**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**Ibn Khaldoun University of Tiaret**

**Faculty of Letters and Languages**

**Department of English**

## Exploring Middle School English Teachers' and Inspectors Perceptions of Using Artificial Intelligence Tools as Lesson Planning Resources in the City of Tiaret

**A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfillment of the Requirements for the Master' s Degree in Didactics**

<table>
<tr><td><b>Submitted by:</b></td><td><b>Supervised by:</b></td></tr>
<tr><td>Miss. Boughaddou Hadjer</td><td>Dr. Benamor Youcef</td></tr>
<tr><td>Miss. Chorfi Khadidja Ikhlas</td><td></td></tr>
</table>

### Board of Examiners

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**Academic Year : 2023-2024**

**Dedications**

*To my parents, the abundant source of love, encouragement, endless sacrifices and support,*

*To my brother and sisters my whole-hearted supporters,*

*To all my friends,*

*To all who have been there for me,*

*To all who have been supportive ,caring, and patient, I dedicate this simple work.*

***Ikhlas***

*This work is dedicated to my beloved mother , my first teacher in life and first teacher of English language , the one who taught me the very first letters and made me fall in love with this amazing Language , thanks to her that I am here today and I am sure that she is proud of me .*

*To my father for always supporting us to study hard .*

*To my aunt who is my second mother for always being there for me and supporting me .*

*To my Brother and sister for always loving and supporting me .*

*To my favorite cousin  for always being my safe place and partner in crime , for always listening and supporting me with an opened heart  .*

*To my two best friends for the amazing 5 years of university that we spent together  where we laughed  , cried , had fun together and never gave up .*

*To my whole beloved family .*

*To me and my binomial for working hard to realize this work .*

***Hadjer.***

**Abstract**

Instructional planning is one of the key components of successful teaching experience which requires different materials and tools . With the technological development more resources and tools have been introduced that can serve this domain such as AI (Artificial Intelligence) generators. The presented work aims to collect the teachers' and inspectors' perceptions on the utilization of these AI tools as lesson planning resources. To reach the aim of this study, an exploratory research has been conducted based on a mixed-method approach using two questionnaires, an online questionnaire for the inspectors and a printed one for the teachers . The participants of the study were 4th grade middle school EFL teachers in the city of Tiaret and middle school inspectors from different cities of Algeria . The findings revealed that both teachers and inspectors find AI tools helpful in the lesson planning process and are aware of the various benefits of it as well as its drawbacks , as it shows that it is used by most of the teachers in order to enhance their teaching materials and classroom management as well . The study also shows that inspectors do not totally tolerate the use of these tools by the teachers in the lesson planning process.

*Key words:* Instructional Planning, Artificial Intelligence, perceptions, Lesson Planning, Algerian Middle School .

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## Abbreviations and Acronyms

**AI:** Artificial intelligence

**CBA:** Competency-Based Approach

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**LTP :** Long term Planning

**ML :** Machine Learning

# GENERAL INTRODUCTION

# General Introduction

An Effective lesson planning remains to be important for a successful teaching, helping teachers to design lessons, attain objectives, deliver content in a coherent manner, and meet student's needs. Lesson planning ensures focused, engaging and goal-oriented learning experiences. It is usually a hard and time-consuming activity. However, with the arrival of Artificial Intelligence (AI), which has brought significant innovations to many fields and factors, including education, new technologies are emerging to offer evidence-based guidance as well as tailored teaching methods and strategies in order to speed up and make this procedure easier.

Thus, using artificial intelligence for lesson planning has the potential to revolutionize instructional methods, offering enhanced efficiency and personalized learning. And despite the increasing availability of these technologies, understanding the perceptions of middle school English teachers and inspectors is crucial, in which their insights can identify and shed the light on the benefits and challenges of integrating AI into educational planning, as well as their acceptance levels on this matter.

In this study, we attempt to give efficient answers of the research questions and focus on the main following objectives:

- To explore the perceptions of middle school English teachers and inspectors of the use of AI tools for lesson planning.
- To explore the potential benefits and drawbacks of integrating AI tools into lesson planning processes.
- To foreground Middle School English teachers' and inspectors' voices about the best ways AI tools might be used.

In order to approach this research topic, three research questions were asked:

➢ How do middle school English teachers perceive the use of AI tools in lesson planning?
➢ How would middle school English teachers exploit AI tools in planning their lessons?
➢ How would inspectors perceive Middle School English teachers' use of AI tools to plan their lessons?

The following hypothesis were determined to answer the stated research questions:

➢ Most Middle School English teachers may consider AI tools as helpful and challenging resources for planning their lessons.

➢ Middle school English teachers would use AI tools to help them select relevant materials and design learning activities only.

➢ Most inspectors would not tolerate Middle School English teachers' use of AI tools to plan their lessons.

This study adopts both quantitative and qualitative approaches. A teacher's questionnaire was administered to 30 fourth year middle school classes from different schools in Tiaret, Algeria. In addition to another online questionnaire for middle school inspectors.

The purpose behind this study is to further understanding of the role of artificial intelligence (AI) in education by investigating the perceptions of middle school teachers and inspectors regarding the use of AI tools as resources for lesson planning. Which is intended to find strategies for integrating AI to improve teaching practices and student learning results by means of an accurate examination of these perceptions. This study intends to enlighten educational stakeholders and policymakers about the practical implications of incorporating AI tools into education , with the ultimate goal of improving instructional quality and achievement among students.

The current dissertation consists of three main chapters. The first chapter represents an introduction of this study that gives an overview about the rise of artificial intelligence and its development phases, English teacher instructional planning and its importance in the teaching-learning process, as well as a comprehensive analysis of existing studies on AI in education. The second chapter describes a situational analysis of the Algerian middle school English educational system, including curriculum, syllabus, and lesson plans. The third chapter is the practical part of this study, in where the study's findings are discussed in details. This procedure is employed to delve deeper into the information collected from surveys. Finally, these data are displayed in numerical and tabulated forms, and discussed in relation to research questions and hypotheses.

# CHAPTER ONE

## LITERATURE REVIEW ON AI CHATBOT USE FOR PLANNING LESSONS

**Introduction**

The first chapter, serving as the review of literature, is an attempt to introduce and discuss the potential of generative AI tools to revolutionize lesson planning. The chapter is divided into three major sections. The first section explores the very essence of artificial intelligence (AI) and its history, which sets the stage for understanding its development and the main tools and categories, which also leads to the role and the function. In addition to this, for offering a balanced prescriptive on AI's capabilities and limitations it considers the main advantages and disadvantages and the challenges that surrounds AI. The second section aims at reviewing planning; highlighting its importance, then delves into educational planning, and emphasizing its significance across various levels such as curriculum, unit, syllabus, and lesson planning. It also touches on the considerations and steps for effective lesson planning. This chapter ends by a third section shedding  light on some previous studies that investigated the relationship between them in which AI tools have immense potential in helping teachers create lesson plans and schemes of work.

**1.1 Artificial Intelligence Chatbots**

**1.1.1 Definition of Artificial Intelligence (AI)**

Artificial intelligence, coined by John McCarthy in 1956, is a field of computing dedicated to imbuing machines with human-like intelligence and cognitive abilities. Since its inception, AI has made significant strides, permeating various domains such as engineering, mathematics, physics, and technology. John McCarthy (2007, p.2) defined Artificial Intelligence this:

It is the science and engineering of making intelligent machines, especially intelligent computer programs. It is related to the similar task of using computers to understand human intelligence, but AI does not have to confine itself to methods that are biologically observable.

The concept of AI suggests that machines have the capability to acquire intelligence autonomously. This entails machines being able to learn independently, adapt to different situations, and rectify their own errors without explicit programming. In essence, machinery can exhibit cognitive functions akin to human thought processes, enabling them to operate without constant input of commands from external sources.

In simple words, Artificial Intelligence (AI) encompasses the development of computer systems that can perform tasks that typically require human intelligence. These tasks range from recognizing patterns in data, understanding natural language, making decisions, and even learning from experience. AI systems are designed to mimic human cognitive functions, such as problem-solving, reasoning, and learning, but they do so using algorithms, data, and computing power rather than human thought process.

### 1.1.2 Historical Evolution of AI

Artificial intelligence (AI) has a long history dating back to 1943, which is even earlier than the Second World War's conclusion. a computer science specialist at the University of Baghdad, Dr. Maad M. Mijwel (2015, p.2,4) in his doctoral dissertation, "History of Artificial Intelligence" , outlined the origins of AI and its stages of development.

- *The Early Years (1943-1950):* This period saw the development of Artificial Neurons (AN), which were the connection points in neural networks. In the 1950s, Donald Hebb introduced an updated rule called "Hebbian Learning" to modify this model. Alan Turing, the English mathematician and founder of computer science, suggested "The Turing Test" to review the ability of machines to perform intelligent tasks parallel to human intelligence.

- *The Birth of AI and its Golden Years (1952/1974)*: which saw the production of the first AI reasoning program, "The Logic Theorist," by Allen Newell and Herbert A. Simon. John McCarthy created the term "Artificial Intelligence" and held the first AI conference in 1956. Investors and researchers continued developing rules and algorithms to keep the systems updated. In 1966, the first chatbot "ELIZA" was programmed by Joseph Weizenbaum, while Japanese scientists created the first intelligent robot, Wabot-1,in 1966.

- *The First AI Winter (1974-1980):* the AI winter represent a marked a period of no advances, lack of improvement, and no results in the field.

- *The Back of AI 1980/1987):* the First winter period was finished by the foundation of The "Expert System" which was established in 1980/1987, a knowledge-based program that uses artificial intelligence to imitate human expert behavior. This system was known for its high performance and simplicity.

- *The Second AI Winter (1987/1993):* once again, the winter period saw the government stop investments and companies reduce budgets due to high costs and low improvement, leading to no results.

- *The Boom of AI (1993/present)*: this era witnessed the invention of the first personal computer in 1981, IBM's design of a supercomputer called "Deep Blue" in 1997, and the introduction of social media platforms like Facebook and Twitter. AI has since been integrated into all domains, including translation, with Google Translate being a famous notable example.

- In 2011, "Apple Siri" was released as a virtual assistant for IOS smartphones powered by AI and using voice recognition. Two years later, "Alexa" was developed by Amazon as a voice-controlled assistant that offers various services, including controlling smartphones or smart homes, answering questions, and playing music.

- In 2022, ChatGPT was the latest achievement of AI, allowing users to have human-like conversations with robot assistants trained to answer questions and help individuals with various tasks.

The success of AI can be seen in the examples mentioned above; illustrating how the world has changed and individuals' need for AI has increased.

### 1.1.3 AI Tools and Categories

AI tools and categories encompass a wide array of technologies and methodologies aimed at simulating intelligent behavior in machines. These tools can be categorized based on their functionality, application, or underlying algorithms. Here are some common categories of AI tools:

1. Machine Learning (ML): ML algorithms enable machines to learn from data and improve their performance over time without being explicitly programmed. Supervised learning, unsupervised learning, and reinforcement learning are common subcategories within ML.

2. Natural Language Processing (NLP): NLP tools allow computers to understand, interpret, and generate human language. They are used in applications such as language translation, sentiment analysis, and chatbots.

3. Computer Vision: Computer vision tools enable machines to interpret and analyze visual information from the real world. These tools are used in image recognition, object detection, facial recognition, and autonomous vehicles.

4. Robotics: Robotics involves the design, construction, and programming of physical robots that can perform tasks autonomously or semi-autonomously. AI-powered robots are used in manufacturing, healthcare, agriculture, and other industries.

5. Expert Systems: Expert systems are AI tools that mimic the decision-making capabilities of human experts in specific domains. They use rule-based reasoning to solve complex problems and provide recommendations or solutions.

6. Speech Recognition: Speech recognition tools convert spoken language into text or commands that computers can understand. They are used in virtual assistants, voice-controlled devices, and speech-to-text applications.

7. Generative Adversarial Networks (GANs): GANs are a type of deep learning model that consists of two neural networks, the generator and the discriminator, which compete against each other to generate realistic data samples. GANs are used in image generation, data augmentation, and other creative applications.

8. AI Platforms and Frameworks: AI platforms and frameworks provide developers with tools, libraries, and infrastructure to build, deploy, and manage AI applications. Susch as: Tensor Flow, PyTorch, and Microsoft Azure AI.

These are just a few examples of AI tools and categories, and the field of artificial intelligence continues to evolve rapidly with advancements in technology and research.

### 1.1.4 The Role/function of AI:

The role and function of AI are multifaceted and continually expanding as the technology evolves. Here are some key aspects of the role and function of AI:

1.  Automation: AI plays a crucial role in automating repetitive and labor-intensive tasks across various industries. By leveraging machine learning algorithms and robotic process automation (RPA), AI systems can streamline workflows, increase efficiency, and reduce operational costs.

