

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abd Elhafid Boussouf University - Mila**



*Institute of Literature and Languages
Department of Foreign Languages
Branch: English*

Exploring Teachers' Insights about the Implementation of ChatGPT as an Assistant Tool in Lesson Planning

**The case of secondary and middle school English teachers in
Mila and Constantine**

**A Dissertation Submitted in Partial Fulfilments for the Requirement of the Master Degree in
Didactics of Foreign Languages**

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Dedication

First of all, I am so grateful to Allah for giving me health, patience, and faith to complete this work. I would like in particular to dedicate this work to:

My beloved parents who provided me with support, guidance, strength, and motivation throughout my journey. They were always with me during moments of failure and success.

My lovely brothers Aissa, Alilo, and Amir who are the pillars of my life.

My sweetheart sisters Hadil and Wiam who are the source of encouragement and happiness.

Special thanks to my grandmother for her moral and substantial support.

To my friend Maroua ZARZI for the time we have spent together.

To everyone who contributed in this work from near or far.

Finally, to myself, I dedicate this work.

Khalida

Dedication

I am finalizing this work because of Allah's mercy, guidance, and blessings. I dedicate this

work to:

My beloved husband who provided me with endless and unconditional support during my two

years of master.

My parents; thanks to them I am now a woman of pride.

Finally, to my friend Khalida MAHMOUD who was always by my side without a single

complain.

Maroua

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Thank you

Abstract

Developing an effective lesson plan in EFL settings is crucial for successful teaching and learning. Lesson planning poses challenges for EFL teachers due to lack of time and materials. This skill enables teachers to foster a more creative environment, raises their confidence and professionalism, makes well informed decisions, and increases learners' motivation. The rapid advancement of technology has introduced artificial intelligence, namely ChatGPT, as a promising tool to support language teaching, particularly lesson planning. However, incorporating ChatGPT into planning EFL lessons demands careful examination to fully understand its potential, benefits, and challenges. The present study aims to explore teachers' insights about the integration of ChatGPT as a scaffolding tool in lesson planning and seeks to determine its potential uses in enhancing lesson plans' efficiency. To achieve these aims, the following questions arise: Are teachers familiar with AI tools like ChatGPT as assistant tools in lesson planning? What are EFL teachers' perceptions towards implementing ChatGPT in creating lesson plans? How does the integration of ChatGPT improve lesson planning? What are the challenges EFL teachers may face when using ChatGPT? In order to answer these questions, a mixed methods research design is adopted. A structured questionnaire was administered to ninety-six teachers of secondary schools in Mila and Constantine, and a semi structured interview has been conducted with ten teachers of middle schools from the same regions. The results reveal valuable insights, perceptions and attitudes towards the implementation of ChatGPT as an assistant tool in lesson planning, as well as their agreement that it is regarded beneficial for articulating learning objectives, tailoring contextualized materials, designing assessments and activities, and, most importantly, as a time- saving tool.

Keywords: Lesson plan, ChatGPT, Artificial intelligence, EFL teachers, Assistant tool

List of abbreviations

EFL: English as a Foreign Language

ChatGPT: Chat Generative Pre-Trained Transformer

Chatbot: Chatting robot

ASI: Artificial Super Intelligence

NLG: Natural Language Generation

AGI: Artificial General Intelligence

AI: Artificial Intelligence

NLP: Natural Language Processing

DSRPI: Dartmouth Summer Research Project on Artificial Intelligence

MIT: Massachusetts Institute of Technology

PDP: Pre-listening/reading During listening/reading Post-listening/reading

PPU: presentation Practice Use

CBA: Competency Based Approach

PPP: Presentation, Practice, Production

TTT: Test, Teach, Task

WIPPEA: Warm-up, Introduction, Presentation, Practice, Evaluation, Application

PPs: Pupils

T: Teacher

A: Auditory

V: Visual

T: Tactile

ICT: Information and Communication Technology

PTV: Pre-Teaching Vocabulary

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General Introduction

1. Background of the Study

Teaching is a lifelong process since it requires constant growth, learning, and adaptation. It plays a paramount role in constructing the social, political, and economic development of any nation. A good language teacher serves as a bridge between the learner and the subject as well as he is aware of his student's needs, interests, and abilities. He is responsible for transmitting knowledge in a structured manner. That is, to plan efficient lessons for attracting learners' attention and keep them actively engaged in a purposeful environment is considered as a must for effective learning. This is namely lesson planning, which is a very essential element for successful teaching. It contributes in raising both learner's and teacher's creativity and productivity.

In the field of foreign language research, tailoring a high- quality lesson plan is the foundation of effective teaching. It is a cornerstone for designing meaningful learning experiences. For that, Vdovina and Gaibisso (2013) state that writing a lesson plan assists teachers in organizing ideas and having a framework that demonstrates how to guide students to certain "learning destinations". Additionally, lesson planning provides teachers with the opportunity to thoughtfully articulate objectives, choose and arrange relevant activities, identify required resources, estimate the time allocated for each activity, and plan how students will be grouped (Ng, 2023). However, many teachers lack proficiency when planning their lessons.

Educators and teachers have always been searching for a variety of tools that facilitate the teaching process. Artificial intelligence (AI) tools are considered as prominent means in education. They transform the teaching experience by providing efficient and effective customized teaching

materials. Many teachers and educators purchase safe and effective technology-enhanced approaches. Hence, educators use AI-powered services in almost every task they tackle; as an assistant tool, grammar correction tool, in summarizing essays and articles, and completing sentences (U.S. Department of Education, Office of Educational Technology, 2023). They rely on the services of AI to manipulate, complete tasks, generate new teaching materials, crafting syllabi, and designing curriculum and lesson plans (Cop et al., 2021, Lin, 2022, as cited in Yilmaz Can & Durmus, 2024).

Lately, teachers start to rely on AI tools to create and design lesson plans. They integrate them into language education and teaching, and they consider them as facilitators as well as reliable generators for lesson planning. ChatGPT is an AI tool that has a great potential in providing innovative tools (Başaran Uysal & Yüksel, 2024). It is considered as a lesson plan assistant because it has the ability to provide effective, more interactive, and personalized language learning materials for students (Lee et al, 2022, as cited in Başaran Uysal & Yüksel, 2024). Many studies have shown that the integration of ChatGPT in educational settings and contexts enhances the teaching methodologies, and improves teaching and learning experiences (Adiguzel et al., Cooper, Kasneci et al., 2023, as cited in Yilmaz Can & Durmus, 2024). According to Baytak study (2024), the results show that lesson plans generated by ChatGPT are sufficient enough to be used. It has been revealed that the set learning objectives, activities, tasks, and assessment created by ChatGPT are in accordance with what is acquired to be applied in the classroom. These findings confirm that ChatGPT is satisfactory at producing lesson plans. Moreover, ChatGPT has the ability to generate authentic, creative, and varied materials when it comes to lesson plans, it saves time and energy for teachers. So, they opt for great number of activities. It offers successful group and pair work regarding techniques and methods (Yilmaz Can & Durmus, 2024).

However, many teachers and educators are being highly selective and cautious during making lesson plans by means of ChatGPT (Kern, 2024, as cited in Dornburg & Davin, 2024). ChatGPT is sometimes considered a non-deterministic AI tool because it sometimes provides erroneous results and answers to simple tasks and prompts (Dornburg & Davin, 2024). According to Yilmaz Can and Durmus (2024), ChatGPT lacks several major aspects in lesson planning, it provides superficial information about the subject matter. Furthermore, its services are not qualified to handle enough time for the stages of the lesson plan and the essential tasks. As another weakness, it was also noteworthy that ChatGPT does not provide any technological support, or visual aids, especially it does not support any contexts that suggest real-life and meaningful situations. Also, it does not guide teachers to use a variety of techniques and strategies. Many argue that lesson plans generated by ChatGPT are not flexible or dynamic, lesson plans created by ChatGPT are similar to the usual outlines of a presentation or preparation rather than a lesson plan so that, it may harm teacher's productivity and creativity.

In summary, the integration of advanced and modern AI tools such as ChatGPT into educational settings marks an important shift in the way teachers design and approach lesson planning. Due to the increase demands to save time and energy, personalize instructions, manage diversional classes and keep involving curricula. This study aims to explore the tendency of EFL teachers towards implementing ChatGPT as a scaffolding tool in lesson planning, and how its potential uses support teachers and improve lesson plans' quality.

2. Statement of the problem

In the realm of education, artificial intelligence (AI) has become as an innovative tool, which seeks to enhance teaching and learning process through making a paradigm shift in traditional methods of delivering instruction for promoting autonomy, guidance, and personalized

support. However, it has been noticed that most English as foreign language teachers face serious difficulties when planning their lessons. This hindrance arises due to a variety of factors. Firstly, lesson planning is overly time- consuming, requiring teachers to spend significant efforts into creating, building, and organizing well -structured lessons. Moreover, the lack of appropriate materials and resources can further hinder outlining an effective lesson plan. Additionally, finding real-life situations to engage students in inclusive environments is a challenge as language lesson plans should cope with curriculum goals and learner's needs. Therefore, EFL teachers can utilize ChatGPT as a scaffolding tool to plan creative lessons. Nevertheless, ChatGPT, an AI-powered language model offers substantial benefits for lesson planning such as saving-time, tailoring purposeful learning experiences, and boosting productivity.

3. Research Aim

The present study aims to explore EFL teachers' insights about the integration of ChatGPT as a scaffolding tool in lesson planning. Additionally, it seeks to determine the potential uses of ChatGPT in enhancing the efficiency of lesson plans.

4. Research Questions

Lesson planning is an essential basis of teaching English as a foreign language, but it is still recognized as a complicated process. EFL teachers need to develop more engaging lesson plans through using different tools. For this reason, the following research questions are addressed:

1. Are teachers familiar with the use of AI tools like ChatGPT as assistant tools in lesson planning?
2. What are EFL teachers' perceptions towards implementing ChatGPT in creating lesson plans?

3. How does the integration of ChatGPT improve lesson planning?
4. What are the challenges EFL teachers may face when using ChatGPT in lesson planning process?

5. Research Methodology

This study explores the implementation of ChatGPT as an assistant tool in lesson planning. It seeks to investigate the potential implications of ChatGPT on various aspects of lesson plans including objectives, media, materials, designed activities, content accuracy and stages of the lesson plan. To handle that a mixed-method approach is employed, combining qualitative and quantitative data collection to provide a comprehensive understanding of the implementation of ChatGPT as a scaffolding tool in lesson planning. This research work relies on two modes of data collection, a questionnaire which is directed to Secondary School teachers of English from Mila and Constantine, and an interview administered to Middle School English teachers from the same provinces as well. This is to gather perspectives regarding the integration of ChatGPT in EFL teaching, mainly in lesson planning. The statistical findings and the results obtained, from both the questionnaire and the interview, will contribute to a better understanding of the different insights about the implementation of ChatGPT in lesson planning.

6. Population and samples

The study encompasses ninety-six (96) Secondary School teachers of English to answer the questionnaire that it is made up of twenty-eight questions, and ten Middle School teachers of English to participate in the interview. This selection was made randomly and purposefully as secondary school teachers are more familiar with the implementation of technology and AI tools. Besides, middle school teachers may provide their insight about ChatGPT as an assistant tool in lesson planning.

7. Structure of the dissertation

This dissertation is divided into two chapters. The first chapter is a theoretical framework about the two variables namely lesson planning and ChatGPT, whereas the second chapter discusses the practical framework in which there is a deep discussion and interpretation of the findings and results of the study.

The first chapter is subdivided into two major sections. The first section tackles the first variable in general, which is lesson plan mentioning its definition, its significance, stages, components, models, principles, and difficulties. The second section is devoted to the second variable which is ChatGPT and its integration into EFL teaching classrooms, notably lesson planning. This section begins with an overview of artificial intelligence (AI) then it tackles gradually the implementation of ChatGPT by starting with its definition, history, benefits in EFL classrooms, shortcomings and finally the criteria of using ChatGPT as a beneficial lesson planning aid.

The second chapter is concerned with the practical part of the dissertation. It discusses the used methods and their findings by analyzing and interpreting teachers' questionnaire and interview on the implementation of ChatGPT as an assistant tool in lesson planning. The findings will lead the two researchers to gather information, and reach a general conclusion about the remarkable influence of ChatGPT on EFL teaching and learning, especially in lesson planning.

8. Significance of the Study

It is said that AI will never replace teachers, but teachers using AI definitely will replace teachers who do not. Nowadays, the educational field witnesses a great emergence in the use of technology especially AI. It is considered as an evolution that impact educational settings and let teachers increase their demands on its tools for better teaching approaches. The study is clearly

significant because of several factors, most importantly is that the popularity of using ChatGPT is growing in the field of EFL teaching, and teachers should cope with its implementation in the teaching and learning processes.

The primary motive behind conducting this study is to explore valuable EFL teachers' insights into the integration of ChatGPT in lesson planning process. Furthermore, by shedding light on the potential benefits and shortcomings associated with ChatGPT utilization, this research can help teachers to make well informed decisions about incorporating ChatGPT as a beneficial lesson-planning aid.

1. Chapter one: Theoretical Part

Introduction

Lesson planning plays a key role in effective teaching, as it provides a thoroughly systematic and organized framework for instruction. A lesson plan serves as a teacher's roadmap that outlines learners' needs, learning goals and objectives, materials, teaching methods and strategies, and assessments. It is an essential skill in language teaching and learning, particularly in EFL settings. It is regarded as a challenging task that requires considerable effort and commitment. Furthermore, developing a well-detailed lesson plan is mandatory and crucial to increase students' engagement and interest. Section one delves into various aspects of lesson planning in EFL classrooms. Beginning with the definition of lesson planning in academic contexts, then examining the relationship between planning and Bloom's taxonomy, with a focus on the significance of lesson planning, in addition to its essential components, stages, and models. After that, it explores various types of lesson plans and the principles that guide teachers to plan productive lessons.

Nowadays, technology is regarded as a cornerstone in people's life. It has brought significant changes over various fields, including politics, economics, business, and education with no exception. Artificial intelligence has become a fundamental necessity in today's world. It is no longer an optional tool, but is considered as a must particularly in the teaching domain. Artificial intelligence has paramount potential in overcoming many challenges in education. It enables teachers in tailoring more productive and personalized learning practices. Furthermore, the incorporation of AI in teaching EFL classrooms helps educators customize individualized instruction that fits with learners' requirements. Innovative tools such as ChatGPT, an AI-powered language model, stands as a scaffolding tool for teachers in developing lesson plans, creating

interactive activities, and suggesting instructional strategies. Integrating ChatGPT in lesson planning process has greatly impact on reducing teachers' workload, saving time, and designing inclusive materials. It can provide an opportunity for teachers to refine and adapt differentiated lesson plans based on learners' needs and curriculum expectations. Thus, the use of ChatGPT in planning EFL lessons has become an integral part for ensuring successful learning and teaching. Section two deals with the definitions of artificial intelligence, its history, types, and discussing its role in education and in teaching EFL classrooms. Moreover, it tackles an overview about ChatGPT and its implementation as a supportive tool in lesson planning.

1.1. Section One: Lesson Planning

1.1.1. Overview of Lesson Planning

The mastery of teaching a language is an art that involves an appropriate combination of skills, motivation, methods, training, learning styles, and organization. Effective teaching requires a plan which provides a step-by-step direction for lesson development. Thus, Lesson planning is an important skill for the attainment of educational objectives and avoiding classroom distortions. It has increasingly gained considerable interest among researchers and theorists (Brown & Marzano, 2009; Butt, 2008; Hynes, 2010; Ur, 1991).

A lesson plan (LP) is a critical task that teachers should perform efficiently. It is originated from the Latin word “currere” which means the course or the way to be followed (Farhang et al., 2023, as cited in Molki, 2013). According to Oblio and Nkwocha (2014), the lesson plan is derived from the unit plan, and it is a detailed, planned, and systematic arrangement of what is to be taught by the teacher in a particular lesson period (p.1). Similarly, Lewis (2002) states that planning is viewed as a transformative process in which the teacher develops lesson ideas with taking into consideration learners’ needs, gaps, interests, as well as the content of the lesson itself. It is not necessary to be reflected in a detailed written document since many teachers can successfully teach through mental plans or brief lesson notes. In other words, lesson planning is a logical sequence of the lesson that outlines a thorough description of what and how the teacher should teach. Additionally, Gorman (2005) defines lesson planning as a journey, starting with the learning outcomes before choosing relevant materials, resources, and methods.

Lesson planning is most significantly a thinking skill which trains teachers to imagine their lessons before it happens. It is a useful tool for teachers to decide what to teach (content), how to

teach it (methods), and with what to teach it as well (materials). Furthermore, a lesson plan should be a flexible and practical document that serves as a guide for achieving the lessons' aims, instead of a rigid roadmap. Although experienced teachers spend less time on lesson planning and are more capable of thinking about their feet in class, novice teachers find it a hard task which is too time-consuming, especially in their first days of teaching. Indeed, the clarity of a plan asserts that the teacher has dedicated more time to carefully prepare the class, reflecting professionalism, and a great commitment for promoting students' learning (PREMIER TEFL, n.d.).

In Scarino and Liddicoat study (2009), lesson planning is a vital aspect of the overall process of learning. It is regarded as a standalone experience that focuses on the immediate and short-term needs of a single class and is built in relation to other lessons. However, it is not enough to meet all the needs of teaching and learning. For instance, planning should be a dialogical process within which the results of planning are investigated and adapted via interactions with colleagues, student, and one's own evolving perspectives as a teacher, instead of an ended process of a finished program.

Moreover, Harmer (2006) claims that developing a lesson plan is based on the conditions in which the lesson will be presented and teachers' experience. He describes lesson planning as an art that entails incorporating a variety of elements into a unified structure, and creating a clear identity through which students can recognize, interact with, and react to. According to Farrell (2002), "lesson planning is defined as the daily decisions a teacher makes for the successful outcome of a lesson" (p.30). From this, it is clear to say that every teacher needs to plan creative lessons for meeting learner's needs and achieving the desired learning objectives and aims. Richards and Schmidt (2010) suggest that:

Lesson planning is a description or outline of (a) the goals or objectives a teacher has set a lesson (b) the activities and procedures the teacher will use to achieve them, the time to

be allocated to each activity, and the order to be followed, and (c) the materials and resources which will be used during the lesson (p.333).

Further insights from Savage (2015), showing that lesson planning is a thinking process by writing a plan for teaching a particular group of students at specific place and time. Panigrahi (2018) emphasizes that effective lesson planning requires the teacher to determine three essential components: the objectives, the body, and a reflection. Hence, lesson planning is a structured framework that includes instructional requirements, organization, circumstances, materials, and activities, along with assessment and evaluation of teaching and learning processes (Clark & Dunn, 1991, as cited in Panasuk & Tood, 2005).

In the same vein, according to “American Institutes for Research” (2010), lesson planning is considered as a detailed outline that guides an instructor in delivering a lesson for helping students reaching a specific learning objective. It determines what students will learn, how they will be assessed, and scaffolds teachers in organizing content, materials, time, and teaching methods. It serves as a supporting tool for English second language (ESL) learners, adult basic education (ABE), adult secondary education (ASE). Stefanie (2021) accentuates that lesson plans act as a tool to assess and refine a lecturer’s competences. They provide an opportunity to reflect on how various components are smoothly integrated into lessons, becoming more intuitive and routine process through experience.

Lesson planning is the most challenging and complex task for EFL teachers (Noor Emiliyasi & Jubaedah, 2019). It demands a deep understanding of student ‘needs, cultural backgrounds, proficiency levels, and diverse learning styles. Setyano (2016) believes that lesson planning is more than just understanding of content and pedagogical knowledge; it is a creative process that requires the implementation of critical thinking skills. In addition, Woodward (2001)

concur that planning refers to what teachers do when they mention they are planning their lessons and courses. He asserts that a successful language lesson or course involves plenty of opportunities for language learning, where both teachers and students recognize the language as a blend of different aspects (instinct, motor skill, system, cultural artifacts, music, a medium content delivery, and the content itself) that all changes over time in a variety of ways. That is to say, lesson planning refers to all input and output activities, procedures, techniques, and strategies that the teacher undertakes before, during, and after the lesson. It is a multifaceted endeavor that encompasses linguistic, communicative, cognitive, and expressive dimensions. Each of these aspects plays a vital role in creating an effective and well- rounded lesson plan.

To conclude, planning is a very necessary element in the accomplishment of any task, especially in language teaching and learning. Lesson plans provide teachers with a valuable routine during the delivery of instruction. They take into consideration learners' needs as well as meeting curriculum aims and objectives. Also, constructing a well-organized lesson plan is more difficult as it requires a deep thinking, efforts, and ongoing reflection.

1.1.2. Bloom's Taxonomy and Planning

Lesson plan serves as a guide map for teachers during the lesson. It directs teachers to move from the pre-teaching items to the post-teaching ones through a well-structured framework (Masharipova, 2024). A well-structured framework is initially based on Bloom's Taxonomy categorization. In fact, Bloom's Taxonomy is considered as a fundamental item in categorizing learning objectives as well as planning tasks.

Thus, teachers should follow Bloom's hierarchy while setting their objectives, selecting the necessary tasks, and assessing their students. Bloom's Taxonomy is always considered as a major reference to write the objectives (Wilson, 2004). It has been selected by teachers to create lesson

plans and to set their lesson's objectives and goals because it is an important point to categorize lessons in a linear way. Bloom's Taxonomy classifies the learning objectives into three domains: cognitive domain, affective domain, and psychomotor domain (Susanti & Mahaputri, 2022).

- **Cognitive Domain:** refers to mental competence and how learners are ready to acquire specific knowledge. It deals with the recall of knowledge, understand it, apply it, and analyze it.
- **Affective Domain:** deals with emotions and feelings, it shapes the students' values, behaviors, attitudes, awareness, and organization of what he acquired.
- **Psychomotor Domain:** refers to physical skills. Students can develop their response, articulation, perception and communication skills (Orlich et al., 2010).

The cognitive domain of Bloom's Taxonomy is divided into six categories according to Bloom's Taxonomy classification system. Each level of this domain describes the cognitive and thinking process ranging from simple to complex cognitive skills.

1. **Knowledge:** at this stage, students have the aptitude to remember, recall, recognize, and identify information. For instance, remembering the name of the body parts in English.
2. **Comprehension:** students have the ability to reformulate, summarize, and provide original examples that illustrate his/her real comprehension.
3. **Application:** students at this level, apply the acquired knowledge in real-life and concrete actions. For instance, apply what have been learned about body parts in describing physical appearance.
4. **Analyses:** students split complex information into components and set a clear explanation among these components.

5. **Synthesis:** students can bring various information from different sources or based on previous one to form and create new original one.

6. **Evaluation:** students make a judgment and identify the strengths and weaknesses of a specific subject (Susanti & Mahaputri, 2022).

In fact, there are several ways in which Bloom's Taxonomy can boost the process of lesson planning. First, it obtains as a means in sequencing the learning objectives from simple to complex. So, educators consider Bloom's categorization as a guide in ordering and sequencing lessons into units. Additionally, the choice of verbs offers students a cognitive structure that they must engage in. For instance, the verbs "identify", "explain", and "evaluate" demonstrate which cognitive level is required for a specific objective (NcNulty,2024). Moreover, NcNulty (2024) states that Bloom's Taxonomy offers a structured framework for lesson planning in which teachers create activities for each cognitive level by designing tasks that go hand in hand with the different stages of learning.

Figure 1

Bloom's Taxonomy Pyramid



(Hakky, 2016)

To sum up, it is clear that effective teaching requires a deep thinking about the categorization and sequencing of lesson objectives, activities, and tests. Using Bloom's framework guides teachers to create engaging effective activities (NcNulty,2024). Therefore, an effective teaching mainly relies on goals and objectives that meet the needs of the learners and that contains activities that lead to step by step to fulfillment of the set objectives.

1.1.3. Significance of lesson planning

Lesson planning plays a fundamental role in fostering a creative environment of learning and teaching. For instance, successful classroom management and the achievement of ongoing educational progress depend on efficient preparation and planning. In the contrary, insufficient classroom practices, disruptive student s' behaviors, lack of progression, and poorly designed assessment tasks are the result of inadequate planning (Butt, 2008). Moreover, a lesson plan is crucial for ensuring that classroom instruction fits with curriculum objectives and goals, allowing students to actively engage in the learning process by incorporating their experiences within the lesson. It serves as a supplementary opportunity for teachers to refine their expertise and keep up with the current research and educational advancements (Lika,2017). So, planning a lesson is a very important step that helps teachers to maximize class time, introduce new concepts, and encourage students engaging in productive discussions for attaining better learning outcomes.

Lesson planning is a primary means of decision-making. It enables teachers to make deliberate choices about content, sequencing, and methods. Furthermore, it empowers them to set thoughtful objectives, selecting appropriate materials, and tailoring relevant activities that align with students 'needs, their current level of knowledge, their learning styles, and interest. Furthermore, Panigrahi (2018) states that "lesson plans may also include a room for unpredictable events. This helps to be ready to cope with whatever happens" (p.888). Hence, effectively planning

allows teachers to anticipate unexpected problems which may arise during the lesson. Besides, it acts as a strategy to decide how assessments are integrated for measuring students' understanding of the content.

A lesson plan has a great impact on increasing teachers' confidence and professionalism. According to Ng (2023), teachers who are well prepared tend to be more self-strong and secure. Their clear understanding of the lesson sequence and readiness leads to a smoother class experience and minimizing disruptions such as searching for textbooks or making last -minute copies. This preparedness not only boosts teacher's confidence, but also earns them students' respect. In the same context, Haynes (2010) asserts that planning enhances teachers' feelings of self-sureness and satisfaction through asking particular questions in advance such as; what to teach (content), how to teach (methods), and with what to teach (materials). Most importantly, it helps the teacher to optimize things. He emphasizes that the teacher should not ask himself "what can I teach students?" but rather, "what is the best thing I can teach them?". Similarly, he should not question "how can I teach this?" but instead, "what is the best way I can teach it?". Therefore, lesson planning provides a mutual sense of confidence and respect among teachers and students because it reduces uncertainty and self-doubt as well as enhancing the quality of teaching

According to Ali Bin-Haddy and Abdulsafi (2018), lesson planning is regarded as an indispensable process to effective teaching that has the following importance:

1. It assists teachers to think what learners will accomplish in the lesson.
2. It serves as a guide for organizing ideas, resources, methodology etc.
3. Reduces over-reliance of course books.
4. It shows to learners that the teacher is competent and has a clear direction.

5. It helps teachers in adapting their teaching style for meeting different classes' needs.
6. Building a logically structured lesson.
7. A developmental document that enables teachers to assess and reflect on their performance after the lesson. For that, Harmer (2001) indicates that planning is essentially crucial when a teacher is being observed as part of an assessment. The observer needs to be aware of the teacher's objectives in order to judge the lesson's effectiveness.

Specifically, Ergasheva (2024) suggests that well-planned lessons are vital for English language teachers to create effective learning opportunities and support students' success in language acquisition. In fact, when teaching EFL learner content-based and language integrated learning, it is necessary to set both language and content objectives. The latter should be concrete and measurable. Ideally, there must be relevance between the content objective and the language objective.

In essence, lesson planning is an important tool that helps teachers organize lessons in an appropriate structured manner. It promotes successful learning and teaching through fostering active atmosphere of learning and motivation, encouraging teachers to make well informed decisions, and developing relevancy as well as consistency.

1.1.4. Components of Lesson Plan

To ensure effective teaching and learning outlines, a well-structured lesson plan is an essential guide line for this. It guides teachers in engaging instructions and serves as an alignment with specific learning objectives, appropriate teaching strategies and provide meaningful activities. By

incorporating key components, educators can create an organized and dynamic learning experiences.

The components of a lesson plan vary based on educational requirements and subject matter. Despite the fact that lesson plans may diverge depending on different criteria, all lesson plans are essentially based on the same components. They are based as well on the same framework and share similar goals. The perfect lesson plan should encompass information about the following:

1.1.4.1. Objectives: Teachers should be aware, and they should focus on what they want to achieve at the end of a lesson or a sequence. “objectives are similar to aims in that they specify what you are trying to achieve in a lesson or sequence of lessons.” (Hynes, 2010, p. 67). In other word, after the clarification of what teachers are trying to achieve, objectives are a way to communicate the content of the lesson with learners. Objectives are a major component in lesson plan, they should be set before starting the planning. According to Haynes (2010) objectives should be: SMART (specific, measurable, achievable, relevant, and time-bound). Additionally, teachers are not only required to set the objective of the whole lesson rather, they should set the objectives of every step of the lesson.

1.1.4.2. Competence: Competences are essential component of any lesson plan. Teachers should highlight the different competences that learners are supposed to acquire in every lesson. They include mainly cross-curricular competencies that are the following:

- **Intellectual competence:** learners can understand the lesson and use their critical thinking.
- **Methodological competence:** teachers help their learners to work in pairs or in groups.

- **Communicative competence:** to improve their communication skills, learners can use role plays or dialogues to communicate appropriately.

- **Personal and social competence:** learners can socialize and develop their social network by interpreting oral and written messages (Ministry of National Education, 2016).

1.1.4.3. Materials: are essential components that consist relevant content, theories, principles, and procedures which are written based on meaningful and authentic situations to achieve specific competence (Saberta et al., 2021).

1.1.4.4. Media: teaching media is an intermediary tool for understanding the material presented by educators in a lesson. Media are considered to be effective, appropriate, and motivating for students to get the purpose and understand the objective of the lesson, which also should be suitable for learners, particularly, their characteristics. Therefore, there are three principles of using media; effectiveness, practicality, and appropriateness (Raiser & Dick, as it is cited in Damayanti, 2018).

1.1.4.5. Activities: in a lesson plan, it is a major step to encounter what learners should do during the lesson. Teachers should divide the type of activities into three stages. Pre-teaching activities, during-teaching activities and post-teaching activities (Saberta et al., 2021). The selected activities are mainly based on the domain of the lesson taught; listening lesson, reading lesson, or a grammar lesson.

As part of the activities set in a lesson plan, homework is considered as a supporting tool in a lesson because many teachers and learners treat homework as a preparation for the next lesson or a revision for the previous one (Hynes, 2010).

1.1.4.6. Assessment: is considered as stopping points during the lesson because it assesses its progress. It gives information about the objective whether it works well or not (Saberta et al., 2021).

The assessment tools in a lesson go hand in hand with the learners' needs, interests, and grade matches also the objectives and materials (Dick & Reiser 1996, as cited in Saberta et al., 2021).

Bloxham and Boyd (2007) assume that the teacher has to discriminate between three kinds of assessment:

- **Assessment of learning:** making judgment about student's summative achievement for the purpose of selection and classification.
- **Assessment for learning:** providing information about a student's achievement which allows teaching and learning activities to be changed in response to the needs of the learners.
- **Assessment as learning:** seeing students 'involvement in assessment, using feedback, participating in peer assessment, and self –monitoring of progress as moment of learning in themselves.

