Research Paper

Teachers' Perspectives on Flipped Learning: A Study of Secondary School EFL Instruction in Tunisia

Amani Bouzayenne[1]*

[1] Higher Institute of Management of Gabes, Tunisia

Abstract

This study investigates Tunisian secondary school EFL teachers' attitudes toward flipped learning. It explores their perceptions of its effectiveness in promoting learner engagement, language skill development, and autonomy, as well as their views on challenges related to classroom adequacy, workload, and confidence in implementation. A quantitative descriptive design was employed with data collected through a structured questionnaire completed by 33 teachers. Descriptive statistics were presented using pie charts, box plots, and bar charts. Findings reveal that most teachers were familiar with flipped learning and expressed highly positive perceptions of its potential benefits for engagement, skill enhancement, and learner autonomy. However, many regarded it as unsuitable for the secondary school level. Teachers also reported low confidence in applying the method and expressed mixed opinions on its impact on workload. The study concludes that a gap persists between theoretical support for flipped learning and its practical adoption, largely due to contextual and infrastructural constraints. To address this, it recommends targeted professional training, greater access to technological resources, and the implementation of pilot programs to promote sustainable integration.

Keywords: *Flipped Learning; EFL, Secondary School Teachers, Attitudes*

INTRODUCTION

The last decade has witnessed a consolidation of technology into language instruction, bringing forth fundamental pedagogical shifts, among the most visible of which has been the emergence of the flipped classroom model (Hung, 2025). Characterized by its inversion of traditional teaching practices, the flipped learning model introduces instructional content outside the classroom—most typically through videos or online modules, and utilizes class time for interactive, student-centered activities (Bergmann & Sams, 2012; Vitta & Al Hoorie, 2023). In EFL contexts, where students are less likely to be exposed to authentic language input and communicative practice, flipped learning represents a feasible alternative to conventional teaching (Fisher, 2024).

It is important to note that this transition is essential in global ELT research since it deals directly with the two main problems that have been going on for a long time. On the one hand, how to make the best use of the limited class time, and on the other hand, how to give learners more access to a rich language input and practice that is not restricted to institutional settings. Its value also depends on the way it links with the current issues in EFL pedagogy, which are learner autonomy, differentiated instruction, and the distribution of teacher-centered and learner-centered methodologies. Consequently, flipped learning not only disseminates the general technological trend in education but also brings back the core issues of how languages are best taught and learned in resource-poor areas (Chen et al., 2017; Hung, 2015; Mehring, 2016; Webb & Doman, 2020).

While global studies have highlighted the pedagogic benefits of the flipped method, i.e., increased learner engagement, increased learner autonomy, and improved linguistic ability, its implementation in EFL classrooms is contextual (Fisher, 2024). More precisely, at the secondary level, successful integration of flipped learning hinges as much on technological readiness as on teachers' attitudes, perceptions, and willingness to rethink their pedagogy (Michael & Hashim, 2024). Teachers are the central actors of any education reform; hence, their experience and attitude towards flipped learning are highly critical to understand to guide sustainable and context-relevant integration.

In the Tunisian secondary school environment, where EFL teaching continues to wrestle with overcrowded classrooms, test-driven syllabi, and under-resourced digital configurations, the efficacy and feasibility of flipped learning remain largely unexplored. Despite increased international interest in the approach, sparse available studies have explored how secondary-level Tunisian EFL teachers conceptualize flipped teaching, what strengths they perceive the method to possess, and what impediments lie in its path.

The present research, thus, aims to reconcile the promise of the flipped learning model with its real-world application by exploring the attitudes of the secondary school EFL teachers in Tunisia towards this approach. More precisely, the study aims to shed light on how the teachers see the numerous advantages and difficulties of flipped learning, with the aim of gathering the local, pedagogical, and infrastructural factors that govern the use of that method. As a result, the study sees itself as a vessel in front of the teachers' views and a way of offering guidance on the best manner to adapt the flipped practices to the reality of the EFL classroom in Tunisia. The results are thus expected to be a source of more practical and sustainable ways of implementation, e.g., by designing more suitable training, changing instructional design, and offering the appropriate technological support, which could have the effect of significantly improving the flipped learning practice, in turn. Apart from the applied one, the study has theoretical implications, as it markedly extends the range of research on the flipped learning model by including EFL contexts in the North African region, where the latter is hardly considered. Thus, it opens up new avenues for comparative studies of the impact of cultural, institutional, and infrastructural variables on the adoption of innovative pedagogies.

In accordance with the objectives of this study, the study's research questions were as follows:

1. To what extent are secondary school EFL teachers in Gabes familiar with the concept of flipped learning?
2. What are the perceptions of Tunisian secondary school EFL teachers regarding the effectiveness of flipped learning in enhancing student engagement, language skill development, and learner autonomy?
3. What are secondary school EFL teachers' attitudes toward the challenges of implementing flipped learning, particularly about classroom suitability, increased workload, and their confidence in using this approach in their classrooms?

LITERATURE REVIEW
Pedagogical Benefits of Flipped Learning in EFL Contexts

Flipped learning has been recognized as a disruptive pedagogical model that shifts teaching input outside the classroom and thus reclaims the time of the lesson for interactive, student-centered activities (Bergmann & Sams, 2012). In the EFL research, the model's chief potential benefits include higher engagement, better language proficiency, and stronger learner autonomy. Mehring (2016) points out that the release of content delivery with a lower order of thinking to pre-class allows class time to be used for communicative practice, which, in turn, improves fluency and

accuracy. Corroborative evidence from East Asia and the Middle East (Li & Li, 2022; Samadi et al., 2024) also indicates that a flipped classroom not only deepens behavioral, emotional, and cognitive engagement but also hones core language skills, particularly speaking and listening.

The weight of evidence from secondary EFL contexts is largely on the side of the benefits, but with substantial differences. Wagner and Urhahne (2021) found that student performance was improved by flipped interventions. However, it is worth mentioning that it was found that those with strong self-regulation and academic self-efficacy got disproportionately more benefits. This result implies that flipped models have the potential to accentuate existing variances in learner readiness; thus, there is a need for support, especially for less autonomous students. In the same vein, Samadi et al. (2024) argue that the Flipped Learning Model is most effective in cultivating higher-order thinking skills and reflective learning during occurrences such as the Covid-19 pandemic, which made independent learning a necessity. Collectively, these studies provide the main drivers of the flipped learning promise as a tool for engagement, learner autonomy, and skill acquisition, which are among the central goals of the EFL pedagogy.

