



ChatGPT for English Writing: A Qualitative Inquiry among English Major Students at Thai Higher Education

Aisah Apridayani

Tel: +6698-704-0415

Email: apridayani.edu@gmail.com

Attatham Wichaidith

Tel: +6688-760-3605

Email: attatham.wi@mail.wu.ac.th

Ruskee Doromae

Tel: +6697-347-4365

Email: ruskee.dr@mail.wu.ac.th

School of Education and Liberal Arts

Walailak University

222 Thasala District, Nakhon Si Thammarat, Thailand, 80160

Abstract: The academic discourse surrounding the use of ChatGPT has grown, yet research focusing on its application among Thai English as a Foreign Language (EFL) students remains limited. Addressing this gap, this qualitative study explores the attitudes and perceptions of seven fourth-year English majors from a university in Southern Thailand regarding ChatGPT's roles in English writing. Using semi-structured interviews and thematic analysis, the study uncovers a range of student attitudes, highlighting both the advantages and challenges of using ChatGPT. Participants recognized the tool's utility in enhancing vocabulary, grammar, and content organization, as well as its accessibility and convenience. Nonetheless, they also expressed concerns about its limitations, such as the risks of plagiarism, inaccuracies in generated content, over-reliance on the tool, and diminished cognitive engagement and creativity. These findings draw our attention to the importance of balancing the benefits of AI-assisted learning with strategies to mitigate its drawbacks. The study advocates for educators to harness ChatGPT's potential while fostering critical thinking, ethical awareness, and technological literacy among students. Moreover, it calls for a global dialogue on the pedagogical and ethical dimensions of AI in education to ensure that future learners become proficient and responsible users of emerging technologies.

Keyword: AI, ChatGPT, English major, Thai students, writing skills

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Introduction

Over the past century, technological advancements have significantly transformed the methods used for language teaching and learning (Bok & Cho, 2023; Nguyen, 2021). Among these advancements, artificial intelligence (AI) has emerged as a powerful tool in diverse classroom

environments. OpenAI created ChatGPT, an AI-driven system that generates human-like responses. With extensive training on vast datasets, ChatGPT can simulate interactive conversations and assist users in various language-related tasks (Kohnke et al., 2023). Its unique capabilities have sparked considerable interest in language education, particularly for its potential to support language acquisition (Kostka & Toncelli, 2023; Xiao & Zhi, 2023; Waluyo & Kusumastuti, 2024).

Writing is a productive skill central to second language acquisition, but it remains one of the most challenging aspects of language learning. This is due to the complexity of the writing process, which involves generating ideas, constructing outlines, composing drafts, and revising content (Apridayani et al., 2021; Oshima & Hogue, 2007; Waluyo & Apridayani, 2024). Such challenges are not unique to second language (L2) or foreign language (FL) learners but extend even to native speakers (Hyland, 2003).

As an AI-powered English writing tool, ChatGPT offers significant promise for assisting writers at all levels. It introduces innovative and interactive elements to the traditional writing and language acquisition processes (Bibi & Atta, 2024; Imran & Almusharraf, 2023). Empirical studies have highlighted its benefits for learners, including personalized learning experiences, scaffolding argument construction, improving writing quality, and providing immediate feedback (Belda-Medina & Calvo-Ferrer, 2022; Guo et al., 2021; Wang et al., 2020; Xia et al., 2022). Yet, these studies also reveal challenges, such as concerns over reliability, accuracy, ethical considerations, and practical limitations (Adgüzel et al., 2023; Eke, 2023; Halaweh, 2023; Thorp, 2023).

Research on the integration of ChatGPT in language education is growing, but empirical evidence from Thai EFL contexts remains sparse. While Ulla, Perales, and Busbus (2023) examined EFL teachers' perspectives on using ChatGPT in a Thai university, little is known about students' attitudes and perceptions of using this tool for English writing. This gap is particularly important because students, as primary users, play a critical role in shaping the effectiveness and acceptance of AI tools in educational settings. In addition, most Thai students reported their lack of confidence and challenges with English writing (Apridayani et al., 2024). Furthermore, Imran and Almusharraf (2023) emphasize the need for more research on student interactions with ChatGPT in varied cultural and linguistic contexts.

