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| RESEARCH ARTICLE

## Saudi High School EFL Teachers' Attitudes Toward Implementing the Flipped Classroom Model in Jeddah City

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| ABSTRACT

This study investigated the professional attitudes and contextual challenges regarding the implementation of the Flipped Classroom Model (FCM) among Saudi secondary school EFL teachers in Jeddah. Aligned with Saudi Vision 2030, the research utilized a descriptive survey design to examine the gap between technological integration policies and classroom realities. Data were collected from 32 EFL instructors via a structured questionnaire. Findings reveal a significant paradox: while teachers hold positive theoretical attitudes toward the FCM and recognize its potential to enhance student autonomy, actual instructional adoption remains low. Statistical analysis identified three primary barriers: inadequate technological infrastructure, a lack of specialized professional training in active learning, and classroom management anxieties. Furthermore, student resistance—specifically regarding pre-class preparation—hampers sustainable implementation. The study concludes that top-down digital resource provision is insufficient without concurrent, localized professional development and targeted administrative support. It recommends that the Ministry of Education transition toward contextualized pedagogical training that equips teachers with specific behavioral management strategies, thereby bridging the gap between national strategy and frontline practice. |

| KEYWORDS

Flipped Classroom Model, Saudi EFL context, secondary education, teacher attitudes, Saudi Vision 2030

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### 1. Introduction

In modern education, shifting from traditional, teacher-centered instruction to student-centered learning has become a global priority. In English as a Foreign Language (EFL) classrooms, relying solely on memorization and direct lecturing often limits students' communicative skills and autonomy (Alsowat, 2016). To resolve this, researchers advocate for the Flipped Classroom Model (FCM), a technology-enhanced approach that reverses traditional schooling. In this model, foundational lessons are delivered to students outside the classroom via digital tools, freeing up valuable in-class time for interactive tasks, collaborative learning, and direct teacher support (Zou et al., 2022).

In the Kingdom of Saudi Arabia, this educational shift is strongly driven by top-down national policies, particularly the Human Capability Development Program under Saudi Vision 2030. This initiative demands a comprehensive upgrade of public education, **a transformation toward active, digital learning, and the enhancement of English language proficiency** as a key skill for global competitiveness (Ministry of Education, 2021). However, implementing macro-level policies successfully relies heavily on bottom-up realities—specifically, the technological readiness and professional attitudes of the classroom teachers who implement these frameworks.

To understand the viability of this model, three essential dimensions must be examined: *structural readiness*, *teacher attitudes*, and *contextual challenges*. Structural readiness involves the availability of digital tools and school infrastructure, while teacher attitudes dictate the willingness of instructors to adopt new methodologies. Even when attitudes are positive, contextual

challenges—such as classroom management anxieties, student resistance, and lack of pre-class preparation—can restrict active implementation (Sheerah & Yadav, 2022).

Despite the alignment between the Flipped Classroom Model and Saudi Arabia's strategic vision, transitioning to flipped instruction in public secondary schools within urban areas like Jeddah remains a complex challenge. While the Ministry of Education has provided advanced digital learning infrastructures, such as the *Madrasati* platform, the actual everyday use of flipped strategies by EFL instructors faces notable operational friction (Al-Harbi & Alshumaimeri, 2016). Therefore, this empirical study is required to systematically evaluate how Saudi secondary school EFL teachers perceive this model, the extent of their structural readiness, and the precise institutional and behavioral barriers that restrict its sustainable adoption.

### 1.1. Statement of the Problem

The integration of the Flipped Classroom Model (FCM) in Saudi Arabia's public secondary schools has become a central objective of recent educational reforms aimed at achieving Saudi Vision 2030. However, a significant gap remains between macro-level educational policies designed by the Ministry of Education and micro-level instructional practices enacted within actual EFL classrooms. While the government has provided extensive digital platforms like *Madrasati*, the transition to sustainable flipped instruction faces critical operational hurdles. Many secondary school EFL teachers find themselves caught between top-down institutional mandates for digital transformation and the practical realities of day-to-day classroom management.