1.1.4.7. Focus: in each step of the lesson plan, teachers should encompass the focus. During the lesson, there are steps need teachers' focus where he is the monitor and the guide of the teaching process. Other steps need the learners' focus where learners are highly active and guide the learning process (Ministry of National Education, 2016).

1.1.4.8. Style: in each step of the lesson plan, teachers should highlight the style used.

Relying on the Algerian Middle School Teacher's Guide (2016), there are four major styles:

- **Auditory:** learners are supposed to mainly listen to their teacher, a script, or a video.
- **Visual:** learners are supposed to watch a video, look at a picture or decipher the teacher's gestures to receive the learning materials.
- **Tactile:** it is based on learning by doing. Learners are supposed to touch in order to learn. For instance, to learn shapes they should touch the circle, triangle, and square, so they can memorize them.

- **Kinesthetic:** it is the integration of all senses in order to learn. Learners need to feel what they need to learn.

1.1.4.9. Values: lesson plans generally are based on meaningful learning. Therefore, learners are not supposed only to learn the language. They also link the learning process to the culture of the language and by the end of each lesson, learners acquire different values such respecting other cultures, openness to the world, and valuing knowledge and human experiences. Values are linked to the topic presented in each sequence (Ministry of National Education, 2016).

1.1.4.10. Target competencies: it refers to the specific skills and proficiency level that learners should achieve. These target competences are the following:

- **Interpretation competency:** it is acquired in listening and reading lessons because learners are supposed to interpret an oral message or a written message.
- **Interaction competency:** during the lesson, learners interact whether they interact with their teacher or they have peer interaction.
- **Production competency:** by the end of each lesson, learners will be able to produce a written or an oral message to communicate properly in meaningful situation (Ministry of National Education, 2016).

1.1.4.11. Target structure: to have a perfect lesson plan, teachers should encounter the target language or the linguistic structure that will be taught to draw a road map on how their focus, style and competencies they need to follow (Ministry of National Education, 2016).

1.1.4.12. Domain: each lesson varies depending on its domain. There are lesson plans that aim to deal with oral domain and others with written domain (Ministry of National Education, 2016).

1.1.4.13. Wrap up: it is the final step in a lesson plan. According to Thomas. S (2002), it is called “*a follow up*”. It determines a comprehensive and clear overview about the whole lesson,

and it takes into consideration different important points happened during the lesson as well as it documents activities that reinforce some concepts and introduce new ones. According to Ministry of National Education (2016), a wrap up investigates what hindered the management of the lesson, and it makes a reflection on what worked during the lesson. Furthermore, a wrap up in lesson plan is regarded as a mean by which teachers gather all strengths and weaknesses of their lesson plan and based on the weaknesses, teachers give their learners extra activities or homework.

1.1.4.14. Time allocation: it is a critical component in lesson planning. It shapes how teachers distribute their activities and presentation during the session. Teachers emphasized importance of understanding pacing at both individual activities and overall class structure. Effective lesson planning requires teachers to consider how each activity fits into the broader context of class, allowing for balanced approach to time allocation (Goldsmith, 2010).

To sum up, each component has a remarkable impact on the process of teaching and learning. Thus, it is not obligatory to include all previous components in a lesson plan. On the other hand, there are mandatory components that cannot be neglected throughout each lesson such as objectives, activities, materials and assessment because the relevancy of each component varies from a subject matter to another and from a teacher's perspectives to another.

1.1.5. Stages of a Lesson Plan

As the lesson plan structures and organizes the teaching process effectively. It is also considered a major element that outlines what will be taught throughout a detailed selection of the appropriate materials, how it will be delivered by highlighting the effective teaching strategies and how students' understanding will be assessed. Therefore, a lesson plan consists of several key

stages that promote and serve a distinct purpose in the learning process. The stages of a lesson plan provide clearly a logical organization to the lesson.

Relying on the descriptions of Lewis (2002) and Lewis and Hurds (2011), there are five key stages of a lesson plan:

- **Goal setting:** in this stage teachers consider long-term goals and they identify the gaps between the current and the set goals.
- **Lesson planning:** it is designed to address the goals by planning a research lesson. Then, it helps in preparing a lesson proposal which is a document that describes the research theme, and goals.
- **Research lesson:** it focuses on dividing the work among two teams. The team member teaches the *research lesson* and the staff team which is a team from across the school observe and collect data about the lesson.
- **Post-lesson discussion:** at this stage, lesson observers share different data from the lesson to strengthen students' learning, understanding, disciplinary content and unit design in addition to the different issues of teaching and learning.
- **Reflection:** this stage documents the whole cycle of lesson planning and carries forward learning as well as investigates the issues for the next cycle.

In conclusion, the stages of a lesson plan promote establish a structured approach to the teaching process. They ensure that lesson plan follows a clear sequencing which facilitate the teaching process and measure progress. A well-sequenced lesson plans enhance students' participation, improve teaching retention. Ultimately, the stages of a lesson plan vary depending on the learning and teaching experiences, learners' needs and level.

1.1.6. Models to Lesson Planning

Making an effective lesson plan is not an easy process since it requires time, determination, and an understanding of students' needs to ensure the achievement of curriculum expectations and goals. That is why various kinds of research are conducted to provide models for building a well-structured lesson plan in EFL settings such as PPP (Presentation, Practice, Production) model, WIPPEA (Warm-up, Introduction, Presentation, Practice, Evaluation, Application) model, TTT (Test-Teach-Test or Task-Based Learning) model, and ESA (Engage, Study, Activate) model.

1.1.6.1. Presentation, Practice, and Production (PPP) Model

The PPP lesson model was a crucial aspect of Situational Language Teaching and was extensively taught to EFL teachers during 1980-1990s. It is also known as a “logical line lesson” because it follows a linear sequence in which students are initially taught the language, then engage in controlled practice, and finally use it in a more free-form context (PREMIER TEFL, n.d). According to Richards and Schmidt (2010), the PPP model of lesson planning is regarded as a common procedure that is used in traditional language teaching methodologies, especially for grammar lessons. This implies that the PPP model is based on the teacher's centeredness. Moreover, they claim that the three p's stand for three stages which are the following:

1.1.6.1.1. Presentation

At this stage, the teacher introduces new items, he explains their meanings through demonstrations and examples. In addition, he tends to provide all relevant information that are required.

1.1.6.1.2. Practice

This phase is also known as the repetition stage that involves practicing new items, either individually or in groups. Practice activities typically shift from more controlled to less controlled practice.

During this stage, the students engage in accurate reproduction techniques. The latter include choral repetition through which students repeat a word, phrase, or sentence all together with the teacher's guidance. On the other hand, individual repetition is where students practice autonomously at the teacher's urging. Another main technique is cue-response drills where the teacher provides a cue such as "cinema" and selects a student either by calling his name or eye contact or pointing. Then, the student is expected to make the desired answer (Harmer, 2006).

1.1.6.1.3 Production

Production is also called the transfer stage or free practice. At this stage, the students are asked to use the new learned items freely with limited or less teacher's control.

Although the PPP model is very beneficial for elementary students and fosters accuracy, it has been criticized due to its overemphasizing on mechanical drills and limiting students' opportunities for fluency practice as well as flexibility. It seems to assume that learning is happened in a linear sequence -from no knowledge to producing highly controlled sentence-based utterances and on to immediate production. However, human learning is more likely to be random and complex. Furthermore, by breaking down a language into small and isolated chunks, this model may prevent students to interact with a language in a more authentic, meaningful, and real context (Harmer, 2006). The following table suggests a format of a PPP model:

Table 1*A Daily Lesson Plan based on PPP model*

Lesson plan: No. in class: Language objectives: Resource used: Time:		Date 38 Making request and replying with an offer of help. Pencils/books/a box. 30 minutes
Lesson phrase	Student and teacher interaction	Time
Presentation: Teach _ could you ‘...lend me a pencil / a book/open the door. _Yes of course‘	T → Sts Sts → T	10 minutes
Practice: Drill requests as a class, then rows, then pairs.	T → Sts Sts → T Sts → Sts	10 minutes
Production: Students think of own request and ask each other. Homework	Sts → Sts	10 minutes

*(Baker & Westrup, 2000 p. 110).***1.1.6.2. Warm-up, Introduction, Presentation, Practice, Evaluation, and Application****(WIPPEA) Model**

According to “American Institutes for Research” (2010), the WIPPEA model, an acronym for warm-up, Introduction, Presentation, Practice, Evaluation, and Application, is a lesson plan model that follows a continuous teaching cycle in which each learning step builds on the previous one. It serves as a guide for instructors. Moreover, it is derived from the hunter’s work (Mastery of teaching, 1982). This six- step cyclical lesson planning process emphasizes that the learners have

to demonstrate the mastery of concepts and content at each step before the instructor moves on to the next one. These main stages are the following:

1.1.6.2.1 Warm-up

This step involves introducing an activity to refresh learners' prior knowledge by reviewing relevant materials to the current lesson. For example, in a vocabulary lesson, the warm-up might be a quick matching exercise with previous learned words to their definitions, or it can be a task that focuses on the topic to be taught.

1.1.6.2.2 Introduction

This phase provides an overview about the key concepts and content of the lesson to be taught and aims to increase learners' attention. The teacher begins with introducing the lesson purpose by stating and writing the objectives for learners, and then he discusses the lesson content and its benefits by linking the objective to the learners' own experiences. After that, he asks them questions and writes the answers on the board.

1.1.6.2.3 Presentation

The presentation stage focuses on the effective teaching of the lessons' content and concepts to the students. To achieve this, the teacher should create an activity through which he introduces new items and information via different modalities such as visuals, realia, description, explanation, and written texts. Then, he checks learners' comprehension of the new material and make the needed adjustments in the lesson procedures.

1.1.6.2.4 Practice

During this phase, the students are involved in a variety of activities and guided practice for using the new language items, information, and skills that they have already learned, either in groups or pairs or independently. Additionally, the teacher should incorporate technology into these activities as possible.

1.1.6.2.5 Evaluation

At this level, each learner's achievement of the objective should be assessed. The assessments can be oral, aural, written, and practical performance tasks.

1.1.6.2.6 Application

Finally, the application stage involves the activities that encourage students to implement their learning to new contexts beyond the lesson and relate it to their real-life situations.

All these stages are linked and interconnected, which follow a structured and scaffold sequence since the output of each stage serves as the input of the next one. As cited in "American Institutes for Research" (2010), The correlation between the objective and evaluation maintains the lesson's focus and directs instruction. By setting clear objectives and determining the evaluation activities at the start of the lesson, the teacher can create a more engaging lesson plan through selecting relevant materials and activities. The latter can prepare students for successful performance of evaluation activities. This paramount cyclical process is repeated for each learning objective.

So, the WIPPEA model is one of the main useful and practical models in language lesson planning process. For instance, it emphasizes on both accuracy and fluency practice, enabling learners to communicate correctly and naturally. Besides, it provides opportunities for personalized

learning as it allows ongoing assessment at the implementation of each stage. This helps the teacher to suit different learners' needs.

1.1.6.3. Test-Teach-Task (TTT) Model

Another vital model of lesson planning is the Test-Teach-Task that involves the learner as the core of the learning - teaching process. The TTT model is a way of structuring a lesson. It is considered as a method of teaching and learning process where learners initially complete a task or activity on their own without the teacher's guidance. They are engaged in pre-teaching activity in the form of a test. For instance, the teacher may administer a test on them or specific issue, especially when he is conducting action research to overcome a problem. Relying on the viewed problem in the test, the teacher explains and introduces the target language. Then, the students participate in various activities to enhance their understanding. Finally, the teacher assesses the students' performance and ask them complete another task to practice the new language (Paudel,2018).

Moreover, the TTT framework is developed as an alternative model to the traditional methodologies of language teaching like the PPP model. According to PREMIER TEFL (n.d), however the PPP model is more effective for beginners who are unfamiliar with a language before, it is not useful for advanced students who already acquire certain grammatical structures and still encounter difficulty when implementing them in communication. In this case, it is better to assess students' current knowledge at the start of the lesson, address any language gap through practice, and then assess how much they have learned. Therefore, the TTT model can be the adequate language teaching framework, which is mostly used in Task-Based Learning. The main phases of TTT or TBL lesson are the following:

1.1.6.3.1 Test / Task

At this phase, the students are given a test or task to assess their language proficiency level and identify any potential gaps.

1.1.6.3.2 Teach

In this phase, the students engage in controlled practice to overcome any language gap.

1.1.6.3.3 Test / Repeat task

Within this final step, the students are provided with another test or task to measure their learning progress and understanding.

The Test-Teach-Test model remains as a highly valuable model for both EFL teachers and learners. Paudel (2018) argues that The Test-Teach-Task model assists teachers in making their language input more understandable. He also asserts that for ensuring effective teaching experience, the teacher has to determine the learner's current level. The latter enables him to plan lessons with the content that is slightly beyond the learners' current level. Furthermore, it promotes critical thinking, creativity, and collaborative work. Consequently, it can help learners to communicate freely and fluently, remove isolation and stress, and encourage peer feedback throughout the delivery of instruction.

1.1.6.4. Engage, Study, and Activate (ESA) Model

Unlike the PPP and TTT models, which follow linear sequences, the ESA model is designed to describe such non-linear lessons (PREMIER, n.d). According to Harmer (2006), In ESA, the teacher should initially make the students engaged before asking them to complete a task such as a written activity, communication game or role play. Furthermore, he mentions that this model stands for three elements that are necessary for effective teaching:

1.1.6.4.1. Engage

At this step, students must be emotionally involved in what they are going to learn. Without this engagement their learning will not be successful. In other words, the teacher should increase students' interest on the learning subject.

1.1.6.4.2. Study

This phase of the lesson focuses on the linguistic features of the language, and how they are constructed such as grammar (like relative clauses), specific patterns (such as intonation), paragraph or text structure, and the formation of lexical phrases or various uses of a specific word.

1.1.6.4.3. Activate

At this final point, the students are encouraged to activate their existing language knowledge through engaging in communicative activities.

Based on the previous steps, the ESA model to lesson planning is critical in EFL teaching and learning. It provides a learner-centered framework that increases learners' confidence, active engagement, and motivation. Moreover, it focuses on both the use and usage of the language, which is one of its fundamental strengths.

Relying on the Algerian Education System which is based on CBA, EFL lessons are organized following two major models, PDP and PPU models.

1.1.6.5. PDP Model

According to (PDP- framework reading, n.d), this framework is concerned with teaching mainly the receptive skills (reading and listening). It helps learners to build their listening and reading skills in addition to organizing their comprehension regarding these skills (PDP-framework reading, n.d).

➤ **The First P:** it refers to the **Pre** listening/reading stage in a lesson. This stage occurs **before** the learners read the text or listen to a given script and it is considered as a major pre-learning step. At this stage, the activities provided guide learners gather pre-information about the listening/reading lesson, such activating the schema, retrieving background knowledge and acquiring the pre-teaching vocabulary (PTV) that help them understand the given text or listening script.

➤ **The D:** it refers to **During** listening/reading stage in a lesson. This stage occurs **while** the learners interpret the oral or the written message. All activities in this stage are based on the instruction of: I read and do or I listen and do. (These activities should be given before they read/listen in the purpose of incorporating the different reading/listening techniques such as: interpreting, listening repeatedly, skimming and scanning the text. Additionally, the activities at this stage should be sequenced from easy to difficult and from general to specific. Therefore, learners by the end of the stage they will fully comprehend the text/listening script.

➤ **The Second P:** it refers to Post listening/reading stage in a lesson. This stage occurs after the learners read/listen and have fully comprehended what they have learned. It is not considered as mandatory stage comparing to pre and during listening/reading. At this stage, activities should be built based on integrating prior knowledge or prior comprehensible items. Activities usually encourage learners to connect their interests to what they have learned. The table below illustrates a sample of a PDP lesson plan.

Table 2

A PDP Lesson Plan (Listening lesson) adapted from Ministry of National Education

<p>Level: Ms. 4</p> <p>Sequence :01 PDP (I listen and do 1)</p> <p>Lesson Focus: Language use</p> <p>Learning Objective: By the end of the lesson, my pupils will be able to listen to conversations, gather information and re-invest them to describe famous monuments and landmarks.</p> <p>Target Competencies: interact – interpret – produce. (The competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)</p> <p>Domains: Oral – Written - Both</p> <p>Target Structures: The simple past and the passive voice</p> <p>Materials: White board / pictures of buses and London buses / Audio scripts, videos...</p>
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Cross-curricular Competencies:	Core-values:
<p>1. Intellectual competence:</p> <ul style="list-style-type: none"> - He can understand and interpret verbal and non-verbal messages. - He can show some degree of autonomy in all areas of learning. <p>2. Methodological competence:</p> <ul style="list-style-type: none"> - He can work in pairs or within small groups. - He can use strategies for listening and interpreting oral discourse. <p>3. Communicative competence:</p> <ul style="list-style-type: none"> - He can use information from the net to interact with learners of other cultures. <p>4. Personal and social competencies:</p> <ul style="list-style-type: none"> - He socialises through oral and written messages to value his national landmarks. 	<ul style="list-style-type: none"> -Valuing travelling as a source of learning. -Being proud of national landmarks and outstanding figures.

Time	Framework	Procedure	Focus	Objectives	Materials/ aids	V.A. K.T M.L ⁴⁸
10'	Warm up	<p>T. involves the pupils to write using a graphic organizer about "Travels and Excursions"</p>	T/PPs	To recall prior knowledge	White board and pupils' copybooks.	V/A
05'	Pre-listening	<p>The teacher elicits from the pupils as many words as possible about travelling.</p> <p>T. asks the pupils to complete the table below:</p>	PPs/T	To elicit the key words using the graphic organiser.	White board.	V/A
		<p>The pupils correct and fill in the table with the help of the teacher.</p> <p>T. asks the pupils to identify which is the open top double-decker bus among the three illustrations?</p>	T/PPs PPs/T	To check the pupils' prior knowledge about London.	Books or pictures of buses and London buses.	V/A
20'	During-listening	<p>First listening: T. invites the pupils to listen to the tourist guide and write down the missing words (task 2 page 11) 1- London 2- minutes 3- river 4 - century 5- later 6- afterwards</p> <p>Second listening: Tasks 3 and 4 page 11 to check and compare their answers.</p> <p>Third listening: (part 2) T. involves the pupils in listening to the tourist guide speaking about Big Ben and asks them to elicit information about it (tasks 5 and 6 page 12) Task 7: pupils check and compare their answers.</p> <p>Fourth listening: (Part 3) T. involves the pupils to listen to part 3 and do tasks 8 and 11 page 12 1- Edmund Beckett Denison 2- Edward Dent 3- July 11, 1859</p>	T/PPs PPs/T T/PPs PPs/T PPs/ PPs PPs/ PPs PPs/ PPs	<p>To listen for the gist</p> <p>To involve PP's in self and peer assessment.</p> <p>To listen for specific information</p> <p>To involve PP's in peer-correction.</p> <p>To listen for specific information</p>	<p>Audio listening scripts and pupils' books.</p> <p>Audio listening scripts and pupils' books.</p> <p>Audio listening scripts and pupils' books.</p>	<p>Aud .</p> <p>Aud .</p>

20'	Post listening:	4- 1932 5- 13.7 tons 6- 96 meters 7- 200 kg Tasks 9 and 10 page 12 , pupils check and compare their work. T. splits the class into groups of four or six. T: You want to promote tourism in your village, town, or a wilaya next to yours, choose one and write a short description including information about monuments, landmarks, outstanding figures in your village, wilaya or a wilaya next to yours. following the model (task 11page 12 about Big Ben)	PPs/ PPs	To involve PPs in peer-correction. To produce a piece of writing to promote tourism in Algeria.	Audio listening scripts and Pupils' books. Pupils' books and copybooks.	Au/ V V/T/ A
What worked:		What hindered:		Action points:		
1-		1-		1-		
2-		2-		2-		
3-		3-		3-		

1.1.6.6 PPU Model

Relying on PPU- framework reading (n,d), the PPU is a framework that is concerned with teaching a language (grammar, writing, vocabulary...etc.). It is used mostly in planning the stages of a lesson. PPU includes three major stages: Presentation, Practice, and Use.

1.1.6.6.1 Presentation: during this stage, learners are exposed to the new languages to be taught throughout the lesson via a given context. This context can be a simple paragraph, a real-life situation, a video, a dialogue, an email, drawings or demonstrations. On the other hand, the new

language presented might be a collection of items that include a grammar point or new vocabulary.

At this stage, very essential questions should be asked from educators.

1. What are the contexts that will be presented?
2. How the target languages will be presented?

This stage should focus on one item, ie one grammar point and one topic, depending on the objective set.

1.1.6.6.2. Practice: at this stage, students are given more opportunities to practice the learned items taking into consideration the mistakes they might commit because they should be corrected by the teacher. Activities at this stage are based on TPS (Think, Pair, Share) (Course book, 2019). Therefore, learners at this stage have the ability to work individually, in pairs then in groups. All activities are language-based tasks such as filling the gaps, reordering words/sentences, and dialogues.

1.1.6.6.3. Use: at this stage, learners are expected to use what they have learned in meaningful and interactive way according to the designed tasks. Activities at this stage allows learners to use the target language in situations similar to their real life situations such as dialogues in a supermarket using quantifiers, meeting a new friend using WH words correctly, and describing a family trip using chronological markers.

Here is the following table that illustrates a sample of a **PPU** lesson plan.

Table 3

A PPU Lesson Plan (Listening lesson) adapted from Ministry of National Education (2016)

<p>Level: Ms 4</p> <p>Sequence: 01 (PPU)</p> <p>Lesson Focus: Language learning</p> <p>Learning Objective: By the end of the lesson, my pupils will be able to compare and write about Algerian landmarks and outstanding figures using the comparative of equality and inferiority “as...as” and “not as...as” respectively. Target Competencies: interact – interpret – produce (the competencies are presented in an integrated way and the teacher will decide on which competence he will focus on)</p> <p>Domains: Oral – Written - Both</p> <p>Target Structures: the comparative of equality and inferiority “as...as” and “not as...as”</p> <p>Materials: Sheets of paper / pictures and photos of outstanding figures and landmarks.</p>	
<p>Cross-curricular Competencies:</p> <p>1. Intellectual competence:</p> <ul style="list-style-type: none"> - The learner can use his critical thinking skills when eliciting the new target structure. - He can understand and interpret verbal and non-verbal messages (pictures of landmarks) <p>2. Methodological competence:</p> <ul style="list-style-type: none"> - He can work in pairs or within the whole class. - He can mobilize his resources in English. - He can assess himself and his peers. <p>3. Communicative competence:</p> <ul style="list-style-type: none"> - He can gather information from different sources using English. <p>4. Personal and social competencies:</p> <ul style="list-style-type: none"> - He socialises through oral or written exchanges. 	<p>Core-values:</p> <ul style="list-style-type: none"> • Valuing landmarks and outstanding figures in Algeria and in the world.

Time	Framework	Procedure	Focus	Objectives	Materials /Aids	V.A. K.T M.I
10'	Warm up	T. folds papers containing names of famous landmarks in the world on the desk; sticks on the board pictures of those landmarks. T. invites a pupil to pick up a paper while his/her classmates are requested to ask YES/NO questions to guess the name of the landmark. (The one who finds the name will pick up another paper and so on...)	T/PPs PPs/PPs	To recycle prior knowledge and introduce some vocab. items related to landmarks	Pictures of landmarks and strips of papers containing the names of landmarks	V/T
10'	Presentation	The teacher shows two pictures to the pupils and asks them to work in pairs to ask as many questions as possible about those landmarks. ° The Eiffel Tower (Paris -1889 - Gustave Eiffel – 300m tall... 5 to 7 million visitors every year) ° The Taj Mahal (Agra – 1643 - Shah Jahan – 74 m high... 5 to 7 million visitors every year) T. writes on the board two sentences with gaps to be filled by the pupils: ° The Taj Mahal is.... (as)... famous ...(as)...The Eiffel Tower. ° The Eiffel Tower is not old The Taj Mahal.	T/PPs PPs/PPs	To ask questions about landmarks	<ul style="list-style-type: none"> • Pictures • White board • Pupils' copybooks 	V/A
		C.C.Qs (Concept Checking Questions): T: { 1- Is The Taj Mahal older than The Eiffel Tower? 2- Were The Eiffel Tower and The Taj Mahal built at the same year? 3- Which one was built first? { 1- Do tourists visit The Taj Mahal? 2- Do they visit The Eiffel Tower, too? T. asks pupils to give him/her more examples.	T/PPs PPs/T T/PPs PPs/T	To elicit from the pupils the target structure.	White board	Aud.
		Pupils are requested to do the following tasks.				Aud.

		<p>Task 1 page 36 (to fill in the blanks with: "as" or "as not")</p> <p>Task 2 page 36 (to compare and join sentences using "as...as" and "not as...as")</p> <p>Tasks 3 and 4 page 36: A- T. elicits from pupils names of famous landmarks in Algeria.</p>	PPs/T	To check meaning.	Oral questions	V/A/ T
			PPs/ PPs			

15'	<i>Practice:</i>	T. invites pupils to use the map of Algeria to locate the landmarks; then asks them to make comparisons between two of them. B-T. shows pictures of two outstanding figures (Abdelhamid Benhedouga and Mouloud Feraoun) and asks the pupils to make a comparison between them using the information in the table below.	PPs/ PPs	To practise the new structure.		A/T																	
20'	<i>Use:</i>	<table><tr><th>Name</th><th>Abdelhamid Benhedouga</th><th>Moloud Feraoun</th></tr><tr><td>Date of Birth</td><td>January 9, 1925</td><td>March 8^m, 1913</td></tr><tr><td>Place of birth</td><td>Mansourah Algeria</td><td>Tizi Hibel, Kabylie, Ait Mahmoud, Algeria</td></tr><tr><td>Work focus</td><td>Literary works around human progress and social issues</td><td>His works about Kabyle peasant life and the Algerian resistance</td></tr><tr><td>Date of death</td><td>October 26, 1996 (aged 71) Algiers, Algeria</td><td>15 March 1962 (aged 48) Algiers, Algeria assassinated by the French OAS</td></tr><tr><td>His books and Languages</td><td><ul style="list-style-type: none">• Al Djazair Bayn elamsi walyawmi (Algeria between yesterday and today),• Dhilalun Djazaïria (Algerian shadows)• Al Ashiaa As Saba (The Seven Rays),• Al ArwahAsh Shaghira (Vacant Souls),• Rih al Djanoub, (The South Wind),• Nihayatou al Ams, (The End of yesterday),• Banae As Soubh, (The Laying Dawn),• Al-Djāziyya wa al-darāwīch, (El-Djazia and the dervishes),• Wa Ghadan yaoum Djadid, (I dream of a world/tomorrow is another day).</td><td><ul style="list-style-type: none">• Le Fils du pauvre (The Poor Man's Son) – 1950 (French)• La terre et le sang (Earth and Blood) – 1953 (French)• Jours de Kabylie (Days of Kabylie) – 1954<p>They translated some of his books into several languages including English and German.</p></td></tr></table>	Name	Abdelhamid Benhedouga	Moloud Feraoun	Date of Birth	January 9, 1925	March 8 ^m , 1913	Place of birth	Mansourah Algeria	Tizi Hibel, Kabylie, Ait Mahmoud, Algeria	Work focus	Literary works around human progress and social issues	His works about Kabyle peasant life and the Algerian resistance	Date of death	October 26, 1996 (aged 71) Algiers, Algeria	15 March 1962 (aged 48) Algiers, Algeria assassinated by the French OAS	His books and Languages	<ul style="list-style-type: none">• Al Djazair Bayn elamsi walyawmi (Algeria between yesterday and today),• Dhilalun Djazaïria (Algerian shadows)• Al Ashiaa As Saba (The Seven Rays),• Al ArwahAsh Shaghira (Vacant Souls),• Rih al Djanoub, (The South Wind),• Nihayatou al Ams, (The End of yesterday),• Banae As Soubh, (The Laying Dawn),• Al-Djāziyya wa al-darāwīch, (El-Djazia and the dervishes),• Wa Ghadan yaoum Djadid, (I dream of a world/tomorrow is another day).	<ul style="list-style-type: none">• Le Fils du pauvre (The Poor Man's Son) – 1950 (French)• La terre et le sang (Earth and Blood) – 1953 (French)• Jours de Kabylie (Days of Kabylie) – 1954 <p>They translated some of his books into several languages including English and German.</p>		To produce a piece of writing using the target structure.	Books and pupils' copybook s. -Pupils' copybook s. - Map of Algeria
Name	Abdelhamid Benhedouga	Moloud Feraoun																					
Date of Birth	January 9, 1925	March 8 ^m , 1913																					
Place of birth	Mansourah Algeria	Tizi Hibel, Kabylie, Ait Mahmoud, Algeria																					
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			They translated some of his books into several languages				
		Home work: Task 9 page 37					
What worked:				What hindered:		Action points:	
1-.....				1-.....		1-.....	
2-.....				2-.....		2-.....	
3-.....				3-.....		3-.....	

1.1.7. Types of lesson plan

Lesson plans encompass many types, each one with its purpose, style, and function. These various kinds of lesson plans are interlinked and correlated together for creating a well- organized and purposeful learning and teaching experiences. Therefore, they can be classified into yearly, weekly, daily, and substitute teacher plan.

1.1.7.1. Overall Yearly Lesson Plan

The overall yearly lesson plan is crucial in teaching EFL classrooms that maps out the whole program of the entire academic year. Baily (1997) and Farell (2002) highlight that the overall yearly lesson plan outlines an overview of the course in curriculum. It indicates the units to be taught and the time allocated. This kind of lesson plans is typically submitted to the dean of academics by the teacher or department heads at the end of the first week of the academic year. Furthermore, a brief version of yearly lesson plan can be included in the syllabus as well (as cited in Cicek, 2013). Additionally, Cicek and Tok (2014) describes that yearly lesson plans act as a roadmap for developing weekly lesson plans that consist of daily lesson plans. they contain curricular and extracurricular activities to be carried out, particularly those that take place when transiting from one unit to another.

According to Fahrang et al (2023), there are several procedures that should be taken into consideration when developing annual or yearly lesson plans. These procedures are the following:

1. Based on the division of school hours, decide how many lessons per week should be dedicated for delivering the desired topic.
2. Determine the overall number of pages in the textbook.
3. Using the calendar, figure out that from the start of the academic year, how many sessions are required to teach the subject.
4. The yearbook should be used to specify which days of the week the topic is taught, and which days are public holidays.
5. A few lesson plans should be incorporated to it based on the teachers' legal holidays.
6. The teacher should determine the number of school weeks and school days.
7. The number of the subjects and pages of the textbook should fit with the number of teaching hours, based on the set objectives.
8. The lesson plan table should be crafted based on the division of lesson time into book topics.
9. For each subject, thoughtful objectives and activities should be determined.

Furthermore, Lickteig (n.d, p.20) claims that “Engaging in long- term planning requires educators to consider their scope (the range of content to be taught -which brings up related deliberation about breath vs depth) and sequence (the progressive order in which the content is presented)”. This explains that when teachers are developing yearly lesson plans, they do not only

focus on the content itself and in which order is delivered, but also take some considerations like the availability of resources, media, and materials.

