



December 2021

English Language Lecturers' Perceptions
Towards the Use of Flipped Classrooms for
Teaching Oral Fluency in Saudi Universities

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STATEMENT OF ORIGINALITY

I hereby declare that this submission is my own work and to the best of my knowledge, it contains no materials previously published or written by another person, or substantial proportions of material which have been accepted for the award of any other degree or diploma at Flinders University or any other educational institution, except where due acknowledgement is made in the thesis. Any contribution made to the research by others, with whom I have worked at Flinders University or elsewhere, is explicitly acknowledged in the thesis. I also declare that the intellectual content of this thesis is the product of my own work; any assistance from others in the project's design and conception or in style, presentation and linguistic expression is acknowledged.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank Allah (God) for His continuous support and guidance. I thank Him for helping me successfully complete this work.

Second, I would like to extend my love and sincere thanks to my father, Saeed, and my mother, Norah, who supported me financially and emotionally and raised me to be the man that I am today. I also would like to offer my heartiest gratitude to my four sisters and my six brothers who keep encouraging me to give the best that I can and taught me to aim high and shoot for the stars. To my family, I thank you all for your unconditional love, and encouragement. Thank you for believing in me and I appreciate your patience and understanding throughout the years I was far away from home.

I am forever grateful to my supervisor, Dr. Mai Ngo, who helped me from the start of this thesis all the way till the end. I appreciate her being there for me every step of the way, guiding me, supporting me, and most importantly, encouraging me to always do better. Her critical questioning, guiding, and encouraging have helped me reach this far. I appreciate how she made things easier than they were with her simplified meaningful cooking and grocery shopping analogies that made me think forward and made the process of conducting the research and writing my thesis more organised. Thanks to her and her support, I have overcome all the challenges and obstacles I have encountered during the conduct of this thesis.

I would also like to thank my participating lecturers without them, the collection of the rich empirical data for this study on their perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities and the writing of this written thesis would have been incredibly difficult and practically impossible. I would also like to thank my colleagues in Australia and in Saudi Arabia, who have supported me by critically listening to, reading and reflecting on my interview questions and helped me revise them and produce better interview questions.

Finally, special thanks would go to all my friends in Australia and around the world for your great support, whom I have not met in person for a very long time due to the COVID-19 situation and my being chained to the computer during the conduct of this research and the writing of this thesis.

List of Abbreviations:

FLE	Foreign Language Education
ELE	English Language Education
ELT	English Language Teaching
FC	Flipped Classrooms
FL	Flipped Learning
OF	Oral Fluency
EFL	English as Foreign Language
ESL	English as a Second Language
EIL	English as an International Language
KSA	the Kingdom of Saudi Arabia
UK	the United Kingdom
USA	the United States of America
SPS	Scholarship Preparation School
MoE	the Ministry of Education
CLT	Communicative Language Teaching
MALL	Mobile-assisted Language Learning
ALM	Audiolingual Method
CALL	Computer-assisted Language Learning
TBL	Task-based Learning
PBL	Problem-based Learning
CBI	Content-based Instruction
GAT	General Aptitude Test
SAAT	Standard Achievement Admission Test

GPA Grade Point Average

STEM Science, Technology Engineering, and Mathematics

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ABSTRACT

English has become one of the most important languages in the world. It presents its speakers with countless study, work and life opportunities. The history of English language teaching and learning in the Kingdom of Saudi Arabia (KSA) dates back to the early 1900s, making English an official foreign language of the country. The aim of this research is to investigate Saudi university lecturers' perceptions on their uses of flipped classrooms for teaching oral fluency. Though flipped classrooms for English language teaching are now gaining popularity worldwide, the current literature on flipped classrooms for teaching oral fluency in KSA is still limited and there is thus a need for research to fill this literature gap. This research seeks answers to the research question of what English language university lecturers' perceptions are on the use of flipped classrooms for teaching oral fluency in Saudi universities. Based on the analyses of the data collected from the researcher's one-on-one semi-structured interviews with eight (8) university lecturers representing eight (8) different Saudi universities, the findings revealed that the three main perceived benefits of using flipped classrooms for oral fluency development, namely, promoting active learning in teaching oral fluency, increasing cooperation between the students themselves and their lecturers, and promoting their autonomous learning. However, participating lecturers also perceived three main challenges in implementing flipped classrooms, which are related to their large size classes, their students' limited access to computer and good quality internet connections, and students' lacks of commitment to language learning. Most of these findings are consistent with the existing international literature on the benefits and challenges of using flipped classrooms. The study recommends that lecturers should adapt the use of technology in their flipped classrooms to address the challenges while maximising the benefits of flipped classrooms for their students' more active, collaborative and autonomous learning towards oral fluency development. Despite the limited scope and methodology of this study, its findings make a significant contribution to second language teaching practices in Saudi universities, and to the existing literature on the use of flipped classrooms for teaching oral fluency. The need for further research on the use of flipped classrooms for teaching other English language skills in other different educational contexts inside and outside the KSA will help gain a deeper understanding of the practical implications of flipped classrooms use for oral fluency development and beyond.

1. CHAPTER 1: INTRODUCTION

1.1 Overview of Chapter 1

The first chapter introduces and lays the foundation for the research project. It is structured into seven main parts. First, it begins with an overview of the Chapter. Second, it provides the contextual background of the study that covers the foreign language education (FLE) in the Kingdom of Saudi Arabia (KSA) and its English language education (ELE). Third, it offers the rationale for the study's chosen focus on Saudi universities lecturers' perceptions on the use of flipped classrooms for teaching oral fluency in Saudi universities. Fourth, the definitions of the three (03) key guiding concepts of (i) the flipped classrooms, (ii) university lecturers' perceptions, and (iii) oral fluency are also provided. Fifth, this chapter defines its research aim and research question which guide the conduct of this research project. Sixth, it discusses the limited scope of the study. Finally, it provides a summary of the main contents covered in the Chapter, setting the directions and aim of this research project which is to investigate the Saudi university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi university settings.

1.2 The Context of the Study

1.2.1 Foreign Language Education (FLE) in Saudi Arabia

For a better understanding of the English language education in the Kingdom of Saudi Arabia (KSA), this research looked at the socio-history of the foreign language teaching and learning in KSA. Turkish language was the first ever taught foreign language in the Arabian Peninsula, a major part of which is currently called KSA. Turkish was taught at schools owned and operated by the Ottoman Empire which resulted in a boycott by the locals because with the Turkish language being the medium of teaching in those schools, the local Saudi people considered it the language of the invaders (Al-Ghamdi & Al-Saddat, 2002). However, in 1914 after the fall of the Ottoman Empire, the teaching of Turkish language was discontinued in KSA.

The KSA government realized the importance of a foreign language, especially English language when the country entered the twentieth century. To meet the needs of the twentieth century, the KSA government took actions to prepare Saudis to study abroad in order to obtain the Western education. Therefore, in Makkah in 1936, the Scholarship Preparation School (SPS) was established (Al-Ghamdi & Al-Saddat, 2002). In 1936, English was only taught at SPS in KSA to those students who wanted to study abroad and not for all Saudi students in the country. The Saudi government recruited qualified English language teachers from the Middle East, particularly from Egypt to teach at the SPS. Hence, the curriculum and the educational model was modelled on the Egyptian system for all subjects other than the Islamic subjects which was regulated by the Saudi government. Notably, the Egyptian educational system was highly influenced by the French system. According to Abdulkader (1978), as cited in Mahboob and Elyas (2014), KSA introduced both English and French as foreign languages to the secondary education system in 1958 during the Saudi Era.

1.2.2 English Language Education (ELE) in Saudi Arabia

The English language education in KSA started in 1958 when the government introduced both English and French to the secondary education system in the country (Grades 7-9). In 1969, the Ministry of Education (MoE) in KSA removed French from Grades 7-9 and French was only taught in Grades 10-12 (Mahboob & Elyas, 2014). Since then, across KSA's public and private schools, the English language has been taught as a core subject and remained a higher status. In addition, many companies and organisations in KSA such as the Saudi Telecommunication Company, Saudi Airlines, Saudi Aramco, etc., use English as the medium of training, making English the main focus of the Saudi foreign language education (Mahboob & Elyas, 2014).

The perceived economic value of English language is one of the reasons why it is so crucial in the Saudi language education system (Mahboob & Elyas, 2014). Saudi Arabia is heavily dependent on a large number of foreign companies that are vital to the country's economic growth. In 1978, nearly 90% of staff in critical establishments such as shopping malls, restaurants, and hospitals were expatriates, with only 10%

being Arab nationals (Al-Braik 2007). One of the main goals of EFL teaching in Saudi Arabia at the time was to develop graduates who could satisfactorily interact with these expatriates in English. In the 1990s, KSA introduced the ‘Saudistion policies’ (referring to the phase of affirmative action for Saudis) which makes achievement of communicative competence in English even more critical to enable Saudi graduates to take key positions within the country’s core industries (Looney 2004). The demand for better English language instruction grew dramatically as a result of this economic demand, which was fueled by a social imperative (Mahboob & Elyas, 2014).

In 2000, there was a huge shift in the teaching and learning of English in KSA (Alshahrani, 2016). Faruk (2013) states that the Saudi government decided to shift the economy from being entirely dependent on oil industry into an economy that is knowledge-based to drive the country into the ranks of developed countries. This decision has resulted in an educational evolution in KSA resulting in an increase of the number of universities from 8 universities in 2001 to 28 public and private Saudi universities in 2015 (Alshahrani, 2016). This massive growth at all educational levels has positively affected the teaching and learning of English in KSA. As of today, English is taught in all school levels (grads 1 to 12). Faruk (2013) asserts that today nearly all Saudi universities and colleges have English departments and teach at least one semester of English to students studying in other departments making English enjoys even higher status. The following section will discuss the English language teaching in KSA explaining the current and past teaching approaches in the country.

1.2.3 The Traditional Language and the Non-traditional Language Teaching in Saudi Arabia

However, the traditional and nontraditional language learning approaches are entirely different from each other, as explained in various studies. For examples, studies by Jin & Cortazzi's (2011) describe the traditional approaches as those mostly associated with the grammatical and audiolingual ones. Ellis et al. (2019) describe non-traditional approaches as the teaching approach that follows the bilingual theory, describing the importance of language through a bilingual teaching route, including

the flipped learning approaches. Traditional language teaching is teacher-centered in general and provide learners with passive learning experiences, whereas nontraditional language teaching uses innovative teaching strategies that provide students with more active learning experiences and require them to discover knowledge (Tularam, 2018).

1.2.4 The Use of Flipped Classrooms in EFL Contexts

Flipped Classrooms (FC) refer to an educational approach in which the input material and homework are done by students before the class, allowing students to use in-class time for meaningful interaction such as discussions and projects (Arslan, 2020). Arslan (2020) identifies the principal components in a flipped learning model, comprising optimal uses of in-class time for the students and promoting meaningful interaction between students which differentiate FC from other learning models (Section 1.4.1 provides a fuller definition and explanation of the flipped classrooms). As far as English as a Foreign Language (EFL) contexts are concerned, a number of studies have looked into the efficacy of flipped classrooms (FC) (e.g., Arslan, 2020; Sánchez Andrade, 2021; Webb & Doman, 2016). Researchers such as Al-Harbi & Alshumaimeri (2016), Thaichay & Sitthitikul (2016) and Webb & Doman (2016) looked into the efficacy of FC in English grammar courses and concluded that FC would help students improve their grammar skills. Similarly, flipping a writing classroom improves academic writing performance and enhances students' involvement in the writing process (Arslan, 2020). According to Arslan (2020), students were able to improve their oral English skills and become more self-directed learners in a flipped speaking classroom, enabling them to gain a deeper understanding of the course material. Studies have shown that students in a flipped classroom developed a better use of English vocabulary and idioms and became more efficient in communication interactions; FC allows students to study at their own speed and encourages them to take charge of their own learning (Arslan, 2020). Whether flipped classrooms can be effectively used for oral fluency development in such an EFL context as KSA is still open for investigation.

1.2.5 The Use of Flipped Classrooms in KSA

The flipped learning model with the common use of flipped classrooms has been implemented in KSA to help students learn foreign languages, including English language. Lee and Wallace (2018) provide insights into the flipped learning model through an experimental approach and demonstrate that the flipped learning model has surpassed other second language teaching methods. In KSA, according to Arslan (2020), the flipped learning model is in practice because it provides practical learning scenarios and critical learning of languages through flipped classrooms, which helps students understand and practice the new language through rigorous application (Arslan, 2020). In flipped classrooms, KSA students are assigned to look at the class materials at home before coming into the classroom. Then they will be put into groups to start a discussion about what they have learnt at home. While students are in groups, teachers take the facilitator role and get involved when needed providing feedback and assistance.

Sajid et al. (2016) argue that the flipped classrooms in KSA have helped replace passive lecturing with student-centered learning which helps students develop information retention and critical thinking. The flipped classrooms have been discussed in Hsieh et al. (2017), where the underlying principles and philosophy of the flipped learning model are described in detail. The flipped learning model was not developed a few years back when language teaching was limited to the traditional language teaching methods. Soon after the strategic implementation of the flipped learning model, flipped classrooms began to be used widely in KSA.

1.2.6 The Research Problem Statement

Like other EFL contexts, the lack of English language exposure and practices outside the English language classrooms in Saudi universities has negatively affected Saudi students' oral fluency (Khan, 2011). According to Khan (2011), Saudi students face some serious problems that affected their English language learning, particularly, their oral fluency. One problem is that English language is not the medium of instruction, apart from few higher education courses in universities (Khan, 2011). Another problem is that given the fact that not many Saudi families come from a well-educated

background, both their families educational background and learning environment might have negative effects on their educational success (Khan, 2011). In addition, Saudi students are not exposed to English in their daily lives which makes their insufficient uses of English resulting in their low oral fluency competence which involve inefficient vocabulary and grammatical competence problems (Khan, 2011). English language teachers in Saudi Arabia have been exploring a variety of different teaching approaches in order to improve students' oral fluency. And flipped classrooms are one of the newest teaching approaches that Saudi teachers of English across school levels, including university levels have recently adapted in their classrooms. However, many language teachers have legitimate concerns over the use of flipped classrooms to teach languages, including English language (Sajid et al., 2016) and this thus prompts further research.

1.3 The Rationale of the Study

Recently, education researchers have been investigating into the use of flipped classrooms (FC) and whether it can help improve students' learning demands further research (Sajid et al., 2016). The available literature focuses on implementing FC in science classes to examine students' performance on tests and exams (i.e., Margot, & Kettler 2019). There are a number of articles and papers discussing the use of FC in teaching English as a Second Language (ESL) contexts (i.e., Arslan, 2020; Sajid et al., 2016), however, the existing literature lacks research on the use of FC for teaching oral fluency in EFL contexts. Thus, the need for a research on using FC in the EFL context like Saudi universities to teach oral fluency justifies the rationale for conducting this proposed study on English language perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities.

English language is the only foreign language taught in Saudi Arabia from Grade four (4) at primary schools through the first year of college. The approach to teaching English in the Saudi English language education system, especially in universities, focuses on the grammar-translation approach centering on linguistic knowledge and receptive skills such as reading comprehension and grammar (Al-Ahdal et al., 2014).

It is observable that the Saudi English language education system is shifting from grammar translation teaching approach towards the Communicative Language Teaching (CLT) approach focusing on such productive skills as writing and speaking in an effort to develop students' communicative competence in English, including their grammatical knowledge, phonology, morphology, syntax and the appropriate use of utterances (Al-Ahdal et al., 2014).

English language is now the only foreign language taught in Saudi Arabia (Al-Ahdal et al., 2014). According to Al-Seghayer (2014), English is normally taught to school students four (04) classes per week and each class is usually 45-minutes long throughout each Grade, whereas from the 6th Grade onwards, students are taught English less, with only two 45-minutes classes per week. This limited time of English instruction has had negative impacts on school students' English oral fluency levels. Moreover, the Saudi English language education system is still focusing on the grammar-translation approach to teaching English which limits students' communicative competence resulting in their low proficiency levels and low oral fluency in the target language (Al-Ahdal et al., 2014).

