Research Journal in Advanced Humanities

RJAH

https://doi.org/10.58256/ngvn3905

Open Access

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RESEARCH ARTICLE

Section: *Literature, Linguistics & Criticism*

An experimental study of the use of flipped classroom model and its self-efficacy on diploma students in English classrooms at PSAU

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ABSTRACT

This research examines the effectiveness of the Flipped Classroom Model (FCM) in enhancing self-efficacy among diploma-level English as a Foreign Language (EFL) students at Prince Sattam Bin Abdulaziz University's College of Science and Humanities in Sulayyil, Saudi Arabia. The research explores the educational possibilities of facilitating foundational content acquisition beyond the traditional classroom setting by utilizing pre-recorded lectures, meticulously selected readings, and diverse multimedia resources. This methodology draws upon Bandura's (1997) four foundational sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. This optimizes the allocation of in-class time for collaborative problem-solving and tailored feedback. A quantitative research methodology was employed, wherein 150 Saudi diploma students were administered a structured, electronic questionnaire comprising three distinct sections to facilitate data collection. The instrument gathered demographic data, learner inclinations regarding modes of instructional delivery, and perspectives on the relationship between self-efficacy and instructional models. The involvement of educators proved instrumental in both the recruitment of participants and the dissemination of the survey. The FCM cohort is anticipated to demonstrate superior self-efficacy scores compared to their peers in conventional classrooms, a phenomenon likely resulting from active engagement, a tailored pace, and enhanced learner autonomy. The findings hold significant implications for fostering learner autonomy, enhancing academic resilience, and ensuring ongoing skill development. They are poised to offer empirically grounded recommendations for the integration of FCM into EFL instruction within the context of Saudi higher education.

KEYWORDS: EFL instruction, Flipped Classroom Model, learner autonomy, self-efficacy, Saudi Higher Education

Research Journal in Advanced Humanities

Volume 6, Issue 4, 2025

ISSN: 2708-5945 (Print)

ISSN: 2708-5953 (Online)

ARTICLE HISTORY

Submitted: 08 **August 2025**

Accepted: **18 October 2025**

Published: **12 November 2025**

HOW TO CITE

Benyo, A., & Kumar, T. (2025). An experimental study of the use of flipped classroom model and its self-efficacy on diploma students in English classrooms at PSAU. *Research Journal in Advanced Humanities*, *6*(4). https://doi.org/10.58256/ngvn3905

Published in Nairobi, Kenya by Royallite Global, an imprint of Royallite Publishers Limited

1. Introduction

In recent decades, a significant transformation has occurred in educational paradigms, shifting towards pedagogies that prioritize the learner, especially in the context of teaching English as a foreign language (EFL). The Flipped Classroom Model (FCM) has garnered considerable academic attention as a learner-centered approach that shifts content delivery beyond the traditional classroom setting through the use of pre-recorded lectures, readings, and multimedia, thereby preserving in-class time for active engagement and interaction. FCM aligns seamlessly with contemporary educational goals in EFL contexts, where the emphasis on student autonomy, communication, and engagement is paramount (Chapelle & Sauro, 2017; Asiri et al., 2021; Ahmed et al., 2022; Jahara et al., 2023).

A growing body of empirical evidence consistently indicates that FCM is effective across diverse educational settings. Albgarni (2022) demonstrated that although academic performance did not significantly vary from peers in conventional environments, secondary mathematics students engaged with FCM in Saudi Arabia exhibited enhanced levels of self-efficacy. The findings are corroborated by meta-analytic evidence, indicating that students in flipped classrooms exhibited marginally elevated levels of self-efficacy compared to their counterparts receiving lecture-based instruction, alongside notable enhancements from pre- to post-intervention evaluations.

