

DOI: 10.5281/zenodo.19439837

AI IN THE EFL WRITING CLASSROOM: LEARNER PERCEPTIONS OF AI TOOLS IN PRODUCING ORIGINAL TEXTS

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Received: 01/03/2025

Accepted: 01/04/2025

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ABSTRACT

EFL writing classrooms are becoming happier places for learners as Artificial Intelligence (AI) is increasingly making inroads into the learning process. AI tools are inherently equipped to guide the writing process right from idea generation to producing the finished draft. AI tools enhance writing quality with assistance across grammar, vocabulary, coherence, cohesion but with so much handholding there are concerns of reduced critical thinking, over dependence on AI, and lack of originality in the writing thus accomplished. Adult learners are not wholly unaware of these cons as institutions in KSA enforce strict ethical norms in their classrooms. This study therefore, examines Saudi EFL learners' perceptions of the effects of AI writing tools on originality of their output, its pros, and the ethical issues that spring from formalization of AI as a learning tools. Data for the study was collected from a survey of forty-three EFL learners at Majmaah University in Saudi Arabia. SPSS version 26 was used for statistical treatment of the data. Results show that learners generally display positive attitudes toward AI ($M = 4.02$) and strongly recognize its benefits ($M = 4.12$). However, they also report moderate levels of perceived risks ($M = 3.08$), including concerns about accuracy, dependence, and reduced originality, along with ethical issues ($M = 3.45$). Correlation analysis revealed that perceived benefits strongly predicted positive attitudes, whereas perceived risks and ethical concerns negatively influenced acceptance. Regression analysis further confirmed perceived benefits as the strongest predictor of overall attitude. Research comes to the conclusion that while learners value AI as a helpful writing tool, appropriate and deliberate integration is necessary to continue academic integrity and foster the growth of independent writing abilities.

KEYWORDS: Independent Writing, Critical Thinking, Perceived Benefits, Perceived Risks, Ethical Concerns

1. INTRODUCTION

Composing in a foreign language is also among the most difficult things to master, especially for EFL learners. It is perceived as a difficult and complicated process. The students of EFL have to make written forms that are culturally appropriate, semantically acceptable, and syntactically accurate (Sasmita & Setyowati, 2021; McDonough & Crawford, 2020). Application of AI technology in language classes, especially in writing skills, has increased a significant level of attention in the teaching of the EFL field (Gültekin Talayhan et al., 2023; Syahnaz & Fithriani 2023). AI-based writing applications, including grammar check, writing aids, and content generation, have become more popular due to their ability to help EFL students become better writers (Rezaee & Allahyari, 2023; Taşçı & Tunaz, 2024). Simultaneously, there have been major concerns raised by the growing availability of AI tools. Researchers and educators are concerned about whether students can become overdependent on AI to generate content and lose the ability to write independently, think critically, and analyze information (Tran, 2025; Wale & Kassahun, 2024; Alkodimi & Al-Ahdal, 2025).

In some cases, the learner doubts the truth of what AI has told them, or they even fear that overreliance on AI can make their work too unoriginal. Such concerns belong to a bigger debate concerning the use of AI in language education and the way to balance learning useful writing skills and technology usage (Hago Elmahdi et al., 2024; Marzuki et al., 2023). This kind of conflicting opinion points to the significance of understanding the ways in which learners make use of AI in the process of creative writing. Their perceptions affect how they use AI, in which they see AI as a way of doing things, a shortcut, or a way of replacing their thinking structure. Despite the potential misuse or avoidance of the technology in case of negative experiences, favorable perceptions influence learners to implement AI in a tactical way to facilitate writing. The analysis of these opinions can help educators develop policies and teaching methods that make the best use of AI benefits and address its shortcomings (Vera, 2023; Teimourtash, 2024).

The AI technologies are increasingly affecting the writing patterns of EFL learners that offer support in relation to vocabulary, structure, and style, besides raising the questions of originality, innovation and academic honesty. The way to strike a balance between assistance and dependency in writing as generative AI evolves is uncertain to students (AbdAlgane & Osman, 2023; Harunasari, 2023; Alrefaee et al., 2025; Albelihi & Al-Ahdal, 2024). These issues present the need to conduct studies that examine the benefits of applying

AI, and its cognitive, moral, and motivational drawbacks. These lessons will play a crucial role in the development of instructional solutions that will make reasonable use of AI and will not affect the ability of students to write independently (Yang et al., 2024; Al-Raimi et al., 2024; Al-Ahdal & Hameed, 2025; Alharbi & Al-Ahdal, 2025).

