Understanding Saudi EFL Learners' Perspectives on the Efficacy of the Flipped Learning Model: Problems and Prospects

Mohammad Jamshed[1], Fatimah Albedah[2], Badr Allehyani[3], & Wahaj Unnisa Warda[4]

[1] English Department, College of Science & Humanities, Prince Sattam Bin Abdulaziz University, KSA

[2] English Language and Translation Department, College of Science and Theoretical Studies, Saudi Electronic University, KSA

[3] English Department, Al-Qunfudhah University College, UQU, Makkah, KSA

[4] Lecturer, English Department, College of Science & Humanities, Prince Sattam Bin Abdulaziz University, KSA

Correspondence: Mohammad Jamshed, English Department, College of Science & Humanities, Prince Sattam Bin Abdulaziz University, KSA.

Abstract

The study assesses Saudi EFL learners' perspectives on the efficacy of the flipped learning model, problems and challenges, and opportunities and prospects in Saudi Arabia. 261 respondents from different levels of the undergraduate program at the College of Science and College of Business Administration, Prince Sattam bin Abdulaziz University, Al-Kharj, KSA, were selected using a random sampling method. A questionnaire, with the adoption of modified items from some previous studies, was designed to collect the data. As the research looks at how specific independent variables (gender, year of study, and parents' professional profile) shape the dependent variable (perspective/perceptions), the data was evaluated quantitatively (utilizing descriptive statistics). The findings revealed that Saudi EFL learners considered flipped classrooms an excellent alternative mode of instruction. In addition, it was observed that this approach to learning encountered certain challenges, such as lack of motivation, learners' incapacity to maintain self-discipline, and unmonitored instruction. It was also revealed that flipped classrooms in Saudi Arabia had considerable prospects due to its young tech-savvy population and its well-advanced infrastructure for learning. One-way ANOVA analysis found no significant statistical difference among the respondents based on their demographic profile. The study implies that issues related to motivation, self-regulated learning, and the learners' failure to stay disciplined in flipped classrooms must be addressed to make it an effective alternative mode of instruction.

Keywords: flipped instruction, inability to stay disciplined, lack of motivation, self-regulated learning, unsupervised instruction

1. Introduction

The transformations and changes occurring around us are the direct result of the efforts to respond to learning curiosity and innovation inherent in human nature. The developments affecting almost all aspects of human life have drastically altered the way we conduct our affairs. One of the aspects of human life affected by these changes is in the realm of education and instruction. As a result, methods of instruction have changed in recent decades, affecting the way learners and students engage and interact with new material and content (Namaziandost & Çakmak, 2020). Flipped classroom, one of the most recent developments in pedagogical strategies, is widely acknowledged as a dominant learning approach. Divjak et al. (2022) argue that the flipped classroom method reverses the conventional educational system by shifting the information transfer element of a conventional in-person lecture outside of the classroom. Instead of simply delivering information, teachers in flipped classrooms act as facilitators of intra-class discussion groups, responding to students' questions while providing feedback to make sure that they learn from a variety of sources. Instead of teachers sitting back and lecturing, students in flipped classrooms actively participate in class, which boosts their analytical skills, application competencies, and retention of information (Sajid et al., 2016). This paradigm can be described as a mixed form of instruction that moves lectures outside of the classroom setting. This method of learning involves students watching online lectures at home to learn a new subject. Instead of allocating tasks, instructors now offer tailored instruction and discussions with students in their classrooms (ALRowais, 2014).

The last few decades have witnessed an increasing popularity of the student-focused approach to learning and teaching. Teaching in higher institutions of learning requires keeping pace with the changes taking place. That is why both teachers and students are required to adopt and integrate technology in learning in colleges and universities. A flipped learning model, based on student-centered learning, encourages engagement and collaboration in the learning process (Alajlan, 2023). Nowadays it is often observed that teachers and professors routinely move course materials out of the traditional classroom setting. As flipped classrooms provide immediate feedback on the writing assignments during class, a growing percentage of teaching faculty use new technology and the flipped method in EFL teaching.

To realize the ambitious mission of economic diversification and modernize the educational system in the kingdom, the Ministry of Education is implementing many educational reforms. That is why the tech-savvy young generation of learners in Saudi Arabia and its

advanced technical infrastructure promise better success and easy integration of any technology-driven learning. Therefore, flipping the classroom could be a good way to get students to learn more actively and deal with issues like limited time and students not having enough freedom in higher education (Alajlan, 2023).

1.1 Statement of the Problem

The unexpected changes during the pandemic and its aftermath resulted in the exploration of hitherto unexplored and undiscovered avenues, especially in teaching and learning using technology. As there is a lack of literature dealing with the changes in the post-pandemic perceptions and perspectives of EFL learners on flipped classrooms for learning, this study aims to understand the perspectives of learners, problems, and prospects for flipped learning in university education.

1.2 Purpose Statement

This study investigates learners' perspectives, challenges, prospects, and opportunities for university-level flipped learning.

