

Washington State University

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Will defend the dissertation on

Date: March 4, 2024

Time: 1:00 P.M.

Pullman Campus – Cleveland Hall 353

Zoom available upon request to gradstudies@wsu.edu

Faculty, students and the general public are encouraged to attend

SAUDI ENGLISH AS A FOREIGN LANGUAGE TEACHER DEVELOPMENT: NEEDS, WANTS, AND OUTCOMES OF FLIPPED INSTRUCTION

Chair: Joy Egbert

This dissertation comprises two manuscripts that investigate Saudi EFL teachers' development based on their needs, wants, and outcomes of Flipped Instruction. The first study incorporating active learning, particularly the concept of flipped learning, into English as a foreign language teaching may significantly improve language learning effectiveness. This study gathered information on Saudi EFL teachers' readiness and willingness to apply flipped learning. Results show that teachers' self-efficacy of their current teaching was high. Most reported positive attitudes and abilities related to flipped learning, although they also identified potential challenges related to engagement and assessment. Teachers expressed a strong willingness to participate in professional development in this area, with a preference for online videos and group workshops. The study offers guidelines for planning effective professional development.

The second study investigates the impact of flipped professional development (FPD) on English as a foreign language (EFL) teachers in Saudi Arabia. Addressing the limitations of conventional PD, this case study focuses on three teachers and assesses their application of flipped learning (FL) principles in their instruction. The research explores whether FPD aids teachers in understanding, planning, and employing FL techniques. Utilizing a combination of surveys, interviews, and observations, the study follows the guidelines by Avci et al. (2020) and Rajeh (2023) to deliver a PD program centered on active learning and technology integration. Results show that FPD can enhance teachers' understanding of FL, improve lesson planning, and increase teacher engagement in PD and their classroom. Concluding that personalized and continuous PD is crucial, the study advocates for PD models that are adaptable to individual teacher needs and interests.