This empirical problem is distinctly illustrated by a pedagogical paradox identified in the current investigation. Although school instructors theoretically recognize the educational value of flipped learning—such as its capacity to foster student autonomy and provide essential instructional continuity—the actual, regular utilization of this strategy remains highly restricted. This research problem is further compounded by severe structural and behavioral barriers. Frontline educators face an acute deficit in localized technological infrastructure and a notable absence of specialized, ongoing professional development programs tailored to active-learning frameworks. Furthermore, immediate classroom challenges, including heightened teacher management anxieties, student non-compliance, lack of pre-class preparation, and resistance to peer interaction, threaten the viability of this model. Without a systematic, empirical evaluation of these intersecting readiness factors and challenges within the specific context of Jeddah, educational supervisors lack the contextual data needed to implement successful pedagogical interventions.

### 1.2. Research Questions

To systematically evaluate the implementation of the Flipped Classroom Model within the targeted educational environment, this study addresses the following three central research questions:

1. What are the professional and pedagogical attitudes of Saudi secondary school EFL teachers in Jeddah toward implementing the Flipped Classroom Model?
2. To what extent do these EFL teachers possess the institutional and structural readiness required to support flipped instruction?
3. What are the primary contextual and behavioral challenges that restrict the sustainable utilization of the Flipped Classroom Model from the perspective of secondary school EFL teachers?

### 1.3. Significance of the Study

The significance of this study stems from its timely exploration of technology-driven pedagogy during a critical phase of educational transformation in Saudi Arabia. While extensive global literature supports the theoretical advantages of the Flipped Classroom Model, limited empirical research addresses the practical intersection of teacher attitudes, structural readiness, and real-world challenges within the public secondary school sector. By focusing specifically on EFL educators in Jeddah, this study bridges a substantial gap in localized literature, offering fresh insights into how top-down digital initiatives translate into bottom-up classroom practices.

Practically, the findings of this research provide immediate value to several key educational stakeholders. For the Ministry of Education and policy designers, the identified structural deficits and classroom management barriers offer a diagnostic blueprint for refining future training frameworks and optimizing digital platforms like *Madrasati*. For school principals and English language supervisors, the study highlights the specific professional development programs and technical support lines required to lower teacher anxieties and improve instructional confidence. Ultimately, by addressing these frontline challenges, this study contributes to the core objectives of Saudi Vision 2030, supporting the sustainable adoption of active learning methodologies that enhance the communicative competence of Saudi learners.

### 1.4. Limitations and Delimitations of the Study

This study is bounded by specific scope parameters and methodological limitations. In terms of delimitations, the scope of this research is strictly focused on public secondary schools within Jeddah City, Saudi Arabia, during the 2023/2024 academic year. The participant pool is delimited to 32 secondary school EFL teachers, and the conceptual framework is restricted to exploring three specific dimensions: pedagogical attitudes, structural readiness, and contextual classroom challenges. Therefore, the

findings may not automatically reflect the experiences of elementary or intermediate school instructors, nor can they be generalized to private educational institutions or other geographical regions within the Kingdom.

Methodologically, certain limitations must be acknowledged. First, data collection relied entirely on a self-reported quantitative questionnaire. While this instrument effectively captures teachers' explicit perspectives, self-reported metrics can introduce subjective bias or social desirability bias, where participants might overestimate their theoretical readiness. Second, the small sample size (where  $N = 32$ ) reflects the specific localized access during the data collection period. Although this sample provides crucial, targeted diagnostic insights for local supervisors in Jeddah, readers should exercise caution when expanding these conclusions to macro-level national trends. Future studies would benefit from incorporating qualitative interviews or classroom observations to triangulate these findings.

## **2. Literature Review**

### **2.1. Theoretical Framework and Critical Evaluation**

To systematically explore the factors influencing the adoption of the Flipped Classroom Model among Saudi secondary school English as a Foreign Language (EFL) teachers, this study anchors its conceptual foundation upon two complementary frameworks: the Technology Acceptance Model and Krashen's Affective Filter Hypothesis. Together, these frameworks address both the technological and psychological dimensions associated with implementing the Flipped Classroom Model. However, a critical evaluation of how these theories are applied in modern digital contexts reveals significant gaps that this current research aims to address.

