



# **EXPLORING THE USE OF CHAT GPT TO SUPPORT ENGLISH PRE-SERVICE TEACHERS IN DESIGNING LESSON PLANS**



**AHMAD BADRI NASUTION  
S.N. 20522052**

**2026**

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**A THESIS**

**Submitted in partial fulfillment of the requirements for  
the degree of Bachelor of Education (S.Pd.)**



**By**

**AHMAD BADRI NASUTION**

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**PROGRAM STUDI TADRIS BAHASA INGGRIS  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
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K.H. ABDURRAHMAN WAHID PEKALONGAN  
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TAHUN 2026**

## **SURAT PERNYATAAN KEASLIAN SKRIPSI DAN PENGUNAAN BANTUAN KECERDASAN ARTIFISIAL**

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Yang membuat pernyataan,



Ahmad Badri Nasution

20522052

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Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H. Abdurrahman Wahid Pekalongan

c/q. Ketua Program Studi Tadris Bahasa Inggris

di Pekalongan

*Assalamu'alaikum, Wr. Wb.*

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara :

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Judul : EXPLORING THE USE OF CHAT GPT

TO SUPPORT ENGLISH PRE-SERVICE

TEACHERS IN DESIGNING LESSON

PLANS

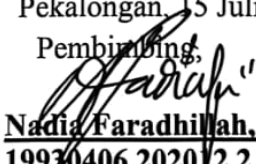
Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah / ujian tugas akhir.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

*Wassalamu'alaikum, Wr. Wb*

Pekalongan, 15 Juli 2026

Pembimbing,

  
**Nadia Faradhillah, M.A.**

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## APPROVAL SHEET

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ENGLISH PRE-SERVICE TEACHERS IN DESIGNING  
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as been established through an examination held on Wednesday, 23<sup>th</sup> September 2026 and accepted in partial fulfillments of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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## **MOTTO**

“Technology will not replace great teachers, but technology in the hands of great teachers can be transformational.” — George Couros



## **ACKNOWLEDGMENT**

This thesis is dedicated to:

My beloved parents, Mr. Kaharudin Nasution and Mrs. Supratin. There is no way I could have reached this point without everything you have given me throughout my life. Thank you for every prayer, every sacrifice, every piece of advice, and every form of support you gave me, even when I did not always realize how much you were doing for me. This thesis journey began when you were both still here, and I always imagined that one day I would be able to finish it and share that moment with both of you.

To my father, who was still here when I started this journey but was called home before I could finish it, I am deeply sorry that this thesis was completed after you had already left us. There were moments during this journey when I wished I could tell you that I was getting closer to the end, or simply hear you ask how my thesis was going. I wish you could have been here to see this moment. Although you were not here when I finally completed it, I carried you with me throughout the rest of the journey. I hope, wherever you are, you know that I finally made it.

To my mother, thank you for continuing to stand beside me after we lost him. Thank you for your patience, your prayers, and for continuing to support me even when I was struggling to keep myself together and finish what I had started. I know that this journey was not easy for you either, yet you continued to be there for me in the ways only a mother could.

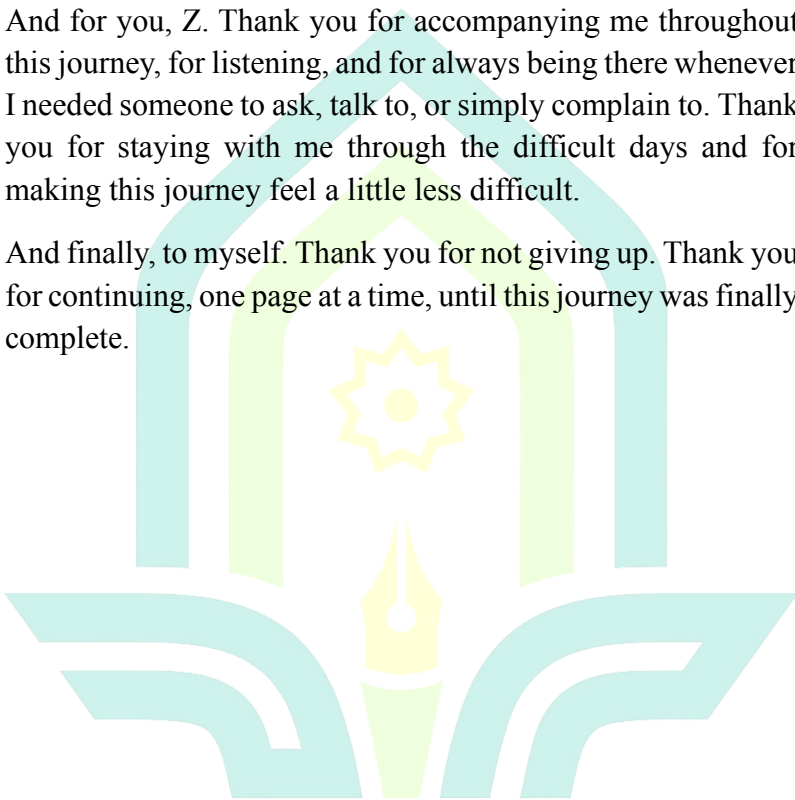
To both of you, thank you for giving me the opportunity to become who I am today. Whatever I accomplish in the future, a part of it will always come from the love, sacrifices, and values you gave me. This thesis may only be a small

