EFL Saudi Undergraduate Students' Perspectives After Implementing the Flipped Classroom Strategy in Distance Learning

إعداد

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المستخلص:

تهدف هذه الدراسة إلى التعرف على تصورات ووجهة نظر الطالبات الجامعيات السعوديات اللاتي يدرسن باللغة الانجليزية في جامعة الملك سعود تجاه استراتيجية الفصل المقلوب في التعليم عن بعد، ومدى تأثيرها على فهمهم للمحاضرة ورضاهم عنها، وذلك خلال الفصل الدراسي الأول من عام ٢٠٢٠ والذي حوّل فيه التعليم إلى تعليم عن بعد بسبب انتشار جائحة كوفيد-١٩، ولتحقيق هذه الأهداف اعتمد البحث على أسلوب مختلط التصميم من خلال استخدام الإستبانات والمقابلات. حيث أرسِلت الاستبانات إلى إثني عشر طالبة درسوا باستراتيجية الفصل المقلوب عن بعد لمدة شهر. بعد ذلك أجريت مقابلات مع خمس طالبات تطوعوا للمشاركة، ثم أظهرت النتائج أن آراء جميع الطالبات ومواقفهم تجاه طريقة الفصل المقلوب كانت تقريبا إيجابية، وعززت هذه الطريقة التعليمية رضا الطالبات وتفاعلهم وفهمهم للمحاضرة.

الكلمات المفتاحية: الفصل المقلوب، التعلم عن بعد، التعلم النشط، طالبات الجامعات السعودية.

Abstract

This study aimed at investigating the perceptions and attitudes of Saudi undergraduate EFL students towards the flipped classroom strategy in distance learning and its effect on their understanding of the course and satisfaction during the year of COVID-19 pandemic in 2020 at King Saud University. To achieve those aims, the research adopted a mixed method design through the use of questionnaires and interviews. Questionnaires were sent to 12 students who experienced the flipped classroom for a month. After that, interviews with five students who volunteered to participate were carried out. The results

showed that students' views and attitudes towards the flipped classroom method were quite positive. The flipped classroom method enhanced student's satisfaction, interaction and understanding of the course.

Key words: flipped classroom, distance learning, active learning, Saudi university students

1. Introduction

The use of different strategies and techniques in teaching EFL students English courses is essential in order to make the lesson more clear effective and engaging. Ghufron and Nurdianingsih (2019) point out that teachers should implement in their lessons novel and creative teaching methods, techniques or approaches to improve the quality of learning. It is worthwhile to notice that technology, nowadays, is playing a crucial role in peoples' life and language education. Students are using technology everyday and it is taking most of their attention through the use of internet, digital games and social networks like Instagram (Benosa, 2015). The traditional way of teaching in a passive way without technological methods or strategies is no longer useful. Khan (2012) argues that "the old classroom model simply does not fit our changing needs" (p.1). Benosa (2015) also points out that "technology has been found to accelerate language learning in English, as a Foreign Language, classrooms" (p.235). She also states that technology urges many teachers to adjust different strategies and approaches in order to meet new learning requirements, learning styles and emerging knowledge. As a result, the need for these strategies and approaches are becoming vital to promote active and autonomous learning (Khan, 2012; Hung, 2015). In addition, teaching methods and strategies serve teachers, during this year of 2020, in making lessons understandable and engaging due to the change of the typical way of teaching which was in classrooms face to face. The UNESCO (2020) reports that schools and universities are closed because of COVID-19 and education shifted to distance

learning. Therefore, Aliyyah et al. (2020) stress the importance for teachers in distance learning, to condition all instructional components including the use of various teaching methods to facilitate students to engage and learn actively.

One of the most popular teaching methods that integrates the use of technology in the teaching and learning process is the flipped classroom (Jouryabi, 2019). Teachers usually face many challenges in their classrooms like the issue of students complaining of too much homework, having passive students and not enough time to deliver the lesson (Goodwin & Miller, 2013). Therefore, the best solution for these issues is to use the flipped classroom method in order to free up class time for active learning and get students prepared to participate and discuss the lesson. Hung (2015) describes flipped teaching "as a pedagogical approach to blended learning in which the typical activities of classroom lectures followed by homework in traditional teaching procedures are reversed in order" (p.81). Students are exposed to new concepts, lessons, and material prior class time in which they get prepared for the lesson through online learning like watching videos, listening to audio, answering quizzes and reading articles sent by the teacher (Khan, 2012; Talbert, 2017; Reidsema et al., 2017). As a result, they are prepared for the lesson in class that is based on organized activities and discussions with their teacher and peers. Consequently, the flipped classroom method might be more effective in encouraging active and autonomous learning. The EFL students might understand the lesson and improve in English since they practice the language more in class discussions and activities (Santikarn & Wichadee, 2018).