2. Literature Review

Many teachers and students have adopted the flipped learning model in recent years. This strategy uses online videos to offer teacher lectures before class, promoting active learning and problem-solving. Many studies have investigated this learning model's advantages as well as disadvantages. For example, Aidoo et al. (2022) examined the learners' experience in a flipped educational setting and their perceptions of the learning outcomes. The study used focus groups and surveys along with a mixed case study research methodology with triangulation to gather data. The results revealed that students expressed a positive perception of flipped classes, and they enjoyed participation, utility, efficiency, expectations, and pleasure. However, some students had problems due to lack of material. The investigation contributes to the flipped classroom research for developing country stakeholders. Olatunbosun and Ogunyebi (2019) examined the implications of the flipped teaching method on the academic success of junior secondary students. 120 students were chosen using a multi-phase method of random sampling. A sort of quasi-experimental approach with the pre-test, post-test, as well as control group was utilized-tests were used to make inferences. On the post-test, flipped education students outscored traditional students, with significantly better mean scores. The study holds immense implications for the effective utilization of the flipped learning model for enhancing the learning and teaching of English. Yadav et al (2021) looked into teachers' perceptions and multiple challenges adversely impacting e-learning in developing countries during the pandemic such as access to the internet, technology-related issues, and methods of assessment. A survey questionnaire was used to perform a cross-sectional observational study on phase-I MBBS teachers. It revealed that instructors had a positive perspective on online instruction. However, having access to the internet and dealing with technological issues posed challenges in providing high-quality instruction. Gómez-Carrasco et al. (2020) examined the impact of gamification and flipped-classroom training for potential primary education teachers. The program's learning outcomes were assessed utilizing questionnaires and an assessment scale for didactic modules. The results found that the training program's learning and tactics were excellent, and the learning effects were excellent but not as high as expected.

Sletten (2017) examined how students' views of the flipped paradigm and SRL (self-regulated learning) practices impacted flipped instructional outcomes. The questionnaire surveyed 76 flipped introductory biology students about SRL and flipping. SRL method usage was evaluated using a modified Motivated Strategies for Learning Questionnaire whereas the flipped perspectives survey was new. The findings revealed that students' opinions of the flipped model positively influenced SRL approach adoption. However, the research found no correlation between SRL approach utilization and student perceptions or achievement. The study implies that flapped classrooms perform in active learning sessions utilizing constructivist teaching strategies. Almisad (2019) analyzed university students access to digital resources for flipped learning and their impressions of a flipped classroom pedagogical style. Surveys and pre-post quasi-experiments were utilized in mixed methods research. The study contrasted the opinions of learners of flipped classroom learning pre- and post-implementation. The simple utilization of video technology and flipped classrooms' pedagogical benefits developed positive perceptions of flipped classrooms among the learners. The research suggested flipped classrooms for higher education. Chukwuma-Uchegbu (2021) examined both the opportunities and problems of flipping the classroom in four Nigerian universities. The study used purposive sampling and a well-organized questionnaire was utilized for collecting data from students and teachers at four different institutions. It was found that both course instructors' and students' perceptions of flip classes in Nigerian architecture education were significantly correlated. Calimeris and Sauer (2015) carried out an experiment using randomization to see how flipping affects economics students' learning. The exam standardized exam scores from flipped and conventional classrooms were compared and contrasted. After a negative adjustment period, OLS regression indicated that flipped classroom students outscored the control group on the midterm and final exams. The study implies that flipped model learning could improve student performance.

Setren, et al. (2021) found through a controlled randomized experiment undertaken at West Point, that the flipped learning model did not affect economics and only short-term gains in mathematics. It was found that the impacts of the flipped framework are guided by higher-achieving, male and white students which expanded the achievement divide. It was also found that the performance gap keeps on expanding without any average lasting impact on the learning of students. While the study acknowledges the immense potential of flipped classrooms to enhance performance, it cautions teachers to be cautious while evaluating this model. Roehling et al. (2017) flipped four topics in a foundational psychology course, evaluated the opinions of learners, and compared flipped and traditional content achievement. It was found during the investigation that the viability of the flipped learning model had been affected by the characteristics of students and previous online or flipped course experiences. The findings revealed that students favored conventional educational delivery but suggested

employing the flipped approach for select courses. Akçayır and Akçayır (2018) carried out an in-depth review of the literature on the flipped educational setting to study the potential advantages and limitations for both educators and learners, while also providing avenues for further research concerning its application in both educational and non-educational settings. The evaluation of 71 documents found that the most frequently cited benefit of flipped classrooms was an enhancement in the performance of students. Multiple challenges and problems about additional assignments, and insufficient student readiness. The study suggested more research activity on the flipped learning model.

