



# Moroccan EFL High School Students' Perceptions of a Flipped Process-Genre Writing Model

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DOI: <https://doi.org/10.51584/IJRIAS.2026.11050195>

Received: 15 May 2026; Accepted: 20 May 2026; Published: 15 June 2026

## ABSTRACT

This study aims to explore Moroccan EFL high school students' perceptions of a flipped process-genre writing model based on the conceptual framework proposed by Eladraoui and Sakale (2025), focusing on learner autonomy and pre-class preparation, engagement, perceived effectiveness, and perceived challenges. A quantitative descriptive research design was employed. Forty-two second baccalaureate students from AlMansour Eddahbi High School voluntarily participated in a four-week implementation consisting of one-hour sessions per week conducted outside their regular school timetable during the first semester of the 2025-2026 academic year. In the pre-class phase, instructional input was delivered through the online platform TopWorksheets, while in-class time was devoted to higher order writing activities. Data was collected using a five-point Likert scale questionnaire and analysed using descriptive statistics. The results revealed strong learner support of the approach, particularly in terms of learner autonomy, perceived engagement, and perceived effectiveness. However, few students reported some challenges related to technology, motivation, and adaptation. This study contributes exploratory on its acceptability and feasibility of the flipped process-genre writing model in Moroccan EFL secondary education, emphasising learner perceptions rather than performance outcomes.

**Keywords:** EFL writing, flipped classroom, process-genre approach, social constructivism, Morocco

## INTRODUCTION

Writing proficiency in EFL contexts, particularly in Moroccan high schools, remains one of the most challenging skills to develop. It is cognitively demanding because learners are required to manage both structural conventions and communicative purposes (Hyland, 2007). For example, descriptive paragraph writing is a rhetorical mode that requires students to master a linguistic repertoire such as adjectives for physical appearance and personality and, at the same time, to stick to the structural organization of the text type.

Traditionally, writing instruction has been teacher-controlled and theory-driven, whereas writing practice has often been assigned as homework after class, without the possibility for instant feedback and assessment. Consequently, students' opportunities for guided practice, peer collaboration, and revision have become limited. Additionally, writing has always been taught through either the process-approach that focuses on the steps of writing such as drafting, revising, editing, etc. or the genre-approach that focuses on mastering the linguistic features and structural conventions of the text types (Badger & White, 2000). Later, both approaches were combined into the process-genre approach to overcome the pedagogical constraints of each and help learners master both the recursive writing stages together with an understanding of the conventional structure and specific features of a text type (Badger & White, 2000). However, the implementation of the process-genre approach in EFL classrooms has been hindered by time constraints and teacher's heavy workload sessions, which leaves students with little chance to do higher order writing activities such as drafting, peer collaboration, joint construction, and revising.

In response to these challenges, the emergence of flipped learning pedagogy has resulted in gradual shift from passive learning methods such as teacher-centred instruction to more active and collaborative learning approaches, in which students are placed at the centre of the learning process. Bergmann and Sams (2012) were among the first to experiment with this new instructional strategy, which introduces students to content through videos, digital resources, online platforms or other instructional materials before class, while reserving in-class time for interactive tasks and activities that are cognitively demanding. This new organization of delivering content reshapes students' learning experience by encouraging them to be independent learners outside class through engaging in the learning materials at their own pace and participating actively during in-class activities (Alnuhayt, 2018; Fauzan & Ngabut, 2018; Kvashnina & Martynko, 2016). In other words, students in this new learning context are expected to be responsible learners, as they have to manage their time and tasks effectively and use digital tools to access the instructional materials outside class to come prepared to class. In class, they are required to construct meaning through collaboration with their peers, applying the acquired knowledge outside class to further interact with the more challenging tasks. Indeed, such a learning environment might have an influence on students' motivation, perceptions of autonomy, and engagement in writing classrooms. Therefore, understanding how students perceive their new roles and responsibilities is crucial to measuring the pedagogical value and relevance of the flipped writing classroom in EFL contexts.

Despite growing interest in flipped learning, its implementation in Moroccan EFL high school contexts is still underexplored. Contextual challenges such as limited technological resources, inconsistent internet access, students' readiness to learn through technology, and, most importantly, teachers' knowledge of technology, pedagogy and content (TPACK) (Mishra and Koehler, 2006) may influence the implementation of the writing classroom. These contextual realities, material and pedagogical requirements, might influence how students interact with flipped learning environments and how they perceive their usefulness, accessibility, and relevance to their learning needs. Therefore, investigating students' perceptions in these contexts is essential to understanding the pedagogical viability and acceptability of this flipped process-genre writing model.

Since this study places emphasis on genre writing, specifically descriptive paragraph writing, integrating the process-genre approach within the flipped writing classroom offers an alternative way of organizing writing activities and restructuring the learning environment (Eladraoui & Sakale, 2025). Lower order writing activities are moved to the pre-class phase, while higher order writing activities are emphasised in class, allowing students to collaboratively construct meaning and receive immediate feedback and support from both peers and the teacher, which aligns with Vygotsky's (1978) Zone of Proximal Development and Bloom's (1968) revised taxonomy.