Therefore, yearly lesson plans are regarded as a guideline that helps teachers to cope with curriculum ideology. Also, it promotes flexibility and adaptation, requiring teachers to anticipate the challenges and make the needed adjustments.

1.1.7.2. The Daily Lesson Plan

After preparing the yearly lesson plan, it is time for the teacher to prepare the daily lesson plan (Farhang et al., 2023, p. 5909). The daily lesson plan is defined as a written record of what a teacher aims to teach during a particular class period. It consists the concept or objective, the time block, the procedure, and the required instructional materials. These plans are typically submitted to dean of academics or department heads at the end of each week for the upcoming week. Moreover, it is necessary for novice teachers to be aware that they should create more detailed plans than their experienced colleagues (Baily, 1997& Farell, 2002, as cited in Cicek, 2013).

Lickteig (n.d) believes that a thoroughly detailed lesson plan is recognized as a self-contained document that includes all resources and materials for delivery. For instance, by incorporating any instructional slides, handouts, videos, clips, etc. directly into the document, the teacher simply needs to access one digital file in future semesters in order to have all the pre-prepared materials for the lesson. This level of detail provides further practical benefits. For example, if a student plans an extended absence for medical leave or vacation, and materials are not yet uploaded to a learning management system, the teacher can easily locate and send all the needed materials to the student in advance. Additionally, if the teacher has a new content colleague and wants to help him get started, he just needs to share a document that provides them with access to everything they need.

1.1.7.3. Substitute Teacher Plan

Developing a substitute teacher lesson plan is another paramount type of lesson planning that is created for keeping a smoothly learning in the absence of the regular teacher. Lesson plans for substitute teacher should be carefully organized and Well-written in detail, which help them to feel more confident and secure. These plans must be placed prominently on the teacher's desk and included in the substitute folder. In case, if the regular teacher does not provide the sub- folder, the substitute teacher should be committed and give students a test, puzzles, summarizing assignments, and reading or writing an essay or even watching educational movies and documentaries as the last resort (Baily, 1997; Farrell, 2002, as cited in Cicek, 2013). That is, designing a substitute teacher's lesson plan is considered as a must for ensuring continuity and clear guidance during the absence of the regular teacher. Also, it aids to maintain students active and engaged in an interactive learning that leads to uninterrupted and productive outcomes. Lastly, it is a facilitating tool through which the substitute 's role would be more effective and creative.

To conclude, yearly, weekly, daily, and substitute teacher lesson plans are all essential for constructing a cohesive framework that promotes successful teaching and learning as they collectively contribute in the achievement of curriculum' aims and objectives.

1.1.8. Principles in Developing Effective Lesson Plans

Effective lesson planning should be guided by several factors and characteristics that entail a primordial role in EFL settings. Researchers propose various principles to enhance EFL teachers' lesson plans

According to Damayanti (2018) based on Permendikbud Nomor. 81 A tahun 2013 about the implementation of curriculum 2013, there are six main principles of successful lesson plans which are the following:

a- A Lesson plan is created as curriculum idea and derived from syllabus that had developed at the national level to be implemented in the teaching learning process.

b- Take into consideration learner's differences like gender, prior ability, intellectual level, interest, motivation of learning, aptitude, potential, social ability, emotion, learning style, special needs, learning space, cultural background, and learner's environment. It means that before planning a lesson, teachers have to pay attention to several aspects linked to students' individual differences and their background for developing appropriate and purposeful lesson plans.

c- Encourage students to play more of an active role in their own learning. The teaching and learning process involve students as the core by increasing motivation, creativity, intuition, inspiration, autonomy, and learning enthusiasm. Thus, this principle necessitates teachers to make students engaged by doing varied deliberate efforts. It means, as a teacher must be a critical thinker in order to realize this principle.

d- Provide feedback and follow-up such as developing a structured program of positive reinforcement, empowerment, enrichment, and remedial support. For instance, after conducting teaching-learning activities or in post- teaching stage, it is crucial for teachers to give constructive feedback and follow-up about students' tasks and performance.

e- Be relevant and cohesive. In other words, a lesson plan should be created through ensuring alignment among its key components like competencies, materials, resources that are collectively unified in a learning experience.

- f- Integrate technology and communication tools in the teaching process such as internet and newspapers that make students more interested.

Unfortunately, by following these principles, the teachers can meet diverse learners' needs, so they shape a more dynamic and inclusive environment that supports students' growth and academic achievement.

1.1.9. Difficulties of Making a Lesson Plan

Planning an effective lesson is a fundamental responsibility of teachers as it serves as a map that organizes classroom instruction. However, it is considered as an easy essential element in the teaching and learning process, lesson planning is far from a straightforward step. Lesson planning demands clear instruction, careful balance between objectives and curriculum standards, students' level and needs, the resources that are available in EFL field and time management. Teachers' role is to consider what and how to teach in an engaging way, inclusive and adaptable to a variation of learner's needs.

In essence, there are multifaceted difficulties most teachers encounter and face in lesson planning and underscore the need for regular support and professional development to navigate these challenges effectively.

a. Time management: it is known as time allotment or time distribution. Many teachers felt difficult to distribute time among the activities or among lesson stages in designing a lesson plan. Additionally, some teachers reveal that time allotment is not appropriate with some classroom situation for certain time (Srihidayanti et al., 2015). Accordingly, it is known that most of EFL classes are limited to some extent. As Brown (2001,

p.153) stated: “timing is the most difficult aspect of lesson planning to control”. Therefore, it is debatable which activity is allowed to get more time comparing to the others.

b. Determining learning objectives: some teachers felt difficult when they set the objectives of the lesson. The major difficulties lay on formulating learning objectives according to the values, the competence of using operational verbs that should be measurable and observable. Moreover, teachers find it a complicated matter to formulate objectives according to the attitude competence, knowledge competence, and skills competence (Srihidayanti et al., 2015). Furthermore, teachers tend to hardly regulate their capacities in setting objectives that include variety of competences.

c. Determining Teaching Methods: as it is mentioned by Srihidayanti et al (2015), some teachers find it difficult to determine the appropriate teaching methods and techniques of a lesson plan based on the curriculum. They struggle to integrate the teaching materials and competences with the set lesson plan. Additionally, they confirm that teaching methods followed by the teachers should incorporate learning processes to achieve basic needed competences that serves students’ characteristics, needs, and level.

d. Designing lesson plans related to students’ differences: in some situations, it is revealed that teachers face some difficulties in designing a lesson plan that goes with learners’ differences (Srihidayanti et al., 2015). In other words, some teachers struggle to have a balanced lesson plan that is related to the learners’ motivation, learning style, and proficiency. Furthermore, the size of a class impact highly lesson planning because a huge number of learners in class leads teachers to deal with different cultural backgrounds and variety of psychological differences. Brown (2007, p.368) also stated that “it is more difficult to ascertain what all the different individuals in a class or indeed a whole student population want”.

e. Using cohesiveness of themes and subject matter: the last difficulty of designing a lesson plan is using thematically integrated and cohesiveness among subject matter, learning aspects and contextualization of culture (Srihidayanti et al., 2015). Due to the lack of cultural knowledge and resources, teachers face problems when they plan a lesson. They find it difficult to integrate and opt for interesting learning contexts and aspects based on the given curriculum.

To conclude, lesson planning is an effective step in the teaching process, yet it is considered a challenging aspect that most teachers must navigate and adapt their capability to it. Classrooms today are increasingly heterogeneous with students' learning styles, needs, interests, different backgrounds and abilities. Therefore, teachers are required to make different instructions, and to incorporate lesson plans that are not critical, and they must be flexible. Overcoming these difficulties is essential in creating meaningful teaching/learning experiences that foster students' success.

1.2. Section Two: Artificial Intelligence and ChatGPT as Scaffolding Tools in Lesson Planning

1.2.1. Defining Artificial Intelligence

Many researchers attempt to define artificial intelligence (AI). Thus, it can be widely viewed from different perspectives. According to Sheikh et al (2023), “AI is a technology that enables machines to imitate various complex human skills” (p.15). Specifically, McCarthy (2007) states that artificial intelligence is the science and engineering that focus on creating intelligent machines, particularly intelligent computer systems. It is linked to the similar tasks of using computers to tackle human intelligence, but it is not limited to replicating how humans think or behave biologically. Similarly, Mohamed (2018-2019) claims that AI is a subfield of computer science that aims at developing software that are capable of performing tasks which generally require human intelligence such as learning, problem-solving, language understanding, and reasoning.

These perspectives explain that artificial intelligence is a part of computer programs that enables machines to think and act like humans.

Further insights from Gil de Zùniga et al (2023), showing that “AI as the tangible real-world capability of non- human machines or artificial entities to perform tasks, solve, interact, and act logically as it occurs with biological- human”. Moreover, they also argue that AI does not only rely on human intelligence to define its existence. For instance, it can be defined by two key factors that are the level of performance and the level of autonomy. The former involves how AI effectively performing tasks, making decisions, and providing accurate predictions. Meanwhile, the latter depends of how much human involvement is needed through input, interaction, and supervision.

Fundamentally, AI programming depends on three main cognitive skills which are learning, reasoning, and self-correction. The learning aspect refers to acquiring data and creating rules for how to transform data into useful information. These rules are known as algorithms guide computer systems through a sequence of steps to complete particular tasks. The reasoning aspect involves the AI's ability to select the most suitable algorithm from a range of options based on the specific context or situation. Lastly, the self-correction aspect focuses on AI's capability to continually refine and enhance its output until it accomplishes the intended objective (Tucci, 2024).

Additionally, Artificial intelligence is characterized by cognitive and social functions that allow a machine to engage in interactions, performing tasks requiring intellectual processes, and communicate effectively with others through sharing and exchanging concise, precise, and well-informed messages and conversations (ABBASS, 2021).

To conclude, Artificial intelligence is a set of sciences, theories, and techniques, including mathematical logic, statistics, probabilities, computational neurobiology, and computer science. Its goal is to simulate the cognitive abilities performed by human beings (AVICENA Tech Corp, 2024).

1.2.2. Brief History of AI

Artificial intelligence has a major role in shaping today's technology-driven world. To fully understand how AI reached these current advancements, it is important to explore its historical journey since it has undergone significant changes over several decades.

Artificial intelligence is not a new technology. The algorithms used today have been in existence for several decades (Martinez et al., p. 8). According to Singh (2020), the idea of AI traced back thousands of years to ancient philosophers who explored ideas about life and death.

During these early times, inventors developed things known as “automatons” that were mechanical devices which operated independently without human control. For instance, the term “automaton” originates from the Greek language, and it means “acting on its own”. A notable early example dates to around 400BC, when a friend of philosopher Plato created a mechanical pigeon. Year later, another famous automaton was built by Leonardo da Vinci.

Haenlein and Kaplan (2019) states that the origin of artificial dates back to the 1940S, particularly in 1942, this period is characterized by the birth of AI, notably when the American science fiction writer Issac Asimove published Runaround which is a short story about a robot Created by engineers Mike Domovan and Georgy Powell. This Asimov s’ work serves as the cornerstone of AI since it influenced many generations and scientists, including Marvin Minsky.

Another key character who greatly played a pivotal role in shaping the core principles of Computing and AI was Alan Turing, a mathematician, logician computer scientist, and cryptanalyst. Turing made a vital impact with his 1950 publication “Computing Machinery and Intelligence”. In this seminal work, he presented the Turing Test which is a program aimed at evaluating whether a machine can mimic human behavior to the extent of being indistinguishable from that of a human (AVICENA Tech Corp, 2024).

However, the term of artificial intelligence was introduced by john McCarthy in 1956 when he organized the first academic conference on the subject. This event, titled as the Dartmouth Summer Research Project on Artificial Intelligence (DSRPI) was held at Dartmouth college in New Hampshire and lasted for eight weeks. It is considered as the birth of AI ‘spring, and it was funded by Rockefeller foundation. Additionally, it brought a group of researchers, including the computer scientist Nathaniel Rochester and mathematician Claude Shannon who are also considered as the pioneers in the development of AI (Haenlien & Kaplan, 2019).

Following the Dartmouth conference, artificial intelligence witnessed nearly two decades of substantial success. For example, the prominent computer program ELIZA was developed by Joseph Weizen at the Massachusetts Institute of Technology (MIT). It was created to process natural language and stimulate a conversation with a human. Moreover, it is regarded as one of the earliest systems capable attempting to pass the Turing Test. Another milestone in the early AI' days was the General Problem Solver which was developed by Prize Winner Herbert and RAND corporation scientists Cliff Shaw and Allen Newell. Consequently, AI began receiving considerable financial supports reflected in a rapid growing of projects. Most importantly, in 1970, Marvin Minsky gave an interview of *Life Magazine* in which he claimed that a machine with general intelligence of an overage human intelligence could be accomplished within three to eight years (Haenlien & Kaplan, 2019).

After three years later, in 1973, this period was characterized by the AI' winter. It typically demonstrates the start lack progression in the field of AI due to its failure to meet high expectations. For instance, early AI's systems like ELIZA and the General Problem Solver were just attempted to imitate human intelligence. As a result of this weakness, the US congress began to heavily criticize the large funding being allocated to AI. In response to this, the Japanese government significantly increased its investments in AI, but there was no substantial progress was made in its development in the years that followed (Heanlein & Kaplan, 2019).

Due to the failure of expert systems to adaptively interpret external data and fulfil goal-oriented tasks- core characteristics of artificial intelligence- encouraged the development of statistical methods that are explored starting in the beginning of 1940s when the Canadian psychologist Donald Hebb introduced a theory of learning that reflected how the process of neurons function in human brain. This led to the generation of research on Artificial Intelligence Neural

Network. Yet, this line of project stalled in 1969 when Marvin Minsky and Seymour Papert revealed that the computers lacked the power to process the demands of artificial neural networks (Haenlein & Kaplan, 2019).

Yet, unfortunately, artificial neural networks have made a significant comeback with the rise of Deep learning in 2015 when AlphaGo; a system developed by Google, defeated the world champion in the board game Go. Go is more complex than chess, and it was assumed that computers would never be able to defeat humans in this game. Nowadays, artificial neural network and Deep learning are the foundation of many technologies associated with artificial intelligence, including image recognition, smart assistants, etc. This current AI' development is often referred to as the “AI fall” which provided earlier advances in statistical methods and machine learning research (Haenlien & Kaplan, 2019).

1.2.3. Types of Artificial Intelligence

Artificial intelligence programs have been developed over the years, branching into tow various perspectives based on functionality and capability. From the functionality standpoint, AI is divided into four types that are reactive machines, limited memory, theory of mind, and self-Aware AI. On the other hand, capability-based types include narrow AI, general AI, and super AI. Understanding of these different types of artificial intelligence is essential for grasping its practical uses and potential impact on all aspects of life, especially on the educational aspect.

1.2.3.1. Types of Artificial Intelligence Based on Capability

1.2.3.1.1. Narrow Artificial Intelligence

Narrow artificial intelligence is the basic and preliminary type of AI development. Ghosh and Arunachalam (2021, p.25) define narrow AI as “A type of artificial intelligence which can

perform a predefined narrow set of instructions without exhibiting any thinking abilities”. In other words, this type of AI is regarded like AI’ systems or machines that are programmed to solve a specific problem or accomplish a small range of tasks, but it cannot think or act beyond its function.

Furthermore, narrow AI is often viewed as weak AI. However, it is more effective to handle specific tasks within a limited scope, it lacks the versatility and general abilities of human intelligence. Some famous examples of narrow AI include virtual assistants like Siri and Alexa, recommendation systems, image recognition systems, and software used for translating languages (Government of India, 2024).

1.2.3.1.2. Artificial General Intelligence

Artificial general intelligence (AGI) or strong AI is “The true synthetic intelligence” (Nti et al., p.2). This explains that AGI is not just an intelligent machine, but also represents the realization of what artificial intelligence is meant by being a system that can learn and think like a human in any context.

Khan (2021) asserts that AGI is currently a hypothesis, and its development will be achieved with the help of quantum computing. Moreover, it is a type of superintelligence that surpass human cognitive capacities as it has the ability to replicate human brain functions. He also advocates that AGI is viewed as “The future generation machine capable of performing all types of tasks. The main feature of strong AI is human-like, flexible thinking and reasoning” (p.4). An example of this type of AI is fuzzy logic, which is expected to advance significantly over the next decade.

In the same vein, Manning (2020) states that artificial general intelligence requires broadly intelligent-aware machines that are essential for developing effective social Chat bots and facilitating meaningful human-robot interaction.

1.2.3.1.3. Artificial Super Intelligence

Artificial super intelligence is regarded as the next logical step of artificial general intelligence. It is a theoretical concept that greatly exceeds human cognitive abilities. Additionally, this type of AI is deeply rooted in science fiction, introducing a future where artificial entities have more advanced mental capacities than that of humans (Khan, 2021). Thus, unlike today's narrow AI, artificial super intelligence (ASI) represents the ultimate future stage of AI development where machines surpass human intelligence in all aspects like creativity, decision-making, and even emotional perception.

1.2.3.2. Types of Artificial Intelligence Based on Functionality

1.2.3.2.1. Reactive Machines

Reactive Machines represent the preliminary basic type of artificial intelligence, created to respond to the current situations without relying on memory or past experiences (Amita,2024). This means that reactive AI does not remember and learn from previous actions or improve its performance over time, so it just reacts based on the current input.

Similarly, Ghosh and Arunachalam (2020) state that reactive machines are those machines that process information based solely on the present input provided in the form of predefined datasets. They do not have memory capabilities as they cannot store past or future data. Hence, their functionality is only depended on the current information. For example, the IBM' Deep Blue that beats the chess grandmaster Kasparov, is a reactive system that make decisions based on the current chessboard state without learning from past experiences or improving through practice (Mohamed, 2018-2019).

1.2.3.2.2 Limited Memory

Unlike reactive Machines, limited memory learns from past data and makes better decisions over time. According to Tucci (2024), the algorithms in limited memory machines are focused on understanding how human brain operates, aiming to replicate neural connections. This type of deep machine learning systems is capable for tackling complex classification tasks and use historical data to generate predictions. Also, it has the ability to perform sophisticated tasks such as autonomous vehicle operation. However, limited memory machines are categorized as having narrow intelligence due to their shortcomings compared to human cognition. They require extensive training to acquire skills that human can grasp with few examples, and they are susceptible to outliers and adversarial input.

Mohamed (2018-2019) claims that “Limited memory machines can retain data for a short period of time. They cannot add to it a library of their experiences” (p. 9). This means that machines with limited memory can temporarily store data while performing tasks, but they cannot retain information over time and learn from past experiences for future references.

1.2.3.2.3 Theory of Mind

Theory of mind is a theoretical form of artificial intelligence that aims at interpreting human feelings, beliefs, goals, and mental situations. It goes beyond task performance to integrating emotional intelligence and contextualized understanding. Ghosh and Arunachalam (2021) highlights that “These types of machines are expected to understand the psychological and emotional aspects of human mind and accordingly so far such machines are a dream, but scientists are working to develop such machine in near future” (p.25).

Theory of mind researchers hope to create computers that can embed human- like mental models by building representations about the world and agents or entities that exist within it. They

aim to develop computers that can interact with people and perceive human intelligence, including how humans' feelings are influenced by experiences and surroundings. Furthermore, though many computers use complex models, one with actual consciousness or a "mind" has not been yet created (Mohamed, 2018-2019).

1.2.3.2.4 Self- Aware Artificial Intelligence

Self-Aware artificial intelligence is considered as a hypothetical concept associated with the creation of super-intelligent AI machines which have the ability to think, act, and exhibit consciousness and emotions like humans. This idea is the major core of future artificial intelligence development (Ghosh & Arunachalam,2020). Moreover, self-Aware AI is not only able to recognize and respond to human emotions, but also develops its own feelings, desires, beliefs, and potentially personal goals (Amita,2024).

1.2.4 The role of Artificial Intelligence in Education

Artificial intelligence has become as an essential part in today's world. It plays a crucial role in optimizing many fields like science, engineering, technology, and education with no exception. Therefore, many researchers have studied the use of artificial intelligence in the educational settings, as well as highlighting its significant impact on improving the teaching and learning process.

The integration of AI in educational systems is altering the ways in which students learn, teachers educate, and institutions function (Kamalov et al.,2023, p.1). In other words, the AI programs have revolutionized traditional approaches through changing learners' and teachers' role. In this regard, Fahimirad (2018) indicates that AI tools are increasingly being used to replace certain traditional teaching and learning methods, enabling learners to access education from any

place at any time. However, it currently supports students to learn basic skills, it is expected to offer them with a large range of services. Furthermore, they may serve as a substitute for teachers in some issues. For instance, students can leverage AI to take greater the responsibility of their own learning within the school environment. By shifting away from passive learning and minimizing teachers-centeredness, they develop their ability to learn autonomously (Rui & Badarch, 2022). Similarly, Kengam (2020) argues that many educational institutions and universities are moving away beyond conventional learning methods. Instead of providing printed resources or overly complex websites, they are using voice assistants to deliver campus-related information.

Another potential role of artificial intelligence in education is its ability to provide personalized guidance and support which cope with both learners' and teachers' needs. Makarenko et al (2024) believes that AI is able to build adaptive educational systems that analyze learning data and students' performance for creating meaningful learning experiences. This assists educators to better fit with students' requirements and fosters their academic success. Additionally, AI empowers to develop educational platforms that make learning more engaging and accessible. Technologies such as virtual and augmented reality, along with Chatbots and intelligent assistants facilitate students' knowledge acquisition in a more interactive and comprehensible manner. Thus, artificial intelligence can serve as a powerful tool in raising awareness about diversity, equity, and inclusion. It provides relevant information, practical resources, and targeted training on issues like unconscious bias, cultural sensitivity, and inclusive practices (Julien, 2024). Rui and Badarch (2022) maintain that AI can help educators to identify the future directions that align with students' strengths, allowing them to provide more tailored instruction. As a result, students will receive more individualized education. For instance, the AI systems can customize the academic curriculum, and they can create more inclusive global classrooms for students with visual or

hearing impairments, as well as offering learning opportunities for those who are unable to attend school due to health-related issues.

Artificial intelligence has transformed research methodologies by automating processes such as data collection, analysis, and interpretation, which lead to enhancing efficiency and accuracy in academic investigations (Kehal,2024). According to Sakri and Dilmi (2024) claim that extensive educational data available can be analyzed by AI algorithms to generate valuable insights. By describing student's performance, attendance records, and engagement patterns, AI can reveal trends, predict future outcomes, and provide useful recommendation. These insights enable educators and institutions to enhance teaching, address areas for improvements, and implement targeted interventions.

Instant assessment and feedback are also key functions of artificial intelligence in education. Makarenko (2024) asserts that AI tools are increasingly being used to automate the evaluation of students' work. These systems can detect errors, review essays, evaluate the quality of answers, and offer feedback to both students and teachers. This saves time on grading and improves the assessment's objectivity.

However, many researchers agree that artificial intelligence entails many drawbacks in education. One is the risk of bias as these AI systems can reflect and support the prejudices found in the data they are trained on, unfortunately leading to unfair treatment of students. Another major issue involves the collection of large amounts of students' personal data, which poses privacy risks and the potential misuse of information. Additionally, the development and implementation of AI solutions can be expensive, creating an obstacle for many schools and districts interested in applying them (Abdelbaki,2023).

Therefore, to ensure the safe, ethical, and accessible implementation of AI in education, it is critical for teachers to overcome its potential shortcomings and promoting its use as a supporting tool.

1.2.5. The Integration of Artificial Intelligence in EFL Teaching

In recent years, artificial intelligence is regarded as a cornerstone in the field of EFL teaching. It provides teachers with valuable support by automating routine tasks and helping in the creation of a more engaging language learning environment. Thus, “The main strength of AI language models is that can adapt to student interactions and to teacher requirements literally on the spot” (Danesi,2024, p.18).

Artificial intelligence brings a vital shift from traditional classroom which is mainly based on face-to-face interaction to virtual classrooms. According to Danesi (2024, p. 18), “The global village has also made the classroom without walls a concrete reality, since information and training can be gleaned individualistically on platforms and sites such as Google, You Tube, and the like”. Furthermore, he explains that the traditional isolated classroom where a teacher interacts with a small group of students in a specific region is increasingly become an anachronism in the present age, as well as the transformation from the traditional “walled-in classroom” to the “classroom without walls” is rapidly gaining momentum. Additionally, the partnership between teachers and machines is considered as a must, which plays a significant role in fostering innovative learning teaching methods that were once unimaginable.

Fostering learner centered pedagogy is another positive impact of incorporating AI in EFL teaching. AI can assist students in their self-learning, and minimizes repetitive tasks for teachers so that it enables them to dedicate more time to personalize teaching and meaningful engagement inside the classroom. Most importantly, teachers are transforming from being pedagogical

practitioners to facilitators. Rather than serving as the main source of knowledge, they can collaborate with AI tools to maximize FL-learning (Danesi,2024). In the same context, Moybeka (2023) highlights that “AI can facilitate the development of self-efficacy by providing immediate feedback, adaptive challenges, and scaffolding, which can boost students’ confidence and motivation to tackle English language learning” (p. 2445).

Artificial intelligence tools can act as digital writing assistants for teachers through improving their ability to support and guide students during the writing process. Al Mahmud (2023) defines that digital writing assistants as “Online applications that help users with various aspects of writing. Digital writing tools include lexicographic applications, such as online dictionaries and thesauruses, grammar-focused tools such as Grammarly, and writing-process-focused tools, such as Quill Bot and Word tune” (p.1396). Additionally, Alharbi (2023) suggests that authoring tools like automated writing evaluation (AWE) and automated essay scoring, which were initially developed to help teachers in assessing their students’ assignments, have been completely transformed by AI technology. These tools have made a vital change from conventional checking of grammar and spelling to providing a detailed in- depth analysis of writing problems and suggestions for enhancing the quality of writing.

Moreover, AI is recognized as a valuable supplementary tool in teaching language speaking skills. It provides real-time feedback on pronunciation, including accuracy and fluency. This allows teachers to cater individual student level. For example, natural language processing (NLP), a subfield of artificial intelligence, simulates the way human interpret and process spoken language. Integrating this technology into the teaching mode of spoken English can significantly modernize the teaching methods and models. As a result, it reshapes the learning environment and encourages students to participate actively in speaking English. It can create an intelligent learning space which

is characterized by playfulness, intelligence, and aesthetics. Besides, it promotes the teachers' professional competencies (Li, 2022).

Wang (2025) confirms that visual analysis technology, as a key area of artificial intelligence, has great potential in classroom English teaching evaluation that is essential for the quality of teaching and enhancing learners' language skills. However, the traditional classroom teaching evaluation methods are often limited by subjectivity and inefficiency as they lack the ability to reflect the effectiveness of teaching accurately and objectively. Through automatic analysis of classroom videos, artificial intelligence analysis technology can tackle and record teachers' instructional behavior, spoken interactions and students' feedback in real time, and providing reliable and objective data to support teaching evaluations.

Undoubtedly, AI-aided FL teaching offers further several advantages for teachers particularly in terms of daily routines and preparatory tasks like grading, reducing workload, the design of appropriate syllabi, planning lessons, and organizing cohesive lesson unites (Danesi,2024).

To conclude, AI is a powerful tool in teaching and learning since it provides innovative and creative guidance for both teachers and learners, ultimately holding great promise for the future development of EFL classrooms.

1.2.6. Definition of ChatGPT

Recently, artificial intelligent tools (AI) have witnessed rapid growth in different fields. Following these developments, there are significant systems that have been created and are capable of generating human-like text with remarkable understanding, fluency, and coherence. Among the most significant developments is the emergence of language models that have found widespread

applications across education, research studies, and other fields. One such notable model that has considerable attention and use is ChatGPT.

ChatGPT is one of the most powerful AI tools that has the ability to revolutionize the way we treat problems in many fields such as education (Yilmaz & Durmus,2024). ChatGPT is a large language model AI tool developed and updated by OpenAI, based on Generative Pre-Trained Transformers (GPTs) (Magruder et al., 2023). Therefore, ChatGPT relies mainly on language processing and it receives variety of users' prompts, generate and transform them in significant datasets.

ChatGPT is a language Chatbot model launched in November 2022 that can engage in natural dialogues. It is considered as an artificial intelligence application that can answer and solve follow-up questions, recognize and accept and correct mistakes, challenge false assumptions and ideas, and reject inappropriate and misconception requests (OpenAI, 2023).

Moreover, ChatGPT has always been a language transfer since it is based on communicative aspects and human-like texts. It is a language model that integrates machine learning based on complex algorithms to generate responses and prompts to natural language input, enabling more natural and intuitive communication between humans and machines, though its accuracy can be affected by biased, inaccurate data or deficiency in prompting skills (Sorecau& Sorecau 2023).

As an AI tool, ChatGPT is classified under the Chatbots that functions as a conversational system. It is also based on a self-learning neural network, utilizing machine learning to develop its capabilities and great workability through examples rather than being explicitly programmed by humans (Naus, 2023). Its neural network designed to engage its participants in various topics and respond to variety of inquiries.

Additionally, ChatGPT is considered in some contexts as a novel tool for writing articles, essays and narrating pieces of literature (“ChatGPT: A Novel Tool for Writing Scientific Articles, but Not an Author (for the Time Being),” 2023). However, many users emphasize on ChatGPT’s utility in the writing process, they do not consider it as an author across the various topics.

In summary, ChatGPT is an AI tool that is developed by OpenAI to utilize deep learning methods and techniques to generate, analyze and understand human-like languages. ChatGPT has the ability to process infinite number of data and perform variety of tasks such answering questions, writing articles, essays, assessing doctors, engineers and teachers to perform educational activities. Furthermore, ChatGPT has a great potential in enhancing communication, analysis, evaluation and productivity.

1.2.7. The Genesis and Progression Development of ChatGPT

In recent years, AI has emerged and made notable strides notably in the field of Natural Language Processing (NLP). One of the most prominent tools in this area is ChatGPT. It is considered as a conversational AI model that imitate, understand and respond to human-texts. ChatGPT has revolutionized, starting from its creation, the way humans interact with machines. This interaction offers plenty of possibilities in education, content creation and beyond.

Before exploring the history and progression development of ChatGPT, it is important to understand the first foundation of NLP which has shaped the innovation and development of ChatGPT.

1.2.7.1. Natural Language Processing

One of the remarkable types of AI is Natural Language Processing which is considered as neural networks of machine learning system. It is designed to mimic how human brain is structured

and works (Deng & Lin, 2022). Deng & Lin (2022) described Natural Language processing as a constructed of variety of interconnected nodes which are organized as form of layers. Those layers receive data and process them, then output them into interpreted and generated language. The data that have been received and processed can be texts, pictures or a voice message.

According to (Jones,1994), NLP has involved and presented through four major phases.