1.1. Research Objective

The purpose of the research is to examine the perception of EFL learners in Saudi Arabia about how they can use AI tools in the generation of original texts. It is aimed at determining the perceived benefits (PB), perceived risks (PR), and ethical concerns (EC) that predetermine their general attitude toward AI in the writing classroom.

1.2. Organizational framework of the research

Five sections structure the research on AI in EFL writing. Division 1 covers the study's history, problem, aim, and relevance. Division 2 reviews literature on AI tools, highlighting gaps, risks, and strengths. Division 3 describes the research methodology, participants, and data collection focused on learner perceptions. Division 4 presents key findings, learner views, and variable correlations. Finally, Division 5 concludes with research limitations, recommendations for further studies, and an overview of findings.

2. PREVIOUS WORKS

In the research, the mixed-method design incorporating semi-structured interviews with 35 students and a 69-participant questionnaire evaluated the practices and perceptions of students (Alghasab, 2025). According to the results, students are not familiar with other AI writing aids, but they are more or less satisfied with the usage of such programs as Google Translate, ChatGPT, and Grammarly. They admit that the independent writing might be supported with the help of AI tools; however, they are not sure about the long-term consequences. The fact that a limited sample of context-specific data is used, based on self-reported data, however, restricts the generalizability of the conclusions. Research analyses the impact of the AI-supported collaborative writing system, Collabowrite, on EFL classrooms (Emerson, 2024). Research assess the AI components of the application, gauge opinions and involvement of students, and create design suggestions regarding writing that is aided by AI. Collabowrite had a very high level of satisfaction (4.63/5), 91.4% compliance with AI instructions, and 90.4% accuracy in grammar-check. Positive changes in attitudes toward technology, writing, and teamwork were revealed by the surveys

and theme analysis. The small sample size and institutional specificity contribute to the conclusions' restricted use.

The research conducted by Tajik (2025) analyzed how AI-based writing tools affected EFL learners' motivation, cohesiveness, task completion, grammatical accuracy, and vocabulary development. The outcomes showed that the AI-assisted group outperformed the control group in all areas of measurement through semi-structured interviews, tests, and motivation ratings based on the worldwide norms of testing in English. However, the research's limited sample size, single institutional environment, and brief intervention period limit how broadly the findings could be applied.

Sumakul et al. (2022) examined the perceptions of EFL teachers about AI applications in language classrooms. Interviews were conducted with four Indonesian university-level EFL teachers who had already integrated AI in their classrooms and were well-versed with the tools and their application. Results indicated positive attitudes to AI integration in the language classroom though the findings cannot be applied uniformly to other contexts as the entire sample in addition to being small at only four teachers, shared a common environment. A mixed-methods strategy was employed to look into several aspects of EFL students' motivation in an AI-based learning environment (Moybeka et al., 2023). This approach integrated qualitative data from previous research with quantitative surveys. After using the AI-based language learning tools, a large number of EFL students were given structured questionnaires. However, the self-reported nature of the survey results and the research's partial dependence on the use of qualitative data from the literature could restrict the results' applicability and scope.

2.1. Research gap

The literature demonstrates the usefulness of AI in EFL writing, but it is inconclusive due to small samples, brief interventions, and a high level of self-reporting. They also pay attention to individual results like motivation or the effectiveness of tools, or they do not look into the global perceptions of learners. Consequently, it is obvious that more in-depth research, which examines the overall influence of PB, PR, and EC on the willingness and use of AI in the generation of original texts, should be conducted. Conversely, the current research is based on the structured quantitative design that employs validated instruments and provides more solid evidence, as it investigates virtues, risks, and ethical issues at the same time. It also determines the predictors of AI acceptance, which contributes to a better understanding of the attitude of learners and a more general view of AI in EFL writing.

3. RESEARCH METHODOLOGY

An analytical method used in this study was quantitative descriptive, which is a validated Likert-scale questionnaire that Saudi EFL learners completed to evaluate their ideas concerning AI in the writing process. Data were collected using a validated Likert scale survey on forty-three students of Majmaah University. Research evaluates the perceptions regarding EC, PR, PB, and AI on the whole. Data were analyzed using regression analysis, Pearson correlation, and descriptive statistics to establish trends and causes of the attitudes of learners. The most important steps in the study are described in Figure 1 and indicate how the study collected data, analyzed and transformed it into results.