While previous studies have investigated flipped learning strategy in grammar, vocabulary, and writing classrooms (El-Bassuony, 2016; Al-Harbi & Alshumaimeri, 2016 ; El-Fatah & Ahmed, 2016), research on Moroccan secondary EFL learners' perceptions of a flipped process-genre model remains limited. Existing studies often emphasize performance outcomes rather than learner experiences, leaving a gap in understanding how students perceive autonomy, engagement, effectiveness, and challenges in this instructional model. Additionally, few studies have explored the flipped process-genre framework.

Importantly, another critical gap in the literature concerns the lack of standardization in flipped learning models. Flipped learning is implemented differently across studies in terms of instructional design, technological tools, and classroom practices. As a result, students' perceptions tend to be context-dependent, reflecting specific implementation rather than the flipped model as a unified pedagogical construct. This variability limits comparability and generalizability of findings across studies and highlights the need for model-specific investigations. Therefore, addressing this gap is particularly important in contexts where technology adoption and teacher expertise vary, and where students' familiarity with independent learning may be limited.

Therefore, the present study aims to explore Moroccan EFL high school students' perceptions of this new flipped process-genre writing model in terms of learner autonomy and pre-class preparation, engagement, perceived effectiveness, and perceived challenges. The model is based on the framework proposed by Eladraoui and Sakale (2025). Rather than focusing on measuring students' learning gains, this study investigates learners' perceptions,

including. By focusing on learners' experiences, the study provides exploratory evidence of the acceptability and feasibility of this flipped process-genre writing model in Moroccan secondary education, which may offer insights for both research and instructional practice in EFL writing instruction.

## LITERATURE REVIEW

### Flipped Learning in EFL Contexts

Flipped learning has gained considerable attention in language education as an instructional model that reorganizes the sequence of content delivery and practice. Rather than using classroom time for direct instruction, foundational input is delivered before class through videos, digital platforms, or other instructional materials, while in-class time is dedicated to application, collaboration, and higher-order cognitive tasks (Bergmann & Sams, 2012). This pedagogical restructuring aligns with constructivist learning principles, as learners engage actively with content and participate in meaning-making processes during classroom interaction. In EFL contexts, flipped learning has been implemented in grammar, vocabulary, and writing classrooms with generally positive outcomes. Studies have reported improvements in learner participation, motivation, and classroom interaction (Al-Harbi & Shumeimeri, 2016; El-Fatah & Ahmed, 2016). However, much of the existing literature focuses primarily on performance outcomes, often comparing flipped classrooms with traditional instruction. While such comparisons are valuable, they provide limited insight into how learners experience flipped environments, particularly in secondary school contexts where independent learning habits may not yet be fully developed.

Perception-based studies are especially important in contexts where technological infrastructure, digital literacy, and teacher readiness vary. Learners' attitudes toward flipped learning may significantly influence its success, as resistance to pre-class preparation or difficulty accessing materials can undermine implementation. Therefore, examining students' perceptions provides a more nuanced understanding of the pedagogical viability of flipped learning, particularly in under-researched contexts such as Moroccan secondary education.

### Learner Autonomy and Pre-Class Preparation

Learner autonomy is a central construct in flipped learning research. Because foundational instruction occurs before class, students are expected to engage independently with materials, manage their time, and complete assigned tasks. This shift places greater responsibility on learners and may foster self-regulation and metacognitive awareness.

Several studies have reported that the flipped classroom instruction has made EFL students take ownership of their learning (Ali et al., 2017; Alnuhayt, 2018; Kvashnina & Martynko, 2016; Hao, 2016; Sherralyn & Pudín, 2016). In the flipped classroom, learners become fully engaged in the construction of meaning (Kvashnina & Martynko, 2016). However, the teacher's main role is to help students function independently through the use of appropriate instructional methods that promote learner's autonomy (Hao, 2016; Alnuhayt, 2018; Ali et al., 2017).

Ekmekeci (2017) pointed out that learners study at their own pace as they watch pre-recorded videos that introduce them to the content prior to coming to class. He also reported that flipped instruction motivated learners to assume responsibility for their learning and take an active role in building knowledge.

In three ESL contexts, Macau, USA, and China, Webb & Doman (2016) conducted an experiment on 64 students using a pre-post test quasi-experimental mixed methods design to measure the effect of flipped learning instruction on students' grammar achievement. They also used focus groups to draw upon students' attitudes towards learning grammar through the flipped classroom model. One of the themes raised during open discussion was learner autonomy. The results indicated that 30% of the participants believed that flipped learning helped them assume responsibility for their own learning and enhanced independent learning.

Alnuhayt (2018) investigated 45 students' perceptions of the flipped classroom approach. The response to Item 3 "The flipped classroom method helps me to learn independently" received the highest score. This indicates that students do not prefer the teacher-centred models that take control of the learning process in the traditional classroom. Students are mostly satisfied with the learning environment that fosters learner autonomy and encourages more student-student interaction and collaboration.

In line with this, El-Fatah and Ahmed (2016) aimed to examine the effect of flipping learning on EFL university students' writing performance and determine their perspectives on flipped instruction. The sample of the experiment included 60 participants. The treatment lasted three months. The findings depicted that the majority of learners favoured independent learning over lecturing because of the technology used to introduce content outside the classroom and the task-based learning activities done autonomously both inside and outside the class. They also pointed out that students' positive perceptions of flipped learning, motivation and their improved learning outcomes in writing made student confident independent learners.