1.4 Definitions of Key Guiding Concepts

It is important to explore the three key guiding concepts associated with the flipped learning (FL) approach, which have frequently been mentioned in FL research and are central to this research. The first key concept is the concept of flipped classrooms (FC). The second concept is that of university lecturers' perceptions and what they perceive about the use of FC. Finally, the third key concept is the concept of oral fluency which is essential for development of second language learners' communicative competence (e.g., Brown, 2014). This research focuses on investigating into Saudi university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency.

1.4.1 Key Concept #1: Flipped Classrooms

Employing instructional approaches through the use of technological tools to improve students' visible learning and make visible progress is becoming more and more popular nowadays. The use of flipped classrooms is such an instructional approach in which students are assigned to complete learning material and homework prior to class in order to devote more active learning time in class to group discussions, assignments, hands-on application of knowledge and other types of constructive interaction and peer instructions (Bergmann & Sams, 2012).

Flipped classrooms have been considered a unique non-traditional instructional approach flipping or reversing the roles of homework and classroom activity (Chen Hsieh et al., 2017). In the traditional instruction, students acquire the knowledge in the classroom via lectures and apply the receptive or theoretical knowledge to practice at home via homework activities (Chen Hsieh et al., 2017). In contrast, in non-traditional flipped classrooms, students acquire new knowledge at home by watching educational videos, for example, and apply the newly acquired knowledge in the classroom through classroom activities where university lecturers can help monitor and support students when need be (Chen Hsieh et al., 2017).

Flipped classrooms combine the online learning and the traditional face-to-face courses in order to provide more learning time and different formative assessments for learners (Cheng, Hwang, & Lai, 2020). According to Cheng et al. (2020), it has been discovered that flipped learning improves students' learning outcomes in a variety of topics. Flipped learning has gained the attention of many researchers and educators (Cheng et al., 2020). The popularity of flipped learning has encouraged many governments around the world to recommend their schools and education providers to implement flipped classrooms (Sun et al., 2018; Zainuddin & Halili, 2016). Flipped classrooms can bring about learning benefits such as, students' self-efficiency and learning achievement (Hwang & Lai, 2017). For example, in a mathematics classroom, using interactive e-Books in order to support flipped learning can enhance students' self-efficiency and learning achievement (Hwang & Lai, 2017). Through flipped classrooms, in-class group discussions can strengthen students' critical

thinking skills by using learning platforms in support of the flipped learning (Kong, 2015). In addition, the use of mobile-assisted language learning (MALL) such as the use of smartphones applications (e.g., WhatsApp, WeChat, and LINE) can increase English students' learning motivation (Chen Hsieh et al., 2017).

1.4.2 Key Concept #2: University Lecturers' Perceptions

The lack of studies on university lecturers' perceptions on flipped classrooms inspired the researcher to conduct this research project. University lecturers' perceptions should be valued since they have impacts on how they teach in actual classrooms, therefore, on the learning environment and the actual learning (Brown, 2014). University lecturers' perceptions, according to Chou, Hung, Tsai, & Chang (2020), are the views they hold that influence their teaching beliefs and actual teaching performances. For decades, the main form of instruction has been the traditional stand-and-deliver lecturing where lecturers who follow the principles of the traditional teaching methods present students with the knowledge that they have in class; then students study the newly acquired knowledge outside of the classroom via homework and test-preparation (Chou, Hung, Tsai, & Chang, 2020).

University lecturers always determine the direction of lectures as well as the aims, pace, and learning material content (Chou et al., 2020). Recently, traditional lecturing has been at the center of debates (Chou et al., 2020). Some argue that the traditional lecturing is a one-way communication placing students in a passive role rather than being placed in an active role with two ways communication (Baepler, Walker, & Driessen, 2014). This means students share little or no inputs while lecturers do all the talking, making students less active in classroom discussion, problem-solving, critical analysis, and reflection (He, Gajski, Farkas, & Warschauer, 2015). Recently, researchers have investigated into new instructional ways to make student-centered learning (Chou et al., 2020).

The main idea of flipped classrooms, according to Arslan (2020) is that university lecturers could create video contents that teach the intended concepts prior to actual class. The technology-based content or the use of in-class time might affect lecturers'

adaptation to flipped classrooms (De Araujo et al., 2017). This research project focuses on participating university lecturers' perceptions on the use of flipped classrooms in teaching oral fluency, particularly on their perceived benefits and disadvantages of using flipped classrooms to teach oral fluency in respective Saudi universities.

1.4.3 Key Concept #3: Oral Fluency (OF)

Apart from the two above-mentioned concepts of flipped classrooms and university lecturers' perceptions, this study also spotlights the third key concept of oral fluency which is also central to oral communicative competence building (Fathi & Rahimi, 2020). According to Spratt, Pulverness, and Williams (2011), oral fluency is defined as a normal speed of speaking that involves little self-correction or repetition, hesitation and a smooth use of connected speech. The concept of fluency is dated back to the 1980s when fluency and accuracy-oriented activities were first distinguished (Fathi, & Rahimi, 2020). Fathi and Rahimi (2020) argue that fluency-oriented activities encourage spontaneous production of the second language whereas, accuracy-oriented activities focus on forms. A study on the impact of flipped classrooms on students' oral fluency, conducted by Sánchez Andrade (2021), shows that using flipped classrooms results in a significant improvement on students' oral fluency in the test which was better than their scores in the pre-test (Sánchez Andrade, 2021, p. 47).

1.5 Research Aim and Research Question

1.5.1 Research Aim

The aim of this research is to investigate into English language university lecturers' perceptions towards the use of Flipped Classrooms to teach oral fluency in Saudi universities. The conduct of this research could help better understand the use of flipped classrooms and whether flipped classrooms are perceived by Saudi university lecturers of English language to help improve Saudi students' oral fluency.

1.5.2 Research Question

Towards achieving the above-mentioned research aim, this study seeks answers to the following research question:

What are English language university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities?

This research question focuses on Saudi university lecturers' perceptions towards the use of flipped classrooms and investigates whether or not flipped classrooms are perceived to improve their students' oral fluency. Answers to this research question could provide insights into Saudi university lecturers' perceptions on the benefits, challenges and suggested solutions towards the use of flipped classrooms to teach oral fluency, narrowing the existing gap in the literature (See Section 2.6).

1.6 The Scope of the Study

Considering the limited time and space, this study defines its scope right from the beginning before it is actually conducted. First, the scope of this study is geographically limited to an EFL context, particularly the Saudi public university contexts which are most dominant in KSA. Second, it is limited to its substantial focus on the Saudi university lecturers' perceptions on the use of flipped classrooms to teach their students' oral fluency, as revealed from the literature gap (see Chapter 2). Apart from geographical and substantial limitations, due to its limited time, this study's scope also has other limitations, including methodological ones, as subsequently discussed in Chapter 3 (See Section 3.7) and in Chapter 6 (See Section 6.3).

1.7 Summary of Chapter 1

To sum up, this introductory chapter provides the contextual backgrounds for the current study, explicitly states the chosen research problem, defines the three key

guiding concepts of (i) the flipped classrooms, (ii) university lecturers' perceptions, and (iii) oral fluency. It also develops the research aim and research questions, defines the scopes of the study and importantly, justifies the need for this research project aiming to investigate into Saudi university lecturers' perceptions on the use of FC to teach oral fluency in KSA. This Chapter lays a solid foundation guiding the conduct of the study. The following chapter further reviews the relevant literature to reveal the research gap and together with this chapter, justifies the need for conducting this study.

2. CHAPTER 2: LITERATURE REVIEW

2.1 Overview of Chapter 2

The purpose of this chapter is to thematically review the current literature on English language teaching approaches in KSA, with a special focus on the use of flipped classrooms as one of the newest non-traditional language teaching approaches in KSA. The studies reviewed in this Chapter have been searched for and carefully short-listed from well-established scholarly sources (e.g., International Journal of Linguistics, Languages and Linguistics, Arab World English Journal, British Journal of Educational Technology, TESOL Quarterly), including the relevant journal articles, dissertations, theses, and books related to the chosen research topic of flipped classrooms. The keywords used for searching key scholarly sources include ‘flipped classrooms’, ‘flipped classrooms in KSA’, ‘non-traditional language teaching approaches’, ‘lecturers' perceptions in teaching foreign languages’, and ‘EFL contexts’. An overview of the relevant selected studies is tabulated in Appendix 4 which is the outcomes of this thematical literature review.

The relevant reviewed literature, as can be seen from Appendix 4, is thematically organized into four (04) major themes of (i) traditional and non-traditional language teaching approaches; (ii) contextual background of English Language Teaching (ELT) today; (iii) the use of flipped classrooms (FC) for teaching English; and (iv) teaching oral fluency. These four key themes are examined through a review of the scholarly studies conducted over the past two decades by key scholars and researchers on traditional and nontraditional language teaching approaches and the implementation of the flipped approach of language teaching.

The aim of the literature review is to get insights into non-traditional English language learning approaches, particularly, the use of flipped classrooms for teaching English in KSA which is the chosen research focus of this study. Due to its limited time, the scope of the literature review is narrowed to those studies published from 2010 to late 2021 when this thesis was published. The researcher acknowledges the works published prior to 2010 and has looked at the major works published on the field of flipped classrooms; however, the researcher has made the decision of focusing on this period of time because that is when FC

became popular in KSA and used 2010 as a milestone for this research study. The literature review first starts with the broad theme of traditional and non-traditional language teaching approach.

2.2 Traditional and Non-Traditional Language Teaching Approaches

2.2.1 Traditional Language Teaching Approaches

A review of the literature reveals that the traditional language teaching approaches (e. g., Grammar translation approach, Direct approach, Audiolingual method (ALM)) are based on diverse language teaching approaches and theories. Jin and Cortazzi (2011)'s studies, in attempts to describe the traditional language teaching approaches, asserted that theories in traditional language teaching are mostly associated with the grammatical implication and audiolingual approaches. Though grammar teaching is important, traditional language teaching approaches are not considered suitable in many teaching contexts as they do not always encourage active participation, engagement and creativity in students (Lyster, 2011). The common traditional language teaching approaches, according to Jin and Cortazzi (2011) include the use of presentation practice production (PPP), grammar-translation method, direct method (The teaching approach in which students learn/experience the target language the same way they learnt/experienced learning their mother tongue, that includes the association between expression and experience, phrases and words, ideas and words).

In addition, traditional language teaching approaches being mostly limited to grammatical translation ones (e.g., Djumabaeva & Jalolova, 2021; Ellis et al., 2019; Xia, 2014), have little efficacy as they focused mainly on forms and accuracy, rather than other equally important components of meanings and fluency in communication (Ellis et al., 2019). In KSA, the traditional language teaching approaches have been used over the past decades because teachers have strictly followed the curriculum which were mostly designed according to traditional language learning approaches (Sajid et. al., 2016). Until the twentieth century, the traditional teaching approaches were dominant in all language learning institutes, including universities across KSA (Al-Ahdal, 2020).

Another traditional language learning approach in use worldwide, including in KSA were direct language teaching ones which were elaborated in a study conducted by Lyster (2011) with her heavy criticism of its unsuitability. According to Lyster (2011), in direct language teaching approaches, authentic materials are not emphasized, and the activities are dominantly teacher-guided which does not allow peer-learning.

The efficacy of traditional language teaching approaches, as revealed from the literature review, is less than that of the creative and communicative language learning ones (Djumabaeva & Jalolova, 2021; Ellis et al., 2019; & Xia, 2014). They seemed to focus on rigid learning modules and did not focus on developing students' oral and written language fluency which is important for communication (e. g., Arens, Gove, & Abate, 2018; Fathi, & Rahimi, 2020; Richards & Rodgers, 2014; Sánchez Andrade, 2021). With reference to the shortcomings of audiolingualism, Richards and Rodgers (2014) concluded that audiolingualism is a traditional language teaching approach which fails to help students transfer the skills acquired through the audiolingualism approach to the real-life communication outside of the classroom and students found it boring. Acknowledging the limitation of the traditional language teaching approaches, various studies (e.g., Ellis et al., 2019; Fathi and Rahimi, 2020; Hismanoglu, 2011) have thus been conducted and advocated for non-traditional language teaching approaches.

2.2.2 Nontraditional Language Teaching Approaches

The nontraditional language teaching approaches (e. g., Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), Online learning, and Flipped Classrooms) are different from the traditional ones and have been thoroughly described in Ellis et al.'s (2019) recent work. The nontraditional language teaching approach mostly follows the bilingual theory developed in the early 1980s by Jim Cummins referring to the two languages used by an individual where the two languages appear to be separate on the surface but actually function via the same central cognitive system. Examples of the nontraditional language teaching approaches are the task-based learning method (TBL), problem-based learning method (PBL), communicative language learning (CLT), and most recently, flipped classrooms (FC). The importance of nontraditional language teaching, however, has long been underestimated in KSA where the traditional approaches were dominant (Fathi & Rahimi, 2020).

Nontraditional language teaching provides a framework for equipping learners with the creative and language communication skills, including fluency development in students. With reference to task-based teaching being a non-traditional language teaching approach, Hismanoglu (2011) highlights the importance of learning tasks that encourage students to use the authentic and relevant language being learnt. The purpose behind task-based learning is to engage students in relevant and meaningful activities through the implementation of the target language. Ellis et al. (2019) asserts the importance of task-based language learning as it focuses on real-life situations and enables students to handle practical language learning situations through learning tasks and develops communicative competence, including fluency development. The task-based learning method helps students develop their language fluency which is hard for them to practice in the traditional learning environment (Ellis et al., 2019).

In addition, Chang and Goswami (2011) have highlighted some other nontraditional language learning approaches such as problem-based, project-based, CLT and flipped learning approaches which help students to polish their skills in combating real-world situations. Problem-based learning, according to Elyas, and Picard (2010), is an important language teaching approach that is now being practiced in KSA amid recent advancements. Chang and Goswami (2011) state that the problem-based teaching method is best for assessing student's understanding and knowledge of the language and for promoting active learning in students. In the project-based language teaching method, the real knowledge of the students is assessed by providing them with exposure to a challenging situation or problem for them to solve during a long study duration. Students learn the target language collaboratively by putting the target language into practical use to collaboratively address a challenging problem (Chang & Goswami, 2011).

More recently, for actively engaging students in cooperative problem-based learning, Soliman (2016) has highlighted the non-traditional flipped learning approach being practiced worldwide, including the use of flipped classrooms for English language teaching in university settings because of its reliability and effectiveness. As its name indicates, the flipped learning approach is different from the traditional non-flipped one as it is a pedagogical approach in which lectures and homework are flipped or reversed. Using the flipped language teaching approach, university lecturers flip learning experiences in which students are provided with self-study materials in advance for their independent and

collaborative learning prior to lectures while much of their normal class-time is used for homework, including in-class group discussion and problem-solving instead (Soliman, 2016). The self-study language learning content helps students understand the necessary linguistic components, and on the subsequent days the lecturer conducts whole-class discussion on the content.

In KSA, the flipped approach of language teaching has gained its popularity because it has been suggested as the most effective and efficient learning method for English understanding (Abdelshaheed, 2017). For example, Abdelshaheed (2017) asserts that the principle behind the flipped teaching approach is to provide students with active language learning experiences and language skill acquisition, including fluency development. The flipped language teaching focuses on the key language development areas that highlight the need for fluency-oriented activities (Soliman, 2016).

2.3 English Language Teaching (ELT) Today

2.3.1 Key ELT Changes in Various Contexts in the Modern World

The English language teaching (ELT) today has dramatically changed in many different ways and many studies have been conducted to study the changes as to how English language is being taught today. In the book titled '*English Language Teaching Today*', Renandya and Widodo (2016) highlighted that English language teaching has undergone a number of changes in the way English is taught and learnt. The key changes, among others, are related to (i) the number of English language users, (ii) the unsuitability of the so-called single best teaching approach, (iii) the use of digital technology (i.e., digital tools) in the classroom, and (iv) the impacts of new policies on teaching and using English (Renandya & Widodo, 2016). This section reviews studies that have reported on these key changes in English language teaching today in various contexts in the modern world, first starting with the number of English language users.