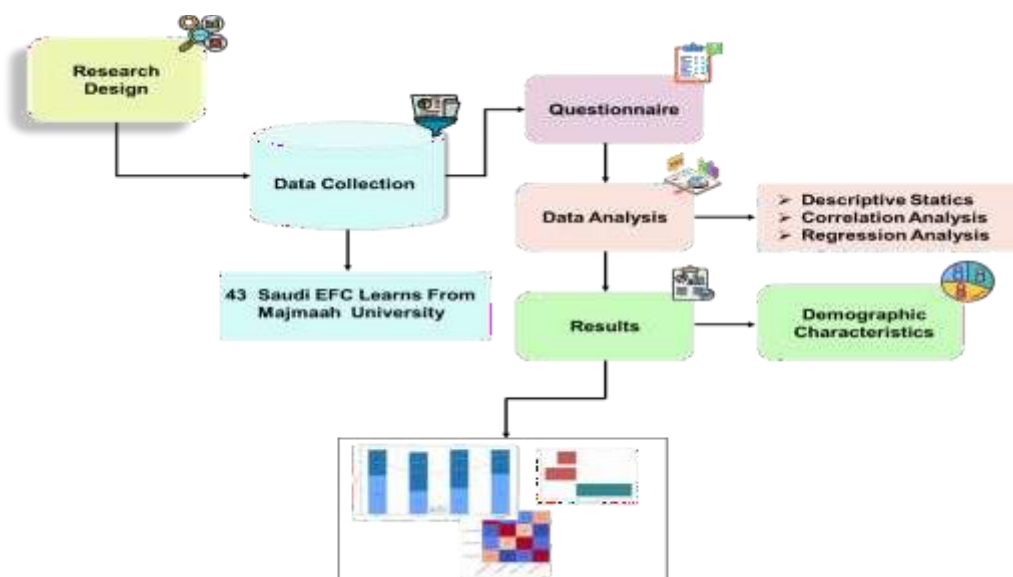


Figure 1: Methodological Framework of the Research

3.1. Research Design

To analyze how Saudi EFL students perceive the use of AI in writing classes, a descriptive, analytical, and quantitative research approach was used. The quantitative approach is appropriate since it allows for the systematic measurement of students' attitudes through numerical data that can be statistically analyzed to reveal trends and tendencies. The descriptive part is aimed at generalizing the experience and perceptions of learners, whereas the analytical part of the research is used to investigate the association between various variables of perception, including benefits, risks, and ethical issues that learners perceive. Such a design allows obtaining objectivity, making comparisons with the results of other settings, and gaining credible information about the attitude of learners toward AI-supported writing training.

3.2. Participants

Forty-three Saudi EFL learners enrolled at Majmaah University comprised the study sample

(purposive) as only a sample well-versed with the AI applications in writing could be utilized to answer the research questions. In addition, the sample was representative of the Saudi youth and it was hypothesized that their perceptions can be inferred as the collective opinion of the youth towards new technologies in language instruction.

3.3 Instrumentation / Data Collection Tool

A validated survey that elicited responses on a 5-point Likert Scale was administered to the sample. All survey items loaded onto the study variables viz., PB, PR, EC, and the impact of AI on writing development. All data was anonymous and collected only after mandated consents were obtained from the participants.

3.4. Questionnaire

Table 1 summarizes the factor-wise distribution of the survey items. Three questions were designed to elicit data on each of the four constructs included in this study.

Table 1: Questionnaire Items Categorized by Constructs

Variables	Questions
PB	1. Does AI help you generate ideas for your writing tasks?
	2. Does using AI increase your confidence in completing writing assignments?
	3. Do AI tools make the writing process faster or easier for you?
PR	4. Are you concerned that AI might provide incorrect or misleading content?
	5. Do you believe AI prevents you from developing strong critical thinking skills?
	6. Do you feel that AI weakens your ability to edit your own writing?
EC	7. How confident are you in distinguishing your own writing from AI-generated text?
	8. Are you concerned that AI-generated text may cause problems in originality checks?
	9. What ethical concerns do you have about using AI in academic writing?
Overall Attitude Toward AI	10. How do you feel about using AI as a regular tool in your writing classroom?
	11. Why would you support or not support integrating AI into your courses?
	12. Do you feel comfortable using AI tools for academic assignments?

3.5. Statistical Analysis

The study applied descriptive statistical tools to analyze the data. Correlation amongst the variables (PB, PR, and EC) was established by computing Pearson's *r*. Predictive trends were obtained from regression analysis.

3.6. Descriptive Statistics

Descriptive computations such as mean, standard deviation, and frequency help identify general trends in the data such as students' general attitudes on AI, their knowledge of the issue, and their ability to identify the particular benefits. The fundamental level of analysis includes descriptive results that bring together unstructured data into understandable summaries that can readily reflect the attitude of learners.

$$\bar{y} = \frac{1}{m} \sum_{j=1}^m y_j \quad (1)$$

In Equation (1), $\bar{y}$ is the mean (average) score of a variable, y_j represents the individual score of participant j , and m indicates the total number of participants in the research.