2.  Decision Making: AI enables data-driven decision-making by analyzing large volumes of structured and unstructured data to uncover patterns, trends, and insights. AI algorithms can assist in forecasting, risk assessment, personalized recommendations, and other decision-making processes.

3.  Personalization: AI-powered systems can personalize user experiences by analyzing user behavior, preferences, and feedback. This personalization enhances customer engagement, increases satisfaction, and drives conversion rates in e-commerce, content recommendations, and digital marketing.

4.  Predictive Analytics: AI algorithms excel in predictive analytics by forecasting future outcomes based on historical data and trends. Predictive models are used in various applications, including sales forecasting, demand planning, predictive maintenance, and healthcare diagnostics.

5.  Natural Language Processing (NLP): NLP enables machines to understand, interpret, and generate human language. AI-powered NLP systems support applications such as virtual assistants, chatbots, sentiment analysis, language translation, and voice recognition.

6.  Computer Vision: AI-based computer vision systems can analyze and interpret visual data from images and videos. Computer vision applications include image recognition, object detection, facial recognition, autonomous vehicles, medical imaging, and surveillance.

7.  Healthcare and Life Sciences: AI technologies are revolutionizing healthcare and life sciences by improving diagnosis accuracy, accelerating drug discovery, optimizing treatment plans, and enabling personalized medicine. AI-powered systems analyze medical images, genomic data, electronic health records, and clinical research data to support healthcare professionals in decision-making.

8.  Autonomous Systems: AI enables the development of autonomous systems capable of operating without human intervention. Examples include autonomous vehicles, drones, robotic process automation, and smart home devices.

Overall, the role and function of AI are diverse and impactful, driving innovation, efficiency, and transformation across industries and sectors. As AI continues to advance, its potential to solve complex problems and create value for businesses and society will only continue to grow.

### 1.1.5 Advantages / Disadvantages of Artificial Intelligence

Artificial Intelligence (AI) offers numerous advantages, but it also comes with its own set of disadvantages.

### 1.1.5.1 Advantages of AI

AI is used in many different fields, including engineering, manufacturing, security and surveillance, and medicine, among many other fields that require applications for control, prediction, and decision-making. Artificial Intelligence ensures permanence by averting data loss.

● Its ability to mimic human intelligence in thinking processes makes it dependable.
● It also aids  in solving problems. AI makes fast decisions without taking emotions into account.
● It's based only on facts. Unlike human beings, artificial intelligence (AI) does not require sleep. Information may be shared easily.
● AI is capable of performing any complex task that a human finds challenging or impossible. Tasks can be finished more quickly than by a human.
● It provides the least amount of inaccuracy with infinite functions for performing several functions.
● It offers a high rate of success.
● It is programmed to operate for an extended amount of time.

### 1.1.5.2 Dis-Advantages of Artificial Intelligence

While artificial intelligence has many benefits, there are also drawbacks. AI is viewed as a black box that, based on a data set, maps the relationship between the input and output variables.

This means that generic scenarios not included in the data set cannot be used with the program. The best solution is not always guaranteed by AI. AI-based approaches to issue solving frequently lack accurate problem and solution understanding. AI fails to be creative in its responses. Some decisions defy rational explanation. Artificial intelligence can occasionally be unable to recognize when an issue has no answers. Even small errors can lead to the incorrect answer. When AI is misused, it can cause immense damage. It takes the place of human labor, which leads to a lack of human touch. This may cause the unemployment rate to rise. A programmer's creativity is dependent upon them. It costs a great deal of money and effort. The high cost of equipment makes machine development difficult. As another drawback is that AI makes people grow sluggish.

### 1.1.6 AI Challenges

Artificial Intelligence (AI) presents various challenges that need to be addressed to fully realize its potential and mitigate potential risks. Some of the key challenges in AI include:

1. Data Quality and Bias: AI systems rely heavily on data for training, and the quality of the data used can significantly impact the performance and fairness of AI algorithms. Biases present in training data can lead to discriminatory outcomes and reinforce existing inequalities.

2. Transparency and Explainability: Many AI algorithms, such as deep learning models, are often considered "black boxes," making it challenging to understand how they arrive at their decisions. Ensuring transparency and explainability in AI systems is crucial for building trust and accountability.

3. Ethical and Social Implications: The deployment of AI raises ethical questions regarding privacy, surveillance, autonomy, and accountability. Issues such as algorithmic bias, data privacy, and the ethical use of AI in decision-making processes need to be carefully addressed to ensure that AI benefits society as a whole.

4. Security and Privacy: AI systems are vulnerable to security threats such as hacking, data breaches, and adversarial attacks. Protecting AI systems against cyber threats and ensuring the privacy and confidentiality of sensitive data are critical challenges in AI development and deployment.

5. Regulatory and Legal Frameworks: The rapid advancement of AI technology has outpaced the development of regulatory and legal frameworks to govern its use. Establishing clear regulations and standards for AI development, deployment, and use is essential to ensure ethical and responsible AI practices.

6. Human-AI Collaboration: Integrating AI systems into existing workflows and decision-making processes requires effective collaboration between humans and machines. Ensuring seamless interaction and collaboration between humans and AI systems while preserving human autonomy and control is a significant challenge.

7. Scalability and Robustness: Building AI systems that can scale to handle large-scale data and diverse real-world environments while maintaining robustness and reliability is a significant technical challenge. Developing AI algorithms that are robust to variations in data distribution and environmental conditions is crucial for real-world applications.

Addressing these challenges requires interdisciplinary collaboration between researchers, policymakers, industry stakeholders, and society as a whole. By addressing these challenges effectively, we can harness the full potential of AI while mitigating its risks and ensuring that AI benefits humanity.

### 1.1.7 AI Tools as Resources in the Educational Setting

Artificial intelligence (AI) has advanced quickly, not only in fiction where robots are used to represent AI and humanlike traits, but also in real life, where AI has expanded to offer numerous specialized advantages across all industries. These days, artificial intelligence (AI) technology is transforming classrooms and schools and greatly simplifying the work of educators (Lynch, 2018; Wogu et al., 2019). Education has seen a gradual yet significant transformation over the years, moving from the use of blackboards to whiteboards and, currently, projector displays in the majority of educational facilities. Through the usage of various virtual assistant programs, it has been demonstrated that AI is steadily improving in education.

Using AI-driven tools in teaching and learning is commonly referred to "learning with AI." This includes:

## Chapter one: Literature Review on AI Chatbot Use for Planning Lessons

1-Personalized Learning Platforms: AI-powered platforms can adapt learning content and activities to the individual needs and preferences of each student. These platforms use algorithms to analyze students' performance data and provide personalized recommendations for learning materials, exercises, and tutoring.

2-Intelligent Tutoring Systems: AI-based tutoring systems can provide personalized guidance and support to students, helping them master specific topics and skills at their own pace. These systems can adapt their teaching strategies based on students' learning progress and performance, providing targeted feedback and assistance as needed.

3-Language Learning Apps: AI-powered language learning apps use natural language processing (NLP) algorithms to analyze students' speech and writing and provide feedback on grammar, pronunciation, and vocabulary usage. These apps can offer interactive exercises, quizzes, and simulations to help students improve their language skills.

4-Virtual Reality (VR) and Augmented Reality (AR) Tools: AI algorithms can enhance VR and AR educational experiences by providing intelligent content generation, personalized feedback, and adaptive learning environments. These tools can simulate real-world scenarios, facilitate interactive learning activities, and engage students in immersive educational experiences.

5-Intelligent Grading Systems: AI-powered grading systems can automate the grading process for assignments, quizzes, and exams, saving educators time and providing students with timely feedback. These systems use machine learning algorithms to analyze students' responses and assess their understanding of course materials.

6-Adaptive Learning Management Systems (LMS): AI-enhanced LMS platforms can track students' learning progress, identify areas where they may be struggling, and recommend personalized learning pathways. These systems can integrate with existing educational resources and provide educators with insights into students' performance and engagement.

7-Educational Chatbots: AI-powered chatbots can serve as virtual assistants for students and educators, providing information, answering questions, and offering support on a wide range of educational topics. These chatbots can use natural language understanding (NLU) algorithms to engage in conversational interactions and provide personalized assistance.

Overall, AI tools offer valuable resources for improving teaching and learning experiences in the educational setting. By leveraging AI technology, educators can create more personalized, interactive, and engaging learning environments that empower students to achieve their academic goals.

### 1.1.8 AI As a Resource for Lesson Planning

The rapid development of ChatGPT and Google Bard, two examples of generative AI (artificial intelligence) tools, has created new opportunities to improve lesson planning in initial teacher education (ITE). These tools can produce customized learning materials, which reduces time constraints and improves instruction quality at the same time. Teachers can get comprehensive and organized lesson plans and subject plans by just giving clear requirements and objectives. Moreover, adapt to the ever-changing educational landscape. With AI's ability to analyze data, provide personalized recommendations, and facilitate collaboration, educators can optimize their lesson planning efforts and create dynamic learning experiences for students. By harnessing the power of AI, educators can stay ahead of the curve and ensure that their teaching practices remain relevant and impactful in the digital age.

### 1.2 English Teacher Instructional Planning

### 1.2.1 Overall Definition of Planning

Planning can be defined as the procedure of establishing long or short term objectives of a specific project and set the required materials , time and strategies to achieve them. It is defined as "The act or process of making or carrying out plans specifically : the establishment of goals , policies , and procedures for a social or economic unit" (Merriam-Webster, n.d.) that means that planning is a cognitive process that helps us in deciding before what will be done in the future. In another word , planning is thoughtful preparation for actions that will result in the accomplishment of pre-set goals and objectives .(Akpan, 2000)

### 1.2.2 Definition of Instructional Planning

In its general definition , educational planning is the process of creating a detailed plan for the administration delivery and organization of education. It pre-determines the requirements and objectives of the educational system, creates policies and initiatives to meet those objectives by

analysing data , investigating best practices and including different members in the educational planning such as educators , students , parents and community members.

According to Sabuj Ahmed (2023, Educational planning and Management section, para. 10) Educational planning refers to the process of developing and implementing a comprehensive plan for the organization, management, and delivery of education. It involves identifying the needs and goals of the educational system, allocating resources, and developing policies and programs to achieve those goals." This means that it is a process of creating detailed plan to meet the educational system objectives and requirements.

### 1.2.3 Importance of Instructional Planning

A key procedure in education that establishes the foundation for efficient teaching and learning is instructional planning. In order to provide their students with relevant learning experiences, educators must prepare carefully and intentionally their lesson. As it has great importance for both teachers and learners.

### 1.2.3.1 Planning Benefits for Teachers

Instructional planning is crucial for effective teaching, offering numerous benefits educators as mentioned in Instructional Planning: Concept, Needs, and Importance (chapter.3, para 03)

i.  By helping them feel comfortable about construction and giving them sense of understanding and ownership over the teaching they plan .

ii.   By establishing a sense of purpose and subject matter focus.

iii.  By affording the chance to review and become familiar with the subject matter before actually beginning to teach it.

iv.   By linking daily lessons to broader integrative goals, units or curriculum topics

Effective planning is not about organising content only , it is about creating meaningful learning experiences for learners.

### 1.2.3.2 Planning Benefits for Learners

Planning is an essential component of education for teachers and learners alike. Here is how it benefits students

1. **It helps students set goals** students who plan are better able to define their academic objectives and create a strategy to help them reach those objectives . This could be creating consistent study schedules , implementing various instructional strategies , or even engaging in extracurricular activities .Student are able to take the required actions to accomplish their goals by breaking down difficult assignments into smaller chunks.

2. **It encourages students to take responsibility** students are motivated to assume accountability for their own education and growth when they have a strategy in place. Their ability to take responsibility for their activities and become more self-directed, autonomous learning is enhanced by this.

3. **It encourages collaboration and team work** making plans helps students collaborate to achieve their shared objectives. They can work together and develop their teamwork skills by arranging events, assignments, and chores ahead of time.

4. **It promotes good study habits** planning aids in the development of essential academic success. As they acquire the ability to schedule their activities and duties in time which enables them to finish more in less time.

5. **It improves time management** planning aids learners to prioritize their work based on urgency and priority as well as managing their time more efficiently. They are able to determine how much time is required for each task and allocate it appropriately making sure that all of their demands are satisfied. According to Yusuf Ali (2023, September 10th )

Good planning improves learning, gives students more agency and helps teachers achieve their goals .

### 1.2.4 Levels of Instructional Planning

Planning can be divided into three levels ; short term , intermediate , and long term planning . each level consists of its own requirements and considerations .

### 1.2.4.1 Long-Term Planning (Course Planning)

In education , long term planning (LTP) is the process of identifying the subjects and learning goals that will be taught over the length of an academic year . "Long term planning also

called long range planning, is an overview of an entire academic year "(Amanda & Cecil, 2023). Instructors in the realisation of their course plan should include set of components in order to make it relevant to his teaching matter.

