Arab World English Journal

INTERNATIONAL PEER REVIEWED JOURNAL ISSN: 2229-9327

Saudi EFL University Students' perceived Linguistic Gains and Learning Experiences in Flipped Classrooms

Aishah Naem Ahmed Al-Amri
College of Languages & Translation
Imam Mohammad Ibn Saud Islamic University (IMSIU)
Riyadh, Saudi Arabia
Email: Aishah-alamri@imamu.edu.sa

Abstract
Despite the much recent research on the flipped classroom model, it is still underexplored in English language teaching in Saudi Arabia. This study investigated how using the flipped classroom model with Saudi female EFL university students could influence their language performance and learning experiences. Therefore, the study attempted to answer the following three research questions: a) to what extent does the use of the flipped classroom in an English reading course influence a group of Saudi female EFL university students' perceived linguistic gains?, b) to what extent does the use of the flipped classroom in an English reading course contribute to fostering these students' language learning experiences?, and c) how do the students evaluate the flipped learning experiences they had?. An entire class of female students who were attending an English reading course at a Saudi university had flipped learning classrooms for four weeks. After having these classrooms, the author interviewed 12 of the students in this class about their flipped learning experiences. The analysis of the interview data showed that the flipped learning experiences the students had improved their performance in English language communication and vocabulary. These experiences also contributed to meeting the students' different language learning styles, helping them understand how to learn independently, and motivating them in their language learning. The study also revealed that collaborative activities, the teachers' support, and the availability of a reliable technological application were the three main factors that played an essential role in improving the students' linguistic gains and enriching their language learning experiences. The study provided some practice recommendations and research suggestions.
Keywords: flipped classroom, reading, vocabulary learning, language learning motivation, learning autonomy

Introduction

With the increasing integration of technology into educational systems and the availability of more digital resources, there have been increased opportunities for active and student-centred language learning. Therefore, language educators should use this fundamental shift by empowering learner-centred learning and helping students access learning materials online, participate in discussions, share information, and take part in the learning process anytime and anywhere. One of the learner-centred technology-mediated instructional approaches that have gained ground in the last few years is the flipped classroom model. This learner-centred model is based on active, collaborative, and peer-assisted learning principles (Akçayır & Akçayır, 2018). Research has shown that using such a model can foster students' learning performance and skills, motivation, autonomy and engagement (e.g., Al-Zahrani, 2015; Aşıksoy & Özdamlı, 2016; Huang & Hong, 2016; Khanova, Roth, Rodgers, & McLaughlin, 2015).

Despite these benefits, research suggests that implementing the flipped classroom has both opportunities and challenges (Akçayır & Akçayır, 2018). Therefore, it is crucial to identify when the flipped classroom can work more or less effectively in English language learning environments. This study explored how the flipped classroom model could improve Saudi EFL university students' perceived linguistic gains and enrich their learning experiences.

The present study tried to address an important research gap in the Saudi context by implementing the flipped classroom in an EFL university reading course taught to female students. The study explored how integrating the flipped classroom into an English reading course could improve Saudi female EFL university students' linguistic gains and enhance their language learning experiences. Based on this, the study attempted to answer the following three research questions:

1. To what extent does the use of the flipped classroom in an English reading course influence a group of Saudi female EFL university students' perceived linguistic gains?
2. To what extent does the use of the flipped classroom in an English reading course contribute to fostering these students' language learning experiences?
3. How do the students evaluate the flipped learning experiences they had?

Literature Review
Flipped Classroom Model

There have been various definitions of the flipped classroom. For example, Bergmann and Sams (2012) point out that the flipped classroom differs from the traditional one in that what "is traditionally done in class is now done at home, and [what] is traditionally done like homework is now completed in class" (p.13). They also state that what mainly characterizes the flipped classroom is "redirecting attention away from the teacher and putting attention on the learner and the learning" (p. 11). Therefore, it is also called the 'inverted classroom' (Akçayır & Akçayır, 2018).

