



## Artificial Intelligence in EFL Writing: Student Perspectives on Its Benefits and Challenges

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### Abstract

The study has explored the perceptions of English as a Foreign language (EFL) students from the Department of English at the Faculty of Art and Science, Al-Marj. The main concern of the study was to explore AI's impact on EFL learners writing proficiency. A semi - structured interviews were conducted with six EFL students from the Department of English at the Faculty of Art and Science Al-Marj, to collect a qualitative data. The results included both benefits such as enhanced language accuracy and immediate feedback, and challenges consist of ethical concerns such as a reduction in critical thinking skills and over-reliance on AI technologies. The results of the study confirmed that the conscious utilization of AI technologies can reduces writing challenges. These results can be beneficial for administrators who strive to integrate AI effectively into language learning

**Keywords:** Artificial Intelligence (AI); EFL Writing; Student Perceptions; Writing Proficiency; Benefits and Challenges.

### الملخص:

استكشفت الدراسة تصورات طلاب اللغة الإنجليزية كلغة أجنبية من قسم اللغة الإنجليزية بكلية الآداب والعلوم المرج. كان الهدف الرئيسي للدراسة استكشاف تأثير الذكاء الاصطناعي على كفاءة كتابة متعلمي اللغة الإنجليزية كلغة أجنبية. أجريت مقابلات شبه منظمة مع ستة طلاب لغة إنجليزية كلغة أجنبية من قسم اللغة الإنجليزية بكلية الآداب والعلوم المرج لجمع بيانات نوعية. شملت النتائج فوائد مثل تحسين دقة اللغة وتلقي ردود فعل فورية، بالإضافة إلى تحديات تتعلق بمسائل أخلاقية مثل تراجع مهارات التفكير النقدي والاعتماد المفرط على تقنيات الذكاء الاصطناعي. أكدت نتائج الدراسة أن الاستخدام الواعي لتقنيات الذكاء الاصطناعي يمكن أن يقلل من تحديات الكتابة. يمكن أن تكون هذه النتائج مفيدة للإداريين الذين يسعون إلى دمج الذكاء الاصطناعي بفعالية في تعليم اللغة.

**الكلمات المفتاحية:** الذكاء الاصطناعي؛ كتابة اللغة الإنجليزية كلغة أجنبية؛ تصورات الطلاب؛ كفاءة الكتابة؛ الفوائد

والتحديات



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## .1 Introduction

The educational sector has witnessed a profound transformation in the modern era as a result of the rapid technological advancement, which has significantly changed how students learn and engage with various subjects, particularly in language learning and teaching (Jasim et al., 2024). Writing is an indispensable and critical language skill, and its development is crucial for EFL learners to meet their academic requirements. Namous and Bouigha (2023). Mastery of writing requires not only grammatical accuracy and rhetorical context but also sensitivity to cultural context. Over the past few years, AI technologies have committed to enhance learners' writing by providing immediate feedback and access to diverse language resources. Despite the promising improvement, AI technologies can present challenges such as the risk of over-reliance, according to Zohouri et al., (2023) the integration of AI into EFL classrooms can increase the risk of compromising the unique voice and nuanced expression that are necessary for scholarly development. Therefore, this study aims to elucidate students experiences and comprehend their insights on AI's impact on their writing competences and contribute to the academic discussion on responsible AI integration in foreign language education .

## .2 Research Objectives

This study aims to achieve the following objectives:

1. To ascertain the students' perceived benefits and associated challenges of artificial intelligence on EFL students' writing proficiency .
2. To investigate students' perceptions on the matter of effective integration of AI technologies into the educational process to enhance their writing proficiency .

### 1.2 Significance of the Study

The study aims to provide valuable insights for the effective and ethical AI integration into writing practices to ensure the greatest pedagogical advantages from students' direct experiences at the Faculty of Art and Science, Al-Marj. Furthermore, it holds direct relevance for students themselves, as it validates their experiences and can guide them toward more effective and independent learning with AI technologies .