A well-designed course is crucial for providing direction to teachers and learners in the learning environment as it serves as a guide including important details , standards , and directives . Here are some of the key elements that a successful course plan consists of the following elements as mentioned by:

**a. Learning objectives the** statements that outline your objectives for the education of your learners. The foundation of a course design is its learning objectives which influence all other elements.

**b. Assessment the** techniques assignments (projects), presentations, tests, and activities you are going to implement in order to tack students' advancement toward your goals.

**c. Instruction** readings, conversations, lectures, group work and case studies are examples of daily activities that you will utilize to assist students achieve the goals you have set for them.

**1.2.4.3 Intermediate Planning (Unit Planning)**

**a. Components of Unit Plan**

Unit plan is precise and chronological collection of content to be included in a series of lessons based on the same theme or topic .It consists of the following key components .According to Elise F (2023):

- **Unit Overview** gives a brief overview of the unit's theme, learning objectives and extent of information to be covered.
- **Learning Objectives** determine the knowledge, comprehension, and skills that students should possess at the end of the unit .
- **Assessment Strategies** provide an overview of the formative and summative assessments that will help you measuring the development of your students and ensure they meet the unit's objectives.

- **Learning Activities** describe interesting and diverse activities namely conversations , projects , practical exercises and technology integration that complement the learning objectives.

- **Resources and Materials** enumerate the resources , technology tools , textbooks , and materials needed for this subject .

- **Different Strategies** describe how you will modify your educational program to meet the requirements of a wide range of students, including those who are gifted and those who need more help.

- **Time Table** divides the unit into lessons and set aside time for each task and evaluation. While flexibility is necessary, having a rough time table aids with paying .

- **Reflection and Adaptation** set aside some time to consider what went well and what could be done better. Make better plans for the future with this understanding.

b.  **Unit Plan Contributions**

Unit planning has several contributions in the teaching field

- **Promote Coherence** unit plans make guarantee that sessions are cohesive and build upon one another, giving pupils a comprehensive grasp of the subject.

- **Focus on Learning Goals** unit plans help to ensure hat instruction is in line with the curriculum standards and fundamental skills by providing explicit learning objectives.

- **Enhance Engagement** differentiated teaching techniques, activities, and assessments that accommodate a range of learning styles are all incorporated into well-structured course.

- **Guide Assessment** unit plans assist teachers in creating tests that accurately guide students' growth and comprehension of important ideas.

### 1.2.5 Lesson Planning Components and Process

A well designed lesson plan contains set of components that the teacher should consider when designing his plan , in addition to a process that he follows in order to get a well-structured plan that covers all the areas that should be taught in a specific course .

### 1.2.5.1 Components of a Good Lesson Plan

A well designed lesson plan contains a set of component that the instructor should include to cover all the needs of his classroom . These components are

a. **Objectives** particular learning goal chosen from the unit plan for the given day, they serve as the lesson's foundation providing a clear focus for both teaching and learning. By ranking the objectives in order of significance, instructors can prioritize what students should know and comprehend at the end of the course. Clear and quantifiable objectives help learners understand what is expected from them.

b. **Introduction or hook** teacher should get his students attention and make them engaged at the start of class by asking them provocative questions o, a starting activity.

c. **Content outline** a short overview of the materials the lesson will cover .in another word it is stating what you are going to teach.

d. **Methods and procedures** the order in which the day's developmental activities are chosen from the unit plan.

e. **Resources and materials** selecting a list of instructional materials needed for the delivery of the lesson.

f. **Lesson activity** selecting the actual in class or homework assignments for students, which reinforce learning as well as helping students preparing for the next class period

g. **Summary or closure** lesson wrap up activity

h. **Evaluation procedure** activity or technique that determines how well students have mastered the intended learning outcomes of the lesson. 0this is according to Instructional Planning for Effective Teaching (p.10)

### 1.2.5.2lesson planning considerations

Thoughtful lesson plan creates the foundation for meaningful and interesting learning experiences for students. There are number of important things to take into account when sketching a lesson .as mentioned in Instructional Planning (Chapter 04, p102).

I.  **Student considerations** students are the reason for and focus of your instruction .What do you know about them, individually and as a group? Are they easy or difficult to motivate? What

do they already know about the subject you are planning to teach? How might they best learn? What accommodations will be needed for special students?

**II.** **Content and process considerations** What main ideas and concepts are involved? Will you need to teach skills as well? In what order should the instruction be arranged? Can you devise a variety of learning activities and instructional methods to teach the material?

**III.** **Time considerations** How much time is available for this part of the instruction? Are other school functions assemblies, plays , extracurricular activities or holidays and vacations likely to interfere? Do you need more than one day or period?

**IV. School considerations** are there district or state learning outcomes or standards to be considered? Graduation requirements? Legal requirements for special students?

**V. Resource considerations** in addition to school textbooks and supplementary materials, are other resources available in the community, such as historical sites, museums, art galleries, or other special places? Are there people within the community who might provide a perspective?

**VI. Teacher considerations** How knowledgeable are you about the material you are planning to teach? Can you present what you know in terms that students will understand?

**VII. Technical considerations** Does your school have computer –assisted instructional resources that will aid your students to communicate via technological means? (Many schools require teachers to post course outlines and assignments online and students to submit their work online.)

### 1.2.5.3 Lesson planning process

Lesson planning is a key element of teaching which guarantees that teachers provide well-structured appropriate, and efficient instruction . In order to get a well-made lesson plan the instructor should follow the following process as mentioned in Instructional Planning (chapter.4 , section . 2)

### a. Understanding the learners

Pre assessment allows us gauge students existing knowledge, skills, and misconceptions related to the upcoming lesson. This means that the teacher should understand better his learner in order to tailor the lesson according to his strength and weaknesses since it guides you to know what students how about topic .

**b.Setting objectives**

When planning units and lessons the instructors must provide learning objectives in three domains of skills, processes, attitude, and content knowledge. That means that the teacher clearly defines what his learners should know or be able to do after the lesson in a way that aligns with curriculum requirement.

**c.Selecting Resources and Materials**

Each unit you build should include as many relevant resources in order to assist education, provide multiple opportunities for students to connect their experiences to the lesson.

**d. Creating your Own Learning Activities**

Creating learning activities plays a crucial role in the lesson planning procedure. When planning learning activities, you should consider the types of activities that students will need to engage in to achieve and demonstrate the intended learning outcomes. The activities should provide experiences that will enable students engage, practice and gain feedback on specific outcomes.

**e.Creating Assessment tools**

Because planning is a recursive activity, you need to consider assessment throughout the planning process. Indeed some teachers find it useful to consider it first. How will I measure what my students can do? And then create appropriate instruction and activities. In another words they create a test and teach to it.
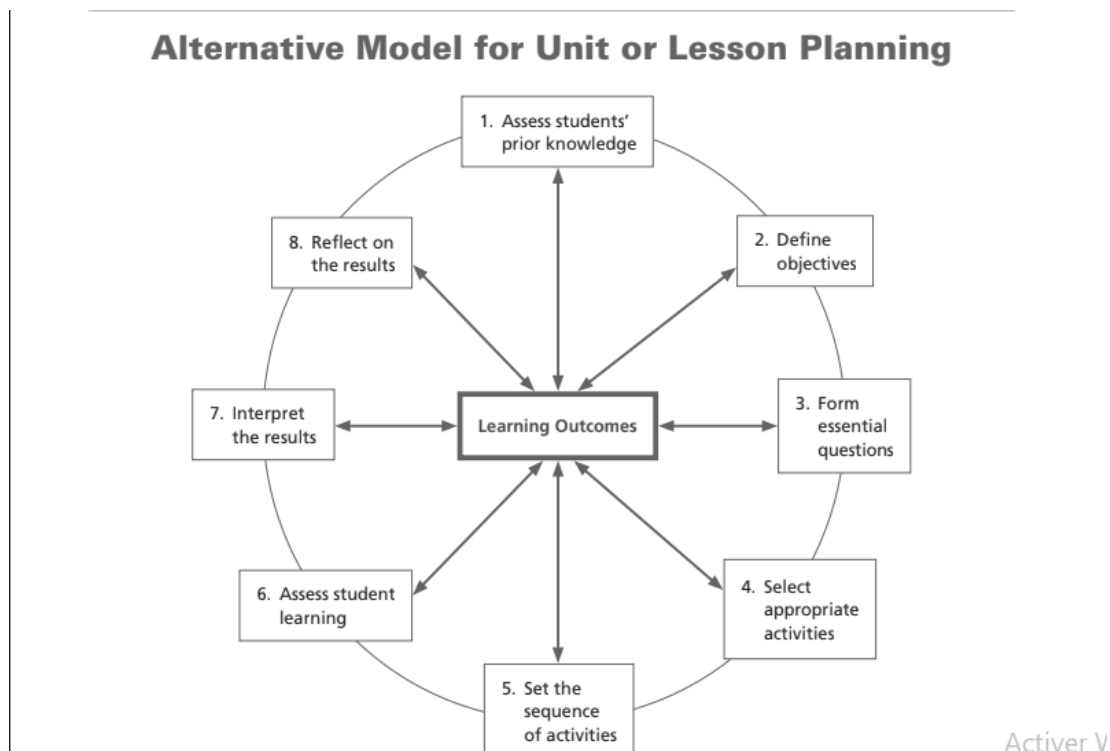
*Figure 1.1*Unit / Lesson Planning: Alternative Model

*Note*. Instructional Planning for Effective Teaching (James H , n.d , p.22)

### 1.2.6 Lesson Planning Resources

Planning resources are the different materials used in the realization of lesson plans as they give the teachers inspiration, save time , and tailor it to meet the needs of their learners . "Effective teachers do not limit themselves to resources specifically designed for planning or for the education professional" according to (Instructional Planning, nd , p103) .

This means that a good teacher works on collecting materials over the long term and from different resources to facilitate the planning process for them . We mention from these resources

### 1.2.6.1 The Curriculum and Curricular Framework

Curriculum is defined as a guide that clearly states what the instructors should teach in each level . This guide is often realised by state or committee that includes teachers. This curriculum serves as a lesson planning resource since it clearly states what should be taught in

each content area in addition to that it is the first place that the teacher should look at when planning his lesson .

**1.2.6.2 The Course Book**

The course book is a book used in the study of a particular subject. According to Oxford Advanced Learners' Dictionary (2000) textbook is "A book that teaches a particular subject and that is used especially in schools and colleges…" (p.479).

These textbooks can serve as source for planning as it often offers lessons in an organized order as they offer a range of instructional ideas. In addition to that they provide additional reading, practice questions and assessment program.

**1.2.6.3 Teaching Community Peers (Colleagues )**

Teaching community is a group of educators that share knowledge and work collaboratively in order to improve teaching skills and learn from each other's expertise. Teachers can aid each other's in the process of planning their lessons specially experienced teachers who can share their experience, what worked for them and what did not work with the novice ones or less experienced teachers, as they can share with each other's resources that hey find helpful. (Orlich, p105)

**1.2.6.4 The Teachers' Guide**

Teachers' guide is a resource that guides and helps teachers with delivering their courses, as defined in IBE UNESCO (International Bureau of Education, 2014) a teachers' hand book is an essential assistant that provides clear direction on teaching approaches and helps teachers adjust their pedagogy, ensuring that students learn in the best possible conditions. As it serves as lesson planning resource because it includes detailed lesson plans in addition to activities.

**1.2.6.5 Technology Integration Tools and Sites**

In the modern age of technology teachers are continually looking for new ways to improve their teaching methods. Moreover, the internet in one of the most helpful resources for lesson plans for the availability of different websites, readymade templates for lesson, unit, and syllabus planning. In addition to that, the modern AI generators t can create a whole lesson plan covering all its considerations.

**1.3. Previous Research on AI-Generated Lesson Plans:**

According to some studies that provide valuable insights into the intersection of artificial intelligence (AI) and education, particularly focusing on its application in lesson planning and teaching practices. Teachers are investigating how artificial intelligence (AI) technologies, including ChatGPT (generative AI tools), might improve accessibility, quality, and efficiency in learning environments. Moreover, these studies also address educators' perceptions, concerns, and the ethical implications associated with integrating AI in lesson plans.

In the first instance, as demonstrated by the research (Chounta et al., 2021) on teachers' perceptions of Artificial Intelligence (AI) in Estonian K-12 education, found that while teachers have limited knowledge about AI, they perceive it as an opportunity for education. They need support to be efficient and effective in their work practice, and AI can help provide this support. Challenges related to the socio-cultural context, such as accessing, adapting, and using multilingual content, were identified. The findings have implications for ethical AI and participatory design of learning environments.

Subsequently, as further indicated by the research of (van den Berg & du Plessis, 2023) we can determine that The Generative Pretrained Transformer (ChatGPT) has gained attention in the field of schoolteacher education and training. The research does not only investigate the role of generative AI tools like ChatGPT in lesson planning, critical thinking, and openness in education. But also found that ChatGPT can provide specific materials and support mechanisms, such as lesson plans to teachers. However, it is crucial to approach these models cautiously and critically evaluate their limitations and potential biases. The study's contribution lies in the enhancement of critical thinking for teacher education and calls for further research on best practices for integrating these tools such as ChatGPT in lesson planning.