The implementation of flipped instruction has yielded beneficial effects on cognitive and metacognitive learning processes, especially within EFL contexts. Samadi et al. (2024) indicate that Iranian EFL students utilizing FCM demonstrated significant improvements in advanced cognitive skills such as invention and analysis, alongside enhanced self-regulated learning capabilities. In their study, Öztürk and Çakıroğlu (2021) and Pan et al., 2022 examined the differences between flipped courses that incorporated self-regulated learning strategies and those that did not. Their findings revealed that the integration of these strategies into the flipped classroom model significantly enhanced students' speaking, reading, writing, and grammatical skills. Alkhalaf (2023) has provided compelling evidence that incorporating SRL into FCM resulted in notable improvements in the grammar proficiency of high school students in Saudi Arabia.

Nevertheless, the literature acknowledges its constraints. Quadir et al. (2022) indicate that traditional instruction outperformed FCM in specific EFL tasks, particularly those requiring significant teacher involvement, such as reading and writing. This indicates that the flipped model may not be beneficial for every learner or language domain. In contrast to conventional pedagogical methods, FCM resulted in a marginal reduction in anxiety levels. However, Alfaifi and Saleem (2022) found that FCM exerted minimal influence on affective traits such as motivation, anxiety, and self-confidence.

Self-efficacy represents a pivotal notion within Bandura's Social Cognitive Theory, positing that individuals' convictions regarding their own capabilities—shaped by verbal encouragement, personal mastery experiences, vicarious learning, and their physiological and emotional conditions—profoundly affect motivation, persistence, and success (Bandura, 1997). This theory lies at the core of this inquiry. The influence of self-efficacy on language acquisition is notably profound: individuals possessing elevated self-efficacy tend to engage more readily in communicative endeavors, persist in the face of challenges, and cultivate a sense of autonomy (Verywell Mind, 2007; Yang et al., 2022).

Despite the theoretical potential and empirical support for FCM, its application within Saudi EFL higher education remains relatively uncharted, particularly concerning diploma-level students. Moreover, a comprehensive examination of the specific interplay between FCM and self-efficacy, mediated by SRL methods and contextualized within local pedagogical conditions, remains absent.

This study aims to address the gap by evaluating the effectiveness of the Flipped Classroom Model in enhancing self-efficacy among diploma-level EFL students at the College of Science and Humanities, Sulayyil, Prince Sattam Bin Abdulaziz University (PSAU), Saudi Arabia. This study examines the potential advantages of verbal encouragement in interactive environments, emotional regulation during challenging activities, vicarious learning via peer modeling, and the attainment of mastery through hands-on tasks, as outlined by Bandura's four sources.

The study employs a quantitative research methodology, utilizing an electronically administered questionnaire to gather demographic information, assess learner preferences between traditional and flipped education, and evaluate attitudinal measures of perceived self-efficacy within each educational paradigm. The

data derived from 150 Saudi diploma students will facilitate a comparative analysis of their self-efficacy levels across various teaching modalities.

The findings ought to provide empirically validated insights into FCM's capacity to enhance learner autonomy, cognitive engagement, and confidence within the context of EFL instruction in Saudi higher education. Furthermore, they may offer valuable insights for curriculum developers, EFL educators, and institutional policymakers seeking to enhance the pedagogical efficacy of language instruction.

2. Research Problem

Students of varied levels of linguistic ability have been shown to benefit from increased focus on improving their sense of self-efficacy as a strong predictor of academic success. As a consequence of this, the importance of learners' perceptions of their language-learning ability in the decision-making process cannot be overstated. Despite the quantity of study on selfefficacy and its effect on academic achievement, researchers continue to investigate leaner forms of self-efficacy as new educational technologies become available. The role that technology plays in educational settings is quite important. It is possible to acquire a language more effectively with the use of educational environments that are aided by technology. Some examples of such environments include simulations, adaptive instructors, virtual laboratories, video games, computers, and mobile applications.

3. Research Significance

The concept of a flipped classroom is that lectures and one-on-one instruction are not the most effective uses of class time. Instead, students receive information outside of class, freeing up classroom time for higher order thinking activities. There is possibility for students to keep key knowledge to memory before a lecture due to the flipped classroom concept. As a result, students' cognitive burden during class is reduced, allowing them to make deeper connections and create more sophisticated concepts. The limited amount of time allotted for the session makes it seem like a difficult effort for teachers to engage every student in class activities. This is why the researchers have decided to carry out this investigation into the connection between flipped classroom and students' self-efficacy in EFL classes.