Additionally, in their study Ghufuron and Nurdianingsih (2019) used a 5 Likert-scale survey questionnaire and focus groups to answer the question of "how flipped teaching with CALL affects learner autonomy in EFL writing class". 150 students participated in the study that took place in 5 different sites in Indonesia. The researchers used different indicators of learner autonomy such as "[students] consciously monitor the usage of writing strategies during practice", "creating a practical studying schedule", etc. The results of the study showed that the mean score of all indicators of learner autonomy in the questionnaire was significantly high. Students who experienced learning through flipped learning stated that they were highly motivated to do the tasks both inside and outside the class, which increased their independent learning through practicing different writing skills. Also, the researchers pointed out that the use of technological tools such as YouTube videos, the Schoology platform and weblogs outside the classroom, varied learning materials and tasks, and learner centred approaches in the class stimulated students to engage actively in the learning activities and achieve the writing learning goals set by the instructors.

Another study entitled "Extending the flipped classroom model: Developing second language writing skills through student-created digital videos" conducted by Engin (2014) revealed that this new instructional model helped students become independent learners and deepened their understanding of the topic at hand. However, autonomy is not automatically developed through flipped instruction. Its success depends on learners' readiness to assume responsibility and their access to digital resources. In contexts where students are used to teacher-centered instruction, pre-class preparation may represent a significant pedagogical shift. Investigating students' perceptions of autonomy and pre-class preparation is therefore critical in evaluating the effectiveness of flipped models.

### **Engagement in Flipped Writing Classrooms**

The impact of flipped leaning on student engagement with the learning tasks and materials has been found in many previous studies. Active engagement has often been attributed to the fact that flipped models aim to increase participation through dedicating classroom time to interactive and collaborative activities, particularly when students arrive prepared.

In his article, to what extent can flipped learning improve EFL learners' speaking and writing skills in online education? El Garras (2021) investigated learners' attitudes towards the flipped learning approach. The author of this research gathered data from ten intermediate students using multiple sources such as artifacts, semi-structured interviews, and observation. It was found that students were observed engaging in group work activities while doing different tasks such as writing a paragraph and practicing and language. The researcher also reported that this new strategy encouraged them to actively participate in classroom activities.

Muluk and Dahliana (2024) investigated students' writing performance and attitude towards a Web 2.0-based flipped classroom instruction. Th results showed that students were strongly involved in the teaching-learning

process. 103 students agreed that their engagement was mainly due to pre-class preparation, which reduced their anxiety and increased their confidence to participate in the construction of meaning.

Likewise, the study “Flipped classroom influence on the learner’s outcomes: A study based on English writing courses in Iran” conducted by Shooli et al. (2020) revealed that the pre-class phase had positive impact on their engagement and participation in in-class writing activities and discussions.

Nevertheless, engagement may be influenced by students’ attitudes toward technology, perceived workload, and clarity of instructional design. Understanding learners’ perspectives on classroom engagement provides insight into whether flipped pedagogy enhances or complicates their learning experience.

### **Perceived Effectiveness**

Beyond autonomy and engagement, students’ perceptions of instructional effectiveness are essential indicators of pedagogical value. If learners believe that flipped instruction improves their understanding of genre structure, vocabulary use, and paragraph organization, they are more likely to accept the model.

Abdelrahman, DeWitt, Alias, and Abdul Rahman (2017) conducted an exploratory-implementation study with 28 student volunteers to examine the use of flipped learning in ESL writing classes in a Sudanese secondary school. Their findings indicated that students perceived the new learning strategy as effective in improving ESL writing skills.

In a similar vein, Muhlisoh, Santihastuti, and Wahjuningsih (2020) investigated how Indonesian EFL students viewed the flipped classroom model. The survey results revealed students’ satisfaction with the new approach and considered it effective in enhancing confidence and readiness for engaging in collaborative learning activities. The study also showed the benefits of this new pedagogy in terms of improving students’ active participation.

The findings of Burke and Fedorek (2017)’s study showed that flipped classroom students were highly engaged and actively involved in the learning process. The participants perceived this instructional format as more effective as it could help them achieve better and negotiate meaning actively during class.

Kvashnina and Martynko (2016) examined the impact of flipped learning pedagogy on ESL learners. The results indicated that the flipped classroom promoted learners’ language proficiency, improved their motivation, and fostered deep engagement.

Taken together, these studies corroborate the effectiveness of this approach in enhancing students’ linguistic skills. Although these perceptions seemed to be positive, we should not ignore the challenges that might arise from the implementation of the flipped classroom models.

### **Flipped Learning Related challenges**

Although the majority of previous studies showed the potential of the flipped learning strategy in enhancing students’ learning, some inherent challenges still exist and need to be addressed by flipped classroom teachers. Many challenges have been reported in previous research studies investigating the effectiveness of flipped learning.

In her study “Investigating the Use of the Flipped Classroom Method in an EFL Vocabulary Course”, Alnuhayt (2018) used a questionnaire to explore students’ perceptions of using flipped classroom to teach vocabulary.

Although the majority of the 45 students reported their enjoyability of the flipped classroom model, some participants (12,5%) did acknowledge difficulty having access to the internet, watching the videos, and doing the assigned tasks. However, very few students (4%) agreed that the flipped model caused them stress and

anxiety. These findings are clear indicators that challenges exist, and teachers' intervention is required to minimise the effect.

Maharani, Hamamah, and Nurhayani (2020) also investigated Indonesian undergraduate EFL students' perceptions towards a flipped writing classroom model. The study included 30 participants.

