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ChatGPT as a Tool for Reducing Anxiety and Enhancing Presentation Skills: Perspectives of Saudi EFL Students

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This mixed-methods exploratory study specifically investigates Saudi EFL students to explore how a tool like ChatGPT can address the unique linguistic and academic challenges they face when creating presentations in a non-native language. The research recognizes that while ChatGPT offers extensive support, its primarily English-based interface presents a potential barrier. Twenty-six Level 8 undergraduate Saudi EFL students from Majmaah University participated. Quantitative data were collected via a 20-item questionnaire on ChatGPT perceptions and attitudes, and the 22-item Second Language Writing Anxiety Inventory (SLWAI) measuring somatic, avoidance, and cognitive anxiety among control and experimental groups. Qualitative data came from semi-structured interviews with ten students. Findings indicated generally positive perceptions toward ChatGPT for presentation content creation, with students finding it easy to use, helpful for idea organization, and effective in generating clear content. They showed a strong willingness to continue using it, believing it boosted confidence and preparation. ChatGPT notably reduced cognitive and somatic anxiety during preparation. However, challenges included over-reliance, the need for content modification, and accuracy concerns. The study concludes that ChatGPT significantly supports academic presentation tasks, but its effectiveness relies on responsible use. Educators should provide guidelines and training. Therefore, the findings not only evaluate the tool's impact on anxiety and performance but also provide insights into how non-native speakers navigate this interface to leverage the tool's benefits, which is a crucial aspect of AI literacy in an EFL setting.

Keywords: ChatGPT, language anxiety, presentation skills, students' perspectives, EFL

INTRODUCTION

English is globally recognized as an international language, and its significance has grown notably in Saudi Arabia as a worldwide language for business, education, and communication. English proficiency encompasses four major skills: reading, writing,

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listening, and speaking (Sadiku, 2015). For Saudi EFL students, mastering English is crucial for academic success, accessing global opportunities, and participating in the international workforce. However, learners often face obstacles in mastering English language skills, though technology has significantly contributed to overcoming these challenges (Nurshatayeva & Page, 2020) and is considered a crucial support tool for EFL students (Rivera Barreto, 2018).

One essential aspect of English proficiency, increasingly important in academic and professional settings, is the ability to create and deliver professional presentations. This process often presents challenges for EFL learners, requiring advanced language skills, including vocabulary, grammar, and effective idea organization. Nowadays, proficiency in English is essential, especially for students aiming for international academic and professional opportunities. However, some EFL learners frequently encounter challenges when preparing and delivering presentations (Schulz, 2008), particularly on complex English topics. The process of creating clear, engaging, and academically sound presentation content in English can be daunting for these students, who may experience heightened anxiety due to limited language proficiency, unfamiliarity with academic presentation standards, and performance pressure.

Artificial intelligence (AI) has significantly advanced innovation and brought transformative changes across various industries, including education. AI technology holds the potential to reshape traditional teaching and learning methods by introducing new tools and applications that can enhance the educational experience. In education, AI offers applications such as improving efficiency, supporting individualized learning, providing immediate feedback, and enhancing student engagement (Adiguzel et al., 2023). Chatbots can significantly enhance student outcomes (Firat, 2023) and enrich learning experiences by promoting interaction and adding depth to the learning process (Winkler & Sollner, 2018). This growing interest highlights AI's potential to enhance teaching and learning, making it essential to integrate AI chatbots into English learning.

With advancements in technology, emerging AI tools like ChatGPT offer a promising solution to these challenges by assisting students with language generation, content organization, and idea development (Haristiani, 2020). If used effectively, these tools have the potential to support students' language development (Dewi et al., 2021) and improve student learning outcomes (Kim & Kim, 2019). This capability aligns with Saudi Arabia's broader educational goals of improving English language proficiency and preparing students for competitive global roles. Artificial Intelligence-Generated Content (AIGC) is an advanced technology enabling users to generate specific content based on personalized requests (Wu et al., 2023), leading to various AI-based tools. Among these, ChatGPT has gained significant attention for its ability to assist users in generating coherent, creative, and professional written content. According to Sami et al. (2023), ChatGPT has significantly impacted various fields, including language education, since its late 2022 launch, leading teachers and students to explore its potential.

Among various AI chatbots, ChatGPT has garnered particular attention as one of the most extensively studied in the field of artificial intelligence. This study specifically focused on ChatGPT due to its widespread accessibility, user-friendly interface, and

advanced natural language generation capabilities (Octavio, 2024). Unlike many other AI tools limited to grammar correction, translation, or task-specific assistance, ChatGPT offers a conversational, interactive experience, allowing users to generate, revise, and expand content (Acar, 2023). This makes it particularly suitable for tasks like presentation preparation, where students brainstorm ideas, structure information logically, and refine language. Additionally, ChatGPT has gained global attention and rapid adoption in educational settings (Meyer et al., 2023), making it a timely and relevant subject. Its broad functionality, coupled with growing popularity among students in Saudi Arabia and beyond (Alharthi, 2024), made it an ideal tool for exploring the intersection of technology use, learner anxiety, and academic performance in EFL contexts. Regarding presentation content, ChatGPT can help Saudi EFL students create high-quality presentation materials by offering real-time language assistance and content organization. Therefore, Saudi EFL learners should improve their English production, especially their presentation content, using various technologies such as AIGC and specifically ChatGPT.

To address this, the present study focused on the use of AI tools in language learning, specifically investigating ChatGPT as a support tool for Saudi EFL students in creating presentations. Many studies are focusing on the potential of ChatGPT in enhancing various aspects of language learning, such as improving written production (Boudouaia et al., 2024; Khoso et al., 2023), reducing anxiety (Hawanti & Zubaydulloevna, 2023; Yamaoka, 2024), facilitating assignments and homework completion (Khoso et al., 2023; Xiao & Zhi, 2023), and addressing educators' and students' perspectives of the potential of ChatGPT in supporting learning and teaching (Lee, 2024; Obenza et al., 2024). All previous studies will be demonstrated later in Chapter Two. However, there is a scarcity of studies understanding ChatGPT's role in guiding students to create effective presentation content, reduce anxiety, and identify its limitations in this specific academic task. Therefore, this study explores this gap and provides valuable insights into the effective integration of ChatGPT in creating professional presentation content through Saudi EFL learners' perceptions. Based on that, this study aims to provide valuable insights into how integrating AI tools like ChatGPT can assist Saudi EFL learners in creating professional presentation content.

LITERATURE REVIEW

Theoretical Frames of ChatGPT

The burgeoning field of AI in education has seen extensive research into the capabilities of ChatGPT, particularly its potential to enhance various facets of English language learning. Within the frame of the Scaffolding Theory, originally proposed by Wood, Bruner, and Ross (1976) and built upon Vygotsky's (1978) concept of the Zone of Proximal Development (ZPD), Wilson and Devereux (2014) maintained that scaffolding refers to a targeted type of instructional assistance designed to correspond with learners' ZPD (Vygotsky, 1978), allowing them to carry out tasks they would be unable to complete on their own. This concept is highly relevant to ChatGPT as an AI-powered language tool, functioning as a form of digital scaffolding by providing real-time guidance, content suggestions, language support, and feedback that students might not be able to access on their own. The use of ChatGPT in this context represents a

modern application of scaffolding theory, showing how technology can promote learner autonomy and at the same time provide the structured support needed for effective skill development.

Generally, the use of Computer Assisted Language Learning (CALL) plays a pivotal role in integrating technology effectively into language education. As defined by Levy (1996), CALL refers to the study and application of computer-based tools designed to support language teaching and learning. This approach provides educators with a range of resources and innovative tools that help create dynamic and engaging learning environments. CALL connects to the present study as it highlights the potential of AI tools, like ChatGPT, to serve as an advanced form of CALL in language learning.