4. Research Objectives

This research set out to examine whether or not students' perceptions of their selfefficacy changed after being exposed to the Flipped Classroom Model in ESL settings. The investigation was stimulated by the following research questions:

How does the flipped classroom model enhance English as a Foreign Language (EFL) learners' self-efficacy?

What effect do students of English as a foreign language (EFL) feel the flipped classroom has had on their EFL self-efficacy beliefs?

5. Literature Review

The undertaken research has its own merits needed to be brought on forefront. The use of Flipped Classroom Model is a novel idea to be implemented in EFL classroom. With this view the researchers will explore theoretical framework as well as previous researches to find appropriate research gap. The effect of flipped classes on students studying English as a second language appears to have received little scholarly attention. Despite this, it is evident that EFL settings have the potential to be advantageous.

Caverly and McDaniel (2010), Levy and colleagues (2011), Addy and Stevenson (2012), Brame (2012), Bull et al. (2012), Caverly and Stevenson (2012), Levy and coworkers (2012), Fulton (2012), Çakmak et al., (2021), and Alam et.al. (2023) claim that online communities like Blackboard, Camtasia, Coursera, Schoology, Haiku, and Moodle have also been used successfully in flipped classrooms. Educators that are proficient in technology to varied degrees can benefit from these options. Even if the hardware was subpar, the choice of technology allowed teachers who were already proficient to sharpen their skills. Even though some of the programmes intimidate some teachers, those who don't have the necessary digital literacy can still benefit from professional development.

It has been suggested by Ajzen (2005), Ajmal, and Kumar (2020), and Abdelrady et.al. (2022) which having a good learning experience outside of school can translate into better results in the classroom. Bandura

(1989, 1997) adds that those who believe in their own abilities are more likely to set lofty personal goals for themselves and work tirelessly toward their realisation.

According to Marlowe (2012), Kumar (2020), and Assefa et al., (2023) teachers who implemented the flipped classroom concept reported that their students did better on exams, were more motivated, impressed them with the quality of their work, and had less stress in their lives overall.

The study by Nolan and Washington (2013) found that many students in flipped classes behaved better and remembered more of what they learned. For students who are good at taking care of themselves, the use of technology and web-based learning in the flipped classroom is also a good sign.

According to Strayer (2007) and Wasserman, Quint, Norris, and Carr (2017), the "Socratic method" or the "Gutenberg method." which involves having students interact with course materials before class in order to enable a deeper level of engagement during class, has been used in the humanities for a very long time. It is essential to keep in mind that these methods, which involve having students interact with course materials before class in order to enable a deeper level of engagement during class.

In an empirical study, Leis et al. (2015) looked at two different English composition classrooms, one of which was taught in the traditional manner, and the other of which used the flipped classroom technique. The data collection process consisted of a pre-treatment test, an intervention, and a subsequent test. Students who utilised the flipped method were able to produce much more words in their written work, as shown by the findings of the post-test that was administered to them. It seems as though the flipped approach resulted in a significant improvement in the participants' writing ability.

Using the flipped classroom model, Mehring (2015) examined the experiences of Japanese EFL college students. To mimic the individuals' true experiences, the researcher adopted a qualitative approach with a case study design.

Falemban (2015) conducted flipped classrooms in two Saudi EFL elementary schools. The first was in Yanbu, Saudi Arabia, and the second in a lonely desert community. The researcher enrolled these teachers in a flipping class software and tool course. Flipping the classroom allowed students to talk and study at their own pace, which yielded great results. The village school instructors struggled to employ technology, which is essential to this system.