To fill these gaps, this study investigates the attitudes and perceptions of Thai English majors regarding the use of ChatGPT for English writing, both academic and non-academic. By focusing on a Thai EFL context, this research contributes to a deeper understanding of how AI tools like ChatGPT can enhance writing instruction in culturally specific settings. The findings of this study aim to inform educators, policymakers, and developers about the practical implications of adopting AI tools in English writing curricula. Specifically, it seeks to provide actionable insights into how ChatGPT can be optimized to support language learning while addressing the challenges unique to Thai EFL learners. The research questions guiding this study are:

1. What are Thai English-major students' attitudes toward using ChatGPT for English writing?
2. How do Thai English-major students perceive the use of ChatGPT in their English writing?

Theoretical Underpinning

This study is grounded in two key theoretical frameworks that provide a foundation for understanding Thai English majors' attitudes and perceptions toward the use of ChatGPT for English writing: the Theory of Planned Behavior (TPB) (Ajzen, 1991) and the Expectancy-Value Theory (Eccles & Wigfield, 2002). These theories offer complementary perspectives on the cognitive and motivational factors influencing individuals' engagement with new technologies in educational contexts.

Ajzen's Theory of Planned Behavior (TPB) (1991) explains how attitudes, subjective norms, and perceived behavioral control collectively influence behavioral intentions and actions. In this study, attitudes represent students' positive or negative evaluations of ChatGPT as a writing tool, encompassing beliefs about its reliability, effectiveness, and relevance. Favorable attitudes are likely to emerge if students perceive the tool as beneficial for overcoming challenges in English writing. Subjective norms, or the social pressures students perceive from peers, instructors, and the academic community, also play a crucial role. For example, if influential individuals in their academic environment endorse ChatGPT, students may be more inclined to adopt it. Finally, perceived behavioral control reflects students' belief in their ability to use ChatGPT successfully, influenced by factors such as ease of access, technological literacy, and available support.

The TPB has been applied to understand the adoption of ChatGPT and other technologies in educational settings. Studies have found that attitudes, subjective norms, and perceived behavioral control significantly influence intentions to use ChatGPT for academic purposes (Jo, 2023; Al-Qaysi et al., 2024). Factors, such as perceived usefulness, ease of use, and trust, also play important roles in shaping attitudes and intentions (Zou & Huang, 2023). The TPB has been successfully applied to predict teachers' technology adoption, with attitudes having the strongest influence on intentions (Lee et al., 2010; Sadaf & Johnson, 2017). These findings highlight the importance of addressing attitudes, social norms, and perceived control to promote the effective integration of AI technologies like ChatGPT in academic settings.

Moreover, the Expectancy-Value Theory (EVT) (Eccles & Wigfield, 2002) offers additional insights by highlighting the motivational factors that shape attitudes and perceptions. This theory posits that individuals' engagement with a task depends on their expectation of success and the value they assign it. In the context of this study, expectancy relates to students' confidence in using ChatGPT effectively to improve their writing outcomes, such as generating ideas or enhancing the structure and coherence of their essays. The value component comprises intrinsic value (enjoyment of using ChatGPT), utility value (its usefulness in achieving academic goals), and attainment value (alignment with personal aspirations to become proficient writers). Additionally, the theory accounts for perceived costs, such as time investment, ethical concerns, or over-reliance on AI, which can negatively impact students' attitudes. The Expectancy-Value Theory lets us understand more about the motivational factors that affect how students feel about ChatGPT and how willing they are to adopt and use AI tools in their English writing by looking at these factors.

Studies have explored the application of EVT to understand students' perceptions and intentions to use AI tools like ChatGPT in higher education (Chan & Zhou, 2023). EVT posits that motivation is influenced by expectancies for success and task values, including perceived costs (Rosenzweig et al., 2019). Research has also examined the impact of AI-assisted learning on writing skills and motivation among EFL students, revealing significant improvements compared to traditional instruction (Song & Song, 2023). While students generally view ChatGPT as an effective tool for English learning, concerns about information security persist (Liu, 2023). The integration of AI in education requires careful consideration of long-term consequences and ethical dilemmas (Tica & Krsmanovic, 2024).

Literature Review

ChatGPT has attracted considerable attention in the fields of language education and research since its creation (Fryer et al., 2017; Guo et al., 2022; Huang et al., 2022; Kohnke, 2023; Lee, Panda, Srinivasan, & Roy, 2018). Previous research has investigated the platform's capacity as a crucial instrument for language acquisition and writing instruction. Kohnke et al. (2023) emphasize that ChatGPT is a versatile and valuable tool with substantial potential to facilitate interactive and adaptable language learning. Language teachers and students, nonetheless, need to possess

advanced digital skills to take full advantage of these opportunities and effectively manage their associated risks and disadvantages. Moreover, ChatGPT has the capability to conduct formative assessments and provide immediate feedback (Greller & Drachsler, 2012; Hong, 2023; Kuhail et al., 2023; Park, 2023; Wang et al., 2020). It can help students improve the quality of their writing and reduce errors (Kim et al., 2023; Lin & Chang, 2020; Taecharungroj, 2023). Additionally, it can facilitate the learning process by providing personalized learning experiences and instant access to information. This, in turn, enhances student engagement, motivation, and the development of soft skills (Chiu et al., 2023; Firat, 2023; Kohnke, 2022; Smutny & Schreiberova, 2020).

