Article

A Probe into Thai EFLTeachers' Outlook on the Utilization of AI as Pedagogical Tool in EFL Classroom in Thailand

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A B S T R A C T

This study explores English as a Foreign Language (EFL) teachers' perspective on the integration of Artificial Intelligence (AI) in English language classrooms in Thailand. With the rise of AI-powered tools such as QuillBot, education is undergoing a transformation that promises personalized learning, improved student engagement, and enhanced language skills. Through qualitative methods, including open-ended questionnaires administered to two EFL teachers at Sri Aman Suska School No. 54, the research reveals generally positive perceptions of AI's potential in supporting instruction. Teachers reported that AI facilitated writing tasks, boosted student confidence, and supported personalized learning. However, challenges such as limited digital access, student overreliance, and lack of formal training were also identified. Despite these concerns, both educators emphasized the importance of balancing technology with human interaction, promoting ethical use, and encouraging critical thinking. The findings suggest that while AI holds significant promise for EFL education, its implementation must be carefully managed through teacher support, infrastructure development, and pedagogically sound integration strategies.

Keywords: *Artificial Intelligence (AI), English as a Foreign Language (EFL), QuillBot*

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INTRODUCTION

The rapid advancement of information and communication technology (ICT), particularly Artificial Intelligence (AI), has significantly impacted various aspects of life, especially in the field of education (Zulfa et al, 2023). AI has emerged as a transformative force, enabling machines to think and learn like humans, thereby offering more personalized and innovative learning experiences (Ginting et al., 2023).

In education, AI is reshaping teaching and learning methods (Tarihoran & Nasution, 2024). The emergence of Generative AI (GenAI), which can generate content such as text, images, and videos, has caused major disruptions in higher education, paving the way for more interactive and efficient learning processes (Ekayati, 2020).

The benefits of AI in education are substantial (Amelia et al., 2024). AI-powered tools can provide real-time feedback, personalize learning materials, automate assessments, and reduce teachers' workloads (Syahputra et al., 2023). In the context of English as a Foreign Language (EFL), AI supports students in writing, improving grammar and vocabulary, and enhancing sentence structure through adaptive feedback systems (Gayed et al., 2022).

However, the implementation of AI also faces several challenges (Aung et al., 2022). Issues such as low digital literacy, limited access to devices, and overreliance on technology hinder its effectiveness (Gayed et al., 2022). Additionally, concerns regarding algorithmic bias, data privacy, and AI's limited contextual and cultural understanding may affect students' critical thinking and creativity (Mukti, 2023).

Recent studies have explored how AI, particularly in EFL writing, influences both students and teachers (Jeon & Lee, 2023). AI facilitates more dynamic teaching methods,

increases student engagement, and enhances writing competence through personalized learning paths and continuous feedback loops (Lim et al., 2023).

EFL classrooms emphasize active student participation and learner autonomy, both of which are essential for effective second language acquisition (Kohnke et al., 2023). According to Corder, learner-generated language output plays a key role in accelerating language learning (Gayed et al., 2022). Krashen's Affective Filter Hypothesis further supports the importance of a positive, student-centered classroom environment to reduce anxiety and increase motivation (Liu & Yu, 2022).

Information technology has become a vital component of modern foreign language teaching, shifting instructional methods toward more communicative and interactive approaches (Rahman & Watanobe, 2023). The use of IT-based tools such as videos and digital platforms makes language learning more efficient and engaging (Ary et al., 2019).

AI continues to play an increasingly important role in modern education, including English language instruction. In countries like Thailand, AI tools provide automated feedback, interactive exercises, and personalized learning support (Ulla, 2021). However, widespread adoption remains limited due to insufficient teacher training and practical understanding of AI applications (Tlili et al., 2023).

The success of AI implementation in education depends greatly on cultural, infrastructural, and institutional factors (Rahman & Watanobe, 2023). Comparative studies between Indonesia and Thailand reveal that social and cultural contexts strongly influence the adoption and perception of AI (Lo, 2023). Therefore, institutional support and teacher training are essential to effectively integrate AI into the curriculum (Nguyen & Tran, 2023).