Thereafter, additional research stated by Kehoe (2023) revealed that Generative AI tools like ChatGPT and Google Bard are revolutionizing lesson planning in initial teacher education (ITE). These tools can generate tailored educational content, reduce time constraints and improve teaching quality.The study revealed that teachers can create comprehensive lesson plans and subject plans by providing specific requirements and objectives. However, these tools will not replace human teachers, and teachers must supplement AI content with their own experiences to make informed pedagogical decisions.

Ultimately, another study (Lee & Zhai, 2024) examined the integration of AI tools into science teaching and learning.where it focuses on the subject domains and teaching methods used in the lesson plans, as well as the teachers' perceptions and concerns about integrating ChatGPT into science learning. The results show diverse applications of ChatGPT in different science domains, such as Biology, Chemistry, and Earth Science. However, the teachers scored lower on exploiting ChatGPT's functions toward its full potential. The study also identifies appropriate and inappropriate use cases of ChatGPT in lesson planning, with teachers anticipating high-quality questioning, self-directed learning, individualized learning support, and formative assessment. However, they expressed concerns about its accuracy and the risks of overly reliance on ChatGPT. The study underscores the need for more research on the roles of generative AI in classroom settings and provides insights for future AI-integrated science learning.

Reflecting on the studies conducted, Artificial intelligence (AI) has shown to have great potential for transforming a number of aspects of education, most notably lesson planning and teaching practices. They highlight the transformative potential of AI in education, especially in lesson planning and teaching methodologies. Despite the different perspectives and understandings, AI can support teaching practices, enhance resource access, and improve learning outcomes. However, ethical considerations and potential biases must be ensured.

**Conclusion**

This chapter aimed to clarify essential concepts that are crucial for understanding the subject under investigation. In fact, it provided a brief overview of the history of AI, its uses, advantages and disadvantages and its relation to instructional planning. Likewise, previous studies on the same topic have been highlighted.

# CHAPTER TWO

**SITUATIONAL ANALYSIS OF THE ALGERIAN MIDDLE SCHOOL ENGLISH EDUCATION**

**Introduction**

This two-section chapter provides us with a deeper look on the Algerian education system. It focuses on explaining and describing the Algerian curriculum and EFL teaching in middle school in addition to explaining the learners' exit profile and what he will learn at this stage. This part gives a context to our study providing a better understanding of the structure and the aims of the Algerian Education system.

**2.1 Algerian Education System**

During the French colonization (1930-1962) education was almost exclusive to French and other European citizens, as result at the time of independence (1962) only ten per cent of Algerians were educated.

In 1963, the ministry of education was founded and education became a big focus for national development, therefore many changes occurred in this field such as building schools and universities especially in rural areas , as well as making education free for all the Algerian citizens.

Over the years many changes took place in this sector aiming for a better system which serves to meet the society and country's development arriving to the actual one which consists of 12years of education split into 3 cycles (primary , middle and high school) using Arabic the mother tongue as medium of  instruction in addition to French which is the second official language .

**2.1.1 Primary School**

In Algeria, primary school starts at the age of 06 and lasts for 05 years. In this phase the curriculum includes subjects such as (Arabic, Islamic sciences, maths, civics, science and technology) all taught by one teacher in addition to French as foreign language starting from third grade besides English which was added in 2022 as a second foreign language in addition to history and geography  . at the end of this stage, pupils are required to pass a national assessment called :assessment of achievements which aims for assessing the skills and knowledge they gained during this phase , it takes place  at the level of their school allowing them to pass to the upcoming stage which is middle school.

**2.1.2  Middle School**

This level consists of 04 years, pupils start this level at the age of 12 to 16 years old .the curriculum includes the  subjects studied is primary school with deeper look into them as they have additional subjects like English , and art or music depending on their school with different teacher for each subject. In this stage learners gets prepared for further studies in high school that they can join after passing a national exam which is called BEM "Brevet d'Enseignement Moyen" with a scale of 10\20 minimum , or by counting the annual average which should be more than 10\20 for pupils who got 09\ 10 in the BEM exam .

### 2.1.3 High School

High-school education is divided into 03years that pupils start at the age of 15years old till the age of 18 years old . It offers a curriculum that prepares students for the third national exam called BAC that opens the door for them to join higher education or the labour world. As it is important to mention that students have the option to choose the stream they want to study  in the second year according to their grades in addition to their interests , these are the offered streams : sciences , mathematics, economy and management, literature and foreign languages, or philosophy and literature after studying common tracks in their first year which are scientific stream or literary stream . Getting a score of more than 10\20 allows students to pursue higher education at universities, vocational schools ,or institutes.

### 2.1.4 Status of English Language Teaching in Algeria

The Algerian government started showing a great importance to English language in its different sectors mainly the educational one due the importance and power it gained  in the different domains such as : business and academic research .

In the Algerian schools English language is introduced as a second foreign language starting from first year of middle school, till the year 2022 when English was integrated in primary school starting from third year besides Arabic and French which are the instructional languages.

Teacher training programmes , and curriculum revisions are some of the initiatives taken in order to enhance English language instruction in Algeria , however, there are some challenges facing the instructors such as the shortage of resources and materials in some areas of the country which plays an important role in shaping the learners level and quality of both teaching and learning.

**2.2 Algerian Middle School English Education**

The second stage in the Algerian education is middle school , during this phase pupils start studying English as foreign language starting from first year for 04 years which focuses on education , socialisation, and qualification that are set by (The Orientation Law on National Education NO 08-04-23 " January 2008" ) as it aims for developing the learner's communicative competence . Each school year is divided into 03 terms with average of:

*First and second year*: two hours per week plus 1h TD a group each week .

*Third and fourth year:* three hours per week and 1h TD a group each week .

By the end of each term exams are handled and at the end of the year total of more than 10\20 allows learners to pass to the upcoming grade .In this cycle the English language learning is divided into 03main levels following the CBA (competency based approach)

- key stage number 01\MS1
- key stage number 02\MS2 + MS3
- key stage number 03\MS4

**2.2.1 Significance of CBA in Middle School English Language Teaching**

CBA was introduced to the Algerian educational system by the Ministry of National Education after making many reforms in order to meet the universal criteria and adapt its educational system accordingly. This approach aims mainly at helping learners to use the acquired knowledge and transmit it into real life or in learning other disciplines. CBA is defined as "competency –based learning is an approach to education that focuses on the students' demonstration of desired learning outcomes as central to the learning process" (Teach Thought, 2016). It refers to an educational movement that advocates defining educative goals in terms of precise measurable descriptions of knowledge, skills and behaviours students should possess at the end of a course of study (Richards and Rodgers, 2001).

This approach can notably shape the classroom practices by focussing on the skills and knowledge the learners are going to master unlike the traditional teaching methods which focuses on the time spent in the classroom instead , it also provides personalized learning ; the teacher provide the learners with instructions according to their needs which involves them all and guide

them to master the subject , as well as preparing for real life situations and any problems that may face them during their personal or professional life by developing real world skills and competencies .

## 2.2.2 Middle School English Curriculum

English language is considered as a foreign in the Algerian community that is not as important as the French language which is the second official language of the country , therefore English was being learned for academic aims only such as passing exams. However, the Algerian educational policy is working on prioritizing English as the primary foreign language over French, indicating that language learning is more than acquiring linguistic skills . Therefore the main goal of middle school English language instruction nowadays is improving student's communicative skills and preparing them for real world communication , within the frame work of social constructivist learning theory , as it can help his with learning other disciplines and the acquisition of values as well as cross-curricular competencies ; intellectual , methodological , communicative, personal and social

According to the Algerian curriculum, teaching English at middle school must meet the following objectives:

➢ To help our society to live in harmony with modernity by providing the learner with linguistic tools essential for efficient communication.
➢ To promote national and universal values.
➢ To develop critical thinking, tolerance and openness to the world.
➢ To contribute to the shaping of a good citizen , aware of the changes and challenges of today and tomorrow.
➢ To give every learner the opportunity to have access to science , technology and world culture while avoiding the dangers of acculturation.

## 2.2.2.1 Middle School English Learner Exit Profile

The Algerian curriculum for middle school pupils in Algeria is aimed to build student's competencies in interacting, interpreting, and producing oral and written texts with average

complexity by the end of this 04 years cycle. Therefore this departure profile reflects the curriculum's emphasis on improving students' English communication abilities, preparing them for future studies and roles in a worldwide society.

**2.2.2.2 Target competencies and skills**

Learners at this level are required to learn three main competencies ( interact , interpret , and produce ) . These competencies are strongly related to written and oral domains in addition to the four language skills ( listening , speaking , reading and writing ) cross the three key stages of this level  in the following way :

- **Key stage 1.** In meaningful conversation communication, learners can develop concise and detailed messages using written, visual, or spoken accompaniment.  As they interact orally by asking questions and answer about himself , his family , in addition to his school and related topics using simple vocabulary in the domain of oral interaction . As he will be able to interpret brief descriptive messages, they can understand short paragraphs and dialogues , understand language instructions , read and understand ideas, assess the effectiveness of oral interaction strategies, and understand short texts with illustrations in the domain of interpretation of oral and written messages .Finally, in the domain of production of oral and written messages they will be able to produce very short oral or written messages of descriptive type using written, visual, or oral support. As they can fill out a form and give simple details, write about themselves v their family and school, as well as using short phrases with simple vocabulary.

- **Key stage 02.** In the domain of oral interaction , learner will be able to ; interact and produce short oral messages of descriptive, narrative, prescriptive, or argumentative type using written , visual or oral support. This will enable them to understand essential details in conversation with simple language, understand functional language used in class without visual aids, in addition to managing work efficiently and assess the use of listening strategies. In the domain of comprehension and interpretation of oral and written messages, learner will be able to interpret oral or written messages. He can read and understand descriptive , narrative , or argumentative texts as well as dealing with situations such as ; ordering a meal in a restaurant , going on a trip , or asking for price . At the production domain of oral and written messages , the learner will be able to produce short oral or written messages of different types using written , oral , or visual support. This will help them to write a medium length descriptive paragraph

on facts or stories related to his environment, write an email to speak about his family, friends and school , arriving to the level of creating new ideas from a model.

● **Key stage 03.** This is the finally stage of middle school where learners are supposed to interact orally to open a conversation , ask questions and answer briefly , interact and produce oral messages at the domain of oral interaction . As he should be able to understand gist and details in medium length texts describing topics familiar to him relating to his everyday life, to his interest (sports, hobbies), his needs ,wants ,expectations..), current events occurring in the world ,etc at the domain of interpretation of oral and written messages . In addition to that , he should be able to produce oral and written messages, describe facts in short narrative texts relating to the learner s environment, family ,school; work ,experiences and events in the past and present , manage his work and asses his own strategies , and draft ,redraft and edit a text at the domain of production of oral and written messages .

### 2.2.2.3 Cross-Curricular Competencies

The cross-curricular competencies are seen as an essential component of the Algerian curriculum which shapes the learner's national identity and fostering global educational system. These components are as follow:

a) **Intellectual Competency:** This competency which helps the learner to develop his intellectual level through the three key stages of this cycle. This competency enables the learner to :
o Develop the use of his critical thinking in gathering information for learning and research.
o Understand and interpret verbal and non-verbal messages.
o Solve problem using different communication means.
o Shows creativity when producing verbal and non-verbal messages.
o Show some autonomy in the different areas of learning.
b) **Methodological Competency: T**his one focuses on developing the learners' learning methods and lead them to discover their learning styles and preferences , it allows them to:
o Work in pairs or groups .
o Use strategies for listening and interpreting oral discourse .
o Develop effective study methods .
o Use the resources wisely and manage their time .
o Use technology when needed for research and learning purposes .

o   Evaluate himself and his peers.

c) **Communicative competency:** The main focus of this competency is developing the learner's communicative abilities using written and oral forms , they can :

o   Use drama and role play to communicate appropriately.

o   **-**Use information and technology such as ; blogs , websites pages , and interact with learners of other cultures .

o   Process digital data in English.

d) **Personal and social competencies:** The learner will be aware of his role towards his society and friends as well as his role as part of the community  by :

o   Being aware of his role and other's role as developing project.

o   Respecting the natural values and behaves consistency.

o   Asserting his personal identity and behaves with self-confidence.

o   developing attitudes of solidarity.