The Technology Acceptance Model (TAM) is another framework originally designed to predict the adoption of an information technology system (IT systems), including ChatGPT, and highlights potential concerns associated with their implementation. In 1986, Davis introduced TAM, a model based on rational behavior theory, which posits that a person's actual use of a system is driven by their behavioral intention, shaped by their attitude and their perceptions of the system's usefulness and ease of use. According to Davis (1989), TAM is based on the fundamental idea that a person's attitude toward technology is shaped by their views of its perceived usefulness and perceived ease of use. TAM is closely related to this study as it helps explain how Saudi EFL learners form their attitudes toward using ChatGPT for creating presentations.

Empirical studies on ChatGPT

Literature highlights the impact of ChatGPT on improving written production, alleviating anxiety and boosting motivation, assisting with assignments, and shaping both educators' and students' perceptions. This literature review synthesizes key findings across these themes, offering a comprehensive overview of ChatGPT's integration into language education.

Improving Written Production

Research consistently demonstrates ChatGPT's positive influence on students' writing abilities. Boudouaia et al. (2024) found that ChatGPT-4 positively impacted EFL writing skills and was accepted by undergraduate students due to its perceived usefulness in applying prior knowledge. Similarly, Bibi and Atta (2024) analyzed student interactions with ChatGPT for assignment completion, revealing favorable views and satisfaction with its support in English-language content creation, noting its adaptability to various writing preferences. Tseng and Lin (2024) observed that ChatGPT accelerated the writing process, offered immediate feedback, generated ideas, and encouraged critical thinking among non-native English-speaking undergraduates. Özçelik and Ekşi (2024) discovered ChatGPT's value for learning formal register knowledge. Furthermore, Guo and Wang (2024) highlighted ChatGPT's ability to provide faster and more diverse feedback than teachers. Vo and Nguyen (2024) found Vietnamese EFL learners considered ChatGPT easy to use and beneficial for reading and writing skills, with advanced students showing higher acceptance, though concerns about academic dishonesty were raised. Collectively, these studies underscore

ChatGPT's role in enhancing written production through feedback, idea generation, and critical thinking, advocating for a balanced integration with traditional methods.

Anxiety Reduction

ChatGPT has also emerged as a significant tool in mitigating language learning anxiety and bolstering motivation. Yıldız (2023) found that ChatGPT significantly enhanced university students' motivation, particularly in self-regulation and intrinsic values, while also reducing anxiety. Hawanti and Zubaydulloevna (2023) similarly showed that AI Chatbots significantly lowered anxiety levels in English writing classrooms by offering a less pressured learning environment. Yamaoka (2024) reported that Japanese university students using ChatGPT for tasks like translation and summarization experienced increased motivation and reduced anxiety, though the potential for decreased confidence due to over-reliance was noted. Slamet (2024) found that EFL teachers and students in Indonesia largely believe ChatGPT improves language proficiency, engagement, and motivation, with teachers valuing its authentic resources and students appreciating personalized feedback. Hayashi and Sato (2024) observed a significant reduction in L2 anxiety for Japanese university learners using ChatGPT for interactive learning. However, in contrast, Yu's (2024) study revealed that a higher frequency of AI-assisted writing was associated with increased writing anxiety among Chinese university students, suggesting a potential for dependency. Despite this outlier, the consensus is that ChatGPT fosters a positive learning environment that promotes motivation and reduces anxiety.

Enhancing written production

ChatGPT's utility in assisting students with assignments and homework has also been a subject of extensive research. Khoso et al. (2023) found that undergraduate students primarily used AI tools for tasks like note-taking, assignment writing, and lesson planning, which positively impacted academic performance and productivity. Shaikh et al. (2023) indicated that ChatGPT was perceived as a user-friendly and effective tool for language learning, with high participant satisfaction for its assistance in language-related activities. Xiao and Zhi (2023) observed that ChatGPT helped students complete language tasks, provided instant feedback, and offered personalized learning experiences. Krecar et al. (2024) explored attitudes towards ChatGPT in homework assignments, revealing student belief that using it for more than half of their homework was unacceptable, and professors' medium self-efficacy in detecting AI-generated work, emphasizing the need for clear guidelines and plagiarism detection. Pavlenko and Syzenko (2024) found that Ukrainian university students commonly used ChatGPT for information retrieval, assignment completion, and presentations, acknowledging that it improved their learning quality. These studies collectively demonstrate ChatGPT's powerful role in facilitating assignment and homework completion.

Students' Perceptions

Students' perceptions are vital for determining ChatGPT's efficacy in learning and production. Xu and Thien (2024) found that Chinese undergraduate students' intention to use ChatGPT for English language learning was influenced by effort expectancy, performance expectancy, social influence, and perceived enjoyment. Abdelhalim (2024)

revealed that metacognitive awareness significantly influenced EFL students' perceptions and use of ChatGPT in developing research competence. Obenza et al. (2024) found that Filipino university students had a high understanding of ChatGPT, positive attitudes towards its educational advantages, and a strong intention to use it for enhancing English communication skills, but also concerns about plagiarism, accuracy, and impact on critical thinking. Karataş et al. (2024) observed that ChatGPT enhanced language proficiency, motivation, and engagement among Turkish preparatory students, though drawbacks included over-reliance and limited speaking practice. Alharthi (2024) reported that Saudi Arabian EFL students viewed ChatGPT moderately positively, acknowledging its effectiveness in enhancing English communication and understanding, with ease of use being a key factor. Zamzami et al. (2024) found students appreciated ChatGPT for its speed, accuracy, and knowledge enhancement, but noted concerns about plagiarism, reduced critical thinking, and technology dependence. Purba et al. (2024) found that Indonesian English Language Education students had a moderate perception of ChatGPT, appreciating its ease of use and quick responses but noting the potential for laziness and concerns about accuracy and reliability. Overall, students generally perceive ChatGPT as a beneficial tool for language learning, enhancing motivation, engagement, and communication, despite concerns about over-reliance, reduced critical thinking, plagiarism, and technical limitations, underscoring the need for ethical guidelines and balanced integration.

However, despite extensive research, there remains a noticeable gap in understanding ChatGPT's specific role in guiding students to create effective presentation content. This is a crucial area, as presentation creation demands not only linguistic proficiency but also organizational skills and critical thinking, posing unique challenges for learners. Another underexplored area is the extent to which ChatGPT can reduce students' anxiety specifically associated with creating presentation content. While some studies have discussed how ChatGPT alleviates general writing-related stress (Hawanti & Zubaydulloevna, 2023; Yamaoka, 2024), there is limited evidence on its impact on the specific pressures of preparing for academic presentations, such as time management, information organization, and meeting audience expectations. Understanding how ChatGPT might mitigate these anxieties is essential for enhancing students' confidence and performance in this context. Furthermore, while prior research highlights the general benefits of ChatGPT in language learning, its limitations in the context of presentation creation remain insufficiently studied. Concerns such as over-reliance, lack of creativity, and inaccuracies have been noted in broader contexts (Lee, 2024; Obenza et al., 2024), but their implications for crafting effective and engaging presentation content are yet to be fully understood.

Creating Effective Presentations

Presentations are a powerful communication tool used in academic, professional, and social contexts to convey information effectively (Chivers, 2007). A successful presentation requires defining its purpose and objectives, such as teaching, sharing knowledge, or persuading an audience (Mousawa & Elyas, 2015; Carter, 2021). Presentations can be oral or written and mastering both forms is essential for success (Schulz, 2008). A well-structured presentation, similar to a house's layout, should

include a standard introduction, a main body with supporting details, and a conclusion that summarizes key points (Widyastuti & Mahaputri, 2015). Understanding the audience's characteristics, such as age and expertise, is another crucial factor (Jalongo et al., 2016). The use of visual aids, diagrams, and multimedia can enhance delivery (Bester & Brand, 2013), though slides should be managed carefully to prevent information overload (Hoffman & Mittelman, 2004).