A case study at Sri Aman Suska School No. 54 in Thailand found that AI tools such as QuillBot helped students comprehend English texts more effectively. Teachers reported that AI facilitated classroom tasks and increased student engagement. Nonetheless, challenges remained, including limited digital skills, unfamiliarity with technical English terms, dependence on translation tools, and restricted access to devices at home. Teachers highlighted the importance of balancing technology use with human interaction to maintain motivation and cultural relevance in language learning.

AI as a Pedagogical Tool in Education

Artificial Intelligence (AI) is reshaping tertiary ESL education through tools that personalize learning, support diverse needs, and assist teachers, but ethical integration is key to balancing innovation with meaningful, human-centered instruction (Subasman & Aliyyah, 2023).

Use of AI in Classroom

Artificial Intelligence (AI) is transforming education by personalizing learning, streamlining tasks, and improving teaching efficiency, but its use must be balanced with ethical safeguards, teacher training, and a focus on supporting not replacing human instruction (Zhou & Li, 2023).

The Use of AI in EFL Classroom

AI is enhancing EFL classrooms through personalized learning and real-time feedback, but to ensure ethical and effective language education, it must complement not replace teachers while addressing issues like data privacy and overreliance (Ali, 2020).

The Use of AI in Thai EFL Classroom

AI is increasingly enhancing Thai EFL classrooms by improving language skills and engagement, but its use must be balanced with human instruction to prevent overreliance and support independent, critical learning (Seo et al., 2021).

Teacher's Perspective on Using AI in EFL Classroom

Teachers see AI in EFL classrooms as helpful for engagement and personalized learning, but emphasize the need for balanced use, digital literacy, and equal access to address issues like overreliance and academic integrity (Archambault et al., 2022).

AI Technology Knowledge

Generative AI (GenAI) is reshaping higher education by enabling personalized learning and automating tasks like grading and content creation, but its use also raises concerns about academic integrity, ethical issues, and digital literacy, requiring careful integration and clear policies to ensure responsible and effective implementation (Balakrishnan, 2024).

Personalization Learning

Generative AI enables personalized learning by adapting content to each student's needs and learning pace, offering data-driven insights and tailored formats to enhance engagement and outcomes, though its use also requires careful attention to data privacy, ethical concerns, and inclusive design (Cavanagh et al., 2020).

Improving Access to Education

Generative AI expands access to education by offering diverse, interactive, and personalized learning resources across formats and languages, supporting inclusivity for students with different needs and backgrounds, though its effectiveness depends on addressing digital inequality and ensuring ethical, equitable implementation (Mustafa, 2023).

Latest Technology Development in Education

Generative AI offers transformative potential by automating tasks and enhancing efficiency across sectors, but human oversight remains essential to ensure its ethical, fair, and inclusive use, requiring strong regulation and responsible integration to maximize societal benefits (Bahroun et al., 2023).

Application of AI in Learning Activities

AI in education transforms learning by automating routine tasks, personalizing content, and supporting teachers in focusing on students' emotional and social needs, ultimately creating more inclusive, flexible, and student-centered learning experiences (Soeprijanto, 2020).

Outlook of Thai Teachers' on QuillBot

Thai teachers have mixed views on QuillBot in education many see it as helpful for improving writing and reducing plagiarism, but concerns remain about overreliance and its impact on students' writing skills, prompting a push for ethical use and digital literacy (Chen et al., 2025).

METHOD

This study employs a qualitative approach to explore the experiences and perspectives of EFL teachers in Thailand regarding the integration of Artificial Intelligence (AI) in classrooms. Based on Sugiyono (2019), qualitative research emphasizes understanding natural phenomena without manipulation, with the researcher acting as the main instrument in a real-life setting. Data will be gathered through interviews to capture in-depth insights into teachers' views, experiences, and challenges in using AI as a pedagogical tool.