2.1 Research Questions

1. What perspectives do Saudi EFL learners hold on the efficacy of the flipped learning model?

2. What are the challenges and impediments in the integration of flipped learning models?

3. What are the opportunities and prospects for the flipped learning model in Saudi Arabia?

4. Does the difference in the demography of Saudi EFL learners shape their perspectives differently?

2.2 Hypothesis

H01: Saudi EFL learners' flipped learning model efficiency opinions don't differ statistically by gender.

H02: Parents' profession does not statistically affect Saudi EFL learners' flipped learning model opinions.

H03: Saudi EFL learners' perceptions of the flipped learning framework are not impacted by their year of study.

3. Methodology

3.1 Research Design

The study utilized a quantitative method (descriptive quantitative design) to analyze the relationship between dependent variables (learners' perspective) and independent variables (learners' levels/year of study, gender, and parents' professional backgrounds). Creswell & Creswell (2017) argued that a quantitative methodology was appropriate for research that involves numerical data and statistical analysis.

3.2 Research Population

The study population includes students studying in multiple levels of undergraduate programs in the College of Business Administration and the College of Science, Prince Sattam bin Abdulaziz University, Al-Kharj, Saudi Arabia. All the respondents are native Arabic speakers who use English as a foreign language. For seven to eight years, they've studied English as a foreign language. They are in their twenties. A total of 261 students were selected by a simple method of random sampling. Out of the total respondents, 138 (52.90%) are male, 123 (46.70% are female, and 1 (0.4%) person did not disclose his/her gender.

Table 1. Demographic description

Variables	Frequency	Percentage
Gener		
Male	138	52.90%
Female	122	46.7%
did not specify	1	0.4%
Level of Study		
Level 6th to 8th	13	5.00%
Level 4th to 5th	24	9.20%
Level 1st to 3rd	223	85.40%
Parents 'Profession		
Government Job	186	71%
Private Job	23	8.80%
Self-Employment	19	7.30%
No Employment	33	12.60%

3.3 Research Instrument

The questionnaire was developed after a thorough literature investigation. Some components were self-designed whereas others were adapted from previous studies (Haghighi et al., 2019). The questionnaire begins with EFL learners' socioeconomic background. The first seven questions/items in the second section of the questionnaire look into various facets of learners' perspectives on the efficacy of the flipped learning model. The next seven questions examine the problems and challenges while the last seven analyze the opportunities and prospects for flipped learning in Saudi Arabia model from the perspective of learners. Respondents were advised to rate their responses on a 5-point Likert scale (strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 5).

3.4 Validity

The English items and questions were translated into Arabic to guarantee a better understanding of the questions and items, particularly considering the participants' poor language skills. Two Arabic and English language experts validated the translation. An experiment was carried out to verify the validity of the questionnaire items. Expert suggestions and opinions were incorporated.

3.5 Data Collection Method

The data was obtained from the respondents through a survey. A link to the questionnaire was forwarded to the groups of students and the course instructors. Along with the English language version, a simultaneous Arabic translation was made available to help the participants communicate their preferences. The respondents were given directions to examine the different instructions provided in each part of the questionnaire. With the guarantee of absolute privacy and confidentiality, as well as the sole use of the data for educational and research goals, they feel free to respond to the questionnaire items.

3.6 Data Analysis and Interpretation

When adequate responses were received, the data was transferred from the Google form to an Excel sheet. To facilitate calculations, the data was entered into SPSS version 23 and given a numerical value (strongly agree=5, agree=4, neutral=3, disagree=2, and strongly disagree=1). The range of the 5-point Likert scale has been determined by reducing the highest score (5) from the lowest score (1) and dividing it by the highest score (5). As the questionnaire consisted solely of closed-ended questions, the participants' responses were put into a table and analyzed quantitatively. Descriptive statistics were used for calculating means, frequency ranges, and the standard deviation. A one-way analysis of variance (ANOVA) was employed to look into differences in the means of responses based on the demographic variables. The standards given below were applied for interpreting and categorizing the level/degree of positive/negative perspectives of the learners.

Table 2. Assumed scale/criteria for measuring the degree/level of perspective

Mean Square		Level
3. 1 – 4.50		High
1.51 – 3.00		Moderate
1.00 – 1.50		Low

4. Results and Findings

The statistical results in Table 3 indicated that Saudi Arabian EFL learners had strongly positive perspectives on the flipped learning model. The investigation also revealed that Saudi EFL students experienced multiple challenges and impediments in the use of the flipped learning model. These challenges include engaging students in pre-class/lecture activities, managing to complete the content shared by the course instructor, lack of expertise for implementing flipped classroom techniques, general lack of motivation among students, and studying and watching videos at home for hours and preparing for several classes the next day makes flipped learning model challenging. The study also looked at the prospects and opportunities for the flipped learning model from the learners' perspective. The result also revealed that the tech-savvy young generation coupled with the advanced technological infrastructure in Saudi Arabia makes the flipped learning model an effective means of instruction and learning. Thus, it can help Saudi EFL learners address their individual specific needs and issues, help the learners understand the lecture better in the next lecture, understand Grammar, conversation, and comprehension, and finally help them achieve their learning objectives more effectively and efficiently.