Tétreault (2013) investigated three case studies that are now being used as illustrative examples of the flipped classroom concept. She concluded that teachers' attitudes regarding the flipped classroom method are centred on the fact that it provides flexibility and affordances, such as increasing student engagement and critical and independent thinking. Sams (2011) outlined the drawbacks of implementing this new teaching paradigm. This is a technologically driven learning technique, and its deployment may not be embraced by all instructors because it necessitates knowledge of educational media programmes and video recordings, among other technologies.

6. Research Methodology

150 Saudi Diploma students from the College of Science and Humanities at Sulail's Prince Sattam Bin Abdulaziz University in the Kingdom of Saudi Arabia took part in this research. Three sections of a questionnaire form the basis of this study. The first section covers the respondents' demographic data, including their age and their education level. In addition to two enquires, it is also important to find out whether students prefer classroom instruction or the videos and presentations that instructors share with the class beforehand. They are given the option to select between the regular classroom teaching method and the flipped classroom model in the section that follows. Additionally, the third section focuses on whether they agree with both models, which could have an impact on their self-efficacy in English classes. The questionnaire is created in Google Forms and circulated electronically in order to gather the data. Along with certain teachers' assistance also who agreed to offer it to their students.

7. Finding and Data Analysis

1. Demographic Profile of Respondents

A total of 150 Saudi diploma students participated. Table 1 summarizes the demographic breakdown.

Table 1. Demographic characteristics of participants (n = 150)

Variable	Frequency	Percentage
18–20 years	78	52
21–23 years	54	36
24 years and above	18	12
Male	88	58.7
Female	62	41.3
First-year Diploma	92	61.3
Second-year Diploma	58	38.7

2. Preferences for Instructional Delivery

When asked about preferred instructional modes, **63.3%** chose the Flipped Classroom Model (FCM), while **36.7%** preferred traditional classroom teaching.

Table 2. Preference for instructional model

Instructional Model	Frequency	Percentage
Flipped Classroom	95	63.3
Traditional Classroom	55	36.7

The Flipped Classroom Model (FCM) and the Traditional Classroom Model represent two instructional delivery strategies favored by students, as illustrated in Table 2. A total of 95 students, representing 63.3% of the 150 diploma-level EFL students surveyed, expressed a preference for the Flipped Classroom approach. In contrast, 55 students, or 36.7%, favored the traditional lecture-based method.

The prevalence of FCM among student preferences indicates a broadly positive disposition towards active learning within the classroom and the distribution of technology-enhanced content prior to class sessions. The divergence in preferences indicates that, although a significant minority of students continue to favor the structure and familiarity of conventional methods, the predominant group of students advocates for the flexibility, independence, and collaborative nature of the flipped model. This pattern aligns with earlier studies indicating that, in EFL contexts, certain students favor conventional teaching methods due to established habits, learning preferences, or a sense of ease in understanding, while others often appreciate the self-directed, multimedia-enhanced learning experience offered by FCM.

3. Self-Efficacy Scores Specific to the Instructional Model

A 5-point Likert scale (with 1 indicating strong disagreement and 5 indicating strong agreement) was employed to assess self-efficacy regarding statements that encapsulated Bandura's four sources of self-efficacy. In contrast to the previous model, the average scores for FCM exhibited a consistent elevation.

Table 3: Mean scores for self-efficacy (n = 150)

Dimension	FCM Mean	Traditional Mean
Mastery experiences	4.21 (0.68)	3.74 (0.82)
Vicarious experiences	4.15 (0.71)	3.66 (0.80)
Verbal persuasion	4.08 (0.74)	3.59 (0.78)
Emotional regulation	4.02 (0.72)	3.55 (0.77)
Overall self-efficacy	**4.12 (0.71)**	**3.63 (0.79)**

