

T.R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

**TEACHERS' VIEWS ON CHATGPT-GENERATED LESSON
PLAN IN 7TH GRADE ENGLISH COURSE**

MASTER OF ARTS THESIS

ÖZLEM MUKADDES ALSAN

**GAZİANTEP
JULY 2024**

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Supervisor: Prof. Dr. Emrah CİNKARA

**GAZİANTEP
July 2024**

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Thesis Date : 04.07.2024

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The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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DEDICATION

To my beloved daughter, Nilhan...



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I sincerely thank to my supervisor, Prof. Dr. Emrah CİNKARA, for his patience, guidance, and feedback throughout my research. I could not manage to complete this thesis without his encouragement and endless support.

Finally, I am grateful to my daughter, Nilhan and my family for their unconditional love and constant support.

ÖZET

CHATGPT TARAFINDAN 7'NCİ SINIF İNGİLİZCE DERSİ İÇİN HAZIRLANAN DERS PLANININA İLİŞKİN ÖĞRETMEN GÖRÜŞLERİNİN İNCELENMESİ

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Bu çalışma Yapay Zekâ temelli bir sohbet robotu olan ChatGPT tarafından, A2 seviyesindeki İngilizce dersinde öğrencilere Vahşi Hayvanlar ünitesini öğretmek için oluşturulan ders planına dair öğretmen görüşlerini araştırmak için gerçekleştirilmiştir. Seçkisiz olmayan, uygun örnekleme yöntemiyle belirlenen 20 İngilizce öğretmeninden oluşan katılımcılardan ChatGPT tarafından oluşturulan ders planının verimliliğine dair yorumlarını belirtmeleri istenmiştir. Araştırmanın verileri 14 soruluk yarı yapılandırılmış görüşme formuyla yüz yüze görüşülerek toplanmıştır. Veri toplama aşamasının ardından, toplanan veri metne dökülerek ve analiz edilerek içerik analizi yapılmıştır. Sonrasındaysa katılımcıların sorulara verdiği yanıtlara dayalı kodlar ve temalar belirlenmiştir. Araştırmanın bulguları, katılımcıların ChatGPT tarafından oluşturulan ders planına dair iyimser olduklarını çünkü söz konusu ders planının öğretme sürecini zenginleştirebilecek nitelikte iyi geliştirilmiş bir ders planı olduğunu göstermiştir. Katılımcılar, ChatGPT tarafından geliştirilen ders planının dersin kazanımlarını ve öğrencilerin ihtiyaçlarını karşılayacak nitelikte olduğunu belirtmiştir. Ayrıca bu Yapay Zekâ teknolojisi iş yükünü azaltması ve zaman kazandırması bakımından öğretmen dostu bulunmuş ve katılımcılar gelecekteki ders planı ve ders içeriklerini oluştururken ChatGPT'yi kullanabileceklerini belirtmişlerdir.

Anahtar Kelimeler: ChatGPT, Yapay Zeka, Ders Planlama, İngilizce Öğretmenleri

ABSTRACT

TEACHERS' VIEWS ON CHATGPT-GENERATED LESSON PLAN IN 7TH GRADE ENGLISH COURSE

ALSAN, Özlem Mukaddes

MA Thesis

Department of Foreign Languages Education

Department of English Language Education

Supervisor: Prof. Dr. Emrah CİNKARA

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This study was carried out to explore the teachers' views on the plan generated by ChatGPT, an Artificial Intelligence based chatbot, for A2-level English learners to teach the Wild Animals Unit in Adıyaman. The participants, twenty English teachers determined through Non-Probability, Convenient Sampling, were asked to provide their comments on the efficacy of this ChatGPT-generated lesson plan. Data was collected through a face-to-face questionnaire using a semi-structured form with fourteen questions. Following the data collection step, content analysis was conducted by transcribing and analyzing the collected data. The codes and themes were created based on the participants' responses. The findings indicated that most of the participants were optimistic about the ChatGPT-generated lesson plan as it is a well-developed lesson plan capable of enhancing the quality of the teaching process. They stated that the lesson plan generated by ChatGPT had the potential to meet the lessons' objectives and students' learning needs. Furthermore, this AI technology was found to be teacher-friendly in terms of reducing workload and creating extra time for teachers, enabling them to use that AI technology in developing their future lesson plans and course content.

Keywords: ChatGPT, Artificial Intelligence, Lesson Planning, EFL Teachers

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ABBREVIATIONS

AI	: Artificial Intelligence
AR	: Augmented Reality
AIEd	: Artificial Intelligence in Education
ChatGPT	: Chat Generative Pre-trained Transformer
DL	: Deep Learning
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ITS	: Intelligent Training System
LLMs	: Large Language Models
NLP	: Natural Language Processing
ML	: Machine Learning
VR	: Virtual Reality

CHAPTER I

INTRODUCTION

1.1. Presentation

This study was carried out to investigate English as a Foreign Language (EFL) teachers' perspectives on 7th graders' English lesson plans prepared by ChatGPT, an Artificial Intelligence-powered chatbot. This chapter started with the background information about the context of the study. Furthermore, it covered the statement of the problem and highlights the significance of the study. Moreover, the purpose of the study, the research questions, the assumptions, and the limitations of the study were acknowledged.

1.2. Background of the Study

Advancements in technology have led to revolutionary changes in various areas of life, from industrial processes to our daily routines. Our lifestyles, habits, communication choices, and interactions have been reshaped by digitalization. Among the areas that had its share of transformative influence of technological improvements, education is at the outset of fundamental revolutions. Traditional education patterns smoothly made room for technology-integrated education to keep up with the evolving needs of the digital world's learners. Since there is a gap between today's learners and traditional education, the current generation is called digital natives born into technology, but traditional education patterns are mostly created by the elder generation, called digital immigrants or the educational experts who do not have digital literacy as much as current generations (Prensky, 2005). Thus, the aforementioned revolutionary process is an inevitable outcome of recognizing contemporary learner profiles within their learning experience and the need to stay abreast of instructional trends in the digital era.

The revolutionary changes in educational settings have also altered the scope of language education since English Language Teaching (ELT) and technology are closely related. When compared to traditional language education, particular studies suggest that technology-integrated contemporary language education is more efficient (Ahmadi, 2018; Chapelle, 2003; Rahmati et al., 2021; Shadiev & Yang, 2020; Stockwell, 2013; Shyamlee & Phil, 2012). As a result, both instructors and learners embraced the learner-friendly innovations, accelerating the transition to modern language education. The shift from traditional to modern language education consists of various stages. In the study of Thadphoothon (2022), the researcher states that ELT has undergone three different periods depending on the introduction of the technology in the educational settings and the uses of various technological devices in language education; ELT 1.0 includes utilization of traditional printed materials, TVs, and Radios, ELT 2.0 relies on the uses of computers and ELT 3.0 stands for internet and Artificial Intelligence (AI)-powered era in language education. In other words, the dynamics of teaching in the English language have changed in tandem with technological improvements, highlighting the inseparable connection between technological developments and ELT.

The close relationship between technological changes and ELT yielded fruitful outcomes in language education. From the learners' perspective, the benefits of using technology in English classes can be summarized as follows: it increases the motivation and intellectual capability of students, provides comprehensible input, aids in improving language skills, and fosters autonomy; and from the teacher's perspective it enhances teaching process and overall quality of instruction, boosts interaction between instructors and learners (Ahmadi, 2018; Başar & Şahin, 2022; Bello Nawaila et al., 2020; Chun et al., 2016; Hoopingarner, 2009; Jarvis, 2005; Karakaya, 2010; Sun et al., 2021; Zeng, 2020). The benefits of technology integration in language classes highlight the pivotal role of technology in language education.

English Language education has experienced different shifts in response to learner's needs and instructional trends. From the ever-changing nature of education, it is clear that technology and language education are directly related. However, it was Covid-19 that escalated the use of educational technologies in English language education, particularly those based on AI (Thadphoothon, 2022). The immediate need for remote learning and the limitations in traditional methods and settings urged instructors to find AI-based solutions, marking a critical turning point in ELT (Nemorin et al., 2023). That transition demonstrated the utility and

adaptability potential of AI in language education. Namely, the coronavirus pandemic created a path for AI-powered language teaching and learning.

The term AI dates back to the 1950s; it is defined as a group of computing systems that can imitate human intelligence and behaviors (Adiguzel et al., 2023; Akgun & Greenhow, 2022; Chen et al., 2020; Gocen & Aydemir, 2020; Huriati et al., 2023a; Mohammed & Watson, 2019; Zawacki-Richter et al., 2019). Within education domain, especially in English Language Teaching, it became a valuable educational tool for both language teachers and learners (Zhai et al., 2021). The uses of AI in language education are diverse and versatile in language education. Intelligent Tutoring System (ITS) which is based on AI, empowers instructors in language teaching and assisting learners in possible challenges in language learning experiences; Personalized Learning which stands for teaching language through customizing the educational content for learners' needs and preferences; Natural Language Processing (NLP) that includes developing an understanding for the target language and providing language practices via chatbots and language processing applications of artificial intelligence, are the most common applications of AI in language education (Adiguzel et al., 2023; Aybirdi, 2023).

The popularity of AI in the ELT domain is on the rise as there are various advantages of using AI in language education. First of all, AI holds the potential to enhance the quality of language learning and teaching (Enrique et al., 2023; Zhai et al., 2021). AI use in ELT addresses challenges experienced during language instruction by providing adaptive solutions to instructors and learners. The overall efficiency of language education significantly increases (Ali et al., 2023). Furthermore, the instructors mostly get the role of facilitator in language education powered by AI and the students get the responsibility of their learning. The dependency of learners on teachers is reduced, and this shift contributes to learner autonomy (Sun et al., 2021). Thanks to the individualized lesson content, linguistic skills are improved, and success in language learning increases as the learners can concentrate on the skills or topics they need to work on in detail (Arini et al., 2022; Delgado et al., 2020). In this context, the use of AI in language education becomes beneficial for analyzing the distinct needs of learners and eases this process for language teachers. That is to say, the collaboration between the instructors and the AI contributes to reaching the learning outcomes in ELT.

The capabilities of AI are not limited to creating personalized lesson content for learners; it can also provide instant feedback (Akgun & Greenhow, 2022). Feedback plays an important role in ELT because if the mistakes are not corrected during the language learning process, they might turn out to be errors. AI prevents the fossilization of errors by offering real-time feedback. Particularly in crowded classes, the teachers may not have a chance to give feedback to each student in detail; thanks to the personalized tailoring and instant feedback provided by AI tools or applications, learners focus on the mistakes or problematic subjects in their language learning process.

Besides feedback, learners have the opportunity to practice different skills via AI-driven applications. For instance, with the help of AI applications or chatbots such as ChatGPT, learners have a chance to improve their reading skills in different contexts with a bunch of reading exercises, and they might check their understanding and get feedback and tips when they need to. Furthermore, access to these programs or applications is cost-effective compared to traditional classes, and accessibility of those tools or applications holds a promising potential in ELT (Aybirdi, 2023). In addition, teachers can create authentic materials for their classes depending on the needs of learners and requirements of the topic owing to this AI-powered platform. Exposing authentic materials in the target language helps learners improve linguistic skills and promote a cultural understanding of the target language.

Last but not least, adaptive solutions of AI also enhance the teaching process, creating spare time for instructors to focus on the learners' needs and each step of instruction in detail. It is a fact that lesson planning is one of the crucial steps of teaching. The teachers define the basics and outlines of their lessons and add the details about learning objectives, activities, materials, timing, anticipated problems, etc., while preparing lesson plans. A well-developed lesson plan is key to success in language teaching. Without a well-structured lesson plan, teachers struggle to control the teaching process, learners get passive roles, and the activities might not serve the course objectives (Iqbal et al., 2021). To achieve the learning objectives, provide comprehensible input, and gain linguistic proficiency, every single step should be planned meticulously. In this stage, teachers can make use of AI, which can create lesson plans depending on the instructors' directions, learners' needs, and lesson requirements. However, AI is a reasonably new innovation when it is compared to other educational technologies in ELT, and there are various uses of AI-based technologies, but there are not many studies on AI

use in lesson planning. As a result, further studies are needed to investigate the efficacy of lesson plans prepared by AI for ELT.

1.3. Statement of the Problem

In today's language education, teachers are not the sole source of information; learners have the opportunity to access the lesson content and materials for improving their linguistic skills through new technologies and the internet (Yazıcı Demir, 2023). However, to gain proficiency and become competent users of English, learners require a systematic and well-planned language education. In this stage, teachers play a vital role in planning courses because a well-planned lesson is key to success in language teaching, enabling teachers to control the overall instruction process. Nevertheless, the responsibilities of teachers extend beyond lesson planning. Handling all the planning steps beforehand, carrying out teaching sessions and providing feedback, assessing the learners' progress, and spending time on addressing weak points of learners in their learning experience are all time-consuming tasks. Thus, teachers, from time to time, might need to leverage technological innovations while they are conducting the teaching profession.

In language education, AI could be used with various functions such as translation, real-time feedback, speech recognition, etc (Thadphoothon, 2022). Lesson planning is one of the uses of AI in ELT. Teachers can utilize AI-driven platforms or applications to create a well-structured lesson plan. However, in the ELT context, there is a gap in understanding the potential and the effectiveness of AI, especially ChatGPT, in lesson planning. While existing studies cover the use of AI in ELT in general or focus on linguistic skills, limited studies explore the use of ChatGPT in the ELT field. This study aims to contribute to the ELT field by providing insights into practical applications and benefits of the AI-powered platform ChatGPT in lesson planning and enhancing the quality of language instruction.

1.4. Significance of the Study

Technology and artificial intelligence-based innovations have transformed language education by integrating the innovations into ELT (Lindecrantz, 2023). AI stands out as one of the most popular innovations used in language education due to its capabilities and functional use in both language learning and teaching. From the learners' perspective, there are various

benefits associated with AI use in language learning. First, traditional language education's time and place constraints are removed through flexible settings of AI-based platforms or applications (Yang, 2022). These innovations ensure the accessibility of the course materials and content regardless of the specific time or place barriers. In addition to that, learners' autonomy is promoted in the language learning process through AI-powered settings, as learners have the responsibility for both their learning and progress. Learners assume active roles in the learning process, and this has a positive impact on their motivation, and taking on the responsibility of learning also fosters the development of independent learners (Yuan, 2023). Creating a sense of independence in learning environments is essential to the language learning experience. Furthermore, providing a bunch of authentic materials, extra exercises and enhancing the learning process with interaction chance with the native speakers, reinforcing the overall process by providing solutions to learners' problems in language learning experiences are the key terms that could be regarded as convincing reasons for using AI in language learning (Aljohani, 2021; Divekar et al., 2018; Jeon, 2024). Learners can grasp the real use of English and develop language skills and cultural understanding. Last but not least, AI-based platforms can address learners' specific needs in their language learning experience. For instance, learners can receive assistance in translation, or chatbots could serve as alternative native speakers for the ones who want to practice but have anxiety about talking to foreigners (Hill et al., 2015). In other words, AI-driven apps or platforms assist students in overcoming the challenges in the process of language learning.

Additionally, beyond the various benefits of AI use in ELT for learners, AI-driven applications or platforms also provide solutions to instructors' problems or alleviate the workload of teachers (Jeon, 2024). Firstly, the adaptability of the AI-based lesson content facilitates the instruction process (Tran et al., 2019). Practical adaptations allow instructors to personalize teaching to address their learners' diverse needs and learning styles of their learners. Moreover, AI-based platforms enable us to monitor the progress of the learners and provide real-time feedback that shapes the learning process (Guo, 2020; Marzuki et al., 2023). The instructors gain insights into the strengths and weaknesses of their learners and make necessary adjustments; the overall quality of the instruction could be enhanced thanks to the time-saving AI-based solutions (Yıldız, 2023). Secondly, AI can provide authentic materials aligning with the learning goals and learners' levels that contribute to the learning process and gaining an understanding of the target language's culture (An et al., 2023). Furthermore, AI use in ELT can also automatize routine tasks such as detecting plagiarism or grading the writing

performance of the learners. In short, the aforementioned benefits associated with AI use in English instruction hold the potential to improve the teaching process.

One vital aspect that is linked to AI integration into ELT is the creation of well-developed lesson plans. Lesson plans perform as the backbone of successful instruction by guiding instructors to manage the challenges of language teaching as it is a fundamentally complex and demanding process that requires numerous variables to be considered. The responsibilities of English language instructors include not only providing comprehensible input for the learners but also fostering effective communication skills and providing a cultural understanding of the target language to get desired outcomes in the language teaching process. Furthermore, as the learners have dynamic natures and different learning profiles, English teachers need to employ various language teaching methods and several approaches tailored to the needs of their learners. In this context, well-structured lesson plans play a pivotal role because a well-prepared lesson plan might help achieve the course objectives and ease the challenges of language teaching for the instructors (Iqbal et al., 2021; Yazıcı Demir, 2023). In conclusion, in the realm of ELT, the significance of AI use cannot be overstated. However, the existing number of studies focusing on using AI in lesson planning and how it facilitates language teaching is limited. Conducting in-depth research on the lesson planning function of AI in the ELT field is crucial for gaining an understanding of how AI enhances the quality of teaching and supports the instructors in the teaching profession. Thus, with the results of this study, it is aimed to fill in the existing gap and provide insights into the practical utilization of AI. This study explores the effectiveness of ChatGPT's role in lesson planning, intending to contribute to the efficacy of AI-powered chatbots in enhancing the quality of language instruction. The results of the study will reveal how ChatGPT facilitates the creation of well-developed lesson plans, highlighting the potential that AI holds in ELT, depending on the teachers' views.

1.5. Purpose of the Study and Research Questions

This research was carried out to investigate the teachers' views on AI in designing a lesson plan that could serve the requirements of an English lesson for A2 level 7th graders by employing ChatGPT, an AI-driven chatbot. Following this step, the teachers of English were asked to provide their comments on the effectiveness of this ChatGPT-generated lesson plan through semi-structured interviews.