Table 3. Representing Saudi EFL learners' perspectives on the flipped learning model, problems, and prospects

Questions/ Items	Overall Means
1. Saudi EFL learners' perspectives on the flipped learning model	3.84
2. Problems and challenges in the flipped learning model	3.84
3. Prospects and opportunities for the flipped learning model	3.95

Table 4. Analysis of Saudi EFL learners' perspective on the flipped learning model

Questions/Items	SA	A	N	D	SD	Mean	Level
1	106(40.6%)	80(30.7%)	52(19.9%)	17(6.5%)	6(2.3%)	4	High
2	102(39.1%)	85(32.6)	53(20.3%)	16(6.1%)	5(1.9%)	4	High
3	113(43.3%)	81(31%)	45(17.2%)	18(6.9%)	4(1.5%)	4.07	High
4	109(41.8%)	75(28.7%)	49(18.8%)	25(9.6%)	3(1.1%)	4	High
5	89(34.1%)	78(29.9%)	65(24.9%)	25(9.6%)	4(1.5%)	3.85	High
6	91(34.9%)	66(25.3%)	71(27.2%)	28(10.7%)	5(1.9%)	3.8	High
7	83(31.8%)	72(27.6%)	74(28.4%)	25(9.6%)	7(2.7%)	3.21	High

Table 4 represents Saudi EFL learners' perspectives on the flipped learning model for EFL learning and teaching measured through items no 1 to 7. In item no. 71.3 %(SA 40.6% & A 30.7%) agreed that that flipped classrooms made learning more engaging. 19.9 stayed neutral, 6.5% disagreed, and 2.3% said they completely disagreed. The mean is 4 which is categorized as high. In item no. 2, 71.7% (SA 39.1% & A 32.6%) of participants believed that the flipped model reduced anxiety and tension due to prior preparation. While 20.3% of the participants remained neutral, 6.1% disagreed, and 1.9% strongly opposed the statement. The mean is 4 which is categorized as high. In the next item, 74% (SA 43.3% & A 31%) believed the method of flipped learning afforded them greater opportunities to interact with other students. 17.2% of respondents had no opinion, 6.9% disapproved and 1.5% strongly opposed the statement. The mean is 4.07 which is also seen as high. Regarding item no. 4, 70.5 %(SA 41.8% & A 28.7%) of the respondents agreed that they found learning English more interesting through the utilization of the flipped learning model. 18.8% were neutral, 9.6% were opposed and 1.1% showed serious disagreement. The mean is four which is regarded as high. As far as the next item no. 5 is concerned, 64% (SA 34.1% & A 29.9%) of the respondents agreed that they acquired more knowledge and improved their English better through the flipped learning model as compared to traditional classes. 24.9% stayed neutral, 9.6% disagreed, and 1.5% of the respondents strongly rejected the statement. The mean is 3.85, which is deemed to be high. In item no. 6, 60.2% (SA 34.9% & A 25.3%) of the respondents agreed that they studied harder and devoted more time than usual to the

flipped learning model. 27.2% of respondents preferred neutrality, 10.7% disagreed, and 1.9% strongly disapproved. The mean is 3.80 which also is in the category of high. In the last item, no. 7, 59.4% (SA 31.8% & A 27.6%) of the respondents agreed that they felt greatly engaged/involved in learning activities in class due to the flipped model of learning. 28.4% of respondents did not express their opinion, 9.6% disagreed, and 2.7% were strongly opposed to the statement. The mean is 3.21 which is categorized as high. The overall mean for all the questions/items is 3.84 which is categorized as high. This analysis answers the first research question.

Table 5. Analysis of Saudi EFL learners' problems and challenges in using the flipped learning model

Questions/Items	SA	A	N	D	SD	Mean	Level
8	82(31.4%)	88(33.7%)	61(23.4%)	24(9.2%)	6(2.3%)	3.82	High
9	88(33.7%)	86(33%)	61(23.4%)	20(7.7%)	6(2.3%)	3.88	High
10	83(31.8%)	89(34.1%)	60(23%)	20(7.7%)	9(3.4%)	3.83	High
11	83(31.8%)	80(30.7%)	75(28.7%)	19(7.3%)	4(1.5%)	3.83	High
12	85(32.6%)	94(36%)	58(22.2%)	20(7.7%)	4(1.5%)	3.9	High
13	90(34.5%)	70(26.8%)	67(25.7%)	28(10.7%)	6(2.3%)	3.8	High
14	86(33%)	85(32.6%)	65(24.9%)	18(6.9%)	7(2.7%)	3.86	High