### 1.3. Research questions

This study seeks to answer the following questions:

1. What are the perceived positive and negative impacts of AI on EFL writing proficiency among students ?
  2. How do students perceive the integration of AI tools into their educational process for enhancing writing proficiency ?
- ### .3 Literature Review



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Artificial intelligence technologies have greatly influenced language education, these technologies offer advanced resources that support language learning and teaching (Umar, 2024). In the domain of English as a Foreign Language (EFL). Writing is one of the most complicated skills for many learners, according to EFL Café (2024), “Writing in English demands not only a grasp of grammar and vocabulary but also the ability to organize ideas, maintain coherence, and adhere to conventions of style and formality.” Therefore, artificial intelligence tools have emerged to offer valuable support in the writing process. Guo and Zaini (2024) Artificial intelligence (AI) generates innovative tools, which can offer aid throughout the integral writing procedure from initial brainstorming to ultimate editing phase. In addition to that, intelligent writing assistance tools constitute a pivotal component in English for Academic Purposes (EAP) writing pedagogy, offering features such as grammar correction, vocabulary alternatives, and text evaluation (Wu, 2023)

#### 2.1 The Characteristics of Artificial Intelligence and its Contribution to EFL Writing Development

“ Artificial Intelligence (AI) is commonly defined as a system with the ability to interpret external data correctly, to learn from such data, and to use that learning to achieve specific goals and tasks by adapting flexibly” (Haenlein & Kaplan, 2019, p. 5). Genuine advantages emerge solely depend on a comprehensive grasp of ethical principles and responsible implementation. Raheem et al., (2023) demonstrate that Grammarly facilitates improvements in writing competence by enhancing both structural organization and language quality. The study emphasizes Grammarly’s capacity to combine human creativity and technological tools, as this fosters high-quality academic writing.” This approach is further reinforced by the study of Namous & Bouigha (2024, p. 51), which described Grammarly as “the best writing assistance for researchers available online”, noting its adoption by a considerable number of professionals to ensure their content is flawless. These findings collection demonstrate Grammarly’s effectiveness and widespread adoption, reinforcing its necessity in EFL Writing pedagogy. The emergence of generative AI technologies such as ChatGPT, a noticeable shift has occurred from specialized proofreading tools to the widespread adoption of generative AI models. The study by Sain et al. (2025), indicates the growing dependency of learners on ChatGPT for diverse academic purposes in research, assignments, and exam preparation. Despite the clear benefits it offers in supporting learning, its adoption must be accompanied by a full awareness of ethical considerations. Research emphasizing plagiarism and data privacy concerns reinforces the necessity for clear academic policies on AI utilization. As Sadigzade (2025) notes, AI-assisted feedback supports ESL learning while presenting ethical challenges that necessitate educator supervision.

#### 2.2 Benefits of Using AI Tools in EFL Writing Proficiency:



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This section will explore the various advantages that the integration of artificial intelligence (AI) tools presents for the development of writing proficiency among English as Foreign language (EFL) learners, based on current research .

### 2.2.1 Immediate Feedbacks and Error Correction

One of the crucial advantages of AI technologies is their capacity to prompts immediate and personalized feedbacks. As Khutip & Bantugan (2025), AI-driven writing tools constitute an innovative approach to supporting writers, offering immediate, flexible, and personalized guidance that surpasses conventional feedback strategies, which tend to be delayed, narrowly focused, and insufficiently tailored to individual needs. AI's ability to deliver instant and inclusive assistance redefine how writing is thought by facilitating immediate corrections and increasing learner engagement. This perspective is reinforced by the study of Yunita et al. (2025), which affirmed that the appropriate utilization of AI technologies enhances writing accuracy and time efficiency through real-time corrective feedback.

### 2.2.2 Identifying Alternative Vocabularies and Expressions:

One of AI technologies advantages is the capacity to prompts Sophisticated lexical and idiomatic alternatives. Wu (2023) elucidated that in EFL writing classes, students often need to grasp extensive academic vocabulary and subjects' knowledge to clearly express their viewpoints and ideas. With AI tools' assistance, students can quickly search for and comprehend academic literature, accumulate professional vocabulary, and improve academic writing proficiency and expressions. Consequently, through AI assistance learners can develop their lexical resources and in write fluently in scholarly contexts. Fitri (2022) identified QuillBot ability to restructure a text without semantic loss, enabling writers to refine their expression and achieve more effective writing.

### Promoting Conceptualization and Outline Formation:

Artificial intelligence tools significantly transforming the initial writing phases, particularly in idea generation and outlining. A gzamxanova and Golovko (2025, p. 29) noted that "One of the most significant ways AI tools support English writing developments is by facilitating idea generation and help writers overcome writer's block". AI functions as a dynamic brainstorming tool for its capacity to facilitates idea generation and overcomes the challenges associated with structuring initial concepts. Furthermore, as Karanjakwut & Charunsri (2025) confirms, AI-powered brainstorming tools expand students' conceptual perspectives through offering diverse and cohered structuring. When used appropriately, they serve as facilitators that enhance critical thinking and original content creation without replacing human cognitive effort .