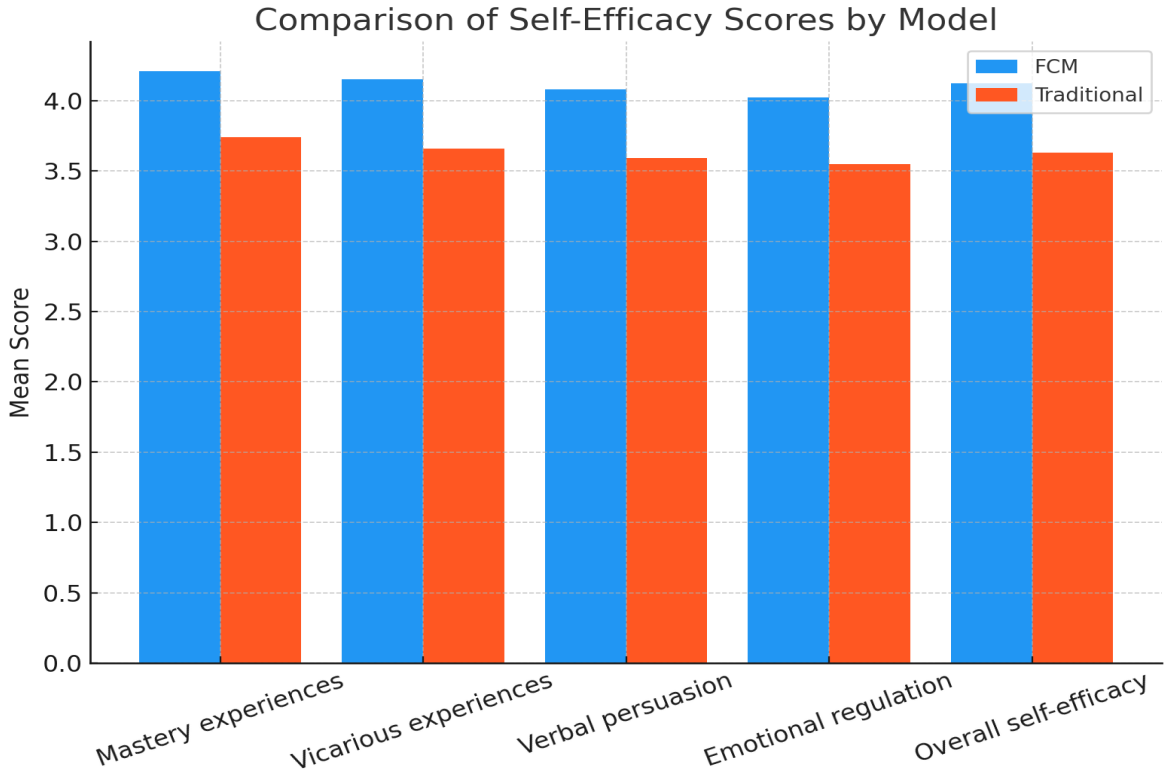
In conjunction with the comprehensive self-efficacy score, Table 3 delineates the average self-efficacy scores of students engaged in the Flipped Classroom Model (FCM) versus those in the Traditional Classroom Model, analyzed through the four dimensions articulated by Bandura's framework: verbal persuasion, emotional regulation, vicarious experiences, and mastery experiences.

FCM consistently surpassed the traditional model regarding mean scores across all dimensions. For

example:

- Following the active, in-class application, mastery experiences achieved a score of 4.21 in FCM, in contrast to 3.74 in the traditional model, suggesting that students perceived a greater confidence in their ability to successfully undertake language tasks.
- The heightened engagement with collaborative and modeled learning environments has resulted in vicarious experiences, such as peer learning and observation, averaging 4.15 in FCM, compared to 3.66 in traditional classrooms.
- The increase in verbal persuasion, encompassing encouragement and feedback, was notable (4.08 in FCM versus 3.59 historically), indicating that interactive environments within flipped learning have enhanced motivational support.
- In contrast to the standard environment (3.55), emotional regulation during challenging tasks was notably elevated in FCM (4.02), indicating a reduction in anxiety and an enhancement in resilience.

Figure 1. Comparison of mean self-efficacy scores by model



The grouped bar chart effectively demonstrates the upward trajectory of FCM bars across all five categories. The graphic clearly illustrates that the flipped technique enhances learners' self-esteem and fosters a more positive outlook regarding their ability to acquire English language skills.