Table 5 represents the problems and challenges of utilizing flipped learning for learning and teaching English in Saudi Arabia measured through items 8 to 14. In the first item of this category, 65.1% (SA 31.4% & 33.7%) of the participants stated that they preferred flipped learning to traditional instruction because they got feedback immediately. 23.4% stayed neutral, 9.2% disagreed, and 2.3% expressed strong disapproval. The mean is 3.82 which is categorized as high as per the assumed/established criteria in the research methodology section of the study. In the next item no. 9, 66.7% (SA 33.7% & A 33%) of the respondents said that they felt more encouraged to learn English because of the flipped learning model. While 23.4% stayed neutral, 7.7% disagreed, and 2.3% strongly rejected the statement. The mean is 3.88 which is categorized as high. Concerning item no. 10, 65.9% (SA 31.8% & A 34.1%) of the respondents agreed that the flipped learning model was challenging as students found it difficult to stay disciplined and manage their time to complete online material shared by the teachers. 23% were neutral, 7.7% disapproved, while 3.4% completely disagreed with the idea. The mean score is 3.83, which is also thought high. Similarly, in the next item no. 11, 62.5 %(SA 31.8% & A 30.4%) of the study participants said that teachers and students alike lacked the necessary knowledge and experience to effectively implement flipped classroom strategies. 28.7% stayed neutral, 7.3% disagreed, and 1.5% expressed strong opposition considering the statement. The mean is 3.83 which also falls in the range of high. About item no. 12, 68.6% (SA 32.6% & A 36%) of the study participants agreed that only highly motivated students would benefit from the flipped learning model because it stressed learners' control over learning. 22.2% didn't offer an opinion, 7.7% disapproved and 1.5% strongly opposed the opinion. The mean is 3.90, which is also deemed to be high. Regarding item no. 13, 61.3% (SA 34.5% & A 26.8%) of the respondents agreed that studying and watching videos at home for hours and preparing for many classes the next day made the flipped learning model very challenging. 25.7% preferred neutrality, 10.7% disapproved, including 2.3% strongly opposing the idea. The mean is 3.80 which is high as per the assumed criteria. In the last item of this category, 65.6% (SA 33% & 32.6%) of the respondents agreed that ensuring student engagement in the pre-class activities, which were essential for flipped classroom learning, posed an immense challenge. While 24.9% remained neutral, 6.9% disagreed, and 2.7% of respondents completely disagreed with the assertion. The mean is 3.86, which is also deemed high. The overall mean for the items/questions is 3.84 which is accepted to be high. This analysis answers the second research question.

Table 6. Analysis of the prospects for the flipped learning model in Saudi EFL classrooms

Questions/Items	SA	A	N	D	SD	Mean	Level
15	83(31.8%)	69(26.4%)	65(24.9%)	35(13.4%)	9(3.4%)	3.69	High
16	95(36.4%)	87(33.3%)	59(22.6%)	16(6.1%)	4(1.5%)	3.96	High
17	94(36%)	86(33%)	66(25.3%)	13(5%)	2(0.8%)	3.98	High
18	95(36.4%)	85(32.6%)	55(21.1%)	20(7.7%)	6(2.3%)	3.93	High
19	109(41.8%)	76(29.1%)	57(21.8%)	15(5.7%)	4(1.5%)	4.03	High
20	98(37.5%)	87(33.3%)	52(19.9%)	16(6.1%)	8(3.1%)	3.96	High
21	114(43.7%)	82(31.4%)	47(18%)	14(5.4%)	4(1.5%)	4.10	High

Table 6 represents the prospects and opportunities of utilizing the flipped model of learning for language acquisition and teaching measured through items 15 to 21. In item no 15, 58.2% (SA 31.8% & A 26.4%) of the respondents said that they felt impersonal and disconnected from the flipped learning model due to it involving learning raw material outside the classroom which they are not accustomed to. 24.9% stayed neutral, 13.4% disapproved, and 3.4% were totally at variance with the opinion. The mean is 3.69 which is categorized as high as per the assumed/established criteria in the methodology section of the study. In item no 16, 69.7% (SA 36.4% & A 33.3%) of the respondents said that they believed that the flipped learning model helped students become independent learners. While 22.6% were neutral, 6.1% dissented, while 1.5% were totally at variance with the idea. The mean score is 3.96, which is deemed high. About item no. 17, 69% (SA 36% & A 33%) learners thought a flipped classroom could assist them learn new skills and suit their needs. 25.3% of participants stayed neutral, 5% disagreed, and 0.8% of respondents had strong disagreements. The mean is 3.98 which is deemed to be high. As far as item no 18 is concerned, 69% (SA 36.4% & A 32.6%) of the respondents agreed that the videos and other tools provided by the teacher and peers helped them learn each unit's main points better in their next lecture. 21.1% maintained neutrality, 7.7% disagreed, and 2.3% strongly disagreed. The mean is 3.93 which falls in the range of high. Regarding item no 19, 70.9% (SA 41.8% 7 A 29.1%) of the respondents agreed that tech-savvy Saudi EFL students could use the flipped learning model to achieve their learning objectives more effectively. 21.8% preferred

neutrality, 5.7% disagreed, and 1.5% strongly opposed the opinion. The mean is 4.03 which is categorized as high. In item no 20, 70.8% (SA 37.5% & A 33.3%) of the respondents said that the flipped classroom could facilitate and enhance better understanding of Grammar, conversation, comprehension, and vocabulary. 19.9 were neutral, 6.12% disagreed, and 3.1% strongly disagreed. The mean is 3.96 which is deemed d to be high. In the final item, no. 21, 75.1% (SA 43.7% & A 31.4%) of the respondents agreed that Saudi Arabia's advanced technological infrastructure made the flipped learning model an effective means of instruction and learning. While 18% stayed neutral, 5.4% disapproved, and 1.5% were strongly dissatisfied with the idea. The overall mean for all the responses under this category is 3.95 which is deemed to be high. This analysis addresses the third question of research.