### 2.2.3 Writing Anxiety Reduction:



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The development of writing competences is critical for university students, especially for learners of English as a Foreign Language. A study by Hawanti and Zubaidiullina (2023) demonstrated that integrating AI chatbots into writing practices reduces stress associated with English writing tasks. The immediate error correction provided by AI technologies consider as an opportunity to growth rather than failure. In contrast to the previous perspective, a study by Yu (2024) indicated that extensive utilization of AI technologies may lead to measurable increase in stress levels. This study reinforces the idea that over-reliance on AI assistance reduces confidence in independent writing abilities and self-reliance, which can increase psychological anxiety when these tools are unavailable. This highlights the pivotal role of the teacher in this context; instead of complete reliance on AI, educators should encourage a balanced use to reduce over-dependence and foster independent thinking and writing skills, as this is the path to overcoming future challenges and ensuring comprehensive proficiency development.

### 2.3 Limitations and Unintended Consequences of AI Use in EFL Writing:

The integration of AI into EFL practices not only enhances writing competences, but also raises concerns that require in-depth analysis. A major issue is centered on the risk of over-reliance. Learners might become overly dependent on AI-generated corrections, potentially impeding their development of fundamental grammatical principles or cultivating their critical thinking abilities (Nandha & Midiastuty, 2024). Excessive reliance on AI may hinder learners' cognitive growth, turning AI from a supportive tool into barrier to genuine language development (Zakaria & Ningrum, 2023; Purnomo & Andriani, 2025). Furthermore, studies have demonstrated that AI in certain contexts, escalate et al. (2023) found that "AI-generated feedback did not result in superior linguistic progress in EFL students compared to those who received feedback from a human tutor" (p,13). Observations have demonstrated that human judgement remains central, since AI lack the intellectual and intentionality of human thought Hz et al., (2023). Critically, feedback from AI might occasionally be incorrect (Zakaria & Ningrum, 2023), leading to the adoption of inaccurate information by learners.

### 2.3 Advancements and Future Directions of AI in EFL writing:

The integration of Artificial Intelligence (AI) into English as a Foreign Language (EFL) writing is rapidly advancing, creating substantial progress in future academic development. Moreover, the contemporary economic and professional contexts underscore the growing importance of English proficiency as a key factor in career advancement (Goksu & Cavus, 2019). Within this framework, emerging technologies such as AI, Virtual Reality (VR), and Augmented Reality (AR) are expected to enhance language learning by making it more efficient, interactive, and engaging (Goksu & Cavus, 2019). An important element of future developments is the role that educators will play, according to Kessler (2018), some teachers often dismiss these technologies, even though they



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hold great promise for enhancing language learning. It is vital that educators acknowledge the potential of both current and emerging technological tools and actively incorporate the intelligent and increasingly advanced resources now available. Advances in AI are expected to drive more tailored, sophisticated, and ethically informed learning environments, transforming both teaching and learning roles.

### **.3Methodology**

#### **3.1 Participants**

The study comprised six final-year English language students (four women, two men) from the Department of English at the Faculty of Art and Science, Al-Marj University. All participants had successfully accomplished the Advanced Writing (Writing C) course. These fourth -year students were recruited based on their more extensive experience with academic writing requirements, and they had likely acquired broader exposure to AI technologies throughout their academic journey

#### **3.2 Pilot Study**

A pilot study was conducted with two students from the Department of English Language and Linguistics at the Faculty of Art and Science, Al-Marj. As "a pilot study has a well-defined set of aims and objectives to ensure methodological rigour and scientific validity" (Ismail et al., 2018, p. 15). The participants were encouraged to provide genuine assessment in relation to the clarity and comprehensibility of the interview questions. On the basis of their insightful perspectives several questions were subsequently refined for the sake of ensuring that the interview design utilized in the principal study would be comprehensible and efficient to elicit accurate data.