1.1 Problem statement

The Kingdom of Saudi Arabia gives great attention to education and encourages every novel approach and technique in teaching that can improve students critical thinking and autonomous learning. Therefore, the Ministry of Education in our country seeks to improve

the educational environment and promotes creativity and innovation in the ways of teaching (Ministry of Education, 2019). In addition, it seeks to improve students' skills and critical thinking to allow them to meet the requirements of modern life. It is worthwhile to notice that English language learning is a critical demand in the time of globalization and the ICT revolution for those who want to put together rapid worldwide changes (Al-Johali, 2019). As recent research shows, however, there is much to be done to promote the continues development of English learning and teaching in Saudi Arabia (Alfurih, 2017). Consequently, the implementation of different strategies and methods in teaching English as a second language is crucial (Khan, 2012; Ghufron & Nurdianingsih, 2019; Hung, 2015). Hung (2015) argue that it has a great impact on improving the quality of learning and fosters active and autonomous learning. The flipped classroom approach attracted the researcher due to its growing use and popularity in advanced countries. Santikarn and Wichadee (2018) found that implementing the flipped classroom method in EFL courses assists students in understanding the lesson and improve their English language since they practice the language more in class discussions and activities. For these reasons and in order to support the new way of teaching held this year through distance learning because of COVID-19, this study investigated university students' views about the flipped classroom method in distance learning. It was also because of the lack of information about the effect of this method in distance learning. The majority of the related studies investigated the effect of the flipped classroom approach on students' English language improvement and on enhancing active learning through face to face learning in class not by distance learning (Hung, 2015; Santikarn &Wichadee, 2018; Ghufron & Nurdianingsih, 2019). The researcher wanted to investigate the role that the flipped classroom method can play in learning and teaching English courses in distance learning.

1.2 Study Questions

The research questions that guided the current study are:

1-What are the EFL students' perceptions and attitudes towards their experience of the flipped classroom method in distance learning?
2- What is the students' opinions on the effect of the flipped classroom in increasing their understanding of the course?
3- Does students' participation in flipped classroom activities enhance their satisfaction and engagement in learning.

1.3 Research objectives

The aim of this research was to achieve these goals:

1) To investigate students attitudes towards the flipped classroom method.
2) To examine the impact of using the flipped classroom method on Saudi EFL undergraduate students' understanding of the course and engagement in the lesson.
3) To help make learning English courses in distance learning more interesting, enjoyable and motivating.

1.4 Significance of the study

This research could be important for English language teachers to modify their typical way of teaching through normal strategies and methods to flipped classroom which is more popular and might be more effective in teaching English as a second language. In addition, the study helps teachers overcome many challenges that they face during class time such as time constrains (Goodwin & Miller, 2013).It also might be useful to serve distance learning as a strategy that can help make learning English courses in distance learning more interesting and beneficial.

1.5 Definition of terms

Distance learning: is defined as a method of study in which teachers and students do not meet face to face in a classroom but instead use the Internet to have classes (Cambridge Dictionary, 2020).

2. Literature Review
2.1 Flipped Classroom Method and Active Learning

Many studies proved that using the flipped classroom approach has a great effect on improving students' autonomous learning, learning achievement, motivation and engagement. Through the flipped classroom approach students are responsible to prepare for the lesson before class by watching or reading assigned videos or articles. Therefore, students depend on themselves in learning the lesson and have the opportunity to read and watch the lecture at their own time and pace (Khan, 2012). Goodwin & Miller (2013) state that class time is based on active learning and problem-solving with the teacher and peers in which students who have difficulties or misunderstanding of the lesson are assisted. It is worth pointing out that "active learning is based on the constructivist theory of learning, which suggests that humans construct knowledge and meaning from their experience" (de Moraes Feltes & de Oliveira, 2019: p.3). In the flipped classroom method, students' participation with their groups and peers, during class time, is highly valued and they are considered as "thinkers" discussing information sent to them through online materials from their teacher (Alamri, 2019). As a result, students in flipped classrooms play the three roles of constructivism which are the active, social and creative learners (Alamri, 2019).