5. Difference in Saudi EFL Learners' Perspective on the Flipped Learning Model Based on Their Demographic Profile

5.1 Saudi EFL Learners' Perspective on Flipped Learning Model and Gender

Table 7 shows the results of a one-way analysis of variance (ANOVA) on Saudi EFL learners' opinions regarding the efficacy of flipped instruction in the learning and learning of English. The F value (1.329237) is smaller than the essential F value (3.47805), indicating that gender does not affect learners' responses. Thus, HO1 is accepted.

Table 7. Analysis of one-way ANOVA representing Saudi EFL learners' opinions

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1773.733	4	443.4333	1.329237	0.324488	3.47805
Within Groups	3336	10	333.6			
Total	5109.733	14				

5.2 Problems/Challenges Experienced by Saudi Learners in the Flipped Learning Model and Parents' Professional Profile

Table 8 represents the results of a one-way analysis of variance (ANOVA) on the challenges and problems experienced by Saudi EFL learners in flipped instruction for EFL learning and teaching. The statistics suggest that the professional profile of Saudi EFL learners' parents does not affect their responses significantly, since the F value (0.554587) observed is lower than the crucial F value (3.47805). Therefore, HO2 is accepted.

Table 8. Analysis of one-way variance (ANOVA) representing the challenges and problems

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1755.6	4	438.9	0.554587	0.700598	3.47805
Within Groups	7914	10	791.4			
Total	9669.6	14				

5.3 Prospects for Flipped Learning Model in Saudi EFL classrooms and Level/Year of Study

Table 9 represents the results of a one-way analysis of variance (ANOVA) that assessed the prospects and opportunities for flipped instruction from the perspective of Saudi EFL students. The study also looked at whether the level/year of study affected their responses and perspectives differently. The findings demonstrated that the year/level of study did not cause any significant difference in their perspectives on the flipped learning model as the value of F (1.073745) calculated is less than the critical value of F (3.055568). Hence, HO3 is accepted. These one-way findings for all three independent variables address the fourth research question.

Table 9. Analysis of one-way ANOVA representing prospects and opportunities

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1880.7	4	470.175	1.073745	0.403903	3.055568
Within Groups	6568.25	15	437.8833			
Total	8448.95	19				

6. Discussion and Analysis

The research study was carried out to examine the perspectives of Saudi EFL students on the efficacy of flipped instruction, the problems and challenges they experience, and the opportunities and prospects available for using the flipped learning model in Saudi Arabia. The findings revealed that Saudi EFL students held very positive perspectives on the effectiveness of flipped instruction as an innovative way of learning and teaching. This finding aligns with many existing studies (Roach, 2014; Aidoo et al., 2022; Almisad, 2019; Yadav & Yadav, 2021). However, one study, conducted by Setren et al. (2021) while acknowledging the immense potential of flipped classrooms to enhance performance, suggests that teachers and course instructors should exercise caution while adopting this model. Similarly, Roehling et al. (2017) found that the efficiency of flipped instruction was affected by students' characteristics and that they favored conventional educational delivery. The results also showed certain problems and challenges for the adoption of the filliped learning model. Most of these challenges pertain to outside classroom activities, self-regulated behavior of students, and students' failure to uncontrolled e-learning such as engaging students in pre-class activities, completing the course instructor's material, and spending hours at home studying and watching videos while preparing for multiple classes the following day. These findings align with many studies (Akçayır & Akçayır, 2018; Sun et al., 2017; Brown 2018, Li, 2018). The study also found that both teachers and students lacked the skills to manage flipped learning classrooms. This finding is corroborated by many studies (Shnai, 2017; Li, 2018). The study also found that flipped learning models, despite several challenges offer opportunities and prospects for enhanced and improved learning, and growth of learners, developing them as individual and independent learners. A few studies (Ismail, 2019; Alalmai et al., 2020; Mehring, 2016; Prokhorova, et al., 2021) confirm the flipped instruction's potential for teacher training, highlighting its multiple benefits and efficiency. The study found that the demographic profile

had no significant impact on the responses of Saudi EFL learners.