Constraints and Challenges in Implementation

Notwithstanding the advantages, flipped learning has some very challenging implementation issues. At the student level, readiness and workload concerns are among the most common issues. Li and Li (2022) revealed that students frequently consider the pre-class preparation as a heavy burden, particularly when they have to manage it together with their academic responsibilities. The situation can further widen the gap in performance between those self-regulated learners and the less self-regulated ones. At the infrastructural level, lack of access to digital resources is the major factor that hinders the implementation of the flipped model. Unequal connectivity and a shortage of devices are the main reasons for less participation from those living in resource-limited areas (Abuhmaid, 2020; Webb & Doman, 2020).

Teachers themselves also have a limited number of resources. Flipped learning requires a complete change of role from the teacher as a knowledge provider to the teacher as a facilitator, and this entails time for content preparation, redesigning classroom processes, and coming up with new assessment formats (Hung, 2015). Without proper training or institutional backing, teachers might face an overload of work and show resistance towards the change. These issues bring forward the fact that the adoption of flipped learning is more of an institutional and infrastructural challenge than just a pedagogical one.

Regional Perspectives: Tunisia, North Africa, and Beyond

Flipped learning research in North Africa is still at an early stage, but it is gradually developing. At the tertiary level in Tunisia, initial studies demonstrate the presence of mixed feelings. In a qualitative study at Kairouan University, Melliti (2023) reported that the teachers who were found to have influenced attitudes ranging from cautious optimism to scepticism with concerns related to the institution, training, and student preparation. In agreement with that, Ben Kahla and Khanchel (2021) also found the results positively inclined in Tunisian university classrooms, but on the other hand, they stressed the slow pace of flipping practices and the strong presence of lectures both in terms of traditions and in terms of professors' mindset. According to these research studies, even though teachers of higher education in Tunisia are aware of flipped learning, it is still difficult and quite uneven to move from theory to practice.

The political and cultural realities of the neighboring North African countries offer interesting parallels. In the case of Morocco, Wahib and Tamer (2021) state that the integration of Edpuzzle-based flipped phonology lessons resulted in the improvement of student learning outcomes, a fact that clarifies the worth of interactive pre-class tools. While in Algeria, Maouche

(2019) positively highlighted developments in learner autonomy and motivation in flipped linguistics courses, yet at the same time, he noted the gap between students' self-reported independence and their observed dependence on teacher guidance. These results are consistent with the global concerns about the gap between the theory of learner autonomy and its practical implementation.

Over and over again, one of the factors that stand out between various contexts is the debate on how flipped learning globally promises such benefits, especially well-documented in Asia and Europe, has become almost cautious and disjointed in North African uptake. Most importantly, to date, no thorough and systematic Tunisian secondary education study on flipped learning has been carried out. This study addresses a context in which challenges of class size, digital access, and learner readiness are even more severe than in higher education, thereby justifying the need for the present research.

Theoretical Framework

The theory of constructivist learning forms the core of this review. The theory holds that students actively create new knowledge when they interact with one another, get help from the teacher, and reflect. The method of flipped learning fits with this theory as it offers students the opportunity to be actively engaged in class and do the work that suits their individual pace outside class. To add to this, the Self-Determination Theory (SDT) provides another perspective: flipped learning can be a good support for autonomy, competence, and relatedness—three psychological needs at the core of motivation—if not, it can weaken them in case of lack of resources or without preparation. The combination of these frameworks helps one to understand why flipped learning is successful in some places while it falters in others, and also sets the present study's focus on both benefits and constraints.

Hypotheses

Based on the above literature, this study comes up with the following hypotheses:

Familiarity with Flipped Learning

The majority of secondary school EFL teachers in Gabes are hypothesized to report that they are at least moderately familiar with flipped learning, thus suggesting that the awareness of creative pedagogical approaches has been growing in the Tunisian EFL contexts.

Perceived Effectiveness

It is assumed that teachers will see flipped learning favorably, as it is aligned with their views that it is capable of bringing about greater engagement of students, improvement of language skills, and facilitation of learner autonomy, thus being in line with the results from global EFL research and new Tunisian higher education studies.

Attitudes toward Implementation Challenges

It is suggested that teachers may be very supportive of theorizing about flipped learning, yet when it comes to the actual implementation, they express suspicions, especially relating to issues of classroom suitability, workload, and self-confidence as a user of this method, hence a breach between the theoretical and the secondary school context in terms of operational feasibility.

RESEARCH METHOD
Research Design

This study employed a quantitative, descriptive survey design to investigate secondary school EFL teachers' perceptions of flipped learning in Tunisia. The aim was to gather data on teachers' familiarity with, attitudes toward, and perceived challenges related to the implementation of flipped learning in EFL secondary school classrooms. The survey method was selected for its efficiency in collecting standardized data from a broad sample within a relatively short time frame. More importantly, the descriptive survey design suits this study well, as it provides a methodical measurement of views and understandings, thereby facilitating the recognition of the characteristics, tendencies, and differences of the specified population. It is an excellent method to delve into how much the target group is acquainted with the flipped learning concept and the spectrum of its advantages and inconveniences, thus offering a suitable base for making recommendations based on the evidence for the change of teaching method and for the teachers' assistance.
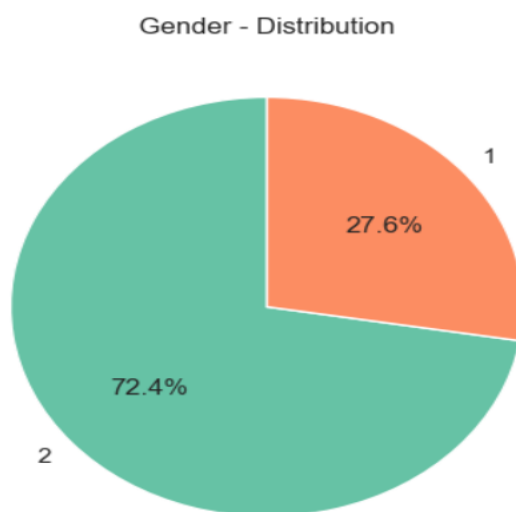
Participants

The target population of this research was EFL teachers working in secondary schools (public and private) in the Gabes governorate. 33 teachers participated in the research. Participants were selected based on convenience sampling because of the ease of accessibility and availability of the participating teachers in the selected schools. Ethical issues were taken into account with great care. All participants were given a clear and detailed explanation of the study's goal and procedures, and informed consent was obtained before participation. Participants' answers were handled in a way that they cannot be personally identified, and their confidentiality was guaranteed.