2.2 Effect of the flipped classroom method in Education

Throughout literature, there has been a quite good number of studies worldwide that dealt with the effect of the flipped classroom approach on learning achievement and the improvement in students' English language skills specifically in Indonesia, Iran, Saudi Arabia, China, Thailand and Oman.

To begin with, Ghufron & Nurdianingsih (2019) described the process of the flipped teaching in EFL students' writing course and its influence on learner autonomy which was conducted in several private universities in Indonesia. The data were generated from class observation of both teachers and learners, lesson plan analysis, interviews and questionnaires. The results revealed that flipped teaching has a great influence in motivating students to learn

independently. In another study, Abedi, Keshmirshekan and Namaziandost (2019) aimed at comparing between the effect of traditional instruction and flipped class instruction on 32 Iranian EFL Intermediate learners' English writing. The data were gathered from the results of the pre-tests and post-tests on intermediate students' writing. The researcher found that "the experimental group outperformed the control group on the pretest" (p.43). Therefore, the results reveled that the use of the flipped classroom method in teaching English writing composition had a significant effect on students' improvement.

Alamri (2019) also addressed the same topic in Saudi Arabia and examined the effectiveness of the flipped classroom method for Education Technology students' academic performance and satisfaction. The data was gathered by conducting an achievement test, survey questionnaire for 26 students and interviews with nine students. The results he found was consistent with the study discussed above. He revealed that the flipped classroom group performed highly better than the traditional lecture group. Moreover, most of the students enjoyed the flipped classroom environment and were satisfied with this experience. Alamri (2019) claimed that the underlying elements that generated high quality learning and active learners were online materials, peer discussions and the role of the teacher.

There is a study in Oman that dealt with the same concept as the previous studies but the only thing that differed was in gathering data in which interviews were done not only with students but also with teachers. Alkhoudary (2019) collected the data through a mixed approach in which he administered a pre and post-test for 50 EFL students at Buraimi University College. Additionally, he interviewed ten teachers and an experimental group that consisted of 25 students who learnt writing through the flipped classroom method. Questionnaires were also sent to the experimental group. The results he found were consistent with the studies above in which the

experimental group outperformed the control group and had positive attitudes towards the method. He revealed that the flipped classroom approach is effective and can develop students' writing skills in universities and colleges.

Moreover, Jouryabi (2019) dealt with teachers' perceptions on the flipped classroom method when he carried out a study to investigate their definition and requirements of implementing the flipped classroom method. As well as the advantages and challenges of the flipped classroom approach. The participants were five EFL teachers in a vocational high school in china. The data was gathered through conducting structured interviews with five teachers after they observed six classes that used the flipped classroom method. The results revealed that almost all teachers described the flipped classroom as active learning and active teaching. Therefore, he reported that teachers stated many advantages for this educational approach, such as class time was more effective in which they can spend their time to assist weak and fast learners instead of lecturing only. As a result, teachers gave students instant feedback that helped improve students understanding of the lesson. Furthermore, he pointed out that teachers found students were satisfied with this method of teaching and this agrees with Alamri's findings (2019).

Looking at the previous studies, it seems that the flipped classroom method has a great influence on active learning, learning achievement, and students' positive attitudes towards lessons. Although this may be true, however, the study conducted in Thailand had shown different results in regard of the effect of the flipped classroom method on students' second language writing anxiety. The study was prepared by Lakarnchua et al. (2020) and included questionnaires with open ended questions that were sent to 272 students in the first term and 141 students in the second. The results revealed that the flipped classroom approach did not affect nor facilitate students' writing anxiety. The majority of students stressed on technical problems that faced them when using the (LMS)

Blackboard which was used by the researchers to support the flipped classroom method.

Most of the research that dealt with the flipped classroom approach was done to reveal its effect on students' learning achievement and level of satisfaction. Little research was done on the effect of using the flipped classroom method according to students' perceptions in distance learning or barely none. Although (Alamri, 2019) addressed Saudi students' views on the flipped classroom approach, he did so with students from different disciplines in an education college who took an education technology course. In addition, discussions on the lesson and activities occurred in class face to face. However, this research aimed at investigating EFL students' perceptions on the flipped classroom approach in distance learning in regards to its effect in developing their understanding of the course and level of engagement in the lesson from their point of view.