7. Conclusion

The study investigated the perspective of Saudi EFL learners, problems and challenges, and prospects and opportunities for the flipped learning model in Saudi Arabia. The results of the study revealed that Saudi EFL learners' perspectives and perceptions of the efficacy of flipped learning were highly positive. It also showed that certain problems such as students' self-regulated learning behavior, unmonitored learning, and a general lack of motivation among students posed serious problems for the efficient working of this mode of learning. However, the study also found that the tech-savvy generation coupled with advanced technical infrastructure promised a better integration and adoption of flipped learning in Saudi Arabia. The study found no statistically significant difference among Saudi EFL learners based on the difference in the demographic profile of learners' parents. The study holds immense implications as it identifies the core problems and offers remedial steps for the effective integration of flipped learning in Saudi Arabia.

7.1 Implications and Suggestions

The study holds significant educational and instructional implications as it deals with the flipped learning efficacy and the problems and challenges Saudi EFL learners encounter in flipped classroom instructions. Future studies should expand the size of the population and include different regions/ Arab states to ensure the validity and reliability of the research study.

Acknowledgments

Authors' contributions

Dr. Mohammad Jamshed collected and prepared the manuscript. Dr. Fatimah Albedah and Badr Allehyani devised the study. Dr. Wahaj Unnisa Warda made revisions. The article was read and approved by all writers. All authors contributed equally to the work.

Funding

Not applicable

Competing interests

The writers declare they do not have any conflicts of interest.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

Copyrights

References

Aidoo, B., Tsyawo, J., Quansah, F., & Boateng, S. K. (2022). Students' Learning Experiences in a Flipped Classroom: A Case Study in Ghana. *International Journal of Education and Development using Information and Communication Technology*, *18*(1), 67-85. Retrieved from https://files.eric.ed.gov/fulltext/EJ1345826.pdf

Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers & Education*, *126*, 334-345. https://doi.org/10.1016/j.compedu.2018.07.021

Alajlan, H. A. (2023). Performance, participation and perception of computer education students toward flipped learning. *Technology, Knowledge and Learning*, *28*(3), 1175-1197. https://doi.org/10.1007/s10758-022-09590-1

Alalmai, A. A., Arun, A., & Aarif, M. (2020). Implementing possibilities and perspectives of flipped learning in hotel management institutions. *Test Engineering and Management*, *83*, 9421-9427.

Almisad, B. (2019). Perceptions of the ' flipped classroom': a case study from a developing country. *International Journal of Learning Technology*, *14*(1), 78-98. https://doi.org/10.1504/IJLT.2019.100617

ALRowais, A. S. (2014). The impact of flipped learning on achievement and attitudes in higher education. *International Journal for Cross-Disciplinary Subjects in Education*, *4*(1), 1914-1921.

Brown, A. F. (2018). Implementing the flipped classroom: Challenges and strategies. *Innovations in Flipping the Language Classroom: Theories and Practices*, 11-21. https://doi.org/10.1007/978-981-10-6968-0_2

Calimeris, L., & Sauer, K. M. (2015). Flipping out about the flip: All hype or is there hope?. *International Review of Economics Education*, *20*, 13-28. https://doi.org/10.1016/j.iree.2015.08.001

Chukwuma-Uchegbu, M. (2021). Smart Pedagogy: Focus on the Prospects and Challenges of the Flipped Classroom Approach in Nigerian Architectural Education. *Journal of Engineering and Technology for Industrial Applications*, 35-41. https://doi.org/10.5935/jetia.v7i31.765

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Divjak, B., Rienties, B., Iniesto, F., Vondra, P., & Žižak, M. (2022). Flipped classrooms in higher education during the COVID-19 pandemic: Findings and future research recommendations. *International Journal of Educational Technology in Higher Education*, *19*(1), 1-24. https://doi.org/10.1186/s41239-021-00316-4

Gómez-Carrasco, C. J., Monteagudo-Fernández, J., Moreno-Vera, J. R., & Sainz-Gómez, M. (2020). Evaluation of a gamification and flipped-classroom program used in teacher training: Perception of learning and outcome. *PloS one*, *15*(7), e0236083. https://doi.org/10.3390/educsci9040299

Haghighi, H., Jafarigohar, M., Khoshsima, H., & Vahdany, F. (2019). Impact of flipped classroom on EFL learners' appropriate use of refusal: achievement, participation, perception. *Computer Assisted Language Learning*, *32*(3), 261-293. https://doi.org/10.1080/09588221.2018.1504083

Ismail, M. (2019). Flipped learning enhance technical and professional skills facilitating employability: a review of the evidence. *International Journal of Technology Enhanced Learning*, *11*(4), 361-379. https://doi.org/10.1504/IJTEL.2019.102538

Li, Y. (2018). Current problems with the prerequisites for flipped classroom teaching---a case study in a university in Northwest China. *Smart Learning Environments*, *5*(1), 1-23. https://doi.org/10.1186/s40561-018-0051-4

Mehring, J. (2016). Present research on the flipped classroom and potential tools for the EFL classroom. *Computers in the Schools*, *33*(1), 1-10. https://doi.org/10.1080/07380569.2016.1139912