Data were collected through open-ended questionnaires administered to teachers at Sri Aman Suska School No. 54, Thailand, during a community service program conducted from August 1 to August 26, 2024.

Data analysis in this study follows the qualitative analysis steps proposed by Sugiyono (2019), involving cyclical and interactive processes. The goal is to interpret data continuously to gain deeper understanding of the phenomena being studied. The process includes several stages:

Data Collection

At this stage, data are collected through the distribution of questionnaires. All responses are recorded, compiled, and organized to form a comprehensive dataset for the study. The open-ended questions in the questionnaire allow respondents to provide detailed insights, which are then categorized and analyzed to identify themes and patterns relevant to the research objectives.

Data Reduction

Data reduction involves selecting, focusing, simplifying, and transforming raw data into a more manageable form. In this study, irrelevant or redundant data are eliminated, while significant points related to the use of AI in EFL teaching are highlighted. Coding is used to categorize information into emerging themes such as perceptions, challenges, benefits, and future expectations.

Data Display

The reduced data are then organized and displayed in the form of descriptive narratives, tables, or matrices to help the researcher draw meaningful conclusions. For example, teachers' responses may be grouped thematically and summarized in charts or thematic maps to show patterns.

Conclusion Drawing and Verification

After the data are displayed, conclusions are drawn based on the patterns and themes that emerge. These conclusions are continuously verified by rechecking the data sources, confirming interpretations with participants when needed, and ensuring consistency. The verification process helps increase the credibility and trustworthiness of the findings.

This ongoing and interactive process allows the researcher to develop a grounded understanding of how AI is integrated into English language teaching, as well as its impact on both teachers and students in a natural classroom setting (Sugiyono, 2019).

RESULTS AND DISCUSSION

Teachers' perspectives on the use of AI in EFL instruction are a crucial indicator in evaluating the successful adoption of technology in the classroom. AI is increasingly recognized as a pedagogical tool that not only enhances learning efficiency but also adapts to students' diverse learning styles, questionnaire questions about What is your opinion on the use of AI in English language teaching (EFL)?

Teacher 1:

> *"I believe AI is very helpful in enhancing the quality of instruction. Tools like QuillBot help students understand how to paraphrase effectively and learn sentence structures more flexibly."*

Teacher 2:

> *"In my opinion, AI is a highly beneficial innovation. It speeds up students' learning processes and offers interesting alternatives for those who lack confidence in writing or speaking."*

Both teachers expressed a positive attitude toward the use of AI in English teaching. They viewed AI as a solution to boost student engagement and expand pedagogical approaches. Teachers' experiences with AI integration reflect the practical applicability of such technologies in the classroom. Tools like QuillBot offer novel experiences that differ from traditional methods, questionnaire questions about What has your experience been in integrating AI into your English language teaching?

Teacher 1:

> *"I started using QuillBot last year as part of students' writing assignments. They were asked to write a paragraph, paraphrase it using AI, and then reflect on the differences."*

Teacher 2:

> *"My experience has been quite positive. I use QuillBot to help students rephrase sentences and avoid plagiarism. It also encourages them to think more critically about sentence structure."*

Both teachers described constructive experiences with AI integration, where the technology served as a learning aid rather than a replacement for the teacher's role. This approach promotes more reflective and independent learning. The benefits of AI use in instruction are a major motivator for teachers to continue exploring its potential. AI offers various advantages in terms of efficiency, personalization, and student engagement,

questionnaire questions about What are the main benefits you've experienced from using AI in English teaching?

Teacher 1:

> "*The main benefit is efficiency. AI speeds up the process of revising students' writing and helps them understand language errors more clearly.*"

Teacher 2:

> "*AI increases students' confidence in writing. They can see alternative sentences and choose the most appropriate ones. It also reduces anxiety when completing writing tasks.*"

Teachers found that AI tools like QuillBot accelerate students' understanding of language and improve their confidence. AI is perceived to significantly enhance learning outcomes. This question highlights concerns about the teacher's role in the technological era. While AI can automate certain tasks, the teacher's role as a facilitator remains irreplaceable, questionnaire questions about Do you believe AI can replace the role of teachers in the classroom? Why or why not?