3. Methodology

3.1 Mixed method design

In order to answer the research questions, which investigated Saudi university students' perceptions of the flipped classroom approach and its effect on their understanding of the course and satisfaction in learning, the study adopted a mixed method design. Two data collection techniques were combined: questionnaires and interviews. Denscombe (2008) reported that mixed method research can improve data quality and offer a more detailed and richer description of the studied phenomena than what a single approach might produce (as cited in Cohen, Manion, & Morrison, 2007). As a result, mixing the qualitative and quantitative approaches together can help overcome problems that might occur when using a single approach. Questionnaires were sent to EFL undergraduate students, who experienced the flipped classroom method for one month after two months of learning their course in the normal way. As soon as the

questionnaires were received, an interview with five participants was performed.

3.2 Participants

The study was conducted on 12 undergraduate Saudi female students in Riyadh, Saudi Arabia. The participants were in the Curriculum and Teaching Instruction department the English language course in King Saud University who are studying in their sixth level. The small amount of sample is due to the difficulties that challenged most teachers in distance learning that was held this term in universities and schools because of COVID-19 pandemic. This sample was selected because I knew their instructor and she was willing to experience the flipped classroom method with her students.

3.3 Instruments

A questionnaire and an interview were developed to collect the data for the study. The study Started with a questionnaire that was adapted from Alamri (2019) who designed the questionnaire to gather data about the effect of the flipped classroom approach on students' level of satisfaction and enjoyment in learning through this method. Alamri's questionnaire consisted of three sections, however, in this study only one section was used which contained 14 close-ended items. The items were measured using a 5 - point Likert scale (strongly agree – agree – neutral – disagree – strongly disagree). The aim of the questionnaire is to investigate students' point of view on whether the flipped classroom method can fulfill their satisfaction in learning an EFL course. In general, it examines students attitudes towards the flipped classroom approach whether it has a positive or negative effect on them.

The questionnaire was very helpful in collecting a great number of data in a brief period of time, but it typically lacks richness of information needed and this was achieved by having one-on-one interviews that helped in providing a better understanding of the topic (Alamri, 2019). The interview helped in exploring students' perceptions of the flipped classroom approach compared to the

traditional classroom and whether the flipped classroom affects in enhancing their understanding of the subject.

3.4 Procedure

This study was executed in one month in king Saud University in Riyadh and for only one section that consisted of 12 undergraduate students. In the first semester of the year 2020, those students were learning the course "Learning and Teaching the English Language" in the traditional way for two months in which they did not have pre-lecture activities and were introduced to the new topic in the lecture. After that, their instructor implemented the flipped classroom approach in four topics which were the Silent Way, Task-based teaching, Lesson planning and Eclecticism. The instructor selected videos and articles related to their lesson and uploaded them as a link and a YouTube video on her wiki account two days before the lecture, for the students to watch and read at any time they feel free. In addition, the instructor gave them a quiz that they should answer before the lecture to check whether they read or watched the uploaded links and to make sure they understand basic course concepts.

During the time of the lecture, the instructor focused on group discussion and problem solving in which she presented on PowerPoint false and true statements and other activities for students to answer according to their understanding of what they watched and read. Since lectures this year were held online, the instructor divided students into groups through WhatsApp in order for them to discuss the activities. All groups presented their answers in turns online through LMS and when there were mistakes, the other groups corrected the answers by pressing first on the hand button to answer. Moreover, students worked in pairs when they took the 'Lesson planning' lesson in which two students discussed and prepared together a lesson plan via WhatsApp. After the experiment, the questionnaire was immediately sent to the students. As soon as I received all 12 questionaries, I started with a scheduled interview with five students who voluntarily

participated in the interview to express their experience with the flipped classroom approach and compared it to the traditional classroom. As for analyzing the data, on the one hand, quantitative data was evaluated for the questionnaire to get the mean and standard deviation. On the other hand, qualitative data was analyzed for the semi- structured interview.

3.5 Validity and Reliability

For measuring the reliability of the questionnaire items, Cronbach's coefficient alpha was used to calculate the internal consistency. The alpha coefficient turned out to be 0.85. Validity was also improved by choosing appropriate methods of study that helped in gaining the data for the research questions. The use of mixed methods can also ensure concurrent validity, particularly when the two distinct methods achieve similar results (Cohen, et al. 2013).