A sample of 33 teachers is consistent with the norm in survey-based EFL research. Typically, exploratory or descriptive studies should include 20-50 participants (Cohen et al., 2018) and thus provide enough insight into the perceptions and attitudes of the subject while also allowing for detailed analysis. However, the employment of a convenience sampling method has some drawbacks, which are biasing the results and limiting the generalizability. The participants may not be a true reflection of the secondary EFL teaching staff in Gabes or all of Tunisia. Future studies could overcome these limitations by using larger, stratified, or randomized samples that are spread over several governorates, thus making the results more representative and the conclusions more robust.

The participating teachers varied in demographic background and teaching context. Figure 1 below illustrates the gender distribution of the surveyed secondary school EFL teachers. It is clearly shown that the vast majority of participants were women. Figure 2 illustrates the respondents' age distribution, and it can be seen that most of the respondents were between 45 and 52 years of age. This shows that most of the participants were experienced or veteran teachers in the mid to late stages of their careers. Figure 3 reveals that the respondents have a wide range of professional backgrounds, with some experience levels more common than others. This distribution suggests that while certain milestones (such as 20, 25, and 15 years) are more common, the sample overall reflects a diverse teaching experience profile, ranging from just over a decade to more than three decades in the profession. Figure 4 reveals the distribution of teachers according to school type. The figure indicates that the majority of the teachers are teaching in public schools (denoted as 1), which make up 79.3% of all the teachers. This illustrates a broad gap, and a much greater proportion of the teachers surveyed work in public schools. This is consistent with what would be expected in the Tunisian context, as public schools represent the majority of schools and have the majority of teachers in the country. It is worth noting that this diversity in demographic

variables is important to consider when analyzing attitudes and perceptions toward flipped learning, as it may influence teachers' degrees of familiarity with and attitudes toward applying flipped instruction to their classrooms.

Where 1: Male; 2: Female

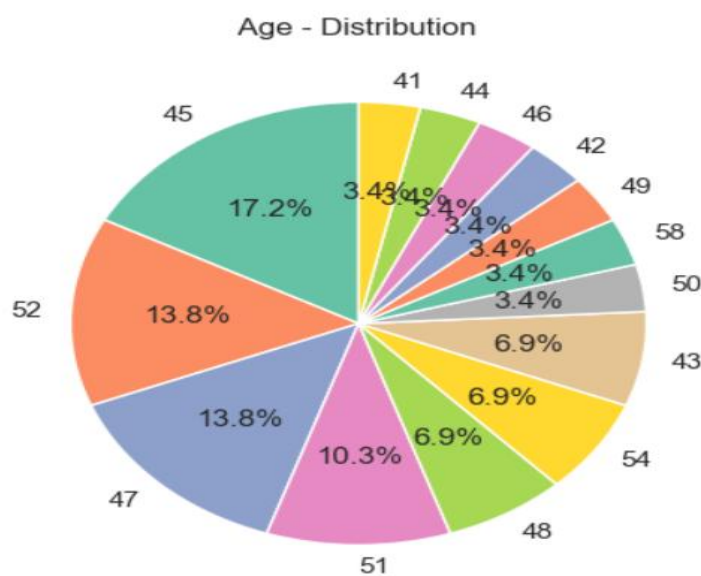**Figure 1.** The Gender Distribution of the Surveyed Secondary School EFL Teachers

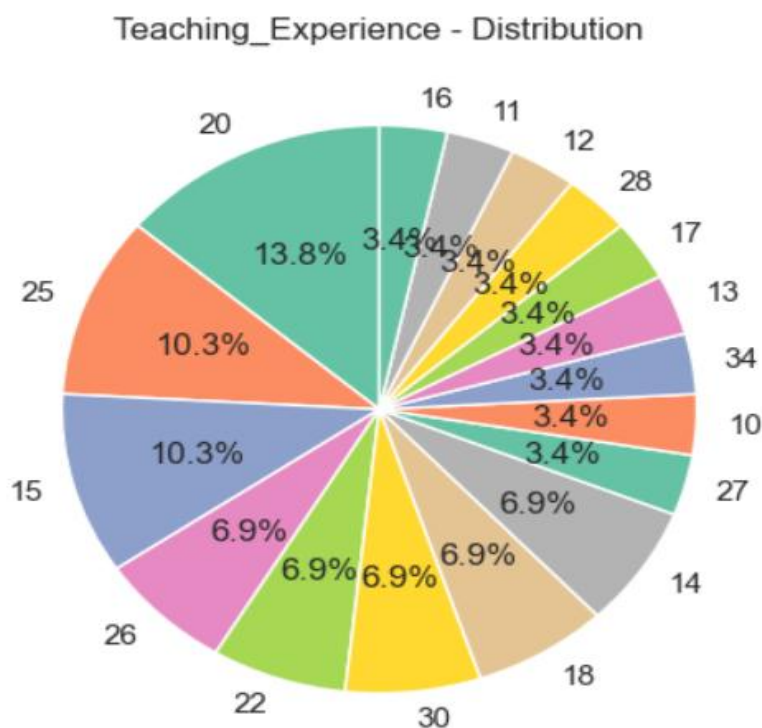**Figure 2.** The Age Distribution of the Participants