The findings of the questionnaire related to the pre-class phase revealed that students did not consider it beneficial or important, suggesting a real challenge to the implementation of the flipped classroom strategy knowing that the pre-class phase is the most essential phase that distinguishes flipped learning from other traditional approaches.

Likewise, Al-Harbi and Alshumaimeri (2016) employed multiple data sources to examine the effect of the flipped classroom approach on secondary school students' attitudes toward the grammar classroom. The semi-structured interview targeted mainly students' perceptions of the assigned flipped videos. The findings depicted that students did not have time to watch the videos as they had other assignments to do. This indicates an adaptability issue that made them incapable of managing their time and task.

As can be noticed in the reviewed studies above, the challenges faced in the flipped classroom are mainly in the pre-class phase, providing evidence of task and time management issues as well as adaptation problems with the new approach. Therefore, Hamdan and McKnight (2013) and Strayer (2012) opined that students in the flipped classroom strategy should receive adequate support and training to minimize the challenges.

### **The Process-Genre Approach to Writing**

The process-genre approach is a synthesis of the process approach and the genre-based pedagogy (Hyland, 2003; Badger & White, 2000). This combination allows students to use the process writing skills such as drafting, revising, editing, peer feedback together with their understanding of the purpose of the genre, text features, and social context to produce good quality writing (Badger & White, 2000).

This integration supports both form and function, which enables students to understand how language choices relate to communicative intent and promoting their writing skills and writing proficiency (Eliwarti & Maarof, 2016; Kitajroonchai et al., 2022; Gupitasari, 2013; Truong, 2022).

In the context of descriptive paragraph writing, particularly describing a person's physical appearance and personality traits, the process-genre approach is especially relevant. Students are required to use appropriate adjectives, sentence structures, and paragraph organization while also must understand how description serves communicative purposes.

When implemented within a flipped classroom, the process-genre approach is restructured and its stages and processes are distributed. That is, lower-order writing activities such as explicit paragraph structure modelling, identifying physical appearance and personality adjectives are introduced to students in the pre-class phase;

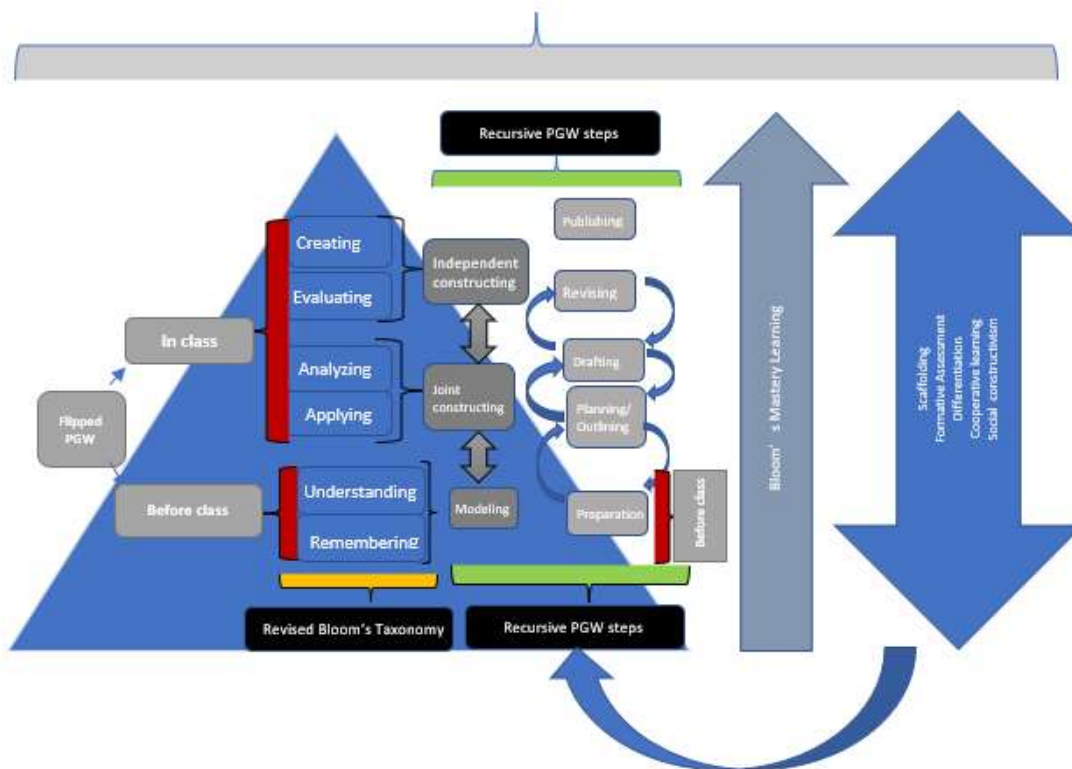
whereas higher order writing activities such as drafting, collaborative writing, and revision are focused on during class, which gives students more chance to receive immediate feedback and engage in socially mediated learning.

This integration aligns with Vygotsky's (1978) Zone of Proximal Development and Bloom's revised taxonomy (Anderson & Krathwohl, 2001) in which foundational knowledge is acquired independently, and higher-order writing skills are developed through interaction with both teachers and peers.