First, the number of English users has increased dramatically and the variety of English users in different social settings have contributed to the development of English language today (Renandya & Widodo, 2016). The English language use is expanding and with that comes new varieties of English. In addition to the known spoken English variety in the inner circle

countries (e.g., UK, USA), there are more spoken English varieties in the outer circle countries (e.g., Singapore) and expanding circle countries (e.g., Japan) (Renandya & Widodo, 2016). Whether these new varieties have the same sociolinguistic statuses as the English variety in the inner circle countries is yet to be determined. However, it is vitally important for L2 learners to understand these varieties and be understood by speakers of these varieties so that they could effectively speak English as an International Language (EIL) (Mckay, 2012). The relevance of this key change poses questions as to whether these spoken English varieties should be incorporated into L2 classrooms (Renandya & Widodo, 2016).

Second, English language teachers today reach the consensus that there is no single best approach that fits for all learning purposes across all English language contexts (Renandya & Widodo, 2016). According to Richards and Renandya (2002), religiously and strictly following one teaching approach can undermine the role of the individual lecturers and learners, resulting in a narrow focus on one part of a larger set of language learning elements. Today, it has been acknowledged that other curricular elements such as the teaching materials, the syllabus, the lecturer, and the assessment procedures all play their important roles in the language program success. Therefore, the success of any teaching approach depends heavily on the context where these curricular elements interact.

Third, English learning and teaching has changed because of the use of technology and limiting the language learning to traditional classrooms is no longer true (Renandya & Widodo, 2016). The use of technology in the classroom and the easy access to the internet has shifted from the old teaching belief that language inputs must be provided by the lecturers and the teaching materials towards the new teaching belief that language inputs can be accessed by individual learners via the internet 24 hours a day (Renandya & Widodo, 2016). This key change in ELT provides learners with countless opportunities to use the acquired knowledge in the real world practicing authentic communication with other English speakers (Renandya & Widodo, 2016).

Finally, the recent introduction of policies has had a direct impact on the uses of English and today's English language teaching approaches. Many countries have adapted English as a second or even an official foreign language of the government and the media and even made English the main medium of instructions in schools and universities (Renandya & Widodo, 2016). These changes in policies have had huge implications for English language teaching.

Training and retraining programs for teachers are needed in order to meet the demands of the new changes and to meet students' language learning needs (Renandya & Widodo, 2016). In addition, the implication of new teaching approaches is very important to cater for students' different levels of proficiency and to find new ways of outcome assessments (Renandya & Widodo, 2016). This key change is relevant to this research because it emphasises the need for new teaching approaches such as flipped classrooms to enhance students' English proficiency, including their improved proficiency in oral fluency skills.

These four above-mentioned key changes and their impacts have been witnessed and recorded in different English language teaching contexts across the world. Although English language teaching may vary from one context to another, there are always some commonalities in terms of principles of teaching across contexts, especially in EFL contexts. The following section discusses ELT principles which can be connected to the research aim and question about English language university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities.

2.3.2 Key ELT Principles Today

In the book titled '*English Language Teaching Today*', Renandya and Widodo (2016) highlight three important principles of English Language Teaching (ELT) which have been followed in various contexts today. The first ELT principle is that learners should be the center of learning in which teachers consider their cognitive, emotional, social, and linguistic needs. Also, English language teachers should continue to reflect on their teaching practices to improve their professionalism by examining their teaching strategies for maximizing students' learning (Farrell, 2020; Renandya & Widodo, 2016).

The second ELT principle that should be followed in all contexts, according to Renandya and Widodo (2016), is that multilingualism should be promoted in the second language curricula and students should be exposed to different English varieties to embrace multilingualism. The third ELT principle argues that the sole use of English in the English classroom is not tenable nowadays since most English contexts are multilingual contexts. Renandya and Widodo (2016) also argue that students' first languages can be used as a useful resource to help them learn English.

The last ELT principle, according to Renandya and Widodo (2016), is that teachers should teach the language features in a manner that is deliberate and systematic such as teaching grammar in context with a focus on functions and linguistic forms. With reference to EFL contexts, Renandya and Widodo (2016) argue that teaching English as a foreign language is challenging due to lacks of limited L2 inputs and outside of the classroom language interaction. As a mastery of the L2 skills is important for becoming an effective language user, teachers should consider all these three ELT principles in their classroom practice.

2.3.3 ELT Today in KSA

In KSA, there has been a lengthy debate over adding English as a foreign language into the academic courses and its related problems over the past decade (Khan, 2011). Khan (2011) conducted a study and highlighted one of the most serious problems Saudi students face is their limited exposure to English in their day-to-day lives resulting in insufficient use of English, due to traditional ways of English language teaching. Khan (2011) reasoned that if Saudi students develop oral fluency skills, they will gain confidence in speaking English outside the classroom. Today, the Saudi government and the educational institutes have collaboratively worked to institutionalise new and modern language teaching approaches that could benefit the students. Among others, flipped classroom is one of the newest and the most modern teaching approaches that some Saudi educational institutes have adopted and adapted today, potentially helping students improve their oral fluency skills (Sajid et. al., 2016).

2.4 The Use of Flipped Classrooms (FC) for Teaching English

2.4.1 The Use of FC for Teaching English in The World

Recently, language educators and practitioners have expressed their preferences for nontraditional methods over traditional approaches worldwide (Arjomandi, Seufert, O'Brien, & Anwar, 2018). Among various nontraditional approaches, flipped classrooms have gained its popularity with an amalgamation of technology, creativity, innovation, and learning (Arjomandi, et. al., 2018). The flipped classroom model originated from Greece, has been widely implemented in many countries, especially in the USA, Australia and Greece more widely (Abdelshaheed, 2017). The principles and rules implemented in the flipped

classrooms reflect Greek's original cultural model of learning. The active learning atmosphere brought about by the flipped classrooms are desirable in every context (Safapour, Kermanshachi, & Taneja, 2019). The flipped classroom model has been accepted in many parts of the world because it supports the contemporary approach of learning and focuses on individual learning rather than learning of the whole group (Safapour, et. al., 2019).

In the USA, Harvard Professor Eric Mazur played a significant role in the development of concepts influencing flipped classrooms through the development of an instructional strategy known as peer instructions. Mazur published a book in 1997 outlining the strategy, entitled *Peer Instruction: A User's Manual*. He found that his approach, which moved information transfer out of the classroom and information assimilation into the classroom, allowed him to facilitate and coach students in their learning more effectively than traditional lectures.

A study by Arens et al. (2018) highlighted the importance of flipped classrooms as an innovative approach for supporting higher education in EFL contexts worldwide. Sharom and Kew (2021) focused on implementing the flipped classroom method in universities in such an EFL context as Malaysia as it offers flexible modes of learning to Malaysian students with the intervention of technology in Malaysian universities. It has been observed that students who learnt in the flipped classroom scored higher in grammar, listening, reading, and writing tests than those studied in non-flipped classrooms. Hence, the flipped classroom model provides students with essential hands-on activities that are important for their growth towards learning a foreign language in Malaysia (Sharom, & Kew, 2021).

2.4.2 The Use of FC for Teaching English in EFL Contexts

With reference to EFL contexts, various studies have recently been conducted to investigate the use of flipped classrooms. For example, in South Korea, Lee and Wallace (2018) spotlighted practical applications of the flipped classroom in the modern world where the learning classroom has shifted towards an individual-based approach, and every individual receives proper care and support from university lecturers in developing their understanding of the foreign language. Lee and Wallace's (2018) conducted a study in a South Korean university where 39 out of 79 participating students were taught using the CLT approach while the remaining 40 students were taught in a flipped classroom. The data were collected

from three major sources of (i) students' performances in achievements tests, (ii) teachers' teaching notes and (iii) students' responses to three surveys. The findings of the study show that the students in the flipped classrooms performed better than those in CLT class. As Lee and Wallace's study focused on students, their performances and their perceptions as reflected from the student survey, whether or not lecturers in those university contexts have positive or negative attitudes towards the use of flipped classrooms is still open for further investigation and interpretation.

In Ecuador, Sánchez Andrade (2021) conducted a study investigating a number of ways to use the flipped classrooms model for improving students' oral fluency, such as surveys, role-plays and dialogues, discussions and conversations, debates, etc. The use of flipped classroom in Ecuador shows a clear increase in students' oral fluency development by allowing more in-class time for speaking activities (Sánchez Andrade, 2021). Although this study focused on students' performances, Ecuadoran lecturers' negative and/or positive perceptions towards the use of flipped classrooms is a subject for further investigation.

2.4.3 The Use of FC for Teaching English in KSA

In the Kingdom of Saudi Arabia (KSA), the introduction of flipped classroom was really a novel idea because Saudi university lecturers were not aware of how to implement flipped classrooms (Abdelshaheed, 2017). The pressure of implementing flipped classrooms was reported to be more on the university lecturers than on students because lecturers need to prepare all the materials for students, including the recording of videos and the search for learning materials and resources. Abdelshaheed (2017) encouraged large universities in KSA to use flipped classrooms to help their students learn English to compete in the global market.

The idea of flipped classrooms has proven to be revolutionary in KSA since it was first introduced in university context where Saudi lecturers were only aware of the traditional learning approaches and the concept of learning with technology was new to them (Abdelshaheed, 2017). The flipped classroom provides ample opportunities for students to study independently on the selected topics using learning technologies such as educational videos (e.g., YouTube) and educational games (e.g., Kahoot). The students can use computers to learn more about a topic through watching educational YouTube videos on the

topic. On the following day, the same topic is discussed in class with students to engage them more actively in the new ideas and educational games such as Kahoot in class.

It has been observed that the flipped classroom has been positively influencing students and university lecturers in KSA (Abdelshaheed, 2017). The results associated with the flipped classroom in learning English have been significant as students who learned English through flipped classroom have shown positive results, mastered English grammar, improved English writing, and English-speaking skills (Wolf et al., 2017). Commenting on the benefits of flipped classrooms, Wolf et al. (2017) demonstrate that English as a foreign language can only be learned through more practical productive activities through in-class activities and more receptive and productive activities through at-home independent studies, both of which can be implemented through flipped classrooms. Out of class exposure to English, thanks to flipped classrooms, has more positive impacts on how students learn English and their oral fluency development than the simple teaching of the language inputs alone (Wolf et al., 2017). KSA's universities have been implementing the flipped classrooms to maximise these impacts (Abdelshaheed, 2017). However, the attitudes or perceptions of Saudi university lecturers towards the use of FC for oral fluency have not yet been researched and are still open for research.

2.5 Teaching Oral Fluency

2.5.1 Teaching Oral Fluency in The World

Oral fluency is one of the most important parts of learning a language, if not the most important part. In English-speaking countries such as Australia, USA, Canada, and UK, oral fluency is vital for immigrants to be able to participate in occupational, academic, and social contexts (Al-Ghamdi, & Al-Bargi, 2017; Derwing, Manimtim, & Thomson, 2010; Rossiter et al., 2010). It can be discouraging for many learners of English who invest time and money in English language learning and do not develop oral fluency (Rossiter et al., 2010). The high demand for using English worldwide in education, business, diplomatic relations, and international dealings make it a necessity to develop high oral fluency in English (Rossiter et al., 2010), not only for immigrants living in English-speaking countries but also for all English learners worldwide.

2.5.2 Teaching Oral Fluency in EFL Contexts

According to Al-Ghamdi and Al-Bargi (2017), in order to design instruction for promoting fluency, learners' oral production must be assessed to determine what aspects of fluency need focused training. This can be done through different types of oral tasks such as dialogues, monologues, structured/unstructured tasks and based on the results, lecturers can design the language instruction that enhances students' oral fluency (Rossiter et al., 2010). The primary goal of most English programs is to improve students' communicative competence through oral fluency development. However, many English language classes in EFL contexts lack focus on the development of oral fluency, though important for communicative language competence development (Al-Ghamdi, & Al-Bargi, 2017; Rossiter et al., 2010).

2.5.3 Teaching Oral Fluency in KSA

In the Kingdom of Saudi Arabia (KSA), by the time Saudi students graduate college, they normally have spent at least 9 years learning English and could demonstrate knowledge of grammar, vocabulary, and reading (Al-Ahdal et al., 2014). However, most of them still demonstrate poor listening and speaking skills and their limited English-speaking accuracy and oral fluency (Al-Ahdal et al., 2014). Saudi students' poor English proficiency levels have raised concerns over the English language education in KSA. The changes in the English teaching approaches in KSA aim to shift its focus from receptive skills and linguistic competence development (e.g., reading comprehension and grammar) towards productive skills and communicative competence development (e.g., writing and speaking) (Al-Ahdal et al., 2014).

In an attempt to help students develop oral fluency competency, the English language teaching in KSA has shifted from traditional grammar-translation approach to non-traditional ones, including the use of flipped classrooms (Al-Ahdal et al., 2014). However, whether flipped classrooms are perceived by Saudi university lecturers to be beneficial for developing their students' oral fluency or not is open for research. This research study thus investigates Saudi university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency.

2.6 A Research Gap revealed: A Lack of Studies on University Lecturers' Perceptions Towards the Use of Flipped Classrooms for Teaching Oral Fluency

The existing literature and reported studies, as revealed from Appendix 4, tend to focus on either students' or researchers' perceptions of the use of flipped classrooms (Chou, Hung, Tsai, & Chang, 2020). Little research has been done on lecturers' perceptions on flipped classrooms for teaching oral fluency, though important. In other words, this reveals a gap in the literature highlighting a lack of studies on university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities; this study thus aimed to narrow this gap.

2.7 Summary of Chapter 2

Throughout this chapter, the relevant literature has been selected and thematically reviewed according to four key themes of (i) traditional and non-traditional language teaching approaches, (ii) contextual background in relation to English language teaching today, (iii) the use of flipped classrooms for teaching English in general, and (iv) teaching oral fluency, which are all relevant for the chosen research focus. A tabulated overview of reviewed studies is provided in Appendix 4. This chapter highlights the differences between the traditional and nontraditional teaching approaches and the benefits of using nontraditional teaching approaches for students learning. It also puts emphasis on the potential benefits of the newest non-traditional approach using flipped classrooms for facilitating students' learning in an active learning environment. This chapter also stresses the importance of oral fluency development as a vital aspect of English language learning across contexts, including KSA. This literature review chapter reveals a research gap and justifies an urgent need for conducting a research on Saudi university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency. This chapter provides a solid foundation of knowledge which will be revisited when discussing the findings of this research in Chapter 5.

3. CHAPTER 3: Research Methodology

3.1 Overview of Chapter 3

Chapter 3 is a research methodology chapter which is organized into five main parts. The first part provides the chapter's overview. The second part considers the existing research methodologies regarding language teaching and learning. The third part of this chapter argues for the chosen qualitative research design to investigate Saudi university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency. The fourth part presents one-on-one semi-structured interviews as the study's chosen instruments for data collection and analyses. This chapter concludes with the fifth part which highlights the methodological limitations of the research and the researcher's efforts made to minimize them.

3.2 Methodological Consideration

The researcher carefully examined the three main types of research methodologies (i.e., qualitative methods, quantitative methods, and mixed research methods) before justifying the final choice of the qualitative method that fits for the purpose of this research which is to investigate Saudi university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency. Appendix 5 provides a list of different aspects of each of the three main types of research methodologies, based on which this Chapter gives more detailed explanations before justifying the chosen qualitative research method for this study. The chosen qualitative research design is hereinafter justified.