Figure 3. The Distribution of the Participants by Teaching Experience
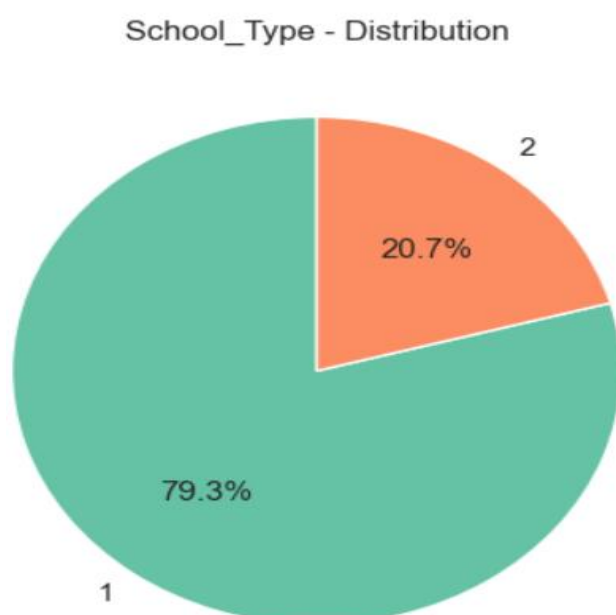

Figure 4. The Distribution of the Participants by School Type

Instrument

Data were collected through a structured questionnaire carried out on a face-to-face basis during the third term of the academic year 2024–2025. The questionnaire was designed specifically for this study to capture secondary school EFL teachers' familiarity with, attitudes toward, and perceived challenges related to flipped learning.

The questionnaire consists of three parts:

a. Part A: Demographic Details
   Provided background information on gender, age, years of teaching experience, and school type. These variables were selected as indicators of the diversity of teacher characteristics, which is pivotal for the validity and generalizability of the findings.

b. Part B: Familiarity with Flipped Learning
   Provided a single yes/no question establishing whether or not the respondent was familiar with the term flipped learning. The yes/no format was preferred due to its simplicity and effectiveness in quickly establishing baseline familiarity that is used in the following interpretation of attitudes and beliefs.

c. Part C: Attitudes and Beliefs Towards Flipped Learning
   Having three items on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The items assessed teachers' beliefs regarding the impact of flipped learning on learner engagement, language skills, and learner autonomy. Teachers were required to indicate their level of agreement using Likert scales, which also enable more detailed analyses of the attitudes. In addition, there are three single yes/no questions to establish whether or not the respondent agrees with the suitability of flipped learning for secondary EFL classrooms, its workload impact, and their individual confidence in applying it in their classes. These dichotomous items aimed at presenting an uncomplicated measure of the perceived feasibility and practical considerations that could be a further step in the more graded Likert responses.

The items in the questionnaire were written by synthesizing prior research on flipped learning in EFL contexts (Bergmann & Sams, 2012; Mehring, 2016; Chen et al., 2017), and then they were adjusted to the Tunisian secondary school setting. Besides, the researcher formulated the items to align with the study's theoretical framework, which comprises Constructivist Learning Theory and Self-Determination Theory, thus implicating the aspects of engagement, autonomy, and competence. To validate and ensure the instrument's clarity, a pilot test was conducted with five secondary EFL teachers from schools that are not a part of the study sample. The pilot test's feedback has been utilized to modify item wording to be comprehensible, culturally and locally appropriate. Several minor changes were made to enhance clarity and lower the ambiguity of the questionnaire. This type of design, which is a combination of Likert scales for the intensity of the attitude and yes/no items for feasibility, allows the researcher to obtain both the depth and the accuracy of the teachers' acquaintance, their views, and the challenges they perceive in using the flipping method in the Tunisian secondary EFL context.

Data Collection Procedure

The questionnaires were distributed in person to EFL teachers across various secondary schools in Gabes. The administration took place during the third term of the academic year 2024-2025. Participants were given brief explanations of the study's purpose and were assured that their responses would remain confidential and would be used solely for academic research purposes. Teachers completed the questionnaires on-site, during school breaks, with an average completion time of approximately 07–11 minutes. 33 secondary school EFL teachers participated in the study; however, only 30 were included in the final analysis. Three participants were excluded due to incomplete questionnaires.

Data Analysis

The collected data were analyzed using Python, with the aid of the Seaborn library for data visualization. Descriptive statistical methods were employed, including the use of pie charts, bar charts, and box plots to illustrate distributions and patterns within the dataset.

Descriptive statistics were selected as the main analytical approach for several reasons. First, the study involved a relatively small sample size (N = 33), which limits the statistical power for inferential analyses. Second, the research has an exploratory aim: to investigate secondary school EFL teachers' familiarity with, attitudes toward, and perceived challenges related to flipped learning in the Tunisian context. Descriptive methods are particularly appropriate for summarizing and presenting patterns in such preliminary, exploratory survey data, providing a clear foundation for interpretation and future hypothesis testing (Creswell, 2014; Dörnyei, 2007).

FINDINGS AND DISCUSSION

The results are presented in alignment with the research questions formulated.

Familiarity of Secondary School EFL Teachers with Flipped Learning

Figure 5 demonstrates that the vast majority of teachers knew about flipped learning. The bar labeled "1", meaning those who knew about the method, is relatively high at around 28 responses. Conversely, the bar labeled "2", meaning those who did not know about the concept, is relatively small, with only around 2 responses. This distribution reflects a significant agreement among teachers who were asked, as it shows that being exposed to flipped learning before is prevalent, while teachers are unaware of the term being rare.
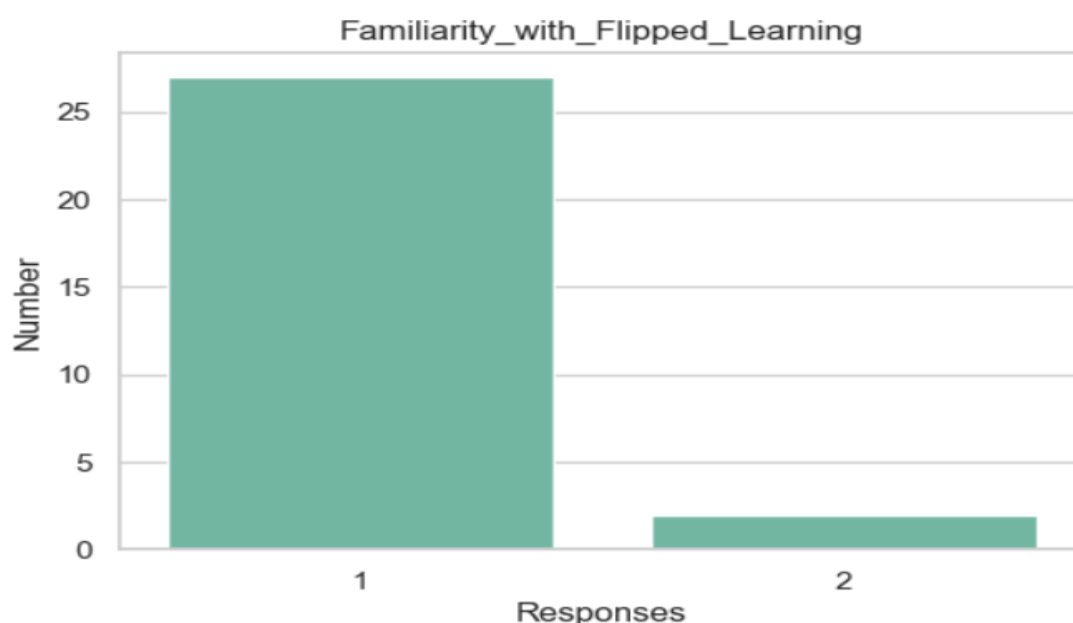
Where 1: Yes; 2: No