achievement, but I hope it can be something that makes you proud.

My supervisor, Nadia Faradhillah, M.A. Thank you for your patience, guidance, and encouragement throughout this journey. Your suggestions and corrections helped me grow as a learner and researcher.

And for you, Z. Thank you for accompanying me throughout this journey, for listening, and for always being there whenever I needed someone to ask, talk to, or simply complain to. Thank you for staying with me through the difficult days and for making this journey feel a little less difficult.

And finally, to myself. Thank you for not giving up. Thank you for continuing, one page at a time, until this journey was finally complete.



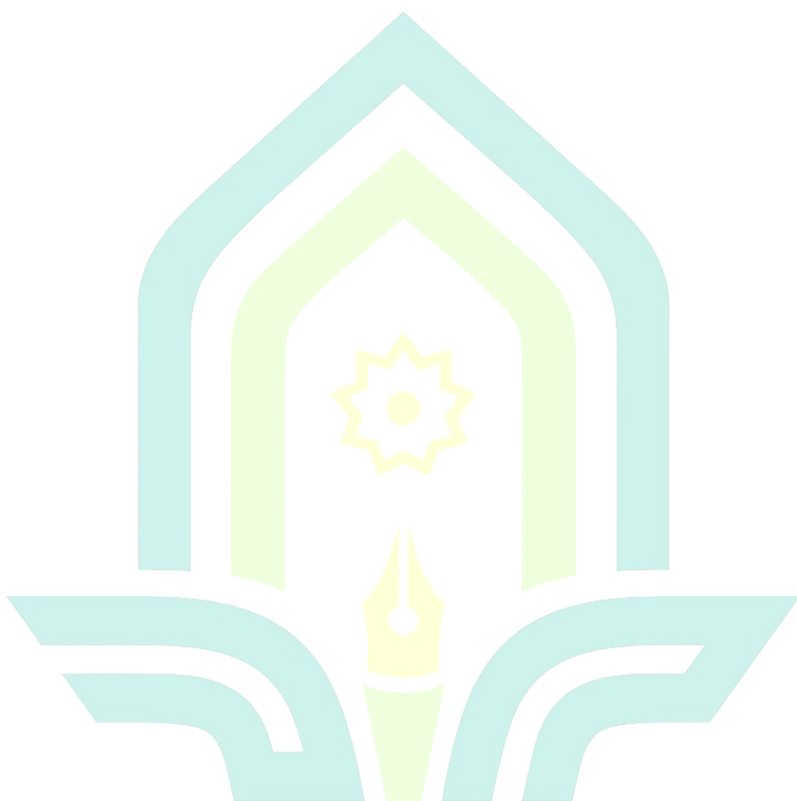
## ABSTRACT

Nasution, A. B. (2026). *Exploring the Use of ChatGPT to Support English Pre-Service Teachers in Designing Lesson Plans*. Undergraduate Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. UIN K.H. Abdurrahman Wahid Pekalongan. Supervisor: Nadia Faradhillah, M.A.

