacher is the father who care for students welfare and progress in class	Teacher is a hope for students to learn how to be successful in future

Figure 3: Metaphor on the concept 'teacher'

It is seen that the metaphors that were used by students about the role of teacher in flipped classroom were positive. In this question metaphor is divided into four categories, it is seen that most of the metaphors are used in the category of teacher as a source of information,44% of students see the teacher as a source of information. Teachers are the light for the future. 25 % of the students see the teacher as the light of the future. 19% of the students see the teacher as a caregiver and lastly, 12% of the students see the teacher as a mentor. The students think that the teacher in ELT flipped classroom is a great helper and very important source of information; they also see the teacher as an encyclopaedia, a person full of knowledge who is ready to impart knowledge to them. Finally, students see the teacher as a friend, someone who always encourages them to work hard. Students also believe that their future lies in the

hands of their teachers and without proper guidance from their teachers their future will be bleak. Students see their teacher as a road that when they follow rightly, they will achieve their aims in the future. With these metaphors and percentages given by students' we can conclude that the role of the teacher in the classroom is very important, especially in ELT environment, without the teacher students will find it difficult to access the right information, and their future will be desolate.

Metaphor of the concept of "student readiness" and their frequencies			
Student readiness for class is a treasure (70)	Student readiness for class is easiness for the teacher (59)	Student readiness for class is an opportunity for students to excel (23)	Student readiness for class speed up the learning process (18)
↓	↓	↓	↓
Opportunity (32)	Assistance (4)	Save time (3)	Easiness (12)
Students' readiness before the lesson is a great opportunity for rapid improvement	When students are ready before the lesson, they assist teachers in the learning process	Being ready by students before the lesson is a time saver	Student readiness before the lesson makes teachers work easy in the classroom
Gift (8)	Freedom (1)	Previous knowledge (5)	Support (48)
Student's readiness before the lesson present students with a good gift that helps them to develop	Students' readiness before the lesson gives teacher the freedom to teach many things	Students' readiness is a good preparation for a better lesson	Student's readiness before the lesson is a form of support they give to teachers'
Treasure (12)	Happiness (2)	Brain (6)	Benefit (13)
Student readiness is a treasure that helps them to use the knowledge in class	Student's readiness promotes happiness among teachers and students in classroom	Student's readiness before the lesson is beneficial for weaker students	Student's readiness before the lesson is an extra brain for the teacher
Blessing (18)	Glad (3)	Help (2)	Resources (1)
Learning beforehand is a blessing for better understanding in class	Student's readiness before lesson makes teachers glad.	Being ready help students ask good question in class	Student readiness is full pack of resources for teachers

Figure 4: Metaphor on the concept of 'Student Readiness'

After analysing the data from figure 4, 170 students produced 16 different metaphors, it is discovered that participants believe that being ready before the lesson in ELT classroom is the best way for students to develop themselves, According to students, learning the content before the class is the best way to improve and achieve success. It can be observed that most repeated metaphor according to the category of students' readiness, before the lesson is the treasure. 32 participants, representing 46% used ''metaphor opportunity', these participants believe that students being ready before the lesson offers an opportunity, as it likely to makes it understandable and interesting. The category, ready by students' being easier for the teacher, majority of the students wrote the metaphor ''support'', having 48 participants representing 81% in this category. They believe that