- **Machine Translation:** began in the late 1940s when researchers sought to develop systems that have the capability to translate texts from a language to another. At this phase, many challenges that have been faced among them the understanding of syntax, and semantics across different languages. Therefore, other remarkable developments have been set in NLP.
- **The Influence of Artificial Intelligence:** this phase faced a strong influence of AI by the incorporating of AI techniques on NLP. This phase allowed the integration of many sophisticated processing of language. Therefore, the algorithms that could understand meaning and different contexts moved beyond simple translation to more complex understanding. At this stage, AI presents a shift towards a full adaption, learning and understanding of a language.
- **Logico-Grammatical Style:** at this phase, there was more focus on the formal structure of language and the logical relationships between words and phrases. To attend this, models have been created to present the accurate grammar rules of languages.
- **Attack on Massive Language Data:** the final phase is marked by the use of massive amounts of language data. To train models and enable them to learn language patterns and nuances, there was large datasets have been included. As a result, there were a rise of big data and advancements in computational power led to possibility to analyze and process

vast quantity of text and improvement in NLP applications such as emotional recognition and speech analysis.

1.2.7.2. The progressive development of ChatGPT

The history of Chatbots in general stated back to 1960s when the first Chatbot appeared called ELIZA. Chatbot was developed by Joseph Weizenbaum to stimulate human-like conversation This (Wang, 2024). The figure bellow illustrates how ELIZA talk to its users.

Figure 2

ELIZA as a first Chatbot

```
=====
EEEEEEEE L      IIIIII ZZZZZZZ      AAA
E         L      I      Z      A      A
E         L      I      Z      A      A
EEEEEE   L      I      Z      A      A
E         L      I      Z      AAAAAA
E         L      I      Z      A      A
EEEEEEEE LLLLLLL IIIIII ZZZZZZ      A      A
=====
ELIZA > (PLEASE TYPE IN ALL CAPS) WHAT'S YOUR NAME DEAR ?
AMIT
ELIZA > HI, I'M ELIZA. WHAT DO YOU WANT TO TALK ABOUT ?
AMIT > CAN I TALK ABOUT MY PROBLEM ?
ELIZA > SURE... !
AMIT > DUE TO ON GOING EXAMS IN COLLEGE, I HAVE A LOT OF STRESS.
ELIZA > PLEASE RELAX A LITTLE. SLEEP WELL.
AMIT > THANKS FOR YOUR ADVICE.
ELIZA > NO MENTION.
AMIT > BYE
ELIZA > BYE AND KEEP IN TOUCH...
=====
```

(Malykh, 2017)

ChatGPT is not a solo system, it is based also on other systems that process and insure its work. It is based mainly on Natural Language Processing (NLP) system developed by OpenAI (Deng & Lin, 2022). According to Wang (2024) ChatGPT passes through a variety of stages that led to reach its nowadays version. They are as follows:

- ChatGPT began with the creation of GPT-1 model which provides basic Chatbot experience and contains simple language model marking the starting point of ChatGPT in 2018.

- In February 2019 ChatGPT2 was released by OpenAI as a more improved upon its predecessor as it used more parameters and datasets. This model was designed to generate more complex operations suited for real-life communication and respond to longer texts.
- ChatGPT3 was another iteration released in 2020. It reached 17.5 billion which allowed excel in Natural Language processing tasks. ChatGPT3 model was capable to generate nearly indistinguishable responses from human conversation. This generation marked a notable breakthrough in the field of language processing.
- In late November 2022, OpenAI introduced ChatGPT3.5 that characterized by enhanced dialogues mode. This ChatGPT version could admit mistakes and reject any inappropriate requests and it makes conversations more aligned with human ones.
- March 14th, 2023 witnessed the realization of ChatGPT4 which improved 40% of accuracy and it introduced other remarkable features such information storing, visual inputs, searching on the Internet. ChatGPT4 model represents a significant advancement in AI technology notably in Chatbots and NLP because it has a strong capacity in generating real conversational responses, interpret even complex problems and provide clear guidance to its users.

To conclude, the development of ChatGPT from basic Chatbot that is based on NLP illustrates the potential and the remarkable capacity of machine learning to create intelligent and engaging conversations. As technology continues to be improved, the coming iterations are expected to show further enhancement and evolvement to suit users' interaction and experience.

1.2.8. Benefits of ChatGPT in EFL Classrooms

In recent years, advancements in artificial intelligence (AI) have begun to reshape educational practices and processes around the world, offering many innovative tools and creative methods that enhance learning experiences. ChatGPT is among these tools, it has emerged as a transformative asset in the field of language education, particularly in English as a Foreign Language (EFL) classroom. The integration of ChatGPT into EFL classrooms offers a multitude of pedagogical benefits. From promoting interactive, creative and autonomous learning to providing individualized support and enhancing instructional resources. ChatGPT stands as a powerful tool that aligns with contemporary educational goals and objectives. Its application in EFL educational settings not only facilitates language proficiency, but also prepares learners for future endeavors where AI and language learning will increasingly be mandatory.

Since there is a significant growth in the use of Artificial Intelligence (AI) in EFL teaching classrooms, technological literacy becomes a notable step towards the success of AI EFL classes. Using ChatGPT in EFL classes encourages students to be familiar with technology and AI tools such as ChatGPT that can enhance their overall digital literacy which the basic of their future academic and professional endeavor (Slamet, 2024). Therefore, students must master how to access to ChatGPT and prompt in it in order to enhance their ELF learning experiences and make it different to the traditional one.

Most of EFL classrooms, nowadays, around the world encourage autonomous learning. They consider teachers only as a monitor inside the class. According to (Gutai et al., 2024), using ChatGPT lead learners to take charge of their learning and they can investigate linguistic questions and seek clarification outside of their classrooms. The aim behind this autonomous investigation

and learning is to foster a sense of independence and self-directed learning. In other words, they ask ChatGPT about the unclear points that they could not master inside the class or they seek for more practice and rehearsing since the class time is limited.

Furthermore, ChatGPT is considered as a time efficiency model because it saves time for both teachers and learners. It helps teachers to plan lessons, generate texts and contexts for learners quickly and it has the ability as well to contribute in generating readymade grammar tasks allowing teachers to focus on the process of teaching rather on focusing on preparation (Elsaadany, 2024). As a result, they gain much time to provide excellent performance while delivering the lesson. Additionally, ChatGPT-supported learning environment is suitable for students as they can gain knowledge, ask questions, generate ideas, review their knowledge, summarize and develop their understanding of learning a language in a short period of time (Karman & Goksu, 2024). Students are not required to spend much time searching and working on one task.

Another remarkable benefit of ChatGPT in EFL teaching classroom is that ChatGPT has a great ability in improving language competency. It helps students enhance their language skills and practice the target language (Slamet, 2024). According to Hong (2023), ChatGPT offers many opportunities in foreign language learning and teaching, especially for those who do not have the chance to practice the target language. Therefore, they can practice the speaking and writing skills, vocabulary, correcting grammar in sentences and correct use of words. This allows students and teachers to use the target language in a supportive environment which can lead to better overall language competency and performance.

The interactive nature of ChatGPT makes the process of learning and teaching more engaging and motivating. Mondal et al. (2023) find that ChatGPT support active learning because

it enables teachers and students to interact using innovative materials and organize multimedia presentations. Therefore, incorporating engaging activities in EFL classrooms, students and teachers may feel more motivated to practice and teach a language regularly. Moreover, through the active learning provided by ChatGPT, it has the ability to individualize learning experiences depending on the learners' needs and interests (Slamet, 2024). This personalization can create different learning styles, making language learning more effective and engaging.

Since ChatGPT is not based only on written texts, many users rely on ChatGPT to practice their speaking and correct their pronunciation. According to Li (2024) ChatGPT is considered as a pronunciation assistant and effective in pronunciation teaching. Many teachers use it in oral teaching and they check the correct pronunciation of some words based on its voice assistant. This may help learners to practice and improve their speaking and pronunciation skills in more realistic manner.

To sum up, ChatGPT offers a variety of advantages for EFL classrooms by guiding and supporting both teachers and students in the language teaching and learning process. It provides feedback on grammar, pieces of writings, vocabulary and speaking skills helping learners to improve their language skills. It also helps teachers to save time in preparing materials. ChatGPT provides creative lessons and fosters students' participation to explore topics and ask questions at their own pace. Its role as supplementary AI tool highlights its potential to positively impact language education.

1.2.9. The Incorporation of ChatGPT in Lesson Planning

Lesson planning is an essential aspect of teaching in academic environments. It provides a systematic framework that assists teachers to structure ideas, objectives, and teaching materials in

a logical order. Lesson plan promotes students' engagement and encourages active participation. In addition, it enables teachers to manage their time more effectively during the course, ultimately improving the quality of teaching (Mondal et al., 2023). However, it requires a significant amount of time. Teachers reportedly consume an average of over seven hours per week on it. This underscores the need of efficient strategies for saving time and weigh down the burden of planning on educators (Powell & Courchesne, 2024).

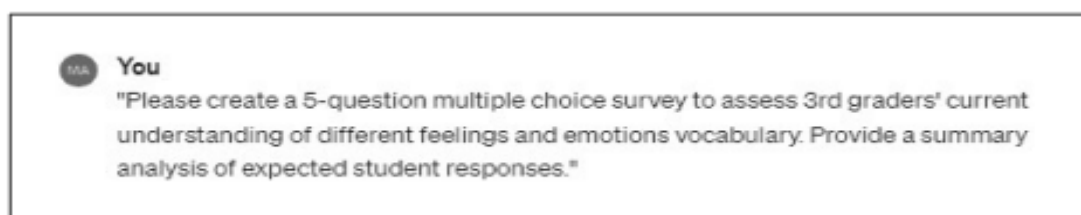
Therefore, implementing ChatGPT in planning language lessons involves crucial stages like conducting learners' needs analysis and establishing educational objectives as well as creating and tailoring contextualized materials in addition to designing assessment and activities.

1.2.9.1. Needs Analysis and Objectives

According to Karakas and Yesilyurt (2023), identifying students' needs and setting clear learning objectives are essential for successful language teaching. By conducting a through needs analysis, educators can collect information about students' current level. This data streamlines instructional planning and lesson planning. Thus, this becomes largely possible because ChatGPT has the ability for guiding significant processes such as:

Figure 3

Identifying Students' Needs Analysis on a Certain Linguistic Subject Through ChatGPT



(Karakas & Yesilyurt, 2023)

1. 2.9.1.1. Automated Surveys and Data Collection

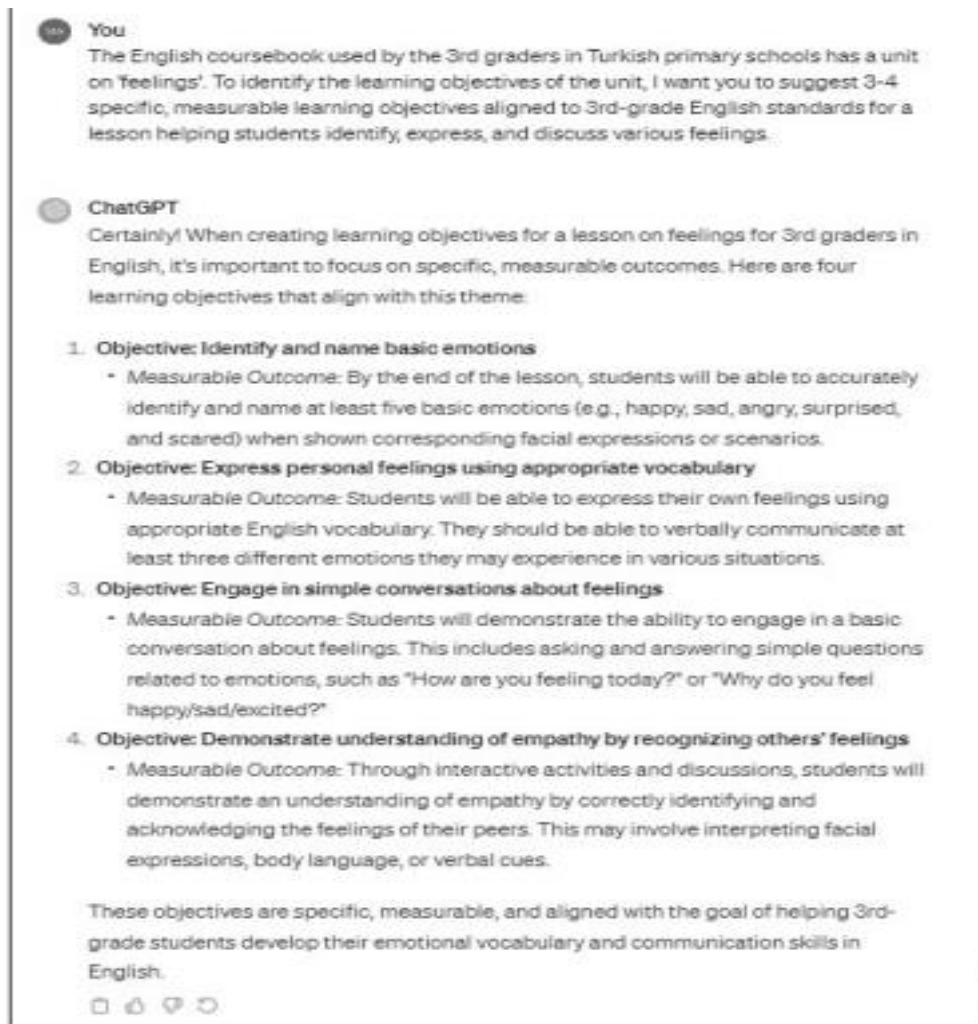
By automating the creation and delivery of surveys, ChatGPT reduces the time and effort involved in the process. Data collection is made effectively since students can easily access and complete survey responses online.

1. 2.9.1.2. Data Analysis for Tailored Objectives

After gathering data, ChatGPT utilizes the natural language processing to analyze and interpret students' responses efficiently, even from large classes. Thus, insights into proficiency levels, learning styles and goals appear from the analysis. This enables teachers to set objectives and tailor lessons that fit with learners' needs.

Figure 4

Writing Lesson Objectives on the Subject of Feelings through ChatGPT



(Karakas & Yesilyurt, 2023)

Based on the data analysis, ChatGPT can assist in developing detailed learners' profiles that contain individuals' proficiency level, cultural background, learning styles, and objectives. These well- rounded profiles provide teachers with understanding of each learner strengths, weaknesses, and approaches to language learning. Hence, teachers utilize these profiles to differentiate and personalize lesson content.

1. 2.9.1.4 Objective Setting

Relying on the information gained from the needs analysis, ChatGPT aids formulate lesson objectives that meet learners' requirements. Implementing the SMART framework ensures these objectives are relevant, specific, measurable, and engaging for the appropriate practical language use.

1.2.9.1.5 Continuous Feedback for Adaptive Learning

Student feedback provides a valuable overview about how well learning objectives are achieved. By using ChatGPT surveys, educators will receive ongoing input that assists them to adapt lessons and course goals in a responsive manner. This allows instruction to be structured and individualized.

1.2.9.1.6 Language specificity

ChatGPT helps in identifying learners' linguistic gaps of the target language which may include verb conjugations, sounds or lack of vocabulary within key domains. Addressing these issues through accurate and precise objectives allows the improvement of language mastery.

1.2.9.1.7 Cultural sensitivity

Although ChatGPT is limited to grasp deeply understanding of cultural nuances, it can aid teachers to assess learning objectives based on cultural research related to the target language. Unfortunately, this facilitates the adaptation of objectives according to the learners' cultural contexts as well as enriching language access.

1.2.9.2 The Selection of Content and Materials for language Lessons

Contextualized materials are essential for effective learning and teaching by making educational content more relevant to students' needs. ChatGPT has the ability to provide personalized guidance for teachers and student teachers as it saves them time and effort in designing materials (Ven den Berg, 2023).

Figure 5

Developing a Quiz for Assessing Students' Knowledge of Emotion Adjectives in ChatGPT

You
Please develop a quiz in line with the lesson objectives for assessing 3rd graders' ability to use adjectives related to the subject of 'feelings'. Make sure you include diverse questions, including fill-in-the-blanks, matching, true-false and short-answer responses.

Quiz: Understanding Feelings Adjectives

Section 1: Fill in the Blanks

- Complete the sentence:**
 - When someone is extremely happy, we can say they are feeling _____.
- Fill in the blank:**
 - The opposite of feeling scared is feeling _____.

Section 2: Matching

Match the emotion with the correct adjective.

- Match the following:**
 - Happy ___ a. Nervous
 - Sad ___ b. Excited
 - Angry ___ c. Joyful
 - Scared ___ d. Unhappy

Section 3: True or False

- True or False:**
 - Feeling bored means you are not interested or engaged in what you're doing.

Section 4: Short Answer

- Explain in a sentence:**
 - What is the difference between feeling surprised and feeling curious?

Activer¹
Accédez à

(Karakas & Yesilyurt, 2023)

Karakas and Yesilyurt (2023) claim that ChatGPT holds great potential to improve language education in several critical ways that are the following:

1.2.9.2.1 Resources Generation and Customization

ChatGPT can generate various language materials like dialogues, reading materials, and grammar tasks. It provides valuable content for building vocabulary, listening, speaking, reading, and writing. Teachers can adapt these AI-generated materials to cope with curriculum expectations and student proficiency levels (Xio & Zhi, 2023 as cited in Karakas & Yesilyurt, 2023).

1.2.9.2.2 Supporting Minority Languages

In the context of minority languages where resources are limited, ChatGPT can be a vital tool for designing teaching and learning materials. That is, for less commonly taught languages, ChatGPT can be used to generate personalized, texts audio lessons, and interactive activities

1.2.9.2.3 Enhancing Grammar and Translation

ChatGPT can offer a wide range of examples and practice scenarios for grammar learning and translation exercises. It delivers practical bilingual texts and reference materials increasing comprehension.

1.2.9.2.4 Adapting to learner needs and contexts

By examining student feedback and performance data, ChatGPT can refine educational materials to better pinpoint knowledge gaps and propose appropriately levelled contents. Its ongoing content adjustments improve student achievement across diverse learning environments.

1.2.9.2.5 Incorporating Cultural Elements

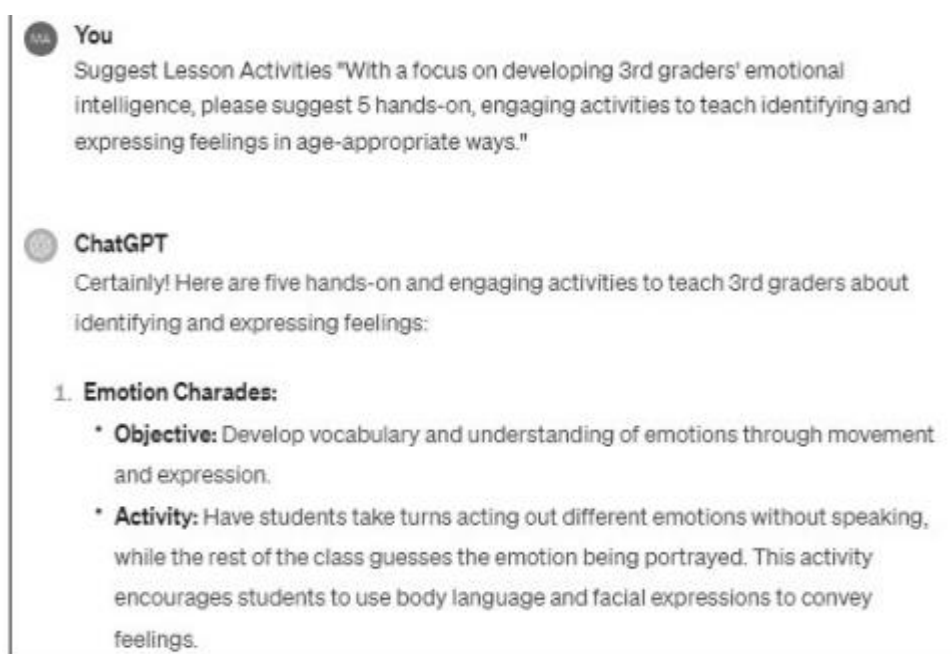
ChatGPT is also capable of integrating cultural aspects into language learning materials, helping to make learning more contextualized and engaging.

1.2.9.2.6 Facilitating Ethical Considerations

Although ChatGPT cannot autonomously resolve complex ethical dilemmas in educational technology, it can aid administrators by highlighting key issues and decision-making areas to responsibly guide adoption, helping to create opportunities for practice that might not be otherwise exist. This can lead to more exposure and use of these minority languages (Ali et al., 2023; Karakas, 2023, as cited in Yesilyurt & karakas, 2023).

Figure 6

Identifying Lesson Activities for Teaching Feelings through ChatGPT



(Karakas & Yesilyurt, 2023)

1.2.10. Benefits of ChatGPT in Developing Lesson Plans

Due to the complexity of lesson planning process, ChatGPT, an AI-powered language model, can be considered as an assistant tool for educators to develop productive lessons, which provides substantial advantages for creating more engaging and interactive learning and teaching experiences.

Firstly, utilizing generative AI tools like ChatGPT introduces a great opportunity for reducing the workload of today's educators, particularly for novice teachers without a large bank of lesson plans. Rather than replacing teachers' role, ChatGPT acts as supportive tool that allows them in adapting written lesson plans without consuming more time (Ostling, n.d). According to Koraishi (2023), by leveraging the capabilities of ChatGPT, educators can automatically plan lessons to specific needs, grammatical objectives, and learning outcomes, all of which can be customized to cope with instructional needs. This will not only save time and effort on the part of teachers but also developing the quality of lesson plans. However, it is important to recognize ChatGPT as an assisting tool in lesson planning with the guidance of the teacher. consequently, this collaborative and creative partnership between ChatGPT and educators contributes in tailoring lesson plans that fit with learners' needs, ultimately ensuring more effective teaching practices. That is, "The lesson plan generated by ChatGPT provided a helpful starting point for teachers to plan learning opportunities for their students" (Powell & Courchesne, 2024, p.12).

In the same vein, ChatGPT can aid teachers in tailoring more personalized and engaging lesson plans that meet their learners' needs. It supports individualized learning experiences, enables educators to plan effectively, and helps in identifying the most appropriate activities and topics. It facilitates the evaluation process through providing feedback, organizes the content in a linear sequence aligned with learning objectives, and takes into consideration prior knowledge for

guiding future learning development (Gupta et al., 2023, as cited in Karaman & Gosksu, 2024). Davis and lee (2023) emphasize that ChatGPT is capable of developing a long-term and detailed lesson plan that is relevant for a course and customized to meet the learners' needs.

Moreover, ChatGPT contributes significantly in ensuring constant availability of teaching materials and resources that align with learners' cultural background, proficiency level, abilities, interests, and learning objectives. Van den Berg and du Plessis (2023) assert that generative language models such as ChatGPT play a paramount role in making education more equitable and accessible. They support the creation of lesson plans and related materials like worksheets, articles, and essays which can serve as open educational resources (OERs) for teachers and students alike. The availability of these materials lowers the cost of textbooks and course materials, which can assist to create a more level playing field for educators who may lack access to these resources. Furthermore, by guiding the integration of these materials into lessons, educators can develop instruction that suits to their learners' needs. Also, online sharing of lessons promotes collaboration between learners and teachers. He also emphasizes that generative language AI can aid teachers by offering organization and ideas. They can even engage in interactive debates with ChatGPT to brainstorm objectives and strategies in addition to gather relevant teaching materials. This process can foster teachers' deep thinking as they reflect and assess different instructional approaches to their lessons.

Furthermore, Yalmaz Can and Durmus (2024) argue that ChatGPT provides further essential implications and functions in developing the efficiency and creativity of lesson plans. It promotes group working and collaborative discussions regarding various methods and techniques, and it helps in generating more creative and original ideas. Besides, it encourages the use of diverse teaching strategies, fosters peer teaching and sharing, and offers real-life situations as well as

leaving free space for teachers. Additionally, it presents multiple viewpoints and perspectives, creates a wide range of initiative suggestions, and enhances the effectiveness of classroom management. Nevertheless, GPT-lesson plans contain activities and teacher responsibilities that may contribute in raising learners' motivation during the learning process.

Indeed, ChatGPT is recognized as a refining tool for teachers to enhance the quality of their lesson plans. Van den Berg and du Plessis (2023) highlight that ChatGPT-generated lesson plans can be a valuable means for developing teachers' critical thinking skills, assisting them to assess, modify, and improve their teaching strategies to better fit their learners' requirements. This practice also offers meaningful opportunities for teachers to build knowledge and skills to effectively use ChatGPT and other AI tools for instructional planning. Thus, ChatGPT provides constructive accommodations to help teachers with thought-starters to adapt their lessons with content that they assume will align well with their students' needs (Langran et al., 2024).

Additionally, the implementation of ChatGPT in-class lesson strengthens the role of EFL teachers through providing real-time and interactive language practices. Its ability to sentence and text editing with offering vocabulary lists and tables supports the improvement of students' writing skills like mastering sentence formation and evaluating their overall composition style (Mena octavio,2024).

To sum up, ChatGPT serves as a scaffolding tool that allows teachers to build differentiated lesson plans. It empowers educators to integrate various teaching strategies, saving time, promoting flexibility and adaptation, increasing learners' engagement, and fostering critical thinking skills. Also, it can help in generating learning outcomes, materials, activities, assessment, and feedback that cope with curriculum goals and learners' requirements. That is, ChatGPT has transformed the

way teachers plan their lessons as it has the potential to immediately generate lesson outlines, quizzes, and prompts, resulting in a more successful and inclusive learning environments.

1.2.11. Shortcomings of ChatGPT in EFL Classroom

While ChatGPT encounters a significant improvement in Artificial Intelligence AI and Natural Language Processing (NLP), it still lacks points of satisfaction according to its users' points of views. Despite the fact that ChatGPT has always considered as an impressive source to generate human-like responses, it may as well produce inaccurate, biased or misleading information. However, the advancement of ChatGPT has ushered beyond computer-human interaction, its limitations and shortcomings raise concerns about users' reliance and the quality of its content.

ChatGPT's users highly depend on its information, they tend to ask for variety of responses starting from solving tasks, writing texts, or summarizing. For instance, students and teachers all over the world, rely on ChatGPT to do their tasks and this may hinder their critical thinking creativity and innovative skills which are very important in educational settings (Ma, 2024). They opt for gathering information given by ChatGPT responses blindly and randomly rather than searching and selecting data based on their background knowledge or critical thinking. Moreover, relying heavily on ChatGPT may lead to decrease in traditional teaching and learning and face-to-face communication and interaction which are essential for developing social intelligence skills (Li, 2024). This excessive reliance can hinder their ability to develop their critical thinking, social interaction and potentially stunting the language development.

Furthermore, ChatGPT in some cases is considered as an academic misconduct tool. According to Ma (2024), ChatGPT has a great potential for cheating and plagiarism and students might submit ChatGPT generated works as their own work. This leads to serious issues for

academic research and undermining the educational process. Therefore, their work would not be considered as a reliable work.

Grammar correction limitations is another significant disadvantage of ChatGPT. Although ChatGPT has the ability to provide accurate grammar corrections, it may not understand the context or the learning stage of the data provided (Li, 2024). This needs learners who are aware of the context or the questions provides because learners who are still developing their language skills cannot raise the potential of their learning process. Additionally, sometimes ChatGPT can leave students confused when it provides unclear answers or difficult responses that are beyond the students' level. So, students who lack guidance and support from their teachers will face problematic situations.

1.2.11.1. Shortcomings of ChatGPT in Lesson Planning

While ChatGPT had gained a remarkable significance as a strong tool for generating learning and teaching content, it has several limitations, particularly in lesson planning contexts. Despite the capability of ChatGPT in producing coherent lessons online quickly, many shortcomings and challenges hinder its reliability and effectiveness for teachers.

Teachers always search for deep and accurate information so they can opt for a suitable lesson plan. According to Yilmaz can & Durmus (2024):

1. ChatGPT lacks in-depth the subject matter and it provides superficial resources about the topic of the lesson.
2. While using ChatGPT, there is a predominance of a narrative techniques because it provides a presentation rather than a lesson plan.

3. It may plan lesson that are not suitable for the grade level, it can be beyond or under the students' level.
4. ChatGPT does not respect the timing for each stage in a lesson plan. This leads to giving short time for essential tasks.
5. It presents simple, separated sentences and basic strategies rather than providing technological support and contextual meaningful problems.
6. ChatGPT may harm also the creativity and productivity of teachers, it may not let teachers perform their critical thinking and innovative strategies.
7. It lacks emotional support that handle human interaction.

To conclude, even though ChatGPT offers innovative and creative solutions for teachers and students, its shortcomings highlight the need for careful integration and awareness while using in educational settings mainly lesson planning. Understanding its shortcomings is essential for users to apply ChatGPT responsibly, recognizing it as a helpful tool rather than definitive truth. Critical thinking, ethical oversight and education are key to mitigating these shortcomings and improving its performance over time.

1.2.12. The Criteria of Using ChatGPT as a Supportive Tool in Lesson

Planning

New horizons have been opened in the field of education and lesson planning since the first use of ChatGPT. As teachers start increasingly to explore digital solutions to support their instructional planning, ChatGPT emerges as an AI assistant tool to plan the lessons and develop of the content of the lesson. However, the effective use of ChatGPT in planning lessons relies on specific and clear criteria to ensure accuracy, relevance, effective content, and ethical use.

Creating effective lesson plans using ChatGPT involves quality strategies of prompting that enhance the specificity of the generated content. According to Mnguni et al (2024), prompting is the act of providing detailed and specific instructions or questions to ChatGPT to shape and guide its responses. Users can include variety of instructions such as translating a text, answer questions, explaining, planning a lesson, or designing a task. Moreover, prompting in ChatGPT relies on major types:

- ✓ **Text-to-Code Prompts:** these types of prompts involve Natural Language Generation (NLGs) description of a programming tasks expecting ChatGPT to convert the description into code. For instance, asking ChatGPT to write functions.
- ✓ **Code-to-Code Prompts:** these types of prompts based on existing codes and asking ChatGPT to modify them or improve them in an optimized way.

By the implementation of the correct prompt strategies, teachers can increasingly enhance the utility of ChatGPT in lesson planning. According to Dornburg & Davin (2024) there are key effective strategies that help enhancing the quality of responses.

Increasing prompt specificity is a remarkable strategy that should be used by teachers to ensure a good quality content of any lesson plan. Providing detailed prompts guide ChatGPT to generate relevant lesson plans. Although, some teachers add long and more context thinking that it may encounter specific information, they do not guarantee better quality outputs. Therefore, higher specificity is the key to conduct successful lesson planning.

Respecting the order of prompts used is another strategy to ensure better responses from ChatGPT. Using series of prompts that increase complexity gradually in related to the iterative approach, it allows for adjustments related to the quality of the responses received. Moreover,

iteration involves refining prompts based on the responses received. This means, users starting with basic prompts, evaluate the output then modifying the prompt to conduct more improved results. The purpose behind this strategy is to create feedback that guides to a better and more relevant lesson plans each time.

To increase the innovative quality of ChatGPT responses, users can address variability in outputs. Since lesson plans encounter significant variety in their content, teachers can experiment different structures in their prompts to see how the outputs change. This can help in identifying the most significant ways to elicit useful lesson plans from ChatGPT.

