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Option: Linguistics

Investigating the Use of ChatGPT by EFL Teachers in Lesson Planning

Case Study: EFL Teachers at the Department of English, 8 Mai 1945

University, Guelma.

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Fulfillment of the Requirements for the Master's Degree in Language and Culture.**

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DEDICATION I

Above all, I thank Allah, who gave me the strength to complete this thesis.

This thesis is dedicated with heartfelt sincerity:

To myself.

To my beloved parents, I am deeply grateful for your unconditional love, sacrifices, and prayers that have shaped me into who I am today.

To my wonderful sisters, you have been my ultimate cheerleaders in my academic journey. I am truly blessed to have you by my side.

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Finally, to myself, I dedicate this work.

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ABSTRACT

The purpose of the present study is to investigate EFL teachers' views and attitudes toward the integration of ChatGPT, an artificial intelligence language model, in their teaching practices in general and lesson planning in particular. Thus, it was hypothesized that if teachers use ChatGPT as a supporting tool in planning lessons, their lesson plans will be effective and creative. To achieve this aim, a mixed-methods approach to data collection was adopted with EFL teachers at the Department of English Language, University of 8 Mai 1945-Guelma. Through a structured questionnaire and a semi-structured interview. A questionnaire was administered to twenty-nine (29) teachers. Additionally, an interview was conducted with fifteen (15) teachers. The study explores teachers' integration of ChatGPT in lesson planning and evaluates its impact on fostering creativity in their instructional designs. The results obtained revealed that a great majority of teachers perceived ChatGPT as an important tool to be incorporated carefully in the teaching process, as well as their agreement that it can save time and efforts when designing lessons.

Keywords: ChatGPT, Lesson planning, EFL Teachers.

LIST OF ABBREVIATIONS AND ACRONYMS

AI: Artificial Intelligence.

ChatGPT: Chat Generative Pre-training Transformer.

COVID-19: Coronavirus Disease 2019.

EFL: English as a Foreign Language.

GPT: Generative Pre-Trained Transformer.

GPT-1: Generative Pre-Trained Transformer 1.

GPT-2: Generative Pre-Trained Transformer 2.

GPT-3: Generative Pre-Trained Transformer 3.

GPT-4: Generative Pre-Trained Transformer 4.

LLMs: Large Language Models.

LP: Lesson Planning.

RL: Reinforcement Learning.

SIRI: Speech Interpretation and Recognition Interface.

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GENERAL INTRODUCTION

Introduction

In the realm of education, English as a Foreign Language (EFL) teachers are usually concerned with improving their lesson plans. Innovative tools such as ChatGPT can assist teachers in developing lesson plans and proposing interactive activities, enhancing the process of modern teaching across various subjects. Integrating ChatGPT into lesson planning not only accelerates the process but also brings about qualitative enhancement, making lessons more engaging. This advanced AI language model offers teachers an opportunity to redefine lesson planning by providing more effective and tailored learning experiences. However, it is observed that some teachers lack proficiency in lesson planning. Consequently, current research suggests that ChatGPT can be leveraged to improve this aspect of teaching.

1. Statement of the Problem

In education, Artificial Intelligence (AI) stands as a transformative influence, reshaping traditional methodologies. However, it is known that teachers face difficulties when planning their lessons. In this regard, teachers can use ChatGPT as a supportive tool to plan their lessons and become more creative. Notably, ChatGPT, an advanced AI language model, offers teachers an opportunity to redefine lesson planning by providing more effective and tailored learning experiences.

2. Aims of the Study

The present study aims to investigate whether teachers integrate ChatGPT into their lesson planning. Additionally, it seeks to explore the impact of ChatGPT on fostering creativity in lesson plans. Accordingly, conducting the present research addresses the following questions :

1 : Do teachers use ChatGPT to design lesson planning.

2 : Does the integration of ChatGPT by EFL teachers improve their lesson planning.

3 : What challenges do teachers encounter when using ChatGPT ?

3. Research Hypotheses

It is hypothesized that:

H 1 : If teachers use ChatGPT as a supporting tool in planning lessons, their lesson plans will be effective and creative.

H 0 : If teachers use ChatGPT as a supporting tool in planning lessons, their lesson plans will not be effective and creative.

4. Significance of the Study

The field of technology and science witnesses ongoing evolution every day. This evolution has a huge impact on the field of EFL teaching and learning. Teachers should cope with these changes and apply them in their classrooms to meet the increasing demands for a better teaching approach. The study is significant due to the growing popularity of ChatGPT nowadays, particularly in the field of EFL teaching and learning processes.

5. Research Methodology and Design

5.1. Research Method

The study adopts a descriptive approach in order to address the research questions and examine the corresponding hypotheses, Within this research paradigm, a mixed-method design for data collection and analysis is employed. The mixed-method approach is manifested through a questionnaire addressed to 29 EFL teachers with the purpose of collecting data about the use of

ChatGPT in their lesson planning. Additionally, interviews were conducted with different teachers from the same university to capture their attitudes toward the use of ChatGPT in lesson planning.

5.2. Population and Sampling

The target population of the present study is EFL teachers at the university of Guelma, during the academic year '2023-2024', who were nominated to answer the questionnaire. The random sample of 29 teachers contributed in the data collected word to answer the research questions. Besides, the different teachers participated in the interview.

5.3. Data Gathering Tools

To grasp all of the information needed in this research and to maintain the validity and reliability of the data collected, a mixed-method approach was adopted. As previously mentioned, a questionnaire was handed out to teachers to explore their perceptions towards using ChatGPT in their lesson planning. An interview was also conducted with different teachers to capture their attitudes towards this strategy and their opinions about implementing it in the teaching/learning practices.

6. Structure of the Dissertation

This dissertation contains three chapters. The first two chapters are concerned with the theoretical background of the research work. The first chapter, entitled "**ChatGPT**," includes a general overview of ChatGPT, the definition of key concepts such as AI and ChatGPT, the genesis and progressive development, and its use in educational settings. In addition to the features, both pros and cons are discussed, as well as how ChatGPT can foster lesson plans. The second chapter, entitled "**Lesson Planning**," defines lesson planning, including its components, types, and functions. Additionally, it covers the importance, features, steps, and formats of lesson planning.

Also examines the relationship between lesson planning and ChatGPT. The third chapter, entitled "**Field Investigation,**" contains a presentation, analysis, and interpretation of both the questionnaire and interview.

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Introduction

Large language models (LLMs) such as ChatGPT attract significant attention in the field of artificial intelligence (AI). ChatGPT is a generative language model developed by OpenAI. It creates and produces natural language text based on specific requests. This chapter deals with definitions and overview of the terms of artificial intelligence (AI) and ChatGPT, and discusses their impact and use in education, In addition to the features of ChatGPT and its benefits and drawbacks.

1.1. Definition of Artificial Intelligence (AI)

The term artificial intelligence refers to the branch of study and a variety of computer systems that are inspired by human nerve systems and body functions for learning, reasoning, and making decisions, but that typically differ from each other (Waziry & Shivshankar, 2018).

Artificial Intelligence (AI) means a machine's capacity to carry out cognitive tasks including perceptions, comprehension, reasoning and making decisions as humans (Hossain, 2022, p. 48).

Both definitions capture essential aspects of AI, with one focusing on its biological inspiration and variety, and the other on its functional capabilities.

Hossain claimed that artificial intelligence (AI) is a body of knowledge in computer science that is distributed across different scientific disciplines. AI can carry out tasks that require human intelligence. Artificial intelligence is a computer system that can handle tasks normally associated with intelligent beings. Artificial intelligence (AI) is able to think and imitate like humans. The ideal characteristics of artificial intelligence are its rationality and speed (2022, p. 49).

Artificial intelligence (AI) is the creation of machines that are trained to carry out tasks that usually need human intelligence. To produce algorithms and programs that enable computers to

process information, learn from it, and use that knowledge to make judgments, predictions, and decisions without explicit programming, AI encompasses subfields like robots, computer vision, and artificial intelligence, all aimed at enhancing human cognitive abilities through technology. The core of machine learning, a key AI component, is designing systems that can learn and improve from data analysis rather than pre-programmed instructions (Birla, 2024).

These perspectives depict AI as a dynamic field that combines interdisciplinary collaboration with practical innovation to advance both technology and human potential.

Artificial intelligence (AI) is a field within computer science that focuses on enabling smart machines to carry out tasks that normally require human intelligence. It is an interdisciplinarity field that is used in many different applications, and it revolutionizes almost every domain of industry (Valavanidis, 2023, p. 2). This explains that artificial intelligence (AI) is a part of computer science that helps machines do things humans usually do. It is used in many areas and changes how industries work.

To sum up, defining AI can be hard, because there is not a single definition of artificial intelligence, but it generally describes AI as a dynamic and interdisciplinary field that covers various methodologies, technologies, and goals aimed at enhancing human intelligence through computational methodologies.

1.2. Definition of ChatGPT

Rawat (2023) claimed that ChatGPT is an innovative AI assistant that uses advanced language models and natural language processing. It distinguishes itself from competitors by having human-like fluency in comprehending and communicating natural language and engaging in a wide range of topics in a contextual manner.

ChatGPT is an accessible tool that is designed by OpenAI and applies GPT technology (Kirmani, 2022, p. 574). As an advanced chatbot, ChatGPT can handle a variety of text-based requests, from answering questions to completing more complex tasks like writing thank-you notes and addressing productivity problems. (Liu et al., 2021). It is basically an extremely intelligent chatbot that can respond to any text-based inquiry (Liu et al., 2021).

These descriptions demonstrate that ChatGPT is an intelligent chatbot that can quickly and accurately respond to various types of questions, thus enhancing its position as a leading tool in the field of artificial intelligence.

ChatGPT is an AI tool that generates texts and responses based on analyzing a lot of information during the training period. This data encompasses not only “facts” but also human correspondence, opinions, beliefs, poetry, and various forms of writing. It mimics a human conversation quite well in chat mode (Shaw et al., 2023, p. 1).

Borji (2023) stated that Artificial intelligence (AI) technologies that imitate human conversation are known as large language models (LLMs), such as ChatGPT. These technologies are “trained” with huge amounts of data. For example, ChatGPT can comprehend the context of questions and texts and respond appropriately. It can also produce new text by using patterns that it has previously learned from the training set (p. 2).

With remarkable accuracy, ChatGPT is a language processing tool that indicates words in the future using regression language modeling techniques. Its ability to access enormous datasets with billions of parameters accounts for its precision (Taecharungroj, 2023, p. 2).

The portrayals ChatGPT highlight its role as an advanced chatbot and AI assistant created by OpenAI. They stress how it can handle many types of text tasks, from simple questions to complex problem-solving situations, along with its advanced language models and natural

language processing capabilities. Overall, these insights demonstrate ChatGPT's significance in advancing human-computer interaction and its wide-ranging applications across various domains.

1.3. The Genesis and Progressive Development of ChatGPT

As Chan (2022) said that the ChatGPT language model traced its origins back to the founding of OpenAI in 2015, with Sam Altman as a key leader. The organization believed that progressing artificial intelligence to a higher level required the development of advanced language models (as cited in Yu, 2024, p. 2). The release of GPT-1 by OpenAI in June 2018 was an important moment. This model used a new architecture called transformers, which allowed it to understand human language very well. This new approach set the stage for future improvements. Then, in February 2019, OpenAI introduced GPT-2. This updated the original GPT-1 model by giving it access to more data and making it better at generating human-like text. These upgrades helped make the language model even more capable (OpenAI et al., 2023, as cited in Yu, 2024, p. 2). The release of GPT-3 in May 2020 represented a major step forward in the series. It combined advanced reinforcement learning with fine-tuning techniques to greatly enhance performance, especially when simulating complex dialogues that are similar to human speech (Baidoo-Anu & Ansah, 2023, as cited in Yu, 2024, p. 2).

Based on these evolutionary models, ChatGPT received praise from various sectors for its capability to engage in conversations that are similar to those of humans (Chan & Hu, 2023, as cited in Yu, 2024, p. 2). The public release of ChatGPT's API by OpenAI on March 2, 2023, marked a significant turning point, this move allowed more people to easily access and benefit from this technology (Deng & Lin, 2023, as cited in Yu, 2024, p. 2). The release of GPT-4 on March 14, 2023, marked another step forward in innovation. It maintained the linguistic complexity of its previous versions but also added new features to make it better at understanding

and reasoning (Deshpande & Szefer, 2023, as cited in Yu, 2024, p. 2). GPT-4's capabilities went beyond just analyzing text and extended to advanced skills in image recognition. The capabilities of GPT-4 went beyond just processing text, as it also demonstrated advanced skills in image recognition. This enhanced capabilities allowed the model to perform difficult tasks, such as legal analysis, with a level of proficiency that matches the highest levels of human expertise. The integration of these enhanced image- processing abilities expanded the adaptability and problem-solving aptitude of the GPT-4 language model (Yu, 2024, p. 2).

According to Yu, the latest version of the model, called GPT-4 Turbo, is designed to improve the user experience. It uses information up to April 2023, so the responses it gives are more up-to-date and relevant. GPT-4 Turbo processes up to 128,000 words of text at once, allowing it to thoroughly examine long documents and create detailed summaries. The model is also carefully designed to follow instructions with high accuracy, which is important for tasks requiring specific formatting or complex coding. One of ChatGPT's key strengths was that it could work with multiple programming languages and communicate in different languages. This showed how much AI had improved at understanding and generating human-like text. The creation of ChatGPT represented the rapid progress happening in AI. It reflected the hard work of researchers and developers, who had expanded what machines could understand and interact with. As we continued to explore ChatGPT's abilities, it showed the incredible potential of AI to work alongside humans in new ways (2024, p. 2).

1.4. Artificial Intelligence in Education

Artificial intelligence (AI) is the creation of machines that are trained to carry out tasks that usually need human intelligence. It receives huge attention in many fields, including education, where it offers the possibility to completely change conventional teaching and learning techniques.

Manyika et al. (2017) emphasized that in the future, there will still be good teachers who teach classes that help students become better at understanding emotions, being creative, and communicating well. Some experts said that as technology gets better, it will actually help people become more human. This idea comes up when talking about how artificial intelligence can be used in education. AI changes teaching but human teachers remain important for developing essential skills. According to the findings of these studies, integrating artificial intelligence into education will boost student discovery of talents, enhance creativity, make learning more personalized, and decrease the workload of educators. However, some studies also highlight concerns about the potential risks of shifting teachers' roles to computers in the field of artificial intelligence (Haseski, 2019, para. 25). Countries and governments put a lot of effort to build a teacher profile that aligns with these support systems to get ready for the future (Wogu et al., 2018, p. 2255).

Although there is a recent focus on artificial intelligence in education, research on the concept of General artificial intelligence dates back to the 14th century and is reintroduced by Alan Turing in 1937 (Humble & Mozelius, 2019, p. 153). They are increasingly gaining significance in academic literature and scientific communities. The expansion of AI studies into organizational management, termed "artificial intelligence leadership" is now being deliberated within the literature (Canbek, 2020, p. 173). Significant changes to educational systems and procedures are anticipated as artificial intelligence is used more frequently in the classroom. Considering the findings of the study, Sekeroglu et al. (2019) stated that artificial intelligence has the potential to assist educators in enhancing personalized education for their students (p. 2).

Artificial intelligence can offer suitable and enhanced learning opportunities to marginalized individuals and communities, including those with disabilities, refugees, individuals

out of school, and those residing in remote areas (Pedro et al., 2019, p. 4). Studies indicate that individually tailored approaches can be highly effective when supported by artificial intelligence techniques and intelligent learning environments (Mohammed & Watson, 2019, p.1). While active human teacher participation appears to be necessary for quality education, artificial intelligence sees education and quality being improved at all levels, particularly through personalization (Grosz & Stone, 2018, p. 72).

In their study on individualized education, Pedro et al. (2019) emphasized that a dual-teacher model with artificial intelligence involves teachers spending a lot of time on routine and other administrative tasks, like repeating information and responding to inquiries on a variety of subjects. However, by having artificial intelligence-supported assistants (secondary teachers) in the classroom, teachers will be able to spend more time guiding students and engaging in one-on-one communication (p. 13).