Despite its diverse definitions and multiple forms, Abeysekera and Dawson (2015) state that the various flipped classroom approaches share the following common characteristics: a) re-distributing in-class and out-of-class time; b) inverting students' learning activities by doing traditional classroom activities such as homework, and replacing traditional homework with classroom activities; c) using a set of pre-class activities and post-class activities; d) implementing

collaborative learning and problem solving in-class activities, and e) making use of technological learning resources.

The above views and perspectives indicate that the implementation of the flipped classroom entails the use of several in-class and out-of-class activities. Reviewing relevant studies, Akçayır and Akçayır (2018) synthesize two lists of in-class and out-of-class activities in flipped classrooms. According to their review, typical in-class activities in flipped classrooms include discussion, collaborative group activities, brainstorming, problem-solving, hands-on experiments, quizzes, students' presentations, and feedback provision. As for out-of-class activities in flipped classrooms, the list includes videos, readings, quizzes, discussions, reflections, homework, research projects, and PowerPoint presentations.

Using these learning activities and flipped instructional scenarios also entails changing the roles of the teacher and learners. In their review of previous research, Ozdamli and Asiksoy (2016) summarize these roles. According to them, the flipped classroom teacher is responsible for creating questioning- and discussion-based learning environments, guiding students' learning and interactions, encouraging students' participation, facilitating learning individualization for each student, identifying appropriate technological tools for students to communicate through, sharing out-of-class learning materials and technological resources, and providing students with feedback (Bergmann & Sams, 2012; Fulton, 2012; Millard, 2012; Nolan & Washington, 2013; Schmidt & Ralph, 2014). As for students' roles, Ozdamli and Asiksoy (2016) listed the following: assuming their learning responsibilities and progressing at their learning speed, taking part actively in teamwork and in-class discussions, watching, listening to, and reading-related learning materials, and preparing for classes (Formica, Easley, & Spraker, 2010; Milman, 2012; Overmyer, 2012).

Previous studies have found many benefits for the flipped classroom. These benefits mainly relate to increasing students' learning outcomes, fostering learning engagement and motivation, making more efficient use of class and practice time, and enabling them to have an individualized and autonomous learning style (for a review, see Akçayır & Akçayır, 2018). On the other hand, research has also found some challenges in the flipped classroom. Such challenges could include: the much time needed for it, lack of teachers' adequate guidance and monitoring, difficulties in modifying students' learning styles and habits, and the low quality of technological resources (e.g., Fautch, 2015; Moraros et al., 2015; Smith, 2013; Wanner & Palmer, 2015; Wilson, 2013, see also Akçayır & Akçayır, 2018).

Previous Research on Using the Flipped Classroom in Language Education
Many studies have been conducted on the use of the flipped classroom in language education. There have also been some reviews of these studies. Reviewing 50 studies experimenting with flipped classrooms in foreign language education, Filiz and Benzet (2018) found that they commonly implemented quantitative data sources and research designs and focused on assessing students' attitudes, evaluations, academic performance, and writing skills. Turan and Akdag-Cimen (2020) also noted that the flipped classroom model had been increasingly researched in English language education environments since 2015. They also found that most of the published studies drew on mixed or quantitative research methods and that speaking and writing were the most commonly researched language areas. On the other hand, Vitta and Al-

Hoorie's (2020) review shows that second language students' learning in flipped classrooms was influenced by their language proficiency rather than age.

Regarding the use of flipped English language classes in the Saudi context, not many studies have dealt with this issue. Each of these few studies focused on a specific language area. The only exception is Najmi's (2020) study, which used the flipped classroom to develop Saudi primary graders' English language achievement. This study used a pre-/post-test design and found a significant impact of the flipped classroom on fostering the students' linguistic achievement.