• Correlation Analysis

Correlation analysis explores how and to what extent the important research variables, such as PB, PR, EC, and overall feelings about AI, are correlated with each other. The Pearson correlation coefficient (*r*) is utilized to determine the movement of these variables, either positively or negatively. As an example, a positive relationship implies that students who are more likely to gain their acceptance of AI are also more likely to have higher scores, and a negative relationship suggests that the positive feelings of learners are muted by more ethical issues. Correlation helps in implying significant

relationships among measured constructs, and not causality.

$$r = \frac{\sum (Z - \bar{Z})(X - \bar{X})}{\sqrt{\sum (Z - \bar{Z})^2 \sum (X - \bar{X})^2}} \quad (2)$$

r represents the Pearson correlation coefficient, Z is the value of the first variable, $\bar{Z}$ shows the mean of variable Z , X illustrates values of the second variable, and $\bar{X}$ denotes the mean of variable X in Equation (2).

• Regression Analysis

Regression analysis can be used to identify the effectiveness of variables in predicting the overall attitudes of learners towards the AI combination in the writing classroom. Predictors in this research are the PB, PR, and EC. The regression model evaluates the value of each variable and the factors that largely impact the acceptance or resistance of AI use by students. The approach has the added benefit of quantifying the predictive power of various perceptions to give a more sophisticated picture of perceptions in comparison to basic associations. Finally, regression assists in explaining the factors of learner perception that influence their general attitude towards AI in the writing teaching process the most.

$$Y = \beta_0 + \beta_1 Y_1 + \beta_2 Y_2 + \beta_3 Y_3 + \dots + \beta_m Y_m + \varepsilon \quad (3)$$

In Equation (3), Y is the dependent variable that the model aims to predict, $\beta_1, \beta_2, \beta_3, \dots, \beta_m$ indicate coefficients showing how much Y changes with a one-unit increase in each interpreter, β_0 describes the intercept, m denotes the total number of interpreter variables included in the model, representing the predicted value of Y when all predictors are zero, ε is the error term demonstrating difference in Y not

clarified by the interpreters, and $Y_1, Y_2, Y_3, \dots, Y_m$ presents the independent variables used to predict Y .

4. RESULT

The research's key statistical findings, including learners' overall assessments of AI in writing, are presented in the Results section. Using descriptive statistics, it summarizes their stated advantages, risks, ethical concerns, and attitudes. Additionally, it uses regression analysis to find the best predictors of attitude and correlation analysis to show how these variables are related.

4.1. Demographic Characteristics

The participants of this research were a heterogeneous group of Saudi EFL learners of different ages, though the majority of them were the early adult age, as it was common with university students. Both female and male students participated, with a slightly higher percentage of females represented in the group. The students were spread out between the first-year and fourth-year levels, with most students being in their middle years of study. Their exposure to AI writing tools is also varied, as some did not have any experience with the AI writing tools at all, whilst the majority of the participants were confident in using AI writing tools regularly. The learners also seemed to prefer ChatGPT the most; however, tools like Grammarly, QuillBot, or other platforms were also rather popular, with fewer people using other platforms. This heterogeneity gave a balanced background for the learner to understand their perceptions towards the use of AI in the writing classroom. As shown in Table 2 and Figure 2, the demographic and AI-usage profiles of the participants highlight key differences across age, gender, study level, and tool-use experience.

Table 2: Demographic Profile of Participants (n = 43)

Variables	Category	Frequency (n)	Percentage (%)
Age	18–20	14	32.6%
	21–23	22	51.2%
	24 and above	7	16.2%
Gender	Female	25	58.1%
	Male	18	41.9%
Experience with AI Writing Tools	Never used	3	7.0%
	Beginner	10	23.3%
	Moderate user	18	41.9%
	Frequent user	12	27.9%
Level of Study	1 st Year	8	18.6%
	2 nd Year	11	25.6%
	3 rd Year	13	30.2%
	4 th Year	11	25.6%
Most Commonly Used AI Tools	ChatGPT	26	60.5%
	Grammarly	9	20.9%
	QuillBot	5	11.6%
	Others	3	7.0%