### **The Flipped Process-Genre Model**

The present study adopted the conceptual framework designed by Eladraoui and Sakale (2025) to implement the flipped writing classroom more effectively (see Figure 1):

**Figure 1. The Flipped Process-Genre Writing Model (Eladraoui & Sakale, 2025)**



Based on the conceptual framework, learners are introduced to lower order writing activities such as modelling and preparation using both structured instructional videos and interactive online exercises in the pre-class phase. Direct instruction is considered a major mode of instruction at this stage. During the in-class phase: More time is devoted to higher order writing activities that require students to apply, analyse and create. Therefore, students use their prior knowledge to draft texts, engage in collaborative writing, and revise their texts. The teacher's role shifts from direct instruction to facilitation and scaffolding, providing constructive feedback to help students move from their current level of proficiency to the next.

Moreover, the TPACK (Technological Pedagogical Content Knowledge) integration is considered essential to the implementation of this model. Teachers are required to develop knowledge of the appropriate technology, pedagogy and content to create a stimulating flipped learning environment (Eladraoui & Sakale, 2025).

Overall, the conceptual framework provides the pedagogical foundation for this flipped process-genre writing model. However, the focus of the current study is to explore students' perceptions of this instructional model in terms of learner autonomy and pre-class preparation, engagement, perceived effectiveness, and challenges.

Accordingly, the study addresses four main research questions:

- RQ1: How do students perceive their autonomy and pre-class preparation?
- RQ2: How do students perceive their engagement with the flipped process-genre writing activities?
- RQ3: How do students perceive the effectiveness of this model in enhancing their descriptive paragraph writing?
- RQ4: What challenges do students encounter in this instructional model?

## METHODOLOGY

### Research design

The current study explored EFL students' perceptions of the flipped process-genre writing model. This study employed a quantitative descriptive survey design to explore students' perceptions following the implementation of a flipped process-genre writing model. Therefore, a 5-point closed-ended Likert Scale questionnaire (see

Appendix A) was utilised to document students' subjective experiences and perceived challenges after learning through the new instructional model rather than measure students' writing performance. As the study aimed to explore learners' perceptions rather than measure causal relationships or compare instructional effectiveness, no control group was included. Since the Likert data is ordinal in nature, the use of non-parametric descriptive statistics is the most appropriate.

### **Participants and Context of the Study**

A total of 42 Moroccan EFL 12<sup>th</sup> grade high school students voluntarily took part in the study. Their age ranged from 17 to 19. The implementation was conducted outside the students' regular school timetable over four weeks, with one-hour sessions held once per week during the first semester of the 2025-2026 academic year.

In the pre-class phase, explicit input was delivered through Topworksheets, an interactive platform that provides access to video-based lessons and auto-graded exercises. Although the duration of the implementation was relatively short, it was sufficient for students to experience the core components of the flipped process-genre model.

The participants joined the study during free time sessions that took place on Friday afternoons. The fact that there were no formal assessments or institutional requirements made students free of pressure and ensured genuine responses to the questionnaire items. Participation in this study was solely limited to students who had never experienced flipped learning before.

### **Implementation**

The implementation followed a structured flipped process-genre sequence consisting of pre-class input and in-class collaborative writing stages. The instructional design followed a structured flipped process-genre model (see Figure 1 above ), consisting of a pre-class phase focusing on input and preparation, and an in-class phase emphasizing collaborative writing and higher-order cognitive engagement. Figure 2 below further demonstrates the instructional design and the sequence of activities during the implementation.

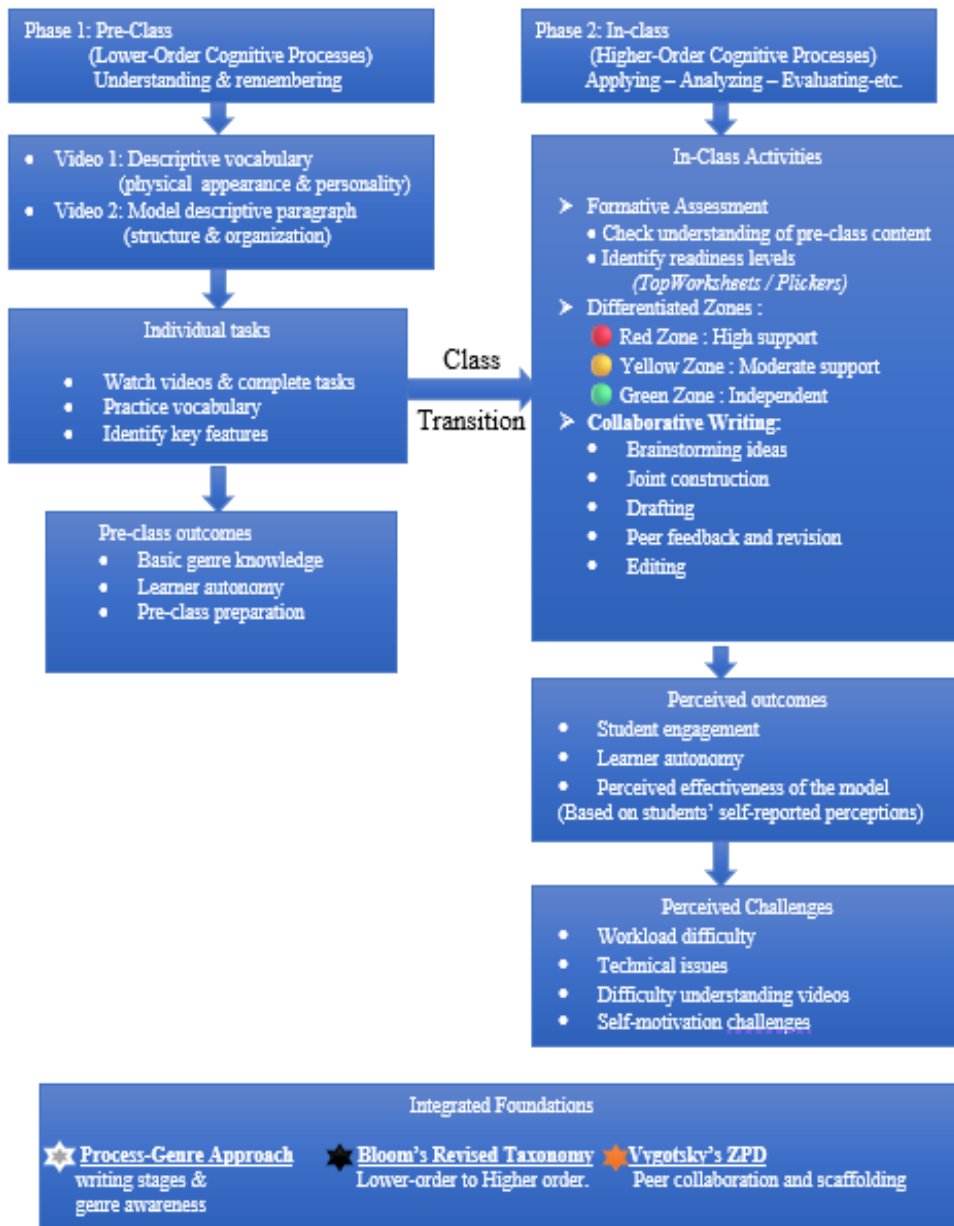
Before starting the implementation, students signed up onto the platform TopWorksheets. Then, they were trained to use it through doing some auto-graded tasks in class to ensure that they can manage the learning materials without difficulty.