Teacher 1:

> "*I don't believe AI can replace teachers. AI is great for support, but it can't understand students' emotional contexts or motivate them personally.*"

Teacher 2:

> "*AI is just a tool. Teachers possess intuition, empathy, and flexibility that no technology can replicate.*"

Both teachers agreed that AI serves only as a support, not a replacement. Human connection and pedagogical intuition remain the central strengths in teaching. The use of AI is not without its challenges, both technical and pedagogical. Understanding AI's limitations is essential to ensure its effective use, questionnaire questions about What are the biggest challenges you face when using AI in English teaching?

Teacher 1:

> "*The biggest challenge is internet access and devices. Not all students have adequate facilities to use AI at home.*"

Teacher 2:

> "*I'm concerned that some students rely too heavily on AI to complete tasks, which causes them to miss opportunities to learn from their own mistakes.*"

Infrastructure limitations and the risk of overdependence are the two main challenges faced by teachers. The use of AI must be accompanied by thoughtful digital literacy education. Students' attitudes toward AI influence the effectiveness of its use in learning. A positive perception can increase engagement, while a negative one can hinder adoption, questionnaire questions about What do you think about students' attitudes toward using AI in English learning?

Teacher 1:

> "*Most students are enthusiastic about using AI because they find it easier and quicker to understand the material.*"

Teacher 2:

> "*Some students are highly interested, but others feel confused or overly reliant on it. This shows the importance of teacher guidance.*"

Teachers observed that students generally welcomed the use of AI, though they still need guidance to use the technology responsibly and in a balanced way. AI is rapidly advancing in voice-based and conversational features. However, the question remains to what extent such technology can support the interactive nature of speaking skills, questionnaire questions about Do you think AI can help improve students' speaking skills in English?

Teacher 1:

> "*Not fully yet, but AI can help with pronunciation and intonation practice.*"

Teacher 2:

> *"I sometimes use AI voice tools, but students still need real speaking practice to build confidence."*

AI can assist in developing speaking skills, particularly in pronunciation, but face-to-face interaction remains essential for communicative competence. AI has great potential in customizing content based on each student's needs. This opens opportunities for more relevant and adaptive learning experiences, questionnaire questions about How do you see AI's role in facilitating personalized learning?

Teacher 1:

> *"AI allows students to learn at their own pace, especially in grammar and vocabulary areas."*

Teacher 2:

> *"I find AI very helpful for students with special needs or learning difficulties. They can repeat material without pressure."*

Personalized learning through AI is appreciated by teachers for offering individualized and supportive learning environments. The teachers' hopes for the future development of AI reflect their vision of how technology can support more adaptive, inclusive, and meaningful learning. The future of AI in education is seen as an opportunity to create a smarter and more responsive learning ecosystem, questionnaire questions about What are your hopes for the development of AI in English language education in the future?

Teacher 1:

> *"I hope AI will become more capable of understanding students' cultural and social contexts so it can provide more personalized and relevant feedback."*

Teacher 2:

> *"I would like to see AI that can interact verbally with students like a tutor, helping them speak and listen in a more natural way."*

Both teachers express strong hopes that AI will develop not just technically, but also pedagogically and ethically. They want AI to be able to build deeper connections with students' learning processes. Suggestions from local teachers are crucial for designing AI implementation that aligns with the national educational context. This includes curriculum design, teacher training, and infrastructure readiness, questionnaire questions about What suggestions do you have for integrating AI into English education in Thailand?

Teacher 1:

> *"The government needs to provide training for teachers and ensure that schools have adequate internet access and proper devices."*

Teacher 2:

> *"I suggest that AI be gradually integrated into the curriculum, and that teachers be given the freedom to choose tools that suit their teaching style."*

The teachers emphasize the need for a gradual approach, systemic support, and policies that encourage comprehensive yet flexible AI integration in English education across Thailand. Concerns that AI may reduce students' critical thinking skills are widespread in education. Therefore, teachers must design strategies that balance AI use with deep cognitive engagement, questionnaire questions about How do you ensure that AI tools support, rather than hinder, critical thinking in your classroom?

