

Investigating Teachers' and Students' Perceptions of the Qualities of Effective EFL Teachers: A Case Study in a Thai University Context

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Abstract

This qualitative case study explores teacher and student perceptions of effective English as a Foreign Language (EFL) teacher qualities in a Thai private university and highlights areas of convergence and divergence. Data were derived from five classroom observations and from interviews with six second-year dentistry students and one experienced English teacher. The analysis addresses personal and instructional teacher qualities and considers how cultural, institutional, and contextual factors shape the enactment of these qualities in practice. Thematic analysis with triangulation was used. Findings show strong and broadly equal convergence on clarity and competence, intercultural communication, clear lesson structure, and a task-centered, real-world focus. The teacher gives slightly greater weight to English-medium instruction (EMI)-related qualities (as defined in this study), including academic literacy focus, genre-based instruction, cultivation of students' research literacy and self-directed inquiry, and field-specific content (e.g., dentistry- and healthcare-related content in English lessons for dentistry students). Students give slightly greater weight to empathy, approachability, feedback, flexibility, face-saving, assessment alignment and transparency, and effective participation architecture (e.g., pair work). Teacher and student preferences diverge somewhat regarding the scope of field-specific content. Overall, both perspectives support balancing academic demands with students' emotional well-being. With contextual fit, findings may transfer to comparable programs and university English courses in Thai higher education.

Keywords: qualitative case study, effective EFL teachers, instructional qualities, personal qualities, perceptions, Thai higher education

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Introduction

Teacher qualities matter in Thai university EFL classrooms because they can shape students' motivation, confidence, and willingness to communicate (WTC). This is consistent with WTC theory and self-determination theory (MacIntyre et al., 1998; Ryan & Deci, 2000).

Prior Thai higher-education EFL research documents occasional expectation mismatches in goals and learning preferences (Meksophawannagul, 2015; Queti & Nanni, 2022). Other related concerns in English for Specific Purposes (ESP) literature include task and assessment design (Hyland, 2007) and differing expectations about the scope of field-specific content in English courses (Hyland, 2004).

These gaps reflect teacher qualities as well as cultural, contextual, and institutional conditions and constraints. Strong teaching can reduce, but rarely eliminate, such constraints. Accordingly, this study investigates convergence and divergence in teachers' and students' perceptions to inform more responsive, intentional, and contextually relevant EFL teaching, including specialized discipline-specific English courses, in Thai higher education.

The research questions are:

- 1) What are the key qualities of effective EFL teachers in a Thai university context as perceived by both teachers and students?
- 2) To what extent do teachers' and students' perceptions align or differ regarding the qualities of effective EFL teachers in a Thai university context?

Literature Review

Concepts

In EFL (English as a Foreign Language), English is learned primarily through classroom exposure rather than daily use; ESP is needs-based instruction for a specific learner group, and EAP is an ESP branch focused on academic study and research in higher education (Richards & Schmidt, 2010).

English-medium instruction (EMI) involves teaching academic subjects in English in contexts where most students are not first-language English users (Dearden, 2014). This study does not examine a full EMI content classroom; rather, it analyzes an EFL course that integrates ESP/EAP-informed practices to build one component of EMI readiness: EMI-related academic work typical of demanding content courses.

In this study, EMI-related instructional qualities refer to ESP/EAP-informed practices and teacher qualities, including discipline-linked content (dentistry-specific), field-linked content (broader healthcare/medical topics), academic literacy support (e.g., analyzing texts and producing summaries, short reports, and research-to-presentation tasks), and genre-based pedagogy that clarifies audience and purpose while scaffolding independent production. These broadly match Hyland's (2004, 2007) and Swales's (1990) accounts.

Conceptual Foundations of Effective EFL Teaching

Teacher effectiveness is typically conceptualized as the integration of content knowledge, pedagogical knowledge (i.e., how to teach), and knowledge of learners and contexts (Shulman, 1987). In EFL contexts, it additionally requires strong target-language proficiency (Park & Lee, 2006) and the ability to reduce communication anxiety and foster WTC (MacIntyre et al., 1998).

For the purposes of this study, teacher qualities are analytically grouped into instructional and personal domains. This categorization is used as an operational framework rather than as a claim of a universally established typology. Instructional qualities refer to enacted teaching practices associated with lesson delivery and structured sequencing. These practices include clear explanations, modeling, guided practice, and systematic checking for understanding, which are characteristic of research-based principles of explicit instruction (Rosenshine, 2012). Personal qualities refer to socio-affective and relational characteristics that shape teacher-student interaction and classroom climate. Socio-affective skills have been identified as a core dimension of teacher effectiveness (Park & Lee, 2006).

Thai and International Evidence on Stakeholder Weighting

Teachers mainly emphasize fairness and strong organization/preparation; students mainly emphasize rapport and supportive teacher attitudes, while still valuing preparedness (Meksophawannagul, 2015). Thai undergraduates likewise emphasize kindness, friendliness, and understanding (Chen, 2012), and students rate affective variables, knowledge of students, and professional development more highly than teachers (Quieti & Nanni, 2022).

International studies similarly report divergences. In Korea, teachers prioritize English proficiency, whereas students prioritize pedagogical knowledge; socio-affective skills rank lowest for both groups (Park & Lee, 2006).

In Iran, teachers emphasize language mastery, pedagogical knowledge, the use of specific methods, and positive personality traits, whereas learners emphasize personality and behavior (Shishavan & Sadeghi, 2009).

In a student-focused Korean university study, students rated rapport and clear delivery highly, alongside impartiality, target language knowledge, and good preparation (Barnes & Lock, 2013). Overall, these patterns suggest that stakeholder weighting varies by context.

Research Gap

Research on effective EFL teacher qualities has often relied on pre-specified attribute lists and survey-based comparisons, often privileging particular stakeholder perspectives (e.g., Barnes & Lock, 2013; Chen, 2012; Meksophawannagul, 2015; Quieti & Nanni, 2022; Wangdi & Shimray, 2022). Fewer studies have incorporated classroom observation or examined how these qualities are enacted and perceived within discipline-specific English courses in Thailand. The present study seeks to contribute to this area.

Methodology

Note. The full appendix is available upon request via email.

Research Design

This study used a **qualitative single-case study** design in a **bounded Thai university EFL setting** (one course, one site, one semester) to enable **in-depth examination of individual perspectives**. It was selected to build **context-specific understanding** rather than statistical generalization.

Setting

The study was conducted at a university English Language Institute in Thailand and focused on a program-aligned English course for dentistry students. The course integrated ESP/EAP-informed practices to support EMI-adjacent academic readiness. Two sections of the

dentistry course were observed. A section refers to one class group with its own roster and timetable.

General non-program-aligned English courses were discussed in the teacher interview for comparison. These courses typically emphasized broader literacies, involved less field-specific content and in-class English use, and enrolled larger student groups.