**Keywords:** ChatGPT, artificial intelligence, lesson planning, English pre-service teachers

The increasing use of artificial intelligence in education has created new opportunities for English pre-service teachers to support lesson planning, yet little is known about how ChatGPT is utilized during this process and the challenges encountered by its users. This study aimed to explore how English pre-service teachers use ChatGPT in designing lesson plans and to identify the challenges they experience during the lesson-planning process. This study employed a qualitative research design involving four English pre-service teachers from the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan who had completed their teaching practicum and had experience using ChatGPT in lesson planning; data were collected through semi-structured interviews and documentation and analyzed using thematic analysis. The findings revealed that ChatGPT was utilized to support several stages of lesson planning, including setting lesson aims, identifying students' needs, selecting instructional procedures and materials, anticipating classroom problems, and determining success indicators. The participants primarily used ChatGPT as a source of ideas and initial references while continuing to evaluate, revise, and adapt the generated outputs according to curriculum requirements, students' needs, and classroom contexts. The study also identified three major challenges: the need to revise and adapt AI-generated outputs, the contextual and pedagogical limitations of ChatGPT, and the potential risk of overreliance on AI during lesson planning. These findings suggest that ChatGPT can effectively support

lesson planning when it is used critically as a complementary pedagogical tool rather than a substitute for teachers' professional judgement. Therefore, teacher education programs should encourage the responsible and reflective integration of artificial intelligence to strengthen pre-service teachers' lesson-planning practices.



## ABSTRAK

Nasution, A. B. (2026). *Eksplorasi Penggunaan ChatGPT untuk Mendukung Calon Guru Bahasa Inggris dalam Menyusun Rencana Pelaksanaan Pembelajaran*. Skripsi. Program Studi Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. UIN K.H. Abdurrahman Wahid Pekalongan. Pembimbing: Nadia Faradhillah, M.A.

**Kata Kunci:** *ChatGPT, kecerdasan artifisial, rencana pelaksanaan pembelajaran, calon guru bahasa Inggris*

*Perkembangan kecerdasan artifisial dalam bidang pendidikan telah membuka peluang baru bagi calon guru bahasa Inggris untuk mendukung penyusunan rencana pelaksanaan pembelajaran, namun pemanfaatan ChatGPT dalam proses tersebut serta tantangan yang dihadapi penggunaannya masih perlu dikaji lebih lanjut. Penelitian ini bertujuan untuk mengeksplorasi bagaimana calon guru bahasa Inggris menggunakan ChatGPT dalam menyusun rencana pelaksanaan pembelajaran serta mengidentifikasi tantangan yang mereka alami selama proses tersebut. Penelitian ini menggunakan desain penelitian kualitatif dengan melibatkan empat calon guru bahasa Inggris dari Program Studi Tadris Bahasa Inggris UIN K.H. Abdurrahman Wahid Pekalongan yang telah menyelesaikan praktik mengajar dan memiliki pengalaman menggunakan ChatGPT dalam penyusunan rencana pelaksanaan pembelajaran; data dikumpulkan melalui wawancara semi-terstruktur dan dokumentasi, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan bahwa ChatGPT dimanfaatkan untuk mendukung berbagai tahap penyusunan rencana pelaksanaan pembelajaran, meliputi penentuan tujuan pembelajaran, identifikasi kebutuhan peserta didik, pemilihan prosedur dan materi pembelajaran, antisipasi permasalahan di kelas, serta penentuan indikator keberhasilan. Para partisipan menggunakan ChatGPT terutama sebagai sumber ide dan referensi awal, kemudian mengevaluasi, merevisi, dan menyesuaikan hasil yang dihasilkan dengan kebutuhan*

*kurikulum, karakteristik peserta didik, dan konteks pembelajaran. Penelitian ini juga menemukan tiga tantangan utama, yaitu perlunya merevisi dan mengadaptasi keluaran yang dihasilkan AI, keterbatasan kontekstual dan pedagogis ChatGPT, serta potensi ketergantungan yang berlebihan terhadap AI dalam penyusunan rencana pembelajaran. Temuan ini menunjukkan bahwa ChatGPT dapat mendukung penyusunan rencana pembelajaran secara efektif apabila digunakan secara kritis sebagai alat pendukung pedagogis, bukan sebagai pengganti pertimbangan profesional guru. Oleh karena itu, program pendidikan guru perlu mendorong pemanfaatan kecerdasan artifisial secara bertanggung jawab dan reflektif untuk memperkuat kompetensi calon guru dalam menyusun rencana pembelajaran.*



## PREFACE

All praises are due to Allah SWT for His mercy and guidance so that the researcher has been able to complete this undergraduate thesis entitled “Exploring the Use of ChatGPT to Support English Pre-Service Teachers in Designing Lesson Plans.” This thesis is submitted to the English Education Department, Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan in partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.).