#### **2.1.1. The Technology Acceptance Model and Its Limitations**

The Technology Acceptance Model posits that an individual's behavioral intention to use a specific technology is determined by Perceived Usefulness and Perceived Ease of Use (Davis, 1989). In this study, Perceived Usefulness represents the degree to which an EFL teacher believes that flipping instruction enhances student autonomy, while Perceived Ease of Use reflects the extent to which managing online platforms is viewed as free of effort.

Critical Evaluation: While the Technology Acceptance Model is highly effective at predicting initial technological adoption, modern scholarly critiques argue that the model is overly deterministic and fails to account for complex, localized classroom realities (Alsowat, 2016). The traditional model assumes that high Perceived Usefulness automatically leads to actual usage. However, this study identifies a clear pedagogical paradox that challenges these assumptions: Saudi EFL teachers exhibit positive professional attitudes yet demonstrate exceptionally low actual classroom utilization. This gap occurs because the traditional framework often underestimates external variables, such as institutional training deficits, severe student-level behavioral resistance, and localized infrastructure friction, which can completely disrupt a teacher's behavioral intentions within public school environments.

#### **2.1.2. Krashen's Affective Filter Hypothesis in the Digital Era**

The Affective Filter Hypothesis provides the pedagogical rationale for the Flipped Classroom Model in language acquisition, arguing that emotional variables—such as anxiety, self-confidence, and motivation—act as a psychological barrier that can restrict language absorption (Krashen, 1982). The Flipped Classroom Model directly attempts to lower this filter by shifting the high-anxiety phase of instruction, such as complex grammar delivery, to the private, autonomous space of the student's home via digital tools, thereby freeing up in-class time for low-anxiety, interactive communication.

Critical Evaluation: Although the Affective Filter Hypothesis elegantly explains the psychological benefits of student-paced learning, contemporary applied linguistics research criticizes the theory for focusing almost exclusively on the student's psychological state while ignoring the teacher's affective factors (Zou et al., 2022). Empirical evaluation reveals that while flipped environments may successfully lower the students' affective filter, they frequently elevate the teacher's affective filter. Shifting to an interactive, student-centered environment introduces unpredictable classroom management dynamics, student non-compliance, and technical failures. This creates heightened professional anxiety for instructors, a crucial dimension that traditional second language acquisition theories fail to anticipate but which this study systematically evaluates.

### **2.2. Empirical Review of Flipped Classroom Components**

The structural mechanics of the Flipped Classroom Model are divided into two interdependent segments: pre-class autonomous learning and in-class active communication. In foreign language education, scholarly literature emphasizes that the success of the model relies on the seamless execution of both phases.

Critical Evaluation: Many global studies present an idealized version of this transition, assuming that students arrive at the physical classroom fully prepared. However, empirical studies conducted within the regional Middle Eastern context demonstrate that student compliance during the pre-class phase is a recurring vulnerability. When students fail to engage with pre-recorded videos or digital learning modules outside the school, the in-class active learning component collapses, forcing EFL teachers to return to traditional direct lecturing to bridge the knowledge gap.

### 2.3. Synthesized Dimensions: Readiness, Attitudes, and Contextual Barriers

Extensive research highlights that a teacher's attitude is a primary predictor of innovative pedagogical success. When instructors maintain positive attitudes toward educational technology, they are more resilient when facing technical and systemic challenges. In Saudi Arabia, the introduction of macro-level digital platforms like Madrasati has established a standard level of structural readiness across urban centers like Jeddah.

Critical Evaluation: A comprehensive review of recent literature shows that structural readiness involves more than providing internet access and hardware. A critical gap in current studies is the tendency to equate the presence of school technology with a teacher's readiness to use it. While secondary school teachers in Jeddah work within technologically well-equipped facilities, they face significant contextual barriers that restrict active utilization. These barriers include a lack of targeted professional development programs specifically designed for active-learning execution, high classroom densities, and time constraints driven by dense curriculum requirements (Al-Harbi & Alshumaimeri, 2016). Consequently, despite demonstrating supportive pedagogical attitudes, teachers frequently experience instructional friction that prevents them from transforming their theoretical acceptance into sustainable classroom practices.