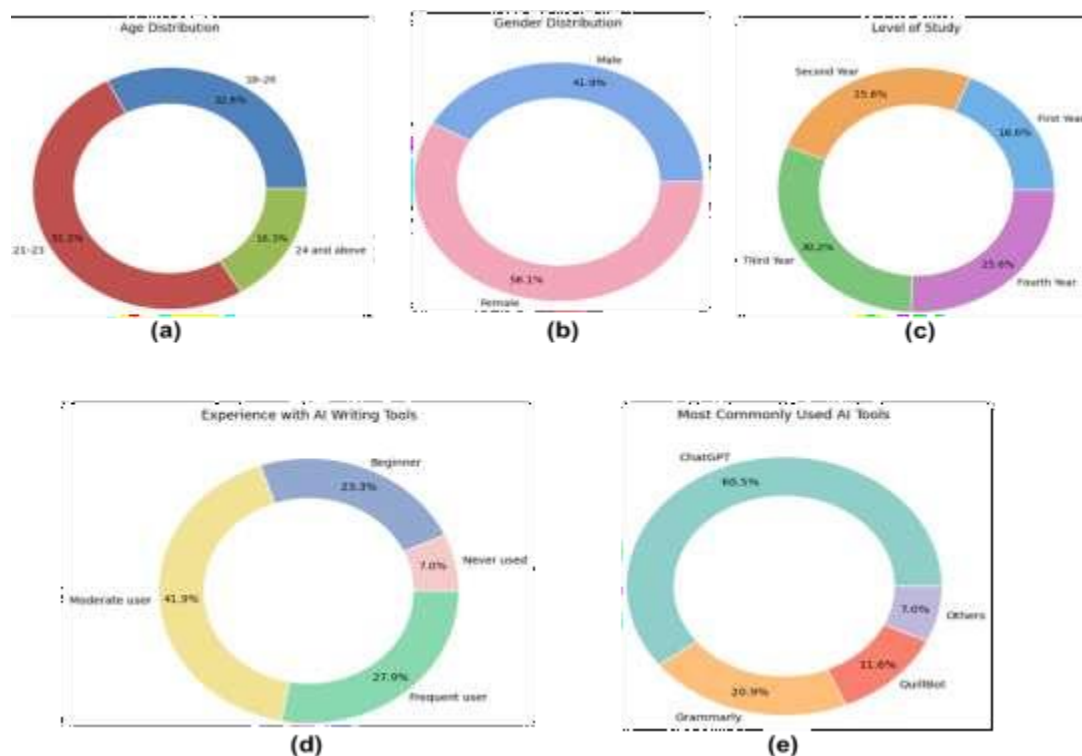


Figure 2: Demographic and AI-usage profiles of participants, presenting (a) Age Distribution, (b) Gender Distribution, (c) Level of Study, (d) Experience with AI Writing Tools, and (e) Most Commonly Used AI Tools

• Descriptive Statistics Analysis for AI in EFL Writing

Table 3 and Figure 3 below indicate the descriptive statistics of the four key variables, PB, PR, EC, and general attitude towards AI. The results show that there is a relatively positive attitude to AI ($M = 4.02$) and high PB ($M = 4.12$), with rather low SD, which shows that the

reactions of the participants are similar. The mean of PR ($M = 3.08$) and EC ($M = 3.45$) suggests that the learners are knowledgeable about the advantages but are also knowledgeable about the possible disadvantages. Their responses were on both ends of the Likert scale, which depicted a variety of personal experiences and views as perceived by both the lowest and highest values.

Table 3: Key Variable for Descriptive Statistics ($N = 43$)

Variable	Minimum	Maximum	Mean (M)	Std. Deviation (SD)
PB	3.00	5.00	4.12	0.56
PR	1.80	4.80	3.08	0.72
EC	2.00	5.00	3.45	0.68
Overall Attitude Toward AI	3.10	5.00	4.02	0.51

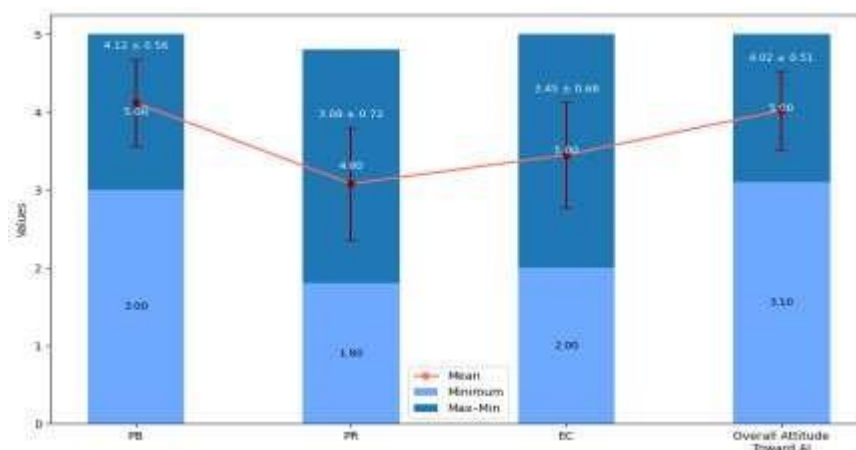


Figure 3: Mean Distribution of Learners' Perceptions toward AI in Writing

- **Pearson Correlation Matrix for AI Use in EFL Writing**

The significant factors' correlations are shown in Table 4 and Figure 4. PB and general attitude have a high correlation ($r = .61$, $p < .01$), suggesting that learners who think AI is useful are more likely to have positive attitudes about using it. There is a slightly negative association ($r = -.40$, $p < .01$) between the PR and overall