Namaziandost, E., & Çakmak, F. (2020). An account of EFL learners' self-efficacy and gender in the Flipped Classroom Model. *Education and Information Technologies*, *25*(5), 4041-4055. https://doi.org/10.1007/s10639-020-10167-7

Olatunbosun, S. M., & Ogunyebi, T. H. (2019). Flipped Classroom Strategy and Nigerian Educational System: Issues, Problems and Prospects. *Journal of Education and Practice, 10*(20), 42-49. Retrieved from https://core.ac.uk/download/pdf/234642759.pdf

Prokhorova, M. P., Lebedeva, T. E., Egorov, E. E., Shkunova, A. A., & Tsapina, T. N. (2021). Flipped learning for preservice teachers in distance education: First results. *Revista Geintec-Gestao Inovacao e Tecnologias*, *11*(4), 799-811. https://doi.org/10.47059/revistageintec.v11i4.2147

Roach, T. (2014). Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. *International review of economics education*, *17*, 74-84. https://doi.org/10.1016/j.iree.2014.08.003

Roehling, P. V., Root Luna, L. M., Richie, F. J., & Shaughnessy, J. J. (2017). The benefits, drawbacks, and challenges of using the flipped classroom in an introduction to psychology course. *Teaching of Psychology*, *44*(3), 183-192. https://doi.org/10.1177/009862831771128

Sajid, M. R., Laheji, A. F., Abothenain, F., Salam, Y., AlJayar, D., & Obeidat, A. (2016). Can blended learning and the flipped classroom improve student learning and satisfaction in Saudi Arabia? *International journal of medical education*, *7*, 281. https://doi.org/10.5116/ijme.57a7.83d4

Setren, E., Greenberg, K., Moore, O., & Yankovich, M. (2021). Effects of flipped classroom instruction: Evidence from a randomized trial. *Education Finance and Policy*, *16*(3), 363-387. https://doi.org/10.1162/edfp_a_00314

Shnai, I. (2017, October). Systematic review of challenges and gaps in flipped classroom implementation: toward future model enhancement. In *European conference on e-learning* (pp. 484-490). Academic Conferences International Limited.

Sletten, S. R. (2017). Investigating flipped learning: Student self-regulated learning, perceptions, and achievement in an introductory biology course. *Journal of Science Education and Technology*, *26*, 347-358. https://doi.org/10.1007/s10956-016-9683-8

Sun, J. C. Y., Wu, Y. T., & Lee, W. I. (2017). The effect of the flipped classroom approach to OpenCourseWare instruction on students' self-

regulation. *British Journal of Educational Technology*, *48*(3), 713-729. https://doi.org/10.1111/bjet.12444

Yadav, A., Sankhla, M., & Yadav, K. (2021). Teachers' perception about flipped classroom in era of COVID-19 pandemic. *Studies in Learning and Teaching*, *2*(2), 26-34. https://doi.org/10.46627/silet.v2i2.69

Appendix

Questions/Items	SA	A	N	D	SD
1. A flipped learning model offers more interesting instruction than traditional classrooms.					
2. The flipped learning model classroom reduces anxiety and tension due to prior preparation.					
3. The flipped learning model provides learners with more opportunities to engage with their classmates.					
4. I find learning English more interesting through the utilization of the flipped learning model.					
5. I acquired more knowledge and improved my English better through the flipped learning model as compared to traditional classes.					
6. I study harder and devote more time than usual to the flipped learning model.					
7. I feel greatly engaged/involved in learning activities in class due to the flipped model of learning.					
8. I prefer the flipped model of learning to traditional instruction because I get feedback immediately.					
9. I feel more motivated to learn English because of the flipped learning model.					
10. The flipped learning model is challenging as students find it difficult to stay disciplined and manage their time to complete online material shared by the teachers.					
11. Teachers and students alike lack the necessary knowledge and experience to effectively implement flipped classroom strategies.					
12. As the flipped learning model stresses learners' control over learning, only highly motivated students will benefit from it.					
13. Studying and watching videos at home for hours and preparing for many classes the next day makes Flipped classroom learning very challenging.					
14. Ensuring student engagement in the pre-class activities, which are essential for flipped classroom learning, presents an immense challenge.					
15. As EFL learners are unaccustomed to learning new material outside of the classroom, they feel impersonal and disconnected.					
16. I believe that the flipped learning modal helps students become independent learners.					
17. The flipped learning model can help students learn new skills and address their individual needs/issues more effectively.					
18. The videos and other tools provided by the teacher and peers help me learn each unit's main points better in my next class.					
19. Tech-savvy Saudi EFL students can use the flipped learning model to achieve their learning objectives more effectively.					
20. Flipped learning modal can facilitate and enhance better understanding of Grammar, conversation, comprehension, and vocabulary.					
21. Saudi Arabia's advanced technological infrastructure makes flipped learning modal an effective means of instruction and learning.					