3.3 Qualitative Research Design Justification

This research carefully considered different aspects of the qualitative, quantitative, and mixed methods, as shown in Appendix 5, in light of its research aim and question. There are two main reasons why the qualitative research design is the most suitable for this research. First, the aim of this research is to investigate Saudi university lecturers' perceptions towards the

use of flipped classrooms for teaching oral fluency, which demands the qualitative data (Creswell, 2018). This research is qualitative by nature; therefore, a qualitative design could help collect the qualitative data via one-on-one interviews which enable the participating lecturers to freely talk about their thoughts, experiences and feelings towards the use of flipped classrooms for teaching oral fluency, revealing their perceptions without constraints (Creswell, 2018). Second, according to Austin and Sutton (2014), qualitative research helps understand a complex situation, which in this case, is the use of flipped classrooms for teaching oral fluency in Saudi university settings. Despite its limitations, it allows the researcher to get insights into the complexities, as reflected in Saudi university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency.

3.4 Research Participants

To select participants for this study, the researcher considered those university lecturers who have their direct teaching experience in using the flipped classrooms for teaching English and those who know other colleagues with such teaching experience (deMarrais & Lapan, 2003). This research employed the snowball strategy, which according to deMarrais & Lapan (2003), refers to the strategy in which the researcher selected participants who met the pre-determined criteria or who know and recommend others that met the criteria. In this case, a participant is chosen if he or she could meet all the three (03) following criteria of (i) being a Saudi university lecturer of English language for at least one year, (ii) using or knowing about flipped classrooms for teaching English language, and (iii) agreeing to participate voluntarily into this research. Those participants who know other colleagues who could meet those selection criteria are encouraged to recommend the researcher for contacting to invite them to participate in this research. Using those selection criteria, the researcher made a list of twenty-one (21) potential participants for contacting before finally selecting eight (08) English language lecturers from 08 different universities who met those three criteria and consented to participate in this research on a voluntary basis. Out of the twenty-one (21) potential participants, only eight (8) lecturers agreed to voluntarily participate in this research. Given the current COVID-19 situation and being far away from KSA, it is hard to access lecturers to participate in the interviews. The researcher aimed to have as many lecturers as possible, but for practicality reasons, the researcher aimed to interview a minimum of 1 lecturer per university.

3.5 Data Collection Instruments

As mentioned before, a qualitative research design was chosen for this research. For qualitative data collection instruments, this research chose to use interviews to collect data on Saudi university lecturers' perceptions towards the use of flipped classrooms to teach oral fluency. According to Creswell (2018), interviews provide useful information, especially "when participants cannot be directly observed, allowing participants to describe detailed personal information" (p. 218). According to Cohen, Manion, Lawrence, and Morrison (2018), interviews can be seen as a reliable source when interviewees know about, have interest in the interview topics and are willing to provide open and honest answers to the interview questions and sub-questions. However, the use of interviews for data collection was difficult in this research because the use of flipped classrooms in practice in KSA is not so common and finding Saudi participants for interviews posed a real challenge, given the fact that the researcher is based in Australia.

As far as interviews are concerned, there are three main types of interviews, namely, the unstructured interviews, the structured and semi-structured interviews. The unstructured interviews are interviews that have no specific questions and are like casual conversations (Cohen et. al., 2011). Unstructured interviews allow participants to share more information, however, they are time consuming; its unstructured nature of interview questions might not allow the researcher to gather the needed information, and they might produce a large amount of unstructured interview data that are hard to analyze (Cohen et. al., 2011). Unlike unstructured interviews, the structured interviews have more formal interview questions, and their contents are structurally predetermined (Cohen et. al., 2011). Structured interviews are often faster to conduct, larger samples can be obtained, and the researcher can more structurally obtain information from participants, however, participants in structured interviews often have little room for modification (Cohen et. al., 2011).

This research used semi-structured interviews as the main source of data collection because they are the type of interviews with a mixture of both pre-determined interview questions and

follow-up questions, depending on interviewees' responses. Since semi-structured interviews combine both the structured and unstructured styles, they can take full advantages of both. Semi-structured interview questions could ensure the organization and the flexibility in which interviewees are able to freely express their thoughts and ideas, providing answers to the research question (See Section 3.5.2 for further details). Interviewing Saudi university lecturers for their perceptions on the use of flipped classrooms to teach oral fluency can also help answer the research question.

Before twenty-one (21) potential participants were officially contacted for their consent to participate in semi-structured interviews, the ethics approval application was lodged through the Social and Behavioral Research Ethics Committee at Flinders University. It is important to note that the participants' information was anonymous and their responses to the interview questions were all kept confidential, carefully noted and recorded for further transcriptions.

3.5.1 Ethics Approval Consideration

Since the research aim is to investigate Saudi university lecturers' perceptions, it involves human subjects that demands for ethics approval consideration. As soon as the research design is finalized, in consultation with the supervisor, the researcher completed and officially submitted an ethics application to the Social and Behavioral Research Ethics Committee at Flinders University. The research was granted an official ethics approval notice (Project ID: 4508) from the Social and Behavioral Research Ethics Committee at Flinders University on August 9th, 2021 (See Appendix 1).

Once the ethics approval notice was received, the researcher selected and contacted twenty-one (21) potential participants, based on the selection criteria presented earlier in Section 3.4 via email, phone, and WhatsApp which are the most convenient means of communication for both the researcher who was based in Australia and the potential participating lecturers who were all based in Saudi Arabia. The participants were found via Google Scholar search as well as referrals and recommendations from some of the participants.

Notably, in communicating with all the twenty-one (21) potential participants, the researcher provided them with all the key required information about the research, including the rationale of the research, its research aim, research question, data collection process (See Appendix 2), and interview questions/sub-questions (See Appendix7). Participants who consented to participate in this research voluntarily, were free to withdraw from the research at any time. They were also assured and guaranteed that their personal information will be kept confidential and anonymous in the research report. After many attempts to communicate with twenty-one (21) potential participants who met the pre-determined selection criteria, only eight (8) lecturers agreed to voluntarily participate in this research.

3.5.2 Interviews as the Key Data Collection Instrument

After carefully considering all interview types as mentioned in Section 3.5, this research decided to use semi structured interviews which have both closed-ended questions and open-ended questions, both pre-determined interview questions and follow-up ones allowing for more relaxed but somehow formal interview (Cohen et. al., 2011). In this research, semi-structured interview questions give participants freedom to express their ideas and give the researcher the chance to ask for further elaborations in follow-up sub-questions such as how and why questions (Adams, 2015; Cohen et. al., 2011). It is imperative that semi-structured interviews should not be longer than one hour, and it needs good interviewing skills (Cohen et. al., 2011). The researcher developed a set of (7) seven semi-structure interview questions and sub-questions (See Appendix7) which are hereinafter discussed.

3.5.3 The Semi-structured Interview Questions

Being guided by the Conceptual Framework in Chapter 4, the researchers developed a set of interview questions and sub-questions (See Appendix 7) with the aim of gaining insights into the participating lecturers' education backgrounds, their English language teaching beliefs, their knowledge of and experience with flipped classrooms and oral fluency. The researcher also developed a set of open follow-up interview questions and sub-questions to direct the participants' responses to the direction and relevance of the study.

As can be seen from Appendix 7, a set of seven (7) interview questions were designed for this research. While the first two (2) interview questions are to explore the participants' English teaching backgrounds and Saudi students' English speaking challenges, the five (5) remaining ones focus on the participants' beliefs and perceptions with regards to the flipped classrooms approach and its relations to oral fluency development, their perceived benefits and disadvantages of using flipped classrooms for teaching oral fluency. To ensure the validity and reliability of the interview data collection instruments, all the interview questions were first drafted and piloted, in consultation with the supervisor before being revised and finalized for actual interviews. Each one-on-one semi-structured interview was conducted in English language and lasted around 60 minutes.

3.5.4 Piloted Interviews

According to Creswell (2018) a piloted interview is when the researcher conducts a pilot test to the data collection instrument (in this case semi-structured interviews) and makes the necessary changes in the instrument, based on the feedback received from the piloted interview participants. In this research study, the researcher conducted two piloted interviews with two of his critical colleagues who are involved in the field of English language research and teaching because they can provide the researcher with critical feedback on the interview data collection instrument and the actual interview questions/sub-questions.

Based on those piloted interviews the researcher adjusted the data collection instrument according to the piloted interviewees' constructive feedback. For example, some of the feedback was concerned with the flow of the follow-up interview questions and sub-questions. The piloted interviewees suggested that splitting the second interview question (i.e., Interview Question 2) into two sub-questions (i.e., Sub-Question 2.1 and Sub Question 2.2) might help interviewees better understand the interview question (See Appendix 7). By conducting these two piloted interviews, the researcher was able to test the clarity, validity and reliability of the interview questions and make the necessary changes accordingly. The revised and finalized list of interview questions are accessible in Appendix 7.

3.5.5 Recordings and Transcriptions of Conducted Interviews

Audio recordings and transcriptions are important in preserving the interview data from getting lost (Creswell, 2018; Rutakumwa et al., 2020). When conducting the interviews, the researcher made sure that after taking the participants' consent, the interviews were recorded for further transcription to be later used for data analyses. The researcher used the Voice Memos recording app on the phone to keep record of the interview recordings which are vital in generating transcripts and are the best way to ensure rigor and validity in the qualitative research process (Rutakumwa et al., 2020). Following Cohen (2007)' suggestions, the researcher took notes of all the non-verbal language such as, gestures and body language. While the interviews were recorded, the researcher wrote the interviews transcripts using the automatic voice typing feature on Google Docs. The researcher later double checked the automatically typed transcripts before sending them to the interviewees for authentication and confirmation. All interview materials (recordings and transcripts) were saved electronically before deleting the interview recordings from the recording device.

3.6 Analyses of Interviews

3.6.1 Initial Analyses of Data

Once the interviews have been conducted, the researcher had the data in the form of transcripts written from each recorded interview. These transcripts were used by the researcher to organize into sets of data collected from each interview. The transcripts and the separate notes taken by the researcher from the interviews were then thematically analysed and organized into both pre-determined themes, as suggested by the Conceptual Framework in Chapter 4 and emerging themes, as revealed from the actual interviews. These categorized themes were then used by the researcher to make sense of the data in preparation for more comprehensive data analyses.

3.6.2 More Comprehensive Subsequent Analyses of Data

After gaining a general overview from the initial data analyses, the researcher studied the themes carefully to look for relevant answers to the research question. These careful and more comprehensive data analyses helped the researcher find similarities and differences among participating lecturers' perceptions based on their responses to each interview question. These similarities were related to lecturers' perceived benefits of flipped classrooms use for teaching oral fluency. The differences, on the other hand, were related to challenges of using flipped classrooms in teaching oral fluency. For example, one similarity among interviewed lecturers is that they perceived the use of flipped classrooms for teaching oral fluency as beneficial. Also, all participating lecturers believed that flipped classrooms allow their students to study at their own pace and have optimal use of in-class time. However, some of the differences in their responses were, for example, the various types of speaking challenges Saudi students face, including their students' communicative competence, lack of motivation, confidence, or vocabulary.

3.6.3 Interpretation of Analytical Data

After gaining a general idea from the initial data analysis, and the more comprehensive subsequent data analyses, the researcher began to look deeply into each individual set of interview data collected from each participating lecturer. Each data set consists of thematically categorized comments and insights from each interviewed lecturer as well as the researcher's summaries and reflections on his additional notes for further data interpretation. Analytical data was further interpreted in light of the Conceptual Framework developed in Section 4.2. Descriptive analyses of participating lecturers' backgrounds, teaching experiences, teaching contexts, and qualifications, as guided by Concept #1 of the Conceptual Framework (See Section 4.2.1), were provided to help contextualise and make sense of interviewed lecturers' perceptions.

3.7 Methodological Limitations of the Study

This research study has some methodological limitations concerned with the chosen qualitative research design and the small sample of eight (08) participants selected for interviews. Although the sample is not as large as what the researcher originally aimed for (the researcher aimed to interview 15 lecturers), this small number of eight (08) participants could sufficiently help the research project achieve its aim and provide answers to the research questions. The eight sets of rich interview data could help reveal eight interviewed lecturers' perceptions (from eight different Saudi universities) towards their use of flipped classrooms in teaching oral fluency. Though the researcher did not intend to generalize the findings on all English language lecturers' perceptions across all universities in Saudi Arabia, these eight sets of empirical interview data could provide insights into eight Saudi university lecturers' perceptions on the use of flipped classrooms in teaching oral fluency. It also should be noted that the study deals only with lecturers' perceptions and not measure whether the FC approach actually does improve students' oral fluency.

3.8 Summary of Chapter 3

This chapter considered the different research methodological options and justified for the chosen proposed qualitative research design. Despite the methodological limitations, the chosen qualitative design is considered to be the best possible fit for this research because it allows the researcher to gain insights into participating lecturers' perceptions towards the use of flipped classrooms to teach oral fluency, which is the ultimate aim of this research. This chapter also considered the three different types of interviews before justifying the chosen one-on-one semi-structured interviews being the most appropriate interview type to be used for data collection in this study. Despite a small size of only eight (8) participating lecturers from eight Saudi universities, their perceptions as revealed from the eight (8) one-on-one semi-structured interviews could help find answers to the research question with regards to English language lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities.

4. CHAPTER 4: A CONCEPTUAL FRAMEWORK

4.1 Overview of Chapter 4

Since the beginning of this study, the researcher has made efforts to develop a conceptual framework that could guide the conduct of the whole study. The purpose of the conceptual framework is to help the researcher with the design of the interview questions and sub-questions (see Section 3.5.2) and the subsequent data analyses and interpretation to be presented in Chapter 5.

This chapter is structured into five main parts. First, it starts with an overview of the chapter, followed by a presentation of the four chosen key concepts of, namely (i) lecturers' backgrounds, (ii) lecturers' perceptions, (iii) flipped classrooms, and (iv) oral fluency development. Each of these four concepts will be discussed in Section 4.2.1, Section 4.2.2, Section 4.2.3, and Section 4.2.4 respectively. The chapter then concludes by putting all these four concepts together in Section 4.2.5, highlighting the connections among these key concepts relevant for this study on lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency.

4.2 The Conceptual Framework

This conceptual framework consists of four main key concepts, each of which is hereinafter presented.

4.2.1 Concept #1: Lecturers' Backgrounds

It is well acknowledged in the literature that lecturers' backgrounds, including their educational backgrounds and classroom teaching experiences can shed light into their perceptions towards their use of any language teaching and learning approaches (Chou, et. al., 2020). Highlighting the importance of university lecturers' educational background, Stuart and Thurlow (2000) stated that lecturers' educational backgrounds have a substantial

influence on classroom practice since whatever lecturers had been taught in the past would ultimately shape their perspectives on their teaching practices. This thus suggests that university lecturers' educational backgrounds can provide insights into their teaching practices.

Apart from teachers' background, according to Koenen, Spilt, and Kelchtermans (2021), teachers' classroom experiences constituting their backgrounds also shape their perceptions towards what is happening in the classroom. This suggests that to understand participating lecturers' backgrounds, it is necessary to consider both their teaching backgrounds and their classroom experiences. Therefore, a conceptual framework for studying lecturers' perceptions on the use of flipped classrooms must include the important concept of participating lecturers' backgrounds comprising their educational background and classroom experiences. In order to have a good description of participating lecturers' backgrounds, the researcher developed the interview sub-questions to gain insights into interviewed lecturers' educational backgrounds (i.e., English language teaching qualifications) and classroom teaching experiences (i.e., the duration or the number of years of teaching English language) (See Interview sub-questions 1a & 1b in Appendix 7).

4.2.2 Concept #2: Lecturers' Perceptions

As this study spotlights lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency, the concept of lecturers' perceptions needs to be included in the conceptual framework. According Qiong (2017), someone's perceptions are defined as one's way of thinking, noticing and understanding of the world around them. Qiong (2017) also stated that perception in psychology, philosophy and cognitive sciences is defined as the understanding of sensory information and the primary form of one's cognitive contact in relation to their surroundings. In teaching and learning, it is important to understand teachers' perceptions since it shapes their views of language teaching and drives their classroom practices (Koenen, Spilt, and Kelchtermans, 2021).