The purpose of this study was to investigate the teachers' views on the lesson plan prepared by ChatGPT for A2-level English Classes in secondary schools in Adıyaman. In accordance with the purpose of the study, this research was carried out to answering the following questions:

1. How effective is ChatGPT to generate lesson plans for English as a Foreign Language (EFL) classes?
2. What are teachers' views on ChatGPT-generated lesson plans?

1.6. Assumptions of the Study

In this study, it is assumed that all the participants responded to the interview questions sincerely. It is supposed that the teachers who participated in this study shared their real opinions about using AI technologies in lesson planning instead of providing idealized responses. Furthermore, to provide the participants a peaceful atmosphere while answering the questions in the interview form and ensure the participant's privacy, the researcher assured the real identities would remain confidential. Lastly, considering the 20 questions in the questionnaire, it is assumed that the participants did not experience any ambiguity in the questions, comprehended each item clearly, and replied meticulously.

1.7. Limitations of the Study

One of the limitations of this study could be regarded as the number of participants. As the study was carried out exclusively in Adıyaman Province and with the English teachers of 7 graders, the results cannot be generalized to all the provinces in Turkey or 7 graders. The number of participants is limited to 20 English teachers from the same province, Adıyaman. Generalizability could be enhanced by a wider number of participants from the different provinces of Turkey, and the results could be widely applicable. Secondly, the study is limited to the 2022-2023 year, and the educational technologies and AI have a dynamic nature; the results might not be applicable for the other academic years or the updated versions of the AI-powered chatbot "ChatGPT". Lastly, ChatGPT is a representative of AI-based applications in this study, so to achieve broader insights, the other AI-based applications should be included

in. The findings of this study are specific to ChatGPT, they cannot be generalized to all AI-driven applications or platforms.



CHAPTER II

LITERATURE REVIEW

2.1. Presentation

This chapter presented brief information about AI and ChatGPT, an AI-based chatbot, and their uses in language education. Moreover, studies on the relevant literature were mentioned to provide the theoretical background of the study.

2.2. Artificial Intelligence

AI is a discipline that involves the mutual work of various fields: computing, math, engineering, neuroscience, and linguistics. It is defined by Chiu et al., (2023) as the machines' ability to carry out the tasks associated with human beings. It mainly focuses on creating machines that hold the potential to imitate the cognitive functions of the human brain, such as problem-solving, learning, natural language understanding, reasoning, etc. The term "Artificial Intelligence" was first coined by Alan Turing in 1947; however, it was the 1950s that AI began to capture the attention of researchers, and AI became a formal study field (McCarthy, 2004).

Alan Turing's studies on computer science and the Turing Test are regarded as the basis of AI concepts. The Turing test functions as a standard for assessing a machine's intelligence and determining its potential to imitate human intelligence (Turing, 2009). The invention of digital computers after World War II escalated the interest in AI. The growing interest in AI studies resulted in the development of symbolic AI which has the potential to create computers that can think like humans by using logic and symbols.

The early years of AI studies included enthusiasm and optimism about the future of AI as researchers believed that they could create machines that could carry out the tasks that require human intelligence. However, the development of these AI systems and machines leads to frustration due to the complex nature of natural language processing, machine learning, and

algorithms of problem-solving (Chiu et al., 2023; Guan et al., 2020). As a result, AI studies experienced some challenges in the 1970s, and the growing interest in AI studies cooled off. Fortunately, at the end of the 20th century, AI studies again gained popularity thanks to neural network studies, which offer a new perspective to machine learning with the inspiration of the human brain function (Lecun et al., 2015). These developments created a basis for today's AI. Finally, in the 21st century, AI has been integrated into our daily life, and it has been actively used in different fields, varying from industry to education, worldwide. AI applications differ from personal assistants such as Siri to patient tracking systems, face, speech, hand recognition systems, and education management systems (Yıldız, 2023). Depending on the need for the use of AI systems, they can offer solutions to problems of people by their various systems, robots, assistants, automation in repetitive works in different fields, or education. Users make use of personalized assistance, translation support, feedback, etc.

AI is welcomed in various aspects of life due to its practical nature. For instance, doctors of medicine can use AI when diagnosing illnesses or creating personalized treatment plans, or in education, learners can have tailored lesson content depending on the needs and interests of learners thanks to AI. Although AI holds promising potential, there are some challenges and ethical considerations about AI. Data security is one of the common issues regarding AI considerations (Keskinbora, 2019; Safdar et al., 2020). AI systems rely heavily on vast amounts of data that include personal details, health or financial records, etc. Access to these datasets requires authorized access. Thus, data security should be ensured, and moral values should be taken into account while using AI (Khan et al., 2023). AI systems gather the necessary data from various sources to enhance their performance, and the data utilized to train these systems inadvertently might include bias, social injustices, or prejudices as there is no bias filter mechanism in the sources accessed through the internet (Leavy et al., 2020). As a result, the AI algorithm might not perform as accurately as it should. For instance, based on the data provided to the AI systems beforehand, an image recognition system might misclassify people by their race, potentially resulting in discrimination. The lack of necessary filtering in the data sources might cause misleading outcomes due to the biased datasets used by AI systems. Consequently, data privacy problems, misuse of the data, unauthorized access to personal content, and privacy violations become pressing concerns associated with AI. In short, researchers or developers of AI should choose the datasets that will be used for training the AI meticulously to avoid bias, unfairness, and potentially misleading, and decrease concerns about AI use.

The integration of AI technology in different fields has brought about some changes in the nature of work, particularly in positions involving repetitive tasks. These changes elicited some concerns regarding the displacement of human workers by AI systems (Benhamou, 2020). Although AI-driven automation is considered an alternative to human power, it is necessary to acknowledge that AI technology fails in the areas that require uniquely human abilities, such as problem-solving or critical thinking. Conversely, AI might create new opportunities for workers that require creativity and critical thinking or interpersonal interaction. To manage this transition process efficiently, policymakers or employers need to prioritize equipping workers with the necessary qualifications for the AI age.

2.2.1. Machine Learning

Machine Learning (ML) is one of the fields of AI that focuses on the development of algorithms that can find the correlations between large datasets and make decisions and predictions based on those analyses (Gökalp, 2022). It is used in different fields, varying from education to finance, as the datasets are increasing day by day in those fields. For instance, thanks to machine learning, the preferences and the interests of the users of social networks are analyzed, and on commercial websites, the products are offered to the customers depending on their preferences (Lecun et al., 2015).

Through the application of ML algorithms in education, instructors can offer tailored content for learners and various learning experiences to meet the multiple needs of different learners. The instructors can analyze large datasets of learners and take action based on the learners' profiles. Thanks to ML algorithms, instructors can create lesson content depending on the unique needs and interests of their learners. In short, ML algorithms are the significant components of AI. Its implementation into education could enhance the quality of education, offering customization and meeting the needs of learners.

2.2.2. Deep Learning

Deep Learning (DL) is a kind of ML that uses neural networks to understand the data (Shinde & Shah, 2018). It could be regarded as a higher version of ML because DL can understand complex datasets and the relationships between them automatically.

In educational settings, it can address the needs of learners and educators or make necessary arrangements. To illustrate, adaptive learning platforms can feature the learner's performance via neural networks and offer tailored learning experiences for that learner, which creates a student-friendly and self-paced learning environment. In analyzing the performance or identifying the learner choices, DL plays an important role and thanks to these analyses, instructors can offer personalized content (Gu et al., 2018). Another example could be given from the translation systems; thanks to DL, the text is analyzed, and the translation is provided in the target language. With the help of Natural Language Processing and DL users can easily get the right translation for their contexts. Those systems that make use of DL could also offer translation for various languages. In short, DL-based learning suggests adaptable and personalized educational settings for learners depending on the preferences and needs of the students.

2.2.3. Natural Language Processing

Natural Language Processing (NLP) is defined as computer systems that are capable of understanding, analyzing, and producing human languages (Joshi, 1991). Based on the combination of computer science, machine learning, statistics, and linguistics, the focus of NLP lies in the interaction between computers and people via natural language (Fanni et al., 2023). In the past, linguistic initiations and research included analyzing the structures and creating basic innovations like machine translation or speech recognition. Nowadays, researchers apply these technologies to develop more complex spoken dialogue systems and speech-to-speech translation engines or analyze social media for insights on health, finance, etc. (Hirschberg & Manning, 2015). For instance, suppose that a company asks for the analysis of customer feedback from social media to cover the current situation and catch trends about their products. They can assess the necessary data related to the customer comments on their products and services through NLP. NLP collects data from sources like Twitter, Facebook, Instagram, etc., and uses specific algorithms to distinguish the relevant comments from the others and create the necessary rapport. Furthermore, in our daily lives, we usually make use of NLP technologies such as virtual assistants, including Siri, Alexa, Google Assistant, and predictive texts, on our mobile phones. Thanks to NLP algorithms, Siri can answer our questions properly, or our mobile can suggest autocorrection of the words while texting.

In education, NLP plays an essential role in the development of educational software that has the potential to enhance the quality of education (Alhawiti, 2014). NLP technologies can be used for language teaching and learning, automated essay scoring, intelligent tutoring systems, text analysis, adaptive learning platforms, feedback, etc. (Litman, 2016). Particularly in language education, the assistance of NLP cannot be overstated. NLP-based software systems facilitate learning in natural settings by offering vast data and corpora. They create a rich learning setting that ensures learners gain a better understanding of the target language. For instance, the Longman Dictionary of English provides a wealth of data about the English language, training learners in word usage via sample sentences.

Furthermore, NLP not only provides datasets for language learners but is also involved in language assessment. NLP technology can assess the performance of learners and analyze their progress or provide feedback to them. Adaptive learning platforms based on NLP technology can customize the lesson content depending on the learner's performance. By implementing NLP technologies into education, instructors can create learner-friendly educational settings that enable learners to achieve their objectives.

2.2.4. Large Language Models

Large Language Models (LLMs) are a branch of AI that creates new texts, analyzes existing texts, answers questions, and translates texts (Shaikh et al., 2023). LLMs are trained with a vast amount of data, which refers to the word “large” from LLMs, and they are the most elaborate type of AI specialized in text generation (Yan et al., 2024). Although NLP and LLMs are based on the same algorithms, LLMs are suggested to have a better performance in the same tasks, such as answering questions, text generation, etc., than NLP as it uses deep learning techniques and a vast amount of data.

In language learning adventures, learners could use LLMs to have personalized language lessons tailored to their needs and preferences. Furthermore, as it performs better than the other AI technologies, and learners can use LLMs in translation, learners could get communicational practices or feedback for their performance. Those AI technologies could function as language-learning companions in the learning process. The teachers could task LLMs with lesson plans and course materials or get assistance in the assessment process. Its potential in text generation makes it a valuable tool in educational settings.

2.2.5. Generative Language Models

AI is a broader field that includes the collaboration of various disciplines and different technologies and algorithms. Generative Language Models (GLMs) are a field of LLM specifically developed for text-generation tasks (Eysenbach, 2023). For instance, ChatGPT is an example of GLMs empowered to answer questions, creating a dialogue or texts that could hardly distinguish from human-generated ones. Users can ask to write a story, passage, or novel, develop answers to questions in the exam, or the instructors can ask for the creation of the exams by giving the suitable prompts to ChatGPT (Edwards & Erstad, 2024). ChatGPT is a well-known example of GLMS indicating the potential of LLMs for creating humanlike texts.

In educational environments, GLMs could be used for various purposes. Firstly, one can make use of GLMs in analyzing texts. For instance, in the writing tasks teachers or learners might ask for the analysis of learners' essays/ their drafts, and GLMs can provide feedback for language for those papers or offer error correction. Furthermore, GLMs can function as chatbots that can offer instant answers for learners who want to practice in the target language without a specific time limit. In traditional language classes, it is not always possible to have a chance to practice. Moreover, the learners need to have authentic contexts to practice in the target language. GLMs address the needs of language learners by creating humanlike texts or answers. In short, GLMs have significant potential in educational practices, particularly in language education.

2.3. Artificial Intelligence in Education

Education is a field that both holds stable characteristics and a dynamic nature in itself. In the pursuit of knowledge equipping learners with personal and professional skills are the stable parts of education. Although the core principle of the education system remains the same, learners, teachers, and the other stakeholders of this system always have changing needs and various developments in the world that cannot be ignored. In the 21st century, AI has taken on transformative roles in multiple fields and changed how people interact with the world and access information (Patil et al., 2024). Education became one of the fields that experienced the profound influence of AI technology. The use of AI in education has created new paths both for learners and teachers, fundamentally reshaping traditional teaching and learning practices.

By offering personalized experiences for learners and enhancing instructional practices for teachers, AI optimized the learning and teaching process, revolutionizing traditional education (Berendt et al., 2020; Chaushi et al., 2024).

AI is a discipline of computer science that deals with creating intelligent machines that can imitate the human brain and its functions. It is an umbrella term that includes various technologies and algorithms like machine learning, data mining, and natural language processing (Guan et al., 2020). As AI is an innovation that combines several disciplines in itself, it has the potential to influence different fields at the same time. Education is unsurprisingly one of the fields that is affected by the developments in AI. Basically, AI in Education (AIED) stands for employing AI technologies in education (Holmes et al., 2023). From a broader perspective, it involves merging education and AI, encompassing cultural, economic, social, and pedagogical aspects (Ouyang & Jiao, 2021). There are different uses of AI in Education, but the most common ones are:

- **Adaptive Learning Platforms:** Analyze students' progress and provide relevant content depending on the needs and progress of the learners, assisting learners throughout the learning process (Alqahtani et al., 2021). They are generally self-paced and the content is customized depending on the learners' needs and progress as in the Intelligent Tutoring System.
- **Intelligent Tutoring System (ITS):** Offers users personalized learning opportunities tailored to learners' needs and preferences (Mousavinasab et al., 2021). By analyzing the students' performance those systems provide feedback and guidance to create a student-friendly learning environment.
- **Virtual Reality (VR) and Augmented Reality (AR) Simulations:** Provide interactive learning experiences that engage learners in virtual environments, aiding them in grasping complex contents (X. Huang et al., 2021). These technologies improve the motivation of learners and create safe learning environments, particularly in risky scenarios. By offering realistic simulations and hands-on experiences, they enable learners to develop a deep understanding of complicated concepts.

- Virtual Assistants and Chatbots: Offer instant assistance and guidance for the learners in flexible settings and at any time.
- Automated Grading and Feedback Systems: Analyze learners' responses and offer instant feedback on their errors or mistakes (Chang et al., 2021). These systems not only highlight the areas that learners need to improve but also offer opportunities for students to address their mistakes before they become errors.
- Language Learning Platforms: Help students to learn a foreign language or improve the proficiency of students by making use of NLP systems.

There are several studies linked to the emerging potential of using AI in education. For instance, Nurjanah et al. (2024) reviewed the existing literature about the AIED, particularly on the focus of language learning. They found out that the use of AI in education eases the language learning process, offers the chance to practice, provides feedback for the learners, and enhances the overall process. Similarly, in math education, the use of AI facilitates math learning, improves the potential of learners, and aids learners in handling the challenges they encounter while learning math (Garrido, 2012). They help learners to gain an understanding of complex concepts.

Moreover, despite challenges that are encountered by instructors related to AI literacy, the use of AI in science teaching yielded fruitful outcomes (Tayseer et al., 2023). The motivation and engagement of the learners in the science lessons are increased. Learners find the AI integration into science classes captivating. Furthermore, the study of Stojšić et al. (2016), it is covered that AI used in geography education creates a dynamic learning environment thanks to VR technology and other simulation apps. Learners have realistic experiences through the utilization of virtual reality. Particularly, AI enables learners to have expeditions beyond the traditional maps so the quality of geography classes is enhanced.

AI in education can function as a learning companion (Holmes et al., 2023). Depending on the personalization principle, AI can tailor dynamic lesson content according to the learners' needs and preferences. Furthermore, learners get access to a bunch of activities, practices, and opportunities thanks to AI in their learning adventure. In addition to that, in AI-enhanced educational settings, the progress of the learners can be monitored and followed in real-time.

This allows learners to identify their performance and get a chance to compensate for the areas they need to improve.

Nowadays, technology become an inseparable part of our daily life. Thus, most learners spend their time on the screen. Covering things through games or simulations provides engaging learning experiences for the learners (Kengam, 2020). Furthermore, the things covered could be reinforced thanks to the simulations by VR and AR technologies. Particularly in risky situations where learners need to practice but they need more experience or they are not competent that simulation support offer a chance for hands-on experience. In addition to that, the functional use of AI, such as gamification, virtual reality, or simulations, can also boost learner motivation.

Kengam (2020) stated that AI use in education helped learners with impairments. Those technologies include digital assistants, text-to-speech or speech-to-text technology, audio description, and assistive learning platforms that provide solutions to the impaired learners' problems. These technologies ease the adaptation or participation of impaired learners in the education system, allow them to follow the classes, and show their potential. Furthermore, with the assistance of AI technology and its adaptive platforms, learners are capable of compensating the missing parts of their learning experience and accomplishing their life goals.

The use of AI technologies provides a learner-friendly experience thanks to the customization of the lesson content and timely feedback (Robert, 2024). Timely feedback provided by AI in education facilitates the learning process by avoiding reinforcing errors. In addition to that learners have the chance for extra practice outside the classroom or to access the course content wherever and whenever they desire, eliminating the burdens of the time and place in traditional educational settings (Yıldız, 2023). It was found that AI use in education promotes autonomy as the learners take on active roles. Offering a chance to gain autonomy boosts learner motivation and fosters a sense of belonging to the educational journey, engaging learners at every step (Gander & Shaw, 2024; Ramirez & Esparrell, 2024). Additionally, AI contributes to collaborative learning; depending on the needs of learners and the requirements of the lesson, it is capable of offering group or collaborative activities that can increase the collaboration between different learners (Sangheethaa & Korath, 2024). Collaborative tasks offered by AI increase the interaction among learners, which is not limited to one-way interaction from teacher to students, as in traditional classes.