#### **3.3 Data Collection and Analysis**

The study adopted a qualitative research approach to achieve the research aims competently. Oranga and Matere (2023) suggest that qualitative research attempts to obtain a comprehensive understanding of a phenomena through non-numerical data. Furthermore, the data were collected through a semi-structured interview, based on the findings of Kakilla (2021), Semi-Structured Interviews are greatly appreciated due to their capacity to flexibility generate new insights in a natural manner .Direct interactions were conducted with all participants, except two interviews were conducted Through digital interactions on WhatsApp, due to scheduling conflicts with some participants. All data were audio-recorded with participants' prior consent. Moreover, participants were empowered to respond in either Arabic or English language to express their viewpoints comfortably. Subsequently, some responses were translated into English during the data transcription process. To ensure the fidelity of these translations, the translated responses were cross-checked by a second bilingual individual to preserve the nuances of the original expressions. The collected data were subsequently analyzed by employing thematic analysis. As noted by



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Ahmed et al. (2025), thematic analysis is one of the commonly adopted methods for identifying and analyzing the themes in a dataset.

## .4 Results

### 4.1 The role of AI in EFL Writing Practices:

Results reveal that AI is increasingly integral to students' educational practices, as reflected in its widespread utilization within their academic learning routines.

Student 1 explicitly stated, "I use AI tools daily; I can't even study without them".

Similarly, Student 2 noted that "I use AI tools daily. I rely on them to a significant extent".

Student 3: "I use it first and foremost whenever I have research or homework. It's a great help to me." Student 5: "Nearly three to four times a week".

### 4.2 Specialized Use of AI Tools for Specific Writing Purposes:

The results demonstrate that students utilize various AI tools for distinct purposes in their writing tasks. Although certain tools, like ChatGPT, are multifunctional, this study show their targeted use to meet specific linguistic and academic requirements.

#### Grammar and spell checking

Student 4 explicitly stated, "I use Grammarly specifically to help me detect any grammar mistakes in my text".

Student 6 remarked, "Grammarly is what I primarily use for grammar and spelling check".

Similarly, Student 1 highlighted using ChatGPT "especially for correcting and checking my grammar".

#### Translation purposes

Student 1 noted, "I also use ChatGPT to translate texts I've written from Arabic into English".

Student 6 also mentioned "Google Translate for quick translations".

#### Generating and refining content

Student 6 relied on "basic ChatGPT for generating ideas or rephrasing sentences".

#### Academic support and ensuring natural language

Student 4: "I use ChatGPT to give me tips and instructions on how to conduct my academic research, and also to give me resources".

Student 6: "I use ChatGPT Scholar and Teaching Assistant for academic support".

Student 2 mentioned using "a humanizer tool to make my writing appear as if it were written by a human".

### 4.3 Conflicting Perspectives on AI's Impact on Language Accuracy



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The data indicate diverse Student perceptions, while some students indicated clear improvements and positive learning outcomes, others are doubtful about its capacity to develop meaningful academic progress.

Several students strongly agreed that AI tools have positively influenced their grammar

Student 5 clearly stated, “I highly agree that AI has helped me with Grammar and punctuation marks”.

Student 6 expressed strong agreement, “I strongly agree that AI tools have significantly improved my grammatical accuracy. Grammarly helps me identify mistakes, while ChatGPT provides explanations for necessary corrections, which in turn helps me learn from my errors ”.

Student 1 also stated general benefits, “AI tools have been extremely beneficial for me; I’ve learned a lot from the information they provide”.

In contrast, several students expressed concerns about AI’s ability to foster genuine learning or enhance spelling.

Student 1 differentiated between grammar and spelling, stating, “when it comes to spelling, I don’t find them as beneficial because I believe spelling proficiency depends more on individual practice and training in writing ”.

Student 6 expressed the same opinion, “My spelling was never a major concern, so AI tools haven’t changed that aspect of my writing”.

More critically, Student 2 declared, “Honestly, I haven’t directly learned new grammatical rules or seen a significant improvement in my grammar or spelling just from using it”.

Student 3 clarified broadly “I believe someone who relies too heavily on AI cannot genuinely improve their grammar or spelling, as true grammatical development requires consistent practice. While AI does correct my grammar, I often don’t understand the underlying basis for the corrections it makes”.

Student 4 strongly emphasized, “It didn’t help me at all; in fact, and it had a negative influence on my grammar and writing. It made me more reliant on AI-generated texts. Meanwhile, my grammatical competence and my writing skills were way better when I stopped using AI as much”.