The prompts provided to ChatGPT should incorporate modern pedagogical practices. The findings of Dornburg and Davin (2024) suggest that there may be bias in the output towards outdated teaching practices and lesson plan content and component. Because ChatGPT does not encounter all the lesson plan components, it is necessary to frame prompts that incorporate modern pedagogical approaches, ensuring that the generated lesson plans with the current educational standards, strategies, and approaches.

Utilizing feedback loops is another significant key strategy to enhance generating useful lesson plans. Teachers, after generating lesson plans, should provide detailed review on the generated lesson plan. This key stage involves assessing if the lesson plans generated by ChatGPT are applicable or not in classroom settings. Therefore, the future prompts will be improved and adjusted.

Finally, as an additional and helpful strategy, teachers should explore diverse areas so they consider how to adapt prompts for different area. This gives the flexibility to ChatGPT to create diverse, creative, innovative and engaging lesson plans.

To sum up, the role of ChatGPT in lesson planning becomes increasingly significant. When users rely on it thoughtfully, ChatGPT can enhance the instructional design process. Nevertheless, its use in the educational domain must remain pedagogical with careful attention to the output. By following the strategies of good prompting, teachers ensure a good interaction with ChatGPT because it influences the quality and accuracy of the responses provides as well as the quality of lesson planning.

Conclusion

Chapter one is an attempt to theoretically discuss the implementation of ChatGPT in lesson planning which is considered an important means to effective teaching and learning. Besides, ChatGPT is a great AI tool that has a great potential to help teachers save an enormous amount of time in creating lesson plans. Additionally, the integration of ChatGPT in lesson planning can improve and enhance the quality of lessons and encourage teachers to develop their selecting and prompting skills to ensure engaging learning classroom. Moving forward, teachers should further examine the long-term impact of ChatGPT on teaching practices such as lesson planning. They are required to examine and explore its power, challenges, and criteria for the purpose of enhancing their creativity and criticality rather than replace their professional expertise.

2. Chapter Two: Data Collection, Data Analysis and Interpretations

Introduction

The current chapter is the practical part of this research. It attempts to explore EFL teachers' insights about the implementation of ChatGPT as an assistant tool in lesson planning. It sheds light on a detailed description of research methodology, a thorough description of the selected sample, and research instruments. It contains two sections; the first section is devoted for the analysis of questionnaire, while the second one deals with interview's analysis.

2.1. Research Methodology

The primary objective of this research is to investigate teachers' perspectives towards the use of ChatGPT as a scaffolding tool in lesson planning. The research methodology involves a mixed- method approach, combining quantitative and qualitative methods to provide a comprehensive understanding of the research questions.

According to Abowitz and Tool (2010), the mixed method approach is based on the premise that integrating quantitative and qualitative methodologies improves the effectiveness and nuanced comprehension of the research. They emphasize that a mixed-method to the research design enhances the ability of drawing reliable and convincing conclusions from empirical data. In the same context, Harwell (2011, p.160) claims that "mixed method research offers an especially promising path toward using research design in ways that support rigorous examinations of promising educational ideas". That is, a mixed- method approach improves the validity and reliability of the research as well as reducing biases in the analysis and interpretation of gathered data. Furthermore, incorporating quantitative and qualitative methodologies allows for a deeper exploration of lesson planning with the use of AI tools, particularly, ChatGPT.

2.2. Population and Sample

The questionnaire was conducted with ninety-six teachers of English in secondary schools of Mila and Constantine. These teachers are randomly selected to answer the questionnaire online. On the other hand, the interview was done with ten (10) of EFL middle school teachers from the same regions. The reason behind choosing this sample is that teachers of these levels are required to create their lesson plans. Therefore, this sample opens up new areas to obtain various teachers' perceptions towards the implementation of ChatGPT as a supportive tool in lesson planning.

2.3. Research Tools

To collect reliable data for answering research questions, two data instruments are adopted. First, a questionnaire was distributed to secondary school teachers from Mila and Constantine for gathering insights on using ChatGPT as an assistant tool in lesson planning. Secondly, an interview was conducted with (10) teachers of middle schools from the same regions to elicit their insights about the implementation of ChatGPT as an AI-powered language model for building their lesson plan.

2.4. Section one: Teachers' Questionnaire

2.4.1. Aims of Teachers' Questionnaire

The aims of the questionnaire are to:

- Gather demographic information in order to understand how factors like teaching experience and employment status effect the lesson planning.
- Investigate teachers' attitudes towards lesson planning process, including the benefits and the difficulties.

- Explore teachers' insights about the integration of technology, particularly AI-powered tools like ChatGPT in lesson planning.
- Assess the reliability and accuracy of the content provided by ChatGPT for developing lesson plans, and how to use ChatGPT as a beneficial assistant tool.

2.4.2. Description of Teachers' Questionnaire

The questionnaire contains 28 questions, divided into five sections (see Appendix A); each section focuses on specific topic or area of interest. It includes: closed-ended questions which consist a set of options that require the participants to pick the correct answer, and open-ended questions that allow participants to provide their clarification and suggestions. This helps to gather more in-depth perspectives and understand their attitudes.

The first section encompasses two questions. It seeks to obtain some factual information about the target sample like teaching experience and employment status.

The second section consists of nine questions which are about teachers' attitudes towards lesson planning in language teaching. The focus is mainly on how to master lesson planning. Teachers are asked how often they plan their lessons, and how they would describe lesson planning. Then, teachers are supposed to provide the main components, competencies, and factors they take into account during lesson planning process. After that, they are asked about the benefits of lesson plans as well as the obstacles and complexities they encounter during planning the lesson.

The third section seeks to discuss teachers' attitudes towards using technology in the EFL classroom. It is conducted to sort out how frequently teachers use technology in creating their lesson plans.

The fourth section purpose is to discuss teachers' perceptions about using artificial intelligence, namely, ChatGPT in teaching EFL classroom. In this context, teachers are provided with five questions. The first two questions are about their familiarity with ChatGPT, and how often they use it. Then, the other three questions tackle teachers' attitudes towards their experience with the integration of ChatGPT in EFL classroom.

The fifth section is concerned with teachers' perceptions about the implementation of ChatGPT in developing EFL lesson plans. It involves eight questions; the first two questions tackle how often teachers use ChatGPT in lesson planning, and whether they use it to conduct learners' needs analysis before creating any lesson plan. The last questions explore teachers' insights into the integration of ChatGPT as an assistant tool by uncovering its potential benefits and shortcomings in lesson planning.

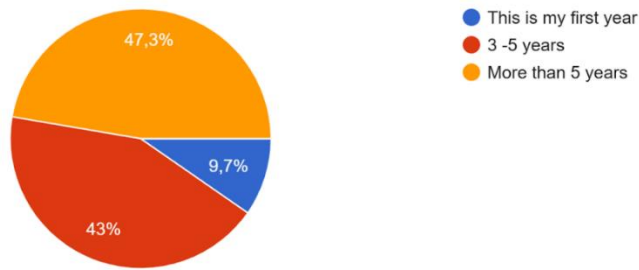
2.4.3. Administration of Teachers' Questionnaire

The final version of the online questionnaire was administered to Secondary School Teachers' of English from Mila and Constantine in April, 2025. The research sample consists of 96 teachers. At the beginning, the links of the questionnaire was distributed to the selected teachers in different secondary schools. Teachers analyze and read the questions carefully and answered them. Finally, at the end, researchers collected the data gathered from the questionnaire and started analyzing it.

2.4.4. Analysis of Teachers' Questionnaire

Section 01: Teachers' Factual Information

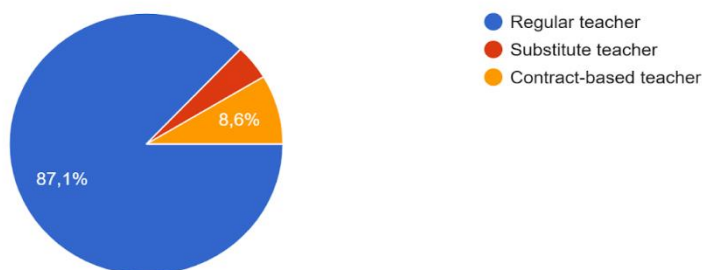
Q1: How long have you been teaching English?

Figure 7*English Teachers' Experience*

The question aims to explore teachers' experience. As showcased in the figure above, the majority of teachers have a teaching experience for more than five years (47.3%), this shows that nearly half of the respondents have considerable experience in teaching English. Whereas (43%) of them experienced teaching from 3 to 5 years. While the minimum number of teachers (9.7%) declared that it was their first year which means that their responses lack the depth of experience. The results reveal that this study gathers mainly experienced teachers which add depth and credibility to the study's findings.

Q2: What is your employment status as a teacher?**Figure 8***Teachers' Employment Status*

2. What is your employment status as a teacher?
93 réponses



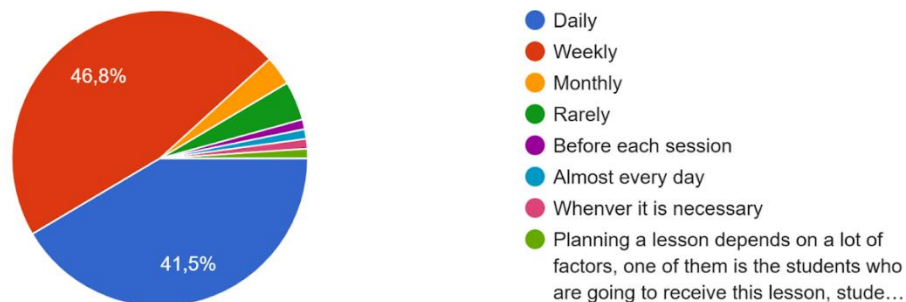
This question aims to explore teachers' employment status. In the figure above, the vast majority of respondents are teachers with a percentage of (87.1%), this indicates that most teachers are likely to have job stability, long term responsibilities and they are more integrated into the educational system. However, only (8.9%) represent contract-based teachers, this means that, they have less job security and limited access to professional development. The rest (4.3%) are in the category of substitute teachers. This shows that most teachers are in official status. *Lesson planning Frequency*

Section Two: Teachers' Attitudes Towards Lesson Planning in Language Teaching

Q3: How often do you plan your lessons?

Figure 9

The Frequency of Planning a Lesson



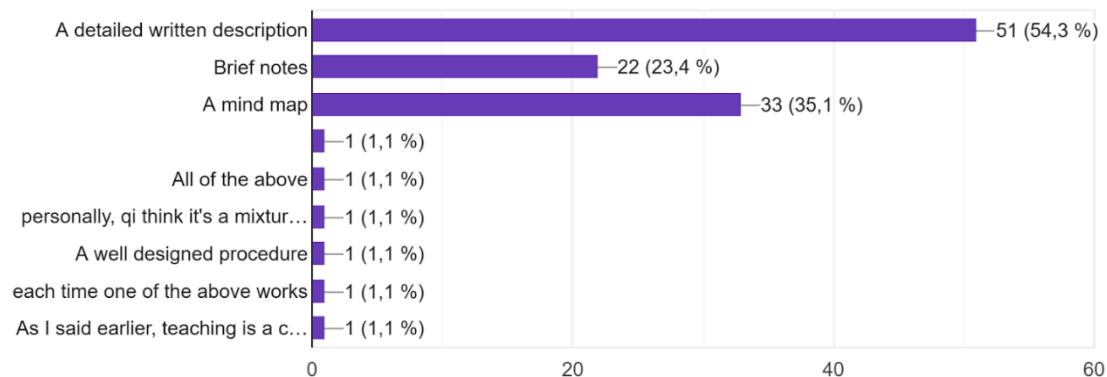
The aim of this question is to investigate the frequency of lesson planning for teachers. In the figure above, the plurality of teachers showed that they plan their lessons weekly (46.8%), this justifies that weekly planning allows for a balance between structure and flexibility, enabling teachers to adapt to ongoing classroom developments. While (41.5%) of them plan their lessons daily. However, (4.3%) of teachers stated that they rarely prepare their lessons. Some other (3.2%) prepare their lessons monthly. Meanwhile, only (1.1%) revealed that they prepare their lessons before each session. Additionally, some teachers stated that they plan lessons almost every day i.e. they plan their lessons whenever it is necessary or they plan them depending on a variety of factors

such as students' needs, personalities, and interests. These results indicate a strong commitment among teachers to lesson planning.

Q4: In your opinion, lesson planning is:

Figure 10

The Concept of Lesson Planning

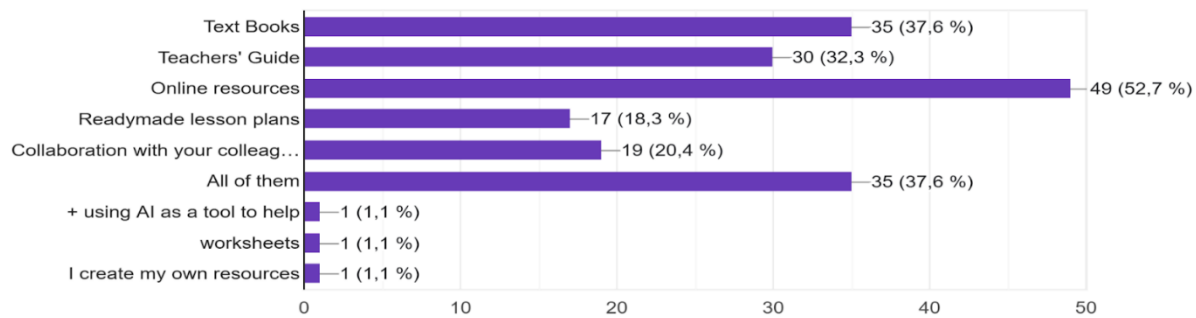


The aim of this question is to investigate teachers' opinion about the concept of lesson planning. The plurality of teachers perceived lesson planning as a detailed written description (54.3%), while (35.1%) of teachers considered it to be a mind map. However, (23.4%) viewed lesson planning to be brief notes, and only (1.1%) considered lesson planning as all the previous mentioned options. Meanwhile, few others with only (1.1%) proposed alternative concepts including that lesson planning can be both a mixture of a mind map and brief notes. It functions as a well-designed procedure, each time one of the options presented works or it is a flexible process that allows teachers to illustrate their creativity. These reveal a diversity of perspectives among teachers.

Q5: What are the resources do you adopt when you are planning your lessons?

Figure 11

The Resources Adopted in Planning Lessons

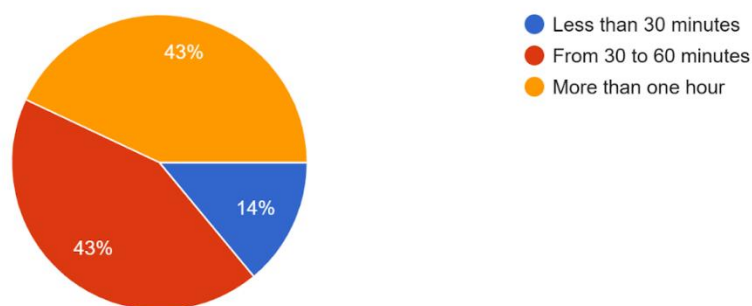


The aim of this question is to examine the resources that teachers utilize when planning lessons. The plurality of respondents (52.7%) reported using online resources. An equal percentage of teachers (37.6%) revealed that they depend on text books while the other indicated that they utilize all the mentioned options. However, (32.3%) reported using teachers guide, (20.4%) mentioned that they collaborate with their colleagues whereas (18.3%) opted for readymade lesson plans. Meanwhile, with a percentage of (1.1%) indicated using AI tools to help in lesson planning, relying on worksheets or creating their own lesson plans. This indicates the diversity and individuality in teachers' resource selection.

Q6: How much time do you spend in your lesson planning?

Figure 12

Time Devoted for Lesson Planning



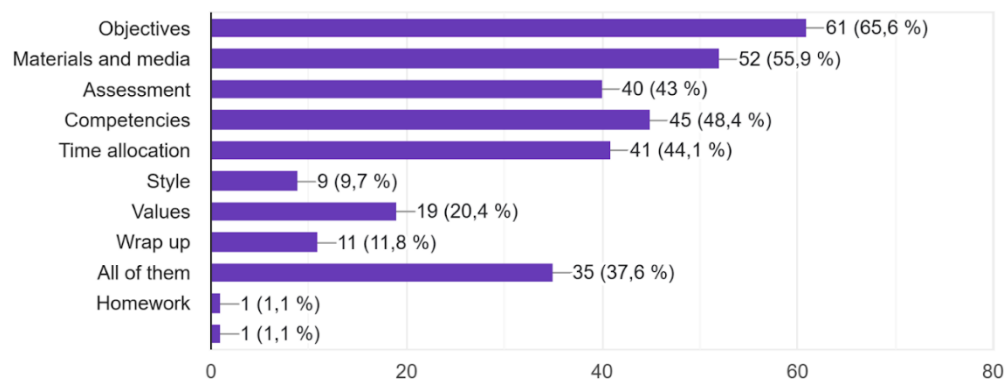
The plurality of teachers reported that they spend from 30 to 60 minutes and more than one hour on lesson planning. The plurality of teachers reported that they spend from 30 to 60 minutes and more than

one hour, both options received equal percentage of responses (43%). However, only (14%) of teachers spent less than 30 minutes in lesson planning. This suggests that a significant number of teachers are willing to dedicate substantial time to outlining their lessons.

Q7: What are the main components do you usually include in your lesson plan?

Figure 13

The Components of Lesson Plan



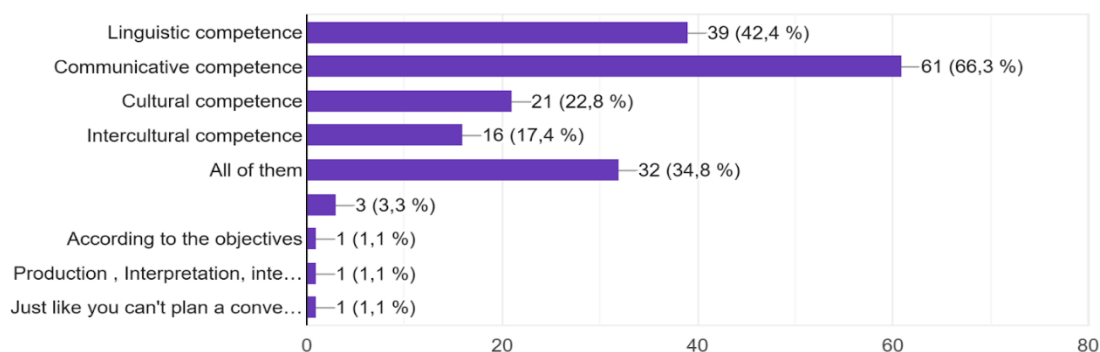
The aim of this question is to identify the various components commonly included in lesson plans. The results revealed that a significant majority of teachers reported that they include objectives with (65.6%), while (55.9%) of them declared the incorporation of materials and media. Additionally, (48.4%) of teachers stated that they include competencies (44.1%) reported specifying time allocation. Up to (43%) of teachers noted the inclusion of assessment as a component. Notably, (37.6%) of them affirmed that they include all the mentioned components in their lesson plans. Meanwhile, (20.4%) of teachers stated that they include values, while a proportion of (11.8%) declared that they include wrap up section. Interestingly, a small percentage of (9.9%) include style in their lesson plans. On the other hand, as an additional option with a percentage of (1.1%) stated that they include also homework. The findings of this question reveal

that teachers focus on basic and the most important lesson plan components, with limited inclusion of holistic ones.

Q8: What are the competences you focus on when planning your lessons?

Figure 14

Teachers' Focus on Competences in Lesson Planning



The aim of this question is to investigate the competences that teachers focus on when planning their lesson. The majority of respondents (66.3%) reported focusing on communicative competences while (42.4%) of teachers indicated emphasized linguistic competences. Besides, (34.8%) of teachers stated that all the listed competences. Additionally, (22.8%) declared that they focus on cultural competence and (17.4%) highlighted intercultural competence. Meanwhile, (1.1%) provided additional comments noting that their focus depended either on the lesson objectives or on other competences such as production, interpretation, and interaction. The results show that most teachers prioritize focusing on communicative competence when planning their lessons.

Explain why?

Respondents who claimed that they focus on communicative competence when planning their lessons, added several reasons. They confirmed that language is basically communication. Thus, they tend to lay emphasis on improving students' communicative skills because language is a means of communication as well as the key to language learning. Moreover, others declared that they focus on communicative competence because students find it crucial to express themselves in the target language and they should use it effectively in real-life situations by promoting accuracy and fluency. They viewed that communication skills are essential for academic success, career readiness and personal growth.

However, teachers who stated that they focus on linguistic competence, justified their choice by ultimately considering linguistic competence, as it ensures students mastery of grammar, sentence structure and vocabulary. Some respondents considered linguistic competence as a key to have meaningful conversation and it is a way to ensure correctness.

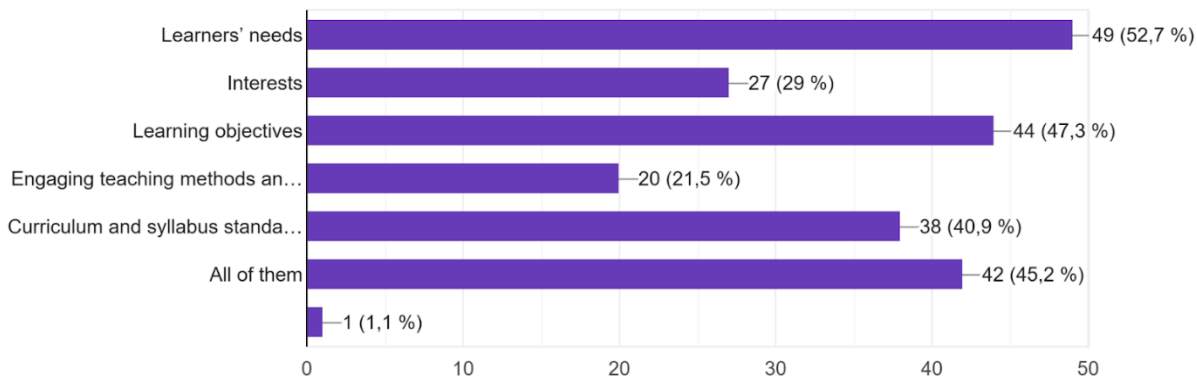
Additionally, teachers who declared that they focus on cultural competence hold a premise that language cannot be learned without its culture. Besides, cultural competence is important because it serves as a bridge between the students' culture and the target language culture. Therefore, it makes the understanding of language easier as it immerses students in it.

Finally, respondents who stated that all listed options are important justified their answer by claiming that all competences should be interrelated. They viewed that language is a complex system that consists of many aspects and learners' proficiency should be developed through focusing on all the listed competences. Additionally, in each lesson, learners are supposed to interact, interpret and produce a piece of language (speaking, writing, reading, listening) depending on the objective of the lesson. Consequently, no competency would be left behind.

Q9: Which are the key factors you take into consideration in lesson planning?

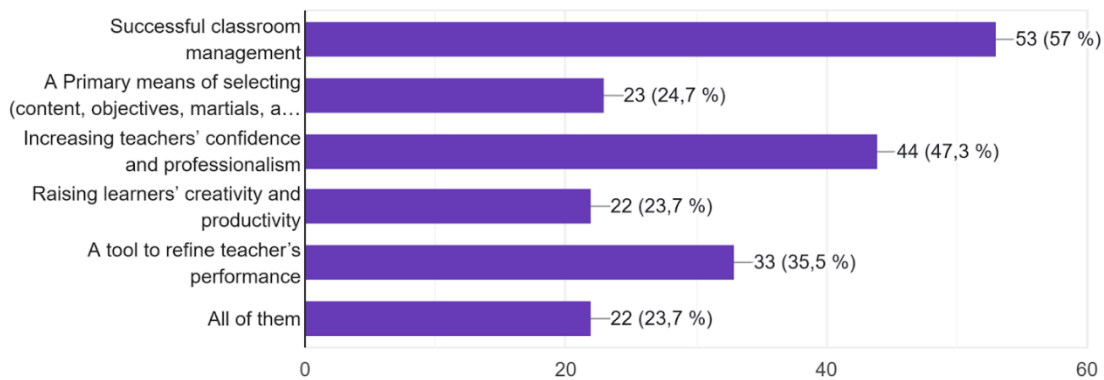
Figure 15

Key Factors of Lesson Planning

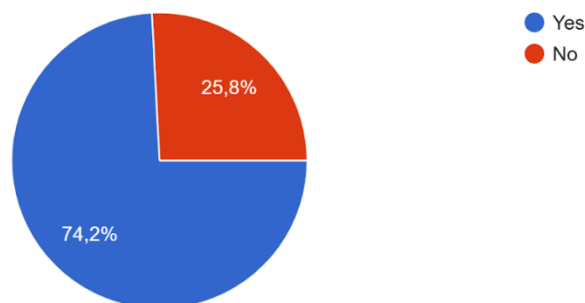


The question aims to investigate the key factors that teachers consider in lesson planning. The plurality of teachers claimed prioritizing learners' needs (52.7%), while (47.3%) of teachers considered the learning objectives as an essential factor. Besides, (45.2%) of teachers declared that all listed factors are significant. A proportion of (40.9%) of teachers stated that the key factors of lesson planning are curriculum and syllabus standards. However, only (29%) of teachers stated that they consider learners' interests. Finally, there is (21.5%) of teachers considered engaging teaching methods and strategies. These findings suggest that teachers mainly consider learners' needs and learning objectives when planning lessons.

Q10: What are the benefits of lesson planning?

Figure 16*The Benefits of Lesson Planning*

The question aims to identify the perceived benefits of lesson planning. The plurality of teachers (57%) reported that lesson planning supports successful classroom management, while (47.3%) of teachers stated that it increases teachers' confidence and professionalism. Besides, (35.5%) of respondents claimed that lesson planning is a tool to refine teacher's performance. However, (24.7%) of teachers viewed it as a primary means of selecting content, objectives and materials. (23.7%) of teachers believed that lesson planning raise both learners' creativity and productivity and encompasses all listed options. Therefore, teachers view lesson planning primarily as a means to ensure effective classroom management and enhance professional confidence.

Q11: Do you face any challenges when planning your lessons?**Figure 17***Teachers' Perspectives towards Challenges of Lesson planning*

The question aims to investigate the challenges that teachers face when planning their lessons. The majority of teachers (74,2%) confirmed that they face challenges when planning lessons by answering yes. However, the rest of respondents (25,8%) answered by no. This shows that most of the teachers face challenges when they plan their lessons.

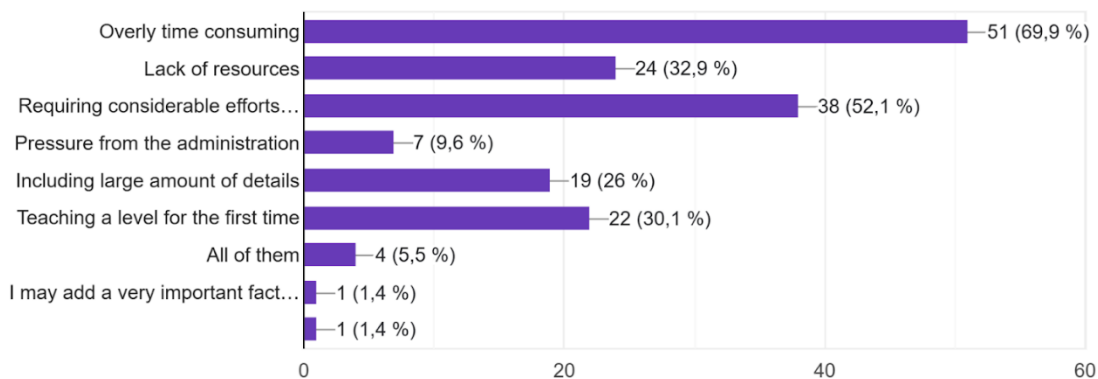
If yes, please specify.

Figure 18

Challenges of Lesson Planning

Please, specify.

73 réponses



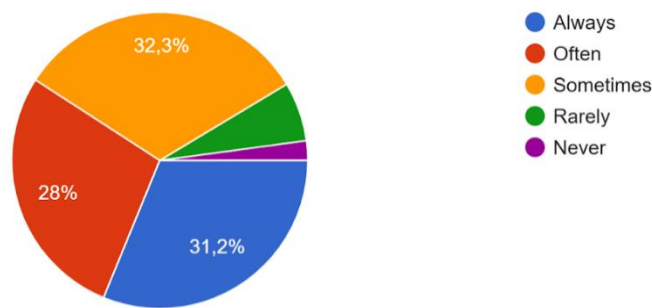
The majority of teachers (69,9%) stated that they consume much time in planning their lessons while nearly half of the respondents (52,1%) claimed that lesson planning requires considerable efforts and commitment. Besides, (32,9%) of teachers stated that they lack adequate resources for effective lesson plans and (30,1%) of teachers found it particularly challenging when they teach a level for the first time. Meanwhile, (26%) of teachers believed that lesson plans tend to include large amount of details. Only (9,6%) viewed lesson planning as an administrative pressure and just (5,5%) of teachers selected all listed challenges. Therefore, most teachers find lesson planning time-consuming, demanding, and the scarcity of resources.

Section Three: Teachers' Attitude Towards Using ICTs (Information, Communication, and Technology)

Q12: How frequently do you use technological tools for teaching English?

Figure 19

The Frequency of Using Technological Tools for Teaching English

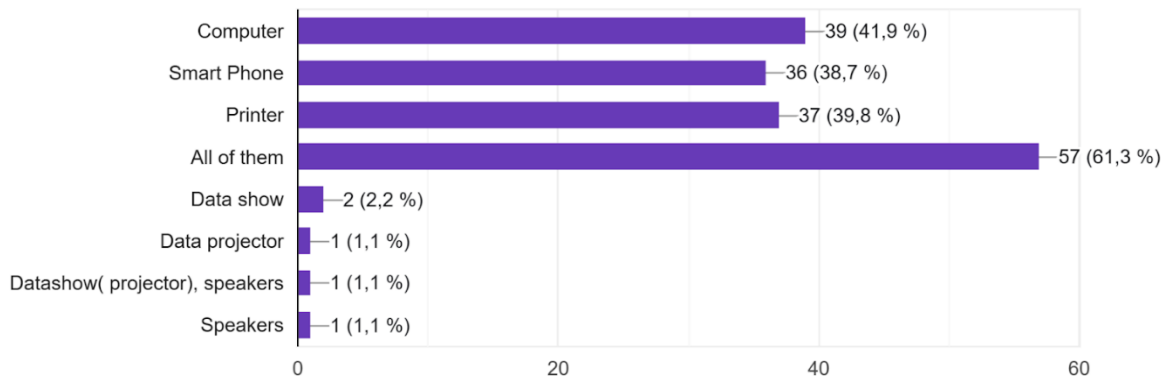


The question aims to explore teachers' attitudes towards the use of technological tools for teaching English. (32,3%) of respondents declared that they sometimes use technological tools for teaching English, while (31,2%) claimed that they always use these tools. Besides, (28%) of teachers stated that they often rely on technological tools to teach English. However, only (6,5%) of teachers declared that they rarely integrate technology in teaching English. Notably, just (2,2%) of teachers stated that they never rely on technology. These results show that most teachers have a positive attitude towards using technology for teaching English, with the majority integrating it regularly, and this is because technology facilitates their process of teaching.