This thesis could not have been completed without the support of many parties. Therefore, the researcher would like to express sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., as the Dean of the Faculty of Tarbiyah and Teacher Training.
3. Ahmad Burhanuddin, M.A., as the Head of the English Education Study Program.
4. Nadia Faradhillah, M.A., as the supervisor for her guidance and support.
5. All lecturers of the English Education Study Program.
6. All participants and related institution involved in this research.

Finally, the researcher realizes that this thesis is still far from perfect. Constructive criticism and suggestions are highly appreciated.

Pekalongan, 23 September 2026



Ahmad Badri Nasution

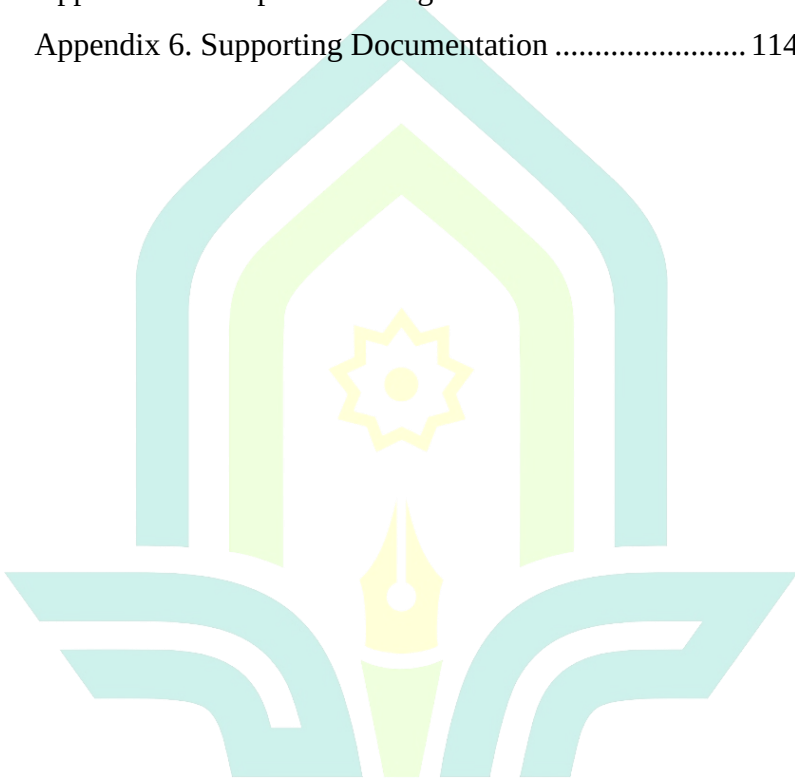
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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Many English pre-service teachers experience difficulties when designing lesson plans during their teaching practicum. Based on preliminary observations and informal discussions conducted by the researcher with several English pre-service teachers, difficulties were commonly reported in determining lesson objectives, selecting appropriate learning activities, preparing instructional materials, and aligning assessment procedures with learning goals. These challenges indicate that lesson planning remains a demanding task for pre-service teachers despite the pedagogical knowledge they have acquired during their studies. Some studies have also shown that lesson planning remains one of the major challenges faced by pre-service teachers during their professional preparation. Alanazi (2019) found that pre-service teachers encountered difficulties in organizing lesson components and translating pedagogical knowledge into practical lesson plans. Similarly, Nga (2022) reported that many pre-service teachers struggled to design effective lesson plans despite recognizing the importance of lesson planning in teaching. Harakchiyska and Vassilev (2024) further found that pre-service English teachers experienced difficulties in developing learning activities and assessment procedures that aligned with lesson objectives. These challenges indicate that many pre-service teachers require additional support when preparing lesson plans during their teaching practicum.