Figure 5. Teachers' Familiarity with Flipped Learning

Perceived Impact of Flipped Learning on Student Engagement, Language Skills, and Learner Autonomy

Perceived Impact of Flipped Learning on Student Engagement

Figure 6 below indicates teachers' self-assessment of the flipped learning effect on student engagement. The median is 5.00, meaning that at least half of the teachers gave it the highest rating for its effect on engagement. The lower mean of 4.38, which is below the median, confirms a mild negative skew, i.e., a few lower scores are pulling the average down. The spread from the quartiles (IQR) is between about 4.0 and 5.0, which means that the median 50% of scores are clustered on the more positive side of the scale. The lower whisker goes down to about 3.0, showing quite a number of mid-range ratings, and there is a distinct lone outlier at about 2.0, showing that one teacher perceived the effect as low. Overall, the distribution reflects a strongly positive perception of the effect of flipped learning on student engagement, with high ratings by most teachers and few instances of low ratings.
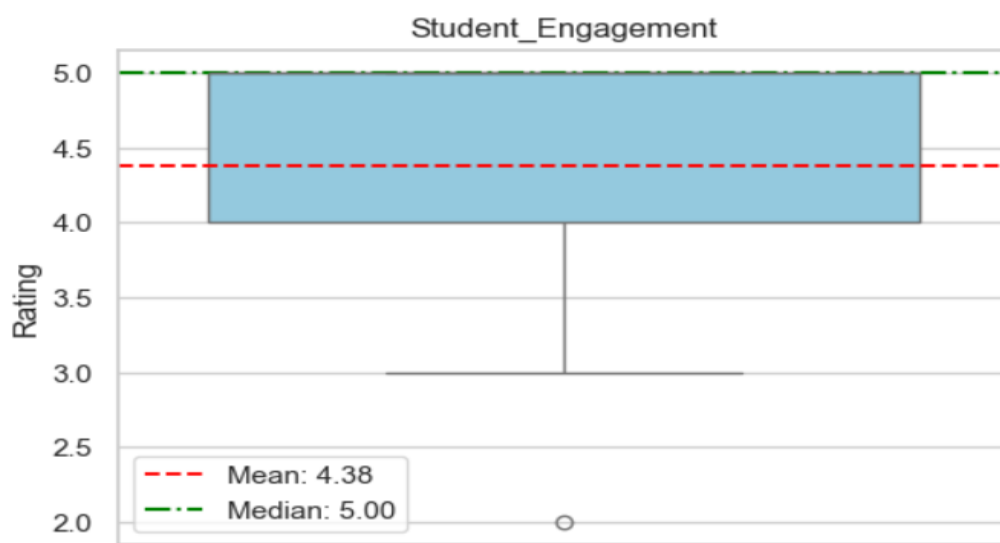

Figure 6. Perceived Impact of Flipped Learning on Student Engagement

Perceived Impact of Flipped Learning on Language Skills

Figure 7 below shows that, overall, teachers thought the impact of flipped learning on language skills is positive. The median answer is 4.00, in the sense that half the teachers used at least a rating of 4 out of 5. The mean is 4.10, slightly higher than the median, in the sense that there is ever so slightly a positive skewing—there are very slightly more teachers with scores above the median than there are teachers with scores below the median. The range of the interquartile range (IQR) is from approximately 4.0 to 5.0, which shows that the middle 50% of comments are in the higher rating bracket. The whiskers vary from approximately 3.0 to 5.0, reflecting very high agreement that the effect is positive. There are two outliers to be noted, at around 2.0 and 1.0, for the few teachers who viewed the influence on language ability as considerably less positive or as negative. Outside of these two exceptions, however, the overall direction of the data indicates a resoundingly positive disposition towards flipped learning.

Figure 7. Perceived Impact of Flipped Learning on Language Skills

Perceived Impact of Flipped Learning on Learner Autonomy

Figure 8 below shows teachers' perceived impact of flipped learning on learner autonomy. The median is 5.00, which means that at least half of the teachers judged the effect at the top level. The mean of 4.07 is markedly lower than the median, showing a negative skew because of several lower ratings. The interquartile range (IQR) is from about 4.0 to 5.0, which means that the middle 50% of teachers' ratings are bunched up at the high end of the scale. Two outlying ratings can be identified—at about 2.0 and 1.0—i.e., that a minority group perceives the effect to be very low. Overall, the data reflect a predominantly strong belief among teachers that flipped learning enhances learner autonomy, tempered by a few significantly less favorable views.
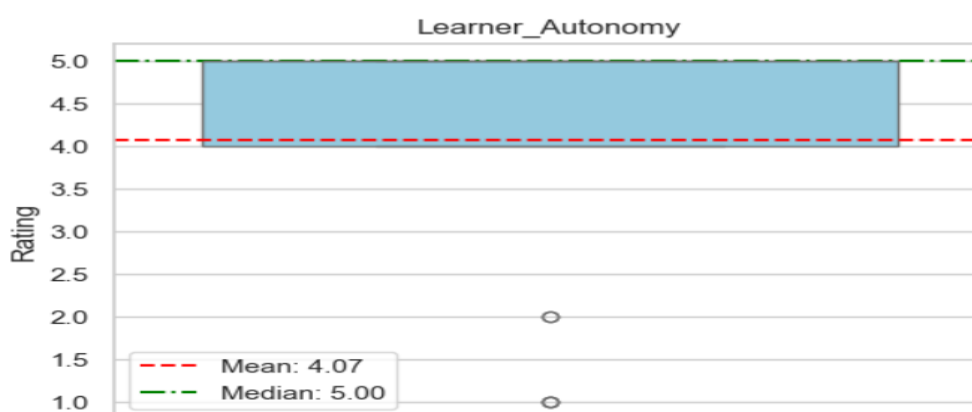