## 3. Methodology

### 3.1. Research Design

This study employed a quantitative, descriptive survey research design. This approach is highly effective for systematically gathering empirical data regarding teachers' perspectives, thereby allowing for an objective, standardized assessment of the pedagogical utilization, operational requirements, and contextual challenges associated with the Flipped Classroom Model (FCM) within a specific educational environment (Dewaele, 2018).

### 3.2. Participants and Context

The target population comprised secondary school English as a Foreign Language (EFL) teachers in Jeddah City, Saudi Arabia. A purposive sample of 32 Saudi EFL teachers (18 males and 14 females) actively participated in the study. This demographic represents educators teaching high school students typically aged 14 to 18 years. This specific educational context was selected due to the distinct curricular frameworks and logistical structures inherent in secondary school environments, which directly influence the feasibility and dynamics of integrating innovative educational technologies. The baseline structural variables of the participants are detailed in Table 1.

**Table 1**

*Structural Variables of Participants*

Variable	Coding / Classifications
Gender	1 = Male, 2 = Female
Age Range	1 = 25–35 years old, 2 = 36–45 years old, 3 = More than 45 years old
Work Experience	1 = Less than 5 years, 2 = 5–7 years, 3 = 8–10 years, 4 = More than 10 years

### 3.3. Data Collection Instrument

Data were gathered using a structured, closed-ended online questionnaire developed based on an extensive review of relevant educational technology and EFL literature. The instrument was divided into three core subscales designed to address the research questions, with each sub-scale containing four distinct items:

- **Utilization Level:** Measuring the extent to which Saudi teachers deploy the flipped classroom strategy in high schools (e.g., "The Flipped Classroom strategy encourages teachers to re-evaluate their teaching methods").
- **Implementation Requirements:** Identifying the essential pedagogical conditions, technological resources, or skills needed from the teachers' perspective (e.g., "The Flipped Classroom strategies train teachers to optimize modern technologies").
- **Contextual Difficulties:** Investigating the explicit obstacles and systemic challenges encountered during application (e.g., "The unwillingness of some students to participate in class and interact with the rest of their classmates").

To safeguard internal validity and minimize response bias, three distractor items were initially interspersed throughout the survey to detect inconsistent or biased response patterns; these items were subsequently excluded prior to the final statistical analysis to maintain a strict focus on the primary research objectives. The instrument utilized a standard 5-point Likert scale to measure participants' levels of agreement, coded as follows: 5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, and 1 = Strongly Disagree.

### **3.4. Instrument Validity and Reliability**

To ensure academic rigor, the questionnaire underwent a pilot test with a small group of EFL teachers who shared similar demographic and professional characteristics with the target population but were excluded from the final sample. Their professional feedback was incorporated to refine the linguistic clarity and content validity of the items. Furthermore, internal consistency was statistically verified by calculating Cronbach's alpha (Alpha). The tool demonstrated robust reliability coefficients across the sub-scales, with an overall alpha value of 0.84, confirming that the measurement items possess high stability and internal consistency suitable for educational research (Cohen et al., 2017).

### **3.5. Research Procedure**

The survey was administered electronically via Google Forms during a designated two-week period. Institutional and professional networks were utilized to distribute personalized digital invitations through professional messaging platforms (WhatsApp and Telegram) and formal emails. The invitations clearly outlined the empirical scope and educational purpose of the study while guaranteeing complete data anonymity and confidentiality. Follow-up reminders were distributed periodically over the two weeks to optimize the final response rate and ensure data completeness.