It is acknowledged that integrating artificial intelligence into education will help students by enabling them to use digital assistants, track their academic progress, and have constant access to learning resources. However, teachers can benefit from using AI for managing student populations, assessing and analyzing learning outcomes, and giving feedback (Osetskyi et al., 2020, p. 581). Kış (2019) claims that students become more independent, motivated, and engaged when learning with AI. Furthermore, the efficacy, productivity, and quality of work produced by AI instructors have all increased (as cited in Aktay, Gök & Uzunoğlu, 2023, p. 380). Within this framework, productivity has been defined as delivering curriculum-aligned content that is relevant to the students, helping them retain the information, and considering their skills and interests (Chen et al., 2020, p. 75274).

This study presents a balanced view of AI in education. While highlighting AI's potential to boost student discovery, personalize learning, and lighten teacher workloads, it also acknowledges concerns about AI replacing human teachers. The historical context provided offers a useful perspective. Overall, the study suggests AI in education has significant promise, but risks must be navigated carefully to ensure it complements rather than replaces the human element in teaching and learning.

1.5.ChatGPT in Education

ChatGPT is an AI system that can rapidly produce detailed and relevant responses to prompts and follow-up questions from users. It can engage in conversational exchanges by generating human-like text outputs. ChatGPT has become very popular and well-known in many different fields, such as law, medicine, business, and education. In the education world, ChatGPT is considered a promising tool that could help improve the way students learn and teachers teach. The abilities of this AI system are thought to have the potential to bring positive changes to education.

In higher education, ChatGPT can be a useful tool for enhancing writing. It can create outlines, texts, and data summaries, which will save time and increase quality of the work. ChatGPT also has the ability to identify grammar and style mistakes, which increases the readability of written material (Atlas, 2023, p. 24). Additionally, ChatGPT assisted students in developing their research skills by offering resources and information on a given subject, pointing out previously anonymous perspectives, and introducing them to new study subjects, all of which can improve their comprehension and assessment of the subject (Kasneci et al., 2023, p. 2). Kung et al. (2023) discovered that it can help in medical education and making choices about medical treatment since it generates correct responses on tests that allow doctors to get licensed (p. 1).

Rudolph et al. (2023) referred to several benefits of ChatGPT, including its capacity to produce dialogues that resemble those of a human and its cost-effectiveness due to the lack of human labor needed (p. 12).

Whenever new technologies are used to assess knowledge or skills, there are often concerns about how they will be applied. For instance, during the COVID-19 pandemic, doubts emerged about the quality of online learning. As advanced AI systems such as ChatGPT become more prevalent, it is crucial to carefully consider the implications and ensure appropriate safeguards are in place (García-Peñalvo, 2023, p. 3).

There are worries that when students use ChatGPT, they might copy and paste texts without evaluating the content or giving credit to the sources, which could lead to plagiarism.

Due to this issue, text created by ChatGPT is inappropriate for academic writing (García-Peñalvo, 2023, p. 3). There have been concerns about ChatGPT's ability to detect plagiarism in articles and about how to differentiate between content that is created (Chatterjee & Dethlefs, 2023, p. 3; Khalil & Er, 2023, p. 11). Teachers are becoming more concerned that students might use ChatGPT to complete their written projects because it can produce reports quickly and cannot be picked up by plagiarism checkers. However, Atlas (2023) argued that it is true that detecting the use of OpenAI's GPT-3 language model views as plagiarism, and he indicated that the act of taking off someone's ideas as your own without giving credits to the original source is known as plagiarism. As a result, when utilizing GPT-3, writers or students must explicitly state that the model was utilized and provide the proper citation or reference (p. 13).

In an investigation by Khalil and Er (2023) to see if plagiarism detection software could identify essays created with ChatGPT, the results showed that 30 of the 40 essays analyzed had a similarity score of 20% or less, indicating a high level of originality in the content produced (p. 9).

Similarly, Susnjak (2022) experimented with ChatGPT to evaluate its capacity for critical thinking as opposed to just knowledge retrieval, and the outcomes were highly precise (p. 7).

However, Dowling and Lucey (2023) pointed out that even though ChatGPT is a beneficial tool for producing ideas and collecting data, it is less effective for synthesizing literature and developing suitable testing frameworks in financial research (p. 1).

Several schools have decided to restrict ChatGPT due to the worries mentioned above that students could use it to generate assignments or other schoolwork automatically (Ropek, 2023). García-Peñalvo (2023) argued that prohibiting or restricting ChatGPT's use will fail to prevent students from using it. Rather, ChatGPT expected to become a crucial tool for writing process, similar to how computers and calculators transformed math and science (p. 4).

Altogether, it can be concluded that ChatGPT represents a groundbreaking advancement in AI-assisted education by enhancing writing and research skills, but it also raises concerns about plagiarism. Despite some restrictions, studies show it can create original content. Its successful integration depends on developing responsible use guidelines while maintaining academic integrity. Like other technologies before it, ChatGPT may become a standard tool if educators and students adapt appropriately.

1.6.Features of ChatGPT

ChatGPT is a language model that can understand the context and provide suitable answers for users since it offers many features that enhance its capabilities and distinguish it from other models. Some of these features include the following.

1.6.1.Voice Response Feature

Voice response is one of ChatGPT's features that allows users to communicate and interact directly with the chatbot. When users speak with ChatGPT rather than typing, it allows for a more

natural conversation and saves time and effort. By supporting voice responses, ChatGPT enhances its accessibility and helps users who prefer verbal communication (Rawat, 2024). Additionally, this feature guarantees an easy experience for users

1.6.2. Natural Language Understanding

Kocoń et al. (2023) stated that ChatGPT utilizes the powerful GPT (Generative Pre-Trained Transformer) system, which allows it to understand the grammar and syntax of natural language, this understanding is achieved through training on a wide range of texts from books, websites, and articles (p. 2). As a result of this extensive training, ChatGPT enhances its ability to recognize grammatical patterns and idiomatic expressions. Even if the data it receives is not well-formed or contains faults, it can offer accurate and relevant responses (Wang et al., 2023). This makes ChatGPT a powerful tool for a wide range of applications.

1.6.3. Personalized Responses

ChatGPT can provide personalized answers by taking into account the users' interests and previous interactions. Including the tone and style you are looking for. It is also able to create answers that are suitable to the interests and preferences of its users by examining their chat history (Shoab, 2023). This feature is helpful in the domain of e-marketing and management, as it allows for personalized responses that can enhance customer satisfaction.

1.6.4. Automatic Summarization

ChatGPT is a powerful tool that offers a summarization service for lengthy texts automatically to facilitate understanding a huge variety of complex information (Liu & Healey, 2023, p. 8). It achieves this by analyzing the content and identifying important parts, similar to what researchers do (Gliwa et al., 2019, p. 70). Due to its ability to summarize huge amounts of

text (AlAfnan et al., 2023, p. 60). This makes ChatGPT helpful in many areas, such as education and research, since it saves time and enhances productivity.

1.7. Pros of ChatGPT

ChatGPT offers many pros including:

1.7.1. Availability and Accessibility

One of the most important pros of ChatGPT is its capacity to provide 24/7 customer service without interruptions or downtime. This means that users can access information or engage in conversation easily without permission or waiting for specific hours. Furthermore, it is easily accessible to anyone using the internet or connected devices such as smartphones, computers, and tablets (Silk, 2023). This removes barriers and allows users all over the world to benefit from its services.

1.7.2. Ability to Mimic Human Dialogue

ChatGPT's main function is to imitate human conversation through commands from the user. It shares similarities with AI assistant technologies such as Bixby and Siri, as it is designed using innovative learning techniques called Reinforcement Learning (RL) and uses a special algorithm called Large Learning Models (LLM) to check how well it works and its imitation of real-life conversation for effective communication and building connections (Gupta et al., 2023, p. 6).

1.7.3. Intelligent and Adaptable Language Model

OpenAI created the decoder and language prediction system called Generative Pre-Trained Transformer-3 (GPT-3). It is known as one of the most advanced AI models ever made (Donato et al., 2023, p. 147). It becomes a challenge and difficult to recognize whether the message is

written by a human or the model itself. Because of its exceptional intelligence and adaptability as a language model (Haque et al., 2022, p. 6). As a result of its wide data range, ChatGPT can handle a variety of tasks.

1.7.4. Cost Savings

According to Deng and Lin, ChatGPT is a language model that can help users save money by providing human-like responses in real time for customer service chatbots. This helps to decrease the reliance on customer service representatives. ChatGPT is also capable of improving over time in order to minimize the use of expensive updates. These features make ChatGPT a valuable tool for enhancing productivity due to its cost effectiveness (2023, p. 82).

1.7.5. Multilingual Support

Kanade (2023) claimed that ChatGPT is an AI tool that is created to understand and respond to a wide range of messages and conversations in multiple languages, such as English, Spanish, Chinese, and more. It can also solve language barriers and facilitate communication between people who speak different languages understand each other better. This helps ChatGPT to be a useful tool in terms of understanding languages.

1.8. Cons of ChatGPT

Although ChatGPT is a helpful tool for searching and learning, it has some cons like other chatbots. Here are some of the major cons of ChatGPT.

1.8.1. Lack of Deep Understanding

Lack of deep understanding of a text is one of the major cons of ChatGPT since it is unable to fully understand the meaning of the context; instead, it only learns to guess the next word in a sequence according to the word that comes before it. This con may cause incorrect or missing information in the text that it produces. For instance, “I need a new pair of shoes and...”. The word

that ChatGPT might suggest is “socks,” which is frequently related to shoes but fails to describe the meaning of context, especially the need for shoes (Azam, 2023, p. 7). This may lead to an inaccurate and incomplete understanding.

1.8.2. Security Concerns

Deng and Lin declared that ChatGPT associates security concerns with any innovative model, including the possibility of aggressive attacks when a hacker tries to affect the model by giving it harmful inputs. This results in dangerous and incorrect outcomes, so this is considered one of the main causes of security concerns. However, if ChatGPT is integrated into popular platforms such as social media or applications, there is a chance that it will be used to spread propaganda or incorrect information (2023, p. 82). Therefore, businesses and organizations need to take into consideration these risks when using ChatGPT.

1.8.3. Absence of Emotional Intelligence

In specific situations, such as providing emotional support for users. ChatGPT may face difficulties and obstacles to understand and respond exactly. For instance, if someone shares his bad feelings, ChatGPT might provide general advice or help but it lacks emotions. (Raj et al., 2023, p. 2). This proves that ChatGPT cannot replace humans in terms of feelings or emotional support.

1.8.4. Over-reliance on Technology

Overreliance on technological tools such as ChatGPT can lead to negative results. When users depend on ChatGPT for answers rather than depend on themselves, do their research, or think critically, this can lack the human touch and limit problem-solving abilities, which makes them unable to complete their tasks independently (Silk, 2023). Therefore, it is essential to use ChatGPT as a tool but not as a replacement for human interaction.

1.8.5.Limited Capabilities

Despite its power in language generation, ChatGPT cannot access and search the internet. Its inability to create texts and messages based on the information it receives is one of its main drawbacks. This means that it cannot give answers on a huge variety of topics. Since ChatGPT is trained on a large dataset of human language (Deng & Lin, 2023, p. 82). This may lead to aggressive and inappropriate responses.

1.9. ChatGPT and Lesson Planning

Lesson plans are drafts of an entire course. They give the instructor a road map to follow and organize the various activities and tasks that teachers carry out during their classes in a logical and orderly manner (Ball & amp; Cohen, 1996, p. 6). They serve as crucial guidelines for trainee educators (Rusznayak & Walton, 2011, p. 271). Learning objectives (what learners should learn), learning activities (how teaching and learning take place), and materials (what are the resources used during instruction) should all be included in these drafts.

Süral (2019) argued that teachers and future teachers should understand how crucial it is to plan their lessons (p. 12). It discovered that creating lesson plans improves the quality of instruction (Süral, 2019, p. 12). According to a different study about the use of technology in lesson plans, pre-service teachers expect to get assistance in acquiring the knowledge and skills necessary for their future employment (Janssen & amp; Lazonder, 2015, p. 919). Studies indicate that there are variations between pre-service instructors in elementary education programs. Specifically, they tend to utilize more internet-based resources when developing their lesson plans, compared to pre-service early childhood teachers (Sawyer & Myers, 2018, p. 17). As a result, technology becomes an essential tool and setting for creating and carrying out lesson plans (Johnson & Sdunzik, 2023).

Teachers are expected to be able to create lesson plans. The majority of teachers' education includes tasks and practices in their programs.

Lesson plans can be created using a variety of instructional techniques and strategies, but there are three main ways to plan lessons: using existing plans, making small changes to them, or creating new lesson plans. (Lim et al., 2018, p. 21). Lim et al. (2018) found that the first two lesson planning techniques were more often used by the teachers (p. 21).

AI tools such as ChatGPT should be viewed as assistive technologies that help educators enhance the quality of instruction in their classrooms. Instead of being perceived as a risk to schools, teacher preparation, or teacher education. Regarding this, Saunders (2023) claimed that users might also find ChatGPT to be highly useful when creating situations for assessments based on real-world case studies. This is particularly right if educators and student teachers utilize ChatGPT to generate specific situations, such as analyzing lesson plans, to which their assessments respond. According to Phillips (2023), the educators' role is to guide students through the learning process and maintain its integrity, focusing on the process, not just the solution. It is the students' responsibility to learn how to learn, not just what needs to be learned. Using examples from lesson plans on ChatGPT can help students differentiate between what is and what ought to be, potentially improving their critical thinking. Despite the fact that using these tools excessively can have a negative effect on teachers' ability to think critically and solve problems, they concur that using them for assessment and critique fosters these abilities as well as creativity and critical thinking (Kasneci et al., 2023, p. 6).

ChatGPT is a useful tool for lesson planning that helps teachers organize assignments and activities in an appropriate manner. It improves the quality of education and develops critical thinking abilities by giving educators both new and experienced a road map.

Conclusion

Overall, this chapter has covered AI and ChatGPT more comprehensively. It began by defining key concepts such as AI and ChatGPT, tracing the genesis and progressive development of ChatGPT, and then shed light on the use of ChatGPT and AI in educational settings. It discussed ChatGPT's features like multilingual capabilities, voice interactions, and contextual understanding. On the other hand, it covered the benefits and drawbacks, such as increased availability, efficiency, cost savings, plagiarism issues, and the risk of overreliance. This chapter also discussed ChatGPT's ability to foster critical thinking in educators and improve the quality of their lesson plans.

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Introduction

The lesson plan is the instructor's road map for what students should learn and how to teach it effectively in class. A lesson plan is a thorough explanation of how a lesson will be taught or how students will learn. It serves as a guide for teachers and outlines the objectives of the lesson. Students should understand their learning objectives, techniques, processes for achieving them, and ways to monitor progress (e.g., tests, worksheets, observations, assignments, etc.). Furthermore, lesson planning is an organized and methodical process in which teachers develop instructional activities and techniques to help students learn. The material to be taught, the learning objectives to achieve, the instructional methods used, and the assessment systems to be utilized to monitor student progress. Effective lesson planning is critical to increasing student involvement, motivation, and achievement. This chapter is devoted to the definition of lesson planning. Its components, types, functions, importance, features, steps, and format, in addition to its relationship with ChatGPT.

2.1. Definition of Lesson Planning

Planning is essential throughout every level of human existence. A step-by-step timetable helps individuals perform work efficiently, achieving their goals more easily. Effective course preparation leads to better learning outcomes. Effective teaching requires a lesson plan (LP) (Amuei et al., 2017; Richards & Bohlke, 2012; Ur, 2012).

Lesson plans are defined as a unit, series, or description of what and how a teacher should teach (McMahon, 2011; Spratt et al., 2005; Farrell, 2002). According to Ai and Am (2011), a lesson plan involves teachers interacting with specific content to choose how to deliver it based on each teaching setting. (p.221). similarly, Good (1945) stated that a lesson plan outlines the major

components of a lesson and their order of presentation, which may contain objectives, points to be made, questions to ask, references, and tasks. Additionally, Spratt et al. (2005) claimed that a lesson plan is a bundle of notes that helps us think about what and how we will teach. It also helps us before and after the session; we can determine the most significant components of a lesson plan by carefully considering what we want our students to do and how they should do it (n.d.).