After training, students were introduced to two interactive videos related to descriptive paragraph writing. The first video targeted the adjectives frequently used to describe physical appearance and personality traits of a particular person. The second one showed a sample descriptive paragraph, its main components, and its structural organisation such as the topic sentence, the supporting sentences and the concluding sentence. During class, students were formatively assessed to check their background knowledge regarding the learned vocabulary and the organization of a descriptive paragraph. After students were divided into three level zones that were represented by red, yellow and green colours.

Students in the red zone were struggling and hence needed more scaffolding and support from either the teacher and classmates from the green zone (the knowledgeable other). The yellow zone zone also received help from the teacher if students from the red and green zones were paired up to work together and collaborate in doing the writing tasks such as brainstorming, drafting, and revising.

Sometimes students were given choice to either work independently or collaboratively based on the level of difficulty of the task and learning need of each student. The teacher's main role was to provide support, feedback, and guidance. The structure of the lesson and the tasks were created in accordance with the flipped process-genre framework proposed by Eladraoui and Sakale (2025).

**Figure 2. Operationalization of the Flipped Process-Genre Model with Emphasis on Learners' Perceptions**



### Data Collection Procedure

Quantitative data was collected through a five-point closed-ended Likert Scale questionnaire to investigate students' perceptions and the challenges they might have experienced in the flipped writing classroom. The response categories ranged from strongly disagree (1) to strongly agree (5). The survey questionnaire included four constructs: learner autonomy and pre-class preparation (6 items), student engagement (5 items), perceived effectiveness (5 items), and perceived challenges (5 items). These constructs were grounded in the conceptual framework proposed by Eladraoui and Sakale (2025).

### Validity and Reliability

The questionnaire items were validated by two experts specialized in applied linguistics. The items were checked for clarity, comprehensibility and relevance to the study objectives. Some items were reworded for clarity and simplicity considering EFL students' level of English. As for internal consistency reliability, Cronbach's alpha coefficients were calculated for each construct (see Table 1)

**Table 1. Reliability Statistics for the Four Constructs**

Construct	No.of Items	Cronbach's $\alpha$
Autonomy and pre-class preparation	6	.90
Student engagement	5	.87
Perceived effectiveness	5	.88
Perceived challenges	5	.91

Note.  $\alpha$  = Cronbach's alpha. All constructs showed high internal consistency reliability.

As can be seen, the internal reliability for all constructs exceeded the threshold of .87, suggesting good to excellent internal consistency among the items within each construct. This indicates that the items within each construct are closely interrelated and reliably measure the construct they belong in.

## Data Analysis

The quantitative survey questionnaire data was entered and analysed using SPSS version 20. Given the ordinal nature of the Likert-scale data, descriptive statistical analysis was used for analysis. The Median was employed as the measure of central tendency, while the Interquartile Range (IQR) was used to measure the degree of consistency of the participants' responses. Frequency distributions and percentages were also calculated to show participants' perceptions across the four constructs.

## RESULTS

This study was conducted to explore Moroccan EFL students' perceptions of the flipped process-genre writing model across four constructs: learner autonomy and pre-class preparation, student engagement, perceived effectiveness, and perceived challenges.

### Descriptive Statistics

Table 2 shows that the median scores of the participants' responses on the first three constructs are high. Specifically, autonomy and pre-class preparation, engagement, and perceived effectiveness received a median of 4, suggesting the majority of students held positive perceptions of the flipped process-genre writing model. The moderate IQR values indicate an acceptable degree of variability in responses. In contrast, the perceived challenges construct resulted in a neutral median score of 3.00.