Figure 8. Perceived Impact of Flipped Learning on Learner Autonomy

Perceived Challenges of Flipped Learning
Suitability of Flipped Learning for Secondary Education

Figure 9 shows that most teachers consider flipped learning not to be suitable for secondary EFL instruction. The bar labeled "2" is the number of teachers who found flipped learning inappropriate. This bar is significantly longer, with approximately 28 responses. The bar labeled "1" is the number of teachers who found flipped learning suitable. This bar is very short, with approximately 2 responses.
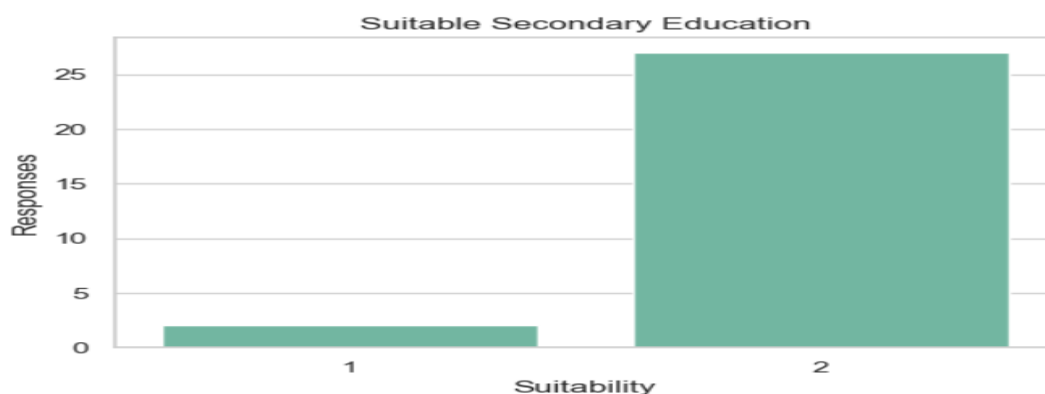
Figure 9. Secondary School EFL Teachers' Attitudes toward the Suitability of Flipped Learning for Secondary Education

Teacher Workload

Figure 10 shows that the respondents were roughly evenly split on whether flipped instruction increases their workload. The bar labeled "1" shows teachers who believe flipped instruction increases their workload. That bar contains approximately 14 responses. The bar labeled "2" shows teachers who didn't believe that flipped instruction increases their workload. That bar contains approximately 16 responses. The responses are almost the same, i.e., that there isn't a strong view among teachers for or against this. Most teachers believed that flipped learning doesn't lead to a heavier workload, although there is a strong group of teachers who believe that it does.
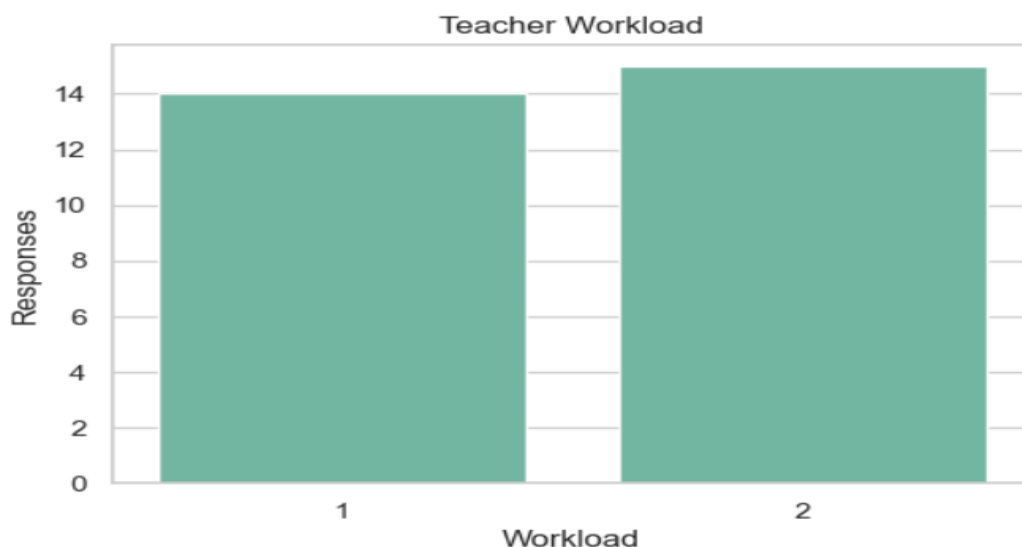

Figure 10. Teachers' Perceptions of Flipped Learning's Impact on Their Workload

Teacher Confidence in Implementing Flipped Learning

Figure 11 shows that the majority of the teachers were not confident when it comes to using flipped learning in class. The bar with the mark "2" represents non-confident teachers. The bar is tall and has approximately 22 responses. The bar with the mark "1" represents confident teachers. The bar is short and has only around 8 responses. This indicates a clear lack of confidence on the part of a substantial majority of teachers surveyed concerning flipping learning implementation. The proportion of unconfident teachers is more than double that of confident ones.

Figure 11. Teachers' Confidence in Implementing Flipped Learning in Their Classrooms

The findings indicate that a large majority of Gabes secondary school EFL teachers are already familiar with flipped learning, with nearly all respondents having prior knowledge of the concept. The widespread familiarity can be attributed to the increasing global discussion of new pedagogies, professional development initiatives, or peer-to-peer exchange within teacher networks. Such familiarity is a positive groundwork for any future adoption of flipped learning since familiarity generally is the first step to adoption (Bishop & Verleger, 2013).