Despite its promising capabilities, several studies have revealed the inherent limitations of ChatGPT. The model's dependence on acquired patterns from its training data hinders its ability to independently validate the accuracy of its generated content, thus creating the possibility of what is known as "hallucination"—a situation where the model generates information that seems persuasive but may lack precision (Barrot, 2023; Halaweh, 2023). Furthermore, incorporating ChatGPT-generated content directly into academic assignments raises ethical concerns (Firat, 2023; Grassini, 2023; Yan, 2023). This practice may encourage excessive reliance on the AI system, which hinders the development of critical thinking abilities (Kusters et al., 2020; Lo, 2023; Shin, 2023; Yanning, 2017). Moreover, Ahn's (2023) study showed that although ChatGPT demonstrated impressive accuracy rates and the ability to reason and provide explanations without specialized input, it was not without errors. The study emphasizes the need for human involvement and careful analysis when handling the outputs produced by ChatGPT. Furthermore, Bok and Cho's (2023) research accentuated some drawbacks, such as the lack of error descriptions, occasional incomprehensible feedback, discrepancies in responses, concerns about authorial ownership, and uncertainty about its impact on learning efficacy.

In the Thai context, research on the integration of ChatGPT into language learning is only handful. For example, Ulla et al. (2023) investigated the perspectives of EFL teachers at a Thai university regarding the use of ChatGPT as a language instructional aid. Their findings revealed a favorable reception among participants, who recognized the manifold potentials of ChatGPT, such as facilitating lesson planning and crafting language exercises. Nonetheless, participants also emphasized certain drawbacks, notably pertaining to its reliability, credibility, and the risk of fostering overreliance among students. These insights shed light on both the promises and challenges associated with integrating ChatGPT into language education in Thailand. Previous studies that examined students' experiences using ChatGPT in English writing took place in contexts other than Thai. Therefore, to address the gaps, this study seeks to investigate students' attitudes and experiences in Thailand with the utilization of ChatGPT, especially for their English writing competence.

Method

Research Design

This study sought to explore Thai English major students' attitudes and perceptions regarding the use of ChatGPT in both academic and non-academic English writing. A qualitative research design was chosen as the most suitable approach, as it allows for a deep understanding of individuals' perspectives, experiences, and insights. Qualitative research methods are valuable for exploring complex phenomena, capturing individuals' experiences, and developing new knowledge based on participants' beliefs (Given, 2008; Ma, 2015).

Participants

The study included EFL students from one university in Southern Thailand. They were selected

using a purposive sampling technique. Campbell et al. (2020) deploy the purposive sampling method to prioritize participants based on specific research inquiries and objectives, as well as pre-existing knowledge about the individuals. The study's objectives led to the development of the following criteria: (1) They are Thai English major students; and (2) They have completed several writing courses, including English Composition I, English Composition II, and Academic Writing. They were clearly informed that their participation had no effect on their academic grades or performance. Their participation was voluntary, and seven fourth-year students agreed to participate in this study. Their ages ranged from 20 to 22 years. Aligned with the Common European Framework of Reference for Languages (CEFR), these students exhibited English proficiency spanning from A2 to B2 levels, or elementary to upper intermediate levels. The students filled out a consent form. They agreed to use pseudonyms rather than their actual names to maintain confidentiality.

Research Instrument and Data Collection

To gather data, semi-structured interviews were conducted with the participants. This method was chosen as it allows for a balance between providing interviewees with the freedom to express their thoughts and focusing on specific areas of interest, thus enabling a comprehensive exploration of their perspectives (Horton et al., 2004). The list of interview questions was adapted from Yan (2023). The questions were translated into Thai, and their validity was verified by two native Thai speakers. To enhance reliability, the questions were pilot-tested and subsequently revised for clarity, reworded for precision, and restructured where necessary. Table 1 outlines a sample of the interview questions.