In educational settings, student presentations are considered integral to learning, as they promote active engagement and critical thinking (Alshare & Hindi, 2004). Student presentations can serve multiple purposes, including advocacy and assessment, and are increasingly used to support active learning (Chivers, 2007). Ultimately, effective presentation content requires thorough preparation, clear communication, the use of key points, and a strong conclusion (Collins, 2004; Tolley & Wood, 2010).

Anxiety

Anxiety is an emotional response often triggered by situations that are perceived as challenging or threatening. According to Waters (2003), anxiety is characterized by feelings of worry or fear about the outcome. It may arise from various circumstances, particularly when tasks are perceived as too difficult. Scovel (1978), as cited in Ito (2008), explained that such anxiety can have negative effects, especially when students face failure due to the difficulty of the task. Anxiety is a universal psychological experience, yet its forms and triggers often differ across contexts (Endler & Kocovski, 2002). In second language learning, language learning anxiety is recognized as a specific type of situation-related anxiety that arises exclusively during the process of acquiring or using a foreign or second language (Horwitz et al., 2010). It is distinct from general anxiety in that it typically stems from the fear of negative evaluation, communication apprehension, and test anxiety within a language learning setting. This study focuses particularly on presentation-related anxiety experienced by Saudi EFL learners while preparing and delivering academic presentations in English.

English writing anxiety, as defined by Daly and Miller (1975), refers to the nervousness and apprehension learners feel during the writing process, often expressed through behaviors like avoiding writing tasks and worrying about how others will evaluate their work. Krashen (1981) further explains that this anxiety tends to be more intense when learners are writing in a second language compared to their first language. To measure English writing anxiety, Cheng's (2004) SLWAI has been widely adopted. SLWAI has shown strong reliability and validity in various studies. Cheng's scale includes 22 items addressing three types of anxiety: cognitive anxiety (mental stress and worry about performance), somatic anxiety (physiological responses such as sweating or trembling), and avoidance behavior (deliberate efforts to avoid engaging in the task). These dimensions are especially relevant in the context of academic presentations, where learners often experience pressure not only to demonstrate language proficiency but also to perform confidently in front of an audience. Given that such anxiety occurs within the specific context of using English as a foreign language, it is classified as a language-specific anxiety, rather than purely social or general psychological anxiety. Thus, anxiety is highly relevant to this study as it helps explain the challenges Saudi EFL learners encounter when creating English presentation content. Learners often

experience self-doubt, fear of making mistakes, and concerns about their ability to meet expectations, which can hinder their ability to organize ideas and produce coherent content. This study aims to explore how using ChatGPT, an AI tool, can alleviate these barriers by providing students with support in generating, organizing, and refining their ideas, ultimately reducing anxiety and improving their ability to create effective presentations.

This study aims to address these gaps by investigating students' perspectives on using ChatGPT to create presentation content, exploring its potential to reduce anxiety, and identifying its limitations in this specific academic task. By addressing these gaps, the current study aims to offer a comprehensive understanding of the effective integration of ChatGPT in creating professional presentation content. This study attempted to answer the following questions.

1. How do Saudi EFL students perceive the use of ChatGPT as a tool for creating presentations on linguistic topics?
2. In what ways does using ChatGPT affect the reduction of anxiety among Saudi EFL students when preparing presentations?
3. What challenges or limitations do Saudi EFL students encounter when using ChatGPT to create presentations?

METHOD

Research Design

This research employed a mixed-method approach. According to Tashakkori and Creswell (2007), mixed method research refers to "research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study". To put it simply, it is a process for gathering and evaluating data in a study that combines quantitative (using the questionnaire and anxiety scale) and qualitative (using the semi-structured interviews) methods.

Participants

A study conducted in a 2025 research methods course at Majmaah University investigated how 26 English language majors perceived, used, and experienced anxiety regarding ChatGPT for presentation preparation. Students, who had low to moderate English proficiency and prior academic experience with ChatGPT, were encouraged to use the AI for content generation, organization, and revision. They represent the experimental group of the study. Another group of 26 students are recruited as a control group that created presentations without the use of ChatGPT. Al the students in both groups are at the same level and linguistic proficiency according to their GPA. A mixed-method approach was employed, using a quantitative questionnaire and qualitative semi-structured interviews to explore their experiences. The study was not designed as a large-scale survey aiming for statistical generalization but rather as an exploratory case study intended to investigate the in-depth perceptions and experiences of a specific cohort of students. The quantitative sample of 52 participants (experimental=26 and control=26) represents the entire group of students enrolled in the course, providing a complete picture of this classroom context.

Data collection

A questionnaire of using ChatGPT

This questionnaire was adapted from Bibi and Atta's (2024). The items were a 5-point Likert scale, ranging from "strongly agree" to "strongly disagree, and were divided into two sections: students' perceptions and students' attitudes to clearly distinguish between their views on ChatGPT's usefulness in creating presentations and their personal feelings toward using it. This division helps organize the responses and provides a clearer understanding of how students perceive and feel about ChatGPT as a presentation tool. The main change was that the original phrasing of "English writing assignment/task" was modified to "use ChatGPT to create presentations" to better fit the context of the study. Using Google Forms, the questionnaire was accessible and user-friendly for participants. The survey was distributed via a WhatsApp group, enabling participants to respond at their convenience and pace.

The Second Language Writing Anxiety Inventory (SLWAI) Scale

To measure the anxiety levels of Saudi EFL learners when creating and delivering presentations, this study employed the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004). The SLWAI scale consists of 22 items and is structured into three subscales: Somatic anxiety (7 items), Avoidance behavior (7 items), and Cognitive anxiety (8 items). Each item was rated on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Seven of the items (Items 9, 10, 11, 15, 16, 17, and 20) were negatively worded and required reverse scoring to ensure an accurate interpretation of anxiety levels. Higher scores indicate greater levels of anxiety across the three dimensions. For this study, the SLWAI was adapted to fit the context of presentation preparation. All 22 items were retained, but the wording was modified to align with the focus on presentation creation. These adjustments were made to ensure that the instrument accurately captured the anxiety experienced by students when preparing presentations using ChatGPT.

The SLWAI was administered to all participants as a means of collecting quantitative data on anxiety levels. The scale played a critical role in examining the emotional factors that might influence learners' perceptions and usage of ChatGPT as a tool for presentation development. The resulting data contributed to a better understanding of how technology integration in language learning may impact learners' affective experiences and academic performance.

Semi-Structured Interviews

According to Gillham (2000), an interview is a conversational exchange between two individuals, where one seeks to gather information on a specific topic from the other. To address the third research question: What challenges or limitations do Saudi EFL students encounter when using ChatGPT to create presentations? Semi-structured interviews were conducted with a subset of 10 participants. In this study, purposive sampling was used to select participants for the interviews. According to Palinkas et al. (2015), purposive sampling is a non-random sampling technique used in qualitative research where participants are deliberately selected based on specific characteristics or qualities that are directly relevant to the research purpose. The strength of purposeful

sampling stems from its focus on selecting cases that offer rich, detailed insights for in-depth exploration (Patton, 2002). This method was appropriate because the goal was to gather in-depth insights from Saudi EFL students who had experience using ChatGPT to create presentation content. The selected participants were chosen based on their active engagement with the tool, their availability, and their ability to articulate their experiences, ensuring that the data collected would be rich and relevant to the research aims.