Q13: What are the ICTs tools do you use in planning your lessons?

Figure 20

The Used ICTs Tools in Lesson Planning

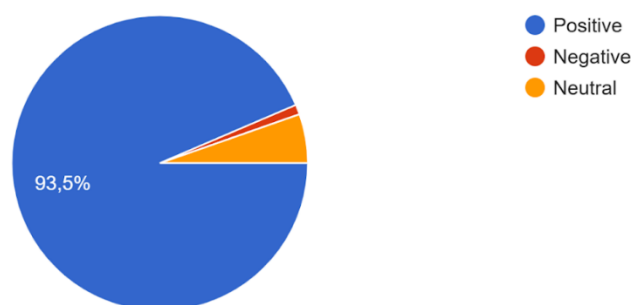


The figure represents the frequent ICTs tools used by teachers in lesson planning. The findings revealed that a plurality of teachers with (61,3%) reported using all listed ICTs tools (computers, smart phones and printers). Besides, (41,9%) of them stated that they primarily rely on computers while (39,8) of teachers claimed their dependence on printers, and (38,7%) of teachers stated that they utilize smart phones in the planning process. However, a small number of teachers (2,2%) mentioned using data show and (1,1%) stated that they rely on speakers. The results revealed that most teachers use a combination of ICT tools in lesson planning, with computers, printers, and smartphones being the most common ones.

Q14: As a 21st century teacher, what is your attitude towards using ICTs inside and outside the classroom?

Figure 21

Teachers' Attitudes Towards Using ICTs Inside and Outside the Classrooms



The question aims to investigate the insights and attitudes towards using ICTs inside and outside the classroom. The vast majority of teachers with (93,5%) declared their positive attitudes towards the integration of ICTs tools in the teaching process. However, only (5,5%) of teachers have neutral attitudes, whereas just (1,1%) declared that they have negative attitude towards using ICTs. The results show overwhelmingly positive attitudes towards using ICTs in and outside the classrooms.

Please, explain why?

According to this question's respondents, ICT tools facilitate learning and teaching, it makes learners' more engaged and active and understand more the lesson. As it saves time and energy, many teachers rely on ICTs while, and before class begins in planning their lessons or as technological aids to facilitate the teaching process. Moreover, ICT tools provide access to variety of materials and other information related to the lesson and makes teachers more up to date with more authentic lessons.

However, the minority of teachers who claimed their negative attitude towards using ICT insisted that technological tools kill teachers' and learners' productivity and creativity as it makes them lazy and passive.

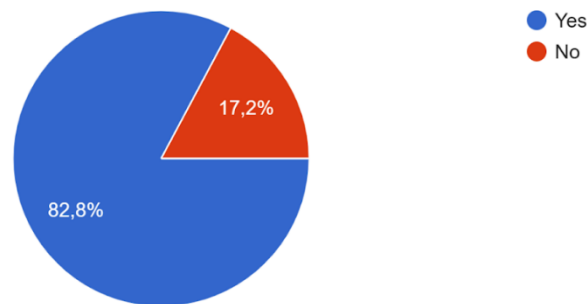
In a neutral point of view, many teachers justified their neutrality by stating that ICT have negative and positive impact and teachers must be aware of its utilization.

Section Four: Teachers' Familiarity with ChatGPT

Q15: Are you familiar with AI tools?

Figure 22

Teachers' Popularity with AI Tools



This question aims to explore teachers' familiarity with AI tools. As shown in the figure, the vast majority of participants with the rate of (82,8 %) are familiar with the use of AI tools, while (17,2%) are not.

If yes, which AI tool do you use?

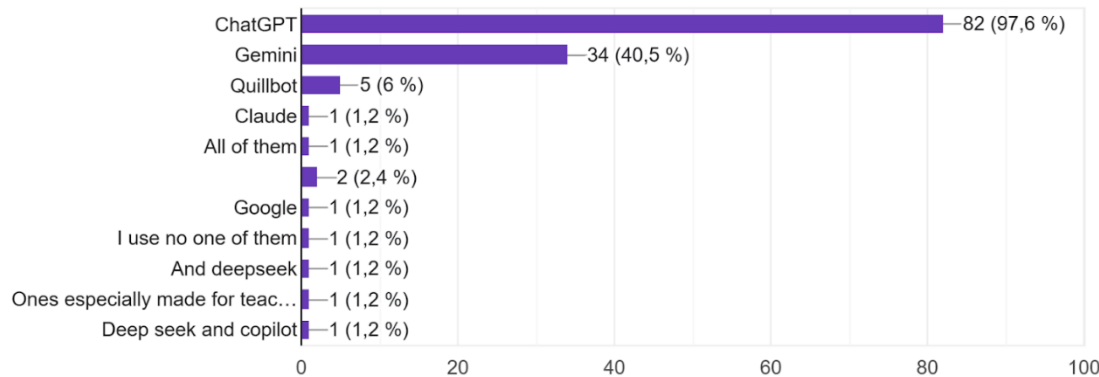
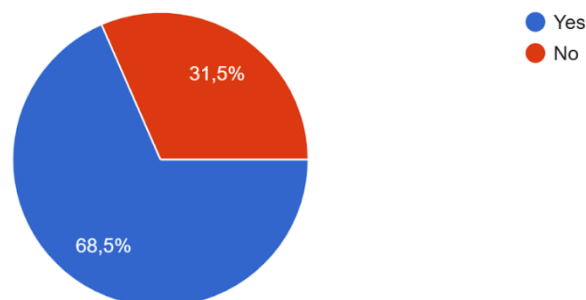
Figure 23*Teachers' use of AI tools*

Figure (23) presents the most AI tools used by teachers. The data gathered above shows that the significantly AI tool used by the target sample is ChatGPT with a rate of (97,6%).

Approximately (40,5%) of teachers have used Gemini. However, Claude, Google, DeepSeek share the same lowered percentage of (1,2%). The results reveal that the vast majority of teachers have experience with AI- powered systems, particularly ChatGPT which is the most popular and useful tool.

Q16: Do you use ChatGPT in teaching EFL classrooms?

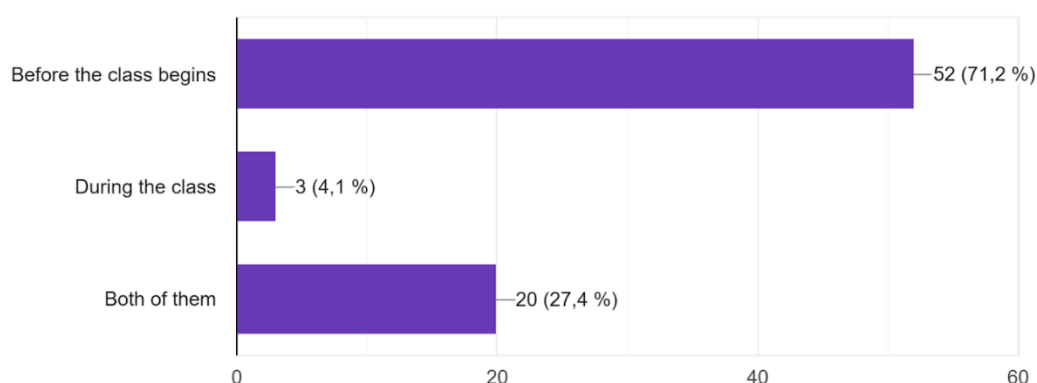
Figure 24*Teachers' Attitudes towards the Use of ChatGPT in Teaching EFL Classroom*

This question seeks to present teachers' attitudes towards using ChatGPT in teaching EFL classroom. From the Figure (24), the plurality of teachers (68,5%) maintained that they have used ChatGPT in EFL classroom, whereas only (31,5%) of them stated that they have not use it. Overall, the responses indicate a significant teachers' interest and attraction towards the integration of ChatGPT in EFL teaching.

If yes, please specify in which stage do you prefer its use?

Figure 25

Teachers' Preferences of Using ChatGPT Inside and Outside Classroom



Figure(25) presents various stages in which EFL teachers implement ChatGPT. The data gathered above illustrate that the majority of teachers around (71,2%) prefers using ChatGPT outside of the classroom. Surprisingly, only (4,1%) of them declared that they are using it during class time. On the other hand, (37,5%) of the target sample stated that they use this tool both outside and inside of the classroom. The description of results sheds light on the tendency of EFL teachers to utilize ChatGPT outside of the classroom.

Q17: How often do you use ChatGPT?

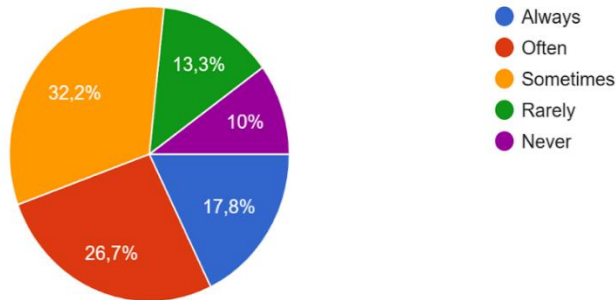
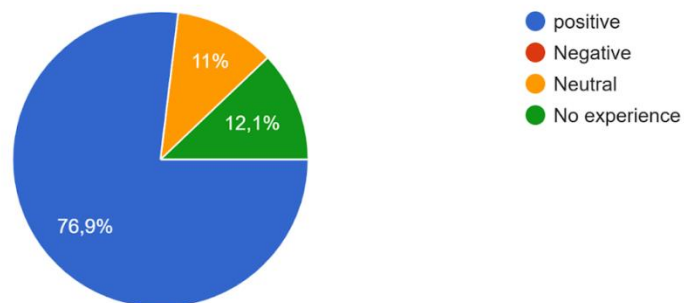
Figure 26*Frequency of Teachers' Use of ChatGPT*

Figure (26) presents how frequently teachers use ChatGPT in EFL classroom. A proportion of (17,8%) of the target sample always use ChatGPT to support their instruction. Additionally, (26,7%) of teachers reported that they often use it. On the other hand, (32,2%) Of the participants sometimes use ChatGPT for enhancing their language teaching process. (13,3%) of the participants never use it in their teaching experience. Lastly, only (10%) of them rarely use this tool. These findings indicate that most of EFL teachers are not much more pay attention on integrating ChatGPT in their teaching practices.

Q18: How would you describe your experience with using ChatGPT?

Figure 27*Teachers' Experience with the Use of ChatGP*

This question attempts to cater teachers' experience with the use of ChatGPT. As shown in the figure (27), the majority of participants (76,9%) elicited a positive attitude towards incorporating ChatGPT in their language teaching. Moreover, none of them claimed that they have a negative attitude towards using this tool. Furthermore, (11%) of them mentioned a neutral attitude towards implementing ChatGPT in the instructional experience. Therefore, these teachers assert that ChatGPT is beneficial since it provides them with a more inclusive and engaging teaching environment, promotes their knowledge and skills as well as it saves their time. However, only (12,1%) of teachers often agreed that they have no experience with using ChatGPT.

Explain Why?

Participants who stated that they have positive /neutral attitudes towards using ChatGPT have added several reasons:

- ChatGPT boosts both learners' and teachers' participation in analyzing, criticizing, and selecting tasks.
- It provides quick, helpful, and accurate support for learning, lesson planning, and generating ideas.
- ChatGPT can serve as a virtual tutor through offering personalized assistance and feedback to students.
- It encourages creativity and innovation by suggesting new teaching methods and topics.
- It facilitates contextualized lessons and examples.
- ChatGPT helps to think about new games and warm up activities to keep students interested.

- It helps in creating more engaging real-life situations, generating tropical related pictures, and flashcards.
- It facilitates, scaffolds, improves, and more.
- Using ChatGPT not only provides fun and interactive ideas for activities, it also helps in developing materials, grammar, and role plays.
- ChatGPT has revolutionized the teaching experience, and educators who claim that it should not be used are missing out a lot.
- It is the copilot to your trip
- With teachers' lack of time and pressure, it provides innovative and variant tasks.

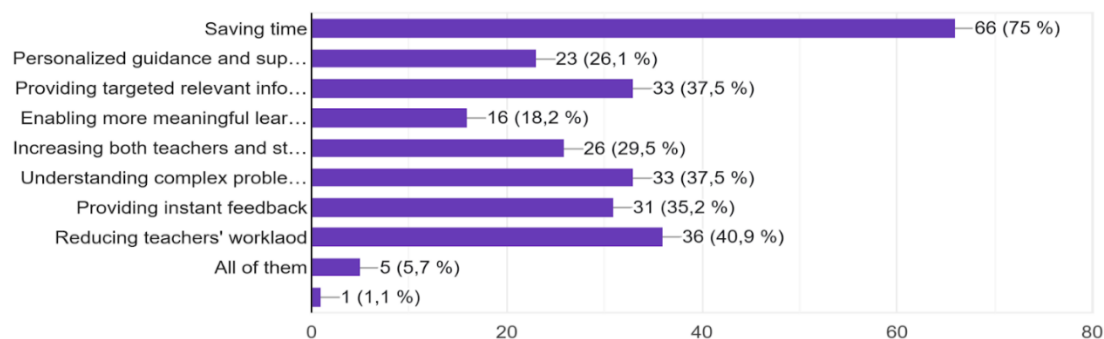
However, participants who claimed that they have no experience with ChatGPT argued that:

- They are not interested in using it because it makes them passive.
- They have their own resources, so they don't use AI.
- They don't master the use of AI tools.
- It limits critical thinking skills and creativity

Q19: Among the following benefits of integrating ChatGPT in EFL classrooms, what do you consider as the most important ones?

Figure 28

Teachers' Views about The Potential Benefits of incorporating ChatGPT in EFL Classroom

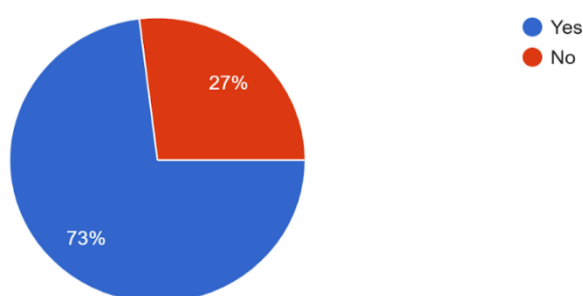


This question aims to explore the potential benefits of incorporating ChatGPT for teaching EFL classrooms. According to the results in figure (28), the majority of teachers (75%) claimed that ChatGPT saves their time, whereas (26,1%) of them suggested that ChatGPT provides personalized guidance and support. Moreover, (37,5%) of the total target sample declared that ChatGPT offers a large amount of relevant information, while the same percentage, (37,5%), relying on its ability in understanding complex problems. On the other hand, (29,5%) of them reported that this tool is able to customize instant feedback. Furthermore, (40,9%) of teachers agreed that ChatGPT reduces their workload. However, only (5,7%) who ticked all of them. This analysis highlights valuable insights into the specific areas where teachers have benefited from the use of ChatGPT in their teaching practices.

Q20: Are there any drawbacks associated with the use of ChatGPT in teaching EFL classrooms?

Figure 29

Teachers' Perceptions about the Shortcomings Associated with Use of ChatGPT in EFL



This question seeks to examine teachers' perceptions about the pitfalls associated with the use of ChatGPT in EFL classroom. The findings reveal that the majority of teachers (73%) responded with a negative "Yes", expressing their dissatisfaction with the drawbacks of this tool. In

comparison, only (27%) of them responded with a positive “No”, indicating that ChatGPT has not any of inefficient features. These results illustrate that most of EFL teachers encounter obstacles when using ChatGPT.

If yes, please specify?

Figure 30

Drawbacks of ChatGPT in EFL classroom

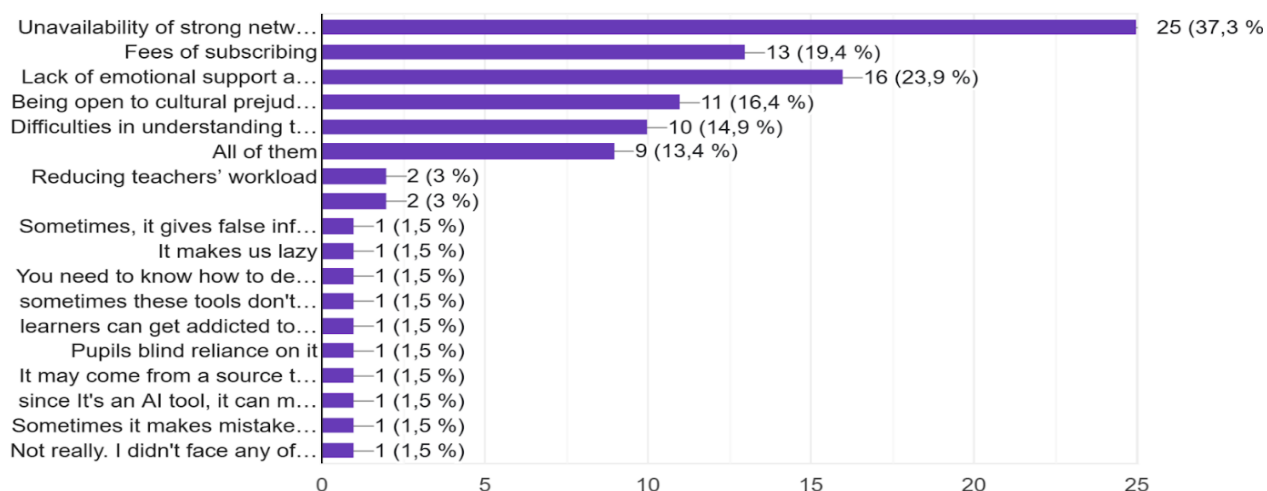


Figure (30) presents the challenges encountered by EFL teachers when using ChatGPT. The results show that (37,3%) of participants claimed they face problems concerning the unavailability of strong network, which can reduce teachers' interest and attraction towards using ChatGPT. However, (19,4%) of the respondents stated they are struggling with payment of subscribing fees. In contrast, (23,9%) argued that ChatGPT does not provide emotional support, suggesting the lack of personalized and contextualized guidance. Meanwhile, (16,4%) of them said that ChatGPT is sometimes being open to cultural prejudice. Furthermore, (14,9%) of teachers shed light on the inability of ChatGPT in understanding the language and answering questions, while only (13,4%) of them opted all of them. Additionally, the respondents added further suggestions as (3%) of them

agreed that ChatGPT reducing teachers' workload, whereas inaccurate information, over-reliance, imitation, lack of authentic materials, procrastination, and limiting human creativity are other disadvantages of chatGPT proposed by teachers, each with a small percentage of (1,5%). Finally, the same percentage of the target sample (1,5%) declared that they do not face any of the above obstacles. These findings highlight that various difficulties hinder teachers from using ChatGPT.

Q21: How often do you use ChatGPT to plan your lessons?

Figure 31

The Frequency of Using ChatGPT in Lesson Planning

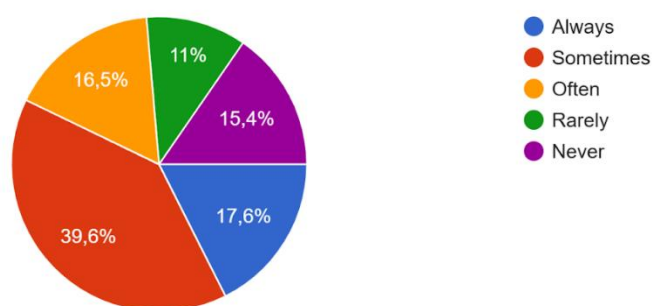
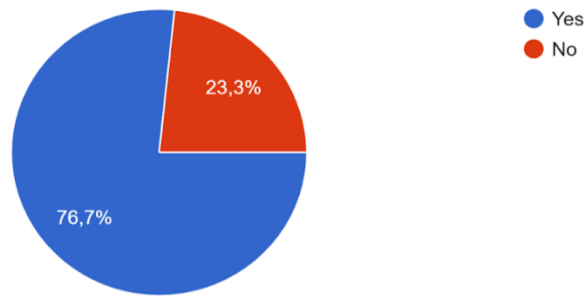


Figure (31) presents teachers' use of ChatGPT in lesson planning with different degrees. According to the statistics, (17,6%) of participants stated that they always use ChatGPT in order to plan their lessons, while (39,6%) maintained that they sometimes do plan their lessons. On the other hand, (16,5%) of teachers claimed that they often use this tool to support lesson planning. Notably only (11%) have rarely used ChatGPT for this purpose. However, (15,4%) of the target sample never use this tool to scaffold their lesson plans. This discrepancy in results illustrates diverse perspectives towards using ChatGPT in lesson planning. For instance, the majority of EFL teachers use ChatGPT with more frequency because of its substantial benefits. Meanwhile, the minority of them use it with less frequency due to their unfamiliarity and its limitations.

Q22: Do you think that ChatGPT can be an assistant tool for conducting learners' needs analysis before planning your lessons?

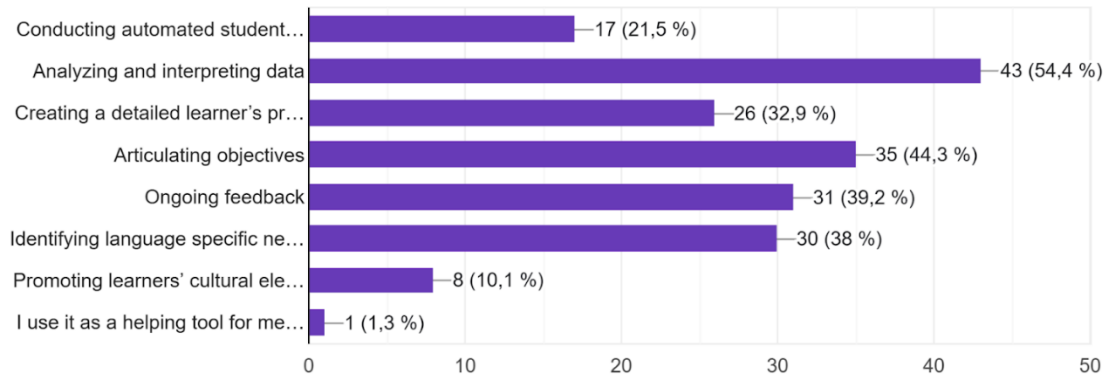
Figure 32

Teachers' perceptions towards Using ChatGPT as an Assistant tool for Conducting Learners' Needs Analysis before Lesson Planning



This question aims to explore the potential uses of ChatGPT as an assistant tool for conducting learners' needs analysis before building lesson plans. As shown in the figure, the majority of teachers (76,7%) responded with "yes", suggesting their positive insights into the effectiveness of this tool that reduces their work load in conducting needs analysis processes. In contrast, approximately (23,3%) answered with "no" towards the implementation of ChatGPT for analyzing their learners' needs as it not helpful and efficient due to its limitations such as the lack of direct access to learners and data interpretation constraints. Therefore, this results spots light on the overall valuable teachers' opinions about the incorporation of ChatGPT in determining learners' needs for developing creative lesson plans.

If yes, specify please? ChatGPT has the ability for streamlining vital processes such as:

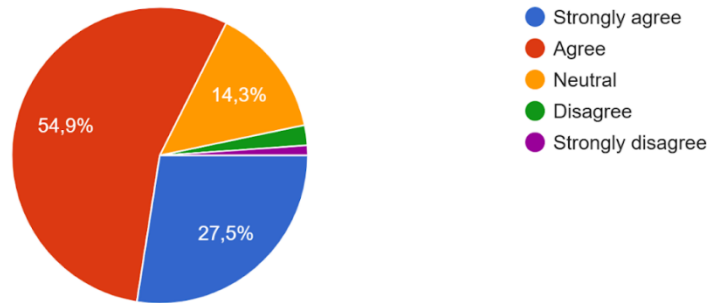
Figure 33*Exploring ChatGPT's Potential for Streamlining Needs Analysis Processes*

This question attempts to introduce ChatGPT's ability for conducting needs analysis processes. The results obtained from figure(33) indicate that (21,5%) of teachers agreed ChatGPT is helpful for generating automated students' surveys and collecting data. On the other hand, approximately (54,4%) of participants, the half of the total number, proposed this tool is practical for interpreting and analyzing data. Meanwhile, (32,9%) of them stated that ChatGPT can provide a detailed learners' profile, including cultural backgrounds, proficiency levels, interests, abilities, and gaps. In comparison, (44,3%) nearly the half of respondents declared its use in setting learning objectives. Finally, (39,2%) of the target sample argued ChatGPT offers ongoing feedback, while (38%) of the teachers emphasize on its ability for identifying language specific needs. This findings suggest vital perspectives towards diverse implications of incorporating ChatGPT in analyzing learners' needs for tailoring personalized and engaging lesson plans.

Q23: To what extent do you agree that the implementation of ChatGPT is beneficial in lesson planning?

Figure 34

Teachers' Agreements about the implementation of ChatGPT as a Beneficial Lesson Aide

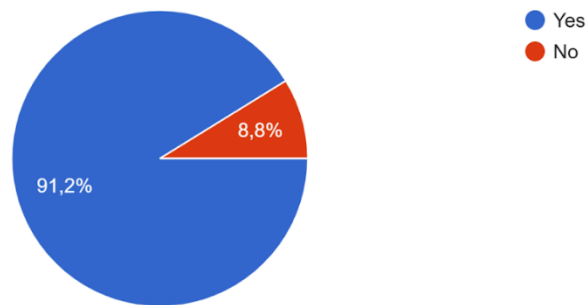


As shown in Figure (34), the plurality of teachers (54,9%) agreed that ChatGPT is helpful for lesson planning, while other (27,5%) strongly agreed with this idea. For instance, this indicates that the teachers have positive opinions and experience towards the usefulness of ChatGPT as an integral part for developing more interesting lesson plans. Conversely, (14,3%) of target sample are neutral, denoting that some teachers have not fully explored ChatGPT in lesson planning to shape a clear opinion or may prefer other methods of planning.

Q24: Do you believe that ChatGPT provide benefits for enhancing lesson planning?

Figure 35

Teachers' Attitudes Towards the Benefits of ChatGPT for Enhancing Lesson Plans



This question aims to explore the benefits of using ChatGPT for enhancing lesson plans. According to the results in Figure (35). The vast majority of teachers (91,2%) responded with “yes”, believing that incorporating ChatGPT has a positive impact on improving the quality of lesson plans. Contrastively, only (8,8%) of them responded with “no”, expressing their negative view of this idea. The findings illustrate that most of EFL teachers are satisfied towards the potential benefits of ChatGPT for improving their lesson plans.

If yes, please specify?

Figure 36

The Potential Benefits of ChatGPT for Lesson Planning

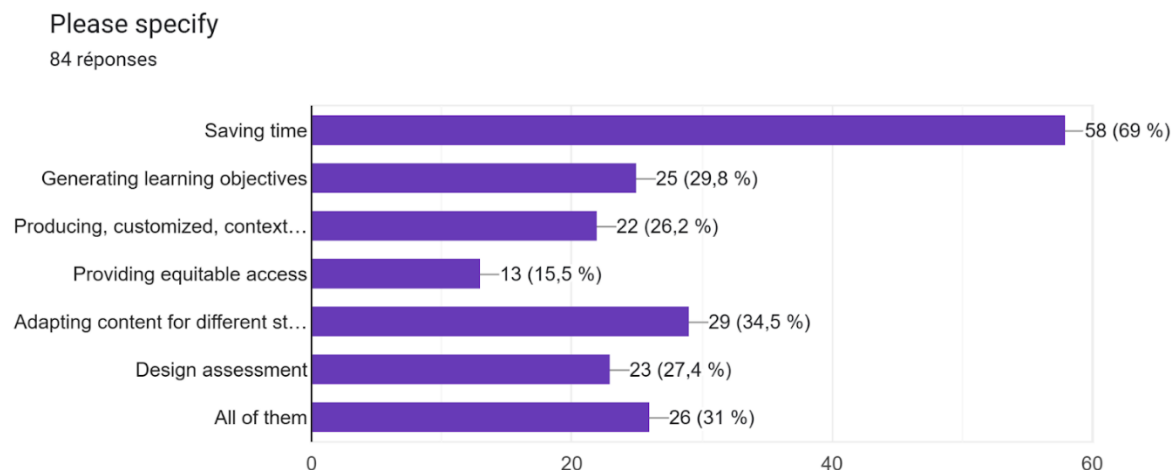


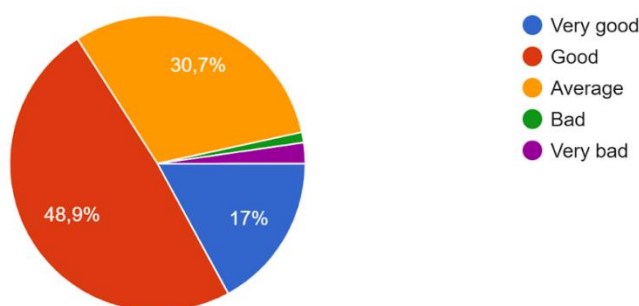
Figure (36) evaluates the effectiveness of ChatGPT for lesson planning. The majority of teachers (69%) stated that ChatGPT saves their time, while (29,8%) assert its capability in articulating learning objectives. In comparison, (26,2%) argued this tool provides customized, contextualized, and levelled materials. Meanwhile, (15,5%) of the target sample declared that ChatGPT offers equitable access. Additionally, (34,5%) believes its potential on adapting content for different students' levels, while (27,4%) of the participants reported ChatGPT designs assessment. Finally, (31%) opted all of them. This description of results sheds light on the valuable

insights about the diverse applications and strengths of ChatGPT for improving the lesson plans, particularly as an assistant tool for saving time.

Q25: How would you evaluate the accuracy and relevancy of lesson plan's content generated by ChatGPT?

Figure 37

Teachers' Assessment of the Accuracy and Relevancy of Lesson Plan' Content Created by ChatGPT



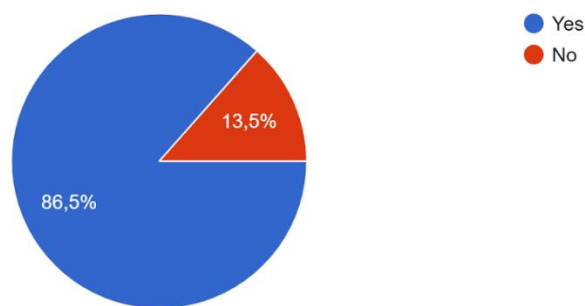
This question attempts to assess the accuracy and relevancy of content generated by ChatGPT for lesson planning. According to the results, (17%) of teachers argued that the reliability and relevancy of GPT- content are good, whereas (48%) described them as very good. Meanwhile, (30,7%) characterized them with an overage rate. Additionally, a small percentage of the target sample (2,3%) suggested that are bad, while only (1,1%) of participants assessed them with a very

bad degree. These findings denote that the accuracy and relevancy of the content created by ChatGPT are significantly achieved.