Participants

Teacher inclusion criteria required the instructor to be teaching English for dentistry at the Institute, to have received positive supervisor and student feedback, and to be scheduled to teach dentistry sections during the data collection period. Two dentistry sections were observed (one first-year, one second-year), totaling approximately 60 mixed-gender students.

Six students from the observed second-year section of approximately 30 students were interviewed following teacher and researcher nomination of engaged students. Engagement was identified through the teacher's and researcher's knowledge of the cohort, including aspects such as attendance, active participation, WTC, and consistent task effort. Engaged students were nominated because they were likely to cooperate and provide detailed reflections on teaching and learning. Student interview inclusion required enrollment in the observed second-year section, informed consent, and identified engagement. All interviewees were female and intermediate-to-advanced non-native English users.

Data and Instruments

Data were collected using non-participant classroom observations and semi-structured interviews. Five observations were conducted using a structured protocol that guided field notes on personal traits, cultural sensitivity, instructional clarity, lesson delivery and methods, feedback and assessment, classroom management, and responsiveness and adaptation.

Separate interview guides were developed for students and the teacher. Student interviews addressed instructional and personal qualities, teacher-student perception differences, cultural/contextual/institutional factors, and dentistry-related needs. The teacher interview explored similar areas and additionally examined pedagogical rationales, constraints, and course design considerations. Instruments were informed by Thai and international

research on teacher effectiveness (e.g., Chen, 2012; Meksophawannagul, 2015; Quieti & Nanni, 2022; Shishavan & Sadeghi, 2009; Wangdi & Shimray, 2022).

Data Collection

Data collection took place over three weeks in March during the latter half of the term. Five classroom observations were conducted over the first two weeks: one pilot observation (retained for analysis) and four main observations. Observations covered two first-year dentistry sessions (Thursdays at 13:00) and three second-year dentistry sessions (Fridays at 13:00). Each session lasted approximately 90–180 minutes. Some classroom observations were conducted online due to feasibility constraints for the teacher and students at the time.

Semi-structured interviews were completed in the third week. Interviews were conducted with six students (40–90 minutes; online or in person) and the teacher (two online sessions of approximately 60 minutes each); interviews were bilingual (Thai/English) as needed, audio-recorded, and questions were flexibly adapted to avoid redundancy.

Trustworthiness and Instrument Validation

Credibility was supported through triangulation of data sources and advisor review of the analysis and instruments (Creswell & Creswell, 2018). Instrument content validity was reviewed by three EFL experts using the Index of Item–Objective Congruence (IOC); items with $IOC < 0.50$ were revised or removed (Rovinelli & Hambleton, 1977). Dependability was strengthened through pilot testing and an audit trail documenting instrument revisions and coding decisions. Confirmability was supported through direct quotations combined with paraphrasing. Transferability was aided by thick contextual description (Creswell & Creswell, 2018).

Data Analysis

Thematic analysis followed Braun and Clarke’s (2006) framework, using semantic and latent coding. Familiarization, initial coding, triangulation, and theme development proceeded iteratively and were refined over successive readings. Interview transcripts were coded and compared across datasets and refined into themes (Braun & Clarke, 2006).

For example, interview comments about knowing “what we’re going to learn today,” together with observation notes on signposting and recap, were coded as “clear structure”

and informed the theme “Clear Lesson Structure.” Final themes were classified as personal, instructional, or cultural, institutional, or contextual.

Coding was conducted by one researcher, and a second researcher reviewed the coding notes and thematic organization for clarity, consistency, and plausibility, including whether the themes and weightings were supported by the data.

After coding, the teacher and students’ relative weighting of each quality was examined. In this study, “weighting” refers to the qualitative prominence of a quality within each dataset. Weighting was judged using recurrence and emphasis, including how strongly a quality was evaluated and how fully it was elaborated, consistent with Saldaña’s (2013) discussion of frequency and intensity in qualitative coding.

Weighting was also triangulated with classroom observations when the quality was observable; observations were used to corroborate or contextualize interview claims rather than to require uniform visibility across lessons.

Weighting labels in Table 1 were study-defined descriptors, informed by Saldaña (2013), and are not a standardized or validated scale.

On the other hand, “emphasis” refers to the viewpoint in which teacher and students approached the same quality, which could shape how its weighting was interpreted.

Ethics

University ethics approval was obtained, and administrative permission was granted by the English Language Institute. The teacher and interviewed students provided written informed consent, and observed students were informed that classroom observations were being conducted. Data were anonymized and securely stored, consistent with standard qualitative ethics procedures (Creswell & Creswell, 2018).

Reporting Conventions

Quotations, paraphrases, and explanations were lightly edited for conciseness; efforts were made to preserve meaning as closely as possible.

Minor attribution inaccuracies may have occurred because the interviews were lengthy and multiple participants expressed similar points; these were unlikely to affect the interpretations or results.

Student perspectives primarily reflected those of dentistry students. Non-English course remarks were included when relevant or useful to English teachers.

“Qualities addressed” listed each theme’s main qualities in shortened form; the full labels are given in Table 1.

Findings were reported as thematic patterns rather than as evaluations of specific individuals or programs.

In this study, “specialized courses” referred to program-aligned English courses and “general courses” referred to non-program-aligned English courses.