Furthermore, Harmer (2001) defined that a lesson plan as based on the teachers' understanding of the students' level and the syllabus or curriculum expectations. He also emphasized that lesson planning is a skill of blending a variety of aspects. Create a unified class with a clear identity that students can recognize, interact with, and react to. (p. 308). According to Izuagba (2004), a good lesson plan is a detailed, organized, and methodical presentation on paper of the teachers' intended teaching methods. What does he intend to teach in a specific lesson period? According to her, teachers provide behavioural targets, learning materials, activities, and evaluating tools to ensure clear objectives are met. In keeping with Mbakwem (2001) claimed that a lesson plan is a systematic approach to achieving behavioural objectives, presenting content and learning experiences, and evaluating the extent of desired behaviour changes in learners. A well-designed lesson plan guides teachers in their work.

To sum up, planning is crucial in many areas of life, including education. Lesson plans assist teachers in effective teaching by detailing what and how to teach in a structured manner. They take into account the requirements of the students, as well as the curriculum expectations, to create a unified learning environment. A well-designed lesson plan is essential for meeting educational objectives and tracking student progress.

2.2. Components of Lesson Planning

2.2.1. Indicator

According to Raiser and Dick (1996), an indication should include an action verb that indicates the learners' expected behavior. Examples of such verbs include explaining, listing, climbing, spelling, describing, and identifying. Indicators should avoid verbs that describe internal mental states that cannot be readily observed. They define non-observable verbs as knowledge, understanding, familiarity, appreciation, and interest (p. 24).

2.2.2. Objective

Objectives describe the purpose of successful learning, including what students can do and what teachers will do. Raiser and Dick (1996) established a taxonomy. This framework classifies learning outcomes into four domains. Learning domains include knowledge, motor skills, and attitude.

1. Knowledge skills include recalling and remembering certain facts. It often relates to memorizing certain facts. For this domain learning aim, proposed verbs are list, state, describe, and recognize.
2. Intellectual talents refer to learners' ability to apply knowledge beyond memorization alone. This domain's learning objectives include classifying, applying, and solving.
3. The third category is motor skills, which include physical exercises that require learners to relocate. Recommended verbs for this domain include perform and execute.
4. Attitude refers to personal feelings and ideas that influence a person's behavior (p. 27).

2.2.3. Activities

According to Reiser and Dick (1996), teachers should evaluate two factors: first, the desired learning objectives. Second, identify the instructional activities that will assist students in achieving the desired results (p. 46). Critical instructional tasks for each learning domain: Learning involves presenting material in a meaningful context, practicing, and giving and receiving comments. To help students remember prerequisites, provide examples, practice, and feedback, including answer specifics. To improve motor abilities, the "executive routine" involves giving information, demonstrating instances, and offering feedback. Attitude, inspiring students to provide information and examples (by someone they admire) (Reiser & Dick, 1996, p. 53). Richard (2001) argued that activities refer to what the pupils will do throughout the class; examples include dialog work, spontaneous writing, and brainstorming (p. 38).

2.2.4. Materials

Materials must align with instructional objectives and meet the needs of the targeted pupils.

2.2.5. Media

Reiser and Dick (1996) identified three principles for employing media: efficacy, practicality, and appropriateness. Effective media should assist pupils in understanding the material's purpose. Effective teaching involves motivating students, communicating objectives, presenting examples, practicing, and offering comments. Media should be tailored to student characteristics (p. 69).

2.2.6. Assessment

A teachers' responsibility includes assessing students' learning. Assessment measures learners' progress. It provides feedback on the effectiveness of the learning objectives. According to Reiser and Dick (1996), assessment tools in lesson preparation should measure objectives, align with material, match student grades, and be dependable (p. 86).

To conclude, Lesson planning entails establishing indicators, objectives, activities, materials, media, and assessment procedures. Indicators should contain action verbs that describe observable behaviour. Objectives specify the objective of learning in the knowledge, skills, and attitude domains. Activities should be consistent with learning objectives and include presenting material, practicing, and providing feedback. Materials and media should complement instructional goals and be effective, practical, and suitable. Assessment monitors students' development and must be consistent with objectives and reliable.

2.3. Types of Lesson Planning

Lesson plans are typically classified as yearly, weekly, daily, or substitute teacher-specific.

2.3.1 Overall Yearly Plan

The overall yearly plan provides an overview of each subject in the program. It indicates the units to be taught and the amount of time spent on them. Yearly plans are presented to the dean of academics, typically an assistant or vice teacher, or department heads often appoint an assistant or vice principal after the first week of the academic year. The syllabus may also include a condensed version of the annual lesson plan.

2.3.2. The Daily Lesson Plan

A daily lesson plan is a written overview of what a teacher wants to accomplish within a certain lesson or class session. It should include the concept or purpose, the time frame, the technique, and any instructional materials required. Daily lesson plans are typically sent via email to the dean of academics, who is usually an assistant or vice principal, or to the department heads at the conclusion of each week for the following week. First-year teachers typically need to plan in greater depth than experienced or trained teachers.

2.3.3. Substitute Teacher Plan

Substitute instructors' lesson plans should be well-planned and detailed. Detailed planning provides the substitute instructor with a sense of confidence and security. The lesson plans should be displayed prominently on the teacher's desk and kept in the sub-teacher folder. If the regular teacher does not provide a sub-folder with lesson plans and materials, the substitute teacher can still be strict by assigning tests, puzzles, summarizing assignments, reading or writing essays, or watching educational movies or documentaries (Farrell, 2002; Bailey, 1986, pp. 15–40).

To sum up, lesson plans can be categorized as yearly, monthly, daily, or substitute teacher-specific plans. The yearly plan provides an overview of each subject and the units that will be taught. Daily plans outline what the teacher hopes to accomplish in each lesson. Substitute teacher plans should be detailed to provide trust and direction for the substitute teacher.

2.4. Functions of Lesson Planning

Kyriacou (2007) highlighted five primary functions for lesson planning. First, it motivates teachers to focus solely and clearly on the type of learning they want to occur during a single class.

Second, it reduces teachers' thinking time when giving the lesson. Third, teachers are encouraged to consider the content and structure of their lessons. Fourth, preparation allows you to prepare all of the resources and materials you need for a class with little effort. Fifth, planning helps teachers keep track of their future plans.

2.5. Importance of Lesson Planning

Empirical research suggests that to attain learning outcomes, teachers must follow lesson plans that promote successful teaching, student learning, and classroom management. This is known as "the hidden world of teaching" or "quality improvement activity." (Saad, 2011; Shen et al., 2007, pp. 248–258). Lesson plans help teachers be more productive in the classroom by offering a precise outline to follow throughout each class hour. Planning a lesson is a very useful strategy to employ in the classroom to maximize class time, introduce new concepts, reinforce prior knowledge, and promote meaningful discussion.

Lesson planning affects students' learning experiences and engagement levels. Creating and implementing lesson plans in the classroom might be challenging due to a lack of knowledge in this area, according to literature. (Cullen et al., 2013, pp. 32-48). Furthermore, a strong lesson plan is extremely important to the teacher's job, and it is regarded as his road map to effective teaching. According to Izuagba (2004), it has the following importance:

1. Organize information, facts, and actions logically to avoid disappointment or ineffective recall.
2. It allows the teacher to teach confidently. Refer to it periodically to avoid missing important information.
3. Without a lesson plan, teachers may deviate from the intended objectives.

4. It reduces classroom management issues by defining teaching objectives, strategies, resources, and approaches.
5. Allows supervisors to evaluate the teacher's job performance.
6. A vacuum is not created as another instructor can use the same plan prepared by another teacher.
7. It organizes lessons systematically to maximize learning time.

2.6. Features of Good Lesson Planning

Hornby (2010) defined a feature as a distinctive, outstanding, or noteworthy aspect of something that makes it known. According to Ughamadu (2006), lesson plans have four basic phases:

1. The revision phase.
2. The introductory phase
3. The Development Phase
4. The Evaluation Phase (p. 153)

Besides, Izuagba (2004, p. 118) argued that the lesson plan is organized into three primary phases:

1. Introduction.
2. The body of the lesson.
3. Conclusion.

Lesson planning is a critical component of good teaching that requires careful consideration and preparation for conveying content and supporting learning in the classroom. When done

properly, lesson preparation can assist teachers in providing interesting and meaningful experiences for students, promoting an organized learning environment, and aligning instruction with student goals and results. Teachers may create effective learning experiences that encourage student growth and accomplishment by taking into account their students' different needs and interests, including a variety of teaching tactics, and using appropriate evaluation methods.

Introduction

Upon entering the classroom, the teacher alerts the learners. He makes them eager to learn the lesson by Anecdotes pertinent to the topic matter serve as an illustration for the lesson. For instance, drawing beans and goats as listening items can illustrate a discussion on the "importance of being literate" essay topic. Using drawings and questioning: The teacher's stumbling and sitting in class may indicate weakness and the need for rest after a long day's labor. In addition, the teacher reviews and summarizes past lessons.

The Body of the Lesson

This gradually introduces learners to the material. The teacher builds on students' prior knowledge to gradually advance the topic. The material is delivered in steps that are interconnected and thoroughly addressed to ensure understanding by the learner. The teacher uses various methods, resources, and stimuli while evaluating their effectiveness to maintain consistent advancement.

Conclusion

This is the lesson plans' final phase. The teacher could review the lesson and emphasize the silent topics discussed. He could ask the pupils a series of questions to summarize the lesson. He may administer a test to learners to assess if the objectives were met. He could dictate or write notes for others to replicate.

To conclude, lesson planning consists of four main phases: revision, introduction, development, and evaluation. These phases are critical for teachers to successfully communicate knowledge and support student learning in the classroom. The introduction phase sets the tone for learning, the body of the lesson gradually introduces the subject, and the conclusion reviews, summarizes, and assesses student comprehension. Following these steps allows teachers to create engaging and meaningful learning experiences that address students' needs and interests while connecting education with intended results.

2.7. Steps in Designing Lesson Plan

According to Brown (2001), while planning a lesson, teachers should first reread the textbook chapter, assuming familiarity with the curriculum and "tone" of the topic. Second, after examining the entire curriculum and assessing the student's linguistic needs, determine the theme and purpose of the class and put it down as the overarching goal. Third, based on the curriculum and student needs, create one to three clear terminal objectives for the class. Fourth, select exercises from the textbook and modify them based on your objectives. Fifth, create a basic overview of your lesson. Finally, provide step-by-step procedures for all approaches, particularly those that require revisions or additions. Identify the goal of each approach, activity, and enabling

objective (p. 152). Additionally, Permendikbud Nomor 81 A Tahun (2013) claimed that lesson planning involves various steps:

1. Review the curriculum.
2. Identify the learning process.
3. Establishing goals.
4. Develop learning activities.
5. Translation of Type
6. Establishing a time allocation
7. Identifying sources of learning.

2.8. Lesson Planning Formats

Ur (2002) argued that when preparing plans, some teachers write out exactly what they want to do and take notes on each sentence that their pupils will say. Others utilize note-form cues to self-such as 'T checks to understanding' or simply write 'pair work', 'solo work', or 'full classes' to express how they intend to complete anything. Some teachers take notes with organized paragraph titles, while others use flow diagrams or random notes. Some just write simple titles such as 'going to', 'photograph activity,' or 'Little Rock reading' to remind them what to do. Of course, some teachers keep the entire plan in their heads. This may be perfectly suitable for them, but it will not help anybody else, including spectators and potential substitute teachers, understand what they intended. When teachers are observed, or when an institution requests official plan, the specific style of the plan may rely on the personal preferences of trainers, test systems, institutions, schools, colleges, etc. However, According to Cunningham (1999), in some form or another, typically, these aspects are included:

1. Procedures

The description of how it will be carried out. Procedural sections may incorporate interaction patterns. To capture patterns, we can use symbols such as T - SS (for teacher-led class discussions), S - S (for pair work), or SSS - > SSS (for group work). Alternatively, we can simply write 'groups', 'pairs', etc. We often give timeframes to estimate how long tasks will take. We'll also include methods, such as having students match photos to phrases.

2. Anticipated Problems

Teachers often create a list of probable challenges and offer solutions for addressing them. They might examine what they would do if a computer or other piece of technology failed them, or if some other student-related possibility occurred, such as the task being much more difficult for the class than expected.

3. Extra Activities/Material (just in case)

Teachers often plan additional exercises in case things progress faster than expected.

4. Material to be Used in the Lesson

Teachers should provide examples of the material they will use with students in their lesson plans, Especially for observational reasons.

To sum up, Teachers can arrange lessons in a variety of formats, including extensive notes, cue-form cues, ordered paragraphs, flow diagrams, and simple titles. However, the plan's specific style may be determined by personal preferences or institutional restrictions. Lesson planning should contain procedures, anticipated problems with solutions, extra activities/material in case of unexpected progress, and examples of materials to be used. These features enable teachers to properly prepare for their lessons and express their goals to others.

Lesson Plan Template

Class Date:

Background Information:		
Course Name/Description:	Institution:	Lesson Length:
Description of Students:	Level:	Number of Students:
Lesson Information:		
Lesson Objectives — Students will be able to:		
Specific skills/content focus:		
How does this lesson fit in with the previous and next lessons?		
Lesson Plan:		
Time	Procedure	Materials and Rationale
<i>Materials:</i>		

<i>Materials:</i>
<i>Materials:</i>
Assessment:
Notes:
Pre-class preparation:
Lesson Evaluation:
1. What do you think the students actually learned? How do you know?
2. What parts were most successful/least successful? Why?
3. Did you finish the lesson on time? If not, why?
4. What changes (if any) will you make in your teaching and why (or why not)?

Figure 2.1: Lesson Plan Template as cited in American English website (.gov)

2.9. Utilizing ChatGPT in Lesson Planning

2.9.1. Pre - Planning Phase

2.9.1.1. Defining Learning Objectives

Wiggins and McTighe (2005) stated that it is important to identify clear and measurable learning outcomes and ensure alignment with curriculum standards and student needs.

2.9.1.2. Generating Lesson Ideas

Utilize ChatGPT to brainstorm creative lesson topics and activities tailored to students' interests and learning styles. According to Tomlinson (2014), it is important to incorporate interdisciplinary connections and real-world relevance.

2.9.1.3. Curating Resources

Mayer (2008) gathered a variety of multimedia resources, including videos, articles, and interactive simulations. Additionally, they utilized ChatGPT to find relevant educational materials and supplemental resources.

2.9.2. Lesson Development Phase

2.9. 2.1. Designing Engaging Activities

Create hands-on activities, group projects, and games to promote active learning (Johnson & Johnson, 2009, pp. 365–379). Additionally, incorporate technology tools and multimedia elements for interactive learning experience.

2.9.2.2 Generating Discussion Prompts

According to Brookfield and Preskill (2015), develop open-ended questions and prompts to stimulate critical thinking and dialogue. In addition, utilize ChatGPT to generate thought-provoking discussion starters and debate topics.

2.9.2.3. Content Tailoring to Diverse Learners

Differentiate instruction by providing multiple entry points and scaffolding support (Tomlinson, 2017). Also, use ChatGPT to adapt content and materials based on individual student needs and preferences.

2.9.3. Implementation Phase

2.9.3.1. Integrating ChatGPT During Instruction

Blikstein and Worsley (2016) said that ChatGPT can be incorporated for personalized feedback, adaptive learning activities, and virtual tutoring support (pp. 220–238). Moreover, they encouraged students to interact with ChatGPT for additional practice and clarification.

2.9.3.2. Monitoring Student Engagement and Comprehension

Black and Wiliam (2009) used formative assessment strategies, such as exit tickets and polls, to gauge student understanding (pp. 5-31). Furthermore, analyze ChatGPT interactions and student responses to identify areas for reinforcement.

2.10. Steps of Creating Lesson Planning With ChatGPT

Step 1: Define the Lesson's Objective

To create effective lesson plans using ChatGPT, start by defining the lesson's goals and objectives. What do you aim for your students to learn by the end of the lesson?