With reference to university lecturers, Chou et al. (2020) stated that lecturers' perceptions involve their views, beliefs, and experiences that they have gathered over years of studying,

teaching and developing (Chou, et. al., 2020). Similarly, according to Krekovskis (2020), the main components of lecturers' perceptions involve their beliefs, knowledge, and experiences. This study thus employed the concept of lecturers' perceptions involving their beliefs, knowledge and experiences in relation to their use of flipped classrooms for teaching oral fluency (See Interview Questions 2 & 3 in Appendix 7).

4.2.3 Concept #3: Flipped Classrooms

There are many teaching approaches used by teachers in all educational settings. This holds true for English language teaching practices in Saudi Arabia (Khan, 2011; Renandya and Widodo, 2016; Sajid et. al., 2016) (See Section 2.3). The teaching approaches to teaching English can vary from one teacher to another in any teaching context, including Saudi Arabia. The need for understanding what approaches English language lecturers in Saudi universities are using in their classrooms can help the researcher gain insights into the participating lecturers' classroom practices.

This study chose to focus on a non-traditional teaching approach, particularly on the use flipped classrooms since the literature review highlighted their innovative use for teaching English in Saudi Arabia (See Section 2.4). According to Bergmann and Sams (2012), flipped classrooms are an instructional approach in which students are assigned to complete input material and homework prior to class for an optimal use of class time for class discussions, hands-on application of knowledge assignments, and other types of constructive interaction. It was suggested that flipped classrooms referred to their actual use (Abdelshaheed, 2017) and their implications for teaching (Chang, & Goswami, 2011). In addition, Wolf et al. (2017) highlighted the importance of their benefits and challenges. To achieve this research's aim of investigating into English language lecturers' perceptions towards the use of flipped classrooms in Saudi universities, being guided by this Concept of flipped classrooms, this study interviewed participating lecturers for their actual use, implications for teaching, their perceived benefits, challenges and suggested solutions of flipped classrooms for teaching oral fluency.

4.2.4 Concept #4: Oral Fluency

This study also focuses on oral fluency as one of the main speaking challenges facing Saudi students. Khan et al. (2018) believes that exploring students' speaking challenges and teachers' perceptions towards dealing with those challenges can aid in improving the students' English language learning experiences. The main reason for choosing oral fluency to focus on in this study is because it is one of the most important aspects of language learning (Rossiter et al., 2010). Most English programs aim to improve students' communicative competence, especially oral fluency (Rossiter et al., 2010). In addition, most Saudi students seemed to have poor speaking skills and pronunciation due to their limited interaction with English language and the limited English teaching methods currently used in Saudi Arabia (Al-Ahdal et al., 2014) (See Section 2.5).

This research focused on the lecturers' perceived perceptions on their students' oral fluency development struggles and how the use of flipped classrooms might help their students overcome this oral fluency problem (See interview questions 4, 5, and 6 in Appendix 7). In this study, oral fluency is defined as the ability to speak a foreign language easily and effectively, combined with the ability to effortlessly understand others who use this spoken language; oral fluency involves both speaking and pronunciation (Ellis et al., 2019; Nunan, 2003). It is advisable that to develop oral fluency, it is important to practise the target language outside the classrooms (Ellis et al., 2019; Nunan, 2003).

4.2.5 Putting all Four Key Concepts Together

The four concepts mentioned in this chapter are all related to the chosen research focus on lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency. Each concept represents an important aspect of this study's focus. The first concept of lecturers' backgrounds comprising their educational backgrounds and classroom teaching experiences, allowing the researcher to gain insights into lecturers' classroom practices and how they might form their perceptions which are the second chosen concept of this conceptual framework.

The second concept of participating lecturers' perceptions involves their knowledge, views, beliefs, and experiences. The third concept of flipped classrooms involves Saudi lecturers' perceived uses, teaching implications, benefits, challenges and suggested solutions of flipped classrooms. The fourth concept is oral fluency development which involves the out-of-classroom practices of both speaking and pronunciation skills being one of the main speaking challenges facing Saudi students. All four concepts are related to each other because the understanding of lecturers' backgrounds will shed light onto their perceptions on the use of flipped classrooms for teaching oral fluency. This connection among these four key concepts is relevant for investigating lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency.

4.3 Summary of Chapter 4

This chapter (Chapter 4) develops a conceptual framework that involves the four guiding concepts of (i) lecturers' backgrounds consisting of their educational backgrounds and classroom teaching experiences, (ii) lecturers' perceptions involving their knowledge, views, and beliefs (iii) flipped classrooms, particularly its benefits and disadvantages for teaching oral fluency, and (iv) oral fluency development involving the practice of speaking and pronunciation outside classrooms. These four key concepts are all related together and relevant for studying Saudi university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency. This chapter highlighted the importance of this framework and justifies the importance of the guiding framework itself as well as each concept in this framework based on the literature review. This conceptual framework was used to guide the subsequent development of interview questions and sub-questions (see Section 3.5.2.1) and analyses of data which will be presented in the following Chapter 5.

5. CHAPTER 5: DATA ANALYSES & DISCUSSION OF FINDINGS

5.1 Overview of Chapter 5

This chapter analyses the data collected from eight (08) one-on-one semi-structured interviews that the researcher conducted with eight lecturers anonymously coded as Lecturer A, Lecturer B, Lecturer C, Lecturer D, Lecturer E, Lecturer F, Lecturer G, and Lecturer H. These eight participating lecturers from eight (08) different Saudi universities consented to voluntarily participate in the one-on-one semi-structured interviews. In each interview, the researcher asked each participating lecturer the same set of seven (07) interview questions in English language (See Section 3.5.3) in relation to his/her perceptions towards the use of Flipped Classrooms (FC) in teaching Oral Fluency (OF) in their Saudi universities.

This chapter is divided into 4 main parts, first starting with a brief description of the collected interview data. The second part presents the thematical analyses of the interview data relevant for providing answers to the research question. The third part of this chapter presents a summary of the data analyses. The last part discusses the key findings in light of the research question, research aim, and the relevant existing literature.

5.2 A Brief Description of Interviewed Participants

As mentioned in Chapter 3, the researcher originally intended to interview at least 15 Saudi university English lecturers to participate in this research (See Section 3.4). After contacting twenty-one (21) potential Saudi university lecturers, the researcher managed to interview only eight (08) Saudi lecturers who voluntarily agreed to participate in one-on-one semi-structured interviews. The Table below provides a summative description of interviewed lecturers from eight (08) different universities in Saudi Arabia coded as University 1, 2, 3, 4, 5, 6, 7, and 8 (See Appendix 3 for more details).

Table 5.1: A Summative Description of 08 Interviewed Lecturers

Number of Participating Lecturers	Number of Saudi Universities	Gender	Native (N) or Non-native (NN) Lecturers of English	English Education Background	Years of English Teaching Experience
08	08	06 Male 02 Female	01 N 07 NN	03 PhD holders 04 Master degree holders 01 Bachelor degree holder	10 - 25 years

Because of the geographical distance between the interviewees all located in Saudi Arabia and the researcher located in Australia, all 08 interviews were conducted online via Zoom. Notably, the current COVID-19 situation and the geographical distance prevented the researcher from travelling back to Saudi Arabia to conduct these interviews face-to-face. Each one-on-one semi-structured interview was conducted in English language and lasted around 60 minutes.

5.3 Analyses of Interview Data in Response to the Research Question: What are English language lecturers' perceptions towards the use of Flipped classrooms for teaching oral fluency in Saudi universities?

In response to Interview Questions (See Section 3.5.3) which are all relevant for the research question, all the eight (08) participating lecturers shared their perceptions towards the use of flipped classrooms (FC) for teaching oral fluency in his/her respective university. Three main relevant themes revealed from the analyses and syntheses of their responses, namely, (i) oral fluency perceived as the main speaking challenges for Saudi university students, (ii) participating lecturers' perceived benefits of FC use for teaching oral fluency, (iii) participating lecturers' perceived challenges and suggested solutions of using FC for teaching oral fluency. Each of these three themes will be analysed below.

5.3.1 Oral Fluency Perceived as the Main English-Speaking Challenges for Saudi University Students

The analyses of the interview data suggest that all eight (08) interviewed participants perceived their Saudi students' lacks of oral fluency competence as their main speaking challenges, due to their lacks of linguistic and communicative competences and lacks of motivation and self-confidence. Evidence of these perceptions will be presented hereinafter.

As for their Saudi students' lacks of linguistic/grammatical and communicative competences, five (05) interviewed lecturers, namely, Lecturers B, C, F, G, and H perceived that their Saudi students' limited exposure to the English language and lacks of vocabulary are the most serious issues, preventing them from reaching their high levels of oral fluency. For example, with a particular reference to grammatical and socio-linguistic competence, Lecturer A noted:

“When it comes to grammatical competence, most Saudi students find it difficult to produce grammatically good [correct] sentences in addition to their lacks of socio-linguistic competence which focuses on the cultural aspect [of] social interaction.”

Meanwhile Lecturer B refers to his Saudi students' silence in the speaking classroom as a consequence of not having enough vocabulary to participate in the speaking classroom by noting:

“The things that make Saudi students struggle to speak English are their lacks of vocabulary. As they have shortages in their vocabulary, of course, their fears of making mistakes discourage them from participating.”

Lecturer C perceived his Saudi students' lacks of exposure to the English language resulted in their lacks of communicative competence. Lecturer C further suggested that by hiring native speaker teachers, students can be exposed to the language more and they will have a model that they can follow which will [in turn] improve their communicative skills:

“... It's the lack of exposure to the language. Simply hiring native speakers from around the world, from Australia, Canada, ... plays an important factor in exposing students to the target language....”

Another perceived factor affecting Saudi students' oral fluency was related to their lacks of motivation and self-confidence. There was a shared perception among all eight (08)

interviewed lecturers that most of Saudi students lacked self-confidence in speaking the target language (English). All eight interviewed lecturers perceived that their students' shyness and fears of making mistakes have been affecting their students' progress in English-Speaking. A notable evidence of this was when Lecturer C shared the following perception in the interview:

“A lack of self-confidence affects students' progress in speaking the target language which in this case is English. I feel that there is [still] a need amongst many of our students who want to speak perfect English that is mistake-free, until they are taught [to realize] that this need [though legitimate] will actually hinder them from progressing and having higher levels of proficiency.”

Seven interviewed lecturers, specifically, Lectures A, C, D, E, F, G, and H perceived that their Saudi students' lack of motivation prevented them from reaching higher levels of oral fluency. Some lecturers attributed this to their students' lacks of out-of-classroom practice. For example, Lecturer C noted:

“The social context can help with learners' motivation, goals, and proficiency. I would say that probably the biggest area of opportunities for our students, is [to] practice outside of the classroom.”

Lecturer C further explained that the social context referred to the use of English outside of the classroom (e.g., using English while shopping or having a conversation with a friend), which could help boost his students' motivation. He further stated that his students only used English in the classroom while they used the L1 (Arabic) for almost everything outside the classroom, which affected their English oral fluency development.

Other interviewed lecturers attributed this perceived lack of motivation to students' discomfort and anxiety when called upon to speak in class, for example, Lecturer D noted:

“Usually, students don't feel comfortable in the classroom when they are called upon to speak in a large group or even in a small group. Because of their anxiety, they will not be motivated at all, and you will find that they have a lack of interests as a result of that.”

To sum up, all eight interviewed participants perceived the Saudi students' lacks of oral fluency competence as their main speaking challenges, due to their lacks of linguistic and communicative competences and lacks of motivation and self-confidence.

5.3.2 Participating Lecturers' Perceived Benefits of Flipped Classrooms Use for Teaching Oral Fluency

All the eight (08) English language lecturers interviewed in this research project asserted that they have used FC and they all perceived that FC is a beneficial approach to teaching English in general and oral fluency in particular. Three main perceived benefits of using flipped classrooms for teaching oral fluency were shared among all eight participants, namely, (i) FC promoting students' active learning for oral fluency development, (ii) FC increasing cooperation between the students themselves and their lecturers for oral fluency development, and (iii) FC promoting autonomous learning for oral fluency development. Each of these three perceived benefits will be presented hereinafter.

FC promoting students' active learning for oral fluency development

All the eight (08) interviewed lecturers shared a perception that FC use in speaking classes is a smart way to increase students' interaction, thus promoting their active learning for oral fluency development. For example, Lecturer A stated:

"Flipped classrooms increase students' interaction and make students take part in constructing their own learning and developing their oral fluency" (Lecturer A).

This view was also echoed by lecturers B, C, D, E, F, G, and H.

While Lecturer A perceived that the use of FC helped increase his students' interaction, Lecturer B shared his perceptions that it is important for students to understand the instructions of a flipped classroom in speaking classes in order to gain its benefits for improving their oral fluency, by noting:

"I think using flipped classrooms can be hopeful for students, especially, in the speaking classes. As long as the students understand the instructions of flipped classrooms, I think they will improve their fluency and flipped classrooms can be keys to students' learning for their oral fluency development" (Lecturer B).

FC increasing cooperation between the students themselves and their lecturers for oral fluency development

Another perceived benefit of using FC is that they help increase their students' cooperation among themselves and with their teachers. For example, Lecturer A noted:

“Flipped classrooms bring lots of cooperation between the teacher and the students and between the students themselves. Flipped classrooms also encourage students to ask [the lecturer and each other] questions...” (Lecturer A).

This benefit of helping students with their collaborative learning was echoed by the seven remaining lecturers (Lecturer B, C, D, E, F, G & H) who all emphasized the need for learning collaboratively in order to practice their oral fluency.

FC promoting autonomous learning for oral fluency development

All eight (08) interviewed lecturers have mentioned the positive aspects of using FC to promote students' autonomous learning for oral fluency development. FC was perceived to allow students to study at their own pace and in case they cannot come to class, they could still learn to practice oral fluency independently at home, as stated by Lecturer A:

“...and most importantly, unlike traditional teaching approaches, in flipped classrooms when students are absent, they will not miss the opportunity to learn the materials. It also helps them [the students] study at their own pace to practice oral fluency” (Lecturer A).

Regarding the benefits of FC, the participating lecturers highlight three benefits of FC, namely, (i) flipped classrooms promote active learning in teaching oral fluency, (ii) FC increase cooperation between the students themselves and their teacher, and (iii) FC promote autonomous learning. To make full use of all these three main perceived benefits, the participating lecturers placed emphasis on using technological tools/software in the classroom. According to Lecturer A, the use of technology in the classroom makes learning more interesting, enjoyable and fun for the students, thus promoting their active learning. Similarly, Lecture B emphasises the use of different learning software such as, Google Microsoft forms for peer-feedback and YouTube educational videos for English grammar, thus increasing collaborative learning. According to lecturers C, D, G, and H, the use of games in learning English has been proven to be beneficial and enjoyable for students' autonomy in oral fluency development.

5.3.3 Participating Lecturers' Perceived Challenges and Suggested Solutions of Using Flipped Classrooms for Teaching Oral Fluency

As for challenges in implementing flipped classrooms for teaching oral fluency, five (05) out of eight interviewed lecturers, namely, Lecturer A, B, C, D, and H reported three main perceived challenges of FC for teaching oral fluency, namely, (i) their large class size, (ii) their students' limited access to computers and internet connection, and (iii) their students' lacks of commitment to language learning.

Large class size

With reference to the large class size, some of the interviewed lecturers (e.g., Lecturers B, C, and H) reported that in their classes the number of students could be up to 60 or even 80 students in one class. The large number of students in class or the large class size, according to them, is a hindering factor in students' oral fluency improvement, as noted by Lecturer B as follows:

“The number of students in each class plays an important role in students' fluency. You cannot let each student speak individually when the class size is large, this can potentially hinder the students' fluency.”

On a similar note, Lecturer C raised a legitimate concern by saying:

“How could you manage students' oral fluency in a learner- centred class with 80 students, when in reality it should be 15 students?”

To address this challenge, participating Lecturer B recommended that that universities should consider splitting large classes into two or three classes. For example, a class of 60 students should be divided into three classes of 20 students each. However, lecturer B thinks although this might be a good solution, it will require more work for the lecturers having to teach more classes and will require hiring more lecturers to teach those classes. On a similar note, Lecturer C thinks that the problem of having large class size could be avoided by hiring more lecturers which will enable Saudi universities to open more classes.