Attitudes of teachers toward the effectiveness of flipped learning were overall positive concerning students' engagement, language skill improvement, and student autonomy. The extremely high median and mean scores for student engagement (median = 5.00, mean = 4.38) reflect that secondary school EFL teachers see that flipped class learning strongly encourages active participation, perhaps because the approach allows for more interactive, student-centered classroom time. Similarly, the good ratings for its impact on language skills (median = 4.00, mean = 4.10) reflect that teachers appreciate the worth of allowing students to learn independently, something which reflects differentiated instruction guidelines. The equally good ratings for learner autonomy (median = 5.00, mean = 4.07) indicate a sense that flipped learning supports independent learning habits, a worthwhile set of skills to develop for a lifetime of language study. While some outliers offered less favorable views, they are a minority and can be explained by low exposure, different teaching styles, or opposition to pedagogical innovations.

Despite these positive attitudes, there were some implementation challenges. The most pertinent of these was the view that flipped learning is not suited for secondary EFL teaching, with an overwhelming majority holding this view. One may argue that this occurs due to contextual challenges in Tunisia, such as large class sizes, availability of limited computers, or curriculum constraints that render complete application of the model infeasible.

Perceptions of workload were more balanced, with teachers almost evenly divided on whether flipped learning increases their workload. Such a split suggests that while some may view the upfront preparation demands as draining, others may view the long-term benefits—such as enhanced classroom management or reduced in-class time spent explaining—serving to compensate for the extra planning time.

One of the issues with flipped learning that was second in importance was, namely, that the teachers were not confident to the extent that they would be able to implement it properly. More than 73% of those surveyed stated that they did not believe they could carry out such a change in the classroom. This lack of conviction regarding their own abilities seems to be very strongly associated with a number of environmental factors. To begin with, professional development that is not really focused on the issue of teachers' self-efficacy and the lack of practical skills for pre-class material designing, restructuring of in-class activities, and technology usage may well be the reason for this. Besides, certain limitations in the area of infrastructure, such as the not very good distribution of computers, unstable internet connections, and a paucity of classroom resources, may also have contributed to teachers' reluctance to try out new methods. Additionally, cultural and institutional regulations that focus on the teacher as the main driver of instruction may generate resistance to pedagogical innovation and, therefore, make teachers hesitant to move away from the traditional lecturing model.

In the absence of proper training, teaching models, and institutional support, these confidence gaps will still be there. There is a need to give technical and non-technical support to the staff. This shall entail not only supervision but also many scenarios, teaching, and school efforts for an element that prioritizes innovation along the lines of the teacher's preference. The acknowledgment of the connection of professional, infrastructural, and cultural barriers with why flipped learning, though its potential is evident, is still difficult to implement consistently in Tunisian secondary EFL schools is crucial.

Overall, results reveal a paradox: teachers have strong theoretical support for the potential of flipped learning, but fundamental reservations remain regarding its appropriateness and their ability to implement it successfully. The mode described is very much in line with patterns observed throughout the world, where teachers say they agree with the idea of flipped learning but face practical difficulties when they try to put it into practice (Hung, 2015; Chen et al., 2017; Abuhmaid, 2020). For instance, one of the main reasons for teachers' low confidence, as reported by more than 2/3 of the respondents, is very similar to that found in other secondary EFL settings. A major cause of the decline in teachers' self-efficacy is insufficient professional development coupled with the lack of scaffolding for lesson redesign (Wagner & Urhahne, 2021; Webb & Doman, 2020). To illustrate, in the same way, the fear of increased workload that has been voiced by many teachers concurs with the results of international studies. Such studies reveal that most of the time, designing pre-class materials, adapting in-class activities, and developing assessment strategies become a very time-consuming and laborious task that can discourage teachers from using the method even if they recognize its pedagogical benefits (Li & Li, 2022; Abuhmaid, 2020).

On the other hand, there is also a difference between what the Tunisian teachers say and what the global studies show. For example, research from East Asia and Europe asserts that the flipped lab concept has brought such a significant improvement in student engagement and language skills development that it is almost hard to overlook (Li & Li, 2022; Samadi et al., 2024). Meanwhile, the attitude of the Tunisian teachers was rather reluctant as they doubted whether schoolchildren would regularly embrace the suggested mode of working, which was indicative of factors like varying digital access, mixed learner readiness, and deeply rooted teacher-centered norms. This is just a manifestation of the fact that although the flipped learning approach is heralded worldwide as having huge pedagogical potential, local infrastructural, cultural, and institutional factors still play a big role in shaping teacher perceptions and the feasibility of implementation. Closing this gap between good attitude and effective practice will rely on intensive professional development, supportive policy at an institutional level, and strategies specifically tailored to the Tunisian EFL context.

CONCLUSIONS

The scope of this study, in line with a growing body of research, is to examine the role of innovative instructional technologies in supporting EFL learning within the Tunisian context (e.g., Bouzayenne, 2023; Bouzayenne and Harizi, 2024; Derbel, 2017). Particularly, this study aimed to examine secondary school EFL teachers in Tunisia concerning their acquaintance with, impression of, and attitude towards flipped learning. The results of the study can be clearly interpreted in relation to the three research questions. Regarding RQ1 (familiarity), overall, teachers are already familiar with the concept. For RQ2 (perceptions of benefits), teachers have very positive impressions regarding its ability to enhance learner engagement, improve language skills, and make students more independent. These findings suggest that, theoretically speaking, flipped learning is seen as an instrumental and effective pedagogical approach within the framework of teaching EFL. However, underpinning this strong conceptual backing, there are some sobering challenges. In contrast, RQ3 (perceived challenges) revealed important reservations. Most of the teachers found flipped learning unsuitable for secondary EFL classrooms, confidence in its implementation was low, and opinions towards its impact on workload were evenly split. Such impediments imply that the method is well-liked in theory but held back from being adopted in practice by situational, infrastructural, and pedagogic limitations. Then, this study refines existing flipped learning theory by showing that high conceptual acceptance does not automatically translate into practical adoption, especially in resource-constrained contexts.