when students are ready, before the actual lesson, they make the teacher's job easier, whilst the students rather assist the teacher in the teaching and learning process. Similarly, 13 participants representing 56% of the total number of participants in that category used the metaphor *'benefit'* in the category of students readiness before the lesson is an opportunity for students to excel. Participants think that when students are ready for the lesson the whole class benefits because the content is already known by the students. According to the data of the category of student readiness before the lesson speed up the learning process, (12) participants representing 67% of the total number wrote the metaphor *'easy'*, Participants believe that students readiness before the lesson speed up the learning process and make learning very easy. From the data we can see that the concept of student's readiness was put into four categories, Majority of the participants representing 41% think that student readiness before the lesson is a treasure has the highest percentage of students selecting that category. The rest of the categories produced percentages ranging from 35% to 11%. Students think that their readiness before the lesson is an opportunity for teachers in the learning process in ELT environment. For teachers, it's an opportunity for them to interact with low achieving students, also for teachers, it saves a lot of time for an explanation because students already understand the content. For students too, being prepared before a lesson is useful for them and it helps them to develop themselves. The students think that being ready before the lesson makes learning easy, and students have the freedom to learn many things in class since they already know the content, this situation also makes students and teachers happy in the classroom. Also, students' readiness before the lesson is one of the important features of the flipped classroom concept, the focus is on the students getting first- hand exposure to the content before the class, this is done by giving students pre-recorded videos of the content to be watched at home at their convenience and pace. The aim of this flipped classroom approach is on the processing part of learning (problem- solving, analysing, and synthesizing) to make sure students do the necessary preparation for a productive class. This is done by using the assessment-based approach in which learners will be tasked to produce work; by solving problems, writing responses to questions, before the class. The learners will get important feedback through the discussion that happens in the class (Anderson & Krathwohl, 2001).

According to the analysis of figure 5, 170 students produce 16 different metaphors under four categories for the concept of metacognitive activities in helping students improve their English in ELT environment. Most repeated metaphors by students are**:** *'treasure'* (22) participants representing 78.5% of the total number of participants under the category of metacognitive activity is an effective way of learning used the metaphor treasure, from the analysis we can conclude that majority of the participants think that metacognitive activity improves speaking skills in ELT classroom. With the category of practicing speaking with metacognitive activity is a way of socialising, the majority of the students repeated the metaphor *socialising* (49) participants representing 71% used the metaphor socialising. Participants think that practising English with metacognitive activity helps them to socialize thereby improving their speaking abilities. 30 participants representing 56.6% of the total number in that category repeated the metaphor *'cooperation'* under the category of practising speaking with metacognitive activity is a way of better communication.

The participants think that metacognitive activity promotes better communication in ELT classrooms. The category of practising speaking with metacognitive activity is having fun while learning, most participants repeated the metaphor *'fun',* (8) participants representing 40% a total number of students in that category used the metaphor fun, they think that metacognitive

activity helps students to develop their skills while having fun at the same time. From the data, we can say that the use of metacognitive activities is very essential in learning the English language. Majority of students believe that using metacognitive activities help students improve their English-speaking skills very well, and is very important for students when learning English. Looking at metaphors that were used by participants we can conclude that metacognitive is a good activity for learning English.

Metaphor of the concept of "speaking practice with metacognitive activity' and their frequencies			
Speaking practice with metacognitive activity is an effective way of learning English (28)	Speaking practice with metacognitive activity is a way of socialising (69)	Speaking Practice with metacognitive activity is a way of better communication (53)	Speaking practice with metacognitive activity is a way of having fun when learning (20)
↓	↓	↓	↓
Effective (2)	Socialising (49)	Development (5)	Fun (8)
Metacognitive activity provides students with the effective ways of developing speaking	Metacognitive activity gives students the chance to socialise when practising speaking	Metacognitive activity supports rapid development of speaking skills	Metacognitive activity help students have fun while practising speaking
Treasure (22)	Hanging out (13)	Team work (15)	Enjoyment (2)
Metacognitive activity is a treasure that helps students improve upon their speaking skills	Metacognitive activity gives students the freedom to hang out with other student's to practice speaking	Metacognitive activity promotes team work which is good for development of speaking skills	Metacognitive activity makes students enjoy speaking practice with their friends
Helpful (1)	Living together (1)	Cooperation (30)	Happiness (6)
Metacognitive activity helps students to improve their skills of speaking	Metacognitive activity is a way students use to stay together and learn from each other	Metacognitive activity brings cooperation among students which help speaking development	Metacognitive activity helps students to become happy when practising speaking
Impactful (3)	Conversation (6)	Alliance (3)	Chat (4)
Metacognitive activity impact students speaking skills dramatically	Metacognitive activity helps students practice speaking through conversation	Metacognitive activity helps students form alliance to practice	Metacognitive activity is like a chat which is very good for speaking practice

Figure 5: Metaphor on the concept of 'Metacognitive activity'

As stated in the above, metaphors in this question are divided into four categories. The category of practising speaking with metacognitive activities is a way of socialising has the highest percentage of participants. About 41 % of students under this category think that metacognitive activity promotes the development of speaking skills and the rest of the categories produced percentages ranging from 31% to 12% respectively.