To address these challenges, technological developments have introduced new forms of support for educational activities, particularly through artificial intelligence (AI). Artificial intelligence refers to computer systems capable of performing tasks that typically require

human intelligence, such as generating information, solving problems, processing language, and producing written content (Russell & Norvig, 2021). In recent years, AI has gained increasing attention in education because of its potential to support teaching and learning processes in more efficient and personalized ways (Zawacki-Richter et al., 2019; Holmes et al., 2022). The integration of AI in education has enabled teachers and students to access learning resources, generate instructional content, receive feedback, and automate various academic tasks that previously required considerable time and effort (Luckin et al., 2016; Kasneci et al., 2023). Furthermore, AI technologies have been recognized as valuable tools for supporting instructional planning and decision-making by providing recommendations, generating ideas, and assisting educators in developing teaching materials (Holmes et al., 2022; Lo, 2023). As a result, AI has become increasingly relevant in educational contexts, including teacher education and lesson planning practices.

Among various AI tools currently available, ChatGPT has become one of the most widely used due to its ability to interact with users through natural language and generate human-like responses (OpenAI, 2023). ChatGPT is based on a large language model (LLM) that can understand user instructions and produce coherent responses across a wide range of topics. Unlike traditional search engines that primarily provide links to information sources, ChatGPT can generate explanations, summaries, recommendations, and complete written texts directly in response to user prompts (Kasneci et al., 2023). In addition, ChatGPT offers various capabilities, including answering questions, generating ideas, producing written content, summarizing information, translating texts, revising and editing writing, creating outlines, providing feedback, and assisting users in problem-

solving activities (Lo, 2023; Ali et al., 2024). Recent developments have also enabled ChatGPT to process different forms of input, including text, images, and uploaded documents, allowing users to interact with the system in more flexible ways (OpenAI, 2023). Due to these capabilities, ChatGPT has gained widespread popularity among users from various fields, including education, business, communication, research, and content creation. Its versatility and ease of use have contributed to its growing adoption as a tool that supports a variety of professional and academic tasks (Kasneci et al., 2023; Ali et al., 2024).

Despite the increasing availability of AI-assisted technologies, lesson planning remains a fundamental professional competency that teachers must master. Brown (2001) states that lesson planning serves as a framework that guides instructional activities and helps teachers achieve learning objectives effectively. Harmer (2007) further explains that effective lesson planning requires teachers to establish lesson aims, identify learners' needs, select appropriate procedures and materials, anticipate possible problems, and determine indicators of success. Likewise, Richards (2013) argues that careful planning contributes significantly to instructional effectiveness and student learning outcomes. Beyond organizing classroom activities, lesson planning also reflects teachers' pedagogical reasoning and decision-making processes. Shulman (1987) emphasizes that teachers must transform subject matter knowledge into forms that are understandable and meaningful for learners. Furthermore, Mishra and Koehler (2006) argue that effective teaching requires the integration of technological, pedagogical, and content knowledge. Therefore, while ChatGPT may assist in generating ideas and instructional resources, teachers remain

responsible for evaluating, adapting, and implementing lesson plans according to students' needs and classroom contexts

Previous studies have examined the use of ChatGPT and artificial intelligence in educational settings from various perspectives. Amaliyah (2023) investigated university students' perceptions of using ChatGPT as a writing support tool and reported generally positive attitudes toward its use. Kasneci et al. (2023) discussed the opportunities and challenges of large language models in education, while Ali et al. (2024) reviewed the benefits and limitations of ChatGPT in teaching and learning. In teacher education, Van den Berg and du Plessis (2023) explored the contribution of generative AI to lesson planning and professional development. Similarly, Dornburg and Davin (2024) examined the usefulness of ChatGPT in language teacher lesson plan creation and found that AI-generated outputs often require further revision to ensure pedagogical appropriateness. Although these studies have provided valuable insights into the use of ChatGPT and artificial intelligence in education, they have primarily focused on students' perceptions, conceptual discussions, systematic reviews, or the general implementation of AI in educational contexts. Relatively little attention has been given to the experiences of English pre-service teachers in utilizing ChatGPT to support lesson planning during their teaching practicum, particularly in relation to the lesson-planning components they develop and the challenges they encounter. Therefore, this study seeks to fill this gap by exploring how English pre-service teachers use ChatGPT in designing lesson plans and the challenges they experience throughout the lesson-planning process.

### **1.2 Identification of the Problem**

Based on the background of the study, several problems can be identified. English pre-service teachers

continue to experience difficulties in designing lesson plans during their teaching practicum. These difficulties include formulating lesson aims, identifying students' needs, selecting appropriate instructional procedures and materials, anticipating potential classroom problems, and determining suitable assessment strategies. Consequently, lesson planning remains one of the major challenges encountered by pre-service teachers despite the pedagogical knowledge they have acquired during their teacher education programs.