Q26: Do you think that lesson plans can be creative and engaging with the use of ChatGPT?

Figure 38

Teachers' Perceptions Towards the Efficiency of Lesson Plans Created by ChatGPT

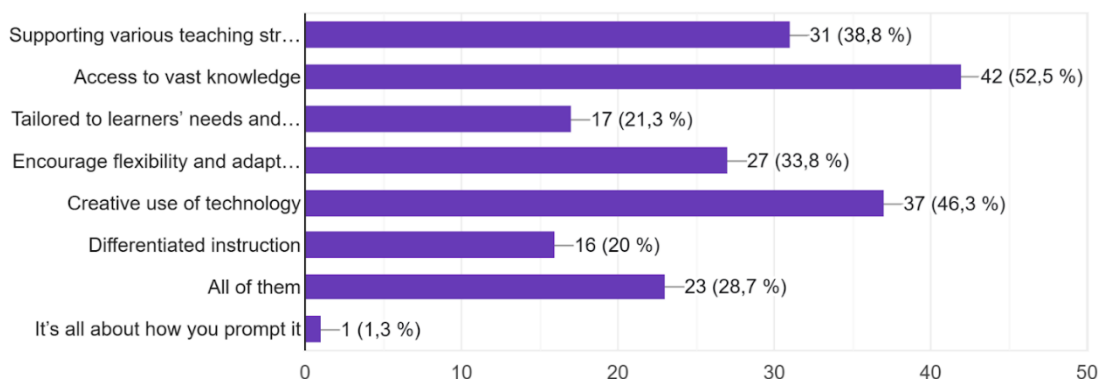


This question aims to investigate teachers' perspectives towards ChatGPT's efficiency in developing differentiated lesson plans. As shown in Figure (38), the vast majority of EFL teachers (86,5%) agreed that lesson plans generated by ChatGPT are engaging and innovative, whereas (13,5%) of them have a negative view against this idea. This implies that most teachers are content with ChatGPT's creativity for developing productive and inclusive lesson plans.

If yes, please specify?

Figure 39

ChatGPT Implications for developing Creative Lesson Plans

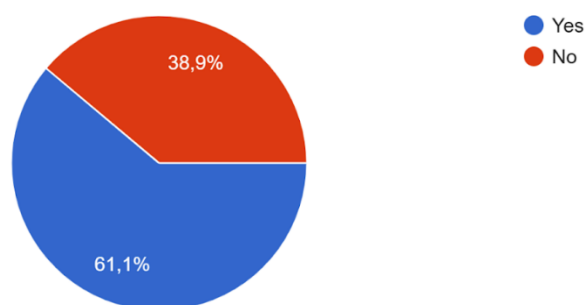


From Figure (39), which represents various implications of ChatGPT for creating engaging lesson plans. Approximately (38,8%) of teachers reported that ChatGPT supports various teaching strategies, while a considerable proportion of participants (52,5%) claimed that this tool provides access to vast knowledge. On the other hand, (21,3%) of them stated that lesson plans created by ChatGPT are tailored to learners' needs and interests. In comparison, (33,8%) suggested its scaffolding of flexibility and adaptation. Moreover, nearly half of respondents (46,3%) assert that ChatGPT supply creative use of technology, while (20%) indicates its ability to customize differentiated instruction. Furthermore, (28,7%) opted all of them. Finally, (1,3%) said that it is all about how to prompt to it. These findings reveal valuable features of ChatGPT for creating engaging and creative lesson plans.

Q27: Do you believe that ChatGPT has limited capacities when creating lesson plans?

Figure 40

Teachers' Opinions about the Challenges when Using ChatGPT for Lesson Planning



This question aims to determine whether EFL teachers have difficulties when using ChatGPT for lesson planning. The results presented in Figure (40) above show that the majority of teachers (61,1%) face difficulties when Using ChatGPT for lesson planning, whereas (38,9%) of

the target sample do not have any challenges when using ChatGPT to plan their lessons. This highlights that ChatGPT has drawbacks that badly influences lesson planning.

If yes, please specify? What are they?

Figure 41

Challenges Encountered when using ChatGPT for Lesson Planning

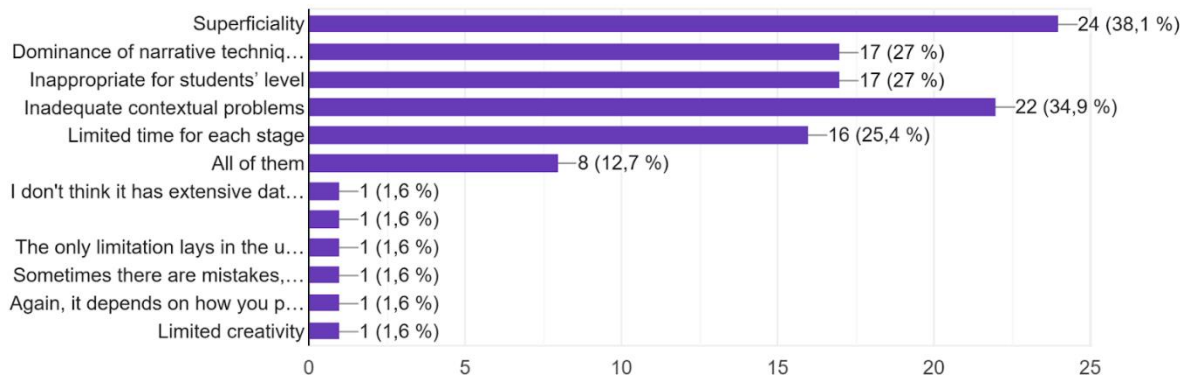


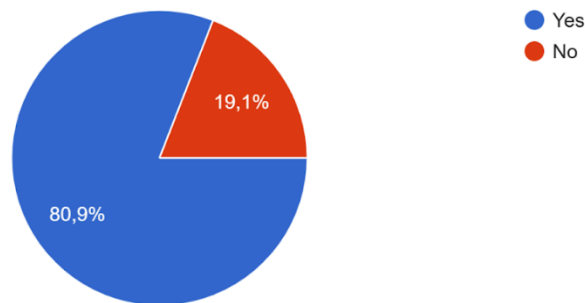
Figure (41) presents the difficulties that may be encountered when using ChatGPT for lesson planning. The results indicate that (38,1%) of teachers expressed concerns of the superficiality. (27%) stated that there is a dominance of narrative techniques, suggesting that ChatGPT offers a narrative presentation rather than a lesson plan. Additionally, the same percentage (27%) of these participants who argued the lesson plans created by ChatGPT are not appropriate for students' level. On the other hand, (34,9%) claimed that they face inadequate contextual problems when implementing it in lesson planning. In contrast, (25,4%) declared that this tool allocates limited time for each stage of lesson plans. Additionally, (12,7%) of the total target sample ticked all of the options. Finally, these respondents added further negative signs like mistakes, limited creativity, and their inability to prompt accurately. Each of these are with a small percentage of

only (1,6%). This description of the analysis uncovers the obstacles that face EFL teachers when planning their lessons.

Q28: Do you recommend other teachers to use ChatGPT in lesson planning?

Figure 42

Teachers' Perspectives on Recommending the Use of ChatGPT for Lesson Planning

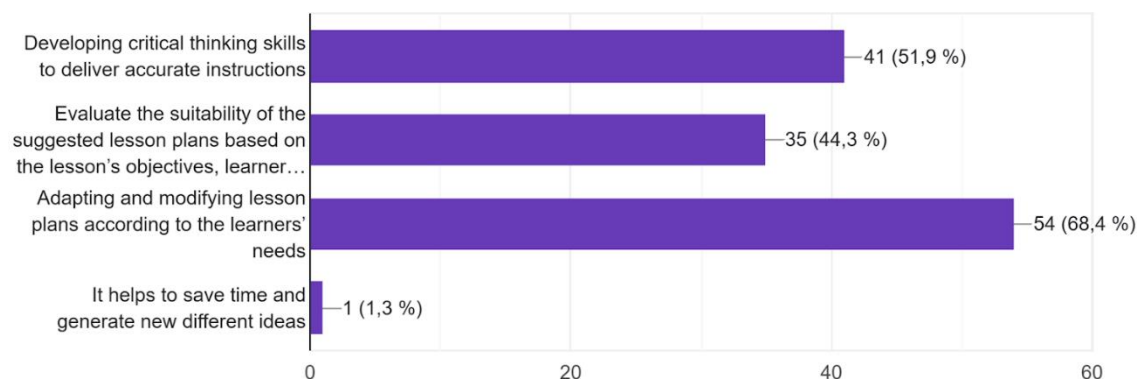


This question has received various answers. First of all, it seeks to demonstrate teachers' perspectives on recommending the use of ChatGPT for lesson planning. Figure (42) shows the vast majority of teachers (80,9%) responded positively, indicating their agreement, support, and satisfaction. On the other hand, (19,1%) responded negatively, suggesting their disagreement with this idea. This means that most of EFL teachers have beneficial insights into the attitudes and perspectives towards using ChatGPT for improving lesson plans.

If yes, please specify the appropriate recommendations.

Figure 43

Teachers' Recommendations towards Using ChatGPT as a Beneficial Lesson Planning Aid



As shown in Figure(43), approximately half of teachers (51,9%) recommend developing critical thinking skills for delivering accurate instructions. Moreover, (44,3%) argued that teachers should evaluate the suitability of the suggested lesson plans based on their lessons objectives and learners' needs. Furthermore, the plurality of the total target sample (68%) emphasize on adapting and modifying lesson plans according to the learners requirements. This findings illustrate that EFL teachers should not adopt a lesson plan created by ChatGPT as it is, but they have to assess and adjust it with taking into consideration learners' cultural background, proficiency level, abilities, interest, and gaps. Therefore, this leads to the development of differentiated lesson plans which contribute in creating meaningful, interactive, and successful learning-teaching experiences.

2.4.5. Discussion of the Main Findings of Teachers' Questionnaire

Relying on the results of teachers' questionnaire, a number of conclusions can be gathered and reached concerning teachers' insights about the implementation of ChatGPT in lesson planning. To begin with, the findings of the questionnaire reveal that the majority of respondents are experienced and officially employed as regular teachers who demonstrate a serious

commitment to lesson planning, with a majority of them planning their lessons weekly or daily. Besides, teachers declare diverse perceptions of lesson planning, viewing it as either a detailed written document, a mind map, or brief notes, reflecting flexible and individualized approaches. A wide variety of resources are used, with a preference for online materials, textbooks, and teacher guides. Furthermore, most teachers dedicate between 30 minutes to over an hour for planning, focusing primarily on essential components such as objectives, materials, competencies, and assessments which determine a strong focus among teachers to lesson planning in the teaching process. Additionally, communicative competence emerges as the primary instructional focus, while learners' needs and learning objectives are the key considerations during planning. Lesson planning is largely perceived as a beneficial step for classroom management and teachers' professional confidence. However, a significant number of teachers' report facing challenges, particularly time-consuming and intensive efforts nature of the process of lesson planning, along with limited resources. Overall, the results underscore the centrality and great impact of lesson planning in teachers' professional practice, while highlighting areas that require further support and resource development.

The results related to the integration of ICTs classrooms reveal that teachers generally hold highly positive attitudes toward the use of technological tools in EFL teaching. Most teachers reported regularly incorporating technology into their teaching and lesson planning, particularly relying on tools such as computers, smartphones, and printers. A majority also expressed favorable views towards the integration of ICTs both inside and outside the classroom, highlighting benefits such as enhanced student engagement, improved comprehension, time efficiency, and access to authentic and diverse instructional materials. Furthermore, some teachers maintained a neutral attitude towards ICTs in and outside classrooms, recognizing both the advantages and potential

drawbacks of ICT use, and emphasized the importance of balanced implementation. A very small number expressed reservations, suggesting that overreliance on technology may hinder creativity and reduce active participation. Therefore, the data suggests a strong integration of ICT in educational practices, tempered by thoughtful awareness of its limitations.

However, the integration of ChatGPT as part of AI tool seems to be open to discussion. The results reveal that most teachers are familiar with AI tools, with ChatGPT emerging as the most widely recognized and utilized platform among them. Accordingly, teachers showed a generally positive attitude towards the integration of ChatGPT in EFL classrooms, with many indicating that they have used it, particularly outside the classroom setting, while a smaller portion have used it both inside and outside class. Despite varying frequencies of its use, the overall percentage suggests that there is a growing interest in implementing ChatGPT to support instruction. So, Teachers highlighted several pedagogical benefits, such as enhanced creativity, improved lesson planning, time efficiency, contextualized content, and increased learners' engagement. They also valued ChatGPT's role in generating interactive tasks, personalized support, and a wider range of teaching materials. Conversely, a minority of respondents who lacked experience with the tool declared their disinterest, technical unfamiliarity, or a belief that AI hinders critical thinking and creativity. While many educators acknowledged the advantages of using ChatGPT. They also recognized certain drawbacks. Among these, they reported common challenges included unreliable internet access, subscription fees, limited emotional or contextual understanding, cultural biases, and occasional inaccuracies. Moreover, teachers expressed concern over the potential for reduced teacher-student interaction and over-reliance on the tool. These insights reflect both the promising potential and the practical limitations of incorporating AI tools in language teaching, suggesting a need for thoughtful and balanced integration in the EFL context.

The analysis in section five of teachers' use of ChatGPT in lesson planning reveals a variety of perspectives, insights and experiences. While some teachers always or often use ChatGPT to plan their lessons, a significant portion reported using it only occasionally or not at all. However, the majority agreed on its effectiveness in assisting with learners' needs analysis; such as generating surveys, analyzing data, and developing learner profiles. Furthermore, teachers highlighted its usefulness in setting learning objectives, providing feedback, and tailoring content to different proficiency levels. Additionally, most participants expressed positive attitudes about ChatGPT's ability to enhance lesson planning by saving time, offering access to vast information, customizing instructional materials, and promoting creativity and engagement and a large number of teachers appreciated ChatGPT's support in applying diverse teaching strategies, integrating technology, and scaffolding flexible learning experiences. Nevertheless, many also reported challenges, such as superficial content, inappropriate lesson level alignment, and limited contextual understanding. Some educators also struggled with how to prompt the tool effectively, pointing to the need for more training and digital literacy. Despite these concerns, the majority of respondents still view ChatGPT as a beneficial aid in lesson planning, provided that teachers evaluate, adapt, and modify its content according to their specific classroom needs. Overall, these findings underscore the potential of ChatGPT as a practical support tool in EFL instruction when used critically and reflectively.

Overall, the findings reveal that EFL teachers view ChatGPT as a valuable tool for lesson planning, offering a variety of support. While many benefit from its efficiency and creativity, some face notable challenges related to relevance, contextualization, and proper prompting. Teachers emphasize the importance of adapting AI-generated content to learners' needs to ensure effective and purposeful teaching.

2.4.2. Teacher's Interview

2.4.2.1 Aim of Teachers' Interview

This interview aims to gather qualitative data, including perspectives, insights, and beliefs about the implementation of ChatGPT as an assistant tool in lesson planning, as well as confirming the data gathered from the questionnaire.

2.4.2.2 Description of Teachers' Interview

A semi-structured interview (See Appendix2) was utilized to explore the research problem. The present study adopted the qualitative method which attempts to collect valuable, rich, and descriptive data about teachers' experiences towards the use of ChatGPTs in lesson planning.

This interview consists of (15) open-ended questions. The first two (Q1 and Q2) questions are concerned with teachers' teaching experience and their approach towards lesson planning. The third question (Q3) looks for teachers' use of ICT tools in creating their lesson plans. The subsequent question (Q4) is based on teachers' familiarity of artificial intelligence tools, particularly ChatGPT. The next two questions (Q5 and Q6) seek to explore teachers' perception about the use of ChatGPT in their instructional practices, especially for building lesson plans. The next following questions (Q7 and Q8) attempt to examine the efficiency and reliability of both lesson plans and content generated by ChatGPT, and whether they fit with learners' needs. Question (9) tackles ChatGPT's ability for articulating learning objectives. Question (10) and (11) looks for its potential in developing more inclusive and creative lesson plans. Question (12) highlights teachers' opinions about the ethical implications of ChatGPT in lesson planning. Then, question (13) aims to evaluate the effectiveness of GPT-lesson plans and traditional ones. Finally,

the tow last (Q14 and Q15) questions elicit teachers' recommendations about the integration of ChatGPT in lesson planning process, as well as suggesting the desired features and improvement in the future versions of ChatGPT.

2.4.2.3. Administration of Teachers' Interview

The interview targeted ten (10) middle school teachers of English. It was conducted with five teachers from Mila, while the other five are from Constantine. They were interviewed directly, and their answers were recorded on the mobile phones. The interview started from May 27th, 2025 to May 5th, 2025, which lasted about 10 to 20 minutes.

2.4.2.4. Analysis and Interpretations of Teachers' Interview

Question One: How long have you been teaching English as a foreign language?

This question aims to gather information about the duration of teachers' experience in the context of teaching English as a foreign language as well as understanding their background and their level of knowledge. The findings reveal that respondent A, B, and F teachers have been teaching EFL more than seventeen years, while respondents C, G, and I indicate that they have taught approximately for nine years. On other hand, respondents H, J, E, and D have experience from two to five years.

This analysis illustrates that all the targeted teachers have a significant and substantial experience in the EFL teaching to provide valuable insights and information for the interview questions.

Question Two: Could you describe your teaching experience and your approach to lesson planning?

The purpose of this question is to explore teachers' insights into their teaching experience and their approach to lesson planning. All ten teachers have good and positive experience since they indicate they are teaching and learning with their learners at the same time. Moreover, they plan their lessons relying on CBA approach, and models like PPU and PDP. However, respondent F indicates difficulty when applying this approach like the lack of resources. Furthermore, respondents A, J, and I indicate they have always searched for technological innovations, techniques, and strategies that make learners engaged, motivated, and involved in interactive environment.

Meanwhile, E, D, and H show they are still novice in building their experiences. Additionally, based on respondent B' experience, setting and identifying learning objectives makes learners involved and allow to reflect on what worked well. Besides, respondent C suggests his teaching experience enables him to develop inclusive instruction that meets adolescents' requirements. Therefore, these responses provide common and varied teachers' experiences, particularly on lesson planning.

Question Three: What are the ICT tools do you rely on for planning your lesson?

The aim behind this question is to know the ICT tools that teachers usually use for planning their lesson. All of them indicate that they utilize computer, printer, cell phone, Internet, and data projector. Therefore, these results illustrate teachers' implementation of ICT tools in developing their lesson plans.

Question Four: On a scale 1 to 10, how would you evaluate your familiarity with AI tools like GPT, Gemini...?

This question aims to examine teachers' familiarity of using AI tools. Nearly, half of the target sample (respondents B, C, H, and I) expresses a moderate level of familiarity with AI tools, assigning rating of 5 out of 10. This suggests a basic understanding, initial exposure, and general awareness to AI tools. On the other hand, respondent A opted for 2, indicating that he is not relying too much on using AI. Meanwhile, rating of 7 out 10 is provided by respondents F and G, reflecting they have not only general awareness about AI tools but also an active use. Besides, respondent D selected for 4, illustrating his insufficient familiarity with AI tools. Additionally, respondent J gave a high rating of 8 out 10, uncovering that he has more access to AI tools. Finally, participant E opted for 6, revealing an overage level of engagement with AI. Thus, the responses underscore the general and superficial teachers' experience with AI tools.

Question Five: Do you believe that ChatGPT is useful in EFL teaching?

This question attempts to explore teachers' perspectives whether ChatGPT is useful in teaching EFL classrooms. Respondents A, C, F, E, and H stated that ChatGPT is helpful since it saves time and reducing teachers' workload through providing support, creativity, as well as involving technological innovations. Respondent B mentions briefly that this tool is useful. On the other hand, respondent D outlines that ChatGPT offers new strategies and ideas. Respondents J and I demonstrate its usefulness, but recommend other teachers to utilize it as a guide, instead of blindly relying on it in teaching EFL classrooms. However, respondent G believes this AI tool is not beneficial and practical since it does not provide reliable information.

The analysis of this interview question shows ChatGPT can be considered as a scaffolding tool since it provides potential benefits. Most importantly, Respondents J and I have cautious view on using it in teaching EFL classroom. Respondent G has negative attitude towards the integration of ChatGPT in instructional practices.

Question Six: Do you think that ChatGPT can guide teachers to plan their lessons effectively?

The aim of this question is to gather teachers' insights whether ChatGPT serves as a supplementary tool in developing their lesson plans. Respondents A and G expressed a measured agreement towards the integration of ChatGPT in lesson planning, indicating that even this tool has the potential to plan creative lessons, but teachers should adapt, contextualize, and level these AI-assisted lesson plans according to their learners' needs and current knowledge. Thus, they agree that ChatGPT is beneficial to some extent not to a great extent. Respondents B, H, and I believe that ChatGPT enhances the quality of lesson plans without full over-reliance on it 100%. Additionally, respondent B claims its ability to provide efficient information as well as teachers should modify it through taking into account their learners' requirements. Respondent C argues this tool offer further advantages like designing quick ideas, clear explanations, and ready-made lesson plans. However, Respondent D views ChatGPT inefficient and not reliable, assuming that no one knows students' needs better than their teachers. This reflects his dissatisfaction towards ChatGPT's potential in developing differentiated and engaging lesson plans. Respondent F declares sometimes ready-made lesson plans are not appropriate to fulfill learners' level so that he uses this AI- tool to refine them. Respondent J spots light on the effectiveness of ChatGPT, particularly when teachers lack time to create traditional lesson plans as it offers different interesting activities and tasks. Finally, respondent E stated briefly that ChatGPT has the capability to plan good lessons.

The responses provide nuanced views into various teachers' attitudes towards the potential uses of ChatGPT in lesson planning. Respondents A, G, B, H, I, J, F, C, E and E illustrate the vital roles of integrating ChatGPT in tailoring effective lesson plans such as providing personalize support

and guidance, flexibility and adaptation, creativity, designing relevant materials, and saving time. However, teachers should be careful when using ChatGPT, they have to adjust its output based on learners' needs. Respondent D clearly indicates his negative attitude towards the effectiveness of ChatGPT as an assistant tool in lesson planning.

Question Seven: How would you evaluate the efficiency of ChatGPT in planning lessons?

The question 's objective is to evaluate the effectiveness of ChatGPT on lesson planning. Respondent A assert that ChatGPT is helpful as it offers several procedures and resources to design and deliver lesson plans. Respondent B, I, and D gave 50% out of 100% about the efficiency of this tool in lesson planning. In the same context, respondents E, H expressed moderate rate of 5 and 6 out of 10, suggesting that ChatGPT is not a highly perfect tool for creating lesson plans, but it serves as an assistant tool. For instance, while it provides a variability of outputs, teachers should be highly selective and critical thinker for making appropriate adjustments that fit with learners needs. Respondent C assesses ChatGPTs' efficiency by three features that are speed, relevance, and accuracy of content. Furthermore, respondent F and J gave a slightly high rating of 8 and 7 out of 10, indicating that ChatGPT is good for lesson plans. Respondent G also stated that this AI- tool is good, but teacher should take into consideration how prompting their instructions according to their learners' needs.

This analysis reveals that most of the teachers are satisfied about the integration of ChatGPT in lesson planning, but they emphasize on avoiding over-reliance on it. Moreover, respondent G recommend teachers to know how to use it as a beneficial- lesson planning aid.

Question Eight: Do you agree that the content provided by ChatGPT is reliable and fits with the learners' needs?

This question aims to explore teachers' perceptions of the reliability and appropriateness of ChatGPT-generated content in meeting students' needs. Most teachers expressed doubt about ChatGPT's reliability. Respondents C, D, E, F, G, H, I stated that its content is often lacks alignment with learners' levels and needs. Meanwhile, respondent B and J acknowledged that it can be useful when carefully reviewed or tailored. The results revealed that teachers find ChatGPT to be a helpful starting point, but not fully trustworthy. The tool is seen as limited to fill learners' needs.

Question Nine: Can ChatGPT adapt the objectives set by teachers?

The question aims to examine whether ChatGPT can adapt educational objectives according to what teachers plan to achieve in their lessons. Respondents A, B, C, G, and J believed that ChatGPT can generate or adjust objectives to an extent, especially when given clear instructions. However, Respondent D, E, F, H, and I noted that ChatGPT often fails to reflect appropriate learner levels or align with curriculum standards. While ChatGPT can produce general objectives, its ability to adopt them precisely to teacher intentions or learner needs and level is limited. This shows a need for teacher's intervention to refine and ensure alignment with actual classroom goals.

Question Ten: What is your opinion about using ChatGPT in lesson planning process?

The question aims to gather teachers' general perceptions and attitudes toward using ChatGPT as a tool during lesson planning. All respondents saw some value in using ChatGPT. They highlighted benefits such as saving time, generating ideas, and structuring lessons. However, they also warned that ChatGPT should be used only as a support tool, not a replacement. This shows that teachers welcome ChatGPT as an aid in lesson planning. Therefore, its efficiency and ability

to offer suggestions are appreciated, but teachers stress the importance of maintaining their professional judgment and creativity.

Question Eleven: Do you think that ChatGPT can plan more engaging and creative lesson plans?

This question aims to assess whether ChatGPT is capable of producing creative and engaging lesson content that can capture students' attention. This question shows mixed opinions, respondents C, E, F, G, H, and I agreed that ChatGPT can help in producing creative ideas, especially when it is used correctly. However, respondents A, B, D, G and J emphasized its tendency to generate repetitive or dull content unless the teacher provides strong prompts and edits the output. As a result, creativity is not inherently built into ChatGPT's responses, it depends largely on how the teacher uses the tool. While it can spark ideas, teachers are considered the key directors of student engagement through their personal capacities and differences.

Question Twelve: What are your insights on the ethical implications of using ChatGPT in lesson planning?

The aim of this question is to uncover teachers' concerns about ethics, including originality, accuracy, and teacher's responsibility when using ChatGPT in an academic setting. Respondents E, D and G expressed concerns about plagiarism, while respondents C, F, G, D, H and I stated that there is a great over-reliance on ChatGPT which leads to loss of creativity and autonomy as respondent B and C stated. Moreover, respondent A claimed that only who have strong ethical background know how to manage the use of ChatGPT. Respondent H, I, and D have concerns about the accuracy and the credibility of ChatGPT's content. Despite recognizing its usefulness, most respondents expressed concerns regarding over-reliance that leads to no critical oversight. As

a result, teachers are aware that the use ChatGPT raises important ethical issues which means it always needs verification and integration of authentic thoughts.

Question Thirteen: Do you think that lesson plans generated by ChatGPT are more effective than the traditional ones?

The aim of this question is to compare teachers' views on the effectiveness of ChatGPT generated lesson plans and the traditionally crafted ones. Respondents C and H leaned toward traditional lesson plans, citing their ability to reflect classroom realities and learner diversity. Some respondents like A, B, D, C E, F, G, and I acknowledged that ChatGPT is faster and may help in idea generation, but overall, traditional methods were considered more effective. So, teachers view ChatGPT generated lesson plans are efficient but they are considered superficial. They prefer traditional planning because it offers depth, personalization, and pedagogical intent. A hybrid points of views, as respondent C, combining both may offer the best results.

Question Fourteen: Would you recommend the other teachers to use ChatGPT in lesson planning process? Why or why not?

This question aims to determine whether teachers would advocate the use of ChatGPT among their colleagues, and under what conditions it is recommended. All respondents would recommend ChatGPT, provided it is used as a supplementary tool. They appreciated its potential to save time, offer templates, and spark ideas. However, they stressed the need for responsible and critical use and warned against full dependence. Teachers see ChatGPT as a resource worth sharing, but not without limitations. They emphasize the importance of professional discretion, and the need for training or guidance in using ChatGPT effectively.

Question Fifteen: What are the desired features and improvements you prefer to see in the future versions of ChatGPT?

The aim of this question is to collect teachers' suggestions for enhancing ChatGPT's functionality in its future versions. Respondents C, D, and E recommended more accurate and learner-specific responses, while respondent A and H suggested saving previous tasks and context. Moreover, respondent C and G suggested the presence of multimedia support and reliance on curriculum set by the ministry of education. Besides, respondent I and J stated that ChatGPT should generate emotional intelligence features. However, respondent B insisted on finding more accurate communicative tasks on it and respondent F suggested faster and more responsive interaction. As a result, teachers want ChatGPT to be evolved into a more intelligent, context and aware conversation that aligns better with curricula and learners' needs. This reflects a desire for tools that are not only fast but also educationally relevant and pedagogically sensitive.

2.4.2.5. Findings and interpretations of Teachers' Interview

This study aimed to explore EFL teachers' insights on the use of ChatGPT as an assistant tool in lesson planning. Through teachers' interview, several key results have been reached.

To begin with, the majority of respondents were aware of ChatGPT and had experienced its capabilities. Their initial impressions were largely positive, with many describing the tool as time-saving, supportive, and effective in generating new ideas in lesson planning. While some used it regularly, others reported occasional use because of time pressure or because of the complexity of their teaching context. This revealed a general openness to a tendency towards using technological tools, with ChatGPT being used as a practical aid rather than a replacement for teacher planning.

One of the most frequently mentioned benefits was ChatGPT's efficiency. Many teachers appreciated its ability to quickly generate lesson ideas, tasks, and lesson outlines, which significantly facilitate the planning process. The tool was particularly valued during times of

fatigue or creativity blocks, serving as a useful starting point. However, there were some concerns among teachers about the tool's limitations. Teachers noted that ChatGPT often produced overly general or superficial content, lacking deep contextual understanding, and sometimes includes factual errors. These limitations underscored the necessity of teacher intervention and editing.

In terms of creativity and engagement, responses were divided. Some teachers believed that ChatGPT could support the development of more engaging and innovative lessons, especially when guided by strong and detailed prompts. Others warned that without careful adaptation of its output, it could become repetitive and uninspired. Similarly, while there was some agreement that ChatGPT could be adapted to student needs, many teachers questioned its ability to offer truly personalized plans without substantial human input. This sentiment was reinforced by reflections on how well the tool align with specific learning objectives as an area where teacher insight and curriculum knowledge remained crucial.

Moreover, ethical concerns also featured prominently in the interview. Teachers voiced worries about plagiarism, dependency on AI, and the risk of misleading information. These concerns were accompanied by a consensus that while ChatGPT can support the planning process, it must not undermine the teacher's critical thinking or professional responsibility. Therefore, teachers emphasized the need for ethical awareness and thoughtful use, particularly in relation to source validation and originality.

When comparing ChatGPT to traditional lesson planning methods, participants expressed similar views a balanced view. While ChatGPT was praised for its speed and flexibility, traditional methods were valued for their depth, customization, and alignment with students' needs. Most teachers recommended ChatGPT as a supplementary tool rather than a full replacement. Importantly, several participants called for improvements to the platform, including better

accuracy, contextual awareness, curriculum alignment, and user interactivity. These suggestions reflect a desire for AI tools that are not only efficient, but also pedagogically sound.