Ahmed (2016) found that the flipped classroom model positively influenced Saudi EFL university students' writing skills and their language learning attitudes. In another study, Al-Harbi and Al-Shumaimeri (2016) collected quantitative and qualitative using a questionnaire and semi-structured interviews to examine the effect of the flipped classroom model on Saudi female secondary school students' English grammar learning and attitudes. Their study showed that the model played an influential role in enhancing the students' grammar knowledge. Moreover, the students' responses to using the model were positive.

Some other studies have focused on oral-aural skills. Al-Ghamdi and Al-Bargi (2017) investigated the influence of the flipped classroom on Saudi university students' English speaking skills development. In their study, they utilized a quasi-experimental design. They collected data using pre-and post-speaking achievement tests and questionnaires to assess the participants' evaluation of the flipped learning experiences they had. Although Al-Ghamdi and Al-Bargi did not find a positive impact of the experiment on developing the students' speaking skills, their data showed the students' positive attitudes towards their flipped learning experiences and the instructional videos used. Alsmari (2020) also examined the influence of flipped learning on developing Saudi EFL undergraduates' comprehension of conversational implicatures. Her research instruments included: the Oxford Placement Test, a discourse completion test, and reflective e-portfolios. Her study showed improvement in the students' comprehension of conversational implicatures as a result of engaging them in flipped learning experiences. Additionally, these experiences motivated the students to have more independent learning and develop their self-regulated learning skills.

It can be noted in the above studies about the use of the flipped classroom in English language education are of quantitative nature. They also covered several language areas but neglected others. One of these neglected areas is reading. Therefore, we need to explore using the flipped classroom in English reading lessons drawing on qualitative data. Such a qualitative approach is consistent with Vitta and Al-Hoorie's (2020) view that flipped classroom future research should move "beyond asking whether flipped learning is effective too when and how its effectiveness is maximized" (p. 1).

Methods
To answer the research questions, the study depended on collecting qualitative data through semi-structured interviews and drawing on qualitative data aimed at deeply exploring the female students' language learning perceptions and experiences.

Participants

One entire reading class of female university students was exposed to the flipped classroom method, but only 12 students were selected randomly from this class for data collection. The data was collected from 12 students only rather than the whole class due to the nature of semi-structured interviews, which require a lot of time and effort to record, transcribe and analyze. The 12 participants were all Saudi female EFL students and they were studying English as their major at a Saudi university. During the data collection, these students were in their first year of study at Imam Mohammad Ibn Saud Islamic University. All the participants graduated from governmental schools before joining the university; i.e., they only received intensive English instruction when starting to study their university major. The students' ages ranged from 19 to 20 years. They were all excellent users of technology, and technological devices and applications. Moreover, they were able to easily access the Internet at their university and home during the data collection stage. All the participants agreed to voluntarily take part in the study and informed consent was obtained from them.

Research Instruments

As indicated above, the study depended on the semi-structured interview to collect the data and answer the research questions. The semi-structured interviews were used to elicit the students' perceptions and attitudes towards the model. The guiding questions of the interviews were developed based on the purpose of the study. First, the author worked independently on developing the questions, and she consulted her research supervisor about them. The supervisor approved the questions but suggested some minor modifications, which were made in some of them. In the end, the semi-structured interviews had nine main guiding questions. These questions focused mainly on identifying the Saudi female EFL university students' perceptions of the linguistic gains they potentially had from studying the flipped reading classes, how far the flipped classroom model enriched their language learning experiences, and their evaluation of the flipped learning experiences they were exposed to (see the interview guiding questions in appendix 1). Before conducting the interviews at the end of the experiment, these questions were translated into Arabic to facilitate the students' task in communicating their answers as it was expected that some students would have problems in communicating their ideas clearly in English.

The Implementation of the Flipped Classrooms

The flipped classrooms were implemented over four academic weeks. The reading course selected for implementing the model was taught for three hours a week; i.e., the total time of the flipped in-class activities was 12 hours. The author had first to find a reading course whose teacher is familiar with the flipped classroom model and capable of and enthusiastic about using its tools and activities. After finding a female teacher with this desired experience and enthusiasm, the author discussed with her the goals of the research project and how it would be conducted and explained to her the points she needed to focus on during the implementation.