The rapid development of artificial intelligence, particularly ChatGPT, has introduced new opportunities to support lesson planning. Although ChatGPT is capable of generating instructional ideas and assisting users in developing various lesson-planning components, its actual use in teacher education has not been fully understood. It is therefore important to examine how English pre-service teachers utilize ChatGPT throughout the lesson-planning process and how they incorporate AI-generated outputs into their instructional planning.

Furthermore, previous studies have primarily focused on students' perceptions of ChatGPT, the general implementation of artificial intelligence in education, or conceptual discussions regarding its educational potential. Comparatively little attention has been given to the experiences of English pre-service teachers in using ChatGPT to design lesson plans during their teaching practicum, particularly regarding the lesson-planning components they develop and the challenges they encounter. Therefore, further investigation is needed to provide a deeper understanding of this phenomenon.

### **1.3 Limitation of the Study**

This study is limited to exploring the use of ChatGPT by English pre-service teachers in designing lesson plans

during their teaching practicum. The study focuses on how ChatGPT is utilized to support lesson-planning components, including formulating lesson aims, identifying students' needs, selecting instructional procedures and materials, anticipating potential classroom problems, and determining success indicators. In addition, this study examines the challenges experienced by English pre-service teachers when using ChatGPT in the lesson-planning process.

The participants of this study are limited to English pre-service teachers from the English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan who have completed their teaching practicum and have experience using ChatGPT in designing lesson plans. Therefore, this study does not investigate the effectiveness of ChatGPT in improving students' learning outcomes or compare ChatGPT with other artificial intelligence tools.

#### **1.4 Research Questions**

Based on the background of the study, the research problems are formulated as follows:

1. How do English pre-service teachers use ChatGPT in designing lesson plans?
2. What challenges do English pre-service teachers experience when using ChatGPT in designing lesson plans?

#### **1.5 Objectives of the Study**

This research aims to:

1. Explore how English pre-service teachers use ChatGPT in designing lesson plans.
2. Explore the challenges experienced by English pre-service teachers when using ChatGPT in designing lesson plans.

## **1.6 Operational Definitions**

To avoid misunderstanding of the key terms used in this study, the operational definitions are presented as follows.

1. In this study, ChatGPT refers to a generative artificial intelligence tool developed by OpenAI that is capable of generating human-like text and assisting users in various tasks, including instructional planning (OpenAI, 2023).
2. English pre-service teachers refer to undergraduate students of the English Education Department who are preparing to become professional teachers through a teacher education program and have completed their teaching practicum. These participants have experience using ChatGPT to support the process of designing lesson plans. Teacher preparation requires the integration of technological, pedagogical, and content knowledge to support effective teaching practices (Mishra & Koehler, 2006).
3. Lesson Plan refers to a written instructional plan that guides the teaching and learning process. It includes lesson aims, students' needs, instructional procedures and materials, anticipated classroom problems, and success indicators to achieve specific learning objectives (Harmer, 2007).

## **1.7 Significance of the Study**

### **1. Theoretical Significance**

Theoretically, this study contributes to Harmer's theory of lesson planning by providing empirical evidence on how English pre-service teachers utilize ChatGPT to support the development of lesson-planning components, including lesson aims, students' needs, instructional procedures and materials, anticipated classroom problems, and success indicators. This study also contributes to the growing body of knowledge on the

integration of artificial intelligence into English language teacher education by demonstrating how ChatGPT can support lesson-planning practices while maintaining the essential role of teachers in making pedagogical decisions.

## 2. Empirical Significance

Empirically, this study provides qualitative evidence regarding how English pre-service teachers use ChatGPT in designing lesson plans. The findings offer insights into their experiences, strategies, and challenges in utilizing ChatGPT during their teaching practicum. Furthermore, this study contributes empirical evidence concerning the integration of artificial intelligence into lesson-planning practices within the context of English teacher education.

## 3. Practical Significance

Practically, this study provides useful information for English pre-service teachers, teacher educators, and educational institutions regarding both the potential benefits and limitations of using ChatGPT in lesson planning. The findings may serve as a reference for English pre-service teachers in utilizing ChatGPT more effectively and critically during lesson preparation. In addition, this study may assist teacher educators and educational institutions in developing appropriate guidelines and strategies for integrating artificial intelligence into teacher education programs. Ultimately, this study is expected to promote the responsible, effective, and ethical use of artificial intelligence in instructional planning.