The conducted interviews aimed to provide deeper insights into the students' experiences and perceptions regarding the use of ChatGPT in presentation creation. Two open-ended questions were adapted from Khoso et al. (2023), who originally included three questions for teachers and three for students. For this study, only the two student-focused questions were selected, as they were most relevant to the research focus. Additionally, the term "academic work/performance" was modified to "presentation creation" to better align with the study's objectives. The interviews were conducted in Arabic, the participants' native language, to facilitate clearer expression and understanding. Depending on the participants' availability, the interviews were held via audio calls. All interviews were audio-recorded using a mobile device to ensure accuracy in data collection. Recordings were subsequently transcribed and translated into English for analysis. This process enabled a comprehensive and authentic exploration of the participants' challenges, limitations, and personal experiences when using ChatGPT for presentation tasks.

Procedure

First, the participants in the experimental group were asked to prepare a presentation using ChatGPT as a supportive tool. They were encouraged to utilize the tool for various tasks such as generating ideas, organizing content, and drafting slides for their presentation topics. The use of ChatGPT was intended to support, not replace, their efforts in developing presentation content. On contrast, the control group were asked to design a presentation on the same topics without using ChatGPT or any AI applications, depending on their traditional techniques.

Second, after completing and delivering their presentations, all students in the experimental group were asked to complete a questionnaire designed to measure their perceptions and attitudes toward using ChatGPT. In addition, all students in both groups responded to the SLWAI scale, which was adapted to assess the level of anxiety they experienced during the presentation preparation process using ChatGPT.

Third, to gain deeper insights into students' experiences, a subset of 10 participants of the experimental groups was selected for semi-structured interviews. These interviews aimed to explore the challenges and limitations students encountered, as well as their overall reflections on using ChatGPT for presentation creation.

Finally, the collected data were analyzed using both quantitative and qualitative approaches. The questionnaire and anxiety scale responses were analyzed quantitatively, while the interview transcripts were subjected to thematic analysis to identify recurring patterns and themes related to the third research question.

Data Analysis

This study employed both quantitative and qualitative data analysis methods to answer the research questions related to Saudi EFL learners' perceptions, attitudes, and anxiety levels when using ChatGPT for creating presentation content, as well as to explore the challenges they encountered. Each data type was analyzed using appropriate techniques to ensure a comprehensive and accurate understanding of the findings.

Quantitative Data Analysis

The quantitative data were derived from two main tools. First is a questionnaire comprising two sections to identify perceptions and attitudes of the experimental students who uses ChatGPT when creating their presentations. Second is the SLWAI scale, which was adapted to assess anxiety during presentation preparation among both experimental and control groups. Descriptive statistics and independent samples t-test were calculated to examine overall trends in students' responses regarding their perceptions and attitudes toward using ChatGPT, as well as their anxiety levels across somatic, avoidance, and cognitive dimensions. These results helped capture the degree of agreement or disagreement with each item and offered insight into the participants' views and emotional experiences.

The reliability analysis of both instruments indicates strong internal consistency overall. The questionnaire demonstrated high reliability with an overall Cronbach's alpha of 0.900 across 20 items, with the Perceptions and Attitudes dimensions showing acceptable alpha values of 0.809 and 0.833, respectively. Similarly, the SLWAI scale yielded an overall alpha of 0.895 for its 22 items, with Somatic Anxiety and Cognitive Anxiety dimensions showing strong reliability (0.864 and 0.819), while Avoidance Behaviour had a lower, yet acceptable, alpha of 0.613.

Qualitative Data Analysis

The qualitative data in this study were gathered through semi-structured interviews conducted with 10 participants. These interviews were audio-recorded, transcribed, and subsequently analyzed using Thematic Analysis, a widely employed method in qualitative research. Thematic analysis is an approach used to detect, examine, and interpret recurring patterns or themes within qualitative data (Clarke & Braun, 2017). This study adopted reflexive thematic analysis, which allows for a flexible, in-depth exploration of participants' experiences and interpretations. It also allowed for interpreting not just what students said, but how they made sense of their experiences, making it particularly suitable for addressing open-ended interview questions linked to challenges, recommendations, and positive and negative impact.

The thematic analysis followed three key stages: (a) Initial coding, where meaningful segments of the interview data were identified and labeled; (b) Generating themes, which involved grouping similar codes into broader categories related to the benefits, challenges, limitations, and recommendations concerning the use of ChatGPT for creating presentation content; and (c) Theme interpretation, where each theme was examined to the research questions, particularly focusing on how ChatGPT influenced students' ability to prepare presentations and the difficulties they encountered in the process. This method provided a structured yet flexible framework for capturing the

diversity and depth of students' experiences, ultimately enriching the understanding of ChatGPT's role in language learning and academic presentation development.

Together, the quantitative and qualitative analyses provided a comprehensive understanding of how ChatGPT was perceived and utilized by Saudi EFL students, as well as the emotional and practical factors that influenced its effectiveness in academic contexts.

FINDINGS

Quantitative Results

The quantitative findings are organized to address the first research question (What are Saudi EFL students' perceptions of using ChatGPT as a tool for creating presentations on linguistic topics?) and the second research question (How does the use of ChatGPT impact reducing Saudi EFL students' anxiety when creating presentation content?). The results answering these questions are structured into three main sections: students' perceptions, students' attitudes, and students' anxiety levels.

Students' Perceptions

As shown in Table 1, the descriptive statistics for students' perceptions of using ChatGPT to create presentation content indicate a generally positive view, with a mean score of 3.64 and a standard deviation of 0.58. The highest-rated perception item was "ChatGPT is easily accessible anywhere and anytime" (M = 4.42), showing that students value the availability and convenience of the tool. Similarly, items like "*ChatGPT is easy to use for creating presentations*" and "*ChatGPT is very effective for use by anyone*" both scored high means of 4.15, suggesting that students find the tool user-friendly and broadly applicable. On the other hand, the lowest-rated perception item was "*You frequently use ChatGPT for creating your presentation content*" (*M* = 2.85), indicating that while students perceive the tool as useful, not all of them consistently use it. This gap between perceived usefulness and actual usage may reflect personal preferences, limited familiarity, or varying levels of trust in the tool's reliability. Overall, the findings reflect a generally favorable perception toward ChatGPT as a support tool in presentation preparation.

Table 1
Results of students' perceptions

No.	Item	Mean	Std.	Rank
1	ChatGPT is easy to use for creating presentations	4.15	0.88	3
2	ChatGPT is very effective for use by anyone	4.15	0.78	2
3	ChatGPT is easily accessible anywhere and anytime	4.42	0.76	1
4	For creating presentation content, ChatGPT is more convenient to use than similar AI apps	3.62	0.98	5
5	ChatGPT has limitations in helping us create presentation content	3.73	0.92	4
6	You frequently use ChatGPT for creating your presentation content	2.85	0.97	10
7	You also use other AI assistant tools for creating your presentations	3.04	1.00	9
8	ChatGPT assists me in producing original and organized presentation content	3.35	1.20	8
9	ChatGPT comprehends and responds to my presentation requirements	3.54	0.90	6
10	ChatGPT has increased my presentation efficiency	3.54	1.14	7
	Total	3.64	0.58	

Students Attitudes Toward ChatGPT

As shown in Table 2, the results also reveal that students hold positive attitudes toward using ChatGPT in presentation development, with an overall mean of 3.73 and a standard deviation of 0.58. The most positively rated item was "I believe AI assistant tools will play a significant *role in education in the coming years*" (M = 4.54), highlighting a strong belief in the future relevance of AI in academic settings. Similarly, students rated highly the usefulness of ChatGPT in generating ideas (M = 4.23) and concerns about the authenticity of its output (M = 4.35), indicating both appreciation and critical awareness. However, the lowest-rated attitude item was "*Employing ChatGPT has given me more confidence in my presentation*" (M = 2.92), suggesting that while students see the tool as helpful, it may not necessarily boost their confidence in public speaking or content ownership. These results suggest a balanced attitude where students recognize the benefits of ChatGPT but also approach its use with caution.