Teacher 1:

> *"I always ask students to explain their reasoning when using AI, such as why they chose a certain paraphrased version from QuillBot."*

Teacher 2:

> *"I assign reflection tasks after using AI so students can evaluate which parts were assisted by AI and which were their own ideas."*

Both teachers consciously guide their students to remain active thinkers, not passive users of AI-generated output. Reflection, discussion, and open-ended questions are their main strategies to foster critical thinking. Ethical use of AI is a critical issue, particularly in relation

to plagiarism, data privacy, and access equity. Teachers must model responsible use of technology, questionnaire questions about What ethical considerations do you take into account when using AI in your teaching?

Teacher 1:

> "*I explain to students that AI is a support tool, not something to copy from or rely on completely. I also don't store students' personal data on AI platforms.*"

Teacher 2:

> "*I limit AI use to certain activities and ensure all students understand the moral and academic boundaries when using AI.*"

Both teachers show concern for academic integrity and ethical AI usage. They emphasize the importance of transparency and digital literacy in the learning process. Availability of professional development is an important indicator of teacher readiness to adopt new technologies. Without adequate preparation, teachers risk using AI ineffectively, questionnaire questions about Have you received any training or professional development related to AI in education?

Teacher 1:

> "*So far, I haven't attended any formal training, but I've learned independently through online resources and by experimenting with AI tools.*"

Teacher 2:

> "*I once joined a short online teacher workshop, but I think the resources are still very limited and need to be expanded.*"

Both teachers have not received structured institutional support or training. This highlights the urgent need for official programs and training in AI for education. Evaluating the effectiveness of AI tools is essential to ensure that their use leads to meaningful improvements in students' English skills, questionnaire questions about How do you assess the effectiveness of AI tools in improving students' English proficiency?

Teacher 1:

> "*I assess the difference in student writing before and after using AI. Usually, there's improvement in sentence structure and vocabulary.*"

Teacher 2:

> "*I also observe how students participate in class discussions after using AI they become more confident and better at explaining their ideas.*"

Both teachers use qualitative indicators such as improvement in writing and student confidence to assess the effectiveness of AI. This shows that AI contributes tangibly to students' language development. Balancing technology and traditional methods is a challenge in the transition to digital-based education. A hybrid approach is considered the best solution by many educators, questionnaire questions about How do you balance the use of AI with traditional teaching methods?

Teacher 1:

> "*I use AI for independent practice and revision, but still do face-to-face discussions, presentations, and other in-person learning activities.*"

Teacher 2:

> "*I combine AI with manual writing exercises and group work to make sure students also develop creativity and teamwork.*"

Both teachers adopt a blended approach, where AI strengthens learning but does not replace direct interaction, discussion, or collaboration. This creates a healthy balance between technology and traditional pedagogy.

CONCLUSION

Based on in depth interviews through questionnaires with two EFL teachers in Thailand, it can be concluded that teachers hold a highly positive and enthusiastic perspective toward the use of Artificial Intelligence (AI) in English language instruction. Both teachers

acknowledged the significant benefits of tools like QuillBot in enhancing students' writing skills, accelerating learning processes, and increasing classroom engagement. They emphasized that AI serves as a supportive tool rather than a replacement for teachers, as human aspects such as empathy, pedagogical intuition, and personal connection cannot be replicated by technology. While challenges such as over-reliance and limited access to infrastructure were noted, the teachers remained optimistic about the future development of AI to become more personalized, contextual, and inclusive. They also highlighted the need for formal teacher training, ethical AI use, and strategies that promote critical thinking. In practice, both teachers adopted a blended learning approach, integrating AI with traditional methods to ensure that students remain active, reflective, and creative learners. These perspectives indicate that the integration of AI into English language teaching should be approached wisely, in a balanced and contextual manner, to support the achievement of holistic educational goals.

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