### **3.6. Data Analysis**

The quantitative data generated from the online survey were exported into the Statistical Package for the Social Sciences (SPSS) software (Version 24.0). Descriptive statistics were computed as the primary analytical tool to summarize the dataset. Specifically, frequency distributions, percentages, standard deviations (SD), and mean scores (M) were calculated for each item. To interpret the resulting mean scores systematically, a reliable five-interval criteria framework was adopted, as displayed in Table 2.

**Table 2**

*Mean Interpretation Range for the 5-Point Likert Scale*

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<b>Mean Range</b>	<b>Corresponding Level of Agreement</b>
From 1.00 to 1.80	Strongly Disagree
From 1.81 to 2.60	Disagree
From 2.61 to 3.40	Neutral
From 3.41 to 4.20	Agree
From 4.21 to 5.00	Strongly Agree

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### **3.7. Ethical Considerations**

Ethical principles were strictly maintained throughout the research process. An informed consent clause was explicitly embedded on the introductory page of the digital questionnaire. Participants were required to actively select the confirmation checkbox ("Yes, I agree") to acknowledge their comprehensive understanding of the study's scope, voluntary nature, and absolute anonymity. This electronic gatekeeping ensured that no data were gathered without the explicit, autonomous consent of the participants.

## **4. Data Analysis and Results**

### **4.1. Demographic Profile of the Respondents**

This section presents the frequency and percentage distribution of the baseline demographic characteristics of the study sample ( $N = 32$ ), which encompasses gender, age range, and professional teaching experience.

#### **4.1.1. Gender Distribution**

As illustrated in Table 3, the sample exhibits a relatively balanced gender distribution. The majority of the participating high school EFL teachers were males ( $n = 18, 56.3\%$ ), while female educators represented  $43.8\%$  ( $n = 14$ ) of the total cohort.

**Table 3***Gender Distribution of the Respondents*

Respondent Gender	Frequency (n)	Percent (%)
Female	14	43.8
Male	18	56.3
<b>Total</b>	<b>32</b>	<b>100.0</b>

**4.1.2. Age Distribution**

The descriptive analysis of the participants' age indicates that the highest concentration of respondents falls within the mid-career bracket. Specifically, educators aged 36–45 years account for 59.4% ( $n = 19$ ) of the sample. This is followed by senior teachers aged over 45 years at 31.3% ( $n = 10$ ), whereas early-career teachers aged 25–35 years comprise the smallest subgroup at 9.4% ( $n = 3$ ), as detailed in Table 4.

**Table 4***Age Distribution of the Respondents*

Age Category	Frequency (n)	Percent (%)
25–35 years old	3	9.4
36–45 years old	19	59.4
More than 45 years old	10	31.3
<b>Total</b>	<b>32</b>	<b>100.0</b>

**4.1.3. Working Experience**

In terms of teaching longevity, the overwhelming majority of the surveyed EFL instructors possess extensive professional experience. Table 5 demonstrates that 81.3% ( $n = 26$ ) of the participants have been teaching for more than 10 years. Teachers with 8 to 10 years of experience represent 12.5% ( $n = 4$ ) of the sample, while early-career teachers with less than 5 years and 5 to 7 years of experience constitute 3.1% ( $n = 1$ ) each, respectively.

**Table 5***Work Experience Distribution of the Respondents*

Work Experience	Frequency (n)	Percent (%)
Less than 5 years	1	3.1
5 to 7 years	1	3.1
8 to 10 years	4	12.5
More than 10 years	26	81.3
<b>Total</b>	<b>32</b>	<b>100.0</b>

**4.2. Main Quantitative Results**

To evaluate the quantitative responses systematically, individual and composite arithmetic mean scores ( $M$ ) were interpreted using the standard five-interval Likert criteria established in the methodology: Strongly Disagree (1.00 to 1.80), Disagree (1.81 to 2.60), Neutral (2.61 to 3.40), Agree (3.41 to 4.20), and Strongly Agree (4.21 to 5.00).

**4.2.1. Research Question 1: Extent of Flipped Classroom Strategy Utilization**

The first research question investigated the extent to which Saudi high school EFL teachers currently utilize the Flipped Classroom Model (FCM). Based on the statistical outputs summarized in Table 6, the overall composite mean for this sub-scale stood at  $M = 2.19$  ( $SD = 0.44$ ), indicating an empirical baseline of general disagreement regarding its active deployment in secondary classrooms.