Students' Limited Access to Computers and Internet Connections

Another challenge, as perceived by Lecturer C was related to his students' limited access to computers and/or the poor internet connection at home. Lecturer C noted:

“I would say equipment and technology access. Some students live in remote villages and until this very day [still] do not have internet at home”.

This challenge was also perceived by Lecturers C, D, and H. In response to this technology-related challenge, Lecturer D suggested that she gave students 15 minutes at the beginning of each 2 hours class to review the content using the university’s internet. In her own words, Lecturer D said:

“I assign 15 minutes inside of the classroom for students to look at the content and connect to the university’s Wi-Fi” (Lecturer D).

Students’ lacks of commitment to language learning

Highlighting their students’ lacks of commitment to foreign language learning as the main perceived challenge in using FC, Lecturer B noted:

“One of the disadvantages of FC is [that] when students come to class, and they have not prepared the pre-class assigned homework. This is their lack of commitment to learning.”

Three other interviewed lecturers (i.e., Lecturers A, C, and H) echoed this challenge and expressed their fear that their students would not benefit from FC if they did not do the work at home and consequently, they would not be ready for in-class discussion or participation. Attempting to address this challenge, Lecturer C recommended using the online tracking tools to the learning content so that he could keep tracks of those students who did not engage in the pre-class learning materials.

“At University [i.e., University 3], we have Blackboard. In Blackboard you can post the content and you can add tracking tools so that whenever a student clicks on the link you’ll know” (Lecturer C).

To sum up, interviewed lecturers highlighted three (03) challenges and suggested solutions of using flipped classrooms for teaching oral fluency, namely, (i) large class size which some interviewed lecturers addressed this by suggesting splitting large classes into 2 or more small classes, (ii) the technology use and limited access to internet which interviewed lecturers suggested allowing students some time at the start of the class to engage and view the content using the university’s internet and computers , and (iii) students’ lacks of commitment to language learning which some lecturers suggested using online tracking tools to track students’ engagement with the class online content.

5.4 A Summary of Major Findings from Data Analyses

To sum up, overall, all the 8 participating lecturers confirmed their students' lacks of oral fluency as their main speaking challenges and perceived the use of flipped classrooms for teaching oral fluency as beneficial, though challenging. They all shared their three main perceived benefits while highlighting three main challenges in implementing flipped classrooms for teaching oral fluency. Three main perceived benefits of using flipped classrooms for teaching oral fluency, according to eight interviewed lecturers, were (i) FC promoting active learning, (ii) FC increasing cooperation between the students themselves and their lecturers, and (iii) FC promoting autonomous learning. However, three main perceived challenges were namely, (i) large class size, (ii) students' lack of access to computers and the internet connection, and (iii) students' lacks of commitment to foreign language learning. Attempts to address these three challenges were also made by the participating lecturers who emphasised splitting large classes into 2 or more small classes, allowing students some time at the start of the class to engage and view the content using the university's internet and computers, and using online tracking tools to track students' engagement with the class online content. For more details (See Section 5.3.3).

5.5 Discussion of Findings

5.5.1 Discussion of Key Findings Considering the Research Aims and Question

The aim of this research project (see Section 1.5.1) was to investigate into English language lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities. In order to achieve this aim, through eight (08) one-on-one semi-structured interviews, using the same set of seven semi-structured interview questions and sub-questions (See Section 3.5.3), the researcher sought answers to the research question as to what are English language university lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities.

Responses from eight (8) participating lecturers revealed their mixed perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities. All the eight (8)

interviewed lecturers perceived the use of flipped classrooms as being beneficial for teaching their students oral fluency (See section 5.3.2). Their three main perceived benefits are (i) FC promoting active learning, (ii) FC increasing cooperation between the students themselves and their lecturers, and (iii) FC promoting autonomous learning. However, their three main perceived challenges of the use of flipped classrooms for teaching oral fluency in Saudi universities fell into three main categories; namely, (i) large class size, (ii) students' limited access to computers and internet connections, and (iii) students' lacks of commitment to language learning.

5.5.2 Discussion of Key Findings in Light of the Literature Review

The three following sub-sections discuss the findings in light of the literature review and are structured into (i) benefits of using FC for teaching oral fluency, (ii) challenges of using FC for teaching oral fluency, and (iii) key factors impacting the use of FC for teaching oral fluency

5.5.2.1 Benefits of Using FC for Teaching Oral Fluency

This research's findings, in relation to the three main perceived benefits of using FC for teaching oral fluency are consistent with the findings revealed from the recent literature review (e.g., Arslan, 2020; Ellis et al., 2019; Hismanoglu, 2011). For example, Arslan (2020) highlighted the importance of flipped classrooms in promoting autonomous learning, while Ellis et al. (2019) referred to the development of students' communicative competence and cooperative learning as the main benefits of FC. Interestingly, the findings of the study also revealed that all eight participating lecturers have made full use of these three main perceived benefits in similar ways by using technology in the classroom, particularly through educational videos, games, videogames, and/or technological software such as Google Forms which are well acknowledged and recommended in the literature (e.g, Abdelshaheed, 2017; Renandya and Widodo, 2016).

5.5.2.2 Challenges of Using FC for Teaching Oral Fluency

In addition, the three challenges in using FC for teaching oral fluency, as perceived by the eight (08) participating lecturers, are not fully consistent with the challenges revealed from the literature review. While the perceived challenge in relation to students' limited access to computers and internet connection confirmed what was reported in the literature (Sánchez Andrade, 2021), the two remaining perceived challenges of the large class size and students' lacks of commitment to foreign language learning are new and can be seen as a new contribution to the available literature on the use of flipped classrooms for teaching oral fluency. From the researcher's observation, these perceived challenges are also true in other Saudi university contexts as well. These challenges might also be applicable to different EFL/ESL contexts in the Arabic region and beyond where the availability of computers/tablets, the access to computers and internet connection and students' commitment to foreign language learning have been reportedly limited.

5.5.2.3 Key Factors Impacting the Use of FC for Teaching Oral Fluency

Notably, the participating lecturers' perceived benefits and challenges, as revealed from this research, are all related to the three main factors impacting the use of FC for teaching oral fluency, as discussed in the current literature, namely, the contextual factors, technological factors and pedagogical factors. While the three main perceived benefits of using FC for teaching oral fluency are related to the pedagogical factors, the perceived challenges are concerned with the contextual and technological factors. Each of these three factors are discussed hereinafter in light of the literature review, first starting with contextual factors.

Contextual Factors

The challenges, as perceived by participating lecturers in this study highlighted that such contextual factors as the large size class, students' lacks of commitment to English language learning and their remote residential areas and poor living conditions posed a real challenge for implementing FC to teach oral fluency. The impacts of contextual factors on the use of flipped classrooms were discussed in the reviewed literature (e.g., Bax, 2003; Renandya &

Widodo, 2016; Safapour, et. al., 2019). According to Bax (2003), the dominance of any new pedagogical approach to language teaching (e.g., CLT) has resulted in the disregard of one important part of language teaching, namely the context in which it occurs. Bax (2003) argues that the teaching context is the heart and soul of language teaching, and reminded language educators and researchers of its importance and the need to pay attention to it. The findings of the study, in relation to the perceived challenges in relation to such contextual factors as the large class size and Saudi students' lacks of commitment to English language learning, echoed Bax' important reminder.

Technological factors

The participating lecturers' perceived challenges in relation to their students' limited access to computers and internet connections highlighted the importance of the technological factors impacting the use of FC for teaching English, in this case, oral fluency development. The technological impacts on the use of flipped learning were well discussed in the literature (e.g., Afshari, Bakar, Luan, Samah, & Fooi, 2009; Renandya & Widodo, 2016; Sánchez Andrade, 2021). For example, according to Afshari et al. (2009), educational opportunities are expanding with the teachers' and students' effective use of technology. To ensure such effective use of technology in flipped classrooms, Scherer, Tondeur, Siddiq, and Baran (2018) highlighted the students' abilities to access computers and good quality internet connections as a prerequisite for successful implementation of flipped classrooms.

Pedagogical Factors

The findings of this study, in relation to the three perceived benefits of using flipped classrooms for teaching oral fluency, has led the researcher to discuss another important factor, if not the most important one which is the pedagogical factor. Pedagogically, it is important for any language teaching approaches to promote students' active learning, collaborative learning and autonomous learning which are the three main benefits of flipped classrooms for teaching oral fluency, as perceived by the eight participating lecturers in this study. The importance of pedagogical factors for advancing and improving students' language teaching and learning experiences is well acknowledged in the literature (e.g.,

Brown, 2014; Johnson & Golombek, 2020). ‘Pedagogy comes first’ has been advocated by educators, language program administrators and teachers (Johnson & Golombek, 2020). In addition, the emergence of new technologies cannot replace the teachers but teachers who use technology might replace those who do not, as noted by the interviewed Lecturer C:

“Technology is a very effective tool in the classroom. However, technology will not replace teachers. Teachers who use technology will replace teachers who do not”

5.6 Summary of Chapter 5

This chapter presented the analyses of the data collected from eight (8) one-on-one semi-structured interviews with eight (8) Saudi lecturers from eight (8) different Saudi universities who consented to voluntarily participate in the interviews. This chapter presented a brief description of the interviewed participants, followed by the interview data analyses which were thematically organized into three main themes of (i) oral fluency perceived as the main speaking challenges for Saudi university students, (ii) participating lecturers’ perceived benefits of FC use for teaching oral fluency, and (iii) participating lecturers’ perceived challenges and suggested solutions to using FC for teaching oral fluency.

This chapter highlighted the three main perceived benefits of (i) FC promoting active learning in teaching oral fluency, (ii) FC increasing cooperation between the students themselves and their teacher, and (iii) FC promoting autonomous learning. However, there were three perceived challenges facing the participating lecturers in using flipped classrooms for teaching oral fluency in Saudi universities, which are large class size, students’ limited access to computers and internet connections, and students’ lacks of commitment to foreign language learning.

This chapter concluded with a discussion of these findings, considering its research aim and questions and the relevant literature review highlighting the three key factors (i.e., contextual factors, technological factors, and pedagogical factors) impacting the use of flipped classrooms for teaching oral fluency. Based on these findings and discussions, the following chapter (Chapter 6) will make some recommendations for key stakeholders and conclude the study.

6. CHAPTER 6: RECOMMENDATIONS AND CONCLUSION

6.1 Overview of Chapter 6

This chapter provides some practical recommendations for the key stakeholders of Saudi universities' English language programs, including university lecturers, program administrators and their English language students who are all the beneficiaries of this research. This chapter also highlights the limitations and significance of this research study and offers the implications for further research and teaching practices. Finally, this chapter concludes with the remarks and a summary of this chapter.

6.2 Recommendations for Key Stakeholders -Where to from here?

This research study provides some practical recommendations for three relevant groups of key stakeholders in relation to the use of flipped classrooms for teaching oral fluency in Saudi university contexts. The first group of stakeholders is the Saudi universities' English language lecturers who are the key decision makers and implementers for the use of flipped classrooms to teach oral fluency in their classes. The second group of stakeholders are the Saudi universities' English language programs administrators who support and facilitate Saudi lecturers' use of flipped classrooms for teaching oral fluency. The third group of stakeholders are the Saudi university English language students who are the direct beneficiaries of this research.

6.2.1 Recommendations for Saudi Universities' English Language Lecturers

Given the perceived benefits of using flipped classrooms for teaching oral fluency, this study attempts to make three (03) practical recommendations for Saudi university lecturers of English language. First, it is highly recommended that Saudi university lecturers should learn to make an effective use of technology in flipped classrooms by using the available Software (e.g., Google Microsoft), Websites (e.g., Khan Academy), and Applications (e.g., Duolingo) for English learning. This recommendation was supported by Lecturers B, C, D, G, and H who highlighted that these technological tools could enhance students' language learning experiences and provide them with more active learning classrooms, increased collaborative learning, more autonomous learning and optimal uses of class time. This recommendation is also well supported in the literature (e.g., Abdelshaheed, 2017; Renandya & Widodo, 2016).

Another recommendation is that Saudi lecturers should consider applying tracking tools (e.g., Google Classroom, Zoom Reports, Blackboard) to their online materials to ensure students' engagement with the learning content. As mentioned in Lecturer C's interview, at University 3, they have been using the tracking tools on the Blackboard to ensure students' engagement with the content posted online. By adding tracking tools to online content, lecturers can minimize the disadvantages of students' engagement with the class materials. Lecturers can engage with students who do not access the online materials prior to class and encourage them to make use of the online materials (Lecturer C). This recommendation on applying the tracking tools is also well supported by the literature highlighting the importance of keeping tracks of students' learning in flipped classrooms (e.g., Sánchez Andrade, 2021).

Finally, it is highly recommended that lecturers should make full use of the three main perceived benefits of flipped classrooms for teaching oral fluency, as revealed from the findings of this study. Lecturers should make efforts to explore ways to use flipped classrooms in such a way that could promote active learning, collaborative and autonomous learning. In addition, lecturers should pay attention to teaching vocabulary in FC in order to enhance students' vocabulary knowledge which is crucial for oral fluency development. As mentioned in Lecturers B, F, and H's interviews, students lack of vocabulary knowledge affect their confidence to speak and their motivation to learn to speak fluently. Teaching vocabulary in flipped classrooms can thus help students improve their oral fluency skills and their motivation to speak and practice English speaking. This recommendation is also well advocated by Al-Ahdal et al. (2014) and Khan (2011).

These three recommendations of (i) making an effective use of available technologies in FC, (ii) applying tracking tools to online learning contents to ensure students' engagement, and (iii) maximizing the three main benefits of FC plus teaching vocabulary to improve students' oral fluency skills were significant for Saudi university lecturers of English. If well taken, these recommendations can potentially help improve the use of flipped classrooms for teaching oral fluency in Saudi universities.

6.2.2 Recommendations for Saudi Universities' English Language Programs

Administrators

Large class sizes are one of the key concerns raised by all interviewed lecturers. Evidence of this concern can be seen in lecturers' responses (Lecturers B, C, and H) discussed in Chapter 5 (See Section 5.5.2.1). The higher the number of students in the classroom, the harder it is for the lecturer to implement flipped classrooms and ensure all students have the opportunity to participate and receive individual feedback on their classroom participation from their teachers (as perceived by Lecturers B, C, and H). The Saudi universities' English language programs administrators and the Saudi Ministry of Education should address this concern and find ways to solve this problem by reducing the class size.

It is recommended that to facilitate the better use of flipped classrooms for teaching oral fluency, the number of students in English classes should be kept under 15 students to maximise students' learning and allow them to practice English in class and receive individual feedback from the teacher (Aoumeur, 2017). However, keeping the smaller number of students in each class under 15 will lead to a higher number of classes and the need for employing more lecturers to teach more classes; this may pose a challenge for the Saudi Ministry of Education to consider/address. This recommendation echoes Alharbi (2015) who earlier suggested that reforming of higher education policies must include classroom and school re-structuring which is crucial for the success of second language teaching and learning.

6.2.3 Recommendations for Saudi Universities' English Language Students

This research study also provides recommendations for Saudi university English language learners. The success of flipped classrooms depends on students' self-discipline, their autonomous and collaborative learning with prior to class materials (See Section 1.2.5 for further details). It is thus recommended that students should invest time strategically before coming to class into self-studying and engaging in these self-study materials that cover the course content. Lecturers can also support and encourage students' autonomous and collaborative learning by establishing online discussion forms that allow students to self-study before posting questions and interacting with their peers and lecturers while engaging in the learning materials at home before class. In doing so, in-class time will be maximized for practice to further advance their active and collaborative learning. Supporting evidence of

this recommendation can be seen in interviewed lecturers' responses presented and discussed in Chapter 5 (See section 5.3.4). In addition, many other researchers and scholars (e.g., Brown, 2014; Nunan, 2003) have highlighted the importance of autonomous and collaborative learning emphasising the necessity for students to take responsibility for their own learning.