**Table 2. Descriptive Statistics for the Four Constructs (N = 42)**

Construct	Median	IQR
Autonomy & Pre-class Preparation	4.00	1
Student Engagement	4.00	1
Perceived Effectiveness	4.00	1
Perceived Challenges	3.00	1

Note. IQR = Interquartile Range (Q3 – Q1)

### Frequency Distribution of Responses

To further examine the distribution of responses at the construct level, percentages were computed after collapsing responses into three categories: Agree/Strongly Agree, Neutral, and Disagree/Strongly Disagree. Table 3 summarizes these distributions at the construct level.

**Table 3. Percentage Distribution of Responses by Construct (N = 42)**

Construct	Agree / Strongly Agree	Neutral	Disagree/strongly disagree
Autonomy & Pre-class Preparation	72%	26%	2%
Perceived Engagement	73%	23%	4%
Perceived Effectiveness	70%	25%	5%
Perceived Challenges	23%	44%	33%

Note. Percentages are averaged across items within each construct.

Table 3 shows that most participants responded positively to the constructs of autonomy and pre-class preparation (72%), engagement (73%), and perceived effectiveness (70%). This suggests that the flipped process-genre writing model is perceived as effective in enhancing independent learning, encouraging active engagement, and improving writing quality.

In contrast, perceived challenges received relatively low agreement (23%) and disagreement (33%), with the majority of the responses recorded as neutral (44%). These findings suggest that the flipped model was not viewed as an obstacle to their learning, as only a few students reported difficulties during their experience with this new instructional approach.

## DISCUSSION

The present study aimed to explore Moroccan EFL students' perceptions of the flipped process-genre writing model as proposed by Eladraoui and Sakale (2025) (see Figure 1 above). The overall results demonstrate that the majority of students perceived the model positively, particularly in terms of autonomy and pre-class preparation, engagement, and effectiveness, while reporting only moderate levels of challenge.

### Research Question (RQ) 1: Learner Autonomy and Pre-Class Preparation

This section addresses the first research question: How do students perceive their autonomy and pre-class preparation in the flipped process-genre model?

The results revealed that most students reported studying at their own pace, taking ownership of their learning, managing their time effectively and solving problems independently. This is positively in line with multiple previous studies (Ali et al., 2017; Alnuhayt, 2018; Kvashnina & Martynko, 2016; Hao, 2016; Sherralyn & Pudis, 2016). Afrilyasanti, et al. (2017), as they all confirmed the importance of videos and pre-class activities in enhancing students' learning and boosting their confidence to engage in in-class learning activities. In fact, the structural organization of the flipped process-genre writing model is based on Bloom's revised taxonomy, which focuses on understanding and remembering the tasks that are made to be easy for the learners to grasp before class and introduced through pre-class video materials. Although some students found it hard to manage their time and tasks, and prepare themselves before coming to class, the relatively low disagreement responses suggest that most participants could adapt successfully to the new instructional flipped model in the pre-class phase.

Overall, these findings are consistent with the core principles of flipped learning, which moves direct instruction to the pre-class phase, whereas more time is devoted to higher order learning activities during class. Thus, responsibility is shifted to the learner to encourage independent learning habits in EFL writing contexts.

### Research Question (RQ)2: Student Engagement

To answer the research question "How do students perceive their engagement with the flipped process-genre writing activities?", five items were used to obtain students' responses. The results revealed that student engagement emerged as the highest-rated construct. High agreement levels regarding collaboration, participation in discussions, attentiveness, and commitment to task completion suggest that the in-class component of the

model successfully promoted active involvement. This is consistent with Bishop & Verleger (2013) and Afrilyasanti, et al. (2017), as students were really supported by their peers and teacher's feedback to improve their writing quality and participate actively in the learning process.

The integration of collaborative writing tasks and differentiated support zones (red, yellow, green) likely enhanced both behavioral and cognitive engagement. This is supported by several researchers such as Basal (2015), Bishop & Verleger (2013), Eladraoui and Sakale (2025), and O'Flaherty & Phillips (2015) who found that flipped learning transferred students' roles to be active participants who work collaboratively to achieve their learning objectives. This supports the premise that flipped instruction can transform classroom time into an interactive, student-centered learning space rather than a passive lecture environment. This was reflected in students' consistent positive responses to the engagement construct that included their involvement in the tasks, commitment to complete the assignments, and collaboration with their classmates. The relatively narrow interquartile range provides evidence of their satisfaction with the flipped classroom strategy in helping them engage throughout the pre-class to the in-class phase.

### **Research Question (RQ) 3: Perceived Effectiveness**

The findings related to research question 3 revealed that the majority of students (70%) agreed on the effectiveness of the flipped process-genre model in improving their descriptive paragraph writing. Analysis of the responses to the five questionnaire items showed that most students felt that this model improved their writing quality and helped them develop their skills. In particular, the videos and interactive tasks provided them with opportunities to understand the text and vocabulary required to write a descriptive text, which was considered effective in enhancing their writing performance. Importantly, teacher feedback during in-class writing was perceived as highly useful. This suggests that the flipped design did not reduce the teacher's role; rather, it redefined it toward scaffolding and individualized support.