Two weeks before implementing the method, the teacher familiarized the students with the flipped classroom model and explained to them its characteristics and how it differs from traditional classes. She also introduced the students to Edmodo, an educational platform used for providing students with the needed resources at home and helping them to learn collaboratively

and discuss the assigned tasks, and access their assignments and grades. The teacher implemented each flipped classroom through the following ten steps:

1. Dividing the class into groups of four members and identifying the role of each member in the group (i.e., the leader, reader, writer and editor);

2. Sending the audio-recorded reading lesson in advance to the students through Edmodo;

3. Sharing primary learning materials and posting the descriptions of the assigned activities through Edmodo;

4. Posting extra resources, PowerPoint files and YouTube videos for enriching students' learning;

5. Encouraging the students to participate through the application to participate in learning discussions by raising questions or posting opinions and notes;

6. Monitoring the students' performance of the homework tasks and supporting them when needed;

7. Meeting with the students in the reading classes, answering their questions about any points they were unable to understand well in the text or assignments at home, discussing the Youtube videos with them; and asking a student from each group at a time to read and a part of the assigned text and explain their understanding of it;

8. Getting the students to answer the reading comprehension questions in groups and the vocabulary exercises worksheets individually;

9. Checking the students' participation in the two assessment tasks by walking around the class and providing any needed encouragement or feedback;

10. Reminding the students of what would be discussed in the following class and the homework tasks assigned.

Data Collection and Analysis Procedures

After implementing the flipped classrooms over the four weeks, the author collected the semi-structured interviews. She interviewed the 12 students in two days; every six students were interviewed in one day. In addition to the above guiding interview questions, the author asked the students follow-up ones depending on their answers. The students were interviewed in Arabic, and all the interviews were audio-recorded. Each interview lasted for about 20 to 25 minutes. After collecting the data, the author translated the students' answers from Arabic into English. The author read the translated interviews several times to identify the emerging themes. The initial data analysis categories were revised and refined. The students' responses to some questions were also counted.

Findings

The results of the data analysis are presented in the following three parts. Each part is related to one research question.

Perceived Linguistic Gains

Two guiding interview questions (two and three) were concerned with knowing the students' perceptions of the linguistic gains they obtained from the flipped learning experiences. Concerning interview question 2 "*how far has the model helped you improve your English language performance?*", three students noted they did not feel any notable improvement in their language skills as a result of the flipped classrooms. On the other hand, nine students said that these flipped experiences helped them develop their language performance. Two students in the first group generally agreed that they did not notice any gains in their English because the time of implementing the flipped classrooms (i.e., four weeks) was limited, and the third student said this was due to the in-class activities which did not meet her expectations:

- I guess if the method had lasted for a longer time, my English and speaking skills would have been improved.
- My English hasn't improved because the teacher focused on groups of students in each flipped classroom and because of the limited time.

On the other hand, the students who answered the interview question positively attributed their language development to three factors: out-of-class time, group activities and individual vocabulary exercises. For example:

- Learning at home and the many homework assignments increased our confidence to speak.
- Group activities helped us be like the good students in my group.
- This method improved my ability to speak in this course and other courses.
- The vocabulary exercises I had to answer on my own helped me to communicate more on social media applications.

As for the answers to the third interview question, which was about the language area or areas they felt improved while having the flipped learning experiences, the students mentioned two specific areas, which were learning more vocabulary and developing better oral communication performance. For example:

- The weekly list of vocabulary posted on Edmodo helped us know more about new English words, their definitions and uses in different examples, and also the group work helped exchange information about these words.
- What I liked most was the vocabulary exercises because they were more focused. They helped me build many sentences, speak with people outside the classroom and in communicating with others on social media applications.
- At home, I wrote notes and underlined difficult words to ask the teacher about them. Reading the passage in advance allowed more extended time to speak with the teacher and friends.
- The cooperative students in my group helped me eliminate my shyness and participate in class discussions. Speaking with my colleagues encouraged me to talk aloud with the teacher.