Step 2: Generate Ideas for Lesson Content

Once you have defined the purpose, the next stage in designing lesson plans is to come up with instructional content ideas. Artificial intelligence systems, such as ChatGPT, can assist you in brainstorming new ways to communicate the topic to your students.

Step 3: Organize the Lesson Structure

After you have developed ideas for class content, you must organize them into an organized lesson plan. ChatGPT can assist you in planning a logical flow for your classroom.

Step 4: Supplement the Lesson Plan by Asking ChatGPT for Help

You can request ChatGPT to go above and beyond the lesson plan. Such as finding informative videos or making games and quizzes.

Step 5: Review and Refine the Lesson Plan

Finally, review the lesson plan and make any necessary revisions. ChatGPT provides feedback on lesson planning (Skimai, n.d.).

To sum up, to create effective lesson plans using ChatGPT, first define the lesson's aims and objectives. ChatGPT can help you develop lesson content ideas and organize them into an organized lesson plan. Ask ChatGPT for assistance in supplementing the lesson plan with extra resources, such as movies or quizzes. Review and revise the lesson plan based on ChatGPT comments to ensure that it fulfills the desired learning objectives.

2.11. Benefits of Using ChatGPT for Lesson Planning

Trust et al. (2023) stated that ChatGPT can help educators prepare lesson plans, create course schedules, and design instructions and activities to achieve learning objectives. (pp. 1-23). ChatGPT may build lesson plans tailored to students' abilities and needs by training them on learning objectives and generating fresh content. According to Kılınç (2023), using ChatGPT to construct lesson plans can help teachers integrate unique teaching approaches and technologies into the curriculum (pp. 205-237).

Additionally, according to Gupta et al. (2023), instructors who use ChatGPT to create lesson plans benefit greatly. ChatGPT lesson plans enable quick and efficient planning for individual learning, identifying relevant topics and activities based on course content, providing feedback for evaluation studies, sequencing subjects appropriately, and making suggestions for future learning.

Furthermore, Iccompie (n.d.) claimed that using ChatGPT for lesson planning has the capacity to encourage effective brainstorming and idea generation. ChatGPT can serve as a virtual collaborator, conversing with instructors to produce fresh ideas and unique teaching methods. Educators can use ChatGPT's linguistic skills to explore new viewpoints, discover innovative teaching tactics, and generate new content ideas by asking questions, requesting suggestions, or

discussing specific themes. This technique can save significant time and provide educators with a wealth of inspiration for their lessons. Besides, each learner has distinct learning requirements and preferences. ChatGPT can help or create personalized and adaptive lesson plans to meet the unique needs of each student. Teachers can utilize ChatGPT to construct individualized material and activities that incorporate student-specific information and feedback. Whether it is altering the difficulty level, addressing specific learning gaps, or giving individualized instruction, ChatGPT may contribute to the construction of lesson plans that correspond closely with each student's requirements and interests, enabling better engagement and understanding. Similarly, ChatGPT can help increase student engagement by incorporating interactive aspects into lesson planning. For example, instructors might utilize ChatGPT to design conversational activities, simulations, or virtual settings that motivate students to actively participate and apply their knowledge. Using ChatGPT-generated dialogues, quizzes, or interactive exercises, educators may build a dynamic learning environment that encourages critical thinking, problem solving, and teamwork. The interactive aspect of ChatGPT replies can pique students' interest and develop a sense of participation in the learning process.

To conclude, ChatGPT is a helpful tool that allows teachers to construct tailored lesson plans depending on their students' abilities and needs. ChatGPT enables educators to incorporate creative teaching concepts and technology into their curriculum, saving time and promoting development in lesson design. Furthermore, ChatGPT can help with the creation of specialized materials and activities to meet each student's specific learning needs and preferences, increasing student engagement through interactive aspects including conversational activities and virtual environments. Overall, ChatGPT has the potential to change the way teachers plan and deliver lessons, resulting in a more engaging and effective learning environment for students.

2.12. Enhancing Lesson Planning with ChatGPT: A Teachers' Guide

Sanako (2023) stated that teachers often devote approximately five hours each week to planning pre-instruction activities for their classrooms. ChatGPT can help you decrease lesson planning time and provide engaging activities for students. Consider the following tasks that ChatGPT assist with:

1. Generate lesson plan ideas: If you are short on time or ideas, ChatGPT can generate a lesson plan for a certain topic and grade level.
2. Translate assignments: ChatGPT can translate coursework into a student's native language to aid comprehension if English is not their primary language. To translate English text into another language, simply copy and paste it into the chat box and let the computer handle the rest. Create a document for the student using the new text.
3. Simplify language: If you have an assignment notion but do not know how to simplify the language to a lower grade level, let ChatGPT handle it. Enter the text into the chat box and instruct ChatGPT to rewrite it at the desired reading level. Copy and paste the new material into a document, and make any adjustments for student access.
4. Develop grading rubrics: You can use ChatGPT to build grading rubrics based on assignment sheets. Please explain what you would like ChatGPT to include.
5. Find innovative project ideas: Instead of rehashing conventional ideas for projects such as essays or PowerPoint presentations, ChatGPT can provide unique project ideas based on certain topics. Assignments might be based on a single idea or a list of options for students.

To sum up, Teachers spend a significant amount of time arranging classes each week. ChatGPT can assist by making lesson plans, translating assignments, clarifying terminology, developing grading rubrics, and brainstorming new project ideas for students. This tool can help teachers save time while still providing exciting classroom activities.

2.13. Customizing ChatGPT Prompts to Create Language Lesson Plans

Sanako (2023) claimed that to use ChatGPT as a lesson plan generator, you should adapt the prompt to match your specific needs. This involves selecting the language to teach and including any additional information for the AI. Here are some of the most common parameters teachers use when creating lesson plans with ChatGPT :

1. Language level: A1-C2 (CEFR), equivalent to grade 9 in primary, secondary, or high school.
2. Themes are business, nature, social connections, travel, science, culture, gastronomy, and hobbies, among others.
3. Lesson duration : 45, 60, or 90 minutes.
4. Delivery methods include face-to-face, remote, live, and asynchronous.
5. Key teaching styles include task-based, communicative, project-based, CLIL, CLL, audiolingualism, etc.
6. Student interaction formats: pair, group, and individual.
7. Aim/objective: Improve speaking, reading, writing, and listening abilities; improve spontaneous speaking skills; memorize Improve vocabulary, grammatical understanding, exam preparation, group work abilities, cultural awareness, and so on.
8. Materials include audio, video, text, games, and flashcards.

2.14. Example of a Lesson Plan Prepared by ChatGPT

Lesson Structure

1. Warm-up: Introduction to Science (5 minutes).

The teacher begins by providing a brief introduction to the science topic. The teacher then encourages students to share their favorite scientific topic or discovery and explain why it interests them. Each learner should complete this task in one minute or less.

2. Presentation: Video Watching (10 minutes)

Play a short film on a scientific topic that is visually appealing, easy to understand, and thought-provoking. The video should last roughly 5 minutes.

After watching the movie, spend an additional 5 minutes discussing the primary point: assessing pupils' comprehension by asking them to identify significant terms.

3. Controlled Practice: Group Discussion (10 Minutes)

Divide students into small groups for in-depth discussions regarding the movie. Provide a list of discussion questions to guide the conversation. Encourage pupils to apply the terminology and key terms taught in the video.

4. Free Practice: Group Presentation (10 minutes). Provide each group with a mini-task related to the video. They must develop a novel scientific concept based on the videos' theme. Each group will develop a brief verbal presentation to share with the class.
5. Production: Science Talk Show (7 minutes)

Students will now perform a pretend talk show in their groups, discussing their scientific notion, why it is intriguing, and how it may change the world. Each group will have about 2 minutes to present their chat show, depending on the number of groups.

6. Feedback and Wrap-up (3 minutes)

Provide feedback on the students' speaking ability, emphasizing what they did well and where they need to improve.

Summarize the lessons' important aspects, encourage students to continue developing their speaking abilities, and introduce the topic for the following class.

7. Homework: Students should watch a short scientific film of their choosing and write a summary for discussion in the following lecture.

Conclusion

The current chapter focuses on lesson planning, which is important for effective teaching and learning in the classroom. Furthermore, ChatGPT is a great tool to help teachers save an enormous amount of time in creating lesson plans. Besides, integrating ChatGPT in lesson planning can improve lesson quality, encourage student-centered learning, and provide an engaging learning atmosphere.

CHAPTER THREE: FIELD INVESTIGATION

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CHAPTER THREE: FIELD INVESTIGATION.

Introduction

The current chapter is dedicated to a description, presentation, and analysis of data gathered using a questionnaire and an interview to gather information about the use of ChatGPT by EFL teachers in lesson planning. In addition, it provides evidence obtained during this research, including the methodology, research design, sample population, and data collection tools.

3.1. Methodology

To meet the aims of the study and answer the research questions, a mixed method approach was adopted including a questionnaire (Appendix A) and an interview as (Appendix B). A questionnaire (Appendix A) aimed to gather numerical data and evaluate patterns that help in getting insights into teachers' overall experiences with technological tools such as ChatGPT. In addition, the interview (Appendix B) offers a more comprehensive examination and detailed perspectives on the research topic.

3.2. Population and Sampling

The present research is concerned with EFL teachers at the Department of Letters and English Language at the University of 8 Mai 1945-Guelma. The participants of the questionnaire are twenty-nine (29) EFL teachers, whereas the interviews consist of fifteen (15). The sample has been chosen for the present research since they are expected to be looking forward to technological tools.

3.3. Teachers' Questionnaire

3.3.1. Aims of the Teachers' Questionnaire

The aims of the questionnaire are:

- 1: Collect demographic data for the research to understand how factors like teaching experience and degree affect ChatGPT usage.
- 2: Investigate teachers' attitudes towards the use of ChatGPT in the lesson planning process.
- 3: The benefits and challenges experienced by teachers when using lesson planning.
- 4: Assess the effectiveness of the content given by ChatGPT in lesson planning, either positively or negatively.

3.3.2. Description of the Teachers' Questionnaire

The questionnaire contains 17 questions, divided into three major sections. Different types of questions are included: closed-ended questions, which consist of a set of options that require the participants to pick the correct answer, and "open-ended" questions that allow participants to provide their clarifications. The first section contains three questions to collect general information about teachers, such as their degree, level, etc. The second section includes five questions (4 to 8) about teachers' familiarity with ChatGPT. The last section encompasses nine questions (from 9 to 17). This part deals with the integration of ChatGPT into lesson planning, as it covers the questions that investigate the benefits and effectiveness of ChatGPT as a tool for lesson planning.

3.3.3. Administration of the Teachers' Questionnaire

The questionnaire was administered to EFL teachers at the Department of English, University of 8 Mai 1945 Guelma, for 10 days from May 6th, 2024, to May 15th, 2024. It was given online via email.

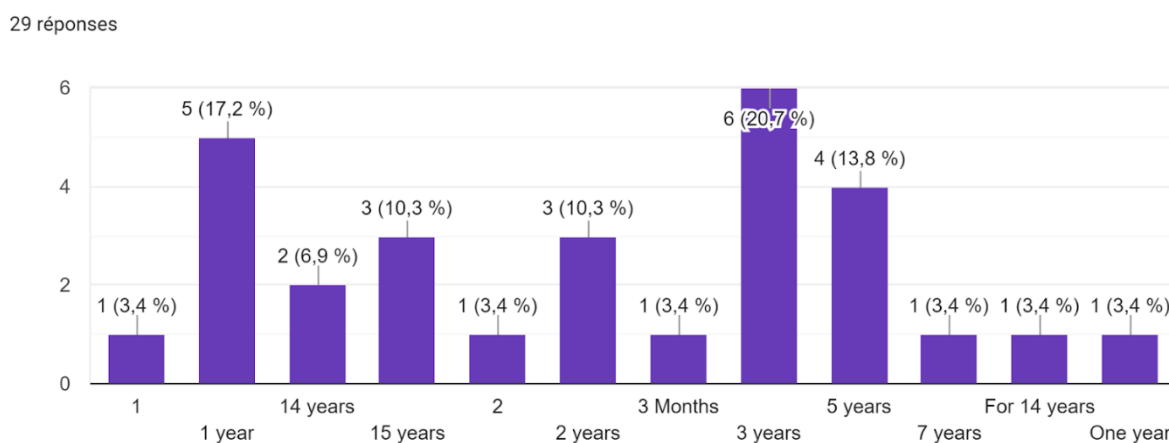
3.3.4. Analysis of the Results and Findings from Teachers' Questionnaire

Section One: General Information.

Q1: How long have you been teaching English?

Figure 3.1.

Teachers' Teaching Experience

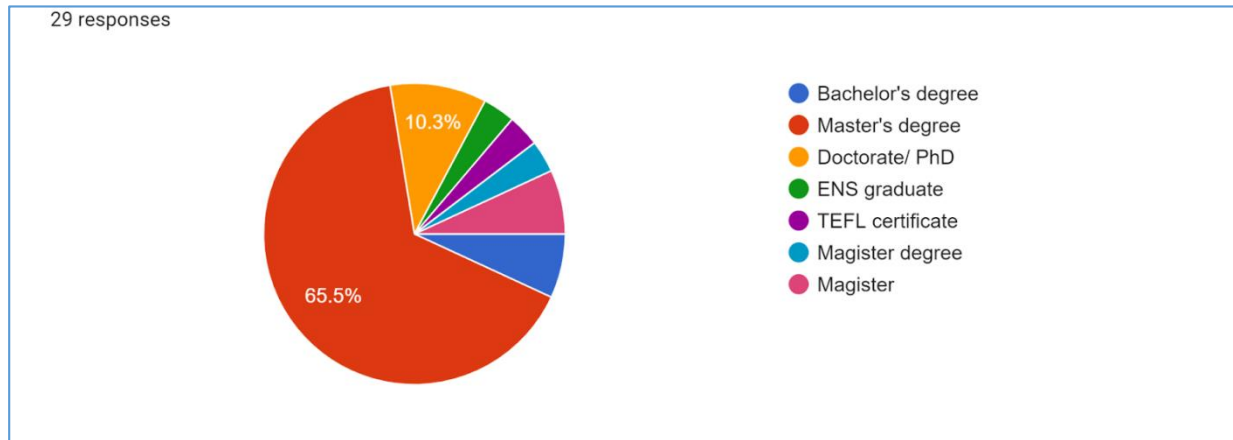


As shown in Figure 3.1, the majority of teachers (75.6%) stated that they have been teaching English for less than five years, and 20.6% have a lot of experience teaching English for more than 10 years. However, only (3.4%) indicated between five and ten years. This means that the majority of teachers who took the questionnaire are young novice teachers.

Q2 : What is your Degree?

Figure 3.2.

Teachers' Degree.



According to the statistics in (Figure 3.2), the majority of teachers (65.5%), hold a master's degree. (10.3%) hold a doctorate /PhD, while magister and bachelor's degrees accounted for similar proportions (6.9% for each). Meanwhile, others rated for TEFL certificate and ENS graduate. This shows that most of teachers are competent.

Q3: What levels do you teach?

Figure 3.3.

Teachers' Levels of Teaching

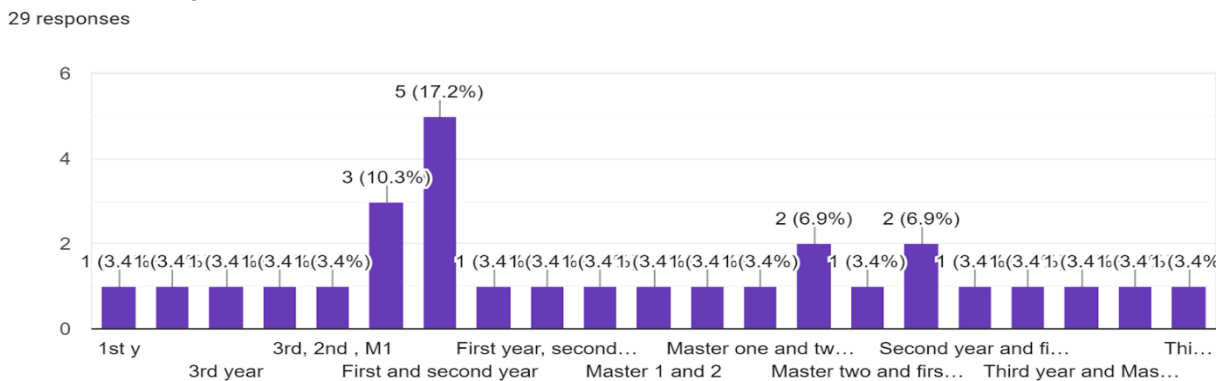


Figure 3.3, showed that the majority of teachers' levels presented (17.2%) teach first and second years. while (10.3%) rating for all levels. Meanwhile, masters one and two were rated in equal proportions (6.9%). Furthermore, others were arranged from third, second, master, and two students in addition to the third and first years.