Table 1

A Sample of Interview Questions

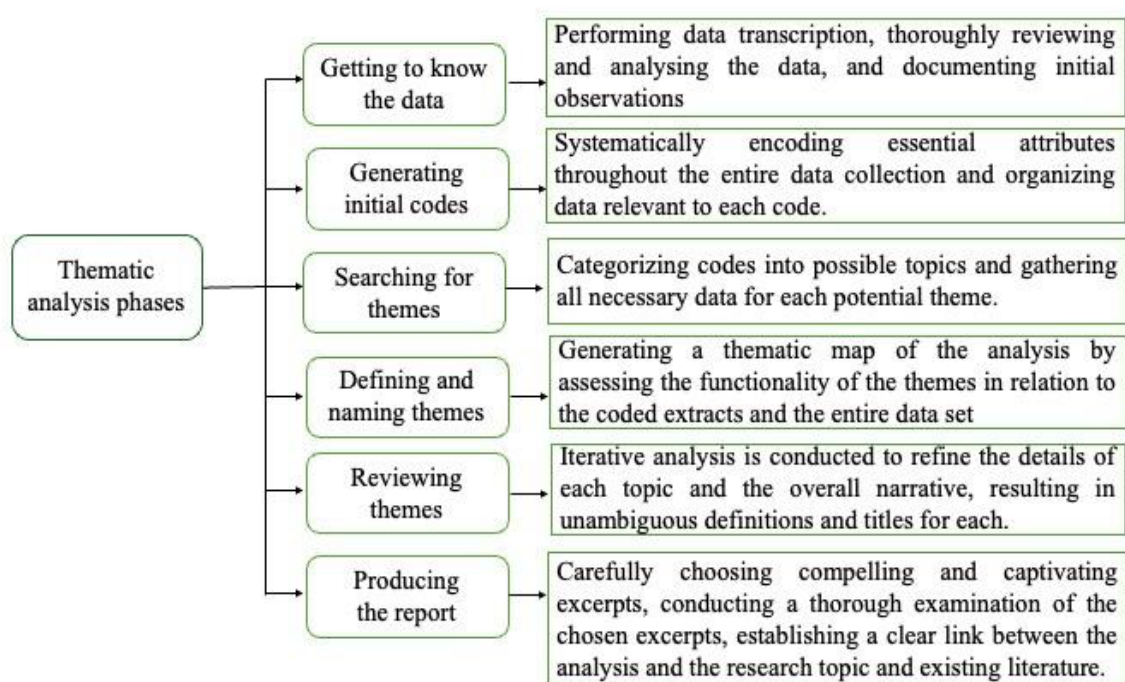
No	Questions
1	Do you know what ChatGPT is?
2	What do you think about ChatGPT?
3	Have you ever used ChatGPT to develop your English writing?
4	Do you agree or disagree if students use ChatGPT to do their English writing work? Why?
5	What are the benefits and drawbacks of using ChatGPT in terms of English writing?
6	Does ChatGPT improve your English writing skills? Why?

The interviews were scheduled at times and locations convenient for the participants to ensure their comfort and accessibility. Each interview session typically lasted approximately 30 minutes. With consent from the participants, audio recordings were made, and detailed notes were taken during the discussions. Subsequently, these recordings were transcribed verbatim to facilitate thorough analysis.

Data Analysis

Data from the interview underwent thorough analysis utilizing thematic analysis, a robust method outlined by Braun and Clarke (2006) for discerning and interpreting patterns within the dataset. Drawing upon existing literature and the formulated research inquiries, distinct themes emerged as the foundation for analysis. The researcher used a deductive methodology to categorize and examine data by incorporating a sequence of concepts, ideas, or topics into the coding and organization of meanings to produce themes (Apridayani et al., 2024; Braun et al., 2015; Waluyo & Apridayani, 2021). Figure 1 depicts the various stages of thematic analysis.

Figure 1
The Stages of Thematic Analysis (Braun & Clarke, 2006)



Results

The current investigation collected a total of 1,882 words derived from the responses subjected to meticulous thematic analysis, resulting in a collection of insightful findings that provide illumination on the diverse attitudes and perceptions regarding the utilization of ChatGPT for English writing. Students were designated with the letter S, followed by a numerical sequence, such as S1, S2, and so forth.

Thai Students' Attitudes towards Using ChatGPT for English Writing

Awareness and Understanding of ChatGPT

Students demonstrated a solid awareness and understanding of ChatGPT as an AI tool that aids in various aspects of writing. They described it as a versatile tool that assisted with generating text, studying writing formats, reviewing grammar, and finding information.