Table 2
Results of students' attitudes

No.	Item	Mean	Std.	Rank
1	You are sometimes worried about the authenticity of the results provided by ChatGPT.	4.35	0.69	2
2	Using ChatGPT during my creating presentation is a pleasant experience.	3.65	0.98	5
3	I feel satisfied with ChatGPT's support in enhancing my presentation.	3.50	0.95	7
4	I would suggest ChatGPT to my friends for presentation creation.	3.23	1.27	9
5	Employing ChatGPT has given me more confidence in my presentation.	2.92	0.93	10
6	I feel that AI tools like ChatGPT can significantly support my ability to organize and refine presentation content.	3.62	0.85	6
7	I believe ChatGPT has the potential to enhance my ability to create well-structured and effective presentation content.	3.46	0.95	8
8	In my opinion, ChatGPT and other AI tools are valuable resources for improving presentation development in educational settings.	3.81	0.94	4
9	ChatGPT is a valuable resource for overcoming generating ideas.	4.23	0.76	3
10	I believe AI assistant tools will play a significant role in education in the coming years.	4.54	0.65	1
	Total	3.73	0.58	

ChatGPT and Students' Anxiety in Presentation Creation

Table 3 categorized results into three subdimensions of anxiety: somatic anxiety (physical symptoms of anxiety), cognitive anxiety (mental and emotional responses), and avoidance behavior (tendencies to avoid speaking or preparing). Each subdimension is analyzed to determine whether ChatGPT contributes to lowering students' stress levels and boosting their confidence in delivering presentations.

Table 3
Descriptive results of students' anxiety

Dimensions	No.	Items	Mean		Std.	
			Ex.*	Ctrl**	Ex.	Ctrl
Somatic anxiety	1	My thoughts become jumbled when I create presentation content without using ChatGPT under time constraints.	3.31	3.01	1.19	1.14
	2	I often feel panic when I create presentation content without using ChatGPT under time constraints.	2.73	3.23	1.37	1.1
	3	I tremble or perspire when I create presentation content without using ChatGPT under time pressure.	1.88	2.02	1.14	0.95
	4	I feel my heart pounding when I create presentation content without using ChatGPT under time constraints.	1.69	1.91	0.88	0.93
	5	I usually feel my whole body rigid and tense when I create presentation content without using ChatGPT.	1.69	2.01	1.01	1.02
	6	I freeze up when unexpectedly asked to create presentation content without using ChatGPT.	2.08	2.89	0.98	1.36
	7	My mind often goes blank when I start to create presentation content without using ChatGPT.	2.62	2.89	1.1	1.02
		Subtotal	2.29	2.57	1.10	1.07
Avoidance behaviour	8	I would do my best to excuse myself if required to create a presentation without using ChatGPT.	1.77	3.1	1.14	0.95
	9	Whenever possible, I try not to use ChatGPT to create presentation content.	2.46	1.19	1.1	1.31
	10	I often independently create my presentation content.	2.5	1.89	0.95	1.47
	11	I usually seek every possible chance to create presentations without using ChatGPT.	2.31	1.89	0.93	1.02
	12	Without using ChatGPT, I usually avoid creating presentation content as much as possible.	3.12	3.82	1.14	1.36
	13	Unless there is no other choice, I will not create a presentation without using ChatGPT.	2.69	3.81	1.19	1.02
	14	I will do my best to avoid situations where I have to create a presentation without using ChatGPT.	2.77	3.9	1.18	1.31
		Subtotal	2.52	2.8	1.09	1.21
Cognitive anxiety	15	I do not worry at all about what other people think of my independently created presentation.	1.88	3.1	0.95	1.19
	16	I am not afraid at all that my independently created presentation would be rated as very poor.	2.73	2.9	1.31	1.18
	17	I do not worry that my independently created presentation is a lot worse than others.	2.65	2.5	1.47	1.1
	18	I am afraid that the other students would criticize my presentation if they see it was created without using ChatGPT.	1.65	2.4	1.02	0.95
	19	I am afraid that my independently created presentation is being chosen as a sample for discussion in class.	2.62	3.2	1.36	0.93
	20	While creating a presentation without using ChatGPT, I am not nervous at all.	1.92	2.8	1.02	1.14
	21	If my presentation, created without using ChatGPT, were to be evaluated, I would worry about getting a very poor grade.	2.73	3.2	1.31	0.88
	22	While creating my presentation without ChatGPT, I feel worried and uneasy if I know it will be evaluated.	2.73	2.8	1.15	1.01
		Subtotal	2.37	2.86	1.20	1.05
Overall Total			2.39	2.76	2.39	2.74

*Ex=experimental group, **Ctrl=control group

As shown in Table 3, control group consistently reported higher anxiety across all three dimensions, somatic anxiety, avoidance behaviour, and cognitive anxiety, compared to the experimental group, suggesting that students who did not use ChatGPT experienced more anxiety when creating presentations.

Somatic anxiety involves physical symptoms like trembling or increased heart rate during presentation preparation. This section examines whether using ChatGPT helps reduce these bodily reactions. Students in the control group (m=2.57) showed more physical symptoms of anxiety like panic, trembling, heart pounding that those in the experimental group (m=2.29). Notably, item 2, *I often feel panic...*, had a higher mean

in the control group (m=3.23) than the experimental group (m=2.73), indicating greater panic without ChatGPT.

Avoidance behavior reflects students' tendency to delay or avoid presentation tasks. This section explores whether ChatGPT reduces such behaviors and supports consistent participation. **C**ontrol group students were more likely to avoid presentation tasks without ChatGPT (m=2.80) than the experimental group (m=2.52). Items 12–14 showed particularly high means in the control group (above 3.8), indicating strong avoidance tendencies. Interestingly, item 9, *I try not to use ChatGPT...,* had a higher mean in the experimental group (m=2.46), reflecting a more deliberate choice to work independently than the control group (m=1.19).

Cognitive anxiety includes worries about evaluation and peer judgment. This part looks at how ChatGPT influences students' mental stress during presentation creation. Control group students expressed more worry about peer judgment and evaluation (m=2.91) than the experimental group that showed slightly more confidence and less fear of criticism (m=2.37). Item 15, *I do not worry at all...*, had a notably higher mean in the control group (m=3.1), suggesting more concern about others' opinions. To sum, students in the control group, who did not use ChatGPT, experienced higher levels of anxiety across all dimensions when creating presentation content. This suggests that ChatGPT may serve as a buffer against presentation-related stress, helping students feel more confident, less physically anxious, and less inclined to avoid the task.

To determine if there is a statistically significant difference between the mean scores of two groups, independent samples t-test was conducted.

Table 4
T-Test results for the differences between groups in SLWAI

Variable	Dimensions	Mean		Std.		df	t	p*
		Ex.*	Ctrl**	Ex.	Ctrl			
Anxiety	Somatic anxiety	2.29	2.57	1.10	1.07	50	-3.15	0.00
	Avoidance behaviour	2.52	2.8	1.09	1.21		-3.80	0.00
	Cognitive anxiety	2.37	2.86	1.20	1.05		-4.10	0.00
	Overall Anxiety	2.39	2.76	2.39	2.74		-5.50	0.00

*p < 0.01

As indicated in Table 4, the t-values are negative and statistically significant at the p<0.01 level for all categories, confirming that the experimental group's mean anxiety scores were considerably lower. The most notable finding is the large and significant difference in overall anxiety. The experimental group's mean score of 2.39 is substantially lower than the control group's mean of 2.76. This suggests that using ChatGPT provided a significant buffer against general presentation anxiety.nThe largest difference was in cognitive anxiety (t = -4.10). This indicates that students who used ChatGPT felt far less mental stress, worry, or fear of negative evaluation when preparing their presentations. The significant difference in avoidance behavior (t = -3.80) shows that the experimental group was less likely to procrastinate or try to avoid the task of creating a presentation. This suggests that ChatGPT made the preparation process feel more manageable and less daunting.