It can be noted from the above answers that the collaborative or group activities were vital to improving the students' English vocabulary and oral communication. In addition, the group activities also helped them over speaking anxiety and increased their confidence in their English speaking ability.

Students' Beliefs about their Flipped Learning Experiences

The students' answers to the guiding interview questions one, four, five, and six were used to determine their beliefs about and attitudes towards the learning experiences they had in the flipped classrooms. These questions assessed the students' general beliefs about the flipped learning experiences and how far these experiences influenced their learning language styles, autonomy and motivation.

In the students' answers to the first interview question, which asked them about what they generally acquired from the flipped classroom model, ten students mentioned that they learned some study skills from the model, such as how to use different information sources to know about specific topics, how to find information themselves, and how to get prepared for their university classes. However, two of the 12 students said that the model was complicated, for them because it required many tasks to do. Still, they preferred to focus only on the information available on Edmodo and the textbook.

The fourth interview question aimed at exploring how the flipped classrooms affected the English language learning style outside the school "*how far has this flipped method affected your language learning style outside the classroom? Please explain if it has helped you become more visual, auditory, social, or kinesthetic in your language learning*". The answers to this question showed that the model met the students' various language learning styles. Four students mentioned they depended more on visual learning through YouTube videos, pictures, graphics, PowerPoint files and worksheets. Three mentioned relying more on auditory learning through listening to the audios posted on Edmodo. Three other students mentioned they liked to learn in groups to find help and support from their classmates, and two students preferred to do the learning activities individually. On the other hand, five students mentioned that the method implemented did not match their kinesthetic learning style. They said the model should have included different in-class activities such as competitive language learning games or fun activities.

The fifth interview question was related to how the flipped learning experiences have contributed to the students' language learning autonomy. The ten students who had a positive attitude towards the flipped learning experiences said that these experiences have contributed to their independent learning by helping them be aware of how to search for the information related to their study and training them in self-learning and organizing homework tasks. Contrarily, the two students with a negative attitude towards the flipped experiences mentioned that the model did not impact their learning autonomy positively due to the many homework tasks it required. For example, one of them said:

- This method required much time. Before each class, I had to spend half an hour reading the text and about two hours doing other things such as reading extra references, using Edmodo, participating in online activities, and completing assignments. All this affected the time I devoted to other courses and my daily activities.

For the ten students who said that the flipped classrooms have contributed to their autonomous learning, technology was the most crucial factor in this autonomy. According to the students, their self-learning was enhanced through Edmodo which was an efficient tool for sharing our personal

views and comments, discussing the assignments and doing other tasks, and accessing the teacher's posted course materials such as audio-recorded lessons, PowerPoint files and YouTube videos.

The students' answers to the sixth guiding question of the interviews indicated that the significant impact of the flipped classrooms they had was on their language learning motivation and engagement. According to the students, the most essential factor in their motivation and engagement in the flipped classrooms was the group or collaborative work. They mentioned that this collaborative work was good because group members benefited from each other and exchanged information, had the opportunity to express themselves and personal views, played changing roles for learning tasks each week, and developed better relationships with each other as group members.