"ChatGPT is a tool that I use to help with my writing (S1)." "It's a tool that I use to study writing, such as essays or research papers (S3)." "It's a tool that I use to review grammar in my writing as well as find the answers to the questions (S4)."

This broad understanding indicates that students are not only familiar with ChatGPT's existence but also recognize its multifaceted utility in academic contexts. This awareness is critical, as it lays the groundwork for their attitudes toward its use in writing tasks.

Mixed Attitudes

Students expressed mixed attitudes about using ChatGPT in their writing. While some agreed that it could aid in improving writing skills and efficiency, others were concerned that it might undermine the development of students' own writing skills.

"I agree with the use of ChatGPT in writing as it will make it more comfortable for students to do their own writing (S1)." "I disagree because AI-generated writing does not come directly from the students' writing skills (S5)." "I agree and disagree on some matters because it has both advantages and disadvantages (S7)."

This dichotomy reflects a broader debate about the role of AI in education: should we embrace it as a valuable resource or exercise caution to prevent the erosion of fundamental skills? Those in favor of using ChatGPT appreciated its ability to make the writing process more manageable and to facilitate learning from AI-generated content. Conversely, those against it worried that reliance on AI might detract from students' ability to develop and refine their own writing abilities.

Thai Students' Perceptions on the Use of ChatGPT in Their English Writing

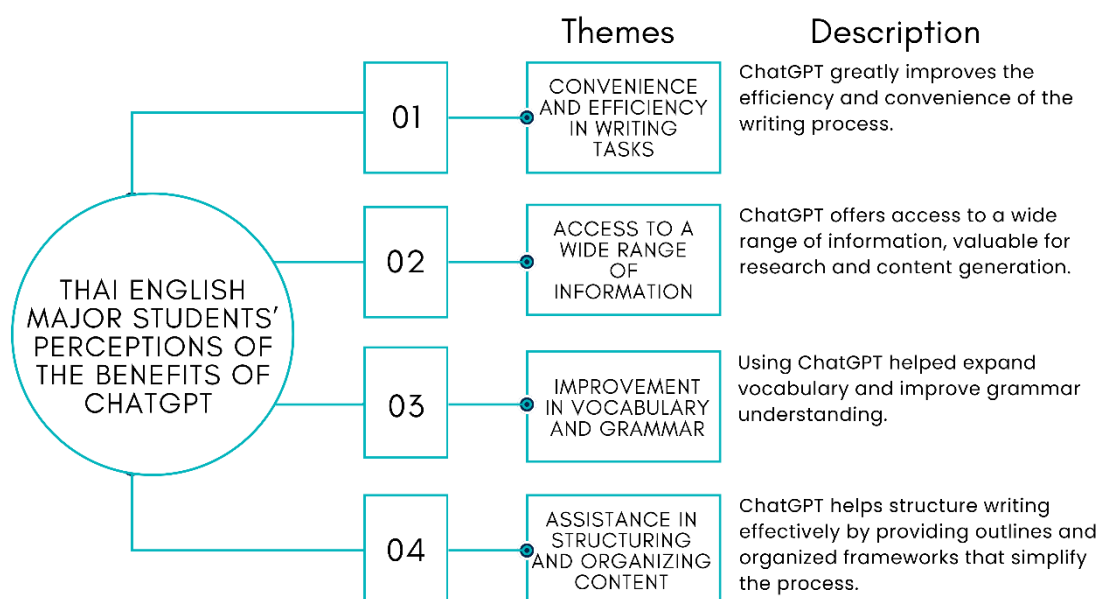
The thematic analysis of Thai English majors' perceptions regarding the use of ChatGPT for their English writing revealed a nuanced view that encompasses both the benefits and drawbacks of the technology.

Benefits of Using ChatGPT

In this study, Thai students reported four benefits of using ChatGPT in their writing, as described in Figure 2.

Figure 2

Benefits of Using ChatGPT



Convenience and Efficiency in Writing Tasks. Most students highlighted that ChatGPT significantly eased the writing process, making it more efficient and convenient.

"Overall, ChatGPT is a good tool that can generate outlines or ideas for writing from keywords, which are more concise and accurate than human thinking (S5)." "It's a useful tool. Many times, when I can't come up with a plot for my writing, I can use AI to generate the layout (S4)."

The AI tool assists in generating ideas, outlines, and even full paragraphs, which can be especially helpful when writers face a creative block or need to quickly organize their thoughts. This convenience allows students to focus more on refining their ideas and content rather than getting

bogged down by the initial stages of writing. The ease of use and ability to produce content quickly can be particularly beneficial for students with tight deadlines or those who struggle with starting their writing assignments.