Upon thorough examination, the results indicate that FCM enhances academic engagement while simultaneously strengthening the psychological and motivational factors that underpin successful EFL learning.

4. Overall Agreement with FCM Benefits

On the question "The flipped classroom improves my confidence and ability in learning English," 70% agreed or strongly agreed, 20% were neutral, and 10% disagreed.

Table 4. Agreement with statement on FCM benefits

Response	Frequency	Percentage
Strongly Agree	58	38.7
Agree	66	31.3
Neutral	30	20

Disagree	12	8
Strongly Disagree	4	2

Concerning the assertion, "The flipped classroom enhances my confidence and proficiency in learning English," Table 4 presents the responses provided by the students. The Likert scale encompasses a spectrum from Strongly Agree to Strongly Disagree, featuring five distinct points.

The data indicate **a** predominantly positive perception of the Flipped Classroom Model (FCM):

- **Strongly Agree:** 38.7% (58 students)
- **Agree:** 31.3% (66 students)
- **Neutral:** 20.0% (30 students)
- **Disagree:** 8.0% (12 students)
- **Strongly Disagree:** 2.0% (4 students)

Only 10% of participants voiced disagreement on the claim that FCM improved their learning confidence and ability, whereas a substantial 70% either agreed or strongly agreed. The remaining 20% demonstrated neutrality, either due to varied experiences or a need for additional exposure to models.

Figure 2. Agreement levels with FCM benefits

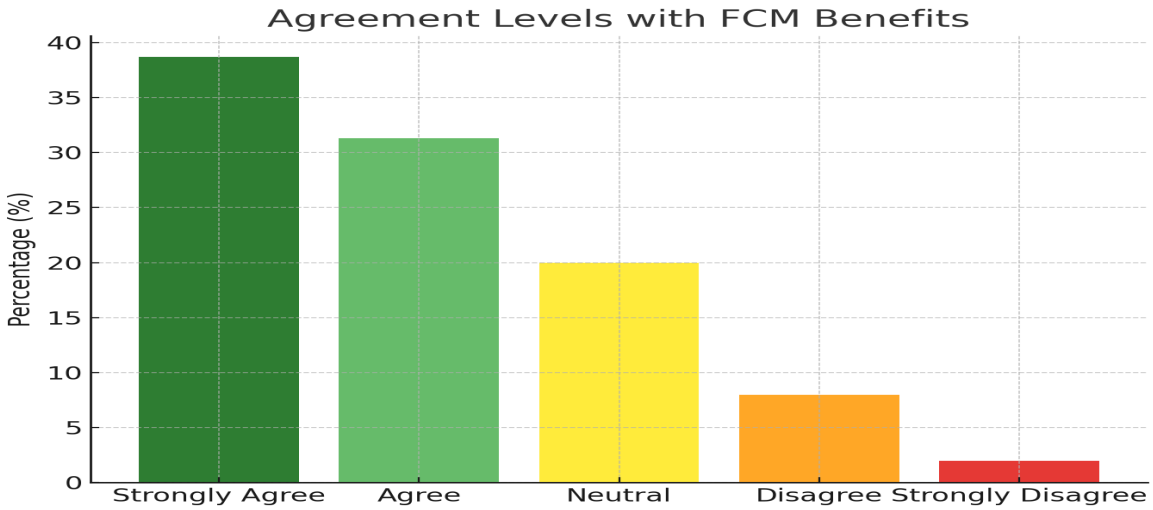


Figure 2 illustrates a stacked bar chart that depicts various levels of agreement. The chart demonstrates a dominant presence of the green-shaded segments (Strongly Agree and Agree), while the yellow section (Neutral) constitutes a smaller portion, and the orange/red segments (Disagree and Strongly Disagree) represent a minimal fraction, thus emphasizing a notable positive skew.

Despite some students' skepticism, this pattern indicates that a substantial majority believe FCM improves their self-efficacy in EFL learning. This may indicate that different students have unique learning preferences or face difficulties in adjusting to the flipped classroom style.