Students' Evaluation of the Flipped Classroom Experiences
The students' answers to the guiding interview questions seven eight and nine were used to understand their evaluation of the flipped classroom experiences. Concerning the students' responses to question seven, which asked them about their overall assessment of learning reading using flipped classroom experience, ten students answered this question positively. They referred to the different reasons why they liked the flipped learning experiences. These reasons were: having a more enjoyable learning experience and avoiding boredom in the class (n = 3 students), participating actively in class discussions and being able to organize time and priorities at home (n 2 = students), and having language learning opportunities appropriate to their different levels (n = 2 students), possessing better language ability self-confidence due to coming to the class well-prepared for what to be discussed (n = 2 students), and having a more active role in the learning process instead of being instructed by the teacher all the time (n = 1 student). The following interview answers include examples of these reasons:

- The flipped classrooms improved our class discussions and helped us organize our time and priorities.
- This method increased our enthusiasm and broke class boredom.
- I think this method is excellent because it has many aspects which match our different levels in English.
- Of course, coming to the university prepared for the reading class increased our self-confidence.

In contrast, the two students with a negative view of the flipped classroom model mentioned that reading and other homework tasks took a long time, which prevented them from enjoying family gatherings and daily activities.

Regarding the students' answers to question eight, which asked them about the issues that can be considered to improve the effectiveness flipped classroom method and increase its efficacy, the 12 students said some things that need improvement. The things they mentioned were: implementing the flipped model for one whole semester (n = 3 students), decreasing the number of homework assignments (n = 3 students), using another technological application (n = 2 students), and varying the language levels of the students in one group (n = 2 students), adding a fun element to the activities (n = 1 student), and minimizing group activities (n = 1 student). It

can be noted that the students' answers varied according to their different understanding of the model and its functions.

Finally, the students' answers to the final interview question, which was about their opinions about the teacher's support, showed they had a general satisfaction with the teacher's roles in the flipped classrooms. Ten students expressed their positive attitudes towards the teacher's roles and assistance. They agreed that the teacher was encouraging, supportive, cooperative, and a good feedback provider, and that she helped them learn independently, which made us feel relaxed and confident. These comments are consistent with what the literature says about the essential role of the teacher in flipped classrooms. Two students, however, pointed out that despite the teacher's hard work, she focused on certain students who were good at speaking and neglected others. It is important to mention that the two students who referred to this point had a generally negative attitude towards the flipped classrooms. This could, in general, mean that this model may be inappropriate for some students.

Discussion

This study implemented the flipped classroom in EFL reading classes over four weeks at a Saudi university to investigate how this would influence the students' linguistic gains and foster their language learning experiences. The interviews with the students showed that the flipped learning experiences resulted in improving their performance in English language communication and vocabulary. As for the enrichment of the students' language learning experiences, the study found that flipped classrooms contributed to meeting their different language learning styles, making them aware of some study skills, helping them understand how to learn independently, and motivating them in their language learning. The students' interviews indicated that the collaborative activities, the teachers' support, and the availability of a reliable technological application (i.e., Edmodo) were the important factors that helped the students have these linguistic and language learning gains. These gains were generally mentioned by ten of the 12 students. Regarding the students' evaluation of the flipped classrooms, they generally evaluated them positively but referred to some issues for improving their effectiveness in future occasions. The most important issues that need improvement were: implementing the flipped model for one whole semester, varying the language levels of the students in one group, and minimizing the number of homework assignments or negotiating these with them.

The results of this study are consistent with previous research findings, which also showed the effectiveness of the flipped classroom in developing EFL learners' performance (Ahmed, 2016; Al-Harbi & Al-Shumaimeri, 2016; Alsmari, 2020; Najmi, 2020). They also support what the literature says about the benefits of the flipped classroom model (Akçayır & Akçayır, 2018). On the other hand, the results indicated some challenges of the effective flipped classroom implementation. These challenges were: the longer time needed for it and the difficulties in modifying students' learning styles and habits (e.g., Fautch, 2015; Moraros et al., 2015; Smith, 2013). The two problems were explicitly evident in the answers of the two students with a negative attitude toward the flipped classroom model. These issues should be considered in future occasions when implementing the flipped classroom model. In addition, some students also talked about the need for varying the language proficiency levels of students in the group. This also should be considered by the teachers using the model.