Zhang and Aslan (2021) conducted a study reviewing 40 articles related to the use of AI in Education (AIED) between the years 1993 and 2020. The findings suggest that the use of AI technologies in education enhances educational settings by creating a gap between those technologies and academic applications. Furthermore, it is proven with the review of 40 articles that AI technologies hold the potential to facilitate educational practices. On the other hand, they highlighted the need to take the necessary precautions address ethical and privacy concerns. As the violation of ethics and privacy both violates data protection and fundamental rights in general, worldwide organizations like the United Nations are suggested to take on the responsibility regarding the risks of AI use in education (Berendt et al., 2020).

In teaching practices, several studies have underscored the potential of AI use in education, highlighting its contributions to the overall process. In the preparation step of lessons, AI might create lesson plans and provide necessary materials, activities, etc., offering dynamic and tailored learning environments for their learners (Karsenti, 2019). Moreover, with the support of AI, teachers' workload might decrease or they can handle other issues in their classes. During the lessons, AI has the potential to reduce classroom management problems through personalized content that engages learners and contributes to their motivation, participation, and academic success while allowing the instructors to dedicate more time to the teaching process (Holmes et al., 2023; Yıldız, 2023). For professional development, feedback provided by AI for the teaching process can also serve as a guide for better teaching performance. Last but not least, AI can assist teachers in the assessment process by analyzing the learners' scores and providing valuable insight into learners' progress (Chen et al., 2020). The instructors can spend their extra time on the teaching process.

Kengam (2020) stated that AI alleviates the school administrators' workload by automating the enrollment process. Furthermore, its implementation in educational management enhances the quality and efficacy of education, on the condition that it is used with caution due to the potential issues (Igbokwe, 2023).

While AI use in education holds a promising potential to transform teaching and learning practices, implementation of AI holds numerous challenges that must be carefully managed. AI comprises vast datasets, including natural errors that could result in biases or unfair outcomes among users (Akgun & Greenhow, 2022; Keskinbora, 2019). Additionally, the

integration of AI could not be cost-effective due to the maintenance and repair expenses. It might require a significant budget. In addition to that, instructors and learners might lack familiarity with AI, necessitating an additional investment in AI literacy. Without proper training in how to use AI, teachers might struggle to integrate it into their classes efficiently (Zhang & Aslan, 2021). They might not blend it into their course, curriculum, or teaching practices.

Furthermore, there is another concern about AI use in education that, AI might lead to dehumanization and loss of personal touch (Nguyen et al., 2023). Particularly, the interaction between learners and instructors might decrease due to the overuse of AI. Lastly, AI in education needs to be fully embraced to ensure the success and efficiency of the stakeholders, or else it might result in failure (Igbokwe, 2023). In conclusion, despite challenges, the integration of AI in education provides various opportunities to enhance teaching and learning methods, facilitates the process by personalizing the content, and also aids with administrative tasks (Chen et al., 2020; Gander & Shaw, 2024; Ramirez & Esparrell, 2024; Yıldız, 2023). However, possible challenges regarding ethical, privacy, or implementation issues must be carefully handled.

2.4. Ethical Considerations

Technological developments change the ways that we do our daily routines and carry out our professions. It is obvious that there are certain benefits of AI use in education, such as providing personalized learning paths, providing timely feedback, creating opportunities for extra practice and chances to gain an understanding of the target language, improving the teaching practices of teachers and linguistic proficiency of learners (Baskara, 2023; Yang, 2020; Yıldız, 2023). Although most of the fields are impressed by AI's potential, the use of AI in educational settings has raised some ethical concerns both for instructors and learners. Firstly, overreliance on AI technology diminishes learners' proficiency and hinders teachers' professional development (Rane, 2023). For instance, learners familiar with AI technology tend to create most of their assignments with the help of AI tools as they can create human-like elaborated texts in a short time. The Teachers might use them as assistants in their teaching process for grading the learners' assignments or creating lesson content for their learners to lighten their workloads. However, overreliance on these AI technologies might decrease their sense of creativity, teachers' performance might be reduced, and learners might have difficulty

reaching their learning objectives and fulfilling the needs of language learning adventure. The users should ensure that they use those technologies at a moderate level that can facilitate their development and refrain from overusing them. To prevent cheating through AI technologies, teachers might use trustworthy plagiarism detectors when grading their learners' performances or papers and promote the digital literacy of both learners and instructors (Kohnke et al., 2023).

Another concern associated with AI use in educational settings is the issue of bias and fairness as the AI technologies are based on the large datasets obtained from the various resources, and their contents might include some biases or discriminations (Kostka & Toncelli, 2023). To provide an accurate cultural understanding and language education, these issues should be taken into account and teachers could serve as a filter mechanism when they use AI in educational settings. Lastly, AI technologies store the data of users, which can cause the sharing of the preferences or experiences of users with the developers or other institutions to create better versions of the existing technology. Thus, data security should be ensured, and consent should be received from the users. The learners and instructors should be trained on how to use these systems conveniently by paying attention to security issues. In this context, integrating AI technologies by ensuring ethical uses could yield beneficial results in language teaching (Abrenilla et al., 2023; Ironsi, 2023).

2.5. Artificial Intelligence

2.5.1. Artificial Intelligence in English Language Education

Heraclitus was the philosopher who highlighted the constant nature of change. Since ancient times, mankind has experienced different changes, and some of those changes have led to the transition to new ages. The introduction of AI into educational settings has also led to revolutionary changes and a new era in the way of instruction and language learning (Akbarani, 2024). In the study of Thadphoothon (2022), it is acknowledged that ELT has experienced three different shifts following the technological changes: ELT 1.0, ELT 2.0, and ELT 3.0. He defines ELT 1.0 as using printed materials, TVs, and Radios in language teaching, ELT 2.0 as using computers, and ELT 3.0 as AI-powered language education. The scope of language education has changed in tandem with changes in the technology. These shifts implied the inseparable relationship between technology and ELT.

Since the term was first coined by Alan Turing in the 1950s (McCarthy, 2004), various definitions of AI have existed, but they could be summarized as computer systems that are trained with the capacity to imitate human brain functions (Gocen & Aydemir, 2020; Huriati et al., 2023; Zawacki-Richter et al., 2019). AI is a mutual work of different fields varying from computer to linguistics, and these systems are trained with large datasets from other sources. It consists of several subfields, such as ML, DL, NLP, LLMs, etc.

Language education has a complex nature and involves putting much effort into gaining proficiency. Furthermore, learners have different interests and their needs can differ from each other. For instance, one learner might have difficulty listening, while the other needs to work on reading skills. One learner might be interested in space; the other learner might like the games. When we take into the duration of the lessons and the number of learners attending a class, it is not always possible to address the needs of learners from different settings and proficiency levels and interests. Traditional language education might fail to address the varying needs of learners. However, AI can handle these challenges via personalized learning solutions. AI systems can analyze learner profiles and offer tailored lesson content for different learner profiles with various needs. Besides tailoring the needs, they can also provide feedback for the improvement or performance of learners and follow the progress of learners. AI holds a promising potential in language education with its various capabilities; AI can function as a language learning companion, tutor, feedback provider, chatbot, material generator, grader, etc. AI implementation into ELT has proven to be beneficial in various ways: facilitated to the improvement of speaking skills and pronunciation (Huriati et al., 2023), enhanced the quality of writing (Marzuki et al., 2023), increased engagement in listening tasks, and improved the listening skills (Tai & Chen, 2021), helped the learners to overcome problems in reading and enhanced overall reading skills (Dugošija, 2024), assisted learners to gain fluency (Kim et al., 2021). In short, studies have proven that the overall quality of language education might be enhanced via implementing AI into ELT (Enrique et al., 2023; Zhai et al., 2021).

2.4.2. Advantages and Disadvantages of Using Artificial Intelligence in ELT

The Use of AI in different fields initially has a common motivation, being beneficial to humankind (Thadphoothon, 2022). Implementing AI into ELT holds potential benefits in itself.

- AI use in ELT is mainly associated with personalized learning environments. Addressing digitalized world learners' needs through traditional teaching practices might not be conventional for today's language learners. Particularly in the post-pandemic era, learners become accustomed to digital learning settings over traditional ones (Abrenilla et al., 2023; Tulasi & Rao, 2023). AI tailors individualized pathways depending on the diverse needs of learners, facilitating the overall language-learning process. At the same time, personalized learning contributes to the gain of autonomy in language learning. AI analyzes the performance of the learners thanks to the AI algorithms and NLP systems and the progress of the learners; identifies strengths and weaknesses of the learners; creates individualized paths for addressing learners' needs. AI systems offer necessary materials, tasks, or relevant content to enable learners to overcome their learning challenges and enhance language learning experiences.
- Early AI systems were capable of detecting errors, while the current AI systems can both detect errors and offer corrections by giving expanded feedback (Sharma et al., 2024; Yıldız, 2023). Error correction and timely feedback guide learners to learn the accurate uses of linguistic patterns and overcome the challenges they encounter.
- AI use in ELT provides adaptive and personalized language education. As the course content is tailored to the needs, preferences, and different profiles of the learners, learners can gain an understanding of the complex linguistic structure (Abrenilla et al., 2023). Learners might encounter challenges in understanding cultural nuances, the gaining fluency and competence in English language. AI provides solutions to the problems of learners through individualized pathways, promoting a sense of achievement.
- The algorithms used in AI technology enable teachers to monitor the student's attendance at classes (Sharifuddin & Hashim, 2024). Thanks to data mining, instructors quickly check whether the learners attend classes regularly, if they miss any classes, etc.
- In the language learning journey, the role of practice cannot be overstated; blending theoretical knowledge with practical use is necessary for gaining competence and fluency in the target language. However, not all learners have a chance to practice the

English language outside the classroom, and the instruction remains limited to the classroom setting. In this step, AI serves as a facilitator of the language learning experiences through the opportunities it offers for the learners. AI systems empower educational settings with exercises, materials, and extra practices meeting the diverse needs of learners (Eslit, 2023). It creates engaging language learning experiences beyond the traditional classrooms and increases the motivation of learners.

- Furthermore, the assistance provided by AI systems varies depending on the diverse needs of learners. For instance, if a language learner has a problem with pronunciation AI provides guidance to learners on pronunciation via personal voice assistants. If a learner has difficulty in a specific subject, it can support that learner through personalized assistance and function as a language learning companion, serving as an individualized language learning tool (Toar et al., 2022).
- Learners of English might face various challenges due to having different backgrounds, socio-economic status, or living in different geographies. They might not even have the opportunity to access language lessons in the traditional education systems. The accessibility of language education could be improved through the cost-effective solutions of AI systems. Compared to traditional education, AI-enhanced learning environments are relatively cheap and accessible, thereby facilitating equity in language education (Sharma et al., 2024). Thanks to the personalized learning applications of AI, learners with different needs can access tailored language lessons depending on their needs and preferences whenever and wherever they desire via the internet connection conveniently. Furthermore, AI implementation offers chances for learners with various disabilities to integrate those students into education systems with the applications of AI, including digital assistants, text-to-speech, speech-to-text technologies, audio description, and assistive learning platforms (Kengam, 2020). AI systems foster a sense of equity regardless of the circumstances of learners and create enhanced learning environments for them in their language learning journey.
- Moreover, AI technologies such as Virtual Reality (VR) and Augmented Reality (AR) also contribute to communication skills via real-like practices (Huang et al., 2021). Learners have opportunities to practice in real-life contexts. Furthermore, these technologies assist learners in gaining an understanding of the culture of the target

languages, improving cross-cultural interaction, and offering the chance to practice with various linguistic communities. Enhancing language learning settings with real-like experiences and creating a dynamic and interactive language learning environment accelerates the language learning process and promotes proficiency (Alzahrani, 2023). Furthermore, having practice with authentic materials and real-like contexts promotes confidence in communication skills.

- Language learning is a demanding process that includes high motivation and personal efforts; AI offers a bunch of materials and activities based on the needs of learners and necessities, making this journey an engaging experience and increasing the communicative skills of learners (Alshumaimeri & Alshememry, 2024). Similarly, Yang (2020) stated that using AI in language education improves learners' speaking skills. Furthermore, the researcher states that AI robots can create a student-friendly learning setting for learners who hesitate to speak among friends. Conversations with those robots can help learners to gain fluency in oral communication skills.
- AI implementation into ELT improves teaching practices also by reducing the workload of the teachers (Sharifuddin & Hashim, 2024) . AI systems can generate lesson plans, provide feedback for the learners by monitoring the learners' progress and grade assessments, and develop materials tailored to the needs and proficiency levels of the learners. By reducing the workload of instructors, AI can create extra time for supplementary practices. However, to achieve the desired results from the implementation of AI in ELT, teachers need to be proficient users of AI technology or have the necessary skills.
- AI allows instructors to detect plagiarism or AI use (Zawacki-Richter et al., 2019). For instance, learners tasked with take-home exams from time to time make use of AI technologies, and copy the texts from other sources. In this stage, learners might use AI-based plagiarism detectors or AI detectors.
- AI provides learners with opportunities to engage in intercultural communication with different learners from various countries. Learners attend learning groups or carry out collaborative tasks during their language learning experiences. The sense of cooperation is strengthened through the collaborative tasks offered by AI systems in ELT (Vall &

Araya, 2023). Furthermore, interaction with varying cultures, traditions, or customs enables learners to gain an understanding of different cultures.

Although the use of AI has promising potential in language teaching, there are some challenges associated with the use of AI in ELT.

- Data privacy is a significant consideration associated with AI use in ELT (Abrenilla et al., 2023). Particularly, in personalized language learning experiences, AI systems analyze the performance of language learners through sophisticated AI algorithms. It should be ensured that the relevant data is not going to be shared without proper permission.
- Another significant drawback of using AI in ELT interaction problems is that learners who get accustomed to AI-based conversational practices or chatbots, might have limited interaction with other people, or avoid communicating with real people altogether. In addition to that too much dependency on intelligent tutoring systems might deteriorate interpersonal communication skills.
- The capabilities of AI raised concerns about the future of specific occupations (Erbaş, 2023). For instance, English teachers are afraid of losing their jobs as AI can create personalized language learning experiences tailored to the needs of learners and enhance the overall language learning experience. However, instructors should take into account that fact, AI is developed to assist people not to replace them (Toar et al., 2022). Through the collaboration of AI in ELT, instructors can create more effective language learning environments for their learners.
- AI systems are trained using data from various sources. The data used to train these systems inadvertently might include bias, social injustices, or prejudices as there is no bias filter mechanism in the sources accessed through the Internet (Leavy et al., 2020).
- AI provides equity in the language learning adventures of the learners and aids learners in reaching their educational goals; however, some of the learners' technological readiness might not be at the desired levels (Wongwatkit et al., 2023). Due to various

reasons including digital illiteracy, lack of necessary equipment, and less interest in digitalized learning environments, learners might be reluctant to attend AI-enhanced language education. Similarly, the teachers might encounter the same challenges in their teaching process. To overcome these problems, both learner and instructor profiles should be analyzed and their language education facilities should be revised.

- Last but not least, technology is constantly evolving, and it is challenging for learners and educators to keep up with the dynamic nature of technology. The teachers and learners might lack literacy in AI use. As a result, learners and instructors might not make use of AI in English classes efficiently. It is a necessity for instructors to get training in AI technologies to enhance efficacy and create inclusive language learning environments. Furthermore, teachers might lack the necessary pedagogical knowledge to integrate AI technologies into their classes (Sharma et al., 2024). Although they are familiar with AI technologies, it is necessary to have professional training about how to adapt AI technologies in language classes conveniently. Lastly, as there is no age limit to learning a language, learners apart from digital natives might encounter difficulties in using AI technologies in their language-learning journey. Therefore, both instructors and learners need to have the necessary training to gain literacy and keep up with the current trends in AI use.

2.6. ChatGPT

2.6.1. Overview of ChatGPT

ChatGPT is one of the significant innovations that has entered our lives, along with AI Technology. It is fundamentally a chatbot that is developed by OpenAI and is capable of generating human-like conversations. OpenAI is a non-profit company carrying out research on AI. The creators of the most common AI innovations DALL-E, capable of producing paintings depending on the prompts and ChatGPT, can create human-like texts in the conversations (Fitria, 2023). Although its first version was introduced in 2018; following GPT-2 in 2019; GPT-3 in 2020, GPT-3.5 in 2022, and GPT-4 in 2023, we started using ChatGPT (generative pre-trained transformer, the neural network architecture trained on large datasets to generate new data) in 2022, which is developed upon GPT series. ChatGPT, unlike old-fashioned rule-based chatbots, uses advanced AI algorithms based on natural language

processing, machine learning, and deep learning, allowing it to process large sets of data to carry out the prompts of users (Kartal, 2023).

ChatGPT can quickly create various types of texts, respond to follow-up questions, and perform different tasks based on the inquiries (Kasneci et al., 2023); those capabilities arouse the attention of people from various fields. For instance, it can create content for websites, reply to the questions of customers in digital marketing (Jiang et al., 2022), write a report for journalists or an essay for a student, serve as a tutor for language learners, address the needs of the learners by tailoring the content of lessons (Rudolph et al., 2023).

ChatGPT's potential to generate humanlike texts and conversational capabilities is used by learners and educators in language education. Particularly, their availability 24/7, potential for conversational practice with authentic contexts, adaptability, and engaging context created based on the learners' needs makes it a valuable language learning companion (Chiu et al., 2023; Huang & Li, 2023; Kim et al., 2021). Furthermore, instructors use ChatGPT to prepare course materials, lesson plans, exams, provide feedback or evaluate assignments (Lou, 2023). In short, functional uses in other fields and current potentials in education show that ChatGPT has a promising future.

