

Perceptions of AI Literacy in English Language Teaching: A Mixed-Methods Study of Thai EFL Teachers

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Abstract:

The growing integration of generative artificial intelligence (AI) into English language teaching (ELT) has highlighted the need for teachers to develop AI literacy. However, limited research has examined in-service English language teachers' perceptions of AI literacy using mixed-methods approaches. This study investigated teachers' perceptions of AI literacy in ELT and explored qualitative explanations for the quantitative findings. An explanatory sequential mixed-methods design was employed. Quantitative data were collected from 206 in-service English language teachers using the Perceptions of Artificial Intelligence Literacy in English Language Teaching Scale (PAIL-ELTS), followed by semi-structured interviews with 20 teachers. Quantitative data were analyzed using descriptive statistics, one-way ANOVA, and Welch ANOVA, while qualitative data were analyzed using thematic analysis. Both datasets were integrated through joint displays and meta-inferences. The findings revealed an overall high level of AI literacy perceptions. Teachers reported high perceptions of understanding AI, AI use, pedagogical integration, and ethical AI use, but only moderate perceptions of critical evaluation and AI-supported assessment and feedback. No significant differences were found across demographic characteristics. The integrated findings suggest that AI literacy extends beyond technological competence to include pedagogical judgment, critical evaluation, ethical responsibility, and assessment literacy. These findings provide implications for teacher education and professional development in AI-integrated ELT.

Keywords:

AI literacy, English language teaching, in-service English teachers, mixed-methods research, teacher education.