

Flipping EFL Writing in the AI Era: Navigating the Line Between Opportunity and Challenge

Dr. Abderrazzak Belbouah
Ibn Tofail University, Kenitra, Morocco

Abstract

As artificial intelligence (AI) tools are becoming more and increasingly integrated into higher education, their impact on English as a Foreign Language (EFL) writing instruction, particularly within flipped classroom models, raises both promise and concern. This study investigates the challenges undergraduate Moroccan university students face when learning EFL writing in flipped classrooms shaped by AI technologies. Focusing on a student-centered perspective, data were collected through questionnaires and writing samples from undergraduate EFL learners. The findings reveal a complex picture: while students benefit from AI tools for grammar correction, vocabulary enhancement, and content organization outside the classroom, they also report difficulties such as overdependence on AI-generated propositions, reduced personal engagement in the writing process, and confusion about academic integrity. As such, the flipped classroom, which aims to foster autonomy and active learning, may inadvertently magnify these challenges in the absence of adequate guidance. The study highlights the need for pedagogical frameworks that support ethical and reflective AI use in flipped EFL writing instruction.

Keywords: EFL writing; artificial intelligence (AI); flipped classroom pedagogy; Moroccan university students; writing challenges