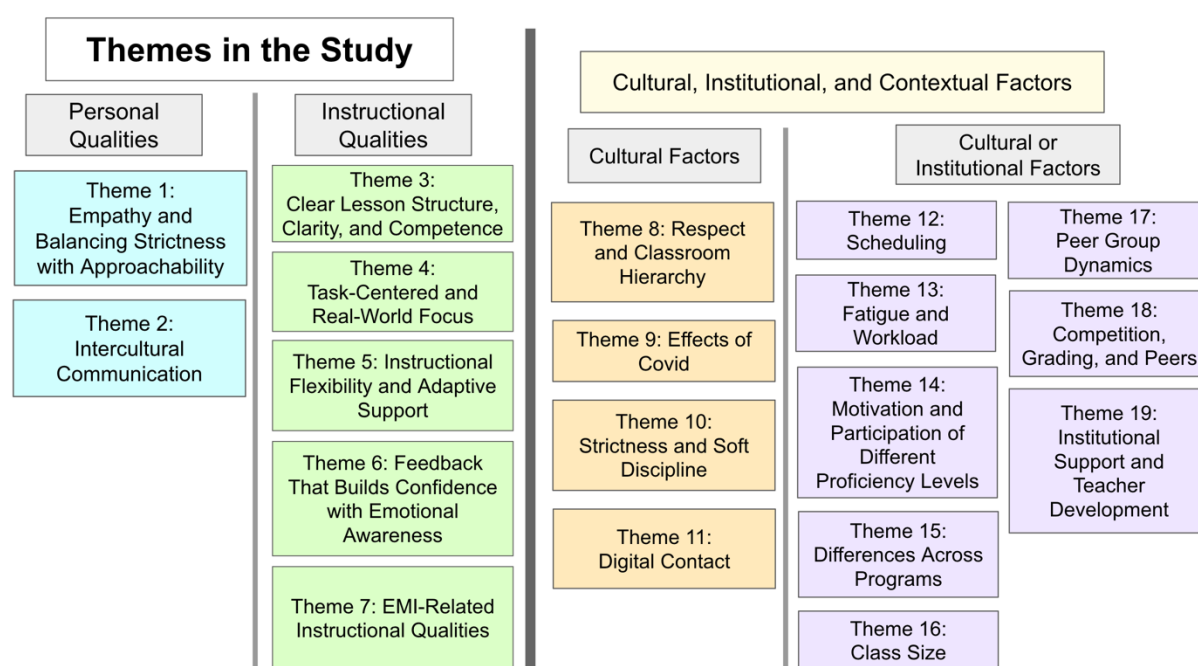
Findings

Research Question 1

This section presents the thematic findings for Research Question 1 and explains how the identified themes are organized across personal qualities, instructional qualities, and cultural, institutional, and contextual factors.

Figure 1

Overview of Themes



Personal Qualities of Effective EFL Teachers

Theme 1: Empathy and Balancing Strictness with Approachability

Qualities addressed: empathy, emotional regulation, and care; fairness; balancing strictness with approachability

Participants described effective EFL teaching as a balance between empathy and structured authority. Students weighted this theme slightly more highly than the teacher because they directly and explicitly linked kindness and fairness to confidence, WTC, respect, and participation. The teacher emphasized calmness, composure, professionalism, and context-sensitive strictness that avoided harshness.

“What matters most is that the teacher should care, listen, understand us, and explain clearly; even without perfect English, a teacher who connects is already doing a great job.” — (Student 1)

“Compliments helped.” — (Student 5)

“We want to feel respected, not controlled. When the teacher is kind and supportive but still knows how to keep things in order, that’s the best combination. It makes us want to learn and do well, not because we’re scared, but because we respect them and feel good in the classroom.” — (Student 1)

“A good teacher does not treat students differently or have bias.” — (Student 3)

“Rather than scolding for lateness, I explain that they may miss bonus points.” — (Teacher)

Students appreciated a balance of “60% approachability, 40% strictness.” — (Students 4, 5, 6)

The teacher reported being “more approachable” in specialized courses and noted that being “too strict” could demotivate students, although tone

became more authoritative during key instruction. In general courses, “I have to be strict to make sure they pay attention.” — (Teacher)

“I emphasize the importance of maintaining composure, showing patience, and not reacting emotionally . . . teachers are expected to manage the situation calmly and constructively. Intercultural awareness, understanding, and emotional restraint are essential qualities for teachers working in today’s Thai educational context.” — (Teacher)

Overall, empathy appeared to foster emotional safety. Warmth and firmness functioned together to sustain trust and engagement.

Theme 2: Intercultural Communication

Qualities addressed: intercultural communication; clarity and competence

Both groups weighted this theme highly and equally and explicitly emphasized its role in clarity, inclusion, and participation. The teacher also highlighted cultural awareness as central to credibility and trust.

“Many students come from diverse educational backgrounds . . . If you do not know how to convey messages, you might offend someone without intending to.” — (Teacher)

“Intercultural rapport is also critical. If students feel like you do not understand how to teach Thai learners or how to motivate them, students will question your character and image.” — (Teacher)

Students similarly valued teachers who drew on familiar Thai culture or society because this made lessons more engaging and easier to understand. — (Students 1–6)

Classroom observations showed that culturally situated prompts, such as pop culture references and brief debates, appeared to lower participation risk and increase responsiveness.

These accounts indicate that intercultural communication supported both teacher credibility and student engagement.

Instructional Qualities of Effective EFL Teachers

Theme 3: Clear Lesson Structure, Clarity, and Competence

Qualities addressed: clear lesson structure; clarity and competence; recap and spaced retrieval; preparedness, confidence, professionalism, and problem-solving agility; assessment alignment and transparency

Both groups weighted this theme equally and highly, both explicitly linking clear lesson structure and clarity to trust and participation. Shared emphases included planned sequencing, recaps, and immediate practice. Students emphasized explicit explanation, signposting, predictable task design, and assessment transparency. The teacher emphasized linguistic accuracy, pedagogical skill, preparation, adaptability, and problem-solving.

“Confident command of the material builds trust.” — (Student 4)

Teachers should go “beyond delivering information to ensure understanding.”
— (Students 5, 6)

“The recap at the beginning of class helped me remember.” — (Student 4)

“Explain first, show an example, then give us time to try it.” — (Students 4, 5, 6)

“When younger, I rewrote again and again. It felt too strict or old-fashioned, but later it helped me remember things long-term Repetition does work in some cases.” — (Student 2)

Students emphasized that clear explanations and class structure, including previewing what would be learned and what would come next, made lessons easy to follow. — (Students 1–6)

A student also preferred lean slides with clear steps, such as “1) read this, 2) focus on this, 3) do this at home,” that separated optional research from exam-relevant content. — (Student 1)

“Exams and assignments should not draw on obscure, unassigned external sources, and if items come from extra readings, this should be stated explicitly and clearly in advance.” — (Student 5)

“First, linguistic ability, meaning correct grammar and proper sentence structure, is very useful for students. Second, pedagogical skills: you must be able to convey English clearly, or you will be in trouble. Third, intercultural communication skills.” — (Teacher)

“Whether native or non-native, teachers needed all three of these skills. Students trust teachers to guide them for the entire semester, so these perceptions matter deeply.” — (Teacher)

“Linguistic ability is important. You may know English well, but if you don’t know how to convey the content effectively, it will affect student engagement. They won’t follow your teaching strategies if you’re not prepared, or if you can’t solve problems or navigate unexpected situations, students will lose interest and may not see you as an effective teacher.” — (Teacher)

The teacher described adapting lesson structure by course type. In general courses, the teacher emphasized explain–practice–check cycles because at home work often dropped off. In specialized courses, the teacher used templates and staged steps, with more independent drafting outside class followed by later review of organization, clarity, and language. Students can also be asked to prepare vocabulary and chapters beforehand to clarify expectations. — (Teacher)

Observations showed frequent signposting and on-the-spot rephrasing when confusion appeared, with recaps and brief retrieval checks before task briefing.

Clarity operated as a credibility signal, and structured sequencing translated competence into participation.

Theme 4: Task-Centered and Real-World Focus

Qualities addressed: task-centered, real-world focus; academic literacy focus

Both groups rated this theme highly, agreeing that task-centered work increased value and relevance by developing transferable general, academic, and professional skills. The teacher focused on dentistry/healthcare-based tasks for meaningful application, while students also highlighted practical outputs and communication practice.