4. Results and Analysis

4.1 Students' perceptions and attitudes towards their experience of the flipped classroom method

The data gathered from the questionnaire and the interviews revealed that students' views and attitudes towards the flipped classroom method were quite positive. Most of the students agreed that the flipped classroom strategy enhanced their satisfaction, interaction and understanding of the course. Five students took part in the interviews and were asked to explain their experience and perceptions of the flipped classroom compared to the traditional classroom which they had in the first two months and whether they realized an increase in their participation and engagement in class activities. In general, most of the students found that the flipped classroom had a positive effect on their participation mentioning that all students started to participate and engage in activities not like the previous two months. One of the interviewed students was satisfied with the effect of the flipped classroom on her understanding of the course and stated that:

> The flipped classroom method increased my understanding of the material as if it were a review for me not a new lesson.

Moreover, before the lesson I have to answer a few questions related to it so I read the lesson carefully and focused and listen to audio and video clips, which makes the information firmly in my mind.

Students believed that they were interacting more unlike the previous way where the instructor did most of the work. However, two students found that pre- class activities were too much work for them and time-consuming, therefore, they preferred the traditional way.

4.2 Flipped classroom activities enhance students' satisfaction and understanding of the course

To examine student's satisfaction with the flipped classroom and their understanding of the course, a questionnaire was provided. Twelve students answered the questionnaire, and their responses were analyzed through the SPSS program. Table 1 presents the 14 items of the questionnaire.

Table 1: Students' satisfaction with the flipped classroom approach (n=12)

Statements	Mean	SD
1- I was able to learn from the course materials in the flipped classroom.	4.17	0.489
2- I was stimulated to complete additional readings or research on topics discussed in the course	3.83	0.489
3- Discussions in the flipped classroom assisted me in understanding other points of view	3.92	0.893
4- As a result of my experience with this course, I would like to take another flipped classroom course in the future.	4.17	1.130
5- This course in the flipped classroom was a useful learning experience	4.17	0.687
6- The diversity of topics and resources in this course prompted me to participate effectively in discussions	4.08	0.489
7- I invested a great deal of effort to search about topics on the internet to increase my participation in this course	3.58	1.096
8- My level of learning that occurred in this course was of the highest quality	3.92	0.883

9- The learning activities and assignments of this course met my learning expectations	4.08	0.980
10- The instructor for this course met my learning expectations	4.42	0.793
11- This flipped classroom course met my learning expectations	3.83	0.835
12- The flipped classroom helped me learn more than I would have if we had completed traditional lessons	3.75	1.055
13- I found it easy to pace myself successfully through this course	4.25	0.742
14- The flipped classroom has improved my learning outcomes	3.92	1.086
Average	**4.01**	**0.823**

In general, Table 1 indicates that students are satisfied with the flipped classroom approach and it enhanced their understanding of the course, with a mean of (4.01 out of 5). Through Table 1 most students agreed on most of the statements, while there were two statements that had a strong agreement from most of the students and the average of all the statements are between (3.58 and 4.42). All the students (100%) agreed on statement 1and 6 that they were able to learn from the course materials in the flipped classroom and the variety of topics and resources used encouraged them to participate effectively in discussions. Therefore, most of the students agreed that the flipped classroom helped them learn more than they would have if they had completed traditional lessons since the flipped classroom assisted them in understanding other points of view through discussions with a mean of 3.92.

In addition, most of the students (91%) agreed that using the flipped classroom strategy in this course was a useful learning experience with a mean of 4.17. As a result, they would like to take another flipped classroom course in the future and only (8%) did not agree with this statement. Moreover, most students found that the flipped classroom approach met their expectations regarding the role of the instructor with a mean of 4.42, learning activities and

assignments (M= 4.08) and learning through the flipped classroom (M= 3.83).

Interestingly, (57%) of students agreed that they invested a great deal of effort to search about topics on the internet to increase their participation in this course, however, this statement came last in rank with a mean of 3.58, although most students agreed that the flipped classroom promoted them to participate effectively (M= 4.17) and were stimulated to complete additional readings or research on topics discussed in the course with a mean of 3.83. One of the interviewed students had stated a similar point that she believed a drawback to the flipped classroom is that the pre-class activities were time-consuming, and this might be the reason. Students' responses indicate that the implementation of the flipped classroom method influenced them to search more, motivate them to participate and discuss topics in an enjoyable environment. Consequently, most of them agreed that they were able to succeed in the course, improve their learning outcomes and their level of learning was of the highest quality after implementing the flipped classroom strategy.