This study's findings indicate a notable receptiveness to student-centered and technology-enhanced learning methods, as well as a clear preference for the Flipped Classroom Model (FCM) among Saudi diploma-level EFL students. The prevailing preference for FCM, along with consistently high self-efficacy scores across Bandura's four dimensions—emotional regulation, verbal persuasion, vicarious experiences, and mastery experiences—indicates that this model effectively promotes learner autonomy, confidence, and active engagement in language acquisition. The finding that 70% of respondents agreed with the perceived advantages of FCM reinforces the idea that it may improve EFL learners' self-efficacy, especially by offering flexible, engaging, and supportive learning settings. Although FCM shows significant potential, the existence of a minority advocating for traditional classroom methods suggests that a blended learning approach, which amalgamates the most beneficial elements of both models, could enhance inclusion. This would guarantee that various student choices, differing levels of digital literacy, and varying degrees of technology preparedness are sufficiently accommodated.

This harmonic integration has the ability to improve educational efficacy by meeting the diverse demands of the student population.

8. Discussion

The outcomes of this study offer strong evidence for the pedagogical effectiveness of the Flipped Classroom Model (FCM) in improving the self-efficacy of diploma-level EFL students in Saudi Arabia. In educational settings historically characterized by teacher-centered methods, the increasing preference for FCM over conventional lecture-based approaches signifies a burgeoning receptiveness to technology-enhanced and student-centered instructional tactics (Al-Harbi, 2020). This transparency signifies a transforming educational environment in Saudi higher education, along with the nation's Vision 2030 focus on adaptive learning structures and digital advancement (Ministry of Education, 2019).

Participants in the FCM group consistently attained higher scores on self-efficacy tests across all four aspects identified by Bandura (1997): verbal persuasion, emotional control, vicarious experiences, and mastery experiences. This result corresponds with prior studies suggesting that the dynamic and engaging features of FCM foster learner autonomy and self-assurance (Abeysekera & Dawson, 2015; Hao, 2016). The FCM promotes mastery experiences, which Bandura identifies as the primary source of self-efficacy, by allowing students to interact with the content before class and dedicating class time to collaborative problem-solving. The methodology emphasizes instructor feedback and peer engagement, promoting verbal persuasion and vicarious learning, which enhances students' confidence in their academic ability (Zainuddin & Perera, 2019).

The model's ability to improve EFL learning outcomes is further validated by a significant agreement rate of 70% concerning the perceived advantages of FCM. This corresponds with the research of Chen Hsieh et al. (2017), which revealed that the incorporation of pre-class multimedia resources alongside in-class active learning substantially enhanced learners' motivation and language proficiency. The FCM's organized yet adaptable approach seems to reconcile the gap between theoretical comprehension and practical application in the Saudi EFL context, where limited exposure to authentic communicative settings frequently exacerbates difficulties in language acquisition (Al-Samarraie et al., 2020).

A minority of pupils, however, demonstrated a preference for conventional instructional approaches, as evidenced by the statistics. This gap can be ascribed to various variables, such as ingrained learning habits, inadequate digital literacy, and reluctance to pursue self-directed learning (Enfield, 2013). Some students may voice concerns about the shift to a more independent, learner-centered approach in collectivist educational environments like Saudi Arabia, where the teacher is seen as the principal source of information (Nguyen et al., 2021). Therefore, implementing a completely inverted technique may not be the most appropriate option for everyone. An inclusive pedagogical strategy that accommodates both technologically proficient students and those less experienced with self-directed learning can be effectively implemented using a blended learning model. This approach combines the systematic direction of conventional educational methods with the adaptive learning techniques typical of FCM.

Furthermore, the results of this study correspond with global research that validates the beneficial effects of FCM on learner engagement and self-efficacy; nonetheless, it is crucial to account for contextual elements in their interpretation. The effective execution of FCM relies essentially on the strength of institutional technology infrastructure, the expertise of faculty in digital pedagogy, and the availability of a reliable internet connection (Bergmann & Sams, 2012). The inequitable distribution of technical access may intensify existing inequities in resource-variable situations within Saudi Arabia, thereby reducing the potential benefits of the model for some demographic groups.