While still statistically significant (t = -3.15), the difference in somatic anxiety was the smallest of the three dimensions. This implies that while ChatGPT helped reduce

physical symptoms of anxiety like a racing heart or trembling, its primary benefit was in alleviating the mental and behavioral aspects of anxiety.

Qualitative Results

The third research question aimed to explore students' perspectives on the challenges they faced in using ChatGPT in creating presentation content and their suggestions for improvement. To investigate this, a semi-structured interview was conducted with ten participants. A thematic analysis of the responses revealed five major themes; the challenges students encountered while using ChatGPT, their recommendations for developers to enhance the tool's accuracy and functionality, suggestions for students to use the tool more effectively, the positive impact of ChatGPT on their learning and presentation preparation, and the negative impact or drawbacks they experienced. These themes were derived from coded categories based on students' responses as shown in Table 9.

Table 9
Results of interviews' analysis

Themes	Coded Categories	(*f*)*	%**
Usage	Frequently used for the presentation	7	70%
	Rarely used for the presentation	3	30%
Q1. What challenges have you faced when integrating Chat-GPT and AI tools into your presentation creation, and what are your recommendations for enhancing this integration?			
The Challenges	The accuracy of the information	1	10%
	The accuracy of the sources	1	10%
	The formulation of the information (the length and academies)	2	20%
	The visualization of the slides	1	10%
	The incorrect translation	1	10%
	The unclarity	1	10%
	The wrong response	2	20%
	The generalization of the information	1	10%
	The duplication of the information	1	10%
	The clarity of AI response	2	20%
	The limited opportunity for the chat	1	10%
The recommendation for the developers	Checks of the accuracy of the information	3	30%
	Determine the percentage of the correctness of information	1	10%
	Useful Cooperation between ChatGPT and Canva	1	10%
	General background of our language	1	10%
	Provide the results based on the field or the level of the user	2	20%
	Full access to the YouTube video	1	10%
	Update the database frequently	2	20%
	Improve the file format	1	10%
The recommendation for the students	Make sure of the credibility of the information	2	20%
	Do some modifications	8	80%
	Tell ChatGPT to write the content as a human	1	10%
	Be very clear with your request, provide the details	7	70%
	Do not rely on it completely	4	40%
	Use it to arrange the information and ideas	1	10%
	Determine your requirements in the ChatGPT setting.	1	10%
Q2. Have you noticed any impact, positive or negative, of using Chat-GPT and AI tools on your presentation creation? If yes, can you provide specific examples?			
Positive Impact	Clear and organized division of the content as slides	7	70%
	Clear and organized content and ideas	9	90%
	Save the time and the effort	6	60%
	Suitable pictures for the presentation	1	10%
	Confidence, by providing informative feedback	1	10%
	Improve the presentation skills	1	10%
	Provide the sources	1	10%

Negative Impact	The more reliance on ChatGPT	2	20%
	Lost without ChatGPT assistance	1	10%
	Reduce the creativity and thinking skills	2	20%
	Do not improve the language	1	10%
	Don't feel comfortable	2	20%
	Unclear and overlapping pictures for the presentation	1	10%
	The content appears to have been created by AI	1	10%
	Unclear format of the file	1	10%

*The frequency of responses, **the percentage of the observation to the total number of participants (n=10)

The Usage

It is evident from the qualitative results that 70% of the participants reported frequent use of ChatGPT for creating presentation content, while 30% used it rarely. In the initial part of the interviews, some students commented on the ease of use. For example, Student 1 stated, "*First of all, I would like to explain the ease of its use for the presentations,*" and Student 5 described their experience as "*really positive.*" In addition, some students expressed initial uncertainty about using ChatGPT, noting that understanding how to use the tool appropriately was key to benefiting from it. For instance, Student 5 shared, "*I didn't know what ChatGPT was at the beginning. I was hesitant about it… I didn't use it much. I was hesitant about how I could know the limits of using this tool.*" Similarly, Student 6 reflected on the learning process by stating, "*Honestly, it's a very good tool… I didn't use it [before], but when I knew how to use it correctly, it was very, very, very beneficial.*" These responses highlight that the perceived usefulness of ChatGPT often depends on the user's familiarity with the tool and their ability to apply it effectively.

Students use various strategies when using ChatGPT to create presentations, such as giving direct instructions, uploading book or file content, or summarizing key points from lectures. For instance, Student 9 shared, "*When I need information from a book or a file, ChatGPT provides it to me and summarizes it for me as the presentation slides.*" However, explaining specific lecture points to ChatGPT can be difficult, as Student 8 explained, "*When we attend the lectures, the teacher may focus or specify a certain point that we must focus on. It was difficult for me to explain that to ChatGPT.*"

The Challenges

In addition, several challenges were identified, including incorrect information or translation, unclear responses, content duplication, and generalizations. Specific issues encompassed formatting problems, visual design, limitations in image generation, source accuracy, and the tool's limited interaction capacity. Furthermore, it was evident that the content was AI-generated, as noted by Student 7, who stated, "*I need to make modifications to ensure it does not appear AI-generated,*" and Student 10, who remarked, "*It is clear that the content was not created by a human.*" However, in the challenges the students encountered, there was clear diversity in their responses. This variation suggests that students interact with ChatGPT in different ways based on their expectations, digital literacy, and presentation needs. Therefore, it highlights the importance of contextual and user-specific improvements.

Recommendations for AI Developers and Students

In response, students recommended that developers improve information accuracy (30%), update databases regularly (20%), and enhance integration with other tools like Canva (10%). Some suggested displaying accuracy percentages, improving file formats, or allowing full access to YouTube videos for better reference. Additionally, students emphasized the need for context-aware results based on user level or field of study (20%).

Recommendations for their colleagues included providing specific and clear details in the request (70%), not relying entirely on ChatGPT (40%), and verifying the credibility of information (20%). Other tips were to use the tool for organizing ideas, assist the tool in writing as a human, and adjust ChatGPT settings to fit individual needs. Moreover, approximately 80% of the interviewed students recommended modifying the content provided by ChatGPT before using it in their presentations. However, their perspectives varied regarding the extent of these modifications. For instance, Student 1 noted, "*Honestly, I don't modify it much, because it often gives me suitable content.*" In contrast, others emphasized the importance of substantial revisions. Student 2 stated that while ChatGPT helps with organizing ideas and formulating information, "*it is also important to review what ChatGPT wrote and modify it to appear as our way,*" advising students to use it as a support tool rather than relying on it entirely. Similarly, Student 3 affirmed, "*It is AI that needs human modifications, not just copy and paste.*"

However, despite these modifications, it is not considered a significant problem by many students. For example, Student 5 noted, "*I may need to review and reformulate sometimes, but I don't see it as a big problem; its use helps me to present the presentation in a better way and benefits me.*" Similarly, Student 7 explained, "*Even if I modify it as well, it is true that it takes time, but not like the time it takes when I do it by myself; I need more time and look for more than one source.*" These responses suggest that although some revisions are needed, students generally view them as manageable and even beneficial to their learning process.

The Positive and Negative Impacts

The interview findings reveal several positive and negative impacts of using ChatGPT to assist students in creating presentation content. A key positive impact, reported by 70% of participants, is ChatGPT's support in organizing and structuring presentation slides. Students expressed that the tool helped them better arrange their thoughts and clarify their content (90%). Also, they expressed that it saved their time and effort during the preparation process (60%). Some noted enhanced confidence and presentation skills. As Student 3 noted, "*I communicate with ChatGPT orally … it gives me feedback and gives me good suggestions for choosing words.*" Additionally, the findings reveal that ChatGPT provides students with suitable pictures that align with their presentation, and it provides them with the resources.