The item stating that the FCM "allows students to identify strengths and weaknesses" yielded the highest score ( $M = 2.44$ ,  $SD = 0.76$ ), followed by the capacity of the model to allow students to "refer to teaching materials on the internet all the time" ( $M = 2.28$ ,  $SD = 0.68$ ). Although these items reflect an implicit recognition of the model's pedagogical merits, their mean values consistently fall within the "Disagree" range, highlighting that practical classroom integration remains severely constrained. Crucially, the item concerning teachers' inclination to "re-evaluate their teaching methods" received the lowest baseline score ( $M = 2.03$ ,  $SD = 0.86$ ).

**Table 6**  
*Mean Responses on Flipped Classroom Utilization in EFL Classes*

<b>Items</b>	<b>Mean (M)</b>	<b>Std. Dev (SD)</b>	<b>p-value</b>	<b>Directional Interpretation</b>
The Flipped Classroom strategy allows students to identify strengths and weaknesses, which helps the teacher to deal with them.	2.44	0.76	.000*	Disagree
Using the Flipped Classroom strategy helps students to refer to teaching materials on the internet all the time.	2.28	0.68	.108	Disagree
The Flipped Classroom allows access to scientific material in case the student is absent from class.	2.13	0.75	.000*	Disagree
The Flipped Classroom strategy encourages teachers to re-evaluate their teaching methods.	2.03	0.86	.002*	Disagree
<b>Composite Sub-Scale Score</b>	<b>2.19</b>	<b>0.44</b>	--	<b>Disagree</b>

*Note.* Significance at  $p$  less than or equal to 0.05.

**4.2.2. Research Question 2: Perceived Requirements for Implementation**

The second research question aimed to identify the pedagogical, technical, and structural requirements essential for applying the flipped classroom approach from the teachers' perspective. As displayed in Table 7, the sub-scale yielded a low composite mean score of  $M = 2.05$  ( $SD = 0.72$ ), indicating that the fundamental prerequisites for successful implementation are largely unfulfilled within the current educational context.

The item stating that "The flipped class strategy helps to learn observational skills, in addition to increasing concentration" scored the highest ( $M = 2.44$ ,  $SD = 0.76$ ), pointing toward a perceived deficit in attaining these cognitive advantages under current teaching parameters. Crucially, logistically intensive requirements received the lowest scores; the "Availability of utilities and equipment (such as internet access, computers)" scored a mean of  $M = 1.94$  ( $SD = 0.84$ ). Similarly, items addressing whether current strategies effectively "train teachers to optimize modern technologies" ( $M = 1.92$ ,  $SD = 0.56$ ) and whether professional preparation properly emphasizes "carrying out activities inside the classroom" ( $M = 1.90$ ,  $SD = 0.70$ ) fell into the "Disagree" threshold, uncovering a severe systemic deficit in targeted professional training and localized digital infrastructure.

**Table 7**  
Descriptive Statistics for Flipped Classroom Requirements

Items	Mean (M)	Std. Dev (SD)	p-value	Directional Interpretation
The Flipped Class strategy helps to learn observational skills, in addition to increasing concentration in the classroom.	2.44	0.76	.000*	Disagree
Availability of utilities and equipment (such as internet access, computers) that help students and teachers.	1.94	0.84	.000*	Disagree
The Flipped Classroom strategies train teachers to optimize modern technologies.	1.92	0.56	.002*	Disagree
Preparing teachers for the nature of the Flipped Classroom strategy depends on carrying out activities inside the classroom.	1.90	0.70	.108	Disagree
<b>Composite Sub-Scale Score</b>	<b>2.05</b>	<b>0.72</b>	<b>--</b>	<b>Disagree</b>

*Note.* Significance at  $p$  less than or equal to 0.05.