**2.2.2.4 The Four Values of the English Language Learning**

The Algerian educational system have been through many reforms since the independence of the country 1962 arriving to the current one which works on reinforcing the Algerian values:

a) **Identity.** Arabic**,** Islamic, and Amazigh are the three dimensions of the Algerian identity that the learner should value, therefore the Algerian curriculum works on pushing the learner to express them and show his Algerian personality by implementing the Algerian culture such as myths in his oral and written messages.

b) **National conscience.** The English language should help learners to share his rich linguistic and cultural heritage with others and show his pride towards it and share his wealth with them.

c) **Citizenship.** He learns how to act in a civic manner, aware of his own rights as well as those of others. As he :

   o   Demonstrates his respect for the nations' symbols and protect them.

   o   Behaves as a responsible citizen.

   o   Respects and protects his environment.

d) **Openness to the world.** The learner is curious about the lifestyle , eating habits , clothing and homes of other countries that use English for communication .He :

    o   Is imbued with universal values.

    o   Is tolerant and non-judgemental.

    o   Shows his commitment to national or international community projects.

### 2.2.3 Description of the Middle School English Syllabus

The Algerian middle school English syllabus is established by the ministry of national education and is carried out using a CBA approach. A teachers' guide facilitates the instructional planning process for him. These syllabi are designed in a way that covers the following elements:

Yearly plan for learning which includes the objectives of learning; what the learners will be able to do by the end of each cycle, what competencies and skills he will acquire. It includes the resources such as; topics, supports, linguistic and communicative knowledge, and functions. In addition to descriptors and implementations which includes; Oral interaction, interpretation of oral and written messages, production of oral and written messages. Finally, it indicates the assessment methods. (For further details check the yearly planning) .

### 2.2.4 Assessment of Middle School English Learning

Assessment is a fundamental aspect in the process of learning. It helps the teacher to determine the level of the learner and measure his progress towards his learning objectives. Assessment can be done at any time or when the instructor or administration decide it .There are multiple types of assessment; Diagnostic, Formative, and Summative assessment.

### 2.2.4.1 Diagnostic Assessment

Diagnostic assessment is done at the beginning of the learning process through a series of tasks that helps the teacher to measure the learners' level before they start the curriculum, as is allows for an overview of knowledge and skills of the learner and identify their weaknesses and strengths.

### 2.2.4.2 Formative Assessment

It is done during the week and after a month of teaching , this type of assessment can be both oral or verbal or can be both . The learner should be aware of his progress and the importance of regular and constant work. Regular assessment will allow the teacher to know the source of

errors and design remediation tasks as well as using strategies that will help him overcome these lacks .As there are many types of formative assessment tools such as:

i. **Reflective journal** written by the teacher or the learner and contains personal reflection on his work and progress and the solutions for his problems.

ii. **Portfolio** this contains the learners' written work such as letter to a friend or a newspaper article from a project work , they should be corrected by the teacher then written by the learner in order to be able to measure his progress.

iii. **The debate** this allows learner to share and exchange information by getting the needed skills.

iv. **Conferencing** face to face exchange with the teacher on learning problems in order to overcome them.

Formative assessment allows every learner to know where he is and measure his progress. There are three types of formative assessment: Tutoring, Peer Assessment, and Self -assessment.

o **Tutoring** it is done by the learner who sits with the teacher and corrects his own errors.

o **Peer Assessment** this is done between learners where they assess each-others using criteria given by the teacher.

o **Self-Assessment** the learner assess his own work and tries to improve it , as he shows more responsibility and autonomy .

**2.2.4.3 Formal Assessment**

This type is the most known and practiced by school system, its purpose is to select and orient learners. This type of assessment is usually summative and accures at the end of each cycle (BEM, BAC) where the learner should demonstrate the mastery of language knowledge and skills. Official rules state that formal assessments should involve exams and tests, students should receive marks or scores at the end of a certain learning session (e.g., school term or year). Formal assessment can assist teachers and administrators in determining whether a learner should be promoted to the next level or repeat the year.

**2.3. Focus on Fourth-Year English (MS4)**

As students keep improving their language abilities and broaden their comprehension, the middle school fourth year of studies represents an important phase in their academic career. Building upon the foundation set in previous years, the fourth year curriculum aims to further enhance students' proficiency in English language acquisition, reading comprehension, writing, and listening as well.

Over this year, students are involved in a variety of exercises and activities aimed at improving their language and skills proficiency. They practice writing essays, tales, and descriptive passages in addition to learning more intricate grammatical structures and increasing their vocabulary. Through debates, speeches, and other interactive exercises, they also keep refining their speaking and listening skills.

In addition, cultural studies are frequently incorporated into middle school English fourth year courses, giving students the opportunity to investigate the social and historical backgrounds of literary works. Students gain a deeper knowledge of the relationships between literature, society, and culture thanks to this interdisciplinary approach.

All in all, fourth-year English courses place an emphasis on developing communicative competence, critical thinking, tolerance,and most importantly is contributing to the shaping of a good citizen .

### 2.3.1   Fourth-Year Middle School English Teacher

A fourth-year middle school English teacher plays a crucial role in shaping students' language skills, fostering literary appreciation, and contributing to their academic success. The following are particular responsibilities and roles assigned to teachers handling crucial exam year classes:

- **Curriculum Design**: Teachers are responsible for creating and implementing a suitable curriculum that is consistent with the educational standards and objectives established by the school or educational system. In order to enhance student learning, this involves choosing relevant textbooks, supplemental materials, and instructional resources.

- **Content Delivery**: Teachers provide engaging and effective classes that address students' different learning requirements. They employ a different teaching methods and strategies,

such as group projects, discussions, lectures, and multimedia presentations that helps in student's understanding of English concepts.

- **Evaluation and Feedback:** In order to enhance students' learning, teachers have to regularly assess their students' progress and give them constructive feedback. This include grading  assignments and tests, checking students performance on speaking and listening exercises, and giving them individualized remarks to help them improve their weaknesses.

- **Customized Assistance:** Instructors offer individualized support and guidance to learners who might be encountering difficulties in their studies or in their academic careers. This may require offering extra supporting sessions or providing additional resources

- **Professional Development:** Teachers have to be engaged in ongoing professional development activities to stay updated of current trends, effective methodologies, and advancements in English language teaching. They take part in training sessions, seminars, and workshops to improve their knowledge and abilities as teachers.

- **Exam Preparation:** Teachers need to concentrate on adequately preparing students for the tests, especially since the fourth year is a significant exam year. This entails creating and delivering practice exams, going over important ideas and abilities, and giving students focused feedback to help them perform better

### 2.3.2 Fourth Year Middle School English Students

Exam year students in fourth-year middle school English classes usually have particular characteristics and learning needs as they are approaching the end of their college studies. Here are some of them:

- Students in the exam year class often experience heightened academic pressure as they prepare for important exam. They may feel stressed or anxious about performing well on exams or about the fear of failure and this can impact their motivation and confidence levels.

- Fourth-year students typically have a solid foundation in English language skills but may require refinement and consolidation. They need opportunities to hone their reading comprehension, writing, speaking, and listening skills to ensure readiness for the exams.

● As students approach the exam year, they benefit from opportunities to enhance their critical thinking and analysis skills. They need guidance in interpreting complex texts, analyzing literary elements, and synthesizing information to develop well-supported arguments and responses.

● Each student in the exam year class may have unique learning needs and areas of strength and weakness. Teachers must provide individualized support and differentiated instruction to address these needs effectively. This may include extra help sessions, personalized feedback, and tailored assignments.

● When it comes to the exam preparation, students require guidance in time management and study skills. They need strategies for managing their time effectively, maintaining focus and concentration during study sessions, and balancing study time with other commitments (such as extracurricular activities and social interactions) as well.

● One of the most important things that the exam year class needs most is motivation and engagement. Here, teachers must not only design lessons that are relevant, interesting, and engaging to help students feel motivated and invested in their learning, despite the pressure of exams, but also encourage them to feel comfortable expressing their concerns and seeking help when needed.

Addressing these characteristics and learning needs help teachers to effectively support fourth-year middle school English students in the exam preparation.

### 2.3.3 Fourth Year Middle School English Syllabus

As mentioned before, a syllabus is a detailed outline of all topics to be covered in a course. It provides a structured framework for both teachers and students and serves as a roadmap to cover all essential topics that can help exam year students in particularly. This detailed breakdown of the MS4 English syllabus (see **Figure 2.1** below) provides a structured framework for delivering

comprehensive instruction and preparing students for academic success in fourth-year middle school English.

**GLOBAL COMPETENCE/EXIT PROFILE**

At the end of MS4, the learner will be able to interact, interpret and produce simple oral and written messages / texts of descriptive, narrative, prescriptive and argumentative types, using written, visual or oral supports, in meaningful situations of communication related to his environment and interests .The learner can:

-Understand the main points of a familiar text on personal and cross-curricular topics.

-Describe, in speech and writing, experiences and events giving some simple explanations for opinions or plans related to his/her background.

-Produce short simple connected speech on familiar topics or personal interest.

| VALUES | **National identity:** <br> – The learner can use the markers of his identity to value our country, and communicate about teenage dressing habits (traditional and modern) different dwelling types. <br> – he is proud of our writers and poets and our oral heritage ( fables , legends, proverbs ... ) <br> – he praises the beauty and diversity of the historical and religious places in Algeria attracting visitors from all over the world |
|---|---|
| | National conscience : <br> – The learner demonstrates his respect for the nation's symbols and his readiness to protect them <br> – he behaves as a responsible and committed citizen <br> – he is aware of the need to respect and protect his environment <br> – he enhances our cultural heritage and is proud of our Algerian figures and heroes known for their culture and spirit of peace and openness to the world |

| | Citizenship : <br><br> he can share his knowledge of dietary restrictions for religious reasons for the sake of tolerance and acceptance of others |
|---|---|
| | Openness to the world : <br><br> - He is keen on communicating about outstanding figures (historians, scientists, artists, writers, champions,....) and any person ( well-known or anonymous) for their involvement in humanitarian action, at the national level or worldwide |
| **Cross-curricular competencies** | **1.Intellectual competency:** <br> -the learner can use his critical thinking skills when gathering information for learning and project work <br> -he can understand and interpret verbal and non-verbal messages <br> -he can solve problem situations using a variety of communication means <br> -he can show creativity when producing oral and written messages <br> -he can show some degree of autonomy in all areas of learning |
| | **2.methodological competency :** <br> -he can work in pairs or in groups <br> -he can use strategies for listening and interpreting oral discourse <br> -he can develop effective study methods , mobilize his resources efficiently and manage his time rationally <br> -he can use information and communication technology whenever he needs it for learning and research <br> -he can evaluate himself <br> -he can evaluate his peers |
| | **3.communicative competency** <br> -he can use drama and role-play to communicate appropriately <br> -he can use information and communication technology such as blogs , websites page , discussion forums , platforms to |

interact with learners of other cultures

-he can use information and communication technology such as blogs , websites page , forums of discussion , to interact with learners of other cultures

-he can process digital data

**4.personal and social competencies :**

-he is aware of his role and others' role in the development of projects

-he is keen in promoting the work of his peers

-he respects our national values and behaves consistently

-he is honest and accountable for his work and respects others work

-he asserts his personal identity and behaves with self-confidence

-he socializes through oral or written exchanges

-he develops attitudes of solidarity

*Figure 2.1  Fourth Year Middle School English Curriculum*

*Note. Source:  the English Curriculum (Ministry of National Education, 2015).*

**2.3.4 Fourth-Year Middle School Course-book: My Book of English**

Course books continue to play a significant role in EFL teaching learning process. It does not only reflect the specific knowledge and skills that will be taught in the class, but also, to engage students with different learning activities, including visuals, which helps the teacher to meet the different learning styles. By way of example, the fourth year middle school course book, aims in improving English language proficiency and this can be noticed from its structure. This course book is split into three terms; each of them concentrates on a particular subject. Each term is separated into sequences. These sequences cover many linguistic components and skills. For instance, in Sequence 1, students learn about universal landmarks and notable outstanding figures in history, literature and arts. In addition to this each sequence follows some criteria or rubrics .Here is a well detailed breakdown of these rubrics:

● **I Listen and Do**: Students participate in topic-related listening exercises. Like hearing an audio script about a popular tourist guide in English while he is showing around London's famous landmarks.

● **My Tools for Pronouncing**: It focuses on enhancing pronouncing abilities. Such as diphthongs as /ei/ and /ai/.

● **I Pronounce:** it works on pronouncing terms like "famous," "life," and "Eiffel Tower" correctly.

- **My Grammar tools:** it emphasizes in learning and putting these grammatical rules into practice.like comparatives of equality and inferiority where learners compares landmarks, objects or even people.

- **I Practice:** Perform exercises to solidify my comprehension of previously learned grammar rules.

- **I Read and Do:** this contains assignments for reading comprehension. For instance, a brief biography of an outstanding figure.

- **I Learn to Integrate:** which is a collaborative work that helps students use language proficiency in context. For example, to write a report about a journey across Algeria

- **I Write and Think:** the main objective is to improve my writing abilities. like developing a biography or an email.

- **Now I Can:** This reflects on the student's progress and accomplishments. Where they can evaluate their abilities and determine what they can and cannot do after learning this sequence.

- **I Play and Enjoy:** In order to make learning more pleasurable, students engage in some amusing language activities .