#### 4.4 Artificial Intelligence and Lexical Enrichment:

Many students consider AI tools helpful for expanding their vocabulary, whether through word suggestions, synonyms, or exposure to new terms. However, others point out certain limitations, particularly about the tendency of these tools to generate generic language that might not meet the needs of every learner.

Student 3 stated, “Strongly agree, it helps significantly with expanding my vocabulary”.

Student 2 excitedly said, “I’m often amazed by the new words and information they introduce to me that I’ve never encountered before”.



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Student 6 specifically noted that ChatGPT “frequently suggests advanced or natural-sounding words that I then try to incorporate into my writing”.

Conversely, students 4 found that “I didn’t find it effective because it uses very standard words. It did not add much in my jargon”.

#### 4.5 Student Confidence in AI Writing Tools

Students have a wide range of views when it comes to their confidence in using AI tools for writing. While many students express increased confidence, they continue to review AI-generated content carefully, keeping a critical attitude .

Student 5 “I get more confident about my writing when I use AI. Because the answers came from detailed and confirmed sources from various sites and journals ”.

Similarly, Student 6 Expressed strong assurance, “AI tools are 100% safe for checking writing; there are no mistakes when you are using them ”.

Student 4 noted, “When I use grammar checkers, spelling checker it makes me more confident in my text. Overall, it makes more confident of not making mistakes ”.

In contrast, some students expressed explicit concerns and indicated limited trust

Student 1 admitted, “I don’t have 100% trust in AI tools from time to time, AI generates incorrect answers. Therefore, I still have some doubts about its reliability ”.

Student 2 “However, every time I use it, I carefully check the words it suggests because sometimes it proposes language that is overly sophisticated or poetic language”.

Student 4 explicitly worried that “AI makes the student minds lazy and it doesn’t make them think independently. In addition to that, it stopped me editing and reviewing my texts ”.

Even Student 6, despite high confidence in AI’s accuracy, he maintained a personal practice: “I still make it a practice to write my initial draft myself before sending it to AI for review”.

#### 4.6 Comparative Analysis of AI and Human Feedback:

The data reveals nuanced perspectives despite the acknowledged advantages of AI feedback in terms of accessibility and speed. Moreover, participants emphasized the irreplaceable contribution from educators .

Several students clearly preferred feedback from AI .

Student 2: “I often prefer AI’s opinions over a teacher’s because we belong to a generation that loves technology, and I genuinely believe it’s a more effective assistant for students. Plus, it’s easy to access and available whenever I need it, allowing me to ask about anything at any time”.

Student 5: “I prefer AI feedback, because sometimes I don’t feel comfortable to ask the teacher about something because he has already explained, and AI allows you to have multiple explanations and can show a multiple of different examples to help you understand”.



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Student 6: “I prefer AI feedback because I know how to deal with it. I can be specific about what I want or what I don’t understand. With teachers, there’s often a gap or a kind of miscommunication between us ”.

Despite these positive views on AI, many students emphasized the unique role that human teachers play .

Student 4 explained, "I prefer teacher's feedback because it feels more personal and tailored to my individual needs. It feels overall more specific, more effective, and is based on what they know about me. Meanwhile, AI does not know me. Even if I give AI information about myself, it could be wrong. The teacher, meanwhile, would have the information about me by observing me for a long time".

Similarly, Student 1 added, “I believe it can never truly equal human intelligence, as there will always be some basic problems or mistakes in it. That’s why, I find face-to-face education to be much better ”.

Student 6 concluded, “I believe it’s effective, but not entirely so... I don’t think we can ever fully replace the teacher in the classroom”.

#### 4.7 Concerns about Over-Reliance on AI and Its Impact on Skill Development

The participants have expressed concerns that excessive reliance on AI tools could limit the development of their independent writing skills, which may reduce their critical thinking abilities and hinder their overall academic progress .

Student 1: “My main concern is that complete reliance on AI tools could make me unable to write independently, which would ultimately make the task of writing more difficult in the long run. I believe they can unfortunately increase student laziness and negligence”.

Student 2: “My main worry is that I’m getting lazy and losing my creative thinking skills, because I use AI for almost everything. Relying on it so much has started to make me quite nervous. I think many students would have a very hard time if they had to do immediate tasks like a test”.

Student 4: “I have many concerns because relying on AI tools can be overly convenient to the point it could make your critical thinking skills less sharp and more dependent on it. It stopped you from developing your skills in the right way”.

Student 6: “My main concern is becoming overly dependent on AI, which might slow down my ability to edit or think critically about my writing”.