As an AI technology, ChatGPT has also been associated with some challenges, including social biases, privacy, and accuracy (Kim et al., 2023). Although it responds to inquiries quickly, from time to time, due to the datasets it is trained it might include culturally insensitive and biased content. While using ChatGPT, people can unintentionally share their personal information, but those data can be shared or stored with the developers of ChatGPT or other companies without permission. From time to time, ChatGPT can generate text based on inaccurate data as it uses datasets collected from various resources, or when users ask for citations, those resources could include incorrect citations. Furthermore, if the prompts are not clear, the length of the texts might not be at the desired length, or the responses could be irrelevant. Consequently, although it is an innovation that took the world by storm, reaching 1 million users in 5 days following its release in 2022 (Lin, 2023), it might include some concerns or limitations. To use this innovation efficiently, users need to take into account the potential risks.

2.6.2. ChatGPT and English Language Teaching

ChatGPT is a chatbot developed by OpenAI that creates human-like conversations and replies to users' questions. It utilizes NLP and DL technologies, which are subsets of AI, enabling it to create relevant answers by processing large datasets. Although its introduction GPT-1 was in 2018, its most advanced free version is GPT-3.5, and ChatGPT is a software developed using the GPT series (Yu, 2023). It can be used by visiting the website <https://chat.openai.com/>. After creating a free account, users can explore the capabilities of ChatGPT. It can basically offer some topics such as “give me ideas” or “write an e-mail” to start a conversation or users can type whatever they want to ask to the chat box.

In language education, it could be versatily used for translations, conversational practices, personal tutoring, text creation, preparing course contents, creating instructional materials or exams, and formative assessment, etc. (Kasneci et al., 2023; Kovačević, 2023). For instance, ChatGPT can provide feedback or error correction for students' paragraphs. In Figure 1 there is feedback given by ChatGPT on an opinion paragraph about screen exposure. Although the paragraph includes grammar mistakes and the sentences are not well-developed, it is evident that the feedback provided by ChatGPT is fairly constructivist, including suggestions and advice about writing a well-developed paragraph, thereby functioning as a formative assessment. Through supportive feedback such as “ your paragraph effectively communicates ..., you clearly outline..., you provide insight to...” and steps to write a better paragraph, ChatGPT intended to motivate the writer to keep writing and improve their writing skill.

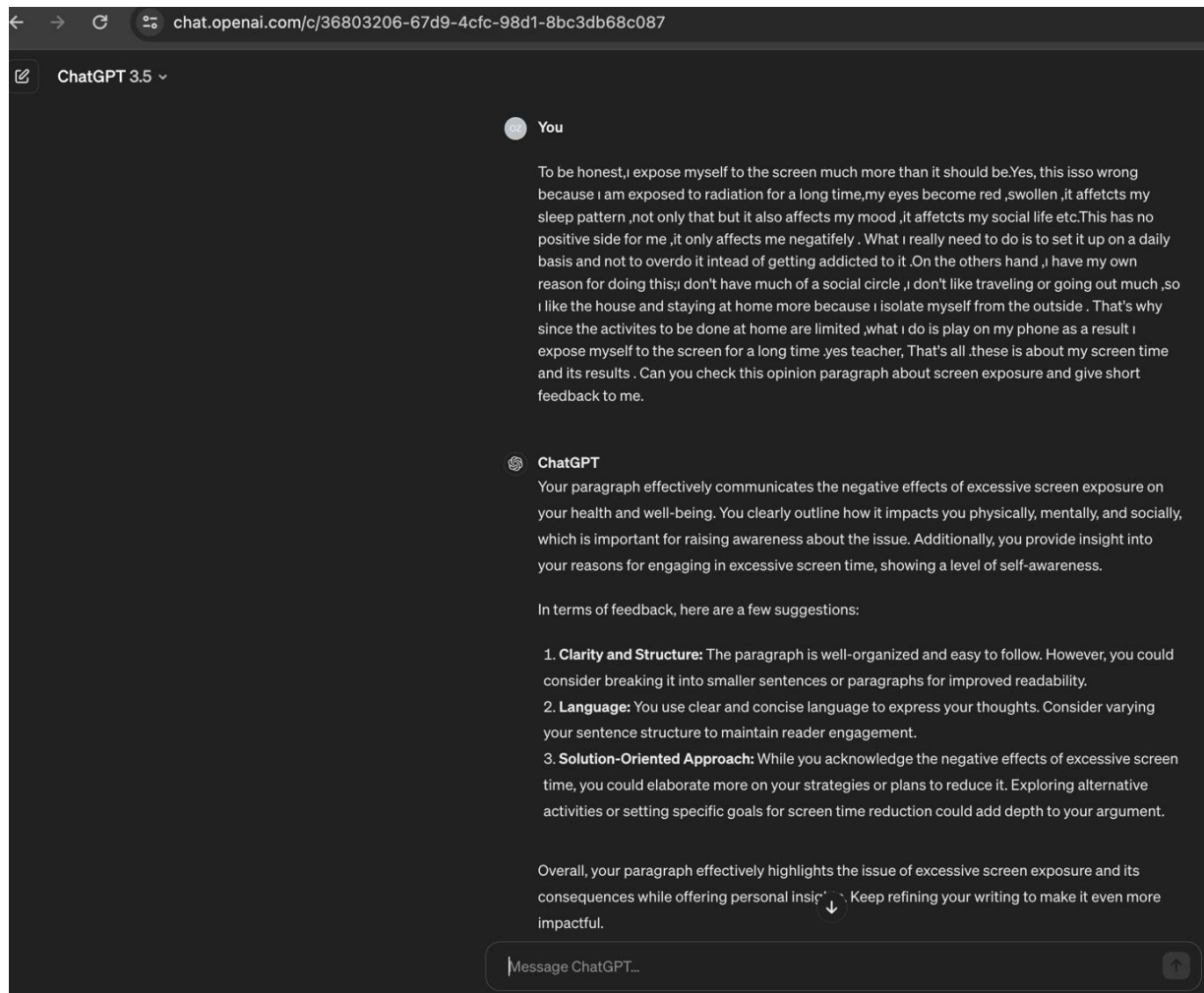


Figure 1. *Feedback Provided by ChatGPT*

Furthermore, users can task ChatGPT with different requests, including creating paragraphs, poems, stories, essays, etc. Depending on the given prompt, users can adapt the levels, put a word limit, or ask for recreation. The content depends on the prompts given by the user. If the users cannot create proper prompts or explain what they want clearly, the result might not be satisfactory or at the desired level. Figure 2 includes a poem about nature by ChatGPT.

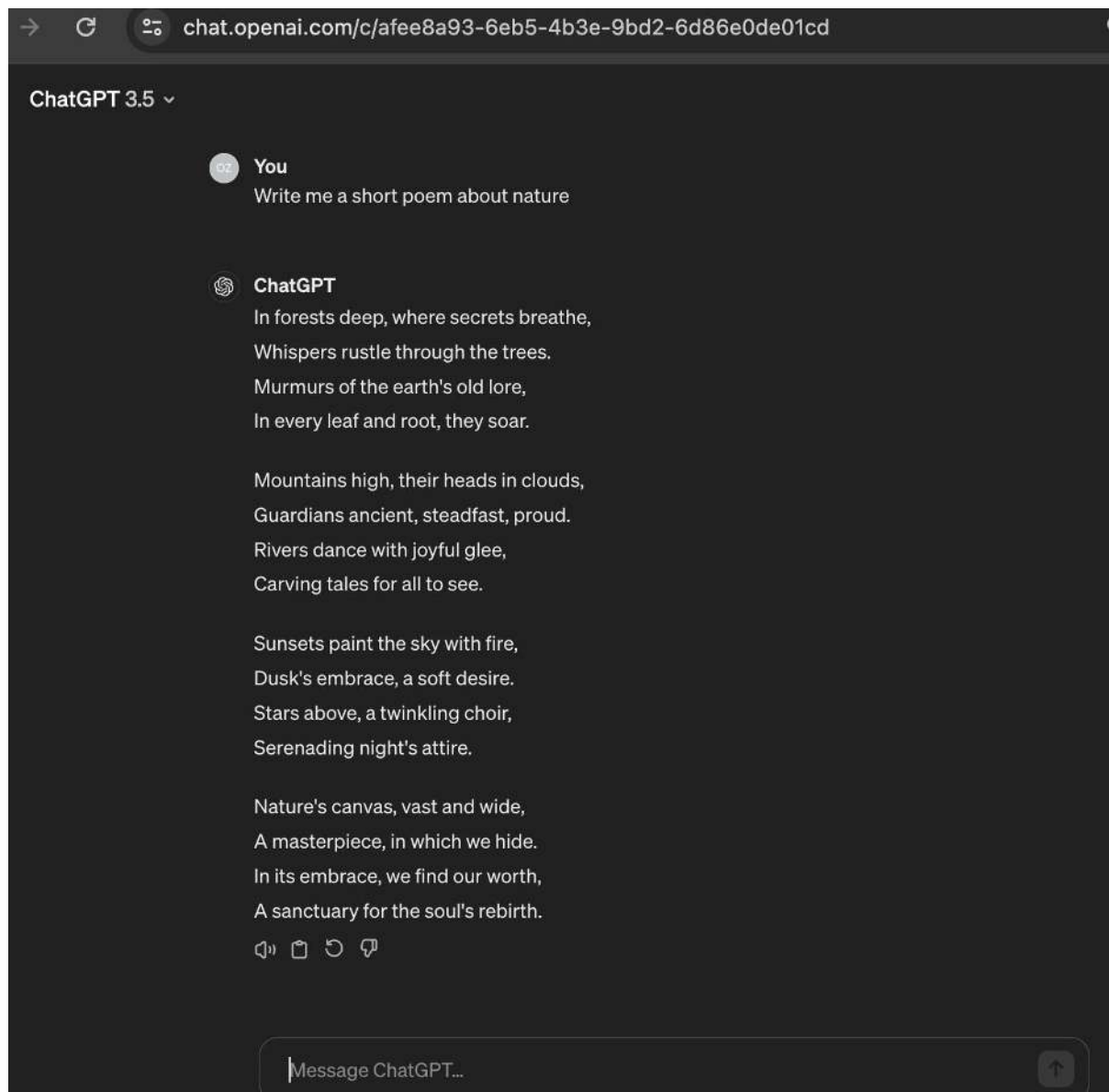


Figure 2. *A Poem Created by ChatGPT*

Teachers can ask for course materials from ChatGPT. For instance, in Figure 3, the instructor asks for a short reading text by specifying their proficiency levels for A1 level 5 graders' English class. In addition to reading texts, the instructor requests comprehension questions by identifying the question type or providing extra details. The material created by ChatGPT is authentic and aligned with the levels of learners. The content can vary depending on the length, level, and complexity of the course. Furthermore, the instructors can particularly inform the ChatGPT about the course objectives, target vocabularies, the necessities or the preferences of the learners, etc. The content is totally created depending on the users' prompts. Instructors can either use the created content, ask for a revision on the details they did not like or extend the content by including extra details while giving prompts. If the content does not

meet the expectations of the instructors, they can recreate content by clicking on the recreate button. Figure 4 shows the symbols below the response of the ChatGPT. The speaker symbol (first from the left) stands for “reading along”, the paper symbol (second from the left) stands for “copy”, the regenerate symbol is the third from the left for creating the response again, and the last symbol stands for feedback. If the user is not satisfied with the response of ChatGPT, they can click on the dislike symbol to identify a “bad response”.

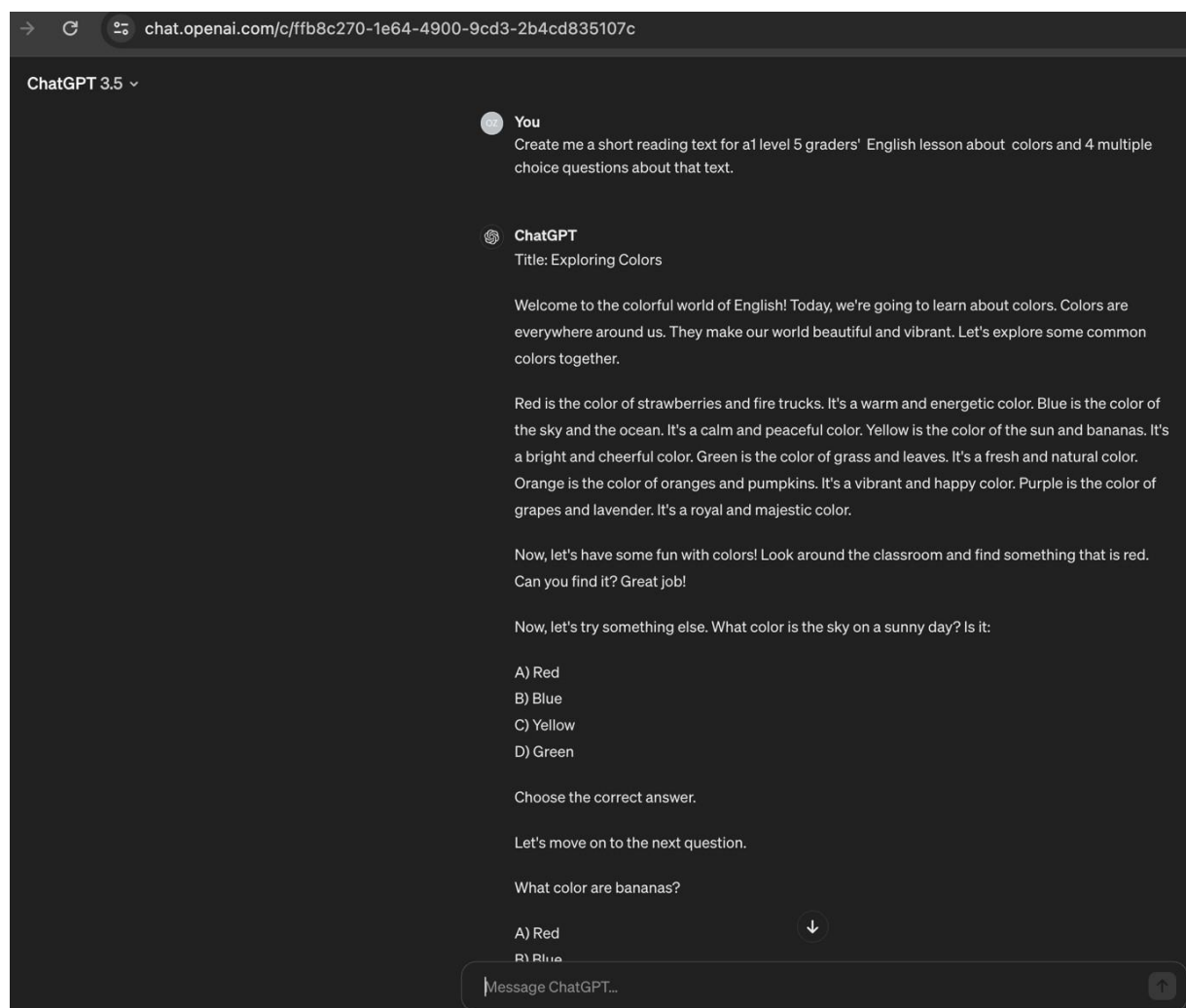


Figure 3. *A Reading Text and Comprehension Questions Provided by ChatGPT*

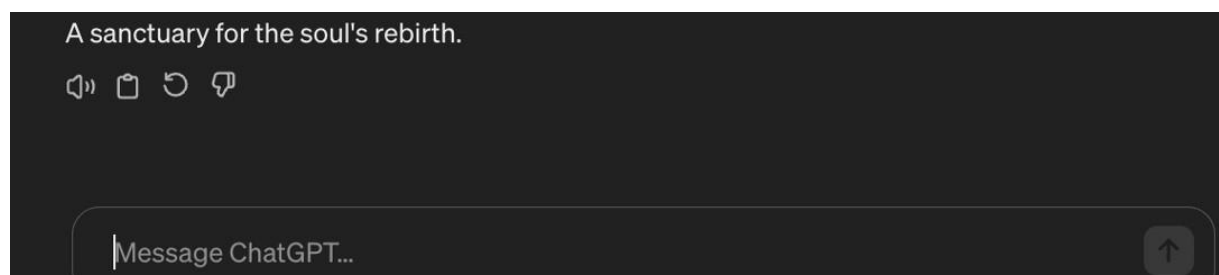


Figure 4. *The Symbols Below the Response of ChatGPT*

Besides course materials and text creation, ChatGPT can also perform translation in different languages enabling the promotion of a better understanding for learners with lower proficiency levels in language education. ChatGPT can also tailor the content for the users. For example, if a learner finds the answers of the ChatGPT totally complex or has difficulty understanding the specific points in the answer, ChatGPT can adapt to content for the learners' level, include extra explanations, or simply translate into the user's mother tongue, avoiding ambiguity or unclear points in its response for the language learner. Furthermore, it can serve as a corpus or a dictionary, including definitions and uses of the words, phonetic support, and synonyms or antonyms of the words to enrich the vocabulary and facilitate the learning process. It enables learners to figure out how words or phrases are used in the context. In short, ChatGPT's versatile nature makes it a valuable tool in language education. It addresses the learners' and instructors' needs, aiming at gaining a better understanding of the target language and enhancing the language learning environment.

2.6.3. Studies on Use of ChatGPT in ELT

ChatGPT's capabilities aroused the attention of researchers worldwide, searching for the potential application of this technology in diverse language education settings. The researchers aim to find out how ChatGPT can enhance the language learning process, language proficiency, and communicative skills of learners and assist the teaching practice of instructors.