6.3 Limitations of the Study

Like any other studies, this research study has its own constraints and limitations despite the researcher' efforts to minimize them. First, the scope of this research study is limited due to its limited time. This research was conducted within 9 months only, including weeks of contacting potential participants to find suitable participants for the research study and completing the ethics approval before the actual conduct of the eight one-on-one semi-structured interviews.

Second, the scope of the literature reviewed for this research study was limited to the focused guiding review question on the use of flipped classrooms for teaching English language and oral fluency in Saudi universities. The reviewed studies were limited to those published over the past two decades, from Year 2010 to late 2021 when this thesis was published.

Third, the chosen qualitative research design used for this research study placed some methodological limitations using one-on-one semi-structured interviews as the only data collection instrument for this study.

Last but not least, this study was conducted by one single researcher with a small sample of only eight Saudi universities lecturers who voluntarily interviewed and could not represent all Saudi universities lecturers' perceptions. The findings of the study could thus not be generalized, due to these constraints. It also should be noted that the study deals only with lecturers' perceptions and not measure whether the FC approach actually does improve students' oral fluency.

6.4 Significance of the Study

Despite the limitations of this research study, it has its significance for its contribution to both the literature and English language teaching practice. This empirical research makes significant contribution to the current literature on the use of flipped classrooms for teaching

oral fluency in Saudi universities; its findings are well supported by the empirical interview data from participating lecturers about their perceptions on using flipped classrooms for teaching oral fluency in the Saudi university contexts. This study helps narrow the gap in the literature which seemed to focus on using flipped classrooms for teaching Science, Technology Engineering, and Mathematics (STEM) and English writing and vocabulary.

As for English language teaching practice, this research's findings help inform Saudi universities lecturers with their peers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities. Having insights of other peer lecturers' perceived benefits of using flipped classrooms for teaching oral fluency in Saudi universities could help the lecturers build their confidence in using flipped classrooms for teaching oral fluency. This research also made attempts to offer practical recommendations for not only Saudi university lecturers and Saudi program administrators but also Saudi university students who are the main beneficiaries of the research. These recommendations are also well supported with the existing literature and the empirical data analytical findings of this study.

6.5 Implications of the Study

6.5.1 Implications for Further Research

Further research into English language lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities could benefit more from a broader scope of the research including other English teaching contexts such as primary, middle, and high schools in Saudi Arabia and other educational contexts in the Arabic countries. Also, further research into perceptions of other key stakeholders (e.g., students, program designers, program administrators) towards flipped classrooms for teaching English in general and for teaching oral fluency in particular, could provide a more holistic picture.

In addition, the research methodology can be expanded by using other qualitative data collection instruments such as classroom observations and samples of students' work. Also, the complementary use of quantitative data instruments such as tests (e.g., pre and post flipped classrooms tests) could be considered to supplement the qualitative data. In addition, involving more than one researcher in national and international collaborative research

projects could help expand the scope of the research, produce more insights and even facilitate comparative studies across contexts. Finally, further research can be done on the use of flipped classrooms for language skills other than oral fluency (e.g., written fluency, learning vocabulary, and learning grammar) to further advance and strengthen the use of flipped classrooms for teaching English language skills.

6.5.2 Implications for Further Teaching Practices

The exploration of the positively perceived use of flipped classrooms for teaching oral fluency in the eight Saudi universities represented by the eight interviewed lecturers may be useful for lecturers contemplating what approaches can help their students' oral fluency development. This research may provide them with insights into their peer lecturers' perceived benefits and potential challenges of implementing flipped classrooms for teaching oral fluency. Such insights could help them reflect on their own perceptions on the possible use of flipped classrooms for teaching oral fluency in their own university contexts. For further English language teaching practices, Saudi university English language lecturers need to consider the practical implications of flipped classrooms use for teaching oral fluency in light of their own teaching contexts and whether this teaching approach will suit both their students' needs and their own teaching styles (e.g., Daniel, 2020; Emaliana, 2017).

6.6 Summary of Chapter 6 and Concluding Remarks

This chapter has made some practical recommendations for three groups of key stakeholders of Saudi universities' English language programs, namely, (i) university lecturers, (ii) program administrators, and (iii) their English language students who are all the key beneficiaries of this research. These recommendations, well supported with empirical interview data and the relevant literature review, can potentially boost Saudi universities lecturers' confidence in using flipped classrooms for teaching English in general, and teaching oral fluency in particular. This chapter also highlighted the limitations and significance of this research study, and the implications for further research and practice.

In conclusion, by conducting eight (08) one-on-one semi-structured interviews and thematically analyzing the interview data, this study achieved its aim which was to investigate English language lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities. Analyzing the empirical data collected from

interviews with eight Saudi universities' lecturers, this study provided answers to the research question as to what English language lecturers' perceptions are towards the use of flipped classrooms for teaching oral fluency in Saudi universities.

The findings of the study revealed participating Saudi lecturers' mixed perceptions, as revealed from their three main benefits and three main challenges of using flipped classrooms for teaching oral fluency. The findings suggested the three main perceived benefits of (i) FC promoting active learning in teaching oral fluency, (ii) FC increasing cooperation between the students themselves and their teacher, and (iii) FC promoting autonomous learning. This study also highlighted three main perceived challenges facing the participating lecturers in using flipped classrooms for teaching oral fluency in Saudi universities, which are large class size, students' limited access to computers and internet connections, and students' lacks of commitment to foreign language learning. Based on these findings, this study also made practical recommendations for three groups of stakeholders, namely, the Saudi universities' English language lecturers, and the Saudi university English language students who are the direct beneficiaries of this research.

Despite its limitations and constraints, the findings of this research study make a significant contribution to the literature as well as the English language teaching practices which can hopefully help Saudi lecturers make the best uses of flipped classrooms to better teach their students with their development of oral fluency and other language skills in university contexts in Saudi Arabia and beyond.

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9 August 2021



HUMAN ETHICS LOW RISK PANEL APPROVAL NOTICE

Dear Dr. Mai Ngo,

The below proposed project has been **approved** on the basis of the information contained in the application and its attachments.

Project No: 4508
Project Title: English Language Lecturers' Perceptions Towards the Use of Flipped Classrooms for Teaching Oral Fluency in Saudi Universities.
Primary Researcher: Dr. Mai Ngo
Approval Date: 09/08/2021
Expiry Date: 31/12/2021

***Please note:** Due to the current COVID-19 situation, researchers are strongly advised to develop a research design that aligns with the University's COVID-19 research protocol involving human studies. Where possible, avoid face-to-face testing and consider rescheduling face-to-face testing or undertaking alternative distance/online data or interview collection means. For further information, please go to <https://staff.flinders.edu.au/coronavirus-information/research-updates>.*

RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

Participant Documentation .1

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

- all participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above mentioned errors.
- the Flinders University logo is included on all participant documentation (e.g., letters of Introduction, information Sheets, consent forms, debriefing information and questionnaires – with the exception of purchased research tools) and the current Flinders University letterhead is included in the header of all letters of introduction. The Flinders University international logo/letterhead should be used and documentation should contain international dialing codes for all telephone and fax numbers listed for all research to be conducted overseas.

2. ANNUAL PROGRESS / FINAL REPORTS

In order to comply with the monitoring requirements of the *National Statement on Ethical Conduct in Human Research 2007 (updated 2018)* an annual progress report must be submitted each year on the approval anniversary date for the duration of the ethics approval using the HREC Annual/Final Report Form available online via the ResearchNow Ethics & Biosafety system.

Please note that no data collection can be undertaken after the ethics approval expiry date listed at the top of this notice. If data is collected after expiry, it will not be covered in terms of ethics. It is the responsibility of the researcher to ensure that annual progress reports are submitted on time; and that no data is collected after ethics has expired.

If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately. If ethics approval for your project expires please either submit (1) a final report; or (2) an extension of time request (using the HREC Modification Form).

For student projects, the Low Risk Panel recommends that current ethics approval is maintained until a student's thesis has been submitted, assessed and finalised. This is to protect the student in the event that reviewers recommend that additional data be collected from participants.

3. MODIFICATIONS TO PROJECT

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such proposed changes /

modifications include:

- change of project title;
- change to research team (e.g., additions, removals, researchers and supervisors)
- changes to research objectives;
- changes to research protocol;
- changes to participant recruitment methods;
- changes / additions to source(s) of participants;
- changes of procedures used to seek informed consent;
- changes to reimbursements provided to participants;
- changes to information / documents to be given to potential participants;
- changes to research tools (e.g., survey, interview questions, focus group questions etc);
- extensions of time (i.e. to extend the period of ethics approval past current expiry date).

To notify the Committee of any proposed modifications to the project please submit a Modification Request Form available online via the ResearchNow Ethics & Biosafety system. Please note that extension of time requests should be submitted prior to the Ethics Approval Expiry Date listed on this notice.

4. ADVERSE EVENTS AND/OR COMPLAINTS

Researchers should advise the Executive Officer of the Human Research Ethics Committee on at human.researchethics@flinders.edu.au immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that effects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.

Yours sincerely,

Hendryk Flaegel *on*

behalf of

Human Ethics Low Risk Panel Research
Development and Support
human.researchethics@flinders.edu.au

Flinders University
Sturt Road, Bedford Park, South Australia, 5042 GPO
Box 2100, Adelaide, South Australia, 5001

http://www.flinders.edu.au/research/researcher-support/ebi/human-ethics/human-ethics_home.cfm

ResearchNow
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Proactively supporting our Research

Appendix 2 Participant Information Sheet and Consent Form

Title: ‘English Language Lecturers’ Perceptions Towards the Use of Flipped Classrooms for Teaching Oral Fluency in Saudi Universities.

Chief Investigator

Dr. Mai Ngo
College of Humanities, Arts and Social Sciences
Flinders University
Tel: +61882013086

Supervisor

Dr. Mai Ngo
College of Humanities, Arts and Social Sciences
Flinders University
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My name is Nwehedh Saeed A Al Nwehedh and I am a Flinders University Masters student. I am undertaking this research as part of my degree. For further information, you are more than welcome to contact my supervisor. Her details are listed above.

Description of the study

This project will investigate the English language lecturers’ perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities. This project is supported by Flinders University, College of Humanities, Arts and Social Sciences.

Purpose of the study

This project aims to find out more about English language lecturers’ perceptions towards the use of Flipped Classrooms for teaching oral fluency in Saudi universities. Investigating lecturers’ perceptions towards using flipped classrooms in order to teach oral fluency could help better understand the use of flipped classrooms and whether flipped classrooms can help improve Saudi students’ oral fluency.

Benefits of the study

The sharing of your experiences will help to better understand the perceptions of Saudi universities lecturers towards the use of flipped classrooms for teaching oral fluency. Understanding lectures’

perceptions helps researchers study the benefits of using flipped classrooms in teaching oral fluency in the Saudi English as Foreign Language context. By getting a deeper understanding of this teaching model, other language lecturers/teachers and researchers could study and improve the flipped classrooms model of teaching and learning and understand whether it could help improve students' oral fluency.

Participant involvement and potential risks

If you agree to participate in the research study, you will be asked to:

- participate on 3 x 20 minutes one-on-one interviews with a researcher that will be audio recorded
- respond to questions regarding your views about Flipped Classrooms and Saudi students' oral fluency
- respond to questions regarding your background in teaching English
- respond to questions regarding your beliefs with regards to effective second language learning and teaching
- respond to questions regarding your Flipped Classrooms model of learning and teaching
- respond to questions regarding your views about speaking struggles Saudi students encounter
- respond to questions regarding your views about Saudi students' oral fluency
- respond to questions regarding your views about the benefits and disadvantages of using flipped classrooms with regards to oral fluency improvement

The interview will take about 60 minutes divided into 3 x 20 minutes interviews conducted based on your convenient time and participation is entirely voluntary.

The researcher does not expect the questions to cause any harm or discomfort to you. However, if you experience feelings of distress as a result of participation in this study, please let the research team know immediately.

Withdrawal Rights

You may, without any penalty, decline to take part in this research study. If you decide to take part and later change your mind, you may, without any penalty, withdraw at any time without providing an explanation. To withdraw, please contact the Chief Investigator or you may just refuse to answer any questions. Any data collected up to the point of your withdrawal will be securely destroyed.

Confidentiality and Privacy

Only researchers listed on this form have access to the individual information provided by you. Privacy and confidentiality will be assured at all times. The research outcomes may be presented at conferences, written up for publication or used for other research purposes as described in this information form. However, the privacy and confidentiality of individuals will be protected at all times. You will not be named, and your individual information will not be identifiable in any research products without your explicit consent.

No data, including identifiable, non-identifiable and de-identified datasets, will be shared or used in future research projects without your explicit consent.

Data Storage

The information collected may be stored securely on a password protected computer and/or Flinders University server throughout the study. Any identifiable data will be de-identified for data storage purposes unless indicated otherwise. All data will be securely transferred to and stored at Flinders

University for five years, after publication of the results. Following the required data storage period, all data will be securely destroyed according to university protocols.

How will I receive feedback?

On project completion, a short summary of the outcomes will be provided to all participants via email or published on Flinders University's website.

Ethics Committee Approval

The project has been approved by Flinders University's Human Research Ethics Committee (**Project ID: 4508**).

Queries and Concerns

Queries or concerns regarding the research can be directed to the research team. If you have any complaints or reservations about the ethical conduct of this study, you may contact the Flinders University's Research Ethics & Compliance Office team via telephone 08 8201 2543 or email human.researchethics@flinders.edu.au.

Thank you for taking the time to read this information sheet which is yours to keep. If you accept our invitation to be involved, please sign the enclosed Consent Form.

CONSENT FORM

Consent Statement

- I have read and understood the information about the research, and I understand I am being asked to provide informed consent to participate in this research study. I understand that I can contact the research team if I have further questions about this research study.
- I am not aware of any condition that would prevent my participation, and I agree to participate in this project.
- I understand that I am free to withdraw at any time during the study.
- I understand that I can contact Flinders University's Research Ethics & Compliance Office if I have any complaints or reservations about the ethical conduct of this study.
- I understand that my involvement is confidential, and that the information collected may be published. I understand that I will not be identified in any research products.