Videos, case studies, and personal examples “help us move forward; we know what to do next.” — (Student 4)

Learning to write formal letters and professional emails was “practical for real use ... not the same as essays and not taught in other classes.” — (Student 4)

“Homework is good when it gives meaningful practice and has clear purposes.” — (Student 5)

“English skills for general everyday use are also important.” — (Student 4)

“Communication practice is the most helpful, like doing role-plays with patients and group discussions . . . it prepares for real-life situations. For example, WNL (within normal limits) 1–2–3 communication models in patient care are useful if we practice them in English too.” — (Student 1)

Integrated four-skills courses were preferred because practicing skills together felt closer to how English was used in real academic and professional communication. — (Student 1)

In specialized courses, the teacher described embedding tasks in dentistry and medical contexts, including a research article presentation process in which students worked through a relevant journal article and prepared a short presentation of key points. This preparation was described as “intellectually stimulating” and essential for meaningful learning and development. In general

courses, the teacher treated decontextualized textbook exercises as less likely to transfer to real use and instead emphasized structured in-class application and checking. — (Teacher)

Observations showed activities mirroring real-world EMI-related tasks, including research-article reading and discussion, evidence-based debates, and brief multimedia resets (timed tasks, short videos).

Overall, real-world focus operated through purposeful task design that aligned classroom English with authentic practices, thereby supporting engagement and perceived transfer.

Theme 5: Instructional Flexibility and Adaptive Support

Qualities addressed: flexibility

Flexibility was viewed as essential for sustaining engagement across cohorts and proficiency levels. In specialized courses, more advanced healthcare-related tasks were added when commercial texts were perceived as too easy, whereas in general courses difficulty was reduced when student proficiency did not align with expectations. However, in specialized courses, this flexibility largely remained within healthcare and dentistry contexts, with limited movement into unrelated fields.

Flexibility was highly weighted by both groups at the method-level (order, pace, difficulty, structure, topics, formats). Some students, however, expressed a strong preference for field-level flexibility (i.e., wanting topics outside healthcare) and many students wanted autonomy within assignments, as long as expectations and performance guidance remained clear.

“Flexibility is key . . . be flexible in how you teach and respond to student needs.” (Student 4)

Requiring an exact structure or specific phrases made a student “afraid to try,” leading them to want “a bit more freedom as long as we follow the main points.” — (Student 4)

“A teacher who knows how to balance structure with flexibility, students will respect that.” — (Student 1)

“Also, when doing essays or assignments, I think teachers should let us have a bit more freedom as long as we follow the main points. Some students want to try different styles or ideas, and the teacher should encourage that instead of limiting us too much.” — (Student 1)

Overall, flexibility functioned as adaptive support by adjusting challenge and offering choice without losing clear standards.

Theme 6: Feedback That Builds Confidence with Emotional Awareness

Qualities addressed: task- and process-focused feedback; adaptive scaffolding; face-saving sensibility

Feedback was seen as confidence-building when it clarified how to improve while minimizing social risk. The teacher emphasized immediate, proficiency-calibrated feedback during group work, and check-ins during multistage tasks. Students weighted this theme slightly more, emphasizing emotional dimensions such as tone, privacy, and discretion, alongside instructional dimensions including specificity, concrete examples, error normalization, and opportunities to revise. This may reflect the exam- and detail-driven nature of dentistry courses.

“I usually give direct, immediate feedback. If the group has mixed proficiency, feedback is individualized; with similar ability, it is group feedback.” — (Teacher)

“Written feedback is okay, especially when I can keep it and look back at it later. But sometimes it’s too short or too general. If the teacher just writes ‘improve this’ or ‘not clear’ without explaining how to fix it, it’s not helpful. Also, with writing, the tone can be misunderstood...” — (Student 2)

Students appreciated individual feedback. — (Students 1–6)

“I like it when teachers explain clearly what I need to do to improve . . . not just what’s wrong, but what steps I should take . . . Even if they are strict, if the feedback is clear and respectful, I still respect them.” — (Student 1)

“Even students who usually don’t speak can become more confident . . . if they get feedback from classmates.” — (Student 1)

“The most effective technique was when the teacher rechecked key points, gave clear feedback, and allowed space to try again without judgment. It helps build understanding and confidence.” — (Student 1)

In observations, rubrics were displayed on slides or handouts, and during discussion the teacher paraphrased or extended student responses to guide them toward target answers. Debate assessments were conducted with only the group present. Scores, constructive feedback, and next steps were provided and it reduced public exposure while remaining practical.

Overall, confidence-building feedback combined face-sensitive practices with clear, structured guidance.

Theme 7: EMI-Related Instructional Qualities

Qualities addressed: field-specific content; effective translanguaging; genre-based instruction; academic literacy focus; adaptive scaffolding; cultivation of students’ research literacy and self-directed inquiry

This theme covered ESP/EAP-informed practices designed to build readiness for EMI-related tasks.

Overall, the teacher weighted EMI-related qualities and practices slightly more, emphasizing cumulative learning and transfer across courses, and being more explicit about key vocabulary, procedural steps, and the effects of EMI-related academic tasks.

Research Literacy and Scaffolding

Participants described instruction that made task targets explicit while building independence. The teacher previewed final tasks, used an inductive approach by encouraging

initial attempts before guidance, and structured staged tasks to support transfer. Student 6 agreed. It is important to note that students still valued concise instructions when direct communication was needed.

“Vague advice like ‘you can find more information’ is often too unclear to prompt follow up.” — (Student 6)

“In some cases, Thai teachers may give us lots of information, which helps, but it can lead us to wait on the teacher instead of finding things ourselves. Independent reading or research increases when expectations are explicit and tied to assessment (e.g., exam relevance or how extra sources will be used).” — (Student 6)

“Let students brainstorm first and return for guidance.” — (Teacher)

To promote transfer, the teacher incorporated a research stage into presentation tasks, taught students to use Google Scholar to locate relevant articles, and provided handouts to guide analysis and slide preparation. The aim was to prepare students to later “present research articles in presentation format” in a subsequent course, illustrating how skills were developed and transferred across courses. — (Teacher)

Genre-Based, Academic Literacy

Specialized courses involved more complex genre modeling, whereas general courses used simplified structures. The teacher emphasized the academic and structural dimensions of genre instruction. Students also valued these dimensions, but to a slightly lesser and less technical degree.

When students were assigned an argumentative presentation, the teacher taught the task structure/genre and linked it with “vocabulary relevant to that context,” guiding students in “stating the common viewpoint” before “challenging it with their own arguments.” — (Teacher)

“In the research-article-to-presentation process, students learned to select and paraphrase an empirical paper, organize an introduction, body, and conclusion, rehearse delivery, and received scaffolded feedback throughout.” — (Teacher)

“In general courses, I modeled a simpler introduction–body–conclusion template that students then completed in class.” — (Teacher)

Students appreciated presentations because they integrated the four skills (listening, speaking, reading, and writing), required research, source comprehension, and citation use. — (Students 1, 2)

Field-Specific Content

Field specific content was valued when it maintained relevance and appropriate challenge, but its scope needed calibration to avoid overload so English could support academic literacy without competing with core dentistry study.