On the other hand, there were several negative aspects. A key concern, mentioned by 20% of participants, was over-reliance on the tool, with Student 8 noting, "*If ChatGPT no longer exists… we will face a problem because it has become our total dependence on it.*" Similarly, 20% reported reduced creativity and thinking skills. Another 20% said

they didn't feel comfortable using ChatGPT, while 10% felt it didn't improve their language, and others felt lost without it (10%). Additional concerns included unclear and overlapping pictures, AI-generated content that lacked authenticity, and poor formatting, each cited by 10% of students. Notably, while one student viewed ChatGPT's visual output as unclear, another found it helpful, and this highlights the varied experiences students had with the tool. These findings emphasize the importance of using ChatGPT thoughtfully, with proper support to avoid misuse or dependency.

Finally, the findings also reveal a noteworthy viewpoint. Some students expressed the belief that creating their content is better than relying on ChatGPT. They felt that when students prepare the content themselves, it can be more personal, meaningful, and higher in quality. For example, Student 4 stated, "*What you prepare yourself is better than the results provided by ChatGPT,*" showing that personal effort is still valued. Similarly, Student 10 mentioned, "*If someone has plenty of time, I think they can create the content of the presentation much better than ChatGPT.*" These views suggest that while ChatGPT can be useful, students should be encouraged to stay involved in the process and not depend on it completely.

Comparing Quantitative and Qualitative Findings

While the qualitative data highlights the diversity of students' individual experiences, a deeper comparative analysis reveals a clear synergy between the quantitative and qualitative findings. For instance, the questionnaire showed a high mean score for the item, "ChatGPT is easily accessible anywhere and anytime" (M = 4.42), which is directly supported by interviewees who valued the tool's on-demand availability. Similarly, the positive quantitative perception of ChatGPT's user-friendliness (M = 4.15) is reinforced by qualitative feedback from students who described their initial experience as "positive" and "easy to use." Furthermore, the quantitative finding that "Employing ChatGPT has given me more confidence in my presentation" received a low mean score (M = 2.92), a result that is qualitatively mirrored by interviewees' concerns about over-reliance and the fear of being "lost without ChatGPT assistance." This connection between the data sets suggests that while students appreciate the tool's utility, they recognize its limitations in fostering true self-confidence and independent skills. Therefore, the mixed-methods approach provides a more comprehensive picture, with the quantitative data establishing a broad pattern of positive perceptions and the qualitative data offering the nuanced, personal explanations behind those patterns.

Diversity in students' opinions

The qualitative results reveal a clear diversity in students' experiences and perspectives regarding the use of ChatGPT in presentation creation. This variation appeared consistently across multiple themes. For instance, when offering recommendations for developers, some participants emphasized the need for technical improvements such as enhancing accuracy and integrating the tool with other platforms, while others highlighted the importance of aligning responses with users' academic levels. Similarly, students differed in their advice to peers, some encouraged using ChatGPT as a supportive guide for organizing ideas, while others stressed the importance of reviewing and modifying the content to maintain originality and understanding. This diversity reflects the individualized nature of technology use in education. Differences in

students' language proficiency, digital literacy, personal preferences, and learning styles likely contribute to their varied experiences. These findings suggest that while ChatGPT can be an effective tool for supporting presentation skills, its impact is shaped by how students interact with it and whether they apply it thoughtfully and purposefully in their academic tasks.

Therefore, this diversity in responses underscores the importance of guiding students on how to use ChatGPT effectively and appropriately in academic contexts. It highlights the need for instructional support that helps learners understand the tool's capabilities and limitations, particularly when preparing presentations. Teaching students how to interact with ChatGPT, such as formulating clear prompts, critically evaluating AI-generated content, and integrating their t, can enhance its educational value and prevent overreliance. This reinforces the role of educators in promoting responsible and strategic use of AI tools to support meaningful learning outcomes.

DISCUSSION

This study aimed to explore Saudi EFL students' use of ChatGPT as a supportive tool for creating presentation content, particularly focusing on their perceptions, the tool's impact on presentation-related anxiety, and the challenges encountered during its use. The discussion addresses the study's three research questions in sequence, reflecting on the findings from both quantitative and qualitative analyses. It also considers how well the results support the proposed research hypotheses.

Students' Perceptions of Using ChatGPT for Presentation Creation

The first research question examined how Saudi EFL students perceive the use of ChatGPT in creating presentations on linguistic topics. Findings from the questionnaire showed that students generally held positive views regarding ChatGPT's usefulness and ease of use. These results align with TAM, which emphasizes perceived usefulness and ease of use as predictors of technology adoption. Most students reported that ChatGPT helped them organize ideas, save time, and generate structured and clear content, increasing their overall productivity. Moreover, this positive perception is reinforced by prior research. For example, Bibi and Atta (2024) and Boudouaia et al. (2024) noted similar findings in the context of writing support, highlighting students' satisfaction with AI-assisted tools. In this study, ChatGPT's benefits extended to presentation preparation, as several interviewees emphasized how it helped them draft ideas and streamline their content. Some students, however, also acknowledged the importance of editing and personalizing the generated content, echoing the view of Lee (2024) that AI should complement rather than replace student effort. Overall, these results indicate that ChatGPT can be an effective support tool in the academic context when used appropriately.

The Role of ChatGPT in Reducing Presentation-Related Anxiety

The second research question investigated the extent to which ChatGPT reduces students' anxiety during the presentation preparation process. The results from the anxiety scale showed that most students experienced a reduction in anxiety, particularly cognitive and somatic anxiety when using ChatGPT to prepare presentations. The quantitative results showed moderate levels of somatic and cognitive anxiety, but

relatively lower levels of avoidance behavior, suggesting that students became more willing to engage with presentation tasks when supported by AI. Moreover, interview responses revealed that many students viewed ChatGPT as a supportive partner, making them feel more confident and less overwhelmed when preparing their content. Prior studies such as those by Daha and Altelwany (2025), Yıldız (2023) and Hawanti and Zubaydulloevna (2023) similarly found that AI tools can foster a more relaxed and supportive learning environment. In the current study, students described ChatGPT as a reliable companion during preparation, especially when they faced challenges like organizing thoughts or managing limited time. Nonetheless, concerns about over-reliance on AI were also noted. For instance, some students expressed that without access to ChatGPT, they might struggle more with content generation. And this highlights the need to balance AI support with independent learning skills.

Challenges and Limitations Faced by Students

The third research question addressed the challenges and limitations students encounter when using ChatGPT to create presentations. Qualitative data from interviews identified several recurring themes, including the need for content modification, unclear or generalized output, and difficulties in customizing prompts to align with specific academic requirements. Around 80% of students acknowledged the need to modify ChatGPT's responses, although the extent varied. Some found the output nearly complete, while others felt substantial revision was needed to match their academic tone and purpose. These findings confirm what was noted in previous literature. For example, Benek (2025), Obenza et al. (2024) and Zamzami et al. (2024) both cited concerns about AI content accuracy and the risk of students becoming passive learners. Moreover, as shown in the current study, the diversity of students' experiences reflects the personalized nature of AI tool usage. Some found ChatGPT helpful for summarizing lecture points or external materials, while others struggled to tailor the tool's responses to specific presentation requirements. Furthermore, some participants viewed content clarity as a benefit, while others cited it as a limitation. This diversity reflects differences in digital literacy, academic experience, and task expectations. It also underscores the need for training and guidance to ensure the effective use of AI tools in academic settings.

Taken together, the findings of this study align well with the Scaffolding Theory, TAM, and CALL frameworks. Specifically, the findings of this study support the relevance of Scaffolding Theory in understanding how Saudi EFL students interact with ChatGPT during the process of presentation preparation. Many participants reported that ChatGPT helped them generate ideas, organize their content, and refine their language, all tasks they often struggled to complete independently. These experiences reflect the core principles of scaffolding, where learners receive just enough support to perform tasks within their ZPD. In this case, ChatGPT acted as a form of digital scaffolding, offering personalized and on-demand assistance that guided students through challenging academic tasks. This support appeared to boost students' confidence, particularly in managing anxiety and structuring their presentations. Therefore, the use of ChatGPT in this study illustrates how technology, when used meaningfully, can

function as an instructional scaffold, promoting learner independence and providing the necessary guidance to bridge skill gaps.