I further consent to:

- participating in an interview
- having my information audio recorded

Signed:

Name:

Date:

Appendix 3: A Detailed Description of All 08 Participating Lecturers

Consented Participating Lecturers	Saudi Universities	Gender	Native or Non-native speaker of English	English Education Background	Years of English Teaching Experience
Lecturer A	University 1	Male	Non-Native	PhD in Applied linguistics	10 years
Lecturer B	University 2	Male	Non-Native	PhD in Theoretical Linguistics	15 Years
Lecturer C	University 3	Male	Native	Master's in applied Linguistics	13 Years
Lecturer D	University 4	Female	Non-Native	Masters in Comparative Literature	24 Years
Lecturer E	University 5	Female	Non-Native	PhD in TESL	20 Years
Lecturer F	University 6	Male	Non-Native	Master's in applied Linguistics	10 Years
Lecturer G	University 7	Male	Non-Native	Bachelor's in English	13 Years
Lecturer H	University 8	Male	Non-Native	Master's In TESOL and Applied Linguistics	13 Years

Appendix 4: A Tabulated Review of Relevant Studies

General Overarching Themes of Relevant Studies	Specific Sub-Themes in Focus	Authors and Publishing Date	Research Aims/Objectives & Questions	Language Teaching Theories/Hypotheses/Methods in Focus	Findings/Conclusion	Relevance for this Proposed Research Project
Theme #1 Traditional Language Teaching Approach and Nontraditional Language teaching Approach	Implementation Of Non-Traditional Methods	Djumabaeva, & Jalolova (2021)	To discuss the issue of improving the quality of foreign language teaching through the introduction of non-traditional teaching methods	The effectiveness of nontraditional teaching approaches	the importance of an innovative approach to improving the quality of education	This study helps the researcher understand the benefits of implementing nontraditional teaching approaches
	Traditional language teaching theory	Xia (2014)	Traditional language teaching through the grammar-translation method	Traditional language theory promotes a grammar-translation approach	Language teaching theory should be evolved	Traditional language teaching through new approaches is a bit slow. In KSA this is the approach used in teaching English. Shows the problems faced by students.
	Content-based learning through nontraditional learning	Lyster (2011)	Content-based learning to be a part of academic learning	The nontraditional language teaching approach is followed through content-based learning	Nontraditional language teaching should become a separate curriculum	to differentiate between traditional and nontraditional teaching approaches

	Task-based practice	Ellis et al. (2019)	Task-based teaching should be established	Task-based learning correlates with language theory	Nontraditional language teaching is more practical than traditional language teaching	Task-based language teaching emphasizes better outcomes for students. Sheds the light on new approaches like flipped classrooms.
	Audiolingualism approach	Richards & Rodgers (2014)	Nontraditional language teaching approaches	Audiolingualism language theory asserts the effectiveness of nontraditional language teaching	Nontraditional language teaching is more flexible and reliable	Nontraditional language teaching through audiolingualism helps in early language learning. Flipped classrooms relies on pre recorded lectures. This guides the research.
Theme # 2 English Language Teaching Today	Task-based language teaching	Hismanoglu (2011)	Task-based language teaching is a powerful learning approach	Task-based language teaching limits challenges while learning another language.	Task-based learning promotes diversity and exposure	The relevance of this to the research is task-based learning supports flipped classrooms and can help students develop oral fluency

	Communicative language teaching	Nguyen (2010)	Computer-mediated collaborative learning	Use of sociocultural theory in implementation of EFL context	Communicative language teaching is feasible and provides proficiency	Used as an explanation to the use of Use of sociocultural theory in EFL contexts
	Communicative focused instructions	Chang & Goswami (2011)	Communicative focused instructions as a method of EFL learning	In the EFL context, communicative focused instructions provide a medium to learn	Communicative focused instructions speed up the period for foreign language learning	Related to the research proposal, communicative focused instructions help in providing information in the EFL context
Theme # 3 The Use of Flipped Classrooms for Teaching English	Flipped classroom in teaching oral fluency	Sánchez Andrade (2021)	To investigate if the flipped classroom approach develops the students' English oral fluency.	the author guided a Null Hypothesis (H0) and an Alternative Hypothesis (H1), applying the test T-Student to sustain one of them.	findings showed an evident increase of the English oral fluency in the students after the application of the flipped classroom approach	This study is directly related to the research focusing on flipped classrooms in teaching oral fluency.
	Flipped learning model	Abdelshaheed (2017)	The flipped learning model should be focused on curriculum learning	Flipped learning model uses task-based practice to enhance exposure	The flipped learning model proves to be efficacious in English language teaching	The flipped teaching model provides a proactive, practical approach to English language teaching

The flipped environment in the classroom	Hsieh et al. (2017)	The flipped learning environment should be made compulsory	The flipped model has a more practical approach and follows the bilingual theory to provide practice and learning	The flipped model in English language teaching has provided positive outcomes	Understanding the flipped model for English teaching language has helped to define more specific learning outcomes for students
Flipped learning perceptions	Lee and Wallace (2018)	The flipped model should be considered as a primary learning approach	The flipped learning model has a contemporary approach for English learning. The method empowers students' creativity and learning through a more relaxed and strategic mode of learning	Efficacy in students' learning perception has improved after implementing the flipped learning approach	The in-depth knowledge of flipped learning helps students to use English as a medium for advances and higher learning, therefore, improve their oral fluency
A systemic review of flipped learning	Arslan (2020)	The understanding of the flipped model for routine curriculum learning	The flipped model has task-based and communicative based learning	The flipped model has a positive influence on students' mind	The flipped learning model provides a student-oriented approach to English teaching

Theme # 4 Teaching Oral Fluency	Oral fluency is a neglected component	Rossiter et al. (2010)	Understanding the influence of oral fluency on student's learning attitude	Oral fluency has a limited approach as it has limited memory resonance	Oral fluency does not help in memorizing things for a long period	Oral fluency is not a practiced medium for learning language due to its limitations in long term results
	EFL's influence on oral fluency	Wolf et al. (2017)	English as a foreign language influences the oral fluency	It is hard to practice and learn English through the oral fluency method	Limited exposure in learning and teaching English through oral fluency	Oral fluency does not meet the learning criteria for effective English as a foreign language learning
	Web learning for oral fluency	Arens et al. (2018)	Implementing oral fluency through web practice	Oral fluency through web computing helps in understanding language parameters. Arens et al. (2018) show that there is some efficacy related to oral fluency when implemented and practiced through web computing. However, the medium is not sufficient to use for classroom learning	Oral fluency through web learning and computing practice can be improved, but it does not encourage long-term teaching	Oral fluency has been disregarded as it has limited efficacy in establishing a productive learning atmosphere
	Oral fluency approach in EFL context	Onoda (2014)	In EFL, the oral fluency method is used to evaluate the learning exposure	EFL makes it hard to understand and learn through oral fluency practice as it has a limited approach and is used for short-term purposes. It is hard for students to memorize the information	English as a foreign language cannot be practiced through the oral fluency method as it has limited efficacy in learning	In the research proposal, the influence of oral fluency is not strong in providing learning and teaching exposure to students in

				through the oral communication route. Memorizing important things for long periods become difficult through the oral fluency method.		their understanding of EFL
	Flipped classroom in teaching oral fluency	Sánchez Andrade (2021)	To investigate if the flipped classroom approach develops the students' English oral fluency.	the author guided a Null Hypothesis (H0) and an Alternative Hypothesis (H1), applying the test T-Student to sustain one of them.	findings showed an evident increase of the English oral fluency in the students after the application of the flipped classroom approach	This study is directly related to the research focusing on flipped classrooms in teaching oral fluency.

Appendix 5: Methodological Considerations of the 03 Main Research Types

Research Types	Aims	Sampling	Amount of Data	Frequently Data Collection Techniques Used	Flexibility	Results	Usefulness
Qualitative research methods	Aim to understand and explain social phenomena (Hag, 2015)	Small samples	Large textual raw data	Semi-structured interviews Time consuming and costly but relatively easy	Flexible	A lot of interpretation is needed	More useful for understanding the social phenomena than quantitative methods
Quantitative research methods	Conformation and Generalization (Hag, 2015)	Large samples	Small numerical data	surveys on large scales less time consuming, less costly, but low response rates	Less flexible	Less need for interpretation because of the statistical use	More useful than qualitative methods in replication
Mixed research methods	Both explanation and generalization (Hag, 2015)	Both small and large samples	Both small and large amounts of data	Both methods More time consuming and more costly	More flexible than both methods	Because of the use of both methods, interpretation is harder	Useful more than both methods in all aspects

Appendix 6: 03 Main Interview Types Considered in This Research Study

Interview Types	Features	Pros	Cons
Structured Interviews	Questions in structured interviews are formal and the content is predetermined (Cohen et. al., 2011).	<ul style="list-style-type: none"> • The reliability is easy to be tested in structured interviews • structured interviews are faster to conduct, and large samples can be obtained • similar information from participants 	<ul style="list-style-type: none"> • structured interviews usually generate quantitative data • participants have little room for modification
Semi-Structured Interviews	Questions in semi-structured interviews are both closed-ended questions and open-ended questions (Cohen et. al., 2011).	<ul style="list-style-type: none"> • Questions in semi-structured interviews often have follow-up questions such as, how and why (Adams, 2015) • Participants are able to express ideas 	<ul style="list-style-type: none"> • Should be short interviews and no more than one hour avoiding fatigue • Time consuming • Demands good interviewing skills
Un-structured Interviews	Un-structured interviews have no specific questions (Cohen et. al., 2011).	<ul style="list-style-type: none"> • Un-structured interviews are conversation-like • Allows participants to share more • Un-structured interviews increase validity 	<ul style="list-style-type: none"> • Time consuming • In an un-structured interview, the interviewer might not get the information they need • Data analyses is hard due to large amount of data

Source: Cohen, Manion, Lawrence, & Morrison, Keith. (2011). *Research methods in education* (7th ed.).

Appendix 7: The Interview Questions

THE INTERVIEW QUESTIONS: JUSTIFICATION AND RELEVANCE

Main Interview Questions	Sub-questions and hints	Relevance of Interview Questions to the Research Question: <i>What are English language lecturers' perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities?</i>	Researcher's Notes
<p>Interview Part 1: (Introductory Part) 5 mins</p> <p>Q1a: Give a brief description of your background in teaching English</p> <p>Q1b: Based on your experience and observation, what speaking struggles do Saudi students face?</p>	<p>1a.1 How long have you been teaching English?</p> <p>1a.2 What is your highest English language teaching qualification?</p> <p>1a.3 Are you undertaking any further studies/ research or any training activities with regards to your professional development, upon graduation with the highest qualification?</p> <p>1b.1 From your experience in teaching English, what are some of those struggles? Do all students have similar problems?</p> <p>Hints: struggles in linguistic competence? Struggles in communicative competence? Lack of motivation? Lack of confidence? Lack of support?</p>	<p>By asking question Q1a, the researcher will gain insights into the participants' teaching backgrounds.</p> <p>The researcher will use the information from Q1b to find out more about the challenges Saudi students have in order to find answers to the research question</p>	<p>The researcher will use this information to be reported in Chapter 3 (3.4 Research Participants)</p> <p>The area of Perception investigated is Knowledge</p> <p>This information will be used in chapter 5: Data Analysis and Discussion.</p>

	<p>1b.2 How do you identify and address each of those struggles? How do you know you have dealt with it?</p> <p>1b.3 How have your colleagues addressed each of those struggles?</p>		<p>The area of Perceptions investigated are Experiences</p> <p>Khan (2011), and Al-Ahdal et al., 2014</p> <p>Tom-Lawyer, (2015), and Fakeye, (2012)</p>
<p>Interview Part 1: (Introductory Part) 7 mins</p> <p>Q2: What are your beliefs with regards to effective second language learning and teaching? And what informed your belief?</p>	<p>2.1 According to your belief, what makes second language learning effective? And why do you believe so?</p> <p>2.2 According to your belief, what makes second language teaching effective? And why do you believe so?</p> <p>2.3 According to your belief, what makes teaching of oral fluency effective?</p> <p>2.4 According to your belief, what is the role of technology in teaching and learning? What is the effectiveness of flipped classrooms as a technological teaching/learning approach?</p> <p>2.5 According to your belief, what is the role of flipped classroom in teaching oral fluency? What is the effectiveness of flipped classrooms as a technological</p>	<p>This question will help the researcher gain an understanding of the participants perceptions of second language learning and teaching methodologies.</p>	<p>The researcher will use the participants responses in reporting the data in Chapter 5: Data Analysis and Discussion.</p> <p>The area of Perceptions investigated are Beliefs</p> <p>Djumabaeva, & Jalolova (2021), Xia (2014), Lyster (2011), Ellis et al. (2019), Richards</p>

	teaching/learning approach to teaching oral fluency?		& Rodgers (2014), Hismanoglu (2011), Nguyen (2010), and Chang & Goswami (2011)
<p>Interview Part 2:</p> <p>(Main Part)</p> <p>14 mins</p> <p>Leading Question:</p> <p>Have you heard of the teaching approach called Flipped Classroom (also known as Inverted classroom/Flipped learning just to name a few)?</p> <p>Q3: What do you know about Flipped Classrooms model of learning and teaching?</p>	<p>3.1 When was the first time you heard about Flipped Classrooms? And how? Was it from students, social media, you read about it, workshops, etc....?</p> <p>3.2 Can you tell me what you know about flipped classroom and what does it claim to provide learners in general and second language learners particularly?</p> <p>3.3 Have you ever used flipped classroom in your teaching? If yes, When? How? And why? If not, why not?</p> <p>3.4 What are your perceptions on flipped classrooms? Does it help second language learners improve oral fluency? If so, why do you believe it helps? And how? If not, why not?</p> <p>3.5 Why did you/didn't you use flipped classroom?</p> <p>Any other questions that might come up during the interview</p>	<p>The researcher will use the participants responses in order to gain understanding of the participants' understanding of this teaching model in an attempt to answer the research question</p>	<p>The researcher will use this information to be reported in Chapter 3 (3.4 Research Participants)</p> <p>The area of Perceptions investigated are Experiences</p> <p>Sánchez Andrade (2021), Arslan (2020), Abdelshaheed (2017), Hsieh et al. (2017), and</p>

			Lee & Wallace (2018)
<p>Interview Part 2: (Main Part) 14 mins</p> <p>Q4: What are your beliefs on flipped classrooms in relation to oral fluency development?</p>	<p>4.1 According to your beliefs, how fluent are students orally? Why do you believe so?</p> <p>4.2 What kinds of fluency problems do your students have? How do you deal with those problems? How do you know you have dealt with those problems?</p> <p>4.3 According to your beliefs, to what extent do flipped classrooms help your students improve oral fluency and have you used flipped classroom to improve students' oral fluency?</p> <p>4.4 How do you know flipped classroom is working in your class?</p> <p>Any other questions that might come up during the interview</p>	<p>This information will be used in answering the research question</p>	<p>The researcher will report the findings in Chapter 5: Data Analysis and Discussion.</p> <p>The area of Perceptions investigated are Beliefs</p> <p>Sánchez Andrade (2021), Rossiter et al. (2010), Wolf et al. (2017), Arens et al. (2018), and Onoda (2014)</p>
<p>Interview Part 3: (Concluding Part) 7 mins</p> <p>Q5: According to your beliefs, what are the benefits of using flipped classrooms with regards to oral fluency improvement?</p>	<p>5.1 According to your beliefs, to what extent can oral fluency be improved by using flipped classrooms? How? If not, why not?</p> <p>5.2 If you believe that flipped classrooms are effective, how do you know it is working?</p> <p>5.3 According to your beliefs, to what extent will students' speaking skills, especially their oral fluency improve with a flipped classroom?</p>	<p>The researcher will use this information to gain a deeper understanding of the participants perceptions towards using flipped classrooms to find answers to the research question.</p>	<p>This information will be reported in Chapter 5: Data Analysis and Discussion.</p>

	<p>5.4 Based on your experience, what are the values in relation to flipped classrooms for teaching oral fluency?</p> <p>Any other questions that might come up during the interview</p>		<p>The area of Perceptions investigated are Beliefs</p>
<p>Interview Part 3: (Concluding Part) 7 mins</p> <p>Q6: According to your beliefs, what are the disadvantages of using flipped classrooms with regards to oral fluency improvement?</p>	<p>6.1 According to your beliefs, what are some of those disadvantages?</p> <p>6.2 According to your beliefs, what do you think can be done to address these disadvantages?</p> <p>6.3 According to your beliefs, (if you believe oral fluency cannot be improved by using flipped classrooms) why do you believe so? What other ways to improve oral fluency if not flipped classrooms?</p> <p>6.4 According to your beliefs, what are the challenges in implementing flipped classrooms?</p> <p>Any other questions that might come up during the interview</p>	<p>The researcher will use this information to gain a deeper understanding of the participants perceptions towards using flipped classrooms to find answers to the research question.</p>	<p>This information will be reported in Chapter 5: Data Analysis and Discussion.</p> <p>The area of Perceptions investigated are Beliefs</p>
<p>Interview Part 3: (Concluding Part) 6 mins</p>	<p>If you must answer this question, "What are your perceptions towards the use of flipped classrooms for teaching oral fluency in Saudi universities?" what would you say?</p>	<p>Further research</p>	<p>This information will be reported in Chapter 5: Data Analysis and Discussion and Chapter 6: Summary.</p>

<p>Do you have any further comments?</p>	<p>Is there anything more you would like to learn about flipped classrooms?</p> <p>What do you wish to know about Flipped Classrooms?</p> <p>Any further comments you would like to make in relation to this topic- the use flipped classrooms for teaching oral fluency to Saudi students?</p>		<p>The area of Perceptions investigated is Knowledge</p>
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