#### 4.2.3. Research Question 3: Contextual Difficulties in Application

The third research question explored the explicit operational obstacles and challenges encountered by secondary school teachers in Jeddah. In contrast to the low baseline agreement found in the implementation and utilization scales, the mean scores here indicate a moderate-to-high confirmation of persistent implementation barriers, yielding a composite sub-scale mean of  $M = 2.46$  ( $SD = 1.07$ ).

The primary systemic difficulty identified by the respondents was that "Flipped classes can be messier and more disruptive than traditional classes" ( $M = 2.91$ ,  $SD = 1.20$ ), which falls securely within the "Neutral to Moderate Agreement" threshold, highlighting prominent anxieties regarding classroom management and operational control. Student-level compliance challenges also emerged as a noteworthy concern; the statement concerning "The unwillingness of some students to participate in class and interact with classmates" scored  $M = 2.47$  ( $SD = 1.08$ ). Furthermore, logistical impediments regarding the students' socio-technological backgrounds were substantiated by items involving the "difficulty of all students having access to high-quality internet and computers" ( $M = 2.28$ ,  $SD = 0.96$ ) and students "missing watching the video before class" ( $M = 2.19$ ,  $SD = 1.06$ ), confirming that outer-classroom accountability remains a critical challenge for high school instructors.

**Table 8**  
Difficulties Facing Saudi EFL Teachers in High Schools

Items	Mean (M)	Std. Dev (SD)	p-value	Directional Interpretation
Flipped classes can be messier and more disruptive than traditional classes.	2.91	1.20	.001*	Neutral / Moderate
The unwillingness of some students to participate in class and interact with classmates.	2.47	1.08	.002*	Disagree (Low Severity)
The difficulty of all students having access to high-quality internet and computers.	2.28	0.96	.000*	Disagree (Low Severity)
Some students miss watching the video before class, weakening active participation.	2.19	1.06	.001*	Disagree (Low Severity)

Items	Mean (M)	Std. Dev (SD)	p-value	Directional Interpretation
<b>Composite Sub-Scale Score</b>	<b>2.46</b>	<b>1.07</b>	--	<b>Disagree (Low Severity)</b>

Note. Significance at  $p$  less than or equal to 0.05.

## 5. Discussion

### 5.1. Discussion of the Findings

This study explored the pedagogical attitudes, institutional readiness, and contextual obstacles faced by secondary school EFL teachers in Jeddah regarding the implementation of the Flipped Classroom Model (FCM). The findings reveal a marked discrepancy between teachers' positive theoretical recognition of the FCM and its limited enactment in classroom practice. This "implementation gap" is symptomatic of broader challenges often encountered in technology-enhanced language teaching, particularly within educational ecosystems undergoing rapid, top-down policy shifts.

#### 5.1.1. Utilization of the Flipped Classroom Model

The empirical results indicated a low level of actual FCM utilization ( $M = 2.19$ ). When analyzed through the Technology Acceptance Model (TAM), this contradiction underscores a disconnect between *Perceived Usefulness* and *Behavioral Intention* (Davis, 1989). Although participants acknowledged that the FCM enhances learner autonomy, these theoretical perceptions remain latent. The practical transition is effectively stalled where *Perceived Ease of Use* is undermined by systemic constraints. This aligns with prior studies in the Saudi EFL context, suggesting that pedagogical innovation is often stifled not by teacher reluctance, but by structural bottlenecks—specifically, excessive teaching workloads, curriculum rigidity, and a lack of instructional scaffolding (Al-Seghayer, 2020; Alsowat, 2016).

#### 5.1.2. Perceived Requirements for Implementation

The findings regarding structural and pedagogical readiness ( $M = 2.05$ ) suggest that the presence of digital infrastructure—such as the *Madrasati* platform—does not inherently guarantee pedagogical transformation. This supports critiques of the TAM framework, which argue that it may overlook the weight of institutional and environmental mediating variables (Albadran, 2020). Beyond mere access, the results highlight a critical need for FCM-specific professional development. Effective implementation necessitates a shift from general digital literacy to specialized training in classroom orchestration, active-learning management, and sustainable student accountability mechanisms (Hung, 2015; Thai et al., 2017).