In specialized courses, the teacher preferred tasks tied to field purposes so English work stayed meaningfully connected to students’ academic development (e.g., medically relevant topics such as how a virus enters the body).

Student preferences, however, were divided. Three students (Students 4, 5, 6) valued academic literacy but wanted little to no field- or discipline-specific content in instruction or assessment. They described fatigue with medical and dentistry topics and felt they could apply field content independently without English class repeating it. They also noted that dentistry courses already provided ample field application, including both technical and broader/softer topics that still allowed academic literacy practice. The other three students (Students 1, 2, 3) were comfortable with field-specific components when not overly technical and were used for things such as structure and vocabulary.

“English to support, not compete with, core dentistry subjects.” — (Students 4, 5, 6)

“For medical students, content that was too easy could “lack the challenge needed to engage them effectively.” — (Teacher)

Translanguaging

In general courses, the teacher occasionally used brief Thai support (L1) to clarify meaning or instructions. However, switching into Thai drew minimal response and participation. Students accepted translanguaging when efficient but did not prioritize it given comfort in both languages. The teacher mentioned it briefly, so more data and further research would be needed.

Observations for Theme 7

Students learned phrase banks for meetings, discussions, and presentations. English was the default, and Thai appeared during comprehension checks or critical instructions.

Students practiced numbers (fractions, percentages), hedging, reporting, and delivery (voice, pacing, body language), aided by a short model video and a simple introduction–body–conclusion template (greeting, opener, topic, preview, review).

KWL (Know–Want–Learn) framed reading (Ogle, 1986). Students read research articles structured by the IMRAD format (Introduction, Methods, Results, Discussion).

They identified rhetorical moves, applied the CARS (Creating a Research Space) model (Moves 1–3: topic, gap, purpose), and were advised to scan for moves rather than reading every sentence (Swales, 1990).

Rather than functioning as isolated techniques, these EMI-related instructional qualities operated cumulatively to support the systematic development of academic practices transferable to subsequent disciplinary study.

Cultural, Institutional, and Contextual Factors

Note. Each theme represented a factor that may be cultural, institutional, contextual, or a combination. The main type was indicated; other types may also apply but are not always listed.

Cultural Factors (Theme 8–11)

Theme 8: Respect and Classroom Hierarchy

Participants described a shift in how respect and classroom hierarchy are expressed in university classrooms.

“Respect for teachers from students remained important but had generally declined.” — (Teacher, Students 3, 4, 5, 6)

Respect was less ritualized, with standing and strict silence largely fading while the “wai” and polite conduct persisted — (Students 4, 5, 6)

University classrooms were described as more relaxed, with “friendly, open-minded” teachers, though relaxed norms could “invite lateness or rule slippage,” and high school was described as more formal — (Students 4, 5, 6)

Students didn’t think respect was gone; it’s shown in a different way. They still listen and try without needing traditional rituals. — (Students 4, 5, and 6)

Overall, hierarchy appeared less ritualized but remained enacted through effort and everyday politeness rather than formal displays.

Theme 9: Effects of COVID

The teacher perceived a post-COVID cohort shift, with older cohorts described as more punctual and deferential and newer cohorts as more relaxed toward authority and less consistently engaged. This is linked to online learning and increased screen routines affecting attention and adjustment to classroom discipline.

Theme 10: Strictness and Soft Discipline

Structure was preferred when delivered with tact. The teacher noted that direct strictness was less effective with recent cohorts and had to take into account student and parent satisfaction. Students likewise preferred lower-risk participation.

“Dislike cold calling” — (Students 5, 6).

“Saving face . . . What would my classmates think of me . . . But actually, at university, people are more open. I think we need to realize that it’s okay to try.” — (Student 2)

However, the researcher notes that strategic cold calling could still help if used with careful judgment.

Theme 11: Digital Contact (Cultural/Institutional/Contextual)

Communication outside class can affect motivation levels in and outside class. The teacher preferred LINE for routine coordination because it was quick, with younger English course staff favoring LINE and older staff preferring email and using Google Classroom less often; where email was preferred, submissions were sent by email to maintain records.

Likewise, S1 and S2 found LINE quick and natural, whereas very formal email slowed response times. They noted that LINE was used more often in English courses, while practices in dentistry varied by teacher.

Contextual or Institutional Factors

Theme 12: Scheduling (Institutional)

The teacher preferred one weekly 2–3-hour morning block, describing mornings as more productive but noting students disliked early starts. Late-week afternoons showed more fatigue, so the teacher increased task challenge to sustain focus. The teacher mentioned that students also preferred completing tasks in one sitting; splitting classes across two days was seen as disrupting flow. Longer blocks, especially for general courses, supported a full lesson sequence (vocabulary, reading, grammar, practice).

Theme 13: Fatigue and Workload (Contextual)

The teacher noted how heavy schedules and exams reduced visible engagement, especially in late-day classes. However, Student 1 noted that low participation could still lead to later understanding, particularly when lessons included clear examples or humor that made the purpose click afterward.

Theme 14: Motivation and Participation of Different Proficiency Levels

(Contextual)

The teacher explained how in lower-proficiency groups, participation depended on comprehension and stronger peers in the group; switching to explaining in Thai reportedly made little difference in participation.

In general courses, participation was described as being around just 20%. Furthermore, participation points worked mainly in more responsive classes.

Theme 15: Differences Across Programs (Institutional)

Program differences could shape motivation and proficiency. The teacher perceived medical students as having the highest proficiency, followed by dentistry and then pharmacy. The teacher noted that pharmacy students, who seemed aware their proficiency might be lower than medical and dentistry students, were described as working especially hard.

Theme 16: Class Size (Institutional)

The teacher mentioned that large classes (e.g., around 50 students) reduced real practice opportunities. Similarly, S1 wanted to “answer questions . . . but the teacher cannot hear everyone,” and suggested that small-group time could increase chances to speak.

Theme 17: Peer Group Dynamics (Contextual)

Peer grouping shaped participation. The teacher mentioned how back row friend clusters were more vocal (and sometimes distracted), but while separated from close friends, the same students were quieter and more focused. The teacher responded by reorganizing groups and used incentives for quieter students. Students did not discuss grouping directly, but found that small-group work reduced pressure.

Theme 18: Competition, Grading, and Peers (Institutional)

Students 5 and 6 cautioned that public ranking and norm-referenced gradings (e.g., “only 30% of the class gets an A”) can increase counterproductive competition and knowledge hoarding. They noted this was not used in their English or dentistry classes at the time. Also, Students 4 and 6 agreed that participation points felt fair only when everyone had equal chances to contribute.