Conclusion

Some recommendations can be made in light of the results of the present study. First, there is a need to raise teachers' awareness of the flipped classroom model. This can take the form of intensive training or even a one-day workshop. Such activity can lead to the effective implementation of the flipped model at Saudi universities. Second, the English language courses delivered at Saudi universities should include a number of tasks that direct the learning responsibility to students in order to guarantee better learning outcomes. Teachers should also make use of both collaborative and individual tasks and also in-class and homework assignments in their language courses. Varying course lessons in this way will meet the various language learning styles of students. It is also the responsibility of curriculum designers and textbook writers to integrate practical tasks for enhancing students' independent learning. Finally, EFL teachers need also to pay attention to the importance of utilizing technology in their classes. The flexibility technology provides to learners is the crucial element towards their autonomous learning.

Some issues remain to be explored in future flipped classroom research in language learning environments. While the present study evaluated the effect of the flipped classroom on fostering EFL students' linguistic gains and learning experiences, further research is needed to deal with other variables that mediate this impact, such as students' differences or language proficiency.The studies involving both male and female students may also yield more significant and varied differences. Besides, we need to explore the challenges that teachers and students encounter in a flipped classrooms. Combining qualitative and quantitative data sources such as interviews with questionnaires or questionnaires with classroom observation may provide insightful data about these difficulties. Future research could also investigate flipped learning issues with larger samples of participants and over a longer time. It is recommended that future flipped learning research in Saudi Arabia focuses on participants of different backgrounds (i.e., Saudi and non-Saudi) and different educational levels such as school or university stages. Investigating all these issues will give a clear picture of how the flipped classroom model works better in the Saudi educational context.

About the author:

Aishah Naem Ahmed Al-Amri is an English lecturer at English Language Institute at Princess Nora University, Saudi Arabia and a previous translator at the Ministry of National Guard Health Affairs. Interested in teaching methods, thinking skills and communication.
ORCID ID: https://orcid.org/0000-0002-1130-2886

References

Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: Definition, rationale and a call for research. *Higher education research & development*, *34*(1), 1-14.

Ahmed, M. A. A. A. (2016). The Effect of a flipping classroom on writing skill in English as a foreign language and students' attitude towards flipping. *US-China Foreign Language, 14* (2), 98-114.

Akçayır. G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers & Education, 126*, 334-345. Doi: https://doi.org/10.1016/j.compedu.2018.07.02

Al-Ghamdi, M., & Al-Bargi, A. (2017). Exploring the application of flipped classrooms on EFL Saudi students' speaking skill. *International Journal of Linguistics, 9*(4), 28-46.

Al-Harbi, S., & Alshumaimeri. Y. (2016).The flipped classroom impact in grammar class on EFL saudi secondary school students' performances and attitudes. *English Language Teaching*, *9*(10), 60-80.

Al-Zahrani, A. M. (2015). From passive to active: The impact of the flipped classroom through social learning platforms on higher education students' creative thinking. *British Journal of Educational Technology, 46*(6), 1133-1148.

Alsmari, N. (2020). The effect of flipped classroom instruction on developing Saudi EFL learners' comprehension of conversational implicatures. *International Journal of English Linguistics, 10*(2), 107-127.

Aşıksoy, G., & Özdamlı, F. (2016). Flipped classroom adapted to the ARCS model of motivation and applied to a physics course. *Eurasia Journal of Mathematics, Science & Technology Education, 12*(6), 1589-1603.

Bergmann, J., & Sams, A. (2014). Flipping for mastery. *Educational Leadership*, *71*(4), 24-29.

Fautch, J. M. (2015). The flipped classroom for teaching organic chemistry in small classes: Is it effective? *Chemistry Education: Research and Practice, 16*(1), 179-186.

Filiz, S., & Benzet, A. (2018). A content analysis of the studies on the use of flipped classrooms in foreign language education. *World Journal of Education, 8*(4), 72-86

Formica, S.P., Easley, J.L. & Spraker, M.C., (2010). Transforming common-sense beliefs into Newtonian thinking through just-in- time teaching. *Physics Education Research*, *6*, 1-7.