Enrique et al. (2023) carried out a study to find out the impact of ChatGPT on the motivation and engagement of learners, examining the perceptions of students and instructors. The results of the study implied that ChatGPT increased enthusiasm and interest in the language learning process. Similarly, Ali et al. (2023) investigated the impact of ChatGPT on learning motivation. They covered that ChatGPT boosts the motivation of learners in developing reading and writing skills, while there is not a significant difference in promoting listening and speaking skills. The study conducted by Enrique et al. (2023) investigating the impact of ChatGPT on learner motivation and engagement indicated that ChatGPT has the potential to enhance the motivation and proficiency of learners. In addition to that, Zhou (2024) revealed that the use of ChatGPT has a positive impact on learners' motivation. The learners are pleased with the timely feedback, enabling learners to learn about their strengths and weaknesses. Depending on the feedback provided by ChatGPT, learners' engagement is increased, and their motivation for

language learning adventure is enhanced. In a similar vein, ChatGPT's ability to personalize the content to address the needs of learners and its capability of providing interactive practices and authentic materials have also increased the motivation of language learners by enhancing the overall process (Huang & Li, 2023; Mukarto, 2023).

Studies in the existing literature, carried out on the different levels and student profiles, indicated that students with higher motivation have a tendency to succeed in L2 writing compared to the ones with lower motivation and create more elaborate paragraphs (Al-Shourafa, 2012; Moursi, 2008; Nourinezhad et al., 2015; Süğümlü et al., 2019). Another study on the ChatGPT's potential to improve writing skills is carried out by Schmidt and Fajlik. The results of their study indicated that ChatGPT is a valuable tool for promoting writing skills and a deep understanding of English language grammar (Schmidt-Fajlik, 2023). Compared to Grammarly and ProwritingAid, ChatGPT is found to be the most helpful grammar checker through the simple explanations and detailed analyses in the target language by Japanese English Language Learners. Furthermore, correcting basic grammar and spelling mistakes saves the time of the instructors and creates extra time for dealing with the higher-level components of writing skills.

Ayimkhan (2024) investigated the use of ChatGPT to promote speaking skills. The results show the promising potential of ChatGPT in oral proficiency, indicating the contribution to the confidence of learners and their fluency at the same time. On the other hand, the researcher highlights the importance of pedagogical knowledge for teachers when implementing ChatGPT into their teaching practice. It is also stated that further studies are needed to be carried out to learn about the long-term influence of ChatGPT and find its best applications of ChatGPT in language education.

Monika et al. (2024) conducted a study for examining the impact of ChatGPT on the language learning process. The findings of the study demonstrated that the use of ChatGPT in language education improves learners' listening, writing, reading, and speaking skills and facilitates to vocabulary knowledge of learners, underscoring the time-saving benefit of using ChatGPT in ELT.

Muniandy and Selvanathan (2024) explored the effectiveness of ChatGPT as a learning tool for promoting ESL students' speaking skills in the flipped classroom environment in a

public university in Malaysia, providing insight into the challenges that learners experienced in improving their speaking skills. The results of the study demonstrated that ChatGPT provides conversational practice for the learners, increasing both their motivation and communicational skills. Furthermore, students regard ChatGPT as a learner-friendly tool due to the clear explanations and enjoyable learning environments provided by ChatGPT. Depending on the positive attitudes of the students, the researchers suggest the authorities of higher education train learners on the use of ChatGPT to utilize that tool effectively.

Alam and Asmawi (2024) carried out a study to find out the potential and challenges of ChatGPT in vocabulary instruction. The results indicated that ChatGPT can provide definitions, promote bilingual understanding, facilitate spelling proficiency, and enrich learning experiences for the learners. On the other hand, to use ChatGPT to teach vocabulary efficiently, both the instructors and learners need to possess competency in using technology. Furthermore, to run the process smoothly, it is necessary to address issues such as power supplies, internet connection, and technical problems; otherwise, it might not be feasible.

Par et al (2024) conducted a study to investigate EFL learners' views on the implementation of ChatGPT in language education. The researchers employed a questionnaire focusing on the use of ChatGPT, learners' attitudes towards the utilization of ChatGPT for improving language skills, and suggestions of learners to implement the ChatGPT into ELT settings. The findings of the study implied that EFL learners support the integration of ChatGPT in ELT due to its potential to enhance language skills. Furthermore, despite some challenges associated with ChatGPT, EFL students have positive attitudes toward ChatGPT use in ELT by highlighting its benefits, which contribute to language learning, particularly in writing and reading, and learners' vocabulary and grammar knowledge.

Pavlenko and Syzenko (2024) conducted a study to investigate the students' use of ChatGPT in language learning and the level of satisfaction with the assistance provided by ChatGPT. The data collection process is done by developing a questionnaire and employing this questionnaire on 247 Ukrainian university students studying in various departments, including Engineering, Business, and Information Technology. The results of the study indicated that students have a tendency to use ChatGPT in searching for resources or information, doing tasks or assignments, and editing their drafts. Furthermore, the study implies that implementation of ChatGPT facilitates the learning process, highlighting the significance

of personalized content for addressing the needs of learners. Finally, the findings of the study suggest that learners have positive attitudes toward to use of AI tools in the learning process. Thus, the researchers recommend that higher education institutions should add supplementary courses to their curricula to educate students on using AI tools and how they can incorporate those tools into their professional development.

Ali (2023) carried out a study to investigate perceptions of instructors regarding the advantages and disadvantages of using ChatGPT in EFL settings with the participation of 58 faculty members in Saudi Arabia. The findings of the study demonstrated that although most of the EFL instructors who attended the study had a positive view about the use of ChatGPT in language education since it enhances the overall process, they stated their concerns about specific issues such as plagiarism, overreliance on chatbots and the decreasing efforts of learners in their language learning adventure, adaptation problems of older users. In addition to that the researchers, depending on the findings of the study, recommend for instructors to get training on how to integrate ChatGPT into language education for achieving efficiency in using ChatGPT and improving the quality of language education. Furthermore, to address the problems related to the utilization of ChatGPT, it is advised to organize workshops for instructors by the authorities to ensure the safe and efficient use of this technology.

Tatsenko & Donik (2020) investigated the potential benefits and drawbacks of ChatGPT to explore how English could be taught more easily through ChatGPT. The researchers cover the fact that ChatGPT facilitates communication skills and reading comprehension, expands vocabulary knowledge, and provides personalized feedback. Despite its benefits, they found out that it also held some challenges; the interaction between teacher and students is limited when compared to traditional language education, ChatGPT cannot meet the emotional needs of the learners, the potential risk of over-reliance on technology, the responses provided by ChatGPT might include inaccurate information. All in all, they stated that by focusing on the advantages of utilizing ChatGPT, instructors can offer an engaging learning experience for their students and assist them in achieving their learning goals.

Baskara (2023) investigated the pros and cons of using ChatGPT in teaching writing by reviewing the literature. The findings of the study indicated that the use of ChatGPT in writing instruction holds various benefits, such as providing personalized feedback, increasing the motivation of learners, facilitating the language learning adventure, and gaining proficiency in

the English language. On the other hand, the whole should be planned meticulously to ensure efficacy while using ChatGPT in ELT, avoiding unfair and biased content. Notably, in in EFL writing classes, users should pay attention to ethical concerns about utilizing ChatCPT.

The study of Kohnke et al. (2023), the advantages and disadvantages of using ChatGPT in language education are discussed. The results implicated that ChatGPT is a versatile tool to enhance the language learning process through providing rich input and accessibility 24/7, adjusting the content depending on the learner's proficiency level, offering personalized learning, and providing authentic materials and interactive learning settings. Conversely, it has some drawbacks including ethical use, accuracy problems with the information provided by ChatGPT, and cultural bias. These concerns even resulted in banning ChatGPT in some cities or changing the exam format from take-home to pen-and-paper in some universities. Besides concerns related to its unethical use, learners need to improve their digital competence. Furthermore, the instructors need to promote a deep understanding of ChatGPT to implement it in their teaching practice, assist their learners in how to utilize ChatGPT in their self-directed language learning adventure and guide their students to avoid potential risks of using ChatGPT. Lastly, the researchers encourage teachers to use ChatGPT in language instruction to improve the language learning process while also being aware of the potential challenges.

Irzawati et al. (2024) carried out a study to explore the use of ChatGPT in ELT by reviewing thirty articles from online databases. Following the analysis process, they found out that ChatGPT is a beneficial tool in language education, despite having some drawbacks such as providing inaccurate information, overlooking plagiarism, and decreasing the learners' creativity and critical thinking skills. Thus, it is vital to gain an understanding of this tool and utilize it properly to minimize the challenges associated it tool in the language teaching and learning process. Particularly, teachers using ChatGPT as a medium or learning tool should integrate the tool into their teaching practice and lesson content wisely and plan the process carefully. Similarly, learners utilizing it as a reference should be trained regarding the potential concerns of using ChatGPT. Raising awareness among the learners and meticulously planning the process enables the smooth running of the language education process.

2.6.4. Affordances and Limitations of ChatGPT in Language Education

The developments in science and technology affect most fields including language education. ChatGPT is an innovation that has been introduced to our lives thanks to technological improvements. It is created upon NLP and its ability to develop human-like texts and answer questions with high accuracy and relevance arouses the attention of both learners and instructors. Particularly, its use in language education has created a path for personalized learning and various benefits (Tatsenko & Donik, 2020). Furthermore, Hayashi and Sato (2024) revealed that using ChatGPT in language education improves the communication skills of L2 learners and reduces anxiety by implying the revolutionary impact of AI-integrated language classes over traditional classes. It has gained popularity among instructors and learners in the ELT domain due to its versatile capabilities, such as providing real-like communicational practice, accessibility, timely feedback, etc (Kohnke et al., 2023; Zhao, 2023). Despite its promising potential, ChatGPT presents some challenges and limitations related to its use in ELT, including ethical concerns, inaccurate information, biased content, problems due to digital illiteracy, and technical issues (Alam & Asmawi, 2024; Kartal, 2023). To maximize the potential benefits and decrease the negative impacts or limitations of ChatGPT in ELT, it is recommended to train learners and instructors on the effective use of ChatGPT (Fikri, 2023; Kovačević, 2023). Table 1 summarizes the affordances of ChatGPT in ELT by providing insight into the use of ChatGPT in ELT.

Table 1.
The Affordances of ChatGPT in ELT

Affordances of ChatGPT	
In Language Teaching	In Language Learning
• time and energy saving (Kasneci et al., 2023) • decreasing the workload of instructors (Baskara, 2023) • assistance in assessment (Sun, 2023; Zhai et al., 2021), formative assessment (Kohnke et al., 2023) • assistance in analyzing learners' improvement (Rudolph et al., 2023) • providing effective teaching practices • offering detailed lesson plans (Eller-Molitas, 2024) • generating authentic materials for instruction (Koraishi, 2023)	• providing real-time feedback (Koraishi, 2023) • promoting fluency • improving language skills (Chandramohan, 2023; Daza et al., 2024) • assistance in gaining a cultural understanding of the target language • translation (Mabuan, 2024) • personalized learning experience addressing the needs of learners (Huang & Li, 2023) • enhancing language learning (Ali, 2023)

-
- promoting learner autonomy (Eisenring et al., 2024)
 - accessibility of resources
 - 24/7 availability
 - engaging learning environment (Fikri, 2023)
 - diminishing shyness (Kohnke et al., 2023)
 - a useful learning tool (Özçelik & Yangın Ekşi, 2024)
 - providing resources for carrying out the assignments (Nguyen, 2023)
 - suggesting an effective learning environment (Rajashree, 2023)
 - cost-effective
 - decreasing L2 anxiety (Hayashi & Sato, 2024)
 - cultural exposure (Vall & Araya, 2023)
 - boosting motivation (Muñoz et al., 2023)
 - offering real-life scenarios for practice (Eller-Molitas, 2024)
-

Various studies highlighting the potential of ChatGPT in the ELT domain (Fikri, 2023; Kasneci et al., 2023; Kohnke et al., 2023; Koraishi, 2023; Özçelik & Yangın Ekşi, 2024; Rajashree, 2023) , but despite its advantages it also holds some disadvantages. In Table 2, limitations of ChatGPT in ELT are given.

Table 2.
The Limitations of ChatGPT in ELT

Limitations of ChatGPT	
In Language Teaching	In Language Learning
• risk of replacement of teachers • concerns about reliability and accuracy (Mabuan, 2024) • decreasing teachers' creativity (Li et al., 2024) • limited interaction between learners and teachers (Tatsenko & Donik, 2020) • need for digital competency (Nugroho et al., 2023) • need for pedagogical knowledge about how to integrate it into classes	• overreliance on ChatGPT (Li et al., 2024) • privacy and data security problems • not practical in educational settings with limited resources • need for proficiency in technology (Alam & Asmawi, 2024) • decreasing critical thinking (Kasneci et al., 2023) • ignoring the emotional needs of learners (Tatsenko & Donik, 2020) • including biases and prejudice (Lund et al., 2023)

-
- inequality
 - concerns about cheating (Nguyen, 2023)
 - plagiarism (Okaiyeto et al., 2023)
 - misleading content (Phuong, 2024)
 - offering inaccurate citation
 - inability to understand cultural nuances (Eller-Molitas, 2024)
-

2.7. Lesson Planning

The lesson plans are one of the significant components of the teaching process. Before the teaching process, the instructors take different variables into account, such as course objectives, the materials that will be used in the lesson, the warm-up part, the steps of the teaching process, and the assessment part; then they carry out their lessons depending on these plans. Having a well-developed lesson plan enables teachers to run the overall teaching process and fulfill the objectives of the course. Demirel (2014) states that a lesson plan provides a

Ensures a consistent teaching process that is compatible with the educational program, goals of the lesson, requirements of the topic, and the needs of the learners. Thus, it could be inferred that a well-developed lesson plan is key to an effective teaching process.

Language education is a complex process that requiring significant effort from both learners and instructors. In the instructional part, teachers need to plan meticulously to promote the proficiency of learners by improving each skill of learners and helping them gain an understanding of the target language. Although lesson planning does not seem to be an active part of the teaching process, it is vital since the teachers create a preview of the lesson while preparing lesson plans. They define the methods and techniques they are going to employ in teaching a specific topic, create or find the necessary materials and assessment tools, and create a general outline of the course. When the teachers take action and start teaching depending on the lesson plans, they created beforehand, they enable them to achieve the goals of the lesson, promote consistent teaching, and from a broader perspective, teachers aid their learners in fostering linguistic proficiency. Thus, the importance of the lesson plans in language education is undeniable. The teachers aiming to run a successful language learning process need to allocate their time to lesson planning, as the lesson plans serve as a guiding map in the teaching process.

2.7.1. Use of ChatGPT to Create Lesson Plans

Lesson plans function as guiding maps for the teachers when they are teaching. The instructors determine the necessary materials and teaching process serving their learners' needs and the requirements of the topic while preparing their lesson plans. The lesson plans create safe paths for the instructors in their teaching experience while they are preparing their lesson plans; they take into account most of the lesson as if they are writing a scenario in detail. In the classroom, they act out that scenario to create an engaging and efficient learning atmosphere. When it is necessary, they make adaptations depending on the needs of the learners or add supplementary explanations or exercises to enhance the lesson content. For their professional development, teachers monitor their teaching performance through lesson plans. For instance, they follow which parts of the topic they covered, identify problematic areas of their teaching that need to be reviewed, assess the effectiveness of the activities or tasks, define necessary adaptations for various student levels or classes, evaluate their time management and review the feasibility of covering units at their current speed. Furthermore, this process enables teachers to determine their future teaching arrangements and facilitates their professional development and teaching experiences.

Berg and Plessis (2023) explored the facilitation of Generative AI tools such as ChatGPT in lesson planning, critical thinking, and accessibility of this content in education. The results indicated that ChatGPT offered specific course materials and support for the teaching process, serving as open educational resources, enhancing the quality of education, and promoting the critical thinking of teachers. Particularly contextualized materials offer authentic uses of the patterns serving the needs of specific topics, and as a result, help learners promote understanding of the target language and contribute to learners' linguistic proficiency. Furthermore, they stated that those materials save teachers' time and effort when they create their lesson plans. However, they highlighted that in order to employ these tools in teaching practice efficiently, users need to pay attention to the risks and limitations they hold. Despite the remarkable potential of ChatGPT in creating lesson plans and materials, it should be taken into account that ChatGPT can only serve as a facilitator of lessons. It cannot take on the responsibilities of teachers.

Baytak (2024) reviewed 18 lesson plans generated by ChatGPT and Google Gemini, technological tools that instructors make use of while creating lesson plans, and to determine the potential of these tools. The researcher gives prompts to these chatbots to develop lesson plans for the specific course, subject, and proficiency levels for the science, mathematics, science, literature, and social studies lessons. The findings of the study revealed that lesson plans generated by ChatGPT and Google Gemini highly resemble the ones created by real people, particularly the sentence structures, activities, and assessment parts. Teachers can use those chatbots to conveniently generate materials and content for their classes. The researcher also underscores the significance of digital literacy and prompts for getting relevant and accurate responses.

Dumlu et al. (2024), carried out a case study to investigate the effectiveness of lesson plans generated by ChatGPT-3.5 and ChatGPT-4 for teaching inequality subjects, a math lesson topic, to 8th graders. The researchers asked some template questions for creating lesson plans including inequity knowledge, learning objectives, the necessary pedagogical knowledge to teach the subject, allocated time for teaching a specific topic, etc. The findings of the study demonstrated that both versions of ChatGPT are capable of generating lesson plans for teaching inequity subject to 8th graders, and ChatGPT 3.5 and 4 could be used for reducing the workload of teachers, including routine tasks, assignments, exercises, or supplementary tasks for learners. Similarly, Gurl et al. (2024) conducted a study to investigate the potential of ChatGPT serve as a lesson planning assistant with secondary mathematics preservice teachers. However, they covered that ChatGPT has a limited potential to assist preservice teachers of secondary mathematics due to lack of pedagogical knowledge, as the teachers' practices and ChatGPT's pedagogical approaches do not overlap in certain subjects.