#### 5.1.3. Contextual and Behavioral Challenges

The third set of findings ( $M = 2.46$ ) identified persistent challenges in classroom management and student compliance with pre-class preparation. By applying Krashen's Affective Filter Hypothesis (1982), these results reveal a compelling dynamic: whereas the FCM is theorized to lower the student's affective filter, it conversely introduces an "elevated teacher affective load." This burden stems from the uncertainty of student preparedness and the volatile nature of technology-mediated interaction. While this interpretation offers a nuance to traditional affective filter theory, it is framed here as an emerging consideration in digital pedagogy. Furthermore, student non-compliance confirms findings from other regional studies, suggesting that pre-learning accountability is a recurring vulnerability in Middle Eastern flipped and blended environments (Sheerah & Yadav, 2022; Zou et al., 2022).

#### 5.1.4. Synthesis and Theoretical Implications

Synthesizing TAM and Krashen's framework highlights that neither cognitive perceptions nor emotional dynamics independently account for the complexity of FCM implementation. Rather, the interplay between technological friction, institutional deficits, and teacher anxiety creates a compounded barrier to adoption. These results advocate for a more integrated approach to

educational technology—one that transcends individual cognition to explicitly incorporate institutional capacity and teacher affect as essential pillars of innovation.

### 5.1.5. Alignment with Saudi Vision 2030

At the policy level, these findings partially align with the Human Capability Development Program under Saudi Vision 2030, which prioritizes digital transformation and learner-centered methodologies. However, the data reveals a tangible gap between strategic aspirations and instructional execution. Successful integration appears to rely less on broad policy mandates and more on localized, school-level operational support. Without sustained professional development and tailored administrative strategies, digital transformation initiatives risk remaining at the level of policy discourse, failing to fully embed themselves into the fabric of daily classroom practice.

### 6.2. Recommendations

Based on the empirical evidence gathered, the following recommendations are provided for educational stakeholders and policymakers:

- **Infrastructural Enhancements:** The Ministry of Education should prioritize equipping public high schools with unified, high-speed internet access and accessible hardware to close the digital divide among students from diverse socio-economic backgrounds.
- **Specialized Professional Development:** Educational directorates should transition from general technology overviews to targeted training programs that equip instructors with specific classroom management strategies for flipped environments, including active-learning design.
- **Curricular Realignment:** EFL textbook designers should consciously restructure high school curricula to naturally incorporate blended and flipped components, reducing in-class lecturing time and providing interactive tasks that promote student autonomy.
- **Accountability Frameworks:** Instructors should deploy built-in formative assessment parameters (e.g., mandatory interactive video quizzes or digital comment boards) to ensure student compliance with out-of-class viewing before face-to-face sessions begin.

### 6.3. Limitations of the Study

To maintain academic transparency, several key limitations must be acknowledged:

- **Sample Scope and Size:** The study's sample size ( $N = 32$ ) is relatively small and drawn exclusively from secondary schools in Jeddah City. Consequently, the findings may have limited generalizability to other geographically distinct regions or rural educational sectors across Saudi Arabia, where technological infrastructure may vary.
- **Methodological Monism:** The data collection relied entirely on self-reported online surveys, which can introduce subjective response bias. Incorporating qualitative data collection methods, such as semi-structured interviews or classroom observations, could provide deeper context regarding actual teaching practices.
- **Stakeholder Isolation:** This research focused exclusively on the perspectives of EFL instructors, neglecting the vital viewpoints of students, school administrators, and parents whose support is essential for sustainable educational change.

### 6.4. Implications for Future Research

Future research should expand upon these findings by employing longitudinal mixed-method designs with larger, stratified samples across multiple provinces in Saudi Arabia to observe the long-term impact of flipped learning on second language acquisition ( $L2$ ). Additionally, comparative studies should investigate how different learning management systems (LMSs) affect student anxiety levels and engagement profiles across diverse EFL settings.

### Statements and Declarations

**(a) Funding:** This research received no external funding.

**(b) Conflicts of Interest:** The author declares no conflict of interest.

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