- **I Read For Pleasure:** This rubric encourages students to read beyond textbooks. such as Reading an excerpt from a famous novel (e.g., William Shakespeare's works ) "This Royal Throne of Kings" .

- **I Prepare for My BEM Exam:** it is the final exam preparation where students take practice assignments that correspond to the questions and format of the real BEM exam.

### 2.3.5. Fourth-Year Middle School Yearly Plan

According to Ministry Of National Education (2018) : "The yearly learning plan is a comprehensive template which contains learning objectives, resources, integration and assessment as well as educational projects that aims to achieve the global competence of a learning level on the basis of the target competency stated for each domain(oral interaction, interpretation of oral and written messages and production of oral and written messages) and through an integrated set of learning sections.

Each plan starts from the target competency to achieve ; its development is carried out through a problem-solving situation in its general context that the learner may encounter in his or her school or social life and a set of partial situations conducive to integration and potential

remediation. The plan also contains instructions from the "support document" and the "teacher's guide" and the estimated time to devote to the learning section to ensure an adequate implementation of this latter.

This yearly plan provides a structured framework for teaching English in MS4, is a very good example, covering the first sequence yearly plan, its main components or descriptors of implementation, and the estimated time to finish this sequence (see **Figure 2.2** below).

| Learning Sequences | Planning Learning | | | | Discriptors of Implementation | Estimated Time |
|---|---|---|---|---|---|---|
| **Me, Universal Landmarks and Outstanding Figures in History, Literature and Arts.** | **Situation 1 ; Initial - PDP lesson(s) (listening &speaking)** <br> **Example: you** are among the best learners who were selected by the Ministry of National Education for a trip to Los Angeles. You are curious to know about this city. Conduct a research on the net to find out more information about the places of interest, the landmarks, food… | | | | ❖ **Oral interaction :** <br> The learner can: <br> -describe famous landmarks /outstanding figures. <br> - compare landmarks / monuments. <br><br> ❖ **Interpretation of oral and written messages :** <br><br> **The learner can :** <br> - understand medium dialogues on familiar subjects (the ones dealt with in the previous domain) . <br><br> - understand short texts with illustrations (audio or visual: picture, graph, map, etc.) <br><br> -information transfer from network research. | **13 weeks (Term 1)** |
| | **Situation 2 : Learning - PPU/PDP lessons (language & reading and writing)** | | | | | |
| | **Learning Objective** | **Resources** | | | | |
| | | **Lexis** | **Grammar** | **Pronunciation** | | |
| | -describe famous landmarks using specific information. <br> -narrate using historical information about landmarks. <br> -narrate using biographical information about outstanding figures. <br> -compare landmarks. <br> -describe an itinerary and identify its components in chronological order. | Basic lexis related to: travel / tourism <br> -types of landmarks (monument /mosque/ tower / bridge / castle / temple…) <br> -names of international landmarks / famous figures. | -qualifiers - adjectives. <br> -comparative of equality /inferiority/superiority with short and long adjectives. <br> -the passive voice (past simple tense): must be related to describing monuments and sites  (was built, was discovered, etc.) and not describing a process. <br> -chronology sequencers: (first, then, next, after that, later, finally.) <br> -cause and effect (because, as, since, therefore, so, as a result) (review & expansion) | -diphthongs /ei/- /ai/ <br> -Silent letters : "k"- "w"- "l" - "t"- "b" - "m" <br><br> (to be integrated as a skill and not as a whole lesson) <br> *(review)* | | |
| | **Pre-requisites** | -diphthongs/**ei**/- /**ai**/ - cause and effect (because, as, therefore, so)- | | | | |
| | **Communicative tasks** | Information transfer -e-mailing -chatting -networking-forums-blogs-leaflets- ads /Form-filling / ID card - Bio card- Itinerary- A fact File -A narrative account / biography - Photo captions | | | | |

| Situation 3 : Learning to Integrate – PPU - group work | |
|---|---|
| **Example** : you have just come back from a trip around Algeria with a group of friends. You want to post on your Facebook page the report of this trip to make people around the world aware of the cultural and historical richness of your country. Describe your itinerary and talk about the landmarks you visited and the outstanding figures in history, literature, or arts that you learned about during this trip. | ❖ **Production of oral and written messages :**<br><br>**The learner can :**<br><br>- write a medium-length descriptive paragraph on environmental sites, landmarks and monuments, outstanding figures in history, literature and arts.<br>- compare landmarks and monuments around the world.<br>-express cause and effects. |
| **Situation 4 : Integration – PDP - (assessment) – Solo work**<br><br>**Example**: your English web e-pal Richard has asked you about famous Algerian writers. Write him an e-mail in which you give him some biographical information about Kateb Yacine, an outstanding modern Algerian writer. | |

❖ To set *a new complex situation* that provides context for meaningful communication related to the learner's country and the world (Travelling /comparing landmarks and monuments around the world/ Outstanding figures in history, literature, and art).

**N.B.** *The situation is based on the learning objectives of sequence 1 and incorporates the topics and linguistic resources dealt with in this sequence.*

| **End of Term 1** | **First Term Exam (one week)** |
|---|---|

*Figure 2.2* An Excerpt from Fourth Year Middle School Yearly Learning Plan

Note. Source: (MoNE, 2022)

## 2.3.6 Fourth Year Middle School Sequence Plan

A sequence plan (see **Figure 2.3**), also known as a unit plan, it guarantees that ideas build upon one another, improving comprehension and involvement on the part of the students. For teachers, it outlines the instructional sequence and objectives for a specific unit of instruction. It provides a detailed overview of how lessons should progress throughout a year (the content, activities, assessments, and resources to be used throughout the unit). Here is an explanation of its structure along with an example of MS4 first sequence providing the different objectives tackled in each lesson, the language skills developed, grammar, vocabulary, and pronunciation.

| Lesson | Objective | Grammar | Lexis | Pronunciation |
|---|---|---|---|---|
| TBL: 01 | **Starting – off situation:**<br>Announcement of **the first project** and launching the initial situation to be explained, analysed and thought about. To involve and put the Ls into problematic situations and to declare the communicated tasks to be dealt into learning objectives and lessons in the sequence.<br>**Objective:** SWBAT demonstrate their ability to describe, compare landmarks and famous figures. narrate an itinerary | | | |
| | **Installing Resources Situation** | | | |
| L:01 PDP<br>Listening 01 | **Objective:** SWBAT improve their listening skills and describe an itinerary and identify its components identifying the diphthongs | Chronology (first, then,….) | Basic lexis related to travel/tourism | Diphtongs. |
| L:02 PPU<br>Practice 01 | **Objective:** SWBAT organise discourse in chronological order employing the chronological markers.. | Chronology (first, then,….) | Basic lexis related to travel/tourism | |
| L:03 PPU<br>Practice 02 | **Objective:** SWBAT describe an itinerary and identify its components employing connectors ( cause & effect) | Connectors Because of, thus, therefore,,,,, | Basic lexis related to travel/tourism | |
| L:04 PDP<br>Listening 02 | **Objective:**SWBAT improve their listening skills and talk about famous figures taking in consideration the right pronunciation of the consonanats clusters. | | Basic lexis related to famous figures | consonanats clusters |
| L:05 PDP<br>Listening 03 | **Objective:** SWBAT improve their listening skills and describe famous landmarks, | Past simple Passive voice | Basic lexis related to Landmarks | |
| L:06 PPU<br>Practice 03 | **Objective:** SWBAT describe famous landmarks using active and passive voice. | Past simple Passive voice | Basic lexis related to Landmarks | |
| L:07 PPU<br>Practice 04 | **Objective:** SWBAT compare famous landmarks using comparative of equality and inferiority. | As….as<br>Not as….as | Basic lexis related to Landmarks | |
| L:08 PPU<br>Practice 05 | **Objective:** SWBAT describe and value outstanding figures and famous landmarks using adjectives of degree | Very + adj | Basic lexis related to famous figures & Landmarks | |
| L: 10 PDP<br>Reading 01 | **Objective:**SWBAT<br>- Interpret a text about an outstanding figure.<br>- Write a short biography of an outstanding figure they prefer. | | Basic lexis related to famous figures | |
| L:11 PDP<br>Reading 02 | **Objective:** SWBAT<br>- Interpret a text about a famous landmark.<br>- Write an article about a famous land mark in their region. | | Basic lexis related to Landmarks | |
| | **Situation of integration** | | | |
| L:12<br>PDP | **Objective:** SWBAT mobilise their resources to produce a piece of writing describing an itinerary / report a trip | | Basic lexis related to travel/tourism | |
| | **Situation of Assessment** | | | |
| L:13<br>PDP | **Objective:** SWBAT mobilise their resources to write an e-mail about a famous figure biography | | Basic lexis related to famous figures | |

***Figure 2.3*** *Fourth Year Middle School Sequence Plan*

*Note. Uploaded from a Facebook group on May15, 2024 at 12:28 a.m*

**2.3.7. Fourth Year Middle School Lesson Plan**

**For an effective lesson delivery, teachers should plan their lessons beforehand.** According to Cullum Robertson (year, month), BBC English:

> Effective lesson planning is the basis of effective teaching. A plan is a guide for the teacher as to where to go and how to get there. However - don't let the plan dominate - be flexible in your planning so that when the opportunities arise you can go with the flow.

This quote aligns One of the most important things that teachers need which is a teacher's detailed description of the course of instruction for one class where learners' abilities, interests, learning preferences, and the institutional program should be taken into consideration. Teachers need to set out what and how they want their students to be able to perform at the end of the lesson and reach the learning objectives.

Here is a detailed framework of a lesson plan (see **Figure 2.4**) about the starting off of the initial situation of the first sequence. The lesson plan focuses on universal landmarks where students are active and taking part of a discussion in order to get to the situation and to what they are going to learn in this sequence. It incorporates a variety of instructional strategies, assessments, and differentiation techniques to engage students in meaningful learning experiences and achieve the stated objectives.

## Sequence One
### Universal Landmarks and Outstanding Figures in History, Literature and Arts

| Sequence: 01 | Lesson: (The Initial Situation) | Framework: T.B.L |
|---|---|---|

**Learning objectives:** To enable the learners to involve, put into problematic situations, declare the communicated tasks to be broken into learning objectives and lessons in the sequence.

| Targeted competencies: Interact/ **Interpret**/ Produce. <br> Target structure: Present simple (to be and to have). | Domains: Oral/ Written/ **Both**. |
|---|---|

| Core values: Valuing travelling as a source of knowledge/ Sharing universal landmarks as world heritage and literary as universal heritage/ Raising awareness of the importance of: (Landmarks as a vehicle for cultural identity/ Outstanding figures in history, literature and Arts as the custodians of cultural identity and values). | Materials: Board/ Flashcards/ World Map. |
|---|---|

| Cross curricular competencies ||
|---|---|
| **Intellectual:** They can show creativity when producing oral and written messages and ability to show some degree of autonomy in all areas of learning. | **Methodological:** They can use information and communication technology whenever he needs it for learning and research. |
| **Communicative:** They can use a role play to communicate appropriately./ Use information and communication technology such as blogs, websites page, discussion forums, platforms to interact with learners of other cultures. | **Social and Personal:** They can be aware of his role and others' role in the development of projects./ Promote the work of his peers./ Develop attitudes of solidarity./ Be honest and accountable for his work and respects others work. |

**Warming Up:** The teacher greets the learners and makes a quick revision about travel and vacation (*the learners saw them in M.S 2 Seq 4*). Then, he/ she sticks universal landmarks and places of interests in the world and invites the learners to name them. After that, he/ she starts a short discussion to lead the learners to the situation.

| New York | London | Paris | Egypt |
|---|---|---|---|

**Pre-Task:** The teacher pins the following pictures on the board and asks the learners to match pictures with words and then answer the questions bellow. (**tourist – international travel forum – Algerian landmarks – tripadvisor**).



✓ What do these pictures represent?          ✓ What is the relation between these pictures?

**Task Cycle:** The teacher writes the situation on the board, reads it, explains the new words using gestures or flashcards. The new words are: (**forum – tripadvisor – website – landmarks – old medinas – figures**). Then, he/ she asks the learners to read the situation and try to understand it. After that, he/ she splits the class into groups and instructs them to write their paragraphs. He/ She may correct the learners mistakes.

> In the "**International Travel Forum**" of "**tripadvisor.com**" website, you read a message of a tourist from England. He needs some information about Algeria. Think of some famous places you visited and write some information about them (famous landmarks, souks, old medinas/ town, famous figures, etc). Turn these information into a "**Travel brochure**" to be posted in this travel forum.