4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Education has gone through a lot of changes from the past to present; the paradigm shift has been one of the dramatic changes in education. The 21st century learner lifestyles move with technology. The 21st century learner is a 'digital native' and therefore expects an education curriculum to move towards these fields. The concept of "digital natives' propounded by Marc Prensky (2001) clearly explains today's learner. Today's learners are technologically inclined who use technology in their daily lives. For instance, they listen to music from the iPod, use the internet to solve their daily problems and homework, today's learner is technologically minded individual and raising such a student in a classroom needs a technologically based pedagogy which is the only language today's learner understand. In this study, we discussed the concept of flipped classroom in ELT environments, flipped classroom is one of the modern approaches to learning, and we examined the students' perception about flipped classroom via metaphors. Metaphors can develop students' emotions, thoughts, and skills. Metaphors help students reflect creatively and critically (Gatti & Catalano, 2015). From the findings, we can conclude that majority of the students see the teacher as someone who serves as a mentor to students in a flipped classroom approach. The participants used metaphors such as 'road', 'partners', 'friend' to described their perceived role of the ELT teacher in a flipped classroom. This view confirms and supports that of Bergmann and Sams (2012), who equally perceive the role of a flipped classroom teacher as pivotal in ensuring the successful learning in today's classroom. They expect a teacher to be a role model, guide, partner and a friend to the students, in order to motivate them to think creatively.

Also, students use technology to research information on the internet by themselves. From the metaphors used such as supportive and tutorials, it can also be said that students of the 21st century are more comfortable in the classroom that uses technology-based approach such as flipped classroom; it gives them the chance to improve themselves rapidly. Majority of the students believe that studying the content at home before the lesson at school has great importance to their success. They used metaphors such as 'opportunity', 'time saver', 'support', 'blessings etc.to buttress their opinion; similarly studies have shown that there is a relationship between students readiness and improvements in the classroom.

In this study, we discussed the concept of flipped classroom in ELT environments, flipped classroom is one of the modern approaches to learning, and we examined the students' perception about flipped classroom via metaphors. The participants aimed to acknowledge the relevance of flipped classroom in ELT environment. They believed the approach is a good model that promotes learners development in the classroom. With flipped classroom in ELT settings, participants believe there is a better collaboration among students and teachers, this is very important to student's development. When students were asked about their perception of the concept of flipped classroom, majority of them gave the same answers. They used metaphors such as 'team work', 'cooperation', 'happiness', 'treasure', and 'blessing'. Students think the concept of flipped classrooms encourages and promotes collaboration in the classroom. Collaborations are very crucial for student's development in ELT environment. One of the critical points about flipped classroom approach is the unearthing of potentials in students; flipped classroom promotes learning by processing (problem- solving, analyzing and synthesizing) as stated by Anderson & Krathwohl. The opportunity students get to study the materials at home enables them to analyze and synthesize the materials before a lesson in class. This situation affords them the chance to have long and productive sessions with the teachers thereby solving problems and thinking critically and creatively. Besides, students set and ask themselves questions with regards to the materials studied at home; they are able to solve problems. They can write responses to questions before the class. Feedback is given to students during the class discussion.

This study indicates that students who receive advance preparation, ahead of class excel in the lesson, than those without such advance preparation, regarding the information about the concept, being studied in class.

In the light of these data the following recommendations are proposed:

- Teachers should be trained and given more knowledge and information about the model, the more the teacher is informed with this approach the more students benefit. Further studies, research and investigation should be conducted on the model to ensure all teachers use this model.
- Stakeholders in education should provide the necessary tools and equipment such as computers and the internet for the swift implementation of this model. Students should be encouraged to watch the videos and other materials at home to help them understand the content before the lesson in class.
- Finally, it is suggested that other subject areas in the field of education which are yet to use flipped classroom must be encouraged.

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