Access to a Wide Range of Information. Students noted that ChatGPT provided access to a broad spectrum of information, which could be valuable for research and generating diverse content.

"I used to use it, and I think it's good because I can find a variety of information (S6)." "It is useful when researching information, and sometimes it can be used in translation work as well (S7)."

ChatGPT's ability to pull information from various sources means that students can quickly gather relevant data and perspectives on their topics, enhancing the depth and breadth of their work.

Improvement in Vocabulary and Grammar. Several students mentioned that using ChatGPT helped them expand their vocabulary and improve their understanding of grammar.

"I've developed new vocabulary in my writing skills because chatbots use a wider range of words than I do. It enables me to explore a greater variety of new vocabulary forms (S1)." "The AI word generator allows me to learn more, have more word variations, and use them better in my writing (S3)."

This exposure to varied word choices and proper sentence structures can enhance their writing skills. ChatGPT's suggestions often include a more sophisticated or varied vocabulary than what students might typically use, providing them with new language tools to incorporate into their writing. Additionally, seeing correct grammar and sentence structures modeled can help students internalize these rules and apply them in their own writing. This ongoing interaction with high-quality language output can contribute to a gradual improvement in their language proficiency.

Assistance in Structuring and Organizing Content. Students confirmed that ChatGPT helped them structure their writing effectively. It provided outlines and organized frameworks that could simplify the writing process.

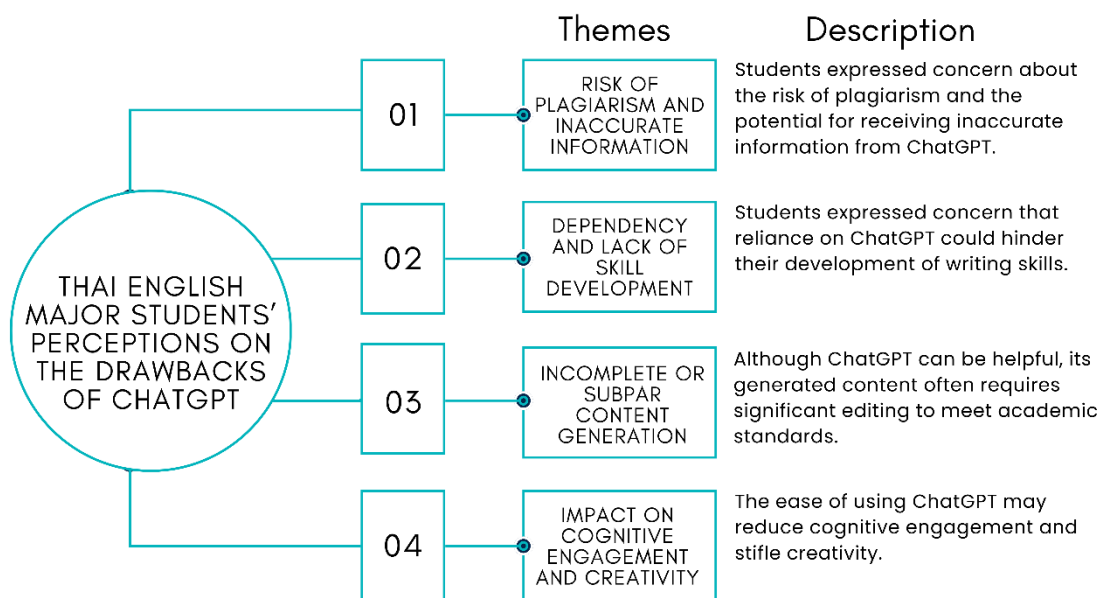
"I've used it to find references for research papers, outline the essay, and do research (S2)."

"I've used it to arrange and organize the ideas in various writings (S3)."

By offering clear outlines and logical progression, ChatGPT can guide students in presenting their ideas coherently and systematically. This structured approach not only makes the writing process less daunting but also ensures that the final product is well organized and easy to follow. The AI provides a framework for students to develop their arguments and add detail, resulting in a more polished and cohesive piece of writing.

Drawbacks of Using ChatGPT. Thai students also reported four drawbacks to using ChatGPT in their writing, as shown in Figure 3.

Figure 3
Drawbacks of Using ChatGPT



Risk of Plagiarism and Inaccurate Information. Students raised a significant concern about the risk of plagiarism and the possibility of receiving inaccurate information from ChatGPT.