These findings contribute to the theoretical understanding of EFL teaching by providing insight into secondary teachers' attitudes toward technology integration, specifically the adoption of flipped learning. They highlight the nuanced ways in which teachers can conceptually support innovative pedagogies while simultaneously confronting practical constraints, enriching the literature on teacher beliefs, self-efficacy, and pedagogical innovation in under-researched contexts. From a practical perspective, the results offer guidance for educational policy and professional development in Tunisia. In order to facilitate effective implementation of flipped learning in Tunisian secondary school EFL classrooms, teachers need to be equipped with targeted professional development on lesson design, digital content creation, and classroom management strategies suitable for the flipped learning environment. There must be an equal distribution of the required infrastructure, i.e., stable connectivity, digital devices, and teaching platforms—among both students and instructors. Pilot small-scale schemes could be introduced in sample schools to serve as models, get feedback, and streamline implementation plans before mass roll-out. In addition, solidarity building via teacher networks and sharing platforms will ease workload, boost confidence, and create a supportive professional network that facilitates sustainable integration of flipped learning.

LIMITATION & FURTHER RESEARCH

Though interesting and providing useful insight into the level of secondary school EFL teachers' acquaintance with and attitudes towards flipped learning, the sample was modest-sized and geographically limited to the Gabes area. This geographical and numerical limitation could restrict the level of generalizability to which the findings can be applied. Subsequent research would be well advised to use a more prolonged, more diverse sample from a variety of regions in Tunisia to achieve a more thorough and representative picture of teachers' attitudes and contextual factors related to the implementation of flipped learning. It would also be valuable to include student perspectives to provide a more comprehensive understanding of flipped learning effectiveness in Tunisian secondary EFL classrooms.

REFERENCES

Abuhmaid, A. M. (2020). Teachers' perceptions on the impact of flipped learning on student learning and teachers' role in Jordanian schools. *Universal Journal of Educational Research, 8*(3), 1007–1016.

Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day*. International Society for Technology in Education.

Bishop, J., & Verleger, M. A. (2013, June). The flipped classroom: A survey of the research. In *2013 ASEE annual conference & exposition* (pp. 23–1200).

Bouzayenne, A. (2023). The effect of personality traits, class level, and gender on EFL learners' online learning acceptance among Tunisian university students. *Journal of English as a Foreign Language Teaching and Research, 3*(1), 14–30.

Bouzayenne, A. (2023). Learners' language learning style preferences, class level, gender, and use of mobile apps for EFL learning among Tunisian university students. *Journal of Foreign Language Teaching and Learning, 8*(2), 127–149.

Bouzayenne, A., & Harizi, R. (2024). Developing an artificial neural network-based model for predicting EFL achievement level. *Multimedia Tools and Applications*, 1–24. https://doi.org/10.1007/s11042-024-19157-9

Chen Hsieh, J. S., Wu, W.-C. V., & Marek, M. W. (2017). Using the flipped classroom to enhance EFL learning. *Computer Assisted Language Learning, 30*(1–2), 1–21. https://doi.org/10.1080/09588221.2015.1111910

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge. https://doi.org/10.4324/9781315456539

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.

Derbel, F. (2017). Technology-capable teachers transitioning to technology-challenged schools. *Electronic Journal of e-Learning, 15*(3), 269–280.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.

Fisher, R., Tran, Q., & Verezub, E. (2024). Teaching English as a foreign language in higher education using flipped learning/flipped classrooms: A literature review. *Innovation in Language Learning and Teaching, 18*(4), 332–351. https://doi.org/10.1080/17501229.2023.2269191

Hung, H.-T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning, 28*(1), 81–96. https://doi.org/10.1080/09588221.2014.967701

Hung, H.-T. (2025). Flipped classrooms. In G. Stockwell & Y. Wang (Eds.), *The Cambridge handbook of technology in language teaching and learning* (Chapter 7). Cambridge University Press. https://doi.org/10.1017/9781009294850.009

Izadpanah, S. (2022). The impact of flipped teaching on EFL students' academic resilience, self-directed learning, and learners' autonomy. *Frontiers in Psychology, 13*, 981844. https://doi.org/10.3389/fpsyg.2022.981844

Kahla, K. B., & Khanchel, H. (2021). Assessing the effects of the flipped classroom at the Tunisian university. *Independent Journal of Management & Production, 12*(5), 1413–1435. https://doi.org/10.14807/ijmp.v12i5.1436

Li, Z., & Li, J. (2022). Using the flipped classroom to promote learner engagement for the sustainable development of language skills: A mixed-methods study. *Sustainability, 14*(10), 5983. https://doi.org/10.3390/su14105983

Maouche, S. (2019). The flipped EFL classroom, an innovative educational trend: Case of Master's 2 EFL students, at the Department of English, University of Bejaia. *IJO – Journal of Educational*

Research, 2(1). Retrieved from

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

Michael, B., & Hashim, H. (2024). Flipped classroom in ESL context: A systematic review on teachers' perceptions (2019–2023). *International Journal of Academic Research in Progressive Education and Development, 13*(4), 2864–2890. https://doi.org/10.6007/IJARPED/v13-i4/24080

Melliti, M. (2023). Teachers' practices and perceptions of the flipped classroom approach: A case study of the English Department of the Faculty of Arts and Humanities, Kairouan in Tunisia. *Journal of Translation and Language Studies, 4*(1), 1–22.

Samadi, F., Jafarigohar, M., Saeedi, M., Ganji, M., & Khodabandeh, F. (2024). Impact of flipped classroom on EFL learners' self-regulated learning and higher-order thinking skills during the COVID-19 pandemic. *Asian-Pacific Journal of Second and Foreign Language Education, 9*(1), 24. https://doi.org/10.1186/s40862-024-00207-y

Vitta, J. P., & Al Hoorie, A. H. (2023). The flipped classroom in second language learning: A meta-analysis. *Language Teaching Research*. Advance online publication. https://doi.org/10.1177/13621688231163348

Wagner, M., & Urhahne, D. (2021). Disentangling the effects of flipped classroom instruction in EFL secondary education: When is it effective and for whom? *Learning and Instruction, 75*, 101490. https://doi.org/10.1016/j.learninstruc.2021.101490

Wahib, M., & Tamer, Y. (2021). Exploring the effect of the flipped classroom model on EFL phonology students' academic achievement. *International Journal of Language and Literary Studies, 3*(2), 37–53. https://doi.org/10.36892/ijlls.v3i2.584

Webb, M., & Doman, E. (2020). Impacts of flipped classrooms on learner attitudes towards technology-enhanced language learning. *Computer Assisted Language Learning, 33*(3), 240–274. https://doi.org/10.1080/09588221.2018.1557692