Fulton, K. (2012). Upside down and inside out: Flip your classroom to improve student learning. *Learning & Leading with Technology*, *39*(8), 12-17.

Huang, Y. N., & Hong, Z. R. (2016). The effects of a flipped English classroom intervention on students' information and communication technology and English reading comprehension. *Educational Technology Research & Development, 64*, 175-193.

Khanova, J., Roth, M. T., Rodgers, J. E., & McLaughlin, J. E. (2015). Student experiences across multiple flipped courses in a single curriculum. *Medical Education, 49*(10), 1038-1048.

Millard, E. (2012). 5 reasons flipped classrooms work. *University Business*, 26-29.

Milman, N. (2012). The flipped classroom strategy: what is it and how can it be used? *Distance Learning, 9*(3), 85-87.

Moraros, J., Islam, A., Yu, S., Banow, R., & Schindelka, B. (2015). Flipping for success: Evaluating the effectiveness of a novel teaching approach in a graduate level setting. *BMC Medical Education, 15*(27), 1-10.

Najmi, A. H. (2020). The effect of FCL approach on students' achievement in English language in Saudi Arabian southern border schools. *International Education Studies, 13*(9), 66-74.

Overmyer, J. (2012, September/October). Flipped classrooms 101. *Principal,* 46-47.

Ozdamli, F., & Asiksoy, G. (2016). Flipped classroom approach. *World Journal on Educational Technology: Current Issues*, *8*(2), 98-105.

Nolan, M. A., & Washington, S. S. (2013). Flipped out: Successful strategies for improving student engagement. *Paper presented at Virginia Tech's Conference on Higher Education Pedagogy, Blacksburg, VA.*

Schmidt, S. M., & Ralph, D. L. (2014). The Flipped classroom: A twist on teaching. *The Clute Institute*, 98-104.

Smith, J. D. (2013). Student attitudes toward flipping the general chemistry classroom. *Chemistry Education: Research and Practice, 14*(4), 607-614.

Turan, Z. & Akdag-Cimen, B. (2020). Flipped classroom in English language teaching: a systematic review. *Computer-Assisted Language Learning, 33*(5-6), 590-606, Doi: 10.1080/09588221.2019.1584117

Vitta, J., & Al-Hoorie, A. (2020). The flipped classroom in second language learning: A meta-analysis. *Language Teaching Research*. Doi: https://doi.org/10.1177/1362168820981403

Wanner, T., & Palmer, E. (2015). Personalising learning: Exploring student and teacher perceptions about flexible learning and assessment in a flipped university course. *Computers & Education, 88*, 354-369.

Wilson, S. G. (2013). The flipped class: A method to address the challenges of an undergraduate statistics course. *Teaching of Psychology, 40*(3), 193-199.

Appendix (1). The guiding questions of the semi-structured interviews

1. Please tell me how you have found the flipped classroom method and what you have mainly learned from it.
2. How far has the model helped you improve your English language performance?
3. Which language area or areas do you think improved a lot while having these flipped learning experiences?
4. How far has this flipped method affected your language learning style outside the classroom? Please explain if it has helped you become more visual, auditory, social, or kinesthetic in your language learning.
5. Do you think you have become autonomous in your English language learning after having these flipped learning experiences? If so, which aspect of the flipped method has helped you become an independent language learner?
6. Have you found yourself more motivated while having these flipped learning experiences? If so, which aspect of the flipped method has helped you become a more motivated language learner?
7. Overall, do you like having an English reading course using the flipped classroom method? Why or why not?
8. Do you think there are some issues we need to consider to improve the effectiveness flipped classroom method? Why or why not?
9. Do you have any comments about your teacher's role in the flipped learning experiences you had? In other words, how far has she helped you in your language learning processes?