Theme 19: Institutional Support and Teacher Development (Institutional)

In general, the teacher mentioned how scholarships, especially for PhDs, keep teachers current with research; without real development, practice stagnates and old approaches repeat.

Research Question 2

Teacher and Student Weightings: the qualitative prominence of a quality from the interview dataset, supported where observable in the classroom observations. (Data Analysis section shows more detail).

Relative Weighting (T vs S) shows which group foregrounded the quality more.

Alignment Strength is based on relative weighting and indicates how closely the two datasets converge (high when similar; medium-high when there is modest difference in prominence).

Status indicates the quality's functional role in this case:

“Core” qualities are repeatedly central to participation, comprehension, or task completion across sources.

“Support” qualities strengthen or enable these but are more context-dependent.

Core status is based on a quality's importance for learning in this case, not on whether teacher–student weighting was high or identical.

Table 1

Teacher and Student Weightings and Alignment of Effective Teacher Qualities

Quality	Type	Teacher	Student	Relative	Alignment	Status
		Weighting	Weighting	Weighting	Strength	
		(T vs S)				
This Page – “Very High” Teacher and Student Weightings						

Quality	Type	Teacher Weighting	Student Weighting	Relative	Alignment Strength	Status
				Weighting (T vs S)		
Clarity and competence in language and teaching (appropriate and accurate English; clear explanations; agile rephrasing; self-correction)	Instructional	Very high	Very high	Equal	High	Core
Intercultural communication (culturally legible explanations; credibility with Thai learners)	Personal	Very high	Very high	Equal	High	Core
Clear lesson structure	Instructional	Very high	Very high	Equal	High	Core
Task-centered, real-world focus (authentic purposes tied to real-life use)	Instructional	Very high	Very high	Equal	High	Core
This Page – EMI-related Instructional Qualities						
Field-specific content and vocabulary	Instructional	High	Medium-high (varies by student)	T slightly > S	Medium-high	Core
Academic literacy focus (e.g., synthesizing research; presenting; referencing)	Instructional	Very high	High	T slightly > S	Medium-high	Core
Genre-based instruction (explicit steps for tasks)	Instructional	Very high	High	T slightly > S	Medium-high	Core
Adaptive scaffolding (modeling; guided practice; method frames)	Instructional	High	High	Equal	High	Core

Quality	Type	Relative			Alignment Strength	Status
		Teacher Weighting	Student Weighting	Weighting (T vs S)		
Cultivation of students' research literacy and self-directed inquiry – where appropriate (builds independence to initiate research; develops skills to do it well; scaled to level and discipline)	Instructional	Very high	High	T slightly > S	Medium-high	Support
Effective translanguaging (selective L1 use to stabilize understanding)	Instructional	High	High	Equal	High	Support
Contextual awareness and adaptability – in general (monitors context and adjusts)	Instructional/ Personal	High (implicit)	High (implicit)	Equal	High	Core
Empathy, emotional regulation, and care (calm tone; patient responses)	Personal	High	Very high	S slightly > T	Medium-high	Core
Balancing strictness with approachability (rules are clear and firm; delivery is respectful)	Personal	High (context-sensitive)	High (slight preference for approachability)	Equal	High	Core
Preparedness, confidence, professionalism, and problem-solving agility (visibly prepared; handles surprises; reroutes plans as needed; efficient)	Instructional	High	High	Equal	High	Core

Quality	Type	Relative			Alignment Strength	Status
		Teacher Weighting	Student Weighting	Weighting (T vs S)		
Task- and process-focused feedback that builds confidence (timely; specific; actionable; next steps; respectful; private for sensitive issues)	Instructional	High	Very high	S slightly > T	Medium-high	Core
Assessment alignment and transparency	Instructional	High	Very High	S slightly > T	Medium-high	Core
Flexibility and adaptive support (assesses proficiency/readiness and adjusts accordingly)	Instructional	High (method-level); lower (field-level)	Very high (most areas)	S slightly > T	Medium-high	Core
Effective participation architecture (pairing; small groups; rotated turns to speak)	Instructional	High	Very high	S slightly > T	Medium-high	Core
Effective engagement strategies (short videos; light games; small groups; icebreakers)	Instructional	High (observed)	High	Equal	High	Core
Recap and spaced retrieval (reviews at the start to refresh learning)	Instructional	High (observed)	High	Equal	High	Support
Face-saving sensibility (protect dignity when correcting)	Personal	High	Very high	S slightly > T	Medium-high	Support
Fairness, consistency, and integrity (unbiased decisions; consistent conduct; keeping one's	Personal	High (implicit)	High	Likely equal	High	Support

Quality	Type	Teacher	Student	Relative	Alignment	Status
		Weighting	Weighting	Weighting (T vs S)		
word/reliability; timeliness; punctuality)						

Discussion

Table 1 shows the strongest convergence around a shared core of highly weighted qualities by both the teacher and students: clarity and competence, intercultural communication, clear lesson structure, and task-centered, real-world focus.

This pattern broadly aligns with Thai higher-education EFL research showing that teachers prioritize organization and preparation (e.g., Meksophawannagul, 2015).

A notable finding was the prominence of task-centered, real-world focus. This aligns with task-based perspectives that prioritize meaning-focused outcomes and authentic use (Nunan, 2004). It also fits genre-based work showing that well-designed tasks can practice key academic discourse demands (Hyland, 2007; Swales, 1990). This study adds a context-specific illustration of how task-centered work operated in an EMI-related English course by clarifying what counted as successful performance. “Real-world” here did not only mean everyday general conversation, but also outcome-based tasks that helped approximate the kinds of communication students are likely to face in EMI-related academic work, future professional-academic settings, and clinical interaction.

Although they are related, task-centered design is not identical to academic literacy. Task-centered design focuses on meaning-oriented communicative outcomes (Nunan, 2004), whereas academic literacy includes the discourse and genre resources needed to achieve those outcomes, such as working with sources, building claims, and meeting genre conventions (Hyland, 2007; Swales, 1990).

This distinction helps interpret the modest weighting difference. Both groups valued task-centered, real-world tasks. Students foregrounded them because the usefulness was immediate and visible in class, while the teacher placed relatively more weight on academic literacy because it reflects longer-term EMI standards. This interpretation is consistent with self-determination theory, which suggests learners are more likely to persist when they can endorse value and feel competent (Ryan & Deci, 2000). Furthermore, this helps explain why

the shared core clustered around qualities that helped students keep engaging with difficult tasks by making requirements clearer and more manageable.

Why Weighting and Emphasis Differed Even When the Same Qualities were Valued

Where weighting and emphasis on the same qualities differed, the pattern is best interpreted as a vantage-point difference rather than disagreement. Students framed effectiveness through immediate classroom experience, such as confidence, anxiety reduction, and WTC, which made socio-affective qualities especially prominent. The teacher framed effectiveness more through pedagogy, sequencing, and professional judgment, including how learning is built and sustained over time, so instructional qualities may have felt more prominent within the teacher's perspective. Thai research likewise suggests that students often foreground affective support, whereas teachers emphasize instructional concerns (Meksophawannagul, 2015; Quieti & Nanni, 2022).

Moreover, a student-centered Korean university study ranked delivery highest (Barnes & Lock, 2013), whereas Thai university teachers ranked delivery lowest relative to other categories (Meksophawannagul, 2015). Students also rated pedagogical knowledge about teaching and learning slightly higher than teachers (Quieti & Nanni, 2022).

In the present study, closely related qualities such as clear lesson structure and clarity and competence were highly weighted by both groups, so the pattern only partly matches these prior findings. Together, these comparisons support the interpretation that students may give more weight to qualities that are immediately experienced in class, such as delivery.

Contextual Factors

In this study, a once-weekly 2–3-hour morning block worked for specialized and general courses when expectations were clear, but this may not align neatly with prior research. Very early start times (e.g., 08:00) are associated with lower attendance, shorter sleep, and poorer academic achievement (Yeo et al., 2023), while spaced study tends to support learning, especially for lower-proficiency students (Carvalho et al., 2020). However, in this context, specialized groups with full morning timetables may still show late-day fatigue, so afternoon English sessions are not always better. A later start before lunch (e.g., around 10:00 or 11:00, if feasible) may reduce early-start downsides while retaining the perceived

energy advantages of morning classes noted by the teacher in this case. This present finding should be read as context-dependent rather than as a contradiction of the wider literature.

Pedagogical Implications

These points translate the shared core qualities (RQ1) and teacher–student perspectives (RQ2) into suggestions for practice.

Implications from Weighting Patterns

(1) The shared, very highly weighted core identifies the key elements to preserve when practical constraints force trade-offs. In other words, if time, timetable, or course demands require compromise, the priority is to keep the shared core consistently visible in classroom practice, while adjusting how it is delivered (for example, pacing, task formats, or feedback modes) rather than weakening the core itself.

(2) Differences in weighting clarify each group’s priorities and suggest how they can be combined. For example, students’ slightly greater weight on personal qualities, flexibility, and feedback implies that demanding, teacher-valued tasks (including EMI-linked activities) should be framed with clear rationales and task-centered, real-world links, and accompanied by visible care, flexible pathways, and usable feedback so that the value of the work is easy to recognize and sustain.

Field-Specific Content

Blend task types: Include (a) field-specific, softer healthcare-related topics (e.g., ethics in clinical talk, public-health campaign), (b) discipline-specific dentistry- or medicine-linked tasks when more technical practice is appropriate, and (c) some general topics (e.g., travel pitch, product review). Keep some tasks field- or discipline-specific for relevance and technical practice, and offer general options for flexible topic choice to support autonomy and engagement. A hybrid may work: Teach field-specific content with flexible task topics, or vice versa.

Use a two-layer plan: Teach high-frequency academic words (e.g., extrapolate, hypothesis), then have students add field terms (e.g., periodontal pocket) through meaningful tasks so usage is natural and self-led. In general courses, include occasional health/public

knowledge themes to build background knowledge. Ask for students' and teachers' preferences.

A skills-first genre pedagogy works as follows: introduce purpose, audience, and moves in plain English, then add field-specific terms as required (Hyland, 2004, 2007).

Genre-Based Approach and Scaffolding

State purpose and audience. Show a brief model and steps; provide a template; draft in plain English; add field terms as needed (Hyland, 2004, 2007). Use a move-step checklist (Hyland, 2004). Scaffold as needed, then fade (Hyland, 2007; Rosenshine, 2012).

Follow with one worked example and a brief whole-class debrief that compares a few sample answers to clarify expectations and address common misunderstandings, or complete the activity together.

When concision or accuracy is the aim, give information directly rather than requiring independent research.

Guided Research, Independent Study, and Clarity

Specify required vs. optional sources; signal value and purpose, especially for optional items (exam relevance or small-credit incentives), and state how they will be assessed (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006).

Label pieces of information (e.g., exam, homework, in-class work, enrichment; main or supplementary information; topics for further research). Give format and due date.

Provide brief guides and checkpoints to support self-regulation (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006).

Scheduling

Plan timetables around local constraints and evidence on sleep, fatigue, and spacing (Carvalho et al., 2020; Yeo et al., 2023). Where classes meet more than once per week, keep one clear topic with a firm endpoint per lesson.

Source Transparency and Scaffolding

Graded tasks (e.g., exams) and even ungraded tasks should not draw on obscure or undisclosed sources. Specify and provide required sources in advance so students can access them and learn effectively, in line with Nicol and Macfarlane-Dick (2006).

If independent research is expected, state expectations and provide basic scaffolding (e.g., topic boundaries, search guidance, suggested databases, exemplar or core references).

Assessment Alignment and Transparency

Align learning objectives, teaching activities, and assessment tasks, and make course elements (e.g., curriculum, criteria, rubric, objectives, grading) coherent, valid, explicit, and transparent to student. These broadly align with Rosenshine (2012) and Nicol and Macfarlane-Dick (2006).

Participation Architecture

Use role-plays and small-team tasks with clear roles (Johnson & Johnson, 1999).

When students answer questions, use revoicing and pressing for reasoning to validate ideas, sharpen accuracy, and signal that contributions are valued (Rosenhine, 2012).

Include brief in-lesson checks of understanding. Begin each class with a recap and retrieval questions (Rosenhine, 2012).

Feedback

Give specific, usable feedback that states goals, progress, and next steps, handles sensitive points privately, and builds in immediate practice where appropriate (Hattie & Timperley, 2007).

Individual Accountability, Fairness, and Peer-Supportive Grading

Use individual scores alongside group scores in group tasks to deter free-riding and support fair contribution (Johnson & Johnson, 1999).

Apply clear, criterion-referenced grading with measured credit for effort or participation when it supports learning, and avoid curved or rank-based grading to maintain a peer-supportive climate (Schinske & Tanner, 2014).

Access

Set contact channels and reply windows; consider a weekly clinic hour and optional sign-up for more detailed individual feedback.

Focus

Consider how qualities are enacted and experienced by students. Focus on teacher qualities, institutional adjustments (e.g., curriculum), and strategies for addressing cultural and contextual factors.

Limitations

1. This single-site qualitative case study examined one bounded case with a small sample, so findings are context-specific rather than statistically generalizable.
2. Comparisons with prior and future research should be interpreted with care because definitions, contexts, and measures rarely perfectly align one-to-one across studies.
3. Interviews may reflect politeness/social desirability, and Thai–English interviewing/transcription, which can introduce minor interpretive loss.
4. Some condensation, and explanatory expansion, of quotes, paraphrases, and explanations, as well as occasional adjustments to punctuation and formatting within quoted material for readability, may have shifted nuance. Meaning was preserved as closely as possible.
5. Some weighting differences may reflect role-based framing (teacher: pedagogical terms; students: experience-based language); triangulation may have reduced this risk.
6. Contextual factors (e.g., semester timing, schedule, class size, sleep, workload) were not manipulated or fully measured, so other influences cannot be ruled out.
7. Word-limit and interview-time constraints limited how fully all priorities and nuances could be explored and represented.

Recommendations for Future Research

1. Compare specialized and general English classes to test whether the “core” qualities remain stable across course types.
2. Examine preferences and weightings for EMI-related practices in greater detail across participants.
3. Include quieter/less-engaged students to test whether perceived teacher qualities vary by participation level

Conclusion

The teacher and students largely agreed on many effective EFL teacher qualities, with some differences in emphasis or weighting (Table 1). The main divergence concerned how much field-specific content to include, and the pedagogical implications proposed a compromise. Cultural, institutional, and contextual factors shape how teacher qualities are enacted, so recognizing these factors and making targeted adjustments can help teachers enact these qualities more fully.

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AI Declaration Statement

During the preparation of this work, the authors used ChatGPT (OpenAI) to support the writing process. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

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Appendix A

Categorization of the Prompts Used by Students to Obtain Feedback: Sub-Themes, Themes, and Theme Descriptions with Examples

Themes	Sub-Themes	Theme Descriptions with Examples
Checking and Learning Writing Skills Based on Marking Criteria	- Asking for suggestions to improve writing skills based on band score descriptors (grammar, vocabulary, coherence and cohesion) - Identifying and addressing mistakes in those skills - Learning and asking for resources to learn those skills	Asking to give suggestions, address mistakes, and provide resources to learn the writing skills based on marking criteria that includes grammar, vocabulary, and coherence and cohesion Example: <i>inversion ... can you teach me more of this pattern?</i> (Participant 2) <i>can you suggest me for better logical manner</i> (Participant 7)
Evaluating Essays	- Estimating band score of whole essays - Overall evaluating of specific paragraphs or sentences - Evaluating specific score criteria - Evaluating by comparing with the model essay	Asking to give band score estimation of the whole essays, specific paragraphs or sentences based on band score descriptors, and comparison with model essays Example: <i>Can you give me the band score for my essay?</i> (Participant 4)
Asking General Inquiries to Strategies for Band Score Improvement	- Asking for general strategies to achieve higher band scores - Requesting personalized strategies to achieve higher band scores	Asking for general or personalized strategies to improve writing skills and achieve higher band scores Example: <i>What is the most important thing I should focus on right now? Based on my essay</i> (Participant 1)
Revising Essays, Paragraphs, or Sentences	- Asking to rewrite essays to obtain a specific band score - Asking to rewrite specific paragraphs or sentences to address mistakes	Asking to rewrite the whole essay, some paragraphs or sentences to obtain a specific band score Example: <i>Can you edit this essay to get band score 9?</i> (Participant 1)

Themes	Sub-Themes	Theme Descriptions with Examples
Generating Ideas and Developing Content	- Asking for suggestions for idea generation strategies - Asking to address and improve repetitive ideas to improve content clarity	Asking for suggestions for ideas generation and content development Example: <i>the development of ideas could be more balanced. how can I do this?</i> (Participant 2)
Requesting Model Essay & Examples	- Requesting model essay with specific band score - Requesting example paragraphs and sentences	Asking to provide full model essays or example paragraphs and sentences Example: <i>Can you give me band 8 essay</i> (Participant 10)
Clarifying Unclear Feedback	Clarifying feedback that is unable to be traced in the original essay	Asking to clarify unclear feedback that is not found in the original essay Example: <i>Original: "The writer expresses a position, but the development is not always clear." Where can I find this original? I do not find this in the essay I provided.</i> (Participant 6)
Checking and Avoiding Plagiarism	Asking to check and avoid plagiarism in essays	Checking plagiarism in the provided essays and model essays Example: <i>write a better one but make sure to avoid plagiarism</i> (Participant 7)

Appendix B

Themes and Sub-themes of Students' Perceptions with Examples Extracted from Students' Responses

Themes	Sub-Themes	Examples for Each Sub-Theme Extracted from Students' Responses	Frequency	Percentage (%)
Positive	Providing detailed feedback on writing skills based on marking criteria	<i>I feel like it is so systematic ... and the feedback will get more specific and related to the marking criteria</i> (Participant 2)	29	19.46

Themes	Sub-Themes	Examples for Each Sub-Theme Extracted from Students' Responses	Frequency	Percentage (%)
	Self-evaluating and time-cost efficiencies in receiving feedback	<i>it is important to have a teacher to get feedback so when the teacher is unavailable, for example like at night so it is really useful to get feedback immediately</i> (Participant 1)	10	6.71
	Supporting and guiding as an interactive tool	<i>It's kind of like having mentor by using Chat GPT. Whenever we ask them something, they're gonna reply</i> (Participant 4)	9	6.04
	Being convenient in obtaining and integrating feedback	<i>It is easy to use and ... it's really comfortable and convenient to use</i> (Participant 5)	5	3.36
Neutral	Expressing casual experiences on using AI and strategic prompts	<i>first I asked ChatGPT to write an essay is to have like band 8 and ... I would like to see the nature of how ChatGPT will organize and give me a better one</i> (Participant 7)	32	21.48
	Considering ethical dilemmas and limitations in AI usage	<i>If we're using it for idea generation, it's really good, but not for copies of them</i> (Participant 8)	5	3.36
	Being uncertain about the usefulness of AI	<i>Actually, I've mixed feelings for this question, ... It's too early to say if it has pros or drawbacks, all like this. So it's too early to judge</i> (Participant 3)	1	0.67
Negative	Providing unreliable and insufficient feedback	<i>I asked it to point out all my mistakes, ... there are 16 sentences that they gave me, but only I think only eight sentences that are related to the essay I have written</i> (Participant 2)	28	18.79
	Experiencing challenges in prompting and understanding feedback due to language level	<i>I have some difficulties because English is not my first language ... sometimes ChatGPT doesn't understand what I want to say, so sometimes it's frustrating</i> (Participant 5)	13	8.72

Themes	Sub-Themes	Examples for Each Sub-Theme Extracted from Students' Responses	Frequency	Percentage (%)
	Concerning plagiarism, data privacy, and security	<i>ChatGPT always produces what they already have, in the database. So, when I give the instruction, I would say to avoid plagiarism please</i> (Participant 7)	7	4.70
	Preferring human feedback	<i>I think having a teacher is a bit better. Like for high vocabulary. In vocabulary part, it is higher ... I think ChatGPT alone is not enough</i> (Participant 6)	6	4.03
	Encountering technical limitations and challenges	<i>it's really lagging, and sometimes, I need to refresh it or go into the website again ... And that really frustrates me</i> (Participant 1)	4	2.68
Total			149	100.00