The results, based on the questionnaire, indicated that most students preferred the flipped classroom approach and believed that it facilitated their learning and helped them to participate more and understand the four lessons they covered through this approach.

5. Discussion and limitations

It could be realized, from the results, the degree of satisfaction students had after experiencing the flipped classroom approach in distance learning. Most of the students found that the flipped classroom was enjoyable and enhanced their understanding of the lesson and participation compared to the traditional classroom. Consequently, students' perceptions and attitudes were quite positive towards the flipped classroom method when they experienced it through distance learning. The results in this study is rather consistent with the results found in Alamri (2019), Alkhoudary (2019), Abedi et

al. (2019), and Ghufron and Nurdianingsih studies (2019). Although Abedi et al. (2019) and Ghufron and Nurdianingsih (2019) studies focused on the effect of the flipped classroom in improving EFL student' English writing, but the thing that all studies share in common is the positive effect this strategy had in education and on students understanding of the course.

It is worthwhile to notice the great effect of the flipped classroom on students' participation in which the use of this method fostered active learning. Students with a total of 100 per cent (see Table 1) agreed that the variety of resources used encouraged them to participate effectively in discussions. This view can also be confirmed through the responses to the interview questions in which two students stated that this approach had a positive effect on most of the students in terms of participation and interaction compared to the traditional way where students did not participate much since they are EFL students. This approach gave the instructor and students time to engage effectively in classroom activities and discussions and not spend it on lecturing in a passive way. Therefore, it developed students critical thinking and interaction. Abedi et al. (2019) found that the reason for students' improvement in participation and in many skills was due to the flipped classroom environment that gave students confidence in their learning. Despite the limitations regarding the small number of sample and the short duration in implementing the strategy, because of distance learning held this year, the results were consistent with the above-mentioned studies.

In summary, students' perception and attitudes towards a technique or approach used in teaching EFL courses is essential for educators to examine its effectiveness. The flipped classroom approach, experimented in this study, aided EFL instructors and students in making lessons more active in which it helped enhance students' understanding and participation in activities and discussions. More research on teaching techniques that foster active learning for EFL students will help develop EFL education in Saudi Arabia.

5.1 limitations

This study was executed in one month, after implementing the traditional way of teaching for two months, in king Saud University in Riyadh on a course which consisted of only one section of 12 undergraduate students. Therefore, the researcher was not able to divide the students into two groups; control and experimental, and was built upon questionnaires and interviews only. The small amount of sample is due to distance learning that was held this term in universities and schools because of COVID-19 and the challenges that faced most instructors because of their new experience with online teaching.

6. Conclusion

The study aimed to provide a solution to improve the quality of teaching English courses in Saudi Arabia to foster active learning and enhance students' participation and interaction instead of having passive students in teacher centered classes. In addition, to aid teachers who are facing many challenges due to distance learning held this year. Therefore, this research investigated university students' perception and attitudes towards the flipped classroom method and its impact on their understanding of the course, interaction and satisfaction towards this approach. This method helps students to get prepared for the lecture through pre-class activities that provide various useful materials to understand the lesson taken in English. Moreover, this method provides more time for class discussions and activities.

The findings indicated that students' perspectives towards the flipped classroom approach were quite positive. The method had a great effect on improving students' understanding of the lessons and participation in which lessons were active with students' communicating in group work and sharing their ideas on topics. Most students agreed on implementing this method in future courses. Finally, implementing the flipped classroom approach in Saudi

universities can improve the quality of learning and teaching of EFL courses. Applying this method can help develop students' critical thinking skills and autonomous learning in which lessons are more student-centered. The researcher recommends Saudi universities to implement the flipped classroom in teaching EFL courses to explore its effect on developing the quality of learning and teaching.

7. Recommendations

Based on this study, it is clear that the flipped classroom strategy had a positive effect on EFL university students learning and understanding in distance learning held this year. Therefore, the researcher recommends implementing the flipped classroom method with EFL Saudi courses by comparing students results in the course before and after in which there is a larger sample divided into two groups: control and experimental. Moreover, it is recommended to implement the flipped classroom method on intermediate and secondary Saudi public schools to investigate its effect on the English course in distance learning. Unfortunately, with distance learning the main language skills which are: reading, writing, speaking and listening might not be presented or examined efficiently due to the short time of lessons. The flipped classroom can be a solution for teachers in distance learning to overcome many challenges they face. Therefore, the researcher recommends examining its effecting on teaching the English language in Saudi public schools in distance learning.

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