- The teacher provides the learners with information about what they are going to learn in **Sequence One**. He/ She may draw the following mind map.
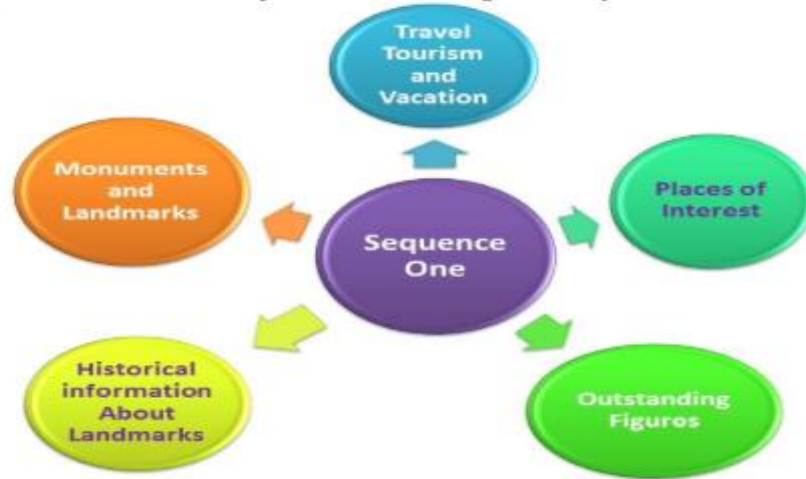


- The learners reads their situations in front of their classmates. They may correct their mistakes and choose the best one to be written.
- The teacher invites the learns to copy down in their copybooks.

+-

***Figure 2.4*** *Fourth year Middle School English Lesson Plan*

*Note. Adapted from Moudjib Arrahmane Khelil, Facebook group, May15,2024 at 12:40.*

**Conclusion:**

In conclusion, this chapter has delved into the context of English teaching and learning in Algerian middle schools. It has highlighted key concepts such as the curricular framework emphasizing language proficiency and cultural awareness, the challenges faced by teachers including limited resources and varying student proficiency levels, effective teaching methodologies tailored to the Algerian context, the importance of integrating cultural content into instruction, and assessment practices used to evaluate student learning. Overall, it underscores the significance of adopting contextually relevant approaches to promote student success and proficiency in English language acquisition.

# CHAPTER THREE

## RESEARCH METHODOLOGY, RESULTS AND DISCUSSION

**Introduction**

This chapter contains three sections (research design and methodology, results and discussion) that aim at providing an overview of the research design and the methodology followed in this investigation. It describes the participants, context, in addition to the data collection tools and data analysis procedures. As it provides analysis of the collected data highlighting the procedure followed as well as a set of recommendation.

**3.1 Research Design and Methodology**

The aim of this study is to investigate middle school teachers (4$^{th}$ grade) and inspector's perception of the use of AI as lesson planning resource in order to see how often it is used and to which extent is it accepted by the inspectors. An exploratory research has been conducted based on mixed-method approach combining quantitative and qualitative research methods. The quantitative method is used to show the data collected in numbers and statistics in order to test the research hypothesis , and the qualitative technique to evaluate and understand the perceptions of both participants  teachers and inspectors .

**3.1.1. Participants**

To accomplish this research, the selected participants were 4$^{th}$ grade EFL teachers in middle schools located in Tiaret , the selection of our participants was convenient ; the teachers were easy to access and found in near area which made the investigation easier  . In addition to EFL middle school inspectors. The selection of the inspectors was randomised, the online questionnaire was sent to inspectors of middle school from different areas in the country in order to get as many responses as possible.

**3.1.1.1. Teachers**

The teachers involved in this study are 4$^{th}$ grade middle school teachers from different middle schools in the city of Tiaret. They are 30 teachers with total of 26 females and 4 males aged between 30 and over 50 years old , with different experience years from 05 to more than 15 years of experience in addition to different educational qualification ( bachelors' degree , masters' degree , and doctorate or higher ) .

| Age | Number | Percentage |
|---|---|---|
| under 30 | 09 | 30% |
| 30 - 40 | 10 | 34% |
| 41 - 50 | 07 | 23% |
| over 50 | 04 | 13% |

**Table 3.1 Teachers' Age**

### 3.1.1.2. Inspectors

This study included more than 40 inspectors ; however , only 08 of them responded and showed interest to the study . With total of 05 males and 03 females aged between 41 and 50 years , with experience years as middle school inspectors from less than 05 years to more than 15 years with different educational qualification (Bachelors' degree, Masters' degree, and Doctorate or higher).

| Age | Number | Percentage |
|---|---|---|
| 30- 40 | 0 | 0 |
| 41-50 | 03 | 37,50% |
| over 50 | 05 | 62,50% |

**Table 3.2 Inspectors' Age**

### 3.1.2. Data Collection Method and Procedures

In this study, we chose questionnaires as data collection tools, an online questionnaire for EFL middle school inspectors in addition to a paper survey that was given to EFL 4th grade middle school teachers. This tool was selected because it saves time, budget and easiest way to collect as much data as possible in a short period of time.

### 3.1.2.1 Teachers' Questionnaire

The teachers' questionnaire was designed in order to collect information about their perceptions on the use of AI in lesson planning. It consists of 15 questions; closed questions and open-ended questions divided into 4 sections.

- **Section one:** This section entitled Teachers' Bio-data and Professional Information divided into 6 questions aims to gather information such as (age , gender , experience , and professional training ) .
- **Section two:** it consists of 4 questions that deals with teachers' use of language-related AIs' and Apps
- **Section three:** it is devoted to collect teachers' opinions about the benefits and downsides of using AI tools to generate lesson plans , this section is made of 4 questions .
- **Section four** it is the last section in the questionnaire which is about the teachers' recommendations and suggestions about support and resources that would facilitate their use of AI tools in lesson planning . It is made of one opened question .

### 3.1.2.2 Inspectors' Questionnaire

The inspectors' questionnaire was designed using Google Forms to make it easier for them to answer it as it was sent to them via e-mail which allowed us to access to more inspectors. This questionnaire was designed mainly to collect information about their perception on the use of AI tools as resource for planning lessons. It is divided into 5 sections with total of 16 questions with open-ended and closed questions.

- **Section one** this one is about the inspectors Bio-Data and professional information. it consists of 6 questions which collects data about their ; Age , gender , qualifications , and professional trainings .
- **Section two** this part is constructed of 1 question that investigates the inspectors' use of language related AIs' and Apps .
- **Section three** this part contains 3 questions about the inspectors' potential encounters with AI-generated lesson plans .

- **Section four** it investigates the use of AI –generated lesson plans in 3 questions about whether AI-generated lesson plans are ever used as models in training workshops and if they have included it as teacher training topic.

- **Section five** it aims to collect inspectors' recommendations , it contains 3 open-ended questions about their opinions on how teachers would benefit from the use of AI in planning their lessons , as well as its  drawbacks , and the closing question of the questionnaire is about their recommendations to guide teachers' use of AI in their lesson planning .

### 3.1.3 Data Analysis Methods and Procedures

This study uses mixed method; qualitative and quantitative data analysis to investigate the teachers' and inspectors' perceptions of the use of AI tools as lesson planning resources. Integrating these two methodologies allow for more solid and detailed analysis of the study findings, leading to a better understanding of the topic studied. This part outlines the methods used to analyse the collected data in both questionnaires.

### 3.1.3.1 Quantitative Data Analysis Techniques

Quantitative data analysis uses statistical methods to extract insights from numerical data. In this study data collected from closed questions will be used using descriptive statistics that will provide a summary of the collected data.

This data will be summed up and presented in form of tables, relative circles, and graphs in order to visualize and facilitates data reading . Exel descriptive statistics were used in conducting data analysis.

### 3.1.3.2 Qualitative Data Analysis Techniques

Qualitative data analysis is systematic evaluation and interpretation of non-numerical data. In this study, content analysis will be used in order to collect meaningful information from the open-ended questions of the questionnaires. The participants views and opinions will be represented by organizing and categorising them under the repeated themes .

### 3.1.4 Ethical Considerations

Ethical considerations in research area are collection of guidelines for the study design and procedure. They are critical to protecting the rights of the study participants in order to enhance

the research credibility and maintaining academic integrity. Considerations such as privacy and anonymity are respected in this research , no personal information is recommended such as name or e-mail address as the participants' opinions are protected and used in the frame of the study only. This study is free of bias or any sort of discrimination against the group of participants in this work. These ethical considerations allow teachers and inspectors to respond with confidence and express their opinions and thought freely.

### 3.1.5 Limitations of the Study

Similarly to other studies, this research faced a variety of restrictions that made it harder to conduct this research.

Starting with time limitation ; the questionnaires were given to the teachers during the last week of school , therefore many teachers were busy with finishing the syllabus and could not give us lot of time to answer the questionnaires .

The second limitation was the number of teachers , since this study was conducted in middle school and specifically with 4th grade teachers there were not enough samples therefore the results of this study can not be generalised . This allows future researchers to carry out a similar research with a larger sampling and in a different setting.

Another problem to be mentioned is that some teachers did not take the questionnaires seriously , as they made no efforts answering them especially the open ended questions or where their suggestions are required , other teachers asked us to give them the questionnaires and come back the next day to take . In addition to that , there was a teacher who filled out her questionnaire and her colleagues questionnaires .

It is worth mentioning that inspectors are hard to reach since they do not have a specific office to find them in , even after getting their e-mails and phone numbers not all of them responded which forced us to conduct this study with a smaller group of inspectors' participants . In addition to that only 08 inspectors responded from 40 who were reached out , this shows that they are not interested in the concept of AI and not opened to let the teachers use it in their lesson planning yet.

Since this research is about lesson planning and the use of AI tools to realise them , we were supposed to ask teachers for samples of their lesson plans and study them in comparison to AI generated lesson plan , however due to the time limitations again we could not do this step .

Finally, we faced a lack of references , as most of the ones used in this study are online resources that we barely collected .

It is really important in any research to mention the restrictions that faced the researcher during the realisation of his study and to retrain the credibility of the study  so that the coming researchers would avoid falling into the same mistakes . As it exhibits transparency , humility , and devotion to the scientific method .

## 3.2 Results and Findings:

### 3.2.1. The Teacher's Questionnaire:

The present questionnaire was carried out with thirty middle school English teachers (26 females and 4 males) to explore their perceptions concerning using AI tools as a resource for lesson planning.14 questions were asked, 8 of them were closed-ended questions and 6 questions were open-ended. The questionnaire was divided into four sections. The first section started with questions about teacher's bio-data and professional information in general .The second section was mainly about teacher's use of Language-related AIs and Apps followed by section three which focus on the benefits, downsides, and challenges of AI-generated lesson plans.  Ending with a question about suggestions and recommendations about the support or resources that facilitate their use of AI tools in lesson planning .The results were as follows:

#### 3.2.1.1 Section One: Informant Personale & Professional Data
##### Question 1: Gender

| Gender | Number | Percentage |
|--------|--------|------------|
| Female | 26 | 86.67% |
| Male | 4 | 13.33% |
| Total | 30 | 100% |

**Table 3.3: Teacher's Gender**

The statistics in the figure **Table 3.3** above represent the gender of participants. The results shows that females ranked first in their participation in a percentage of 86.67% and only of males participated. This highlights the strong female representation in the teaching workforce and that women dominate the education sector, which is considered as the most appropriate profession for them in Algeria.

**Question 2: Age**
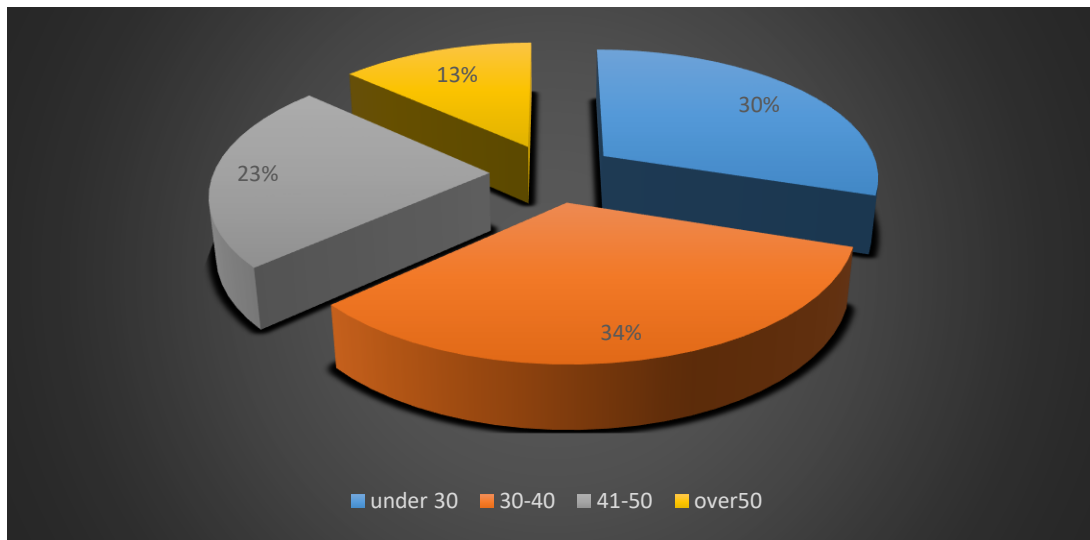


**Figure 3.1:Teacher's age**

The figure **Figure 3.1** indicates that the teachers were from different ages .Four respondents are over 50 represent only 13%, while 7 participants are between the ages of 41 and 50 (23%).The rest of them ranges from less than 30 years to 40years,9 respondents are under30 (30%) and 10 are from 30-40 (34%) .