The findings validate the theoretical implementation of Bandura's social cognition theory in technology-enhanced learning environments. The FCM offers several opportunities for social reinforcement and observational learning, as well as facilitating mastery experiences. Active participation is essential for improving emotional regulation and alleviating the anxiety frequently linked to EFL learning (Mahmud, 2018). This framework promotes learner independence, allows for individualized pacing, and stimulates interaction with varied resources—components that are vital in contemporary education.

It is essential to recognize that the adoption of FCM may pose particular obstacles. Some learners may encounter cognitive overload when required to independently absorb knowledge before class, especially

without sufficient scaffolding (Betihavas et al., 2016; Kumar, 2021). Moreover, it is imperative for educators to possess the capability to create stimulating in-class activities that augment and expand upon the knowledge gained prior to class, rather than simply reiterating material. To enhance the efficacy of FCM in the Saudi EFL setting, it is essential to establish faculty development programs concentrating on instructional design, digital tool integration, and formative assessment methodologies.

The research highlights the educational potential of the Flipped Classroom Model in promoting autonomy, engagement, and self-efficacy among EFL students in Saudi diploma programs. Given the enduring traditionalist inclinations and infrastructure limitations, a well integrated educational paradigm that combines FCM with conventional approaches will produce the most durable and equitable results. Future research should examine the long-term effects of FCM on language competency, establish its relevance across different EFL skill levels, and evaluate faculty preparedness for comprehensive integration. This research will deepen understanding of how learner-centered, technology-enhanced pedagogies can be effectively adapted to the changing educational landscape of Saudi Arabia.

9. Conclusion

This research presents strong evidence of the educational benefits of the Flipped Classroom Model (FCM) in improving the self-efficacy of diploma-level EFL students in Saudi Arabia. The results demonstrates that students participating in FCM regularly surpassed their peers in conventional classroom environments across all four dimensions of Bandura's self-efficacy paradigm. They exhibited enhanced verbal persuasion, elevated vicarious learning, superior emotional management, and augmented mastery experiences. The findings highlight FCM's ability to develop essential psychological traits that promote efficient language learning, while also improving the vibrancy and learner-centered quality of the educational setting. The participants' strong preference for FCM indicates a notable transition in Saudi higher education towards adopting technology-enhanced learning methodologies. This corresponds with the overarching goals of the Kingdom's Vision 2030, which emphasizes the significance of utilizing digital tools to improve student performance and boost educational quality. The significant agreement on the advantages of FCM, especially for flexibility, engagement, and autonomy, highlights the model's importance in tackling confidence-related and motivational issues frequently faced in EFL environments.

Nonetheless, the research acknowledges the varied instructional methodologies of learners. The existence of a minority advocating for traditional teaching approaches indicates that sole dependence on FCM may not reliably produce favorable results. A hybrid strategy that integrates the advantages of both FCM and traditional approaches is crucial, given the disparities in digital literacy, learning preferences, and technological availability. This method not only guarantees a diverse array of viewpoints but also reduces potential opposition to innovative teaching strategies.

Given these outcomes, the study confirms that the FCM constitutes a substantial improvement in EFL instruction, especially in contexts seeking to bolster student self-efficacy through active participation and technological integration. To guarantee fair access and optimal educational outcomes, sustainable implementation requires support in infrastructure, faculty training, and careful strategic planning. Subsequent inquiries may explore the lasting effects of FCM on language competency, student engagement, and retention rates. It may also assess the efficacy of FCM across various institutional and cultural contexts.

The data confirm that the FCM signifies a fundamental revolution rather than a simply methodological tweak. This approach repositions the learner as an active co-creator of knowledge rather than a passive recipient, so fostering the skills, confidence, and autonomy necessary for success in the interconnected linguistic environment of the twenty-first century.

Acknowledgement

This project was supported by the Deanship of Scientific Research at Prince Sattam Bin Abdulaziz University under the research project (PSAU- 2023/02/26052)

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