Conclusion

This chapter described the research design of the study, the sample, the data collection instruments, the analysis of both teachers' questionnaire and teachers' interview and the discussion of the results. The main results were analyzed both quantitatively and qualitatively. Combining the insights gathered from both teachers' questionnaire and teachers' interview provides a comprehensive understanding of the perspectives and experiences regarding teachers' implementation of ChatGPT as an assistant tool in lesson planning. By synthesizing the perspectives of teachers, the main findings revealed a generally positive, yet critical oriented stance. Teachers acknowledged ChatGPT potential to support the planning process by admitting that it saves time, generates diverse ideas, and assists in structuring lessons. However, they also emphasized the tool's limitations, such as lack of contextual understanding, risk of generic content, and ethical concerns including over-reliance and misinformation. The findings underscore that while ChatGPT can serve as a valuable supplementary tool, its effectiveness relies heavily on the teacher's critical engagement, digital literacy, and professional judgment. Overall, the study highlights the importance of integrating AI thoughtfully into pedagogical practices, ensuring that it enhances rather than replaces the teacher's role in educational decision-making.

Limitations

Despite the difficulties and obstacles, important results were produced. Therefore, these challenges are:

- The data was collected within a limited time.

- Using an online questionnaire as a self-reported tool entails many obstacles such as teachers' carelessness to provide complete answers, poor network connectivity, and misunderstanding some questions.
- There was an inaccessibility to educational resources whether in universities or electronic resources.
- Some participants do not know how to submit their answers.
- The questionnaire and interview were conducted during the end of the academic year.
- Several aspects could not be controlled such as teachers' interest and perceptions are more likely to influence the results. (unclear)
- When conducting the interview, some teachers provide superficial answers due to lack of time.

Recommendations

A set of recommendations is suggested based on the research findings with respect to taking into consideration teachers' insights. It is recommended that EFL teachers should use AI tools effectively, particularly ChatGPT to help overcome the difficulties they encounter in lesson planning such as lack of materials and lack of time. For instance, ChatGPT has substantial benefits for developing more efficient EFL lesson plans such as streamlining various processes of learners' needs analysis, providing personalized support and guidance, exposure to a vast access of knowledge, customizing levelled and contextualized materials, offering assessments and activities, and supporting various teaching strategies.

Moreover, teachers should view ChatGPT as a supportive tool in lesson planning without over-reliance on it. They should develop their selecting and prompting skills for ensuring more engaging teaching materials, promote critical thinking skills, and evaluate the appropriateness of ChatGPT lesson plans based on lessons' objectives and learners' needs.

Furthermore, maintaining a balance between technological methods and traditional methodologies is considered as a must for teachers to provide differentiated instructions, especially for creating more inclusive lesson plans. Also, ongoing assessment and improvements of ChatGPT integration is crucial for teachers to refine their skills including how to implement it, how to avoid its negative biases, and how to foster its ethical implications.

Finally, applying these recommendations will enable the potential uses of ChatGPT to significantly improve the quality of EFL lesson plans. This ensures more successful learning and teaching experiences as well as making well informed decisions.

General conclusion

The chief objective of this dissertation was to explore teachers' insights about the implementation of AI, namely ChatGPT as a scaffolding tool in lesson planning. It also seeks to determine its potential uses in enhancing the efficiency of lesson plans. To achieve these aims, the study was founded on four main questions which are the following: are teachers familiar with the use of ChatGPT as an assistant tool in lesson planning? What are EFL teachers' perceptions towards implementing ChatGPT in creating lesson plans? How does the integration of ChatGPT improve lesson planning? What are the challenges EFL teachers may face when using ChatGPT in lesson planning?

The present study consisted of two chapters. The first chapter provided a theoretical foundation of the two research variables. It is divided into two sections; the first section discusses definitions of lesson planning, its relationship with Blooms' taxonomy, its importance, components, stages, models, types, principles and difficulties. On the other hand, the second section is devoted for defining artificial intelligence, its history and types, and its role in education in addition to its integration in teaching EFL classrooms. Moreover, it covers the definitions of ChatGPT, its formation and development, its benefits and shortcomings in EFL classrooms as well as its incorporation in lesson planning, including its potential and pitfalls, and how to be used as a beneficial lesson planning aid. The second chapter is about methodology and results, it focused on the research design, sample, and data collection tools. Also, it discusses the main findings and results collected from both teachers' questionnaire and interview.

Based on the collected data, and after examining various viewpoints, insights, and experiences. The research questions are addressed in the following manner. Firstly, in terms of teachers' familiarity with ChatGPT, the results reveal that the EFL teachers are aware towards the

use of AI tools, namely ChatGPT as assistant tools in lesson planning. Second, in terms of teachers' perceptions towards implementing ChatGPT in lesson planning, it is proved that most teachers indicate satisfaction and positive agreement about the integration of ChatGPT as a supplementary tool in creating engaging lesson plans because of its substantial potential and rich features such as speed, accuracy, relevancy, and providing a variability of outputs. However, few other teachers have negative attitudes towards the integration of ChatGPT as a supportive tool to lesson planning due to its limitations such as inaccurate information, difficulty in understanding questions, and cultural prejudices. Third, in terms of ChatGPT's potential uses in enhancing lesson planning, it is concluded that most of EFL teachers admit that this AI-tool is helpful since it is helpful in conducting learners' needs analysis, generates learning objectives, and tailors more engaging and personalized materials. Additionally, it adapts content for different students' levels by offering equal access. Lastly, in terms of the challenges of using ChatGPT, educators reveal that they encounter obstacles when using this AI- tool such as superficiality of information, inadequate contextualized problems, and lack of emotional support. Nevertheless, in terms of recommending the use of ChatGPT, most of educator's assert that they should develop critical thinking skills for making well informed decisions, implement the correct prompting strategies, and adopt feedback loops.

Therefore, the research findings asserted that ChatGPT has a great impact on improving language lesson plans since it helps to overcome the lesson planning difficulties that face EFL teachers like consuming large amounts of time and lack of materials. Additionally, ChatGPT plays a vital role in building differentiated lesson plans that fit with learners' cultural background, proficiency level, interest, ability, and gaps in addition to supporting various teaching strategies. However, these results highlighted that teachers are not agreed that the content generated by

ChatGPT is totally perfect and reliable as they should adapt and adjust it according to the learners' requirements.

In conclusion, the findings of this inquiry showed valuable insights towards the implementation of ChatGPT as an assistant tool in lesson planning. However, it also emphasizes the need for restraint and appropriate use of ChatGPT, ensuring that this tool enables teachers to develop high quality lesson plans, but it cannot replace their roles.

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Appendices

Appendix A

Teacher's Questionnaire

Dear teachers,

you are kindly invited to respond to the subsequent questionnaire which attempts to collect data for the accomplishment of a Master dissertation under the title “Exploring Teachers’ Insights about the Implementation of ChatGPT as an Assistant Tool in Lesson Planning”. We would be grateful if you could respond to our questions. Your contribution is of a great importance for the success of this research work. Thank you in advance for your collaboration.

The data gathered through this questionnaire is used for research purposes only.

Please, tick (✓)the choice that corresponds to your answer on the open-ended questions and kindly provide a complete statement whenever it is required.

Section One: Teachers’ Factual Information

1. How long have you been teaching English?

This is my first year ☐ 3 -5 years ☐ More than 5 years ☐

2. What is your employment status as a teacher?

Regular teacher ☐ Substitute teacher ☐ Contract-based teacher ☐

Section Two: Teacher’s Attitudes towards Lesson Planning in Language Teaching

3. How often do you plan your lessons?

Daily ☐ Weekly ☐ Monthly ☐ Rarely ☐ Others:

4. In your opinion, lesson planning is:

A detailed written description ☐ Brief notes ☐ A mind map ☐

5. What are the resources do you adopt when you are planning your lessons?

Text books ☐ Teachers’ Guide ☐ Online resources ☐ Readymade lesson plans ☐

Collaboration with your colleagues ☐ All of them ☐ Others:

6. How much time do you spend in your lesson planning?

Less than 30 minutes ☐ From 30 to 60 minutes ☐ More than one hour ☐
Others.....

7. What are the main components do you usually include in your lesson plan?

Objectives ☐ Materials and media ☐ Assessment ☐ Competences ☐

Time allocation ☐ Style ☐ Focus ☐ Values ☐ Wrap up ☐

All of them ☐ Others ☐

8. What are the competences you focus on when planning your lessons?

Linguistic competence ☐ Communicative competence ☐ Cultural competence ☐

Intercultural competence ☐ All of them ☐ Others ☐ Please
justify.....

9. Which are the key factors you take into consideration in lesson planning?

Learners' needs ☐ Interests ☐ Learning objectives ☐

Engaging teaching methods and strategies ☐ Curriculum and syllabus standards ☐

All of them ☐ Others:

10. What are the benefits of lesson planning?

Successful classroom management ☐

A Primary means of selecting (content, objectives, materials, assessment method) ☐

Increasing teachers' confidence and professionalism ☐

Raising learners' creativity and productivity ☐

A tool to refine teacher's performance ☐ All of them ☐

11. Do you face any challenges when planning your lessons?

Yes ☐ No ☐

If yes, please specify?

Overly time consuming ☐ Lack of resources ☐ Requiring considerable efforts and
commitment ☐ Pressure from the administration ☐

Including large amount of details ☐ Teaching a level for the first time ☐

All of them ☐ Others

Section Three: Teachers' Attitudes Towards Using ICTs (Information and Communication and Technology)

12. How frequently do you use technological tools for teaching English?

Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never ☐

13. What are the ICTs tools do you use in planning your lessons?

Computer ☐ Smart phone ☐ Printer ☐ All of them ☐

Others:.....

14. As a 21st century teacher, what is your attitude towards using ICTs inside and outside the classroom?

Positive ☐ Negative ☐ Neutral ☐ Explain why

Section Four: Teachers' Familiarity with ChatGPT

15. Are you familiar with AI tools?

Yes ☐ No ☐

If yes, which AI tool do you use?

ChatGPT ☐ Gemini ☐ Quillbot ☐ Claude ☐ All of them ☐
Others:.....

16. Do you use ChatGPT in teaching EFL classrooms?

Yes ☐ No ☐

If yes, please specify in which stage do you prefer its use?

During the class ☐ Outside the class ☐ Both of them ☐

17. How often do you use ChatGPT?

Always ☐ Often ☐ Sometimes ☐ Never ☐

18. How would you describe your experience with using ChatGPT?

Positive ☐ Negative ☐ Neutral ☐ No experience ☐

Please justify

19. Among the following benefits of integrating ChatGPT in EFL classrooms, what do you consider as the most important ones?

Saving time ☐ Personalized guidance and support ☐

Providing targeted relevant information ☐

Enabling more meaningful learning experiences ☐

Increasing both teachers and student's motivation ☐ Reducing teachers workload ☐

Understanding complex problems and offering solutions ☐

Providing instant feedback ☐ All of them ☐ Others:.....

20. Are there any drawbacks associated with the use of ChatGPT in teaching EFL classrooms?

Yes ☐ No ☐

If yes, please specify?

Unavailability of strong network ☐ Incorrect information ☐

Fees of subscribing ☐ Lack of emotional support and interaction ☐ Being open to cultural prejudices ☐

Difficulties in understanding the language and answering questions ☐

All of them ☐ Others:.....

Section Five: Teachers' Perceptions about the Use of ChatGPT as a Scaffolding Tool in Lesson Planning

21. How often do you use ChatGPT to plan your lessons?

Always ☐ Sometimes ☐ Often ☐ Rarely ☐ Never ☐

22. Do you think that ChatGPT can be an assistant tool for conducting learners' needs analysis before planning your lessons?

Yes ☐ No ☐

If yes, specify please? ChatGPT has the ability for streamlining vital processes such as:

Conducting automated students' surveys ☐ Analyzing and interpreting data ☐

Creating a detailed learner's profile ☐ Articulating objectives ☐ Ongoing feedback ☐

Identifying language specific needs ☐ Promoting learners' cultural elements ☐

Others.. ..

23. To what extent do you agree that the implementation of ChatGPT is beneficial in lesson planning?

Strongly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ strongly disagree ☐

24. Do you believe that ChatGPT provide benefits for enhancing lesson planning?

Yes ☐ No ☐

If yes, please specify?

Saving time ☐ Generating learning objectives ☐

Producing, customized, contextualized and levelled materials ☐

Providing equitable access ☐ Adapting content for different students' levels ☐

Design assessment ☐ All of them ☐ Others:.....

25. How would you evaluate the accuracy and relevancy of lesson plan's content generated by ChatGPT?

Very good ☐ Good ☐ Average ☐ Bad ☐ Very bad ☐

26. Do you think that lesson plans can be creative and engaging with the use of ChatGPT?

Yes ☐ No ☐

If yes, please specify?

Supporting various teaching strategies ☐ Access to vast knowledge ☐

Tailored to learners' needs and interests ☐ Encourage flexibility and adaptability ☐

Creative use of technology ☐ Differentiated instruction ☐ All of them ☐

Others:

27. Do you believe that ChatGPT has limited capacities when creating lesson plans?

Yes ☐ No ☐

If yes, please specify? What are they?

Superficiality ☐ Dominance of narrative techniques ☐

Provide a presentation rather than a lesson plan ☐ Inappropriate for students' level ☐

Inadequate contextual problems ☐ Limited time for each stage ☐ All of them ☐

Others:.....

28. Do you recommend other teachers to use ChatGPT in lesson planning?

Yes ☐ No ☐

If yes, please specify the appropriate recommendations.

Developing critical thinking skills to deliver accurate instructions ☐

Evaluate the suitability of the suggested lesson plans based on the lesson's objectives, learners' abilities and classroom environment ☐

Adapting and modifying lesson plans according to the learners' needs ☐

Others:.....

Deep thanks and much appreciation

Appendix B

Teachers' Interview

Thank you for accepting to participate in this interview. The purpose of this interview is to collect information for the accomplishment of a Master's dissertation under the title "Exploring Teachers' Insights about the Implementation of ChatGPT as an assistant tool in lesson planning". Your completion of this interview would be a great help to bring fruition to the present research work.

1. How long have you been teaching English as a Foreign Language?
2. Can you describe your teaching experience and your approach to lesson planning?
3. What are the ICT tools do you rely on for planning lessons?
4. On a scale of 1 to 10, how would you evaluate your familiarity with AI tools like ChatGPT, Gemini...?
5. Do you believe that ChatGPT is useful in EFL teaching? Explain?
6. Do you think that ChatGPT can guide teachers to plan their lessons?
7. How would you evaluate the efficiency of ChatGPT in planning lessons?
8. Do you agree that the content provided by ChatGPT is reliable and fits with the learners' needs?
9. Can ChatGPT adapt the objectives set by teachers?
10. What is your opinion about using ChatGPT in lesson planning process?
11. Do you think that ChatGPT can plan more engaging and creative lesson plans?

12. What are your insights on the ethical implications of using ChatGPT in lesson planning?
13. Do you think that lesson plans generated by ChatGPT are more effective than the traditional ones?
14. Would you recommend the other teachers to use ChatGPT in lesson planning process? Why or why not?
15. What are the desired features and improvements would prefer to see in the future versions of ChatGPT?

Teachers' Responses

Respondent A:

Q1: I have been teaching English for 20 years.

Q2: To prepare my lesson plan, I depend on PPU and PDP approaches. I teach and I learn at the same time because of new innovations.

Q3: I use Laptop, mobile phone, internet.

Q4: I don't rely too much on AI tools; I give 2/10 my frequency in using them.

Q5: Yes, because it consumes time for preparing and teaching rather than doing administrative tasks.

Q6: To some extent because as teachers we have some specific situations for our students' level which should be taken into consideration.

Q7: It gives several procedures and resources to design and deliver lesson plans.

Q8: It should be adapted to the learners' needs and background.

Q9: Yes.

Q10: It is useful because it provides teachers with variety of data, tasks, ideas to increase learners' engagement.

Q11: No, I think there is a single model with different tasks.

Q12: It threatens those who are without ethical backgrounds.

Q13: I think so because it is available, it saves time and efforts and updated to new innovation

Q14: Yes, to improve the efficiency of the process of teaching/learning but it should support teachers not replacing them.

Q15: Being free, it should know everything about old chats without asking again, create communication.

Respondent B:

Q1: I have been teaching English since 2006

Q2: I am in this profession for almost 20 years and every time whenever I'm going to teach I feel that I am learning with my learners. So, I identify the learning objectives, share it with my learners to make them engaged and reflect on what worked well.

Q3: Internet, printer, data projector.

Q4: I would evaluate it 5/10.

Q5: Yes, I do. I start using it recently and I found it very useful.

Q6: Yes, I do but not 100%. ChatGPT can guide teachers and give them efficient information then teachers should adapt them to fit his learners' needs it is 50/50 work.

Q7: In my opinion I can evaluate the efficiency of ChatGPT 50% of the work and the rest is for the teacher.

Q8: Yes, I agree but always with some adjustment.

Q9: Yes, ChatGPT can adapt the objectives set by teachers.

Q10: In my opinion we can use ChatGPT in lesson planning but not to plan the whole lesson but only to help.

Q11: No, it provides information and teachers should adapt this information to plan creative plan.

Q12: We should use ChatGPT as a tool in lesson planning not depend on it blindly.

Q13: Yes, think so.

Q14: Yes, because teachers can rely on it and it helps them a lot but not 100%.

Q15: I hope I can find contexts and situations based on the curriculum we are working with.

Respondent C:

Q1: I have been teaching English for 8 years.

Q2: I have been teaching English to middle school foreign language learners. My experience has given me insight into the developmental needs of young adolescents and how to keep them motivated. I adopt a flexible approach PDP or PPU

Q3: Smartphone, laptop.

Q4: I'm still developing my familiarity with AI. So, I would rate my experience as 5/10.

Q5: Yes, I do. It saves, enhance creativity and offers support.

Q6: Yes, I do it offers quick ideas, clear explanation, ready-made materials and support for classroom activities.

Q7: I evaluate its efficiency by its speed, relevance of content and accuracy.

Q8: I think that the content may not always fully reliable and it should be checked for accuracy.

Q9: Yes, it can. It adopts the objectives by generating personalized content (context/situation) and activities that align with the specific goals.

Q10: I believe that ChatGPT is a valuable tool in the lesson planning process; however, it is essential to always cross-check the information with reliable sources to ensure accuracy and quality.

Q11: Yes, I do. It generates interactive activities varies contexts and real-life scenarios and appropriate materials.

Q12: I think that teachers might depend too much on AI which reduce critical thinking and creativity.

Q13: Using ChatGPT saves time, offers instant ideas and adapts to different objectives. However, traditional methods offer deeper reflection and personal insight. So, it is better to combine both balanced efficient and good planning.

Q14: Yes, I recommend other teachers to use it in lesson planning because it provides diverse and creative ideas and saves time.

Q15: I would like to see ChatGPT offers multimedia content (visual, audio.....) and curriculum mapping features to align lessons with official standards.

Respondent D:

Q1: Three years

Q2: With 3 years of teaching, I'm still building my experience.

Q3: Computer, smartphone, printer.

Q4: 4/10.

Q5: Yes, it is useful in providing new ideas and techniques.

Q6: No, I don't. it may help them sometimes but it can't be a reliable guide because no one knows student's needs better than their teachers.

Q7: It is somehow helpful and it is not 100% reliable.

Q8: As I mentioned earlier that ChatGPT can't be so reliable when it comes to learners' needs.

Q9: No, not really.

Q10: It is a useful tool to differentiate tasks and techniques of teaching.

Q11: No, but it can provide some new ideas but it can't plan successful lesson plans that suits all learners.

Q12: Misleading results, unreliability, plagiarism and lack of transparency.

Q13: No, I don't. Lesson plans created by ChatGPT can't always meet the learners' learning style and needs.

Q14: Yes, I would. Teachers can adapt what is useful for their learners.

Q15: To give more precise information.

Respondent E:

Q1: I have been teaching English for 3 years.

Q2: CBA approach.

Q3: Computer, smart, phone, printer.

Q4: 6/10.

Q5: Yes, it is useful in providing new techniques and strategies.

Q6: Sometimes it guides us to plan good lessons.

Q7: Sometimes it is useful, I give it 6/10.

Q8: Not always.

Q9: Not always.

Q10: I think that it is useful especially when the teacher doesn't have enough time to prepare a lesson plan.

Q11: Yes, it provides good and creative ideas.

Q12: Using ChatGPT raises some ethical concerns related especially to plagiarism.

Q13: Not always.

Q14: Yes, teachers can adopt what is useful for their learners.

Q15: Precise information.

Respondent F:

Q1: 17 years.

Q2: CBA, it was difficult at the beginning because of the lack of resources.

Q3: Phone, computer, printer.

Q4: 7/10.

Q5: Yes, we can gain time and effort.

Q6: Sometimes because ready- made lesson plans don't always fulfill our learners' needs and level.

Q7: 7/10.

Q8: Not always.

Q9: Not always, as I can't always find what I'm looking for.

Q10: It is useful to a certain degree, sometimes teachers don't have enough time to search for different resources.

Q11: Yes, it provides interesting ideas for learners.

Q12: Teachers won't rely on themselves anymore on planning lessons.

Q13: Not always.

Q14: Yes, but I wouldn't recommend to over-rely on it.

Q15: Quicker response times, precise lesson stages, listening scripts.

Respondent G:

Q1: I have been teaching English for 5 years.

Q2: My teaching experience is always gathered between teaching and learning from my learners and colleagues. I have been always seeking new strategies and techniques to get into my learners'

mind and heart. I opted for flexible approaches that make my learners engaged, motivated and active.

Q3: I use printer, computer, cellphone, speaker.

Q4: 8/10.

Q5: Yes, it is. It saves time and energy and help teachers to get involved in new technological innovations as well as new strategies and techniques.

Q6: Sure, it can. It suggests new ideas, new tasks. Teachers use it when they don't have time to plan traditional lessons.

Q7: I would give it 8/10.

Q8: Yes, it is but teachers always have to be selected because sometimes ChatGPT goes beyond the level and needs of the learners. So, it may mislead teachers.

Q9: Yes, just teachers need to be precise and concise with their objectives. So, they don't let ChatGPT to provide unnecessary data.

Q10: It is very useful; it saves times and energy and provide teachers with new content.

Q11: Yes, it can. However, teachers should know how to be selective and they should adopt what suit their learners' level and needs.

Q12: Teachers should not rely 100% on ChatGPT because it may provide wrong and false information and here, they may lose their good image among their learners and colleagues.

Q13: No, not really. In fact, we cannot compare between the traditional ones and those made by ChatGPT since both need surveillance and adaptation as well as teacher's touch.

Q14: Yes, I would recommend using ChatGPT in lesson planning. However, teachers should manage prompting skills so they can reach the needed data easily.

Q15: Providing more innovative materials and media, provide listening scripts and visual aids, planning lessons depending on the provided framework and manage to understand the promptings set by its users.

Respondent H:

Q1: I have been teaching English for 2 years.

Q2: Since I have been teaching English for only 2 years, I am still gaining experience and learning more about teaching. I'm opting for CBA approach.

Q3: Computer, printer, phone.

Q4: 5/10.

Q5: Yes, it helps saving time and gives new ideas.

Q6: Yes, but only a guide, we cannot rely on it 100%.

Q7: 5/10.

Q8: Not always, sometimes it may mislead you.

Q9: To some extent yes. But sometimes ChatGPT cannot generate the objective set.

Q10: It is helpful to generate some tasks. I prefer using it to suggest me tasks only.

Q11: Since I use it to generate tasks. ChatGPT sometimes can provide creative ideas and interesting ones.

Q12: Teachers should be aware on to put on their lesson plan so they will not over rely on ChatGPT.

Q13: Yes, but not always.

Q14: Yes, since teachers always have a lot of work to do starting from the preparation of exams, they need such tools to save time for them.

Q15: Store everything teachers needs so they come back to it each time.

Respondent I:

Q1: I have been teaching English since 2016.

Q2: English is fan and I always enjoy my time with my learners because I learn a lot from them. I adopt for the approach that makes me close to my learners and make them communicate English fluently.

Q3 : Phone, printer, computer, internet.

Q4: 5/10, I'm still learning about AI and its tools.

Q5: Yes, it is because it gives new ideas but you have to be cautious how to use it.

Q6: Yes, but with teacher's guidance.

Q7: I give it 50% of efficiency.

Q8: Not always, sometimes it gives misleading information.

Q9: No, it can't because the objectives according to ChatGPT is too general. It doesn't contain students' level, grade, age ...etc

Q10: It is useful but to some extent and the rest of the work should be done by the teacher.

Q11: Yes, it can if you know how to use ChatGPT properly.

Q12: Teachers should not rely on it blindly.

Q13: Yes.

Q14: Yes, because we are in a technological era and teachers should be up to date with new innovations that facilitate their work.

Q15: Reliable content, no mistakes and support emotional aspects.

Respondent J:

Q1: I have been teaching English for 9 years.

Q2: it is a good experience and I am still learning.

Q3: computer, cell phone, printer.

Q4: 7/10.

Q5: No, its information is not reliable to the extent of using it in teaching.

Q6: Yes, but not to a great extent.

Q7: It is good but teachers have to specify their instructions to ChatGPT according to their learners' needs.

Q8: Yes, it is.

Q9: Yes, but not 100%.

Q10: It is helpful, but teachers cannot rely on it totally rather they should gather only what they need.

Q11: They are not more engaging and creative; I think here it depends on teachers' instructions to ChatGPT. Since it is an AI tool, it will give you what did you ask before. If you asked for creativity, it will give creative tasks.

Q12: It is okay to rely on ChatGPT and apply it in lesson planning.

Q13: It is not about efficiency; it is about finding a tool that do your work instead of you. ChatGPT help you not to bother yourself and search for resources.

Q14: Yes, because it saves time and does a lot of work instead of the teacher.

Q15: Understand more human brain so it will give them what they asked for.

Résumé

Élaborer une fiche pédagogique efficace dans le contexte de l'enseignement de l'anglais langue étrangère (EFL) est essentiel pour assurer un enseignement et un apprentissage réussis. La planification des leçons représente un défi pour les enseignants EFL en raison du manque de temps et de ressources pédagogiques. Cette compétence permet aux enseignants de favoriser un environnement plus créatif, d'accroître leur confiance et leur professionnalisme, de prendre des décisions éclairées et de renforcer la motivation des apprenants. L'avancement rapide de la technologie a introduit l'intelligence artificielle, notamment ChatGPT, comme un outil prometteur pour soutenir l'enseignement des langues, en particulier la planification des leçons. Toutefois, l'intégration de ChatGPT dans la planification des leçons en EFL exige un examen approfondi afin de bien comprendre son potentiel, ses avantages et ses limites. La présente étude vise à explorer les perceptions des enseignants concernant l'intégration de ChatGPT en tant qu'outil d'accompagnement dans la planification des leçons, et cherche à déterminer ses usages potentiels pour améliorer l'efficacité des plans de leçon. Pour atteindre ces objectifs, les questions suivantes sont posées : Les enseignants sont-ils familiarisés avec les outils d'intelligence artificielle comme ChatGPT en tant qu'outils d'aide à la planification ? Quelles sont les perceptions des enseignants EFL concernant l'utilisation de ChatGPT dans la création des plans de leçon ? Comment l'intégration de ChatGPT améliore-t-elle la planification des leçons ? Quels sont les défis que peuvent rencontrer les enseignants EFL lors de l'utilisation de ChatGPT ? Afin de répondre à ces questions, une méthode de recherche mixte a été adoptée. Un questionnaire structuré a été administré à quatre-vingt-seize enseignants de lycées dans les wilayas de Mila et de Constantine, et un entretien semi-directif a été mené auprès de dix enseignants de collèges issus des mêmes régions. Les résultats révèlent des perspectives précieuses concernant les perceptions et les

attitudes liées à l'utilisation de ChatGPT en tant qu'outil d'assistance à la planification des leçons, ainsi qu'un consensus sur ses avantages pour formuler les objectifs pédagogiques, adapter les contenus au contexte, concevoir des évaluations et des activités, et surtout, en tant qu'outil permettant de gagner du temps.

Les mots clé : la fiche pédagogique, ChatGPT, les enseignants de l'anglais comme une langue étrangère (EFL), l'intelligence artificielle, outils d'aide

ملخص:

يعد بناء مذكرة درس فعالة أمر بالغ الأهمية لتحقيق عملية تعليم وتعلم ناجحة في سياق تعليم اللغة الإنجليزية كلغة أجنبية. حيث يواجه المعلمون تحديات حينما يخططون للدروس بسبب ضيق الوقت ونقص الموارد التعليمية. تُعد هذه المهارة ضرورية لأنها تمكّن المعلمين من تعزيز بيئة تعليمية أكثر إبداعاً، كما ترفع من مستوى ثقتهم ومنهيتهم، وتساعدهم على اتخاذ قرارات مدروسة، وتزيد من دافعيتهم. وقد أدى التقدم السريع في التكنولوجيا إلى إدخال الذكاء الاصطناعي، وخاصة ChatGPT، كأداة واعدة لدعم تدريس اللغات، لا سيما في مجال التخطيط للدروس. ومع ذلك، فإن دمج ChatGPT في تخطيط دروس اللغة الإنجليزية كلغة أجنبية يتطلب دراسة دقيقة لفهم إمكانياته وفوائده وتحدياته. تهدف هذه الدراسة إلى استكشاف آراء المعلمين حول دمج ChatGPT كأداة داعمة في إعداد المذكرة، وتسعى إلى تحديد استخداماته المحتملة في تحسين كفاءة خطط الدروس. ولتحقيق هذه الأهداف، تطرح الدراسة الأسئلة التالية: هل لدى المعلمين معرفة بالأدوات القائمة على الذكاء الاصطناعي مثل ChatGPT كمساعد في تخطيط الدروس؟ ما هي تصورات معلمي اللغة الإنجليزية كلغة أجنبية حول استخدام ChatGPT في إعداد خطط الدروس؟ كيف يُسهم دمج ChatGPT في تحسين تخطيط الدروس؟ ما هي التحديات التي قد يواجهها معلمو اللغة الإنجليزية عند استخدام ChatGPT؟ للإجابة عن هذه الأسئلة، تم اعتماد منهج بحثي يعتمد على الدمج بين الكم والكيف؛ إذ تم توزيع استبيان مُنظم على ستة وتسعين (96) معلماً في المدارس الثانوية بولايات ميله وقسنطينة، كما أُجريت مقابلات شبه مهيكلة مع عشرة (10) معلمين في الطور المتوسط من نفس المناطق. وقد كشفت النتائج عن رؤى قيّمة تتعلق بتصورات ومواقف المعلمين تجاه استخدام ChatGPT كأداة مساعدة في تخطيط الدروس، وأجمع المشاركون على أنه يُعد مفيداً في صياغة الأهداف التعليمية، وتكييف المحتويات وفقاً للسياق، وتصميم الأنشطة والتقييمات، والأهم من ذلك، كأداة موفرة للوقت.

الكلمات المفتاحية: مذكرة درس، ChatGPT، الذكاء الاصطناعي، معلمو اللغة الإنجليزية كلغة أجنبية، أداة مساعدة.