attitude, indicating that lower acceptance of AI has been associated with higher levels of concern. Additionally, there is a negative correlation between ethical concerns and attitude ($r = -.28$, $p < .05$). PR and EC seem to be strongly associated, as evidenced by a substantial positive correlation ($r = .48$, $p < .01$). These correlations aid in determining the interactions between various perceived elements within the learner group.

Table 4: Pearson Correlation Matrix

Variable	PB	PR	EC	Overall Attitude
PB	—			
PR	-.32*	—		
EC	-.21	.48**	—	
Overall Attitude	.61**	-.40**	-.28*	—

Note: * $p < .05$, ** $p < .01$. These are sample values; replace with actual correlations.

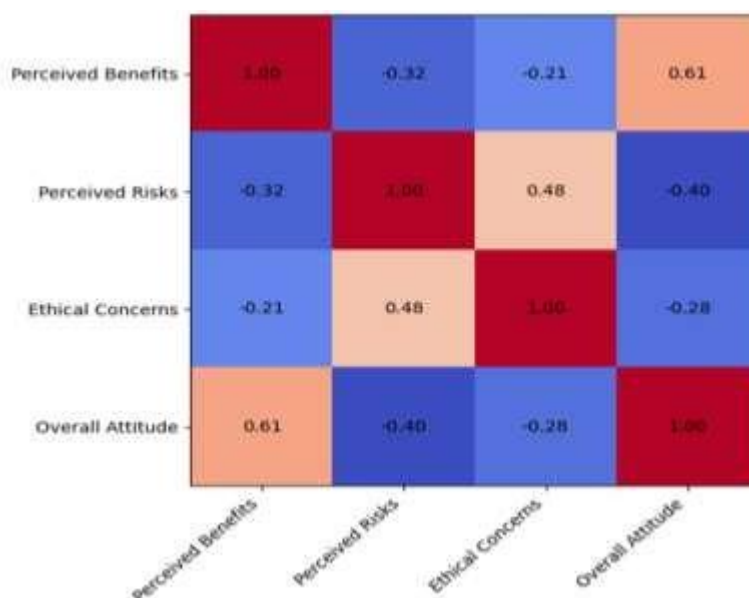


Figure 4: Matrix of Associations Among Perception Factors – showing how learners' perceptions are connected

- **Regression Analysis Examining AI Use in EFL Writing**

The regression model predicting learners' general opinions toward AI based on PB, dangers, and EC is summarized in Table 5 and Figure 5. Strong predictive strength is demonstrated by the model's statistical significance ($F(3,39) = 14.21$, $p < .001$) and its ability to explain 52% of the variance in total attitudes ($R^2 = .52$). The most favorable predictor

is PB ($\beta = .58$, $p < .001$), indicating that positive views are substantially influenced by utility. Attitudes are significantly and negatively impacted by PR ($\beta = -.33$, $p = .003$) and ethical concerns ($\beta = -.21$, $p = .038$), showing that concerns lower acceptance. Overall, the model shows that learners' attitudes toward AI in writing are significantly affected by both positive and negative perceptions.

Table 5: Regression Analysis Predicting Overall Attitude Toward AI

Predictor	Standard Error of the B (SE B)	Standardized Coefficient β (Beta)	Unstandardized Coefficient (B)	t-value	p-value
PB	0.11	0.58	0.52	4.81	< .001
PR	0.09	-.33	-.029	-3.22	.003
EC	0.08	-.21	-.018	-2.15	.038
Model Summary	$R^2 = .52$	$F(3, 39) = 14.21$	$R = .72$	$p < .001$	—