However, one student clearly stated that they had no such concerns due to their strategic approach.

Student 5: “I don’t think that AI will hinder my independence because I always make it a last option”.

#### 4.8 Linguistic Complexity in AI Systems :



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The findings indicate that a major challenge encountered by students when using AI lies in the generation of complex or advanced language, which can be difficult to comprehend.

Student 1 expressed this clearly, “At first, I sometimes find it hard to understand the structure of some sentences and words because the AI often uses advanced and academic language that doesn’t match my current learning level”.

Similarly, Student 5 found that asking for clearer responses helped improve understanding :  
“Sometimes the answers are a bit vague and too long, but when I ask for a simpler explanation, it becomes clearer”.

Student 3 noted that even repeated explanations from the AI aren’t always enough .

“Yes, sometimes I find it difficult to understand some of the answers, even when the AI tries to explain them again. In these cases, I definitely prefer face-to-face learning with a teacher ”.

Finally, Student 4 raised concerns about the quality and reliability of AI-generated content:

“Sometimes, yes, because it makes a lot of mistakes, can rely on unreliable sources, and may be inaccurate ”.

#### 4.9 Perceptions Towards the Use of AI in Writing:

The majority of students demonstrated the effectiveness of AI in developing writing proficiency; however, their opinions diverged on its practical deployment, perceived benefits, and the ethical implications of its use.

##### Student 1: AI as a Personalized Learning and Correction Assistant

I highly recommend using Artificial Intelligence in the educational process. I believe it can be a better assistant for teachers even before it becomes one for students. For instance, AI is excellent at accurately correcting texts, which is a huge benefit for teachers. It doesn’t get tired and is available all the time, providing consistent support. Beyond that, AI can also give students ideas and good steps to help them solve assignments. Crucially, it can facilitate and simplify information individually for each student. This is something a teacher often can’t do for every single person, as lecture time is usually insufficient .

##### Student 2: AI for Idea Expansion and Stylistic Improvement

“For me, I believe students can use AI as a tool to expand their ideas, to check and improve their terminology, and to adjust their writing style for a smoother flow”.

##### Student 3: AI for Deeper Understanding and Academic Vocabulary

“AI should be used as an additional tool for explanation and interpretation, rather than a means to simply get prepared information. Furthermore, it can help by suggesting academic vocabulary that not every teacher might provide, thus assisting students in expanding their word knowledge”.

##### Student 4: Balancing AI Support with Student Independence and Teacher Authority:



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AI can be used ethically inside the classroom if it's used to give students tips, inspiration, and guidance on how to develop themselves independently. Then it could be very useful not only for writing skills but across all learning areas. However, when introducing AI in education, major concerns must be considered. How can we ensure that students don't become too dependent on it to the point they can't think or generate answers on their own? If AI use begins to negatively affect critical thinking, it should be limited. The teacher must remain the main source of communication and content, while AI should serve as a secondary tool .

Student 5: Emphasizing Ethical and Proper Use

“Helping students to use the AI in a proper way in the realm of education and language skill”.

Student 6 AI as a Tool for Deep Understanding

“I believe students can effectively use AI, for example, to create simple quizzes to promote understanding of concepts”.

4.10 Educational Strategies for Effective AI Use Among Learners:

The analysis indicates that it is essential for students to receive training not only in the technical operations of AI tools but also on the critical and ethical to exploit them effectively while avoiding associated challenges

Critical Evaluation and Verification

Student 1: “It's really important to teach students how to use it well. This means letting students know that AI can make a lot of mistakes, so they absolutely must double-check if the results are correct”.

Student 2: “It's vital to make students aware that AI's sources are often incorrect, and that the information it provides isn't always accurate or reliable”.

Student 3: “Students should be advised... not to take information without first checking its accuracy”

Student 6: “It's also crucial to warn students not to rely entirely on AI ”

Teaching Students How to write clear and accurate prompts

Student 1: “It's also super important to teach students how to write clear instructions for the AI. Sometimes, if the AI makes errors, it might not be the AI's fault, but because the student didn't clearly tell it what they wanted”.

Student 6: “Educators should teach students how to write prompts or questions correctly to meet their specific needs”.

Encouraging Creativity and Independent Thinking

Student 2: “We also need to remind students that everyone is creative in their own unique way, so they shouldn't let a tool invented by humans control their own thinking. For example, if all students use AI to write a specific essay, all their submissions will likely end up looking very similar”.