With reference to the above data, it be noted a relatively young workforce, which can benefit learners learning, with a significant portion of teachers in their early mid-career stages.

**Question3: Experience as middle school teacher**

| Years of experience | Number | Percentage |
|---|---|---|
| Less than 5 years | 7 | 23.33% |
| 5-10 years | 11 | 36.67% |
| 11-15 years | 5 | 16.67% |

| More than 15 | 7 | 23.33% |
|---|---|---|
| Total | 30 | 100% |

**Table3.4: Teaching experience**

The results in **Table3.4** show the distribution of teaching experience among the respondents where 23.3% have less than 5years of experience, 36.67% have 5-10 years, 16.67% have 11-15 years, and 23.3% have more than 15 years that indicates a significant proportion of mid-career teachers, with a balanced mix of newer and highly experienced educators.

**Question 4: Educational qualification**

| Educational qualification | Number | Percentage |
|---|---|---|
| Bachelor's Degree | 8 | 26.67% |
| Master's Degree | 22 | 73.33% |
| Doctorate or Higher | 0 | 0 |
| Total | 30 | 100% |

**Table3.5: Teacher's qualification**

Among the respondents,26.67% hold a Bachelor's degree, while a significant majority,73.33% possess a Master's degree. This reflects a trend of higher educational attainment among teachers, with substantial number of educators with advanced degrees and qualifications.

**Question 5: Have you benefited from any in-service training programs on using AI?**



Yes; 23.33%; 23%

No; 76.67%; 77%

■ Yes ■ No
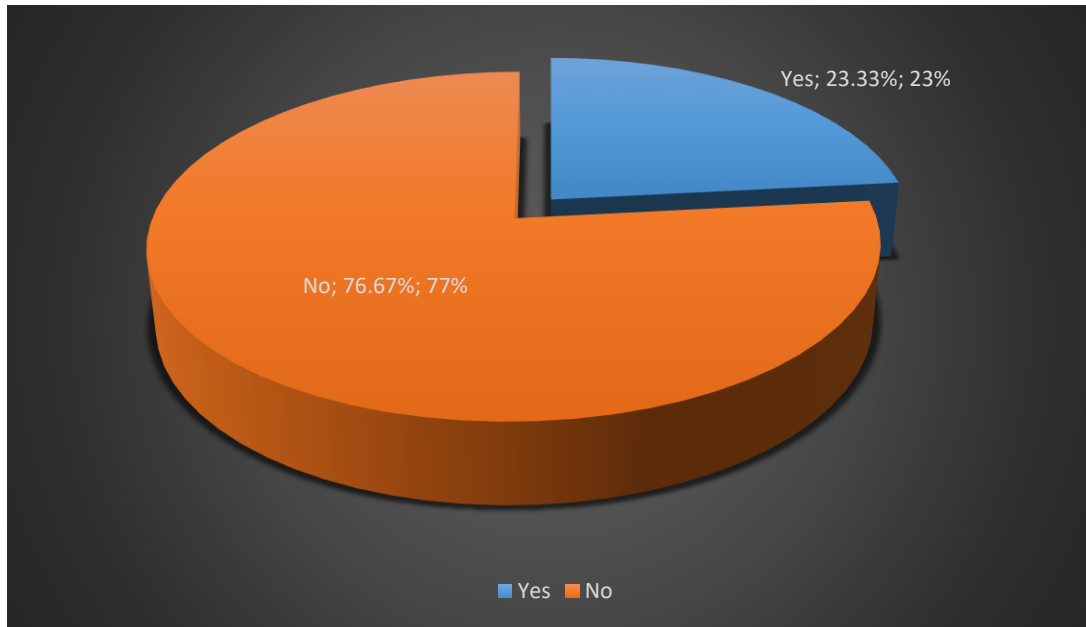
**Figure3.2:Teacher's Experiences with AI In-Service Training**

As shown in the figure **Figure3.2** 23% of teachers have participated in AI in-service training programs, while the majority of teachers, comprising (77%), have not engaged in such programs

**Question 6: if yes, how effective have you found these training programs?**



| | Effective | Somewhat Effective | Not Effective at all |
|---|---|---|---|
| ■ Série 1 | 42.85% | 57.15% | 0% |

■ Série 1
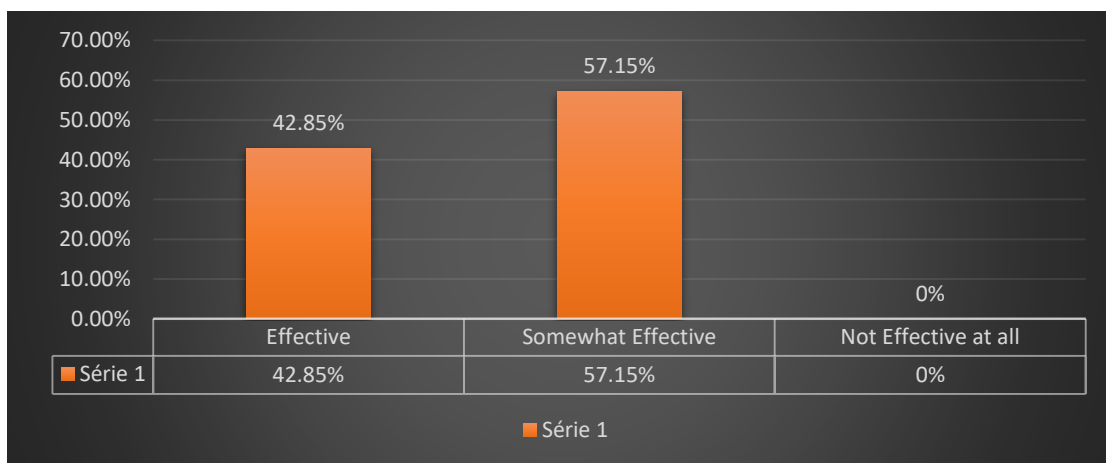
**Figure3.3:Training programs efficiency**

Among the teachers who participated in AI in-service training programs,3 of them found the programs effective, while 4 others found them somewhat effective .This implies that there is a mixed perception among those who participated in AI in-service training programs.

**3.2.1.2. Section Two: Teacher's Use of Language-related AI's and Apps**

**Question 7:Are you familiar with any of these tools used for English language teaching?**

❖ Language learning Apps

❖ Chatbots for Language practice

❖ Language generation AI

❖ Speech recognition software

❖ Text to speech tools

❖ Virtual reality and augmented reality

❖ Automated assessment and grading

❖ Data analytics and learning analytics
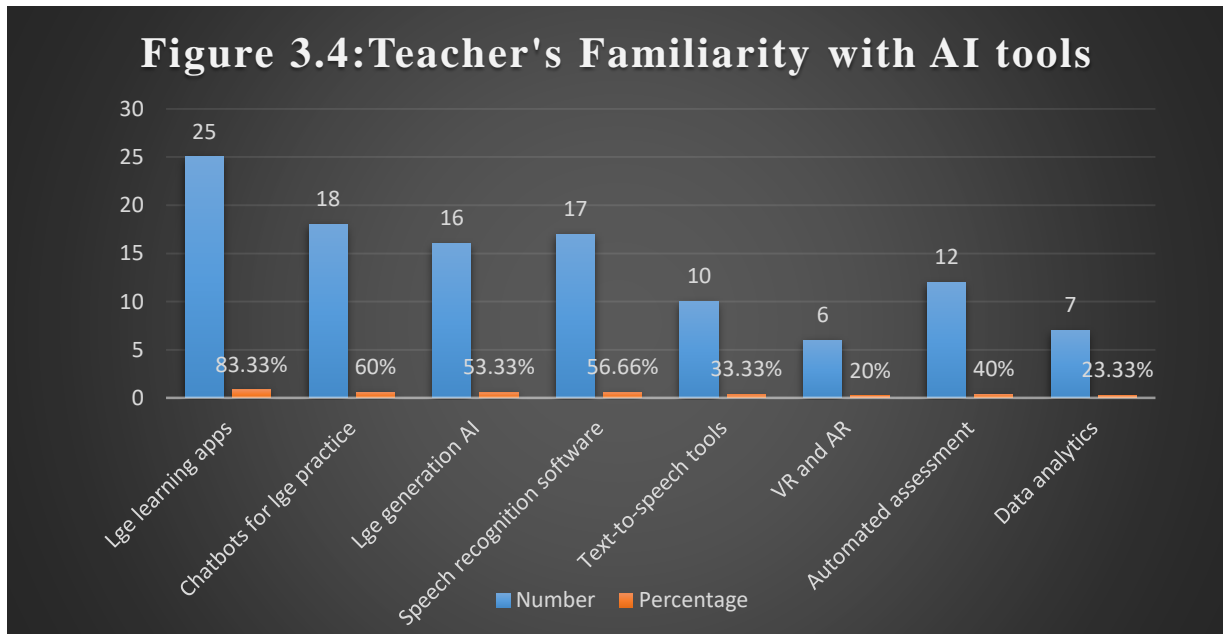


Figure 3.4:Teacher's Familiarity with AI tools

According to the data above **Figure3.4** teachers are most familiar with Language learning apps, with 83.3%r reporting familiarity, followed by Chatbots for language practice at60%,

Language generation AI at 53.3%, and Speech Recognition Software at56.6%. Additionally,33.3% are familiar with Text-to-speech tools 40%with automated assessments.However,20%with VR and AR, and 23.3% with data analytics are less familiar .

In this regard, some respondents specified additional tools such as: "OXFORD ONLINE DICTIONARY","OXFORD-Traduction, and "Lesson Plan Generator" and this reveal the range of AI tools encountered by teachers, reflecting both established platforms and emerging technologies.

**Question 8: in your opinion, what are AI tools mostly used for?**

❖ To help your students practice using English
❖ To correct your student's English or suggest improvements
❖ To create lesson plans for your English language classes
❖ To create materials for your English language classes
❖ To grade or asses your learner's English language work
❖ For administrative tasks
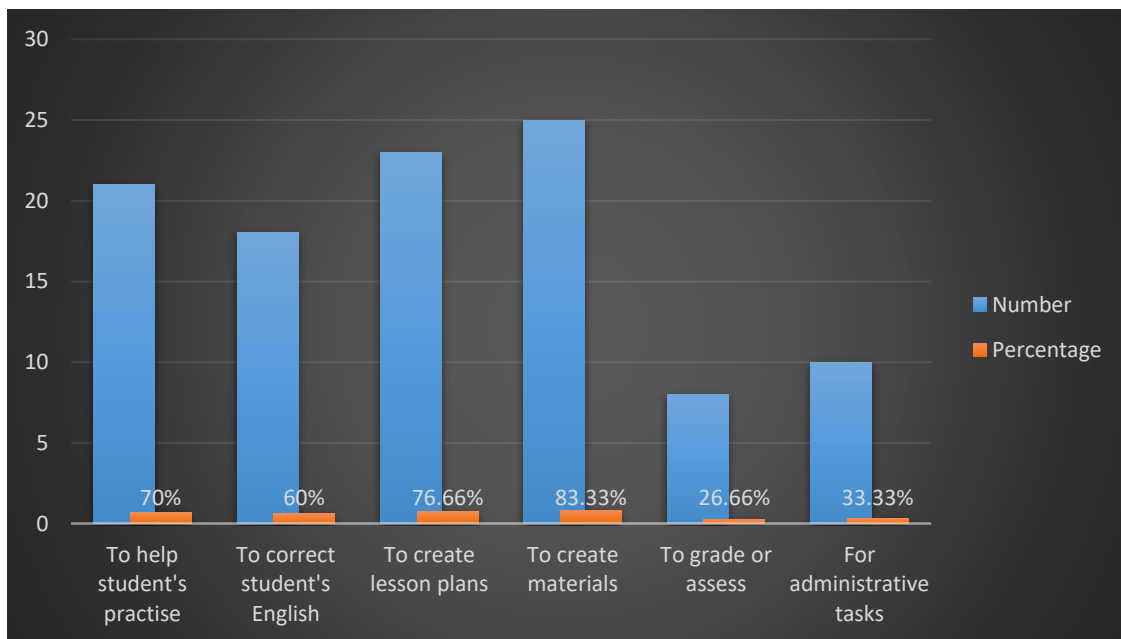


Figure3.5:Common Uses of AI tools

The data in **Figure3.5** reveals that teachers utilize AI tools for enhancing student-learning experiences. With 70% using these tools for student practice sessions and 60% for correcting

English or suggest improvements .Moreover, a considerable proportion of 76.6% utilize AI for creating lesson plans , while an overwhelming 83.3% rely on AI for generating materials in English classes