"It's a useful tool, but occasionally the AI will cite specific texts from websites that prohibit plagiarism (S3)." "The disadvantage is that it could provide inaccurate information regarding cited research (S2)."

The AI might draw reference content from restricted sources or generate content that is factually incorrect, which can undermine the integrity of the user's work. Plagiarism is a serious academic offense, and students using AI-generated content without proper attribution or verification can inadvertently commit plagiarism. Furthermore, inaccuracies in the information provided by ChatGPT can mislead students and affect their work's credibility. Therefore, it is crucial for students to critically evaluate and cross-check the information generated by ChatGPT to ensure its accuracy and originality.

Dependency and Lack of Skill Development. Some students expressed concerns that reliance on ChatGPT might hinder their ability to develop their own writing skills. The convenience of using AI could make students less inclined to practice and hone their creativity and critical thinking abilities.

"ChatGPT makes writing work more comfortable, but its disadvantage lies in not developing students' thinking or creativity in their own writing (S1)." "It could make them lazy to think and use their knowledge and writing skills (S7)."

Over reliance on AI-generated content can lead to a lack of engagement with the writing process, preventing students from fully developing their writing competencies. Only practice and active involvement in the writing process can develop essential skills such as critical thinking, original idea generation, and clear thought articulation. If students become too dependent on ChatGPT, they may miss out on these crucial learning opportunities.

Incomplete or Subpar Content Generation. Students noted that while ChatGPT could be a

helpful tool, the content it generated often required significant manual editing to meet academic standards. This incompleteness means that users cannot rely solely on the AI and must invest time in revising and improving the generated content.

"The generated writing is incomplete. Manual editing is required (S1, S4)."

ChatGPT's outputs may lack the depth, nuance, or academic rigor required for higher education writing tasks. Therefore, students need to critically assess and refine the AI-generated content, adding their insights and ensuring that the final product meets the expected quality standards. This process can be time-consuming and requires a thorough understanding of the subject matter and writing conventions.

Impact on Cognitive Engagement and Creativity. There is a concern that the ease of using ChatGPT might reduce cognitive engagement and stifle creativity. If students become too comfortable with AI-generated content, they might not push themselves to think deeply or come up with original ideas.

"I gained little writing skill from ChatGPT because I didn't use my own thinking to develop my writing as much as I should have (S2)." "Students will become so comfortable that they forget or cannot use their writing skills (S5)."

Writing is not just about producing text; it is a cognitive process that involves critical thinking, creativity, and problem-solving. Students who rely on AI for these tasks may miss out on the intellectual engagement that comes from grappling with complex ideas and developing unique perspectives. This could lead to a superficial understanding of the subject matter and a lack of originality in their work.

Discussion

The findings of this study provide valuable insights into Thai English majors' attitudes and perceptions of ChatGPT, revealing a complex interplay of advantages and concerns. Students demonstrated an awareness of ChatGPT's multifaceted applications, such as generating text, studying writing formats, and improving grammar. This aligns with research by Kohnke et al. (2023), which points out ChatGPT's versatility in language learning. Nevertheless, while students recognize its utility, their ability to fully utilize the tool remains limited. Thus, Fryer et al. (2017) and Guo et al. (2022) suggest the necessity of advanced digital skills. This highlights a critical gap: awareness of ChatGPT's capabilities does not equate to effective use, a finding that calls for targeted interventions in digital literacy education.

The mixed attitudes toward ChatGPT reflect broader tensions in the literature regarding AI in education. On one hand, students appreciate its potential to enhance writing efficiency and provide immediate feedback (Kim et al., 2023; Hong, 2023). On the other hand, concerns about dependency and the erosion of fundamental writing skills echo warnings from Kusters et al. (2020) and Shin (2023). This dichotomy illustrates the dual-edged nature of AI tools: while they can facilitate learning, they risk undermining skill development if over-relied upon. Furthermore, Ahn (2023) notes that although ChatGPT aids in generating ideas and overcoming writer's block (Smutny & Schreiberova, 2020; Song & Song, 2023), it does not necessarily promote deeper cognitive engagement or creativity. These findings indicate that although ChatGPT provides tangible benefits, its pedagogical value hinges on its integration into learning environments.