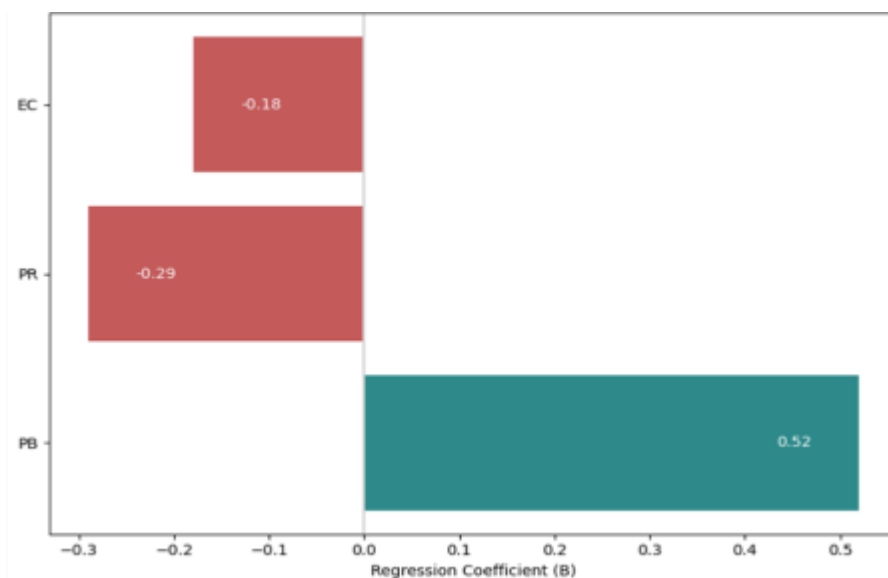


Figure 5: Three-Dimensional Model of How Benefits and Risks Shape Learners' Attitudes

4.2. Discussion

The research's limited sample size from a single Japanese university limits its generalizability, among other issues (Emerson, 2024). Its brief 14-week duration provides no proof of long-term learning effects, and the use of self-reported single-item measurements could cause bias. The pleasure can become a by-product of the novelty effect and the study is more of perceptions than actual writing development. This is the first round of a design-based project, which means that the outcomes are tentative and require further confirmation. The study examined the perception of Indonesian EFL teachers regarding AI usage in their classrooms through the interviews of four teachers who had experience with AI integration (Sumakul et al., 2022). It was found that all teachers had positive attitudes, as they agreed that AI aids in teaching and learning. Nevertheless, they highlighted that effective implementation must be done with proper attention to the levels of motivation of students and the technological and pedagogical skills of teachers.

This research enhances the previous research because it provides a narrow, evidence-based perspective of how AI influences the capacity of learners to generate original texts, which other scholars have neglected in most instances. Through powerful quantitative tools, it uncovers obvious predisposers of the attitude towards AI and offers new findings within a Saudi EFL setting, which is underrepresented in the literature. It goes beyond the previous restrictions by considering and focusing on both advantages and disadvantages in the same breath and demonstrating the significance of ethical, creatively directed AI implementation to facilitate originality and autonomous writing capabilities.

This study demonstrated the ambivalent attitudes of Saudi EFL students towards the incorporation of AI in their writing activities. Although the data demonstrates a trend of positive attitudes towards AI, it also indicates high levels of anxiety about the possible negative aspects of these technologies. Based on these results, there should be a delicate discourse over the advantages and issues of AI in the teaching of EFL writing. The primary finding of the study is that AI tools are perceived as positive additions to the EFL writing classroom indicated by mean scores of 4.02 towards attitudes and 4.12 towards perceived benefits. This finding echoes earlier studies that focused on the role of AI as a scaffolding mechanism in language learning. By providing one-to-one immediate assistance, these tools indirectly boost learners' motivation and engagement from the initial to the concluding stage of writing. At the same time, adult learners are not unaware of the cons as the study sample indicated moderate level of perceived risks ($M = 3.08$) associated with AI in learning. Specifically, learners were concerned that being habituated to the use of AI may adversely tell on their ability to produce original content by applying critical thinking skills. In other words, the study infers that at least in the contemporary context, there is the need to maintain balance between traditional and AI learning aids in the language classroom. Additionally, there is another complexity of ethical concerns ($M = 3.45$). The concern about cheating, originality, and the quality of writing in the AI-enhanced writing system is well-grounded. With AI-generated work, it becomes difficult to draw the boundaries between original work and machine-generated content since algorithms and massive data volumes produce the content. This gives rise to

ethical challenges concerning both plagiarism and authorship, which are especially relevant in purely academic contexts. Teachers must find a way to work around these issues by setting up strict rules on the use of AI that do not compromise academic integrity but utilize the benefits of technology. The study provides useful information on perceived benefits and risks and attitudes towards AI in general based on the correlation analysis of the study. The fact that perceived benefits are highly relevant predictors of positive attitudes towards AI shows that if students feel that the perceived benefits of using these tools are evident, they will tend to accept them. On the other hand, the adverse impact of perceived risks and ethical issues implies that the perception of these issues should be directly addressed by the educator in the teaching process. In contexts where AI tools are institutionally integrated into the classrooms, emphasis should be placed on educating learners of the pros and cons, and in training them to use AI as a tool and not themselves become a tool controlled by AI. This challenge of balancing two opposites is not an easy one. While contemporary learners are well-entrenched in digital tools in their daily lives, it is necessary to bring to them the need to use technology ethically for their growth and development. This can be achieved if teachers integrate AI tools into a comprehensive pedagogical model that primarily emphasizes skill development. Activities and tasks that demand critical engagement of learners should be promoted so that learners leverage AI while maintaining and developing their skills independently. Additionally, educators may consider hybrid pedagogies that blend AI-assisted learning with traditional writing instruction.