Corp and Revelle (2023) investigated the pre-service teachers' ChatGPT used in lesson planning and determined how ChatGPT can facilitate their teaching practice. They covered that pre-service teachers should work on writing prompts to make ChatGPT generate lesson plans meeting language learners' needs and interests. When the pre-service teachers utilize ChatGPT efficiently, they can save their time and spend much of their time enhancing the language learning experiences of students.

Although the use of AI in ELT has been investigated by various researchers (Chaushi et al., 2024; Chen et al., 2020; Holmes et al., 2023; Shafarini et al., 2023; Sharma et al., 2024;

Thadphoothon, 2022; Yang, 2020) the number of studies including the ChatGPT's lesson planning potential is limited. Particularly in the ELT domain, some researchers mentioned ChatGPT's capability of creating lesson plans (Eller-Molitas, 2024; Lin, 2023; Yazıcı Demir, 2023) . However, no specific studies include the teachers' perspectives on ChatGPT and lesson planning subjects. Thus, in this study, the researcher investigated the potential of ChatGPT in generating lesson plans for EFL classes by examining the teachers' views on a ChatGPT-generated lesson plan. It aimed to provide insight into the use of ChatGPT in EFL lesson planning and contribute to existing literature.



CHAPTER III

METHODOLOGY

3.1. Presentation

This section of the study aimed to present the methodology of this research. It introduced the research design, participants, data collection instruments, and process and summarized the framework of the study.

3.2. Research Design

This research was carried out using a qualitative research design to explore English teachers' perspectives on ChatGPT-generated lesson plans and determine implications for the use of ChatGPT in their future teaching practices. Qualitative studies are carried out with the aim to “understand people’s beliefs, experiences, attitudes, behavior, and interactions” (Pathak et al., 2013, p. 192). Qualitative research does not provide numerical data for the researchers.

Phenomenological research is a research design that refers to comprehending the importance of a specific experience for a group of people and their feelings about that experience (Ugwu & Val, 2023). A phenomenological research design was used to achieve the objectives of the study and explore the teachers' views on the use of ChatGPT, an AI-based chatbot, in lesson planning. This research design requires delving into the process of gaining an insight into the experiences of people and understanding the phenomena by focusing on the details that can enable researchers to comprehend the significant aspects of the phenomena (Bliss, 2016). In a nutshell, phenomenological research design allowed the researcher to cover the detailed experiences of English teachers on a ChatGPT-generated lesson plan regarding effectiveness, teacher-friendliness, time-saving, practicality, and applicability in language classes.

3.3. Data Collection Instruments

Although the history of AI dates back to the 1950s, releasing ChatGPT is relatively new. The studies on using ChatGPT in lesson planning remain nearly untouched. Furthermore, there is no specific instrument to explore the teachers' views on using ChatGPT in lesson planning. A semi-structured questionnaire was designed to collect the data, including the teachers' views and experiences about the use of ChatGPT in lesson planning. The researcher reviewed the related literature and made ChatGPT generate a sample lesson plan for teaching the Wild Animals Unit. Based on the related literature and the ChatGPT-generated lesson plan, the researcher determined the essential points to be included in the semi-structured interview form. Following this step, the researcher created a semi-structured interview form to employ in the study by getting the expert views.

3.3.1. A Sample Lesson Plan

This qualitative research was carried out to explore the teachers' views on the ChatGPT-generated lesson plan that could serve the requirements of the A2 level 7th graders' English lesson. To achieve the goals of the study, the researcher gave some prompts to ChatGPT, including the learning objectives of the Wild Animals Unit from the 7th graders' English Coursebook, target vocabularies and the parts of the lesson plan, and related activities in detail.

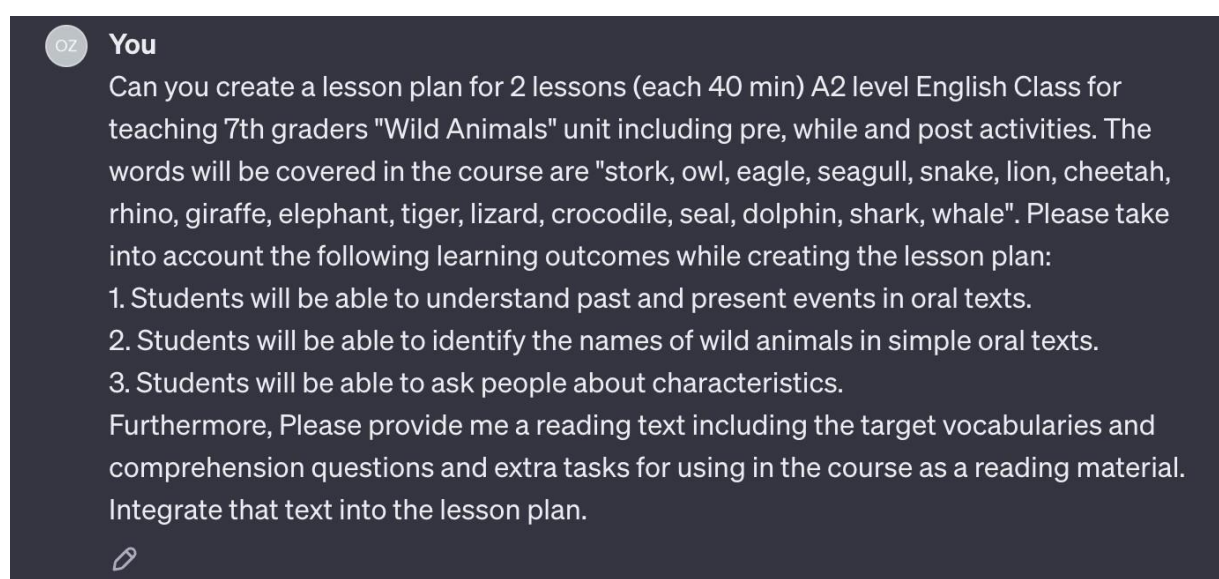


Figure 5. Prompts Given to ChatGPT to Generate the Lesson Plan

After providing detailed prompts, ChatGPT generated a sample lesson plan for two lessons to teach the Wild Animals Unit to 7th graders. The related lesson plan was used to create the data collection instrument, a semi-structured interview form, and to explore teachers' views on ChatGPT's lesson plan-generating potential. The lesson plan generated by ChatGPT was given in the Appendices part of the thesis (Appendix 2).

3.3.2. A Semi-structured Interview

In this study, 20 semi-structured interviews were carried out with English teachers working in Adıyaman. The purpose of the study was to investigate the efficacy of the Artificial Intelligence-based chatbot, ChatGPT-3.5 in promoting a lesson plan that could meet the requirements of A2 level 7th graders' English Lessons. Depending on the AI-generated lesson plan, the teachers' views on the effectiveness of this plan were explored. Thus, to gain a deep understanding of the teachers' views on the use of ChatGPT in lesson planning, there was a need for an instrument that focuses on this issue. In semi-structured interviews, the interviewer asks content-based questions to explore the subject (Dunn, 2000). Longhurst (2003, p. 143) defines the semi-structured interviews as it follows:

“A semi-structured interview is a verbal interchange where one person, the interviewer, attempts to elicit information from another person by asking questions. Although the interviewer prepares a list of predetermined questions, semi-structured interviews unfold in a conversational manner offering participants the chance to explore issues they feel are important.”

For the qualitative data collection process, the researcher developed a semi-structured interview form with 23 open-ended questions. After receiving the expert opinion, the researcher removed nine questions, creating the final version of the semi-structured interview form. The form consisted of 2 dimensions; the first part of the form included six questions about the background and demographic information of the interviewees, while the second part had eight questions related to the potential, adaptability, and practicality of the lesson plan, pros and cons of it and about the future practices of teachers (Appendix 3). This semi-structured interview form enabled us to gain insight into the teachers' reviews on the effectiveness of ChatGPT in lesson planning.

3.4. Research Population and Sampling

The researcher carried out this study to explore the effectiveness of lesson plans generated by ChatGPT for A2-level English Classes in secondary schools. To achieve this goal of the study, the 20 participants who attended the research were determined by Non-Probability Convenient Sampling, English teachers who taught 7th graders in Adıyaman province. The participants were chosen randomly from the ones that were readily available and convenient to be involved in the research. Depending on the data provided by the interview, 4 of the participants were male, and 16 were female. Their ages ranged between 24 and 42, and their teaching experience varied from one year to over ten years. In Table 3 demographic characteristics of the participants were given.

Table 3
Demographic Characteristics of the Participants

Variables		N	%
Teaching Experience	0-1 year	5	25
	1-5 years	2	10
	6-10 years	5	25
	11+ years	8	40
Familiar with the use of AI in ELT	Yes	8	35
	No	12	65
Attended a training on the use of AI in ELT	Yes	1	5
	No	19	95

3.5. Data Collection

In the data collection process, the researcher got the necessary permissions from the Ministry of Education and Ethics Committee of Gaziantep University' Graduate School of Educational Sciences. After receiving the necessary permissions from these institutions, the researcher interviewed the English teachers who agreed to participate in the study voluntarily. The researcher scheduled appointments with the volunteer teachers. The interview was carried out with 20 teachers from 7 schools in person during the spring semester of the 2023-2024 academic year. The interviews were conducted in Turkish to avoid misunderstandings.

Furthermore, all the interviews took place in the teachers' lounge. The researcher recorded the interviews, transcribed them, and later translated them into English for the content analysis. The participants' answers and identities were ensured to be kept confidential. Their responses to the eight open-ended questions in the semi-structured interview form created the data for the study.

3.6. Data Analysis

At the beginning of the data analysis, the data collected by semi-structured interviews were transcribed and translated into English by the researcher. The researcher conducted an inductive content analysis. The data were reviewed a few times to determine the codes and themes to promote accuracy. The codes and meaningful themes were created based on the participants' responses and the findings were provided in the fifth chapter. To ensure consistency and accuracy, the direct answers of some participants were included in the findings part, and the identities of the participants were kept confidential; the participants were represented by T1, T2, ...T20. In light of the research questions findings were analyzed. Lastly, the findings of the study were compared with the existing literature in the discussion section to gain a deeper insight into the research.



CHAPTER IV

FINDINGS

4.1. Presentation

In this part of the study, findings based on the responses of the teachers to the interview questions were presented.

4.2. Findings Regarding the Research Questions

The interview was conducted in Turkish to refrain from misunderstandings, the responses were translated into English. In the data analysis process, the participants are represented by the letter “T” (T1, T2, T3, etc.) to ensure confidentiality. For some points in the interview form, similar questions about the same research questions were uttered for assuring the reliability of the responses.

4.2.1. Findings Regarding the First Research Question

To collect the data for the first research question, “How effective is ChatGPT to generate lesson plans for English as a Foreign Language (EFL) classes?” 3rd, 4th, and 5th questions in the interview form (Appendix 3) were used. To explore the potential of ChatGPT-generated lesson plans in meeting the course objectives, the third question in the interview form was asked of the participants. In Table 4, the participants’ responses were given.

Table 4

Themes, Codes, and Frequencies of The Responses to the Third Question in the Interview Form

Themes	Codes
Consistent (16)	• A temple plan (4) • Compatible with learners’ proficiency level (6) • Including Target vocabulary (3) • Meets learners’/course needs (4) • Satisfying course content (7)

Not consistent (4)	• Beyond learners' proficiency level (4) • Limited number of target vocabulary (2) • Should be simplified (2)
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Depending on the findings of the study, it was evident that most of the teachers who participated in the study think that the course objectives were aligned with the course content. The excerpts taken from the questionnaire forms were given as follows:

“The course content meets the needs of the course objectives” T9

“The course objectives are compatible with the course content mostly except for the level of reading text; it should be simplified to ensure consistency.” T14

“The course content and course objectives are in harmony. Including the target vocabulary, providing various activities, and the enriched content seems okay.” T18

As T14 stated, T18 said “In general, they are both consistent with each other, but reading text should be simplified to meet the course objectives.”

Most of the teachers thought that the course content was sufficient enough to meet the course objectives. However, two of the participants had concerns about appropriateness due to the learners' proficiency levels.

“If my learners are at the A2 level, I could say that the course objectives and course content are compatible with each other. When I take into account my learners' profile, I can say the objectives are not consistent with my course content.” T8.

Similarly,

T12 stated that “The lesson content provided by ChatGPT is not compatible with our course objectives since the learners' proficiency level is lower than A2.”

The fourth question in the questionnaire (Appendix 3) collected the necessary data to explore ChatGPT's potential to create course materials and activities for teaching Wild Animals to 7th graders. The themes, codes, and frequencies were given in Table 5.

Table 5

Themes, Codes and Frequencies of The Responses to Fourth Question in the Interview Form

Themes	Codes
Effective (16)	• Integrated skills • Authentic material support (5) • Rich content (4) • Homework (3) • Engaging activities (6) • Meets the needs and interests of learners • Well developed (2)
Not Effective (4)	• Only comprehension-based (2) • No listening and speaking (3) • Beyond learners' level (4) • Visuals are required (2) • Individual differences • Need to be revised (4)

The findings demonstrated that most teachers regarded ChatGPT provided effective teaching activities and materials for students in the lesson plan. For instance:

“This lesson plan provides engaging teaching activities for the learners. To be honest, it offers more activities than I needed” T3

“ChatGPT-generated lesson plan has activities that could meet the learners' needs and interests” T5

“The reading text is good, but it should include some visuals and listening materials.” T6.

“It has rich content, including authentic materials, but it needs to be enhanced with visual materials.” T7

“There are sufficient teaching activities that enable teachers to reinforce their students' learning process through in-class and out-of-class activities.” T10

“It has rich content in teaching activities, but depending on the levels of different classes, I need to make some arrangements.” T13

“ChatGPT provides authentic materials that are learner and teacher-friendly. The lesson plan includes role plays, presentations, and mechanical exercises, which makes it an effective teaching tool for me.” T15

“I think this lesson plan is a well-developed plan including vocabulary exercises and a reading text with tasks, but the level of the reading text is beyond the learners’ level; it requires an adaptation.” T16

Although most of the teachers agreed that ChatGPT-generated lesson plan offers rich teaching activities and materials, some of the teachers found the materials insufficient and some participants stated that there should be more speaking and listening tasks to improve all of the linguistic skills in an integrated way.

“The course materials provided by ChatGPT are limited to certain skills, including reading and writing, but speaking and listening materials should be included as well. The related materials are comprehension-based.” T12

In the same way, T8 said, “The lesson plan should include listening and speaking materials”.

“I think it has plenty of exercises for all of the skills except for listening.” T6

“The lesson plan includes activities for reading and writing. However, there is a need for both listening and speaking activities, though.” T12

The responses given by some participants implied that even though the lesson plan had various activities for teaching practice, some parts should have been revised. Some teachers found the lesson plan beyond their learners’ proficiency level.

“The activities provided by ChatGPT are good but we need to add more exercises and make arrangements to adapt the level of some exercises.” T4

“The related lesson plan offers engaging activities for the teaching process; some of these activities might not be suitable for certain classes due to the proficiency level of learners. When we take individual differences into account, there is a need for some adjustments to minimize these challenges.” T8

“The activities are sufficient, but some arrangements are necessary; for instance, some activities are beyond my learners’ level in some classes or there is a need for further activities in some classes.” T14

The fifth interview question was directed to the participants to examine the ChatGPT’s potential to create appropriate assessment parts to evaluate the learning outcomes and students’ understanding of the subject. The responses of participants were as follows:

“It is good, but there should be specific assessment tasks to evaluate learners’ target vocabulary knowledge. T1, T2

“The regarding lesson plan includes an assessment part that enables teachers to assess four skills in an integrated way.” T3

“The assessment part of ChatGPT-generated lesson plan is efficient, but some parts need to be enhanced. For instance, comprehension questions are just open-ended, more engaging assessment tasks could be included.” T4

“It is appropriate for assessing the learners’ understanding of the subject. Assignments and role plays are beneficial for the students.” T14

Some of the teachers thought that ChatGPT offered effective assessment tasks, while some participants found the assessment tasks inappropriate and needed to be revised and improved to evaluate the understanding of the learners in detail.

“It is efficient but not compatible with the assessment of the Ministry of Education. Learners want to have multiple choice tests in the assessment process.” T9

“The assessment part is beyond the traditional assessment of the Ministry of Education. It needs to be reviewed.” T10

“The assessment part of the ChatGPT-generated lesson plan could be revised as the assessment part lacks creativity. It could encourage learners to promote productive skills instead of receptive ones.” T18

4.2.2. Findings Regarding the Second Research Question

The responses to 1, 2, 6, 7, and 8 questions were related to the second research question, which includes teachers' perspectives on ChatGPT's potential to generate an effective lesson plan to teach the Wild Animals unit. The data gathered from the first interview question (Appendix 3) implies that most of the teachers found ChatGPT-generated lesson plans practical in teaching English to 7th graders.

Findings related to the teachers' general views on ChatGPT-generated lesson plans were given in Table 6.

Table 6

Themes, Codes and Frequencies of Teachers' General Views on ChatGPT-generated Lesson Plan

Themes	Codes
Applicable (18)	• Promoting active participation of learners (2) • Four skills highlighted (3) • Compatible with course objectives (3) • Providing a number of activities (4) • Practical • Providing extra materials • Meeting learners' needs • A well-developed plan (6)
Partially Applicable (2)	• Needs to be revised (2) • Beyond learners' level (2)

“It is practical as it provides a detailed plan for 2 hours. The learning objectives are aligned with the teaching steps and activities.” T5

“It is highly applicable in the teaching process as it includes pre-, while, and post-activities. Four skills are highlighted, particularly the reading part is elaborated.” T6

“I think this lesson plan is practical when I compare it to traditional lesson plans as four skills are integrated into the lesson plan. From time to time, the textbooks sent by the Ministry of Education are insufficient so we need to buy extra books or use extra materials. The lesson plan generated by ChatGPT meets our needs in this context and provides extra materials.” T11

“It has enjoyable elements such as presentation, homework about their favorite animals, extra tasks and the warm-up part draws the attention of the learner; the other parts are good. I think it is implementable.” T17

Although most of the teachers thought that the ChatGPT-generated plan was applicable, some of them had concerns about the levels and the vocabulary load of the reading text.