## **CHAPTER V CONCLUSION**

### **5.1. Summary of The Findings**

This study aimed to explore how English pre-service teachers use ChatGPT in designing lesson plans and to identify the challenges they experience during the lesson-planning process. The findings indicate that ChatGPT has become a valuable tool in supporting various aspects of lesson planning. However, its role remains complementary, as pedagogical decisions continue to depend on teachers' professional judgement.

The findings show that English pre-service teachers utilized ChatGPT throughout several stages of lesson planning, including setting lesson aims, identifying students' needs, selecting instructional procedures and materials, anticipating possible classroom problems, and determining success indicators. Rather than relying on the generated outputs directly, the participants used ChatGPT as a source of ideas and initial references before evaluating, selecting, and adapting the responses to suit lesson objectives, curriculum requirements, students' characteristics, and classroom conditions. This indicates that ChatGPT supported the lesson-planning process while the participants-maintained responsibility for making instructional decisions.

The study also found that the participants experienced several challenges when using ChatGPT for lesson planning. The first challenge was the need to revise and adapt AI-generated

outputs because they did not always correspond to lesson objectives, classroom conditions, instructional time, and students' learning needs. In addition, ChatGPT demonstrated contextual and pedagogical limitations, as it could not fully understand authentic classroom situations. Another challenge identified in this study was the potential risk of becoming overly dependent on AI when generating lesson ideas. Nevertheless, the participants consistently reviewed, compared, and modified the generated responses before incorporating them into their lesson plans, indicating that they remained aware of the importance of critical evaluation.

The findings suggest that ChatGPT can effectively support English pre-service teachers in designing lesson plans by facilitating idea generation and providing instructional alternatives. However, the use of ChatGPT in lesson planning requires teachers to critically evaluate, adapt, and contextualize its outputs according to instructional objectives and learners' needs. Therefore, ChatGPT should be regarded as a complementary tool that enhances lesson planning while preserving teachers' pedagogical responsibility and professional judgement.

## **5.2. Recommendations**

English pre-service teachers are encouraged to use ChatGPT as a complementary tool to support the lesson-planning process rather than relying on it as the primary source of instructional decisions. Although ChatGPT can provide useful ideas and instructional alternatives, its outputs should be

critically evaluated, revised, and adapted to ensure their suitability for lesson objectives, students' needs, and classroom contexts. Maintaining pedagogical judgement throughout the lesson-planning process remains essential to produce effective, meaningful, and contextually appropriate learning experiences.

English teachers are encouraged to utilize ChatGPT as a supplementary tool in their lesson-planning practices, particularly for generating ideas, developing instructional activities, preparing learning materials, and considering alternative teaching procedures. However, teachers should critically evaluate and adapt ChatGPT-generated outputs based on their students' characteristics, learning needs, classroom conditions, and instructional objectives. The use of ChatGPT should therefore complement teachers' professional knowledge and pedagogical judgement rather than replace their role in making instructional decisions.

For mentor teachers in the Teaching Practicum Program (PLP), it is recommended that they provide clear instructions and constructive guidance to pre-service teachers during the lesson-planning process. Mentor teachers are encouraged to clearly explain the expectations, requirements, and components of lesson plans and, when possible, provide direct guidance and feedback as pre-service teachers develop their lesson plans. Such guidance can help pre-service teachers understand how to formulate lesson objectives, identify students' needs, select appropriate instructional procedures and materials, anticipate potential classroom

problems, and determine indicators of success. Mentor teachers are also encouraged to guide and support pre-service teachers in evaluating and adapting ChatGPT-generated suggestions so that the use of AI remains aligned with pedagogical principles and the actual classroom context.

Future researchers are encouraged to conduct similar studies involving a larger number of participants or participants from different educational institutions to obtain broader insights into the use of ChatGPT in lesson planning. Future studies may also employ additional data collection methods, such as classroom observations, focus group discussions, or document analysis, to provide a more comprehensive understanding of how ChatGPT is utilized in actual teaching practice. In addition, future research may explore the use of other artificial intelligence tools or compare different AI applications to further enrich the literature on AI-assisted lesson planning.



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