Integration of AI into the learning processes can be a gradual rather than an uncontrolled progression to prepare learners mentally and ethically to reap its benefits fully. Such slow adoption can assist learners in valuing the power of AI without compromising their critical thinking and creativity in writing. Reflection in the writing process will encourage learners to apply other skills such as speaking and listening which will reinforce the value of collaboration with peers and teacher mediation in the learning process. Institutions that invest in such methodical inclusion of AI will be able to optimally use technology with minimum risks.

To conclude, it is neither possible nor advisable to keep education untouched by technology as its tools are highly adaptable and can be great aids to for teachers too so that they can shift their focus entirely to achievement of learning objectives with the valuable inputs that AI tools can generate such as individual learner needs and the most suitable

pedagogies. The role of teachers does not shrink with the advent of education technology, it gets modified as facilitators between technology and learners while ensuring that the latter preserve their own voice and creativity. Ultimately, efforts should be made to establish an educational environment that encourages both technological interaction and the ability to write independently and critically.

4.3. Limitations

This research has a few limitations. Firstly, the size of the sample of 43 EFL students of the Majmaah University might restrict the externalization of the findings to the larger group of the population and other educational settings. Secondly, since the research is located in the context of particular cultural and educational setting of Saudi Arabia, the results cannot be generalized to EFL students in other countries. The narrowness of the perspectives is ensured by the use of quantitative approaches, because a mixed-methods analysis would offer more profound perspectives on what the learners perceive. Moreover, self-reported data could be subject to some bias as a participant might be giving socially acceptable answers instead of reflecting on their experience with AI tools being honest about it. There is also a lack of distinction between AI applications applied in study, and it is possible that they may have different effects on writing. Furthermore, it does not cover the views of the instructors, which is essential in explaining how AI is applied to classes. Lastly, although, ethics issues are discussed, the research does not go into details of how the issues reshape the attitudes of learners. Future studies might overcome these limitations to improve the knowledge regarding the application of AI in EFL writing teaching.

4.4. Recommendations and scope for future research

Future studies on the perceptions of EFL learners using AI tools in writing must consider various recommendations to increase the level of understanding and implementation. Research must include samples that are more diverse in various educational settings to enhance generalizability. The use of mixed methods research methodology involving both quantitative surveys and qualitative interviews would provide more detailed information on the learners' attitudes. It is important to pursue long-term studies to grasp how technological tools function as learners move forward in the learning process. Further, culture and local educational norms may play differently on technology adoption in classrooms. Hence, comparative studies should be

encouraged to identify these varied needs before implementing results blindly. Teacher agency and its role in AI-enabled classrooms also merits investigation as teacher participation is central to pedagogical success of new methods. Therefore, their perceptions should be explored before introducing changes in classrooms. Lastly, the ethical aspects of AI application in writing need to be explored more thoroughly to comprehend the influence of this factor on student engagement and trust. Addressing these areas will help in developing productive pedagogical plans that support the development of independent writing skills and critical thinking among learners.

5. CONCLUSION

Research's purpose is to explore the feelings of Saudi EFL learners towards using AI in the writing process and to focus on the benefits, risks, and ethical concerns related to the development of original

compositions. This research was based on forty-three Saudi EFL learners who are pursuing their studies at Majmaah University. Since they are participants of AI-assisted writing tasks in their educational courses, their opinions can be relevant to the context of the research. The learners were positive towards AI ($M = 4.02$) and perceived high benefits ($M = 4.12$). Risks ($M = 3.08$) and ethical issues ($M = 3.45$) were found to have moderate concerns. There was a strong correlation between PB and overall attitude ($r = .61$), and negative relationships between risks ($r = -.40$) and ethical concerns ($r = -.28$). The regression analysis confirmed the benefits as the most potent predictor of attitude ($0.58, p = <.001$). The major limitations of the research are its small size, self-reports, and the fact that the sample size is restricted to one university. Future research must involve bigger samples, various institutions, and measurement of actual performance in writing.

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