“I liked the lesson plan generated by ChatGPT; it is applicable and time-saving. However, there should be some arrangements regarding the students’ level, as it might not work in some classes. Every class has a different proficiency level, and their needs are not the same. It needs to be arranged for each level of class. I can use it as a template plan.” T14

“I looked the lesson plan over; I like the lesson plan, and I think it is applicable, but there are 3 or 4 off-syllabus words. Those words do not create big problems for learners, the ChatGPT-generated lesson plan is practical.” T1

One of the participants stated that the lesson plan created by ChatGPT is partially usable due to some challenges. He defined the challenges as:

“I think it is partially applicable as it has some parts that need to be revised. There are some words which are not included in the curriculum. If we can eliminate those words, the level of the course is suitable for the learners. I appreciated the plan’s focusing on four skills in detail.” T3

“It is partially applicable as I need to use it beforehand to determine its applicability. I take my learners’ needs and interests into account while preparing my lesson plans. Although this plan seems to be prepared for A2 level English learners, I cannot say it is totally applicable without practicing teaching through this lesson plan.” T15

Findings related to ChatGPT’s being compatible with participants’ teaching practice (the second question in the interview form, Appendix 3) were given in Table 7.

Table 7
Themes, Codes and Frequencies of The Responses to The Second Question in the Interview Form

Themes	Codes
Compatible (17)	• Vocabulary teaching (4) • Detailed activities (5) • Providing material support • Away from Grammar Teaching Method • Aligning with the course objectives (2) • Skills highlighted • Flow of the course (3)
Not Compatible (3)	• Beyond learners’ proficiency level (2) • Lack of explicit grammar teaching • Needs some adaptations

“I found this lesson plan in harmony with my teaching practice. For instance, vocabulary teaching suggests using visuals and realia that are totally compatible with my teaching. In short, I teach my lessons in the same way, including pre, while, and post-parts.” T1

“Although I am not familiar with ChatGPT, the lesson plan created by ChatGPT seems to be compatible with my own teaching process. I have similar practices in my teaching.” T6

“It is compatible with my teaching practice, I teach my subject in this way: firstly, I teach vocabulary, then move on to reading passages, etc.” T12

“I think it is compatible with my teaching practice; it even offers better practical applications than mine.” T13

“Yes, it totally aligns with my teaching practice. For example, it provides the vocabularies in a context that is similar to my teaching.” T14

“It is compatible with my teaching. For example, it includes warm-up and role play. I include these applications in my teaching practice, and the materials are well-developed.” T15

The findings showed that most of the participants found the lesson plan compatible with their teaching practice. Due to having rich content and integrating linguistic skills into the lesson plan, teachers stated that ChatGPT-generated lesson plan overlaps with their teaching practice. However, some of the teachers stated that the lesson plan did not include implicit grammar teaching, and this created a challenge for their teaching practice, and they preferred simple reading passages for their learners.

“I use the same speaking and writing activities, but it is not totally compatible with my teaching practice as the level of the reading text is higher than my students’ level; I teach by simplifying and making some adaptations, and I teach grammar explicitly, not implicitly.” T10

“I don’t think it aligns with my teaching practice. The materials offered by ChatGPT are beyond my students’ proficiency level. I use simplified texts in my classes.” T19

The findings of the sixth interview question were again related to the second research question. It covered the participants’ views on the lesson plan, including the pros and cons of the ChatGPT-generated lesson plan. As this interview question explored teachers’ general views on the strengths and weaknesses of the lesson plan, participants used more than one code when they were responding to the question, so the themes and codes were given in Table 8, and frequencies were provided in parentheses.

Table 8

The Strengths and Weaknesses of the ChatGPT-generated Lesson Plan

Themes	Codes
Strengths of the ChatGPT-generated lesson plan	• Practical (4) • Eases the preparation process (3)

	• Time-saving (3) • Teacher-friendly (3) • Promotes learner engagement (7) • Providing authentic material (7) • Well-developed (6) • Skill-based (4) • Suitable for learners' level (3) • Reduces the workload of teachers (3) • Rich content (3) • Compatible with course objectives (3) • Providing interactive activities (2) • Including pre-, while, post activities (2) • Target vocabularies (3) • Encourages to use visuals and realia (2) • Compatible with learner's needs (1)
Weaknesses of the ChatGPT-generated lesson plan	• Beyond the learners' level (8) • The assessment part needs to be improved (3) • No Videos • Long reading text • Lack of Listening and Speaking Activities (5) • Tasks are complicated (2) • Not applicable in 2 hours (3) • Not use to open-ended questions (2) • Needs some adaptations (3)

Data provided by the sixth interview questions demonstrated that participants found the ChatGPT-generated lesson plan well-developed and engaging. Authentic material support, encouraging teachers to use visuals and realia, having rich content, time-saving, and teacher-friendly were regarded as the most common benefits that participants associated with the lesson plan.

“The lesson plan is well developed, based on the linguistic skills, practical and suitable for learners' readiness level.” T4

“It has rich content and authentic materials and encourages the teachers to use visuals and realia. Lesson plan decreases the workload of teachers by offering authentic materials. For instance, the reading text includes target vocabulary, it could be challenging for me to find all target vocabulary integrated into a text.” T 7

“The lesson plan has various activities engaging the learners into the learning process.”
T10

“The lesson plan is well-developed and it created authentic reading material including the target vocabularies which makes it a valuable tool.” T12

“I follow the same steps while I am teaching pre-, while, and post-parts so it is practical. Four skills are integrated into the lesson plan, and I can say that it is well-developed.”
T15

“It is suitable for the learners’ levels; the tasks and activities are compatible with learners’ needs and engaging. The lesson plan is created based on the learning objectives of the Wild Animals unit.” T18

“This lesson plan eases the preparation process for the teachers by including each step in detail.” T19

The participants of the study expressed the ChatGPT-based lesson plan held various benefits. On the other hand, there were several weaknesses associated with the ChatGPT-generated lesson plan. The participants shared their views on the weaknesses of the lesson plan as follows:

“Although it includes authentic material and engaging tasks, there should be some visuals and videos to enrich the learning process of the learners. In this context, there should be adaptations in the lesson plan.” T6

“It could be suitable for A2 learners, but as my learners’ proficiency is lower, it does not match my students’ proficiency level. Furthermore, our learners are accustomed to multiple-choice tests due to the fact that the Ministry of Education uses multiple-choice tests in the high school entrance exams. Open-ended questions and presentations are not compatible with our traditional assessments. Lastly, this lesson plan is not feasible in a 2-hour lesson with lower-level students.” T9

“Even though it offers content that overlaps with the learning objectives of the unit, the reading text’s level is higher for my learners. It could suggest simpler reading materials for the reading part.” T11

“There should be more speaking activities, and listening tasks should be included as well. Those are the main drawbacks for me.” T12

“This lesson plan is beyond my learners’ level, and it needs to be revised. Although it includes activities regarding productive skills, it might not work well in the classroom, as my students have difficulty in creating sentences and it takes more time than I anticipate. Some of my students avoid participating in speaking tasks due to shyness.” T14

“The comprehension questions are inadequate there should be extra activities to evaluate reading comprehension. This part needs adaptation.” T20

The seventh interview question explored the ChatGPT-generated lesson plan’s potential in workload and time management. It provided data for the second research question again. The findings revealed that all of the participants agreed that ChatGPT-generated lesson plan has a time-saving potential. Besides saving time, teachers stated that it also accelerated the lesson preparation process. In a nutshell, it was teacher-friendly.

“This lesson plan reduces the workload of teachers and creates extra time for teaching practices.” T4

“It totally lightens the workload of teachers. It includes every step in detail.” T8

“This plan is teacher-friendly as it provides a template lesson plan which eases the lesson planning process, reducing the workload of teachers.” T15

“It is obvious that ChatGPT saves time for the teachers and reduces the workload; however, If the teacher is not familiar with the AI technologies or he/she doesn’t have digital literacy, it could be challenging for him/her to keep up with such kind of the innovations.” T20

The last question in the interview form covered the implications for teacher's future uses of ChatGPT and the findings were associated with the second research problem. The data gathered from the teachers' comments on utilizing ChatGPT in their future teaching practice showed that most of the teachers have a tendency to use this innovation in their teaching process.

"I probably use it while preparing my future lesson plans as it enhances the teaching process through enjoyable activities." T5

"I will consider utilizing it in the future if it is further developed. It offers effective tasks for reading and writing, but it should suggest activities for speaking and listening as well. If it can promote effective activities for speaking and listening, I can use it while preparing my future lesson plans." T8

"I can use it, but it might require some adaptations for my different learner profiles." T10

"I think I will use it, but there should be a listening part." T12

"I can use this AI technology in lesson planning for the classes with higher proficiency level" T16

Only one participant stated that she would not use that technology in preparing her lesson plans. She said "I prefer preparing my lesson plan on my own, and current materials are capable of addressing the needs of my learners." T19

CHAPTER V

DISCUSSION

5.1. Presentation

In this chapter, the findings of the research that we gathered through semi-structured interviews were discussed. The qualitative findings of this research were discussed in detail by the comparison of the previous studies in the literature.

5.2. Discussion of the Research Questions

The research aimed to explore the teachers' views on the effectiveness of lesson plans generated by ChatGPT for teaching English as a Foreign Language (EFL) classes. The data collected in the light of the research questions was compared to the relevant studies in the field to cover ChatGPT's potential in the discussion part.

5.2.1. Discussion of the First Research Question

The first research question examined how effective ChatGPT was at generating a lesson plan for teaching English as a Foreign Language (EFL). Data collected from the questionnaire implied that ChatGPT had the potential to create lesson plans to address the needs of the course objectives. Most of the teachers stated that the regarding lesson plan and the materials generated by ChatGPT were compatible with the course objectives. On the other hand, two of the teachers stated that although ChatGPT generated plans content and course objectives were compatible, the course objectives could not meet their learners' needs as their students' proficiency level was lower than A2 level. Yet the previous studies regarding ChatGPT's use in ELT practice revealed that ChatGPT had the potential to address various needs of learners and instructors (Kartal, 2023; Koraishi, 2023). By necessary adjustments, the lesson plan could address learners' needs and work well with different learner profiles. In the same vein, it is possible to regenerate the content till the desired outcomes are reached; that is to say, teachers can create countless lesson plans till they think that it is suitable for their learners' levels by giving

appropriate prompts (Kovačević, 2023). In short, those concerns related to the adjusting levels of the learners could be handled with adaptive solutions from ChatGPT.

The findings, including the effectiveness of ChatGPT to create materials for teaching Wild Animals Unit to 7th graders, revealed that most of the participants agreed that ChatGPT was capable of creating effective course materials that improve the quality of language education. Similarly, Kasneci (2023) said that ChatGPT offers opportunities for enriching the teaching process through creating inclusive lesson plans and activities. Furthermore, ChatGPT's authentic material support was appreciated by several participants as they stated that they experienced challenges in finding authentic materials that included the target vocabularies of the units or lessons. In this context, ChatGPT could serve as a valuable tool to promote authentic materials, and integrate the target vocabulary. In a similar manner, Sharma et al. (2024) asserted that AI-based technologies like ChatGPT provide solutions to both learners' and teachers' problems for improving the quality of language education and enhancing educational settings by meeting the needs of both learners and teachers.

The responses of some participants underlined that the related materials created by ChatGPT lack visuals, which could be regarded as a limitation of this AI-based chatbot. When the ages of the students were taken into account, the lesson plan should include visual elements to arouse the attention of learners. They said that the warm-up part suggested using visuals and realia to introduce the target vocabulary, but visuals should be integrated into the other parts of the lesson plan as well. However, Fitria (2023) reported that instructors could make use of DALL-E, released by OpenAI, which was the same company as ChatGPT. It can create paintings or images depending on the user's prompts. Instructors who needed extra visuals related to their subjects could utilize that AI technology to enhance their teaching process.

Several participants suggested that there should be some adaptations in the reading texts level, as they found the materials beyond their learners' level. Since most of our participants were not familiar with ChatGPT and its capabilities, it was normal to have such concerns. Nonetheless, former studies in the existing literature indicated that ChatGPT and other AI-based tools used in educational settings are generally recognized for their potential to adapt materials depending on the learners' needs and levels (Fikri, 2023; Huang & Li, 2023; Yazıcı Demir, 2023). When the instructors cover the potential of ChatGPT and start utilizing it actively in their teaching process, their concerns will probably be alleviated.

The findings related to ChatGPT's ability to suggest effective learning activities for a 2-hour English lesson in teaching wild animals to A2 level 7th graders indicated that the activities provided by ChatGPT were satisfying and engaging. One of the teachers stated that it offered more activities than they needed by implying the richness of the content created by ChatGPT. Especially, the variety of activities, including role plays, presentations, assignments, mechanical exercises, and extra tasks, proposed the promising potential of ChatGPT in ELT. Beyond providing materials and activities for language teaching and meeting learners' and instructors' needs, AI technology can even facilitate the syllabus development process. Lou (2023) defined ChatGPT as a valuable tool for teachers as it enabled instructors to create lesson plans and highlighted its potential that educational authorities could utilize it in the syllabus development process. As syllabus development requires more elaborate efforts than lesson planning, ChatGPT's promising potential could facilitate this process through its rich contents.

Views of teachers emphasized that ChatGPT was capable of offering effective learning activities for the learners. Especially, reading and writing tasks generated by ChatGPT in the lesson plan were regarded as engaging tasks. Özçelik and Yangın Ekşi (2024) stated that ChatGPT had the potential to promote the writing skills of the learners. Similarly, Kasneci (2023) said that ChatGPT had the potential to encourage reading and writing skills by offering appropriate materials and tasks. The findings of Kasneci's study were in line with Lou's study (2023), highlighting the capability of ChatGPT to create enhanced reading materials, respectively, enhancing reading skills. Although ChatGPT-based lesson plans and materials were regarded as facilitators in reading and writing skills, some teachers stated that the activities should include the development of speaking and listening skills as well.

To gain an understanding of the potential of ChatGPT-generated lesson plans in providing effective assessment tasks for the teaching process, the fifth question in the form was directed to the participants. The findings revealed that a large proportion of the participants of this study regarded the assessment part as sufficient for checking the students' understanding of the subject. The assessment tasks included comprehension questions, presentations that evaluate the learners' improvement or progress in general, and role plays that encourage interaction with their friends and promote creativity in the learning process. In addition to that the existing literature demonstrated that ChatGPT enhanced the assessment process by both offering the

assessment tools and providing constructivist feedback for the learners (Huang & Li, 2023; Kohnke et al., 2023; Koraishi, 2023) .

Contrary to the optimistic views of most of the participants, two of the teachers stated that the assessment part was not compatible with the course content and learners' needs. In the entrance exams carried out by The Ministry of Education, students sit for the multiple-choice exams. In other words, students were accustomed to having multiple-choice tests but not open-ended questions or alternative assessment tools. Thus, most teachers had a tendency to create Multiple-Choice Exams to prepare their learners for high school entrance exams. As a result, the regarding participants suggested that the assessment part should be revised. Unlike those teachers' views, the studies had proven that ChatGPT is a valuable tool, enhancing the assessment process (Sun, 2023; Zhai et al., 2021) .

The existing exams of the Ministry of Education were multiple choice questions that were not based on creativity and productive skills; it was normal for the participants to have such kind of hesitations about the assessment part. For instance, they stated that learners did not have motivation for speaking activities as in the exams, they did not assess the speaking skill. However, the assessment part generated by ChatGPT in the lesson plan focuses on productive skills and the progress of the learners in the learning process, this could promote a sense of creativity and achievement. Particularly when the washback effect of the exams is taken into account, it could be more beneficial for learners to provide formative assessments except for tests.

5.2.2. Discussion of the Second Research Question

The second research question covers teachers' views on the ChatGPT-generated lesson plan's potential to provide an effective teaching process. The findings revealed that most of the teachers stated that the related lesson plan was a rich and well-developed lesson plan for teaching English to A2 level learners, and they were impressed by its potential in preparing a detailed lesson plan. Thus, they are going to use it in their future teaching process to lighten their workload in the course preparation process and save time, creating extra time for focusing on the other elements in their teaching, such as assessing the homework of the students in detail, or providing feedback. Similarly, Irzawati et al. (2024) stated that ChatGPT is capable of meticulously providing a lesson plan and that it should be integrated into the teaching practices

of the instructors. Studies in the literature implicated that the teachers created positive attitudes toward using related AI technology in their teaching practice (Aljohani, 2021; Chen et al., 2020; Erbaş, 2023; Toar et al., 2022). Offering a detailed lesson plan with pre-, while, and post-parts and embedding various activities into lesson plans to develop linguistic skills and meet the learning needs of learners are regarded as practical by participants. In a similar vein, Berg and Plessis (2023) expressed that ChatGPT offered specific course materials and supported teaching by serving as an open educational resource, facilitating the quality of education. Particularly, the support for authentic material was appreciated by the participants in the study as they had difficulty finding authentic material, including the target vocabulary. Furthermore, the findings indicated that the activities and exercises provided by ChatGPT in the lesson plan seemed to have the potential to increase the learners' engagement.