This study also identifies significant drawbacks of using ChatGPT, including risks of plagiarism, dependency, and reduced cognitive engagement. As Barrot (2023) and Halaweh (2023) caution, the

over-reliance on AI tools can stifle creativity and critical thinking, resulting in passive learning. The occasional inaccuracies and incomplete content generated by ChatGPT, as highlighted by Bok and Cho (2023), further accentuate the need for students to critically evaluate AI-generated material. This calls for a pedagogical shift: teachers must guide students to use ChatGPT as a supplementary tool that enhances their skills rather than as a crutch that replaces active learning. Such an approach aligns with Firat (2023) and Grassini (2023), who stress the importance of balancing AI's efficiency with the development of students' independent writing skills.

The findings have important implications for integrating AI into English as a Foreign Language (EFL) curriculum. First, digital literacy must become a core component of EFL instruction, equipping students with the skills needed to effectively use AI tools. As Kohnke et al. (2023) emphasize, advanced digital literacy enables students to maximize the potential of AI while mitigating its risks. Teachers should incorporate explicit instruction on how to critically engage with AI-generated content, focusing on editing, verifying, and contextualizing the material. This approach not only leverages the strengths of ChatGPT but also fosters critical thinking and active learning.

Second, the ethical considerations surrounding AI usage must be addressed more forcefully. Teachers and policymakers should establish clear guidelines for the responsible use of AI tools, emphasizing the importance of originality and ethical academic practices. This includes educating students about the risks of plagiarism and the need to critically evaluate AI-generated content. Yan (2023) and Lo (2023) indicate the growing ethical challenges posed by AI in education, including issues of authorship and intellectual engagement. Teachers must design assignments that require students to combine AI-generated input with their own critical analysis, ensuring that cognitive engagement and creativity remain at the forefront of the learning process.

Furthermore, incorporating AI tools, such as ChatGPT into formative assessments, has enormous potential. According to Greller and Drachsler (2012), artificial intelligence can provide immediate feedback, allowing teachers to better identify and address students' weaknesses. Yet, Bok and Cho (2023) suggest that we must closely monitor the accuracy of AI feedback to avoid misinformation. Policymakers should support professional development programs for educators, which will provide them with the skills needed to effectively and ethically incorporate AI tools into their teaching practices.

Globally, these findings highlight the need for a collaborative effort to address the pedagogical and ethical implications of AI in education. Tica and Krsmanovic (2024) argue that a careful evaluation of AI's long-term impact on learning is essential. By embedding digital literacy into curricula, establishing clear ethical guidelines, and promoting active cognitive engagement, educators and policymakers can harness the potential of AI tools like ChatGPT while safeguarding the quality and integrity of education.

Conclusion

In conclusion, this study revealed that Thai English-major students held nuanced and mixed attitudes toward the use of ChatGPT in their academic writing practices. Students recognized several key advantages of the tool, such as its ability to provide convenience, enhance efficiency, and grant access to a diverse range of information. They also highlighted its potential to aid in improving vocabulary and grammar, structuring and organizing content, and generating ideas to overcome writer's block. These benefits stress ChatGPT's role as a supportive tool in facilitating the writing process and addressing some common challenges faced by language learners.

However, the students also expressed significant concerns about the tool's limitations. The main concerns were plagiarism and AI-generated content errors, which could cause confusion or require

extensive manual editing. Additionally, there was a recurring apprehension about the potential for over-reliance on the tool, which might foster dependency and inhibit the development of independent writing skills. Students also worried about a reduction in cognitive engagement and creativity, noting that excessive reliance on AI could undermine their ability to think critically and produce original work. These findings call attention to a complex perception of ChatGPT: while it provides valuable assistance for specific writing aspects, it necessitates a careful balance in its use to avoid compromising fundamental academic and cognitive skills.

Recommendations

Although this study yielded several significant results, it is critical to acknowledge its inherent limitations. To begin, the study focused solely on Thai students' attitudes and perceptions with ChatGPT in English writing, using a small sample size. Future research should consider including a broader demographic of EFL students and expanding the participant pool to ensure a more thorough analysis of the problem. Furthermore, while this study used a semi-structured interview to collect data, further investigations might significantly broaden the depth of insight by adopting a mixed-methods approach. Integrating quantitative and qualitative data collection techniques, as well as various types of data analysis, has the potential to further illuminate EFL students' perspectives with ChatGPT in English writing. Moreover, future research should explore the longitudinal effects of using ChatGPT as a tool in language learning. Examining how prolonged and consistent use of ChatGPT impacts students' language acquisition, writing development, and overall academic performance over time would provide valuable insights. Longitudinal research could also explore how students' perceptions and attitudes toward ChatGPT evolve as they become more familiar with its capabilities and limitations, offering a deeper understanding of its role in shaping long-term educational outcomes.

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