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### Promoting Responsible and Ethical Use of AI Tools among Students

Student 3: “It’s not exactly about direct training, but more about providing important warnings. Students should be advised not to copy and paste texts”.

Student 4: “Student should be trained to well aware of using AI tools responsibly, morally, and more ethically, because it can be used in a way considered cheating. There should be training courses on how to use it in the right way”.

### .5 Discussion

The findings indicate that AI technologies significantly influence EFL students’ writing practices. Participants consistently emphasize that, these technologies strengthen specific writing competences while also enhancing learners’ confidence. This perspective strongly aligns with Rabehi & Hadfi (2024) and Nazli et al. (2025), who emphasized the substantial advantages of AI-powered writing aids for improving writing competences. This perspective is further substantiated by Hashemifardnia and Kooti (2025), who demonstrate that AI-assisted language learning technologies substantially promotes EFL learners’ self-confidence, self-regulation, well-being, and motivation. Although AI can significantly foster learners’ self-assurance, An important concern is that excessive reliance on these technologies could compromise the development of critical thinking and autonomous writing skills. The study by Yu (2024) furnishes a persuasive alternative perspective, engagement with AI-assisted writing tools has been shown to exacerbate anxiety in tasks demanding independent writing. As noted by Student 2 clearly, “I think many students would have a very hard time if they had to write something without warning, like a test. If that happens, they might wish they hadn’t used AI so much.” Participants additionally affirmed the effectiveness of the immediate feedback offered by these technologies. This result supports and extends the research conducted by Lee et al. (2024) and Nazli et al. (2025), who identify automatic feedback as a significant mechanism that learners find effective in enhancing second language competence and error correction abilities. Although the speed and efficiency of AI feedback that were appreciated by students. There was a persistent preference among learners for feedback originating from human teachers rather than automated sources. Student 4 articulated this clearly: “I prefer teacher’s feedback because it feels more personal and tailored to my individual needs. It feels overall more specific, more effective, and is based on what they know about me by observing me for a long time”. Moreover, Participants noted difficulties in processing and comprehending AI-generated content, this issue is well-documented by Nazli et al. (2025) and Lee et al. (2024), who suggests that while AI-supported feedback enhances student learning, prices analysis of Linguistic complexities requires human intervention, this explicitly stated by student 3

“Sometimes I find it difficult to understand some of the results generated by AI, even when AI tries to explain them again. In this specific regard, I definitely prefer face-to-face learning with a



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teacher.” Therefore, there is broad agreement that AI tools should be used as supportive resources rather than complete replacements for teachers or learners’ roles, this emphasizes the crucial responsibility of educators in mentoring students toward the responsible use of the (Ho, 2024). Moreover, the emphasis on responsible AI use aligns with academic recommendations for guided instruction that maintains fundamental writing competencies (Lee et al., 2024; Nazli et al., 2025; Aljuaid, 2024) .

#### Limitations and Future Research:

The study offers insights into student perspectives on AI’s impact on EFL writing. However, it is imperative to consider the study’s limitations. The study was primarily directed on student perceptions. Therefore, future research could be strengthened by merging different perspectives of EFL instructors and administrators to formulate a better understanding of AI integration in language education. Future research should concentrate on how AI’s technologies effect students progress over time. In addition to that, it would also be useful to compare students who receive specific AI training with those who do not, to see how such programs impact learning outcomes and responsible use .

#### Conclusion:

The study has revealed a complex and multifaceted role for AI technologies in contemporary language learning. AI technologies have become an indispensable component of students writing practices. Participants observed significant beneficial outcomes such as enhancing sentence structure and immediate feedback, as it contributed to in increase student confidence and improved time management efficiency. However, the analysis further identifies substantial barriers encountered, the principal concern centers on the possibility of developing an over-dependence on technology, which students characterize as threat independent critical thinking. Participants articulated additional perspectives about the lack of understanding of the sophisticated language generated by AI, which indicates a gap in AI’s capacity to interpret contexts. This underscores the vital importance of personalized feedback provided by instructors. The current findings support the argument that AI technologies should contribute to the enhancement of educational outcomes while maintaining the distinct roles of educators and learners. Therefore, Future-oriented educational strategies should aspire to construct integrated pedagogical frameworks that incorporate AI technologies in a manner that maintains vital human expertise required for authentic and effective academic writing.



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