The findings related to the second research question also indicated that some of the teachers had concerns regarding the level of the learners. Particularly, the reading text created by ChatGPT was found unsuitable for their learners' levels as they thought it was beyond their students' proficiency level. Thus, some teachers preferred to use it as a template plan and make necessary adaptations for their classes. Similarly, Lin (2023) said that the lesson plans generated by ChatGPT could be used as a draft plan in the teaching process, and teachers could add additional parts or remove the irrelevant parts of the lesson plan. Furthermore, it was clearly stated in the existing literature that tailoring the content depending on the needs of the learners or making adaptations in the content created by AI tools, including the ChatGPT series, were probable (Abrenilla et al., 2023; Kohnke et al., 2023; Sharma et al., 2024).

It was seen that most of the participants were satisfied with the provided lesson plan by implying ChatGPT's potential; however, there were a few concerns associated with the ChatGPT-generated lesson plan. Data collected through the first part of the questionnaire indicated that participants were not familiar with the AI technologies and capabilities of ChatGPT, and this was the main reason for the concerns about the lesson plan. Some of them stated that the vocabulary load and reading passage were not suitable for their learner profiles. As ChatGPT developed the content depending on the researcher's prompts, it is possible to recreate the content and adapt the level for their learner profiles. Another participant said the lesson plan should include visuals, but that user did not know that ChatGPT was not capable of providing visuals. One of the participants stated that it was a promising technology but she did not want to use it in the future as existing materials she used were meeting her needs. However,

when the learners use that technology, the instructors will not have a chance to say no, I will not use it. They need to be competent users of that technology to enhance the language education process or they will not achieve the desired efficiency. In short, it is clear that AI technologies will be on the stage in different fields in the future. Thus, there is a need for training on this issue. The authorities could provide training on AI use in language education and integrate those technologies into teaching practices and pedagogy. When the teachers get familiar with the technology and start using AI technology, these concerns will be removed, they can make use of AI technologies at the desired level. With digital literacy in AI technologies, it is possible to surpass the concerns and yield fruitful outcomes.



CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

6.1. Presentation

This chapter provided a detailed summary of the current research. Suggestions for future studies were given in this chapter as well.

6.2. Summary

This research aimed to explore the teachers' views on the effectiveness of the lesson plan generated by ChatGPT to teach A2-level English learners in the Wild Animals Unit, in Adıyaman. The participants of the study were 20 English teachers working in Adıyaman, determined by Non-Probability Convenient Sampling. The data collection tool of this research was a semi-structured interview form created depending on the existing literature and ChatGPT-generated lesson plan, which is created by the researchers' prompts to GPT-3.5 based on the learner profiles, the target vocabulary, and the course objectives taken from the course book of The Ministry of Education. The interviews were conducted face-to-face by scheduling the appointments in participants' free time. The questions in the data collection tool were directed in Turkish to avoid probable misunderstandings. Following the data collection process, the necessary data were transcribed and translated into English. The data analysis of this qualitative research was conducted through content analysis. The codes and the themes were determined based on the participants' responses and the findings were provided in the fifth chapter. To promote reliability, from time to time, the direct answers of participants were given in the findings part, and the identities of the participants were kept confidential; the participants were represented by T1, T2,...T20. Lastly, the findings of the study were compared with the existing literature in the discussion section to gain a deeper insight into the research.

The findings of the research indicated that most of the participants were optimistic about the ChatGPT-generated lesson plan as it was capable of providing a well-developed lesson plan to enhance the learning process and the quality of the teaching process. It was covered that

materials, teaching activities, and assessment parts of the lesson plan, which were generated by ChatGPT, were compatible with the course's requirements. Having a course content addressing the requirements of the course and its objectives was a significant point in the instruction process that enabled the creation of extra time and reduced the workload of teachers. The findings highlighted that ChatGPT-generated lesson plans facilitated teachers' preparation process and, consequently, assisted overall their teaching process and reduced their responsibilities. In this context, it was found to be time-saving as well. However, some of the teachers shared their concerns about the higher level of the lesson plan and course material generated by ChatGPT. Depending on the findings of the interview's first part which included demographic and background information about the participants, it was seen that the basis of these concerns lies in digital illiteracy and unfamiliarity with the existing technology. As in the literature, AI technologies are well known for their ability to tailor content depending on user preferences and needs (Ulla et al., 2023; Yazıcı Demir, 2023). When they became familiar with the technology and its potential to generate a lesson plan and adaptable content, they promoted positive attitudes toward AI technologies, and they stated that they would use that technology in their future teaching practices.

To sum up, depending on the results of the study, ChatGPT-generated lesson plans were found to be effective and have a promising future for participants. The generative capability of ChatGPT made it a significant tool in the ELT domain. Notably, as it reduced the workloads of teachers in the preparation step of the teaching process, it could create extra time for the teachers, enabling the instructors to focus on their other responsibilities such as grading, providing feedback, etc., or function as a template to develop a detailed lesson plan for serving the needs of learners and the topic or create extra time for focusing on their professional development by alleviating their responsibilities. Another important point was that ChatGPT-generated lesson plans could enrich the quality of education through adaptable content. As the learners had different natures and interests, ChatGPT-generated lesson plans could offer rich content that could address the needs of the learners.

Furthermore, the study implied that ChatGPT had the potential to create authentic materials that could provide a solution to the problems of teachers and learners who had difficulty in finding authentic materials. Even the writers of the course books and publishers could make use of ChatGPT's potential to create authentic materials that could serve the needs of the course and learners from different proficiency levels while they are creating the

coursebooks. However, it should be taken into account that to keep up with the current technologies, teachers need to have training on the use of these technologies and their pedagogical implementations to integrate them into their teaching practices efficiently (Fikri, 2023; Kovačević, 2023) .

6.3. Suggestions for Further Research

This research was carried out to explore the potential of ChatGPT in lesson planning. To achieve this goal, the researcher directed some questions to the participants to learn their views on the ChatGPT-generated lesson plan. The participants of the study were 20 English Teachers working in Adıyaman province. The results were suggested by analyzing the data provided by the sample population. A further study could be carried out with the same or a smaller number of participants by using both qualitative and quantitative research designs at the same time to investigate the potential of ChatGPT in lesson planning in-depth and at the same time students could be included in the study to explore their perspectives as well. Furthermore, as the number of studies in the existing literature was limited since the integration of AI technologies in teaching practice was fairly new, there should be further studies. Finally, while conducting the research, the researcher used ChatGPT-3.5, the latest version of ChatGPT (ChatGPT-4), for further studies employing the latest version to yield more accurate results.

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APPENDICES

Appendix 1. *Prompts Given by the Researcher to the ChatGPT*

OZ

You

Can you create a lesson plan for 2 lessons (each 40 min) A2 level English Class for teaching 7th graders "Wild Animals" unit including pre, while and post activities. The words will be covered in the course are "stork, owl, eagle, seagull, snake, lion, cheetah, rhino, giraffe, elephant, tiger, lizard, crocodile, seal, dolphin, shark, whale". Please take into account the following learning outcomes while creating the lesson plan:

1. Students will be able to understand past and present events in oral texts.
2. Students will be able to identify the names of wild animals in simple oral texts.
3. Students will be able to ask people about characteristics.

Furthermore, Please provide me a reading text including the target vocabularies and comprehension questions and extra tasks for using in the course as a reading material. Integrate that text into the lesson plan.



Appendix 2. The Lesson Plan Generated by ChatGPT



ChatGPT

Lesson Plan: Wild Animals Unit for 7th Grade English Class (A2 Level)

Lesson 1: Exploring Wild Animals (40 minutes)

Objective:

1. Students will be able to understand past and present events in oral texts.
2. Students will be able to identify the names of wild animals in simple oral texts.

Pre-Activity: Engaging Introduction (10 minutes)

- Begin the lesson with a brief discussion about wild animals. Display pictures or use flashcards to introduce the target vocabulary: stork, owl, eagle, seagull, snake, lion, cheetah, rhino, giraffe, elephant, tiger, lizard, crocodile, seal, dolphin, shark, whale.
- Ask students if they have encountered these animals before and if they know any interesting facts about them.

Activity 1: Vocabulary Introduction (15 minutes)

- Introduce the target vocabulary through a short reading text. Read a passage that describes various wild animals, incorporating the target words.
- Have students repeat the names of the animals after you to practice pronunciation.
- Use visuals or realia to reinforce the meaning of the words.

Activity 2: Guided Reading and Comprehension (15 minutes)

- Provide each student with a printed copy of the reading text "A Day at the Wildlife Sanctuary."
- Read the text aloud as a class, encouraging students to follow along.
- Discuss the passage as a class, focusing on past and present events related to the animals.

Homework Assignment: (5 minutes)

- Assign a task where students write or talk about their favorite wild animal using the target vocabulary.

Reading Text for Lesson 1:

Title: A Day at the Wildlife Sanctuary

Last Saturday, my family and I visited a wildlife sanctuary to explore the wonders of the animal kingdom. As we entered, a graceful **stork** caught our attention near the entrance. It spread its wings and took off, soaring into the sky.

Moving along the path, we came across a wise-looking **owl** perched on a branch. Its large, round eyes seemed to be observing everything around it. Next to the owl, a powerful **eagle** soared high above, scanning the landscape for prey.

Continuing our journey, we reached the coastal area, where the calls of **seagulls** filled the air. These birds are known for their ability to ride the ocean winds and catch fish with their sharp beaks.

In the reptile house, we observed a slithering **snake** basking in the sunlight. Its sleek body and intricate patterns were mesmerizing. The guide explained how snakes play a crucial role in maintaining the balance of the ecosystem.

The big cat area showcased the majestic **lion** resting under a shady tree and the swift **cheetah** playfully chasing after a toy. Each animal exhibited unique characteristics.

As we moved toward the savannah, a massive **rhino** grazed peacefully alongside a graceful **giraffe** reaching for leaves at the top of a tree. It was a beautiful scene of coexistence between different species.

The elephant enclosure was the highlight of our visit, where a family of gentle giants – the **elephants** – moved together, displaying their strong family bonds. Nearby, a fierce-looking **tiger** paced in its enclosure, showcasing its regal presence.

Our journey concluded at the marine exhibit, where we marveled at the acrobatic **dolphins** and the sleek **seals**. In a large tank, a powerful **shark** swam gracefully, capturing everyone's attention.

Finally, we reached the ocean area, and there, a magnificent **whale** surfaced, spraying water into the air. Its colossal size left us in awe, reminding us of the vastness and diversity of the animal kingdom.

Comprehension Questions:

1. What animal did we see near the entrance that spread its wings and took off?
 - **Answer: Stork**
2. Describe the owl we encountered on a branch.
 - **Answer: It had large, round eyes and seemed to be observing everything around it.**
3. Where did we hear the calls of seagulls, and what are these birds known for?
 - **Answer: Near the coastal area; they are known for riding the ocean winds and catching fish with their sharp beaks.**
4. What did we observe in the reptile house, and what did the guide explain about snakes?
 - **Answer: We observed a snake basking in the sunlight; the guide explained the importance of snakes in maintaining the balance of the ecosystem.**
5. What was the highlight of our visit in the elephant enclosure?
 - **Answer: Observing a family of gentle giants, the elephants, displaying their strong family bonds.**

Extra Task:

- Ask students to draw their favorite animal from the reading text and write a short sentence describing why they find it interesting.

Lesson 2: Asking About Characteristics (40 minutes)

Objective:

3. Students will be able to ask people about characteristics.

Activity 1: Vocabulary Review and Warm-up (10 minutes)

- Begin the lesson with a quick review of the target vocabulary from the previous day.
- Conduct a warm-up activity, such as a word match or a brief discussion about students' favorite animals.

Activity 2: Question Forms and Role Play (20 minutes)

- Introduce question forms related to animal characteristics: "What does the [animal] look like?" "What can the [animal] do?"
- Model the questions and answers with a few examples.
- Divide the class into pairs and assign each pair a specific animal.
- Students role-play asking and answering questions about the characteristics of their assigned animal.

Activity 3: Creative Writing - Animal Profiles (10 minutes)

- Ask students to imagine they are creating a profile for their favorite wild animal.
- In pairs or individually, have them write a short paragraph describing the animal's appearance, habits, and any interesting facts using the target vocabulary.

Homework Assignment: (5 minutes)

- Assign a task where students prepare a short presentation about their favorite wild animal, incorporating information about its characteristics.

This two-lesson plan integrates reading, speaking, and writing activities to engage students in exploring the wild animals unit. Adjust the difficulty of questions and tasks based on the proficiency level of the students.



Appendix 3. *The Interview Form*

Interview Form

Part 1 Background Information

1- Your Age:

2- Your Gender: Male/ Female

3- The Name of the school where you work

.....

4- How long have you been teaching English?

less than 1 year / 1-5 years / 6-10 years / more than 10 years

5- Are you familiar with the use of Artificial Intelligence in Language Education? YES/
NO

6- Did you have any training in using Artificial Intelligence in teaching English? YES/
NO

Part 2

1- Could you provide your views on ChatGPT-generated lesson plan for teaching the
wild animals to A2 level learners? /Do you think is practical it? Why? / Why not?

.....
.....
.....

2- Do you find the ChatGPT-generated lesson plan compatible with your teaching
practice? Why/ Why not?

.....

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- 3- Do you think the lesson plan provided by ChatGPT for teaching the wild animals are compatible with the course content, learners' level and learning needs? Why/Why not?

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- 4- Do you think the ChatGPT-generated lesson plan provides necessary content (tasks, activities) that meets the learning needs of the students and requirements of the lesson? Why? / Why not?

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- 5- Do you think the assessment part of the lesson plan provided by ChatGPT is appropriate for evaluating the fulfillment of the course objectives and understanding of the learners? Why? / Why not?

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- 6- What are the strengths and weaknesses of the ChatGPT-generated lesson plan for teaching the wild animals?

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- 7- Do you find the ChatGPT-generated lesson plan teacher friendly in terms of time management and workload? Why/ Why not?

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- 8- Would you use ChatGPT while you are preparing your future lesson plans?

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Appendix 4. Permission from the Directorate of National Education



T.C.
ADİYAMAN VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : [REDACTED]

Konu : Araştırma Uygulama izin İsteği

26.02.2024

VALİLİK MAKAMINA

İ l g i : a) Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğünün 02.02.2024 tarih ve 449758 sayılı yazısı.

b) İl Millî Eğitim Müdürlüğü Araştırma ve Değerlendirme Komisyonunun 22.02.2024 tarihli kararı.

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğünün ilgi (a) yazısında; Üniversitenin Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Tezli Yüksek Lisans Programı öğrencisi Özlem Mukaddes ALSAN'nın Doç. Dr. Emrah CINKARA danışmanlığında İlimiz Merkezindeki Ortaokullarda görev yapan 7. Sınıf İngilizce Öğretmenlerine yönelik " ChatGpt ile Hazırlanan A2 Seviyesinde Ortaokul İngilizce Dersi Ders Planının Verimliliğinin Araştırılması" Konulu araştırma-anket uygulamasının yapılması talep edilmektedir.

Bu bağlamda; Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Tezli Yüksek Lisans Programı öğrencisi Özlem Mukaddes ALSAN'nın Doç. Dr. Emrah CINKARA danışmanlığında İlimiz Merkezindeki Ortaokullarda görev yapan 7. Sınıf İngilizce Öğretmenlerine yönelik " ChatGpt ile Hazırlanan A2 Seviyesinde Ortaokul İngilizce Dersi Ders Planının Verimliliğinin Araştırılması" Konulu araştırma-anket uygulamasını okul/kurum idarelerinin sorumluluğu ve gözetiminde mesai durumunu aksatmayacak şekilde ilgi (b) komisyon kararı doğrultusunda yapması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

İl Millî Eğitim Müdürü V.

Appendix 5. Permission of Ethics Committee

T.C.
GAZİANTEP ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU TOPLANTI TUTANAĞI

Toplantı No : 01
Toplantı Tarihi : 04.01.2024
Toplantı Saati : 11:00

Sosyal ve Beşeri Bilimler Etik Kurulu 04.01.2024 tarihinde toplanarak yapılan başvuruları değerlendirdi ve aşağıdaki kararları aldı:

15) Eğitim Bilimleri Enstitüsü'nün 18.12.2023 tarih, [REDACTED] sayılı ve "Bilimsel ve Eğitim Amaçlı" konulu yazısı incelenmiş olup Üniversitemiz Gaziantep Eğitim Fakültesi Öğretim Üyesi Doç. Dr. Emrah CİNKARA'nın Eğitim Bilimleri Enstitüsü'nde danışmanlığını yürüttüğü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Özlem Mukaddes ALSAN'ın "The Effectiveness of ChatGPT-Generated Lesson Plan in English Teaching to A2 Level Secondary Students (ChatGpt ile Hazırlanan A2 Seviyesinde Ortaokul İngilizce Dersi Ders Planının Verimliliğinin Araştırılması)" başlıklı yüksek lisans tezi çalışmasının Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu'nca değerlendirilmesi istenmektedir. Kurula yapılan başvuru; çalışmanın amacı, yöntemi, veri kaynakları ve veri toplama araçları açısından değerlendirilmiştir. Kurulumuza beyan edilen belgelere dayalı olarak yapılan incelemeler sonucunda başvuruya ilişkin etik aykırılık tespit edilmemiş olup adı geçen öğrencinin söz konusu yüksek lisans tezi çalışmasını yapabilmesinin uygun görülmesine;

Toplantıya katılanların oy birliğiyle karar verildi.

CURRICULUM VITAE

Özlem Mukaddes ALSAN graduated from Gazi University, Faculty of Education, Department of English Language Teaching in 2012. She worked as an instructor at Fırat University between 2012 and 2013. She has been working as an instructor at Adıyaman University since 2013.

ÖZGEÇMİŞ

Özlem Mukaddes ALSAN Gazi Üniversitesi Eğitim Fakültesi, İngiliz Dili Eğitimi bölümünden 2012 yılında mezun olmuştur. 2012-2013 yılları arasında Fırat Üniversitesinde okutman olarak çalışmıştır. 2013 yılından beri Adıyaman Üniversitesinde Öğretim Görevlisi olarak çalışmaktadır.