These positive perceptions are consistent with previous research. For instance, Abdelrahman et al. (2017) found flipped writing classroom activities motivating, engaging and effective from the students' perspective. They attributed these positive responses to collaboration, pre-class preparation, teacher's feedback and active learning. Similarly, Syarifudin (2023) also reported that the flipped approach had positive effect on students' writing skills and engagement. This is further supported by Kvashnina and Martynko (2016), whose study indicated that the flipped classroom promoted learners' language proficiency, improved their motivation, and fostered deep engagement. Together, these findings support the conclusion that the flipped process-genre writing model is pedagogically valuable and useful in terms of helping learners to engage actively with the writing activities both before and during class. Combining the strengths of flipped learning with genre-based writing instruction provided an opportunity for students to reorganize their learning based on Bloom's revised taxonomy that introduced students to easy content such as descriptive adjectives for physical appearance and personality, and in class there was much focus on higher order writing tasks. However, effectiveness may be influenced by other contextual factors such as technological issues, adaptation challenges, and balancing time and task especially in the pre-class phase.

### **Research Question (RQ) 4: Perceived Challenges**

Research question four targeted the challenges students perceived during their experience with the flipped process-genre writing model. Unlike the other constructs, perceived challenges received a neutral median score. While some students reported difficulties related to workload, motivation, or technical issues, disagreement responses were generally higher than agreement responses. This indicates that the model was not widely perceived as overwhelming or excessively demanding. This finding is in line with that of Maharani et al. (2020) who found that some participants felt that the videos could not help them understand the material, prepare them for the in-class writing activities or enhance their confidence to produce good quality writing. This might have been due to difficulty adapting to the new instructional model as depicted in the study by Sukerti et al. (2020). The moderate variability in responses suggests that challenges were experienced differently across students, possibly due to individual differences in digital literacy, self-regulation skills, or prior exposure to technology-

enhanced learning. Nevertheless, the absence of high agreement on challenge items indicates that the flipped process-genre model was largely manageable within this context.

### **Overall Interpretation**

Taken together, the findings demonstrated consistent positive responses. In other words, most students perceived the flipped process-genre writing model as engaging, effective, and supportive of learner autonomy in the pre-class phase. Although few students reported challenges related to internet connection issues, difficulty understanding the content in the videos and adapting to the new instructional model, and heavy workload, the majority of them disagreed with these challenges. The consistency between the construct-level medians and frequency distributions strengthens the credibility of these conclusions.

These results can be deemed an important contribution to the growing body of research investigating the effectiveness of flipped instruction in EFL contexts. This also suggests that integrating process-genre pedagogy within a flipped learning can provide interactive learning opportunities for developing different writing genres. Although the present study focuses on learners' perceptions, preliminary classroom observations suggested potential improvement in students' writing performance; however, examining learning outcomes falls beyond the scope of this study.

### **LIMITATIONS**

Despite its contributions, this study has several limitations that should be acknowledged. First, the sample size was relatively small ( $N = 42$ ), and participants were voluntarily recruited from the same school. This makes the generalizability of the findings unfeasible. Second, the study findings were obtained solely from a descriptive 5-point Likert scale questionnaire. Although the perceptions are valuable indicators of students' successful experience, they do not necessarily reflect students' improvement in writing performance. Third, the implementation lasted only four weeks. Therefore, a longitudinal study might produce different results, particularly regarding sustained autonomy and long-term skill development. Fourth, the study did not include the control group to measure and compare the writing performance. Finally, qualitative data such as interviews and classroom observations were not collected, as using these could deepen our understanding of students' lived experiences with this new instructional model and their positive responses.

### **Suggestions for Future Research**

Future research could address these limitations in several ways:

1. Employ an experimental design that includes both a control and an experimental group to compare the flipped process-genre model classroom and the traditional writing classroom.
2. Measure students' writing performance by using pre-tests and post-tests.
3. Recruit a large sample size across different educational levels to ensure generalizability.
4. Use qualitative methods such as interviews, focus groups, reflective journals, etc to investigate students' perceptions in greater depth.
5. Examine long-term implementation to assess sustained effects.

Such studies would provide more comprehensive evidence regarding the pedagogical value of the flipped process-genre model in EFL contexts.

### **CONCLUSION**

This study explored Moroccan EFL students' perceptions of a flipped process-genre writing model. The findings revealed high levels of learner autonomy, engagement, and perceived effectiveness, alongside moderate perceptions of challenges. These results suggest that incorporating the process-genre pedagogy within the flipped learning framework may create an interactive and supportive learning environment that enhances students'

writing experiences. Although further research is required to examine long-term and performance-based outcomes, the present findings indicate that the flipped process-genre model represents a promising instructional approach for EFL writing classrooms. Future research may integrate perception data with performance-based measures to provide a more comprehensive evaluation of this new flipped process-genre writing model.

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I understand the steps of writing (planning, drafting, editing) clearly.					
The pre-class videos help me understand how to write different texts.					
Getting help from my teacher while I am writing in class is very useful.					
I remember the writing lessons better because I practice them in class.					
<b>Part four: Perceived challenges</b>					
The amount of work at home and in class is too much for me.					
I have technical problems (like slow internet) with the videos.					
It is hard for me to understand the videos without a teacher next to me.					
I find it difficult to motivate myself to study at home alone.					
It is hard to change from a "normal" class to this "flipped" class.					

**Thank you for completing the questionnaire**