According to the TAM, students' willingness to adopt new technology is largely influenced by their perceptions of its usefulness and ease of use. The findings of this study strongly support this framework, as participants consistently indicated that ChatGPT was easy to interact with and highly useful for generating ideas, organizing content, and improving language accuracy during the presentation preparation process. These perceived benefits played a key role in students' acceptance of ChatGPT as a valuable academic tool. Moreover, students appreciated the tool's immediate feedback and availability, which contributed to its overall ease of use. This supports TAM's central claim that positive perceptions toward a tool's functionality and user-friendliness increase the likelihood of its adoption.

From a CALL perspective, ChatGPT served as an accessible and responsive language support system. Participants described how the tool helped them overcome linguistic challenges such as vocabulary choice, sentence structure, and content organization which were core issues in EFL learning. By offering tailored suggestions and language models, ChatGPT supported learners in engaging with authentic language use, which is a foundational goal of CALL. The tool also allowed students to practice and revise their content independently, reinforcing the idea that CALL environments should promote learner-centered instruction and active engagement with language.

Furthermore, the study highlights how ChatGPT can enhance learner autonomy, especially when students are encouraged not just to rely on the AI-generated output, but to actively evaluate and refine it. Many participants demonstrated a critical approach by reviewing, editing, and personalizing the content produced by ChatGPT, which aligns with the pedagogical goal of fostering independent thinking and self-regulated learning. Therefore, the integration of ChatGPT in EFL contexts, particularly for presentation tasks, not only supports language development but also empowers students to take more control over their learning process.

Beyond the direct impact of ChatGPT, the observed reduction in presentation anxiety and improved performance could also be influenced by other factors that the study's design did not fully isolate. For instance, participants' existing digital literacy and prior experience with similar AI tools or even digital presentation software may have made them more comfortable with the preparation process, regardless of the specific tool used. Similarly, a student's prior presentation experience, or lack thereof, could significantly affect their anxiety levels. Those with more experience may have found ChatGPT to be a useful but not a transformative tool, while novice students might have perceived its support as a major confidence booster. This aligns with a key limitation of the study: the absence of a control group prevents us from definitively isolating ChatGPT's effect from these confounding variables. While the findings strongly suggest that ChatGPT provided significant support, it is crucial to recognize that this effect likely co-exists with, and may be amplified by, students' pre-existing skills and comfort with digital environments. Future research with a more robust experimental design would be necessary to disentangle these intertwined influences.

CONCLUSIONS

The primary goal of this research was not to prove a universal causal relationship but to investigate and describe the potential of ChatGPT in a specific context. The study provides valuable qualitative insights and initial quantitative data on how the AI tool performed on the given tasks. This descriptive approach is crucial for generating hypotheses for future, more rigorous research. The findings of this study offer several practical implications for educators, students, curriculum developers, and AI technology designers. First, for students, using ChatGPT as a supportive tool in preparing presentations can improve their confidence, reduce anxiety, and enhance the overall quality of their content. The study showed that many students found ChatGPT helpful for organizing ideas, generating content, and saving time, which indicates its value as a learning aid when used properly.

The rise of AI is transforming the job market, creating new opportunities while also posing a threat to traditional roles. While AI may not replace all jobs, individuals with AI literacy are likely to have a competitive advantage over those who lack these skills (Ng et al., 2021). Therefore, in the same way that reading, writing, and math are considered fundamental skills, AI literacy has become a crucial new skill set for everyone to learn in this new era of technology. This necessitates integrating AI literacy training or critical evaluation modules for AI conten. For example, educational programs should embed AI concepts and tools into subjects across all disciplines, not just computer science. This could involve using AI-powered tools for research, data analysis, or creative projects. Moreover, instead of just teaching the theory of AI, educators should provide students with hands-on projects. Students could learn to train use natural language processing for text analysis. The goal isn't just to teach students how to use AI but to help them understand its ethical implications, biases, and limitations. This encourages critical thinking and responsible use of technology. Given the rapid pace of technological change, educational institutions should emphasize the importance of continuous learning and adaptability. They should offer workshops, online courses, and resources to help both students and faculty stay current with AI developments

For teachers, the results highlight the need to incorporate AI tools like ChatGPT into instructional practices. Educators can help students understand how to use such tools effectively by modeling responsible use, encouraging critical thinking, and reinforcing the importance of reviewing and modifying AI-generated content. Students can benefit from training or workshops that guide them in integrating AI tools effectively, ensuring they gain support from the technology without becoming overly dependent on it.

Curriculum developers and policymakers can also draw on these insights to inform the development of language learning programs. Integrating AI literacy into the curriculum, especially in EFL contexts, can help students become more autonomous and digitally fluent. Policies should support ethical AI use, promote equitable access, and include clear guidelines for classroom application.

In addition, these findings are valuable for AI developers and technology designers. Students expressed both positive outcomes and concerns related to using ChatGPT for

presentation creation. Developers are encouraged to improve the accuracy, personalization, and clarity of AI responses, and consider integrating educational features such as adjustable complexity levels, content structuring tools, or connections to visual platforms like PowerPoint or Canva. Enhancing the adaptability of ChatGPT to better match learners' needs and educational contexts would further increase its relevance and usability in academic settings.

Overall, these implications point to the necessity of collaboration among educators, curriculum developers, and AI developers to ensure that students receive both the technical support and the pedagogical guidance needed to benefit from AI in meaningful and responsible ways. These preliminary findings serve as a strong basis for future research that could incorporate a larger sample size, a control group, and comparisons with other AI tools to more definitively measure its effectiveness.

LIMITATIONS

Although this study provides meaningful insights into the role of ChatGPT in reducing anxiety and enhancing presentation development among Saudi EFL students, it is important to recognize certain limitations that may have influenced the findings. First, the sample size was relatively small and limited to a specific context, which may affect the generalizability of the findings. The participants were Level 8 students from Majmaah University, and as such, their perspectives and experiences may not represent those of EFL learners from other academic levels, institutions, or regions. This limits the extent to which the results can be applied to broader educational contexts. Second, this study was conducted during a specific academic period when ChatGPT was gaining popularity as a support tool for students. However, the rapid evolution of AI technologies, updates to ChatGPT's features, and shifting educational practices may influence how such tools are perceived and used in the future. As a result, the findings may need to be revisited as the technology and its integration into education continue to develop. Third, although the study used both quantitative and qualitative tools, the reliance on self-reported data through questionnaires and interviews may introduce bias. Participants might have given socially desirable answers or may not have fully expressed their actual experiences and attitudes. Lastly, the study focused only on one AI tool "ChatGPT" and did not compare it with other platforms or traditional methods. This limits the ability to assess whether the findings are unique to ChatGPT or applicable to AI tools in general. Despite these limitations, the study provides a strong foundation for future research and practical implementation in the field of AI-assisted language learning. It is among the few empirical investigations that specifically explore the integration of ChatGPT to support EFL students in reducing anxiety and enhancing the quality of their presentation content. By combining both quantitative and qualitative methods, the study offers a comprehensive understanding of students' perceptions, attitudes, and real experiences, which enriches the current body of knowledge in this area. Furthermore, it highlights not only the potential benefits of AI tools like ChatGPT but also sheds light on their limitations and the conditions under which they are most effective. As such, this research can inform educators, developers, and policymakers about how to better integrate AI tools into language learning curricula in ways that are pedagogically sound and responsive to students' actual needs.

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