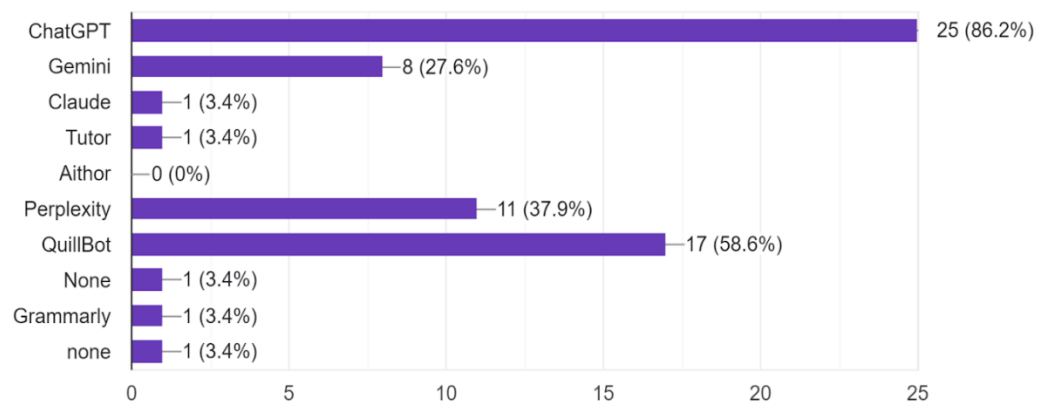
Section Two: Teachers' Familiarity with ChatGPT

Q4 : Which AI tools are you familiar with?

Figure 3.4.

Teachers' Familiarity with AI Tools.

29 responses

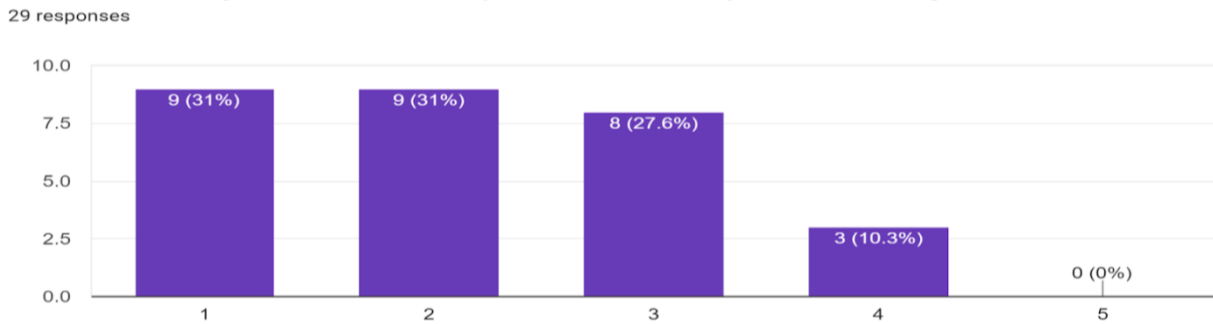


The data gathered showed that the majority of teachers (86.2%) are familiar with ChatGPT, whereas (58.6%) of them are familiar with QuillBot. However, (37.9%) of teachers used perplexity. Meanwhile, (27%) are familiar with Gemini, while Claude, Tutor, and Grammarly, besides only (3.4%) for each denote they are familiar with them. The findings demonstrate that the majority of teachers are looking forward to AI tools. Which indicates that they have used AI tools in EFL teaching classrooms.

Q5: On the following scale, how often do you use ChatGPT in your EFL teaching classroom?

Figure 3.5.

Frequency of Teachers' Use of ChatGPT in EFL Teaching Classroom

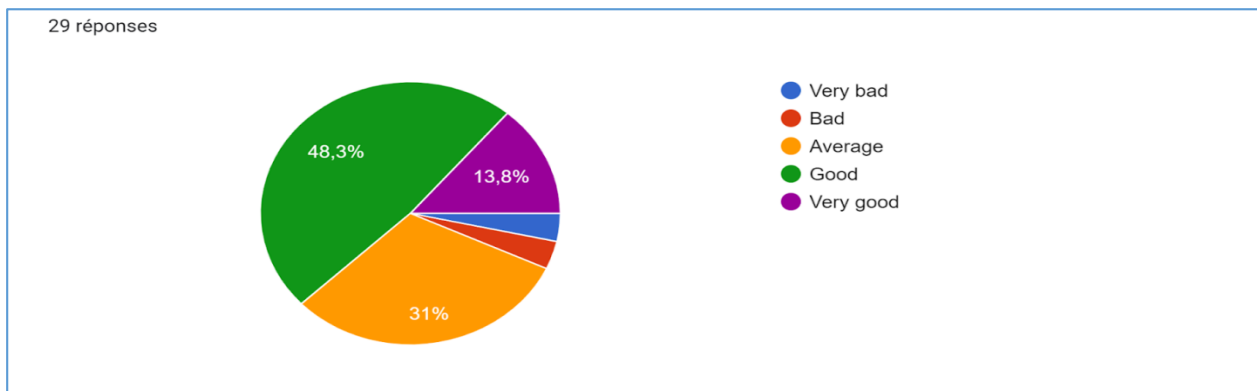


Responses show that the majority of teachers (31%) rated the use of ChatGPT in their EFL classroom as 1 and 2, indicating that they do not use it inside the classroom. Whereas, only a small portion of teachers reported incorporating ChatGPT in their teaching practices. The obtained data indicates that most of teachers did not integrate ChatGPT into their EFL teaching classrooms.

Q6: Depending on your experience how would you evaluate ChatGPT?

Figure 3.6.

Teachers' Evaluation of ChatGPT

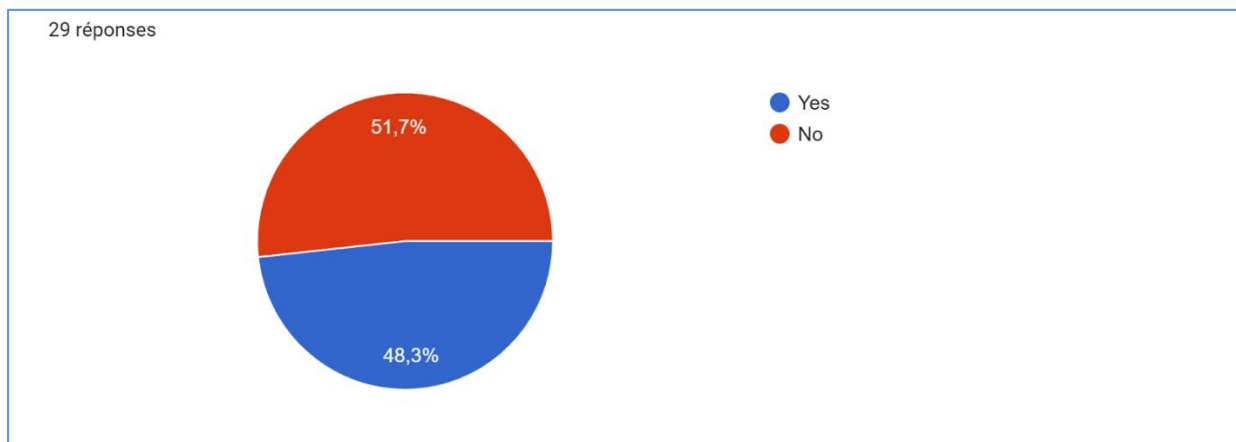


The survey results indicate that the majority of teachers (48.3%) rated ChatGPT as good, making it the most common rating. This is followed by 31% of teachers who considered ChatGPT to be average. Whereas, (13.8%) rated it as very good, and only (3.4%) of the teachers viewed ChatGPT as bad. This indicates that a small percentage of teachers are dissatisfied with its performance, and another (3.4%) rated it as very bad. This implies that while most teachers have a positive or neutral view of ChatGPT, there are areas where it can be improved to make users more satisfied.

Q7: Have you faced any challenges or difficulties when using ChatGPT?

Figure 3.7.

Teachers' Difficulties and Challenges with ChatGPT

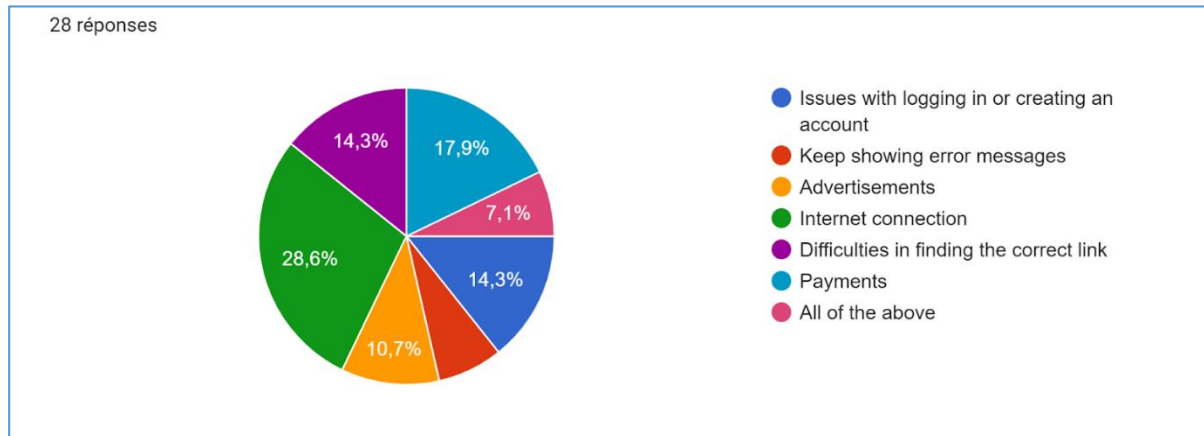


From the collected data, it is shown that (57,7%) faced challenges and obstacles when using ChatGPT; on the other hand, (48,3%) reported not facing any issues when using it, which implies that many users find it easy to use at the same time there is a need for improvements to address the significant number of people who experience difficulties.

Q8: If yes please specify

Figure 3.8.

Teachers' Difficulties When Using ChatGPT



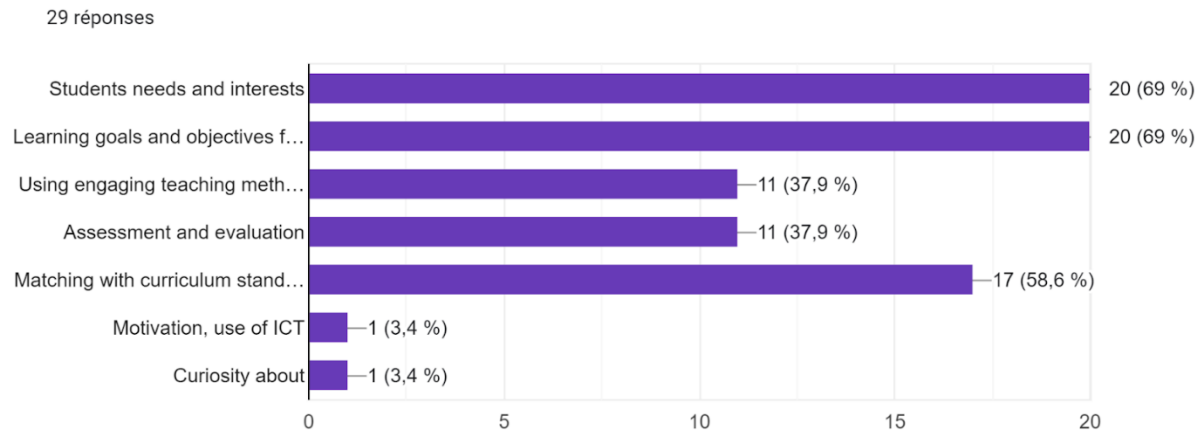
In accordance with question 7, teachers who selected (yes) were asked to clarify their answers. As indicated in Figure 3.8, a considerable number of teachers (28.6%) argued that they face problems with internet connections, and (17.9%) opted for payment. On the other hand, (14.3%) goes for teachers who face difficulties finding the correct link, and the same percentage has been noticed for teachers who chose the option of issues with logging in or creating an account. Also (10.7%) were selected for advertisements, and only (7.1%) of teachers chose "keep showing error messages", and the same percentage goes to those who ticked all of the above. Consequently, the obtained results show the importance of addressing the specific issues to enhance overall user satisfaction with ChatGPT.

Section Three: The Integration of ChatGPT into Lesson Planning

Q9: What are the most important factors you consider when planning your lessons?

Figure 3.9.

Teachers' Considerations for Lesson Planning



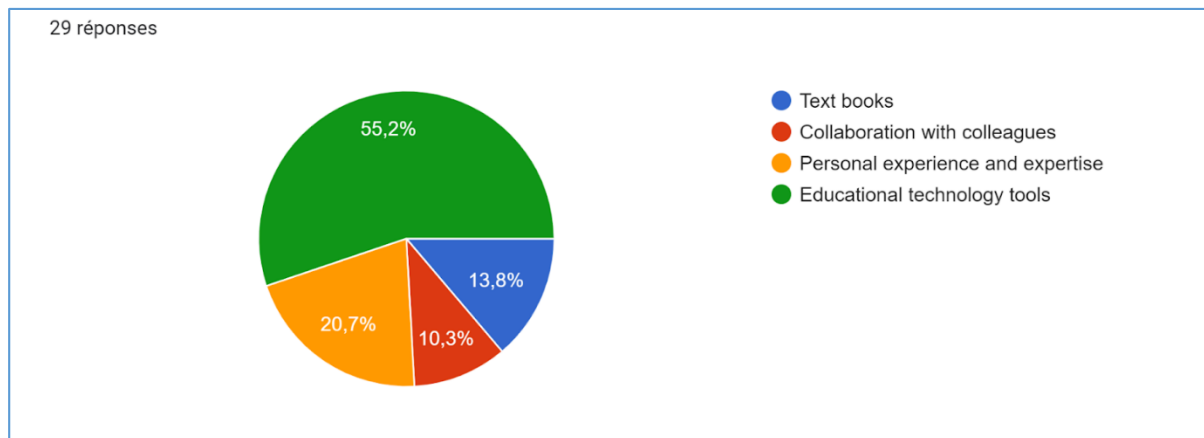
Teachers shared their opinions about the most important factors considered in one part of their lessons. Teachers were allowed to choose more than one option from five choices and could select "other" for unlisted factors. (69%) opted for "addressing students' needs and interests," and the same percentage went for "setting clear learning goals and objectives" as the most crucial factors. However, (58.6%) declared they designed lessons "to match the curriculum standards," that indicating more than half addressed aligning with institutional educational objectives. Additionally, (37.9%) emphasized "engaging teaching methods," and another (37.9%) emphasized "assessment and evaluation," showing prioritization of interactive learning experiences and assessing student outcomes. Only (3.4%) opted for factors like motivation and ICT use, and (3.4%) for curiosity about the subject matter, highlighting that these were less commonly selected but still

important considerations. These suggestions emphasize balancing academic requirements with student engagement for an effective learning experience.

Q10: What are the most frequent tools you use when planning your lessons?

Figure 3.10.

Most Frequently Used Tools for Lesson Planning

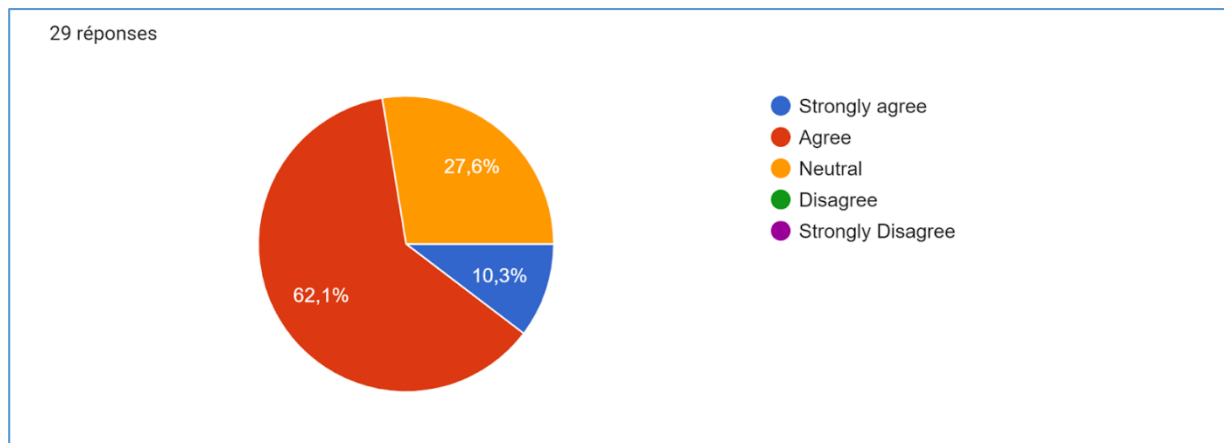


Concerning the most frequent tools used for lesson planning, the data showed that (55.2%) of teachers opted for educational technology tools, indicating they value the importance of integrating technological resources into teaching practices. Additionally, (20.7%) relied on personal experience and expertise, highlighting the significance of individual knowledge and skills. In contrast, traditional textbooks (13.8%) and collaboration with colleagues (10.3%) were less commonly utilized compared to technology tools and personal knowledge. This suggests teachers balance technology integration with personal expertise for lesson planning while relying less on textbooks and collaborative approaches.

Q11: To what extent do you agree that the use of ChatGPT can be a helpful tool for teachers to plan their lessons?

Figure 3.11.

Teachers' Agreement on the Use of ChatGPT as a Lesson Planning Tool



As indicated in Figure 3.11, (62.1%) of teachers agree that ChatGPT is useful for lesson planning, and they see it as a tool that can save time and provide valuable insights. While (27.6%) were neutral, this denotes that some teachers have not fully explored ChatGPT to form a strong opinion and may prefer other methods of planning. Additionally, (10.3%) strongly agreed with the statement. This shows that teachers have positive experiences with ChatGPT and find it an integral tool for enhancing their lesson-planning process. The collected data from question 11 indicates that most teachers have positive attitudes towards the use of ChatGPT as a helpful tool for enhancing their lesson plans, as it helps them achieve better results.

Q12: Have you ever used ChatGPT to plan your lessons?

Figure 3.12.

Teachers' Use of ChatGPT to Plan their Lessons.

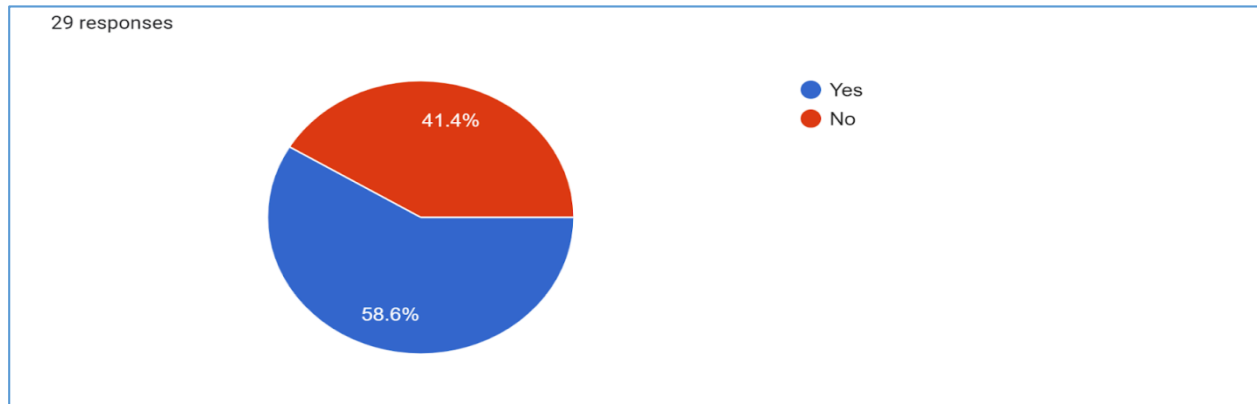
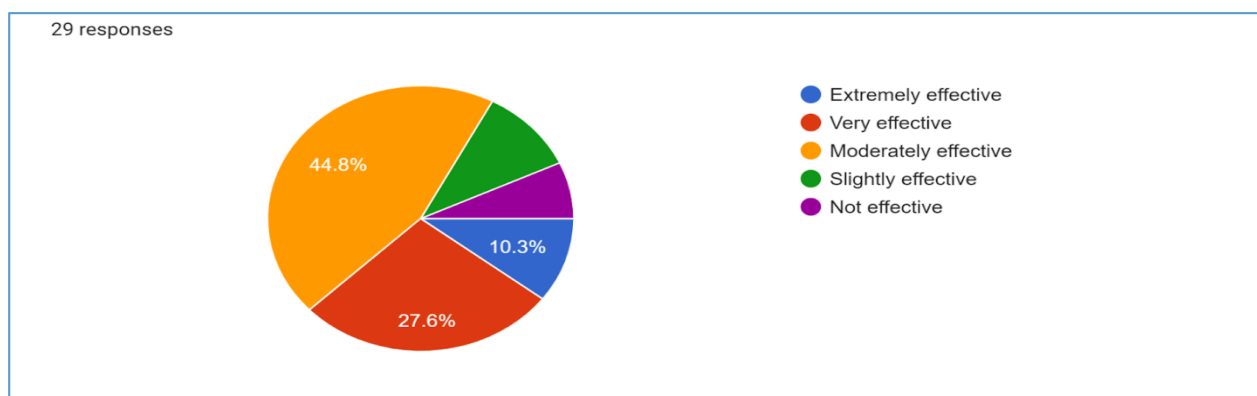


Figure 3.12, showed that the majority of teachers, accounting for (58.6%), have used ChatGPT to plan their lessons. While (41.4%) have never used it. To sum up, the findings reveal that most of the teachers have a positive view, and they used ChatGPT to plan their lessons.

Q13: If yes or no, to what extent do you find it effective as a source for lesson planning?

Figure 3.13.

Teachers' Opinions of the Effectiveness of ChatGPT as a Source for Lesson Planning.



As it is shown in Figure 3.13, the majority of teachers, representing (44.8%), use ChatGPT moderately. Other teachers, with a rate of (27.6%), find it very effective. whereas similar

proportions (10.3%) consider it as extremely and slightly effective. In addition, the rest of the percentage find it not effective, with an account of (6.9%). The finding demonstrates that most teachers find ChatGPT moderately effective as a source of lesson planning.

Q14: What specific benefits do you believe ChatGPT offers for improving lesson planning?

The responses show that the majority of teachers stated that ChatGPT saves time and effort as its primary benefit for lesson planning. Many highlighted its ability to provide creative ideas, innovative strategies, detailed outlines, and access to vast resources and materials. Some appreciated its precise answers, elaborate explanations, authentic materials tailored to curriculums/student needs. However, concerns were raised about reliability, especially for math, while a few mentioned never using it or being unsure of benefits. Overall, time-saving and ideation were seen as key advantages by most, despite some reservations.

Q15: How do you assess the accuracy and reliability of the content generated by ChatGPT for lesson planning?

Figure 3.15.

Teachers' Assessment of ChatGPT Content Accuracy and Reliability for Lesson Planning

29 responses

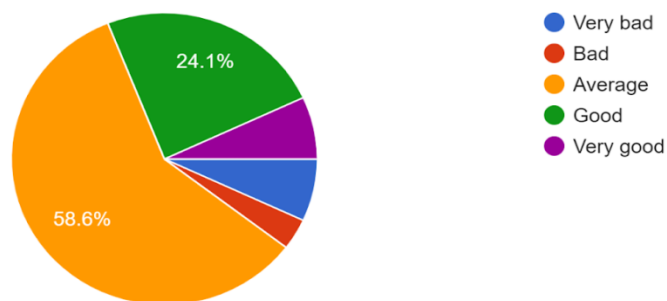


Figure 3.15, displayed that the majority of teachers, with a rate of (58.6%), judged the accuracy and reliability of the content generated by ChatGPT for lesson planning as being average. whereas (24.1%) described it as good. Meanwhile, very good and very bad indicated the same rate of (6.9%). Based on these findings, the accuracy and reliability of the content generated by ChatGPT for lesson planning are generally considered that teachers are careful about the use of ChatGPT.

Question 16: Do you think lessons can be more creative with the use of ChatGPT?

Figure 3.16.

Teachers' Views on ChatGPT's Impact on Lesson Creativity

29 responses

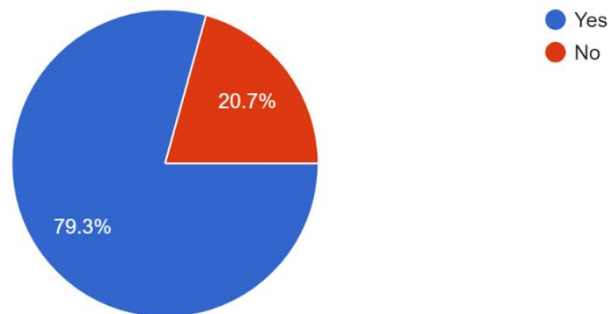
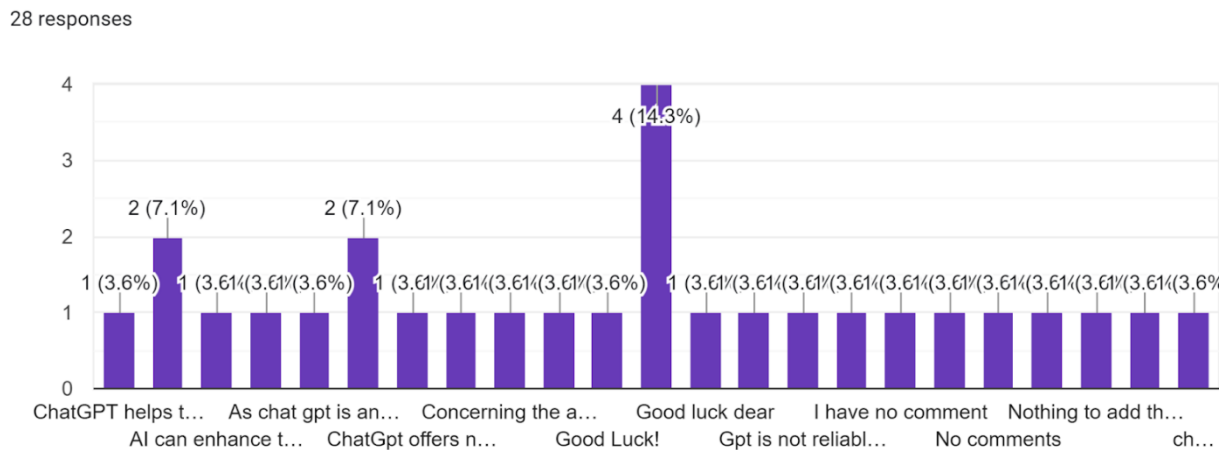


Figure 3.16, showed that the majority of teachers (79.3%) agreed that lessons designed with ChatGPT can be creative. Whereas (20.7%) rejected its creativity. This implies that the majority of teachers are satisfied with the creativity of ChatGPT and its capacity to create lessons.

Q17: Feel free to add any further suggestions/ comments

Figure 3.17.

Teachers' Suggestions, Recommendations, and Comments



The last question is about sharing further suggestions, comments, and recommendations about the study. Nine of the teachers wished us good luck, and others did not provide their comments because they had already shared their opinions in previous questions, while the majority of them, 46.11%, added the following comments:

- ChatGPT helps to rephrase any information.
- ChatGPT is an effective tool for lesson planning. It has limitations, such as limited creativity and lack of context. Its answers may not always be accurate and reliable, and they need to be verified by trusted sources.
- Concerning accuracy and reliability of the content, I personally like to always double-check and customize the information I get from ChatGPT according to my classroom.

- Artificial intelligence can enhance teaching skills.
- ChatGPT offers new services, but teachers should not rely on it, especially when conducting research that requires validity.
- ChatGPT minimizes time spent searching for answers and information. Instead of going through different engines and looking at different websites, ChatGPT collects all the information from different sources and presents it in one answer. The problem is the lack of citations, which makes the use of information in academic writing without citation considered plagiarism.
- GPT is not reliable for teachers because it is not made for academicians.

Most teachers' answers reflect a balanced perspective, expressing both positive and negative attitudes towards the use of ChatGPT by teachers in lesson planning.

3.3.5. Summary of Results and Findings from Teachers' Questionnaire

Based on the analysis of the teachers' questionnaire results and findings, the following conclusions can be drawn:

The first section shows that most teachers are experienced enough since the majority have more than 3 years of teaching English, besides (65.5%) possesses a Master's degree. These findings indicate that the surveyed teachers are relatively new to the profession but somehow qualified in terms of educational background.

The second section indicates that "ChatGPT" is the most frequent AI tools they are familiar with, and evaluated it as good. In addition, but they do not use it in their EFL teaching classroom. However, they do not face any of the challenges when using it. This suggests that while teachers

recognize the potential of ChatGPT, its integration into the classroom remains limited despite its perceived ease of use.

In the third section, most teachers state that students' needs and interests, along with learning goals and objectives, are the most important factors they consider when planning their lessons, which often include the use of educational technology tools. Furthermore, they agree that ChatGPT can be a helpful tool for designing lessons, as it saves time and effort. However, they judge its content as average since it can sometimes provide incorrect and false information. This highlights the cautious optimism teachers have toward ChatGPT, acknowledging its benefits while remaining wary of its accuracy.

3.4. Teachers' Interview

3.4.1. Aims of Teachers' Interview

Since the questionnaire is anonymous and the interview is a supportive tool, it aims to collect qualitative data and get detailed personal views, as well as confirm the data from the questionnaire.

3.4.2. Description of Teachers' Interview

This interview is based on 11 questions. The first 10 questions are open-ended, and the last one is closed-ended. The first two questions (Q1 and Q2) are about teachers' familiarity with artificial intelligence and other technological tools. The third question (Q3) looks for a brief definition of ChatGPT. The next two questions (Q4 and Q5) are concerned with the exploration of the practical use and importance of ChatGPT in lesson planning, in addition to its integration into teaching practices. Questions 6 and 7 tackle ChatGPT's ability to foster teachers' abilities in their

lesson plans and check to what extent this tool can influence teachers' roles and give more control to students. The subsequent question (Q8) is concerned with rating ChatGPT's efficiency in lesson plans from 1 to 5. The following two questions (Q9 and Q10) attempt to examine how teachers assess the accuracy and reliability of ChatGPT's content and their satisfaction with the integration of ChatGPT in lesson preparation, ending by sharing further comments.

3.4.3. Administration of Teachers' Interview

The interview was administered to EFL teachers at the Department of English, University of Mai 1945, Guelma. It was conducted with 10 teachers inside the classroom and online with five teachers to gather in-depth insights and collect more perspectives. The interviews started from May 16th, 2024, to May 28th, 2024. Some interviews took 10 to 20 minutes, while others lasted for 15 to 20 minutes.

3.4.4. Analysis and Interpretation of Results from Teachers' Interview

Question One: Do you have an idea about artificial intelligence (AI)?

This question seeks to determine whether teachers are familiar with artificial intelligence or not. Also aims to investigate their attitudes towards using AI tools. All 15 teachers demonstrate having at least a basic comprehension of artificial intelligence. Furthermore, six teachers provided a general definition and explanation of artificial intelligence, describing it as an innovative computer system that performs tasks that typically require human intelligence. However, the responses did not address details or technical aspects of AI, indicating general awareness rather than in-depth knowledge of the field.

Question Two: To what extent are you familiar with technological tools?

Based on the responses provided for question 2, there was a wide range of familiarity with technological tools among the teachers.

- Six teachers considered themselves very up-to-date, strongly familiar with, and had extensive experience with technological tools.
- Four teachers indicated moderate or limited familiarity, including statements such as "I was familiar to a certain extent" or "I was somehow familiar with AI tools."
- Others admitted having minimal or no familiarity with popular AI tools among students and not applying them in their teaching process. Additionally, one teacher distinguished between familiarity with tools for research and teaching facilitation and unfamiliarity with AI tools specifically popular among students. Another respondent highlighted external factors like COVID-19 as a driving force for becoming more familiar with virtual teaching platforms, while another respondent was familiar with but did not heavily rely on them.

These results show a diverse range of familiarity with technological tools, from high to moderate to minimal, such as fields, interests, and supports, especially regarding AI tools in education.

Question Three: What is ChatGPT?

All teachers demonstrated a basic understanding of ChatGPT, defining it as an AI model or chatbot that people can download on their phones or computers. It gives them answers to their questions on a wide range of topics. Some of them provided detailed definitions, such as mentioning it as:

- "A language model developed by OpenAI."
- "A service that is available online."
- "A form of AI directed at the public in the form of a chatbot."
- "An AI model that uses multiple languages to generate responses."

This entails that they have a broad knowledge of ChatGPT and its capabilities as an AI model.

Question Four: Do you depend on technological tools such as ChatGPT to design lesson plans?

If not, how do you design lessons?

The aim behind this question is to know whether teachers use technological tools such as ChatGPT to design their lessons.

- Twelve teachers stated that they do not rely on ChatGPT for designing lessons; instead, they depend on traditional sources, such as books, articles, scholarly sources, curriculum guidelines, and educational sources.
- Two teachers indicated using ChatGPT and similar AI tools to some degree when designing lessons since they find them helpful for providing information and identifying the teaching processes. As well, their responses suggest they use AI tools as a secondary source, not a primary source.
- A few teachers depend on AI tools; one teacher uses it for 50% of planning, and the other uses it as a supplementary tool for tasks and activity ideas in the classroom.

These findings reveal that few teachers rely on AI tools, while the majority rely on traditional methods since they consider them more credible and reliable for effective lesson plans.

Question Five: Do you think that ChatGPT is important to EFL teachers? Explain.

Several teachers viewed ChatGPT as an important tool that can assist EFL teachers in creating engaging, interactive lessons and exercises tailored to students' needs. Enabling personalized learning, and serving as a general resource, as long as it is implemented wisely.

- Some teachers expressed disagreement, believing that ChatGPT could undermine critical thinking and foster overdependence on AI tools among students. They argued that teaching was better before the emergence of AI tools, emphasizing that a teacher's energy, creativity, and ability to motivate students are more crucial than relying on ChatGPT.
- While other teachers took a neutral position, acknowledging that ChatGPT could be helpful or act as a facilitator, but not necessarily classifying it as important.

Overall, the responses among EFL teachers regarding ChatGPT are widely, some seen it as important, others claimed its concerns, while some teachers remained neutral, admitting its potentiality but not considering it essential.

Question Six: Do you believe that ChatGPT can foster teachers' ability to plan their lessons?

Teachers were asked whether ChatGPT could foster their ability to plan their lessons or not. The aim of this question is to find out teachers' agreement regarding the availability of ChatGPT to foster their ability to design lessons. Based on the following responses, most of the teachers had mixed views. Seven teachers agreed with it, while six teachers had negative views and were not sure that ChatGPT could replace traditional methods based on students' needs and curriculum requirements. Meanwhile, two teachers are in a situation where ChatGPT can foster teachers' abilities since they have not used it, so they cannot judge it until they use it.

Question Seven: On a scale of 1 to 5, how would you evaluate lessons designed by ChatGPT in enhancing students' needs and performance?

Half of the sample, which means six teachers, gave a moderate rating of 2 and 3 out of 5, admitting ChatGPT could provide teachers with innovative ideas, techniques, and tips for lesson planning. I also raised concerns about the over-reliance on AI since it leads to the loss of human teacher-student interaction, in addition to checking the content generated by AI against lesson goals.

- Three teachers opted for (1); their negative rate means they are against incorporating ChatGPT into the educational process.
- A few teachers could not provide a rating as they had not used the app for course design or did not feel they could answer the question.

Only one teacher selected 4 out of 5, indicating an optimistic view of ChatGPT's ability to contribute to enhancing student needs and performance through lesson design.

Question Eight: How do you ensure that the content given by ChatGPT is correct and reliable for teachers?

Teachers' perspectives regarding the reliability of content created by ChatGPT offer a nuanced view of the challenges associated with incorporating AI into educational practices.

- Many teachers stated that they do not use ChatGPT at all for lesson plans precisely because they cannot trust the reliability of its content and must cross-check its outputs against credible sources like books, articles, expert knowledge, and web searches to validate the information.

- A small portion of teachers viewed ChatGPT's content as unreliable. There is recognition that, as an AI, ChatGPT can make mistakes and provide inaccurate responses due to Westernized biases and a lack of precision and nuance needed for teaching.
- Some teachers did not directly agree or disagree, remaining neutral. They emphasized critically evaluating ChatGPT's outputs, considering references and sources, and accounting for specific classroom factors when determining the reliability and quality of content.
- The vast majority of responses imply that ChatGPT is not reliable because it provides incorrect and non-academic information, especially in educational settings.

Question Nine: Are you satisfied about teachers who integrate ChatGPT in preparing their lessons?

- Six teachers expressed satisfaction with integrating ChatGPT into lesson plans, seeing it as a helpful tool for enhancing lesson quality when used properly as a supplemental tool without full reliance. They believed it was important to update teaching methods by thoughtfully incorporating new technologies like AI. As long as there was awareness of its capabilities and limitations, ChatGPT was viewed as a tool that could increase student engagement but should not replace essential materials like textbooks. Overall, they were satisfied with how they used it to improve lessons while balancing it with other resources and methods.
- However, several teachers expressed dissatisfaction due to concerns that ChatGPT negatively impacts the teaching process and the transformation of knowledge for students.
- Few teachers took a more neutral position, uncertain if their colleagues use ChatGPT, while others stated satisfaction depends entirely on the degree to which individual teachers utilize the AI, but they are hoping it is used wisely.

Question Ten: Do you have further suggestions, comments, or recommendations?

- Eight teachers commented as follows:
- While ChatGPT can provide general guidance, overuse of similar AI tools for lesson plans can raise concerns about undermining students' critical thinking and independence. Though it is beneficial in many areas, ChatGPT can never replace traditional methods since teachers rely on tools such as books and research papers to plan their lessons. Additionally, teachers should verify the accuracy and reliability of the content provided by ChatGPT.
- Meanwhile, three teachers wished us "good luck."
- The last four teachers did not provide their answers because they had already shared their responses to previous questions.

3.4.5. Summary of Results and findings from Teachers' Interview

According to the results collected from the interviewees, EFL teachers demonstrate a clear understanding of the overall concept of the present research and the main idea behind each question. Moreover, teachers demonstrated a general understanding of artificial intelligence (AI) tools, including ChatGPT. However, most of the teachers did not rely on ChatGPT for lesson planning because they preferred traditional methods and sources, while some teachers used ChatGPT as a supplement tool for designing lessons. Furthermore, they had mixed views on the importance of ChatGPT in EFL teaching and whether it could foster better lesson planning abilities, with some viewing it as potentially beneficial if used wisely. Besides, teachers' ratings for lessons designed by ChatGPT varied, with some expressing concerns about over-reliance on AI and the need to verify its reliability for effective teaching, as well as their dissatisfaction about

the integration of ChatGPT into lesson planning due to its negative impacts on teaching-learning processes. Additionally, they welcome any new suggestions.

Conclusion

Chapter three outlines the methodology of the research. It begins with presenting, analyzing, and discussing the results from both the questionnaire and the interview. Considering the results from the research tools employed in this study, there is an important relationship between ChatGPT and efficiency in the teaching learning process. That all teachers are aware of its importance and efficiency and agreed its integration but not necessarily integrating it into lesson planning

GENERAL CONCLUSION

Concluding Remarks

The present study is conducted to investigate the use of ChatGPT by English as a Foreign Language (EFL) teachers in lesson planning. This research is divided into three chapters: The first chapter opens with a general overview of ChatGPT. It contains four main sections that discuss the definition of key concepts such as AI and ChatGPT, the genesis and progressive development, and its use in educational settings. In addition to the features, both pros and cons are discussed, as well as how ChatGPT can foster lesson plans. The second chapter is devoted to defining lesson planning, including its components, types, and functions. Additionally, it covers the importance, features, steps, and formats of lesson planning. Furthermore, the chapter explores the relationship between lesson planning and ChatGPT. The third chapter analyzes, interprets, and summarizes the findings obtained from both the questionnaire and the interview.

The data collected from the teachers' questionnaire showed that novice teachers who are highly experienced in using ChatGPT had positive attitudes toward its usage. This clarifies that ChatGPT is a helpful tool for novice teachers to create effective lesson plans. However, the results of the teachers' interview revealed that the oldest teachers had negative attitudes towards the use of ChatGPT since they prefer traditional tools when designing lessons and believe that ChatGPT provides inaccurate and unreliable answers.

Pedagogical Implications

Based on the collected data of the present study, various implications and recommendations can be made for EFL teachers in the Department of English:

Since half of the teachers, specifically novice teachers, agree on using and integrating ChatGPT into lesson planning and the teaching process, while the other half, who are older teachers, do not agree with its use because they prefer traditional methods, we recommend:

Use ChatGPT as a supplementary tool, cross-check the reliability and credibility of the sources, and verify its content to ensure accuracy and appropriateness.

Encourage a balanced approach where both traditional methods and new technologies are used. This can help bridge the gap between novice and older teachers.

Future teachers should seek training on the ethical use of technology in the classroom, focusing on privacy, data security, and AI biases. Being informed on these issues helps them make better decisions when using tools like ChatGPT in their teaching practices.

Suggestions and Further Research

The present study explored the use of ChatGPT by English as a Foreign Language (EFL) teachers into lesson planning. While we examined teachers' perspectives and attitudes on the topic, however, further research could expand and reinforce the insights gained here. Some potential areas for future investigation include:

Future researchers should try different ways to use ChatGPT, such as brainstorming ideas and creating learning materials. They should consider its effectiveness, benefits, and limitations, while also ensuring ethical and responsible use. Moreover, ChatGPT extends beyond education, finding utility across diverse domains such as medicine and industry.

Limitations of the Research

This research faced many restrictions:

First of all, due to time constraints, we were not able to work on comparisons. We wanted to add a part where we compared the views of novice teachers and more experienced teachers based on the results of the questionnaire and the interviews, since the time available for conducting the study was very limited. Additionally, there was a lack of educational resources, whether in the university library or electronic resources. Moreover, some teachers refused to collaborate and assist us, and did not answer both the questionnaire and interview, making excuses rather than providing effective explanations. Consequently, the study did not reach the full population, but it did reach more than half of them.

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APPENDICES

APPENDIX A

TEACHERS' QUESTIONNAIRE

Dear Teacher,

You are kindly invited to answer this questionnaire, which is part of a Master's degree in Language and Culture. It serves as a data-gathering tool for research work at the Department of English, University of Guelma. This work investigates the use of ChatGPT by EFL teachers in lesson planning. Your responses will be treated with great confidentiality and care.

Thank you for your collaboration.

Section One: General Information

1. How long have you been teaching English?
2. What is your degree? (Bachelor's degree/ Master's degree/ Doctorate/ PhD/ ENS graduate)
3. What levels do you teach?

Section Two: Teachers' Familiarity with ChatGPT

4. Which AI tools are you familiar with? (ChatGPT / Gemini/ Claude / Tutor / Aithor / Perplexity / QuillBot / Other)
5. On the following scale, how often do you use ChatGPT in your EFL teaching classroom?
(Never.1.2.3.4.5. Always)
6. Depending on your experience how would you evaluate ChatGPT? (Very bad / Bad / Average / Good / Very good)

7. Have you faced any challenges or difficulties when using ChatGPT? (Yes / No)
8. If yes, please specify
 - Issues with logging in or creating an account
 - Keep showing error messages
 - Advertisements
 - Internet connection
 - Difficulties in finding the correct link
 - Payments
 - All of the above

Section Three: The Integration of ChatGPT into Lesson Planning

9. What are the most important factors you consider when planning your lessons?
 - Students needs and interests
 - Learning goals and objectives for students
 - Using engaging teaching methods
 - Assessment and evaluation
 - Matching with curriculum standards
 - Other
10. What are the most frequent tools you use when planning your lessons?
 - Text books
 - Collaboration with colleagues
 - Personal experience and expertise
 - Educational technology tools
 - Other

11. To what extent do you agree that the use of ChatGPT can be a helpful tool for teachers to plan their lessons? (Strongly agree / Agree / Neutral / Disagree / Strongly disagree)

12. Have you ever used ChatGPT to plan your lessons? (Yes / NO)

13. If yes or no, to what extent do you find it effective as a source for lesson planning?

(Extremely effective / Very effective / Moderately effective / Slightly effective / Not effective)

14. What specific benefits do you believe ChatGPT offers for improving lesson planning?

15. How do you assess the accuracy and reliability of the content generated by ChatGPT for lesson planning? (Very bad / Bad / Average / Good / Very good)

16. Do you think lessons can be more creative with the use of ChatGPT? (Yes / No)

17. Feel free to add any further suggestions/ comments.

APPENDIX B

TEACHERS' INTERVIEW

Dear teacher,

Our research is about the use of ChatGPT and how it enhances lesson planning process. This interview will be provided importance to our investigation as it will provide us with some answers about the topic in question.

You are kindly invited to take part in this short interview, which will be recorded based on your permission.

1. Do you have an idea about artificial intelligence?
2. To what extent are you familiar with technological tools?
3. What is ChatGPT?
4. Do you depend on technological tools such as ChatGPT to design lesson plans? If not, how do you design lessons?
5. Do you think that ChatGPT is important to EFL teachers? Explain.
6. Do you believe that ChatGPT can foster teachers' ability to plan their lessons?
7. On a scale of 1 to 5, how would you evaluate lessons designed by ChatGPT in enhancing Students' needs and performance?
8. How do you ensure that the content given by ChatGPT is correct and reliable for teachers?
9. Are you satisfied about teachers who integrate ChatGPT in preparing their lessons?
10. Do you have further suggestions, comments, or recommendations?

APPENDIX B

TEACHERS' INTERVIEW TRANSCRIPTIONS

Respondent 1

Q1: Good morning. Everybody does at this point.

Q2: I think I can say I am very up-to-date when it comes to technology.

Q3: ChatGPT is an AI model that has been recently launched. It serves as a chatbot that uses multiple language models to answer your questions based on the stored database.

Q4: I design my lessons using books, articles, and other academic sources. ChatGPT can help in finding sources or suggesting materials.

Q5: I think all technologies are important to all teachers, including EFL teachers, to stay updated and develop their teaching and methodologies.

Q6: Yes.

Q7: Yes, exactly; you cannot rely on it to a large extent. You have to always double-check the sources and information provided by it by doing a Google search.

Q8: Maybe three. I think that the teachers' role can't yet be replaced by ChatGPT. Besides, ChatGPT makes many mistakes (there is some evidence-based research proving this).

Q9: If they use it properly, yes. However, it can't be relied on 100%.

Q10: Best of luck!

Respondent 2

Q1: Artificial intelligence refers to computer programs that are programmed to think and learn as human beings.

Q2: I am strongly familiar with these tools.

Q3: ChatGPT is defined as a tool that helps computers understand and respond to conversations more like humans do. It is like having a virtual friend who can chat with you and provide helpful information.

Q4: While designing lesson plans, I sometimes rely on ChatGPT because it provides me with information that permits me to simplify the teaching process.

Q5: I think that ChatGPT can be very important for English as a Foreign Language (EFL) teachers. It can assist them in creating engaging and interactive lessons for students, providing real-time language practice and feedback. Additionally, it can offer personalized language learning experiences and help students improve their English skills through conversations with the AI.

Q6: I think that ChatGPT helps EFL teachers plan their lessons more effectively. While using Chat GPT, teachers can access a wide range of resources and language activities that aim to enhance their lesson plans.

Q7: I will give it four.

Q8: We can ensure that the content given by ChatGPT is correct and reliable by checking information with sources. We can also check other sources to ensure the reliability of the information that is given by ChatGPT.

Q9: Yes, I am.

Q10: No answer.

Respondent 3

Q1: Yes, I do.

Q2: To a great extent.

Q3: ChatGPT is a service that is available online; it gives users a huge amount of information through a chatable channel. You can ask questions, and it will answer them immediately.

Q4: I do not depend on ChatGPT while designing lessons. I depend on scholarly sources.

Q5: Yes, it is important. I believe that ChatGPT is greatly beneficial for novice teachers because it provides them with guidelines for designing their lessons.

Q6: Yes, it can.

Q7: First, the needs are needs; they cannot be enhanced; however, they must be satisfied through enhancing the students' performance. As I said, ChatGPT may provide the teachers with tips and innovative techniques that teachers are not familiar with. So I rate it three.

Q8: This is the reason I do not use ChatGPT to plan my lessons.

Q9: I do not know any teachers who use ChatGPT, but there they are, and I hope they are using it the right way (the academic one).

Q10: Good luck with your viva.

Respondent 4

Q1: Of course, yes. Maybe the lectures are supposed to give an idea about artificial intelligence.

Q2: Pretty familiar. I have been using them for a long time now.

Q3: Artificial intelligence is now one of the most commonly used artificial intelligence tools via the internet, and it is found helpful in many aspects by many people.

Q4: Personally, I don't use ChatGPT, and I am against its use. I use the traditional way to prepare my lessons.

Q5: I do not really think it is very important. Well, I think that the use of such kinds of artificial intelligence tools undermines critical thinking capacities and also undermines the ways of evaluation if students use ChatGPT. If they are going to evaluate students or ChatGPT, I have a problem with the use of this artificial intelligence tool.

Q6: Not really. I do not think that teachers who have the qualifications to teach at the university are really in need of such tools.

Q7: I rate it one.

Q8: Exactly. We cannot ensure that it is reliable and suitable. I personally took a test. ChatGPT is still artificial intelligence, and it made mistakes. We have problems with resources, language, and contextualization. I mean, it does not always offer the best answer.

Q9: Not at all. I am not satisfied with them.

Q10: Generally, I am against the use of ChatGPT, especially in written assignments. This will be in the long term, undermine the ability of students to depend on themselves, improve their

language, and improve their mental capacity. I am totally against the use of chatGPT, and I don't recommend it at all.

Respondent 5

Q1: Yes.

Q2: I have dealt with the topic of ChatGPT multiple times with B1 and B2 students.

Q3: It's a form of AI directed at the public in the form of a chatbot.

Q4: Absolutely not. I design my lessons depending on my students's weaknesses and the level's syllabus.

Q5: I believe ChatGPT is directed to help students learn, not make students completely reliant on it. A teacher can use it to inform himself or herself just to make it easier for students.

Q6: It most certainly can. However, it should be approached as a helping tool rather than a compulsory device for teachers.

Q7: Never.

Q8: To determine the quality of content, one should take into consideration several elements, such as students' weaknesses and strengths, the time dedicated to the session, the number of students per classroom, the syllabus, students' differences, etc., among others. All these factors would play a role in the effectiveness of the lesson's content. Unless these are considered, the quality of the work will be questionable.

Q9: Definitely not. ChatGPT has made teachers complacent and negatively affected the teaching process. Teaching is never about how much you know; it's about how you transform what you know into something for people.

Q10: I just wanted to shed light on a rather concerning point relating partially to the topic. Some teachers don't even have lesson plans; they just rely on copying other teachers' lessons or, shockingly, reprinting their own from years ago. Unfortunately, these teachers are even worse than those who rely on ChatGPT.

Respondent 6

Q1: Normally, artificial intelligence means everything technological and everything advanced.

Q2: To a certain extent, I'm not highly applying technological tools in my research and teaching.

Q3: ChatGPT is just an application, so it is not necessary to download it on your phone or computer.

Q4: No, of course, I have different tools and resources to rely on to build and design a lesson plan, but ChatGPT is not reliable at all, and I do not consider it a source for academics.

Q5: No, it is not important at all; we can live without it, and we were better before the appearance of ChatGPT.

Q6: No, it doesn't foster; it dissuades our capacity to plan our lessons, and it is just a waste of time.

Q7: I'm not scaling it at all. ChatGPT should not be used in planning or designing a course or program.

Q8: It is not correct and not reliable; even if it is correct, it is general, and teachers do not tackle general information. We are supposed to provide argumentative content.

Q9: Honestly, I do not know any teachers who can use ChatGPT, and if they are, I'm not satisfied with that.

Q10: ChatGPT is not reliable; even if you can use it, you just use it for very general guidance when you feel lost, and I prefer you use Google and books as the best sources to rely on.

Respondent 7

Q1: Yes, the use of technological tools to perform certain intellectual tasks in the case of teaching or learning, for instance.

Q2: zero.

Q3: It is the use of apps to produce written tasks about almost any topic in the world. It can also offer other possibilities.

Q4: For now, I have never used ChatGPT for the design of the courses. I use mainly websites and books.

Q5: Sure. It is very important to know about it and to try to benefit from all that the app can offer constructively.

Q6: Artificial intelligence is a reality in today's world. So one needs to know about it, use it, and detect when it is used. It is far from being a choice.

Q7: No answer.

Q8: Yes, it is important to update one's tools and one's methods. It is equally important to be aware of the very existence of these tools.

Q9: No answer.

Q10: No answer.

Respondent 8

Q1: Yes, I am.

Q2: I am not so familiar with the AI tools that are popular among students nowadays, but I am familiar with some technologies often used by teachers and researchers, as well as students, to facilitate academic research and the teaching-learning process.

Q3: I know that it is an AI tool.

Q4: Not really. I don't use much AI when planning lessons, especially not chatGPT. I often Google sources, such as books and published articles, to use in my lesson planning.

Q5: I am not so sure, for I am not that familiar with it.

Q6: Again, not so familiar.

Q7: Same answer as mentioned above.

Q8: Not sure if ChatGPT is a reliable source of information.

Q9: I cannot say.

Q10: No!

Respondent 9

Q1: Yes, I have.

Q2: I am somehow familiar with AI tools.

Q3: It is an AI tool that is produced by open AI. It is a chat where you can ask questions and receive answers on a wide range of topics.

Q4: 50% I'm relying on AI tools for designing lesson plans.

Q5: Yes, I think it is important to EFL teachers because it is considered a valuable source for teachers to provide appropriate feedback that meets the specific needs of their students.

Q6: Yes, I believe that.

Q7: Three.

Q8: Concerning the content, I consider that ChatGPT is unreliable.

Q9: Yes, I see ChatGPT helps design lesson plans (without neglecting the need for textbooks). but concerning the content, it is considered unreliable.

Q10: All the best!

Respondent 10

Q1: Yes, I do.

Q2: I am a little bit familiar with some of the widely used ones.

Q3: a technological tool that is widely used by researchers. It is supposedly used to guide them and provide them with some information that they can use in their research.

Q4: No, I depend on the traditional ways to do so.

Q5: If used wisely, it can help EFL teachers.

Q6: Not really. Lesson plans depend primarily on the student's prerequisites and needs.

Q7: 1

Q8: Research using reliable sources such as books, magazines, articles, etc.

Q9: It depends on the amount of their reliance.

Q10: Technological tools cannot and should not take the place of reliable sources.

Respondent 11

Q1 : Yes, I have a basic understanding of artificial intelligence.

Q2 : I am quite familiar with some technological tools used in education.

Q3 : ChatGPT is an AI language model developed by OpenAI that can generate human-like text based on prompts.

Q4 : No, I typically design lessons based on curriculum guidelines, student needs, and educational resources.

Q5 : Yes, ChatGPT can provide valuable assistance in generating ideas, creating exercises, and offering language practice.

Q6 : Yes, ChatGPT can enhance lesson planning by providing diverse and creative content ideas.

Q7: 3

Q8 : I cross-check the information provided by ChatGPT with reliable sources and my own expertise.

Q9 : Yes, I am satisfied if it enhances lesson quality and student engagement.

Q10 : Teachers should use ChatGPT as a supplementary tool and always verify its content

to ensure accuracy and appropriateness.

Good luck with this interesting topic!

Respondent 12

Q1: Yes, I have.

Q2: I am very familiar with technological tools.

Q3: ChatGPT is a language model that can answer questions and perform many tasks.

Q4: Yes, I usually use ChatGPT and Gemini Bard as technological tools for designing my lessons.

Q5: In my opinion, ChatGPT is a very useful and valuable tool for EFL teachers.

Q6: Based on my current experience in the field of teaching and learning, I believe that ChatGPT can foster a teachers' ability to plan lessons by providing new and creative ideas, but each time I have to check the content to ensure it aligns with my teaching goals.

Q7: On a scale of 1 to 5, I would give lessons designed by ChatGPT a 3 out of 5. As I said before, ChatGPT can bring creative ideas, but we shouldn't rely totally on it since we have to check each time whether the generated content meets the requirements of the lesson goals or not.

Q8: Checking if there are any references (to see the validity and reliability of the references) means that the teacher should be critical of the content of ChatGPT.

Q9: Yes, I'm very satisfied and supportive of teachers who integrate ChatGPT in preparing lessons (including myself).

Q10: I just want to highlight that it's important to consider the potential downsides of AI in teaching, like students copying other people's work or becoming overly reliant on technology for learning.

Respondent 13

Q1: Yes i do.

Q2: I rarely use them, and concerning artificial intelligence, I rely on it, but not for teaching.

Q3: ChatGPT is on the engines that generate texts as it is named artificial intelligence. It enables you to get a text that was never written before.

Q4: I didn't use it for designing my lessons. I was traditionally designing them by reading books, extracting ideas, and then organizing them according to what fits my context and what feeds the module, but I am thinking about using it because I think that despite all of the shortcomings associated with it, there are a few things that I think are helpful, like the plan of the lessons. I think it helps us to make a coherent and workable plan for lessons.

Q5: No, it's not important. It's helpful but not important.

Q6: This is a problem I think because if we really depend on artificial intelligence, we will lose this human contact between the teacher and the students, and everything will be machinery. I think that we have to use it wisely.

Q7: Perhaps three.

Q8: One of the challenges of using ChatGPT is confirming whether this information is credible or not. So I have used it in different contexts, and I think it's not reliable, especially when you are

looking for precise information. It does not look like an idea. In its precise answer, it makes mistakes. So you need to verify the information given to you by ChatGPT.

Q9: That depends on their efforts when you check the reliability of sources when you take only the ideas that are useful for your lessons. This is an effort, and this is good, but if you depend on it completely without verifying, without checking the ideas, and without checking the sources, here is the problem.

Q10: No answer.

Respondent 14

Q1: Of course.

Q2: Thanks to COVID-19, it boosts us a lot to be familiar with these new technologies, particularly teaching virtual classes through a platform that is used to support teachers.

Q3: ChatGPT is one such artificial intelligence tool. It is used to provide detailed responses to what is requested.

Q4: Never. I plan my lessons based on reading books.

Q5: No, I don't think so because teachers need to be energetic and creative to motivate learners.

Q6: It can help teachers to do work quickly, but not to foster their abilities.

Q7: 1.

Q8: In most cases, if the user is not knowledgeable, he is unable to identify whether or not the given answers are correct and reliable.

Q9: No, I am not satisfied.

Q10: No answer.

Respondent 15

Q1: Artificial intelligence is the ability of a computer to perform tasks; in other words, it's robot-like software that assists human beings in providing many services.

Q2: I'm familiar with technological tools to a certain extent, but I don't really rely on them.

Q3: It's an AI tool that provides an unlimited range of information with a simple search.

Q4: Personally, I prefer the traditional way, with the exception that I use it sometimes to provide me with a new activity to use in the classroom.

Q5: It is not that important, but it may act as a facilitator. Maybe it can help, but relying on these tools can deny the existence of your capacities.

Q6: Only if they use it wisely.

Q7: 2

Q8: The ideas provided by ChatGPT are unreliable most of the time. For example, if you ask about what is happening in Palestine, it will give you a totally different view, which is the Western view. I greatly believe that it manipulates people most of the time by giving them wrong and false ideas.

Q9: I can't answer because each one has preferences, and I cannot judge someone because of his choice to use or not use ChatGPT.

Q10: Honestly, I see that chat GPT can be beneficial in many areas, but not for the lesson plan because it's the teacher's mission to do it regarding what's available and what can be a limitation for him. Good luck.

Résumé

Le but de la présente étude est d'explorer les points de vue et les attitudes des enseignants d'anglais langue étrangère (EFL) envers l'intégration de ChatGPT, un modèle de langage d'intelligence artificielle, dans leurs pratiques d'enseignement en général et dans la planification des leçons en particulier. Ainsi, on a émis l'hypothèse que si les enseignants utilisent ChatGPT comme un outil d'appui dans la planification des leçons, leurs plans de cours seront plus efficaces et créatifs. Pour atteindre cet objectif, une approche de collecte de données par méthodes mixtes a été adoptée auprès d'enseignants d'anglais langue étrangère (EFL) du département de langue anglaise de l'Université du 8 mai 1945 - Guelma. Cela s'est fait au moyen d'un questionnaire structuré et d'une interview semi-structuré. Un questionnaire a été administré à vingt-neuf (29) enseignants. De plus, une interview a été menée auprès de quinze (15) enseignants. L'étude examine l'intégration de ChatGPT par les enseignants dans la planification des leçons et évalue son impact sur la stimulation de la créativité dans leurs conceptions pédagogiques. Les résultats obtenus ont révélé qu'une grande majorité des enseignants perçoivent ChatGPT comme un outil important à intégrer avec soin dans le processus d'enseignement, tout en convenant qu'il peut permettre de gagner du temps et des efforts lors de la conception des leçons.

Mots-clés : ChatGPT, planification de leçons, enseignants d'anglais langue étrangère (EFL).

ملخص

تهدف الدراسة الحالية لاستطلاع وجهات نظر ومواقف معلمي اللغة الإنجليزية كلغة أجنبية (EFL) تجاه دمج النموذج اللغوي للذكاء الاصطناعي برنامج ChatGPT في ممارساتهم التعليمية بشكل عام وتخطيط الدروس بشكل خاص. وبناء على ذلك، تم افتراض أنه إذا استخدم المعلمون ChatGPT كأداة داعمة في تخطيط الدروس، فستكون خطط الدروس الخاصة بهم فعالة ومبتكرة. و لتحقيق هذا الهدف، تم اعتماد منهج مختلط لجمع البيانات مع معلمي اللغة الإنجليزية كلغة أجنبية (EFL) في قسم اللغة الإنجليزية بجامعة 8 ماي 1945 - قالمة. وذلك من خلال استبيان منظم ومقابلة شبه منظمة، تم تطبيق الاستبيان على تسعة وعشرين (29) معلما بالإضافة إلى ذلك، أجريت مقابلة مع خمسة عشر (15) معلما، حيث يدرس إدراج المعلمين لـ ChatGPT في تخطيط الدروس وتقييم تأثيره على تعزيز الإبداع في تصميماتهم التعليمية في تخطيط الدروس وتقييم تأثيره على تعزيز الإبداع في تصميماتهم التعليمية. وظهرت النتائج التي تم الحصول عليها ان معظم المعلمين يعتبرون ChatGPT اداة مهمة يجب دمجها بعناية في مجال التعليم وكذلك اتفاهم على قدرته في توفير الوقت والجهد عند تصميم الدروس.

الكلمات المفتاحية : ChatGPT ، تخطيط الدرس، معلمو اللغة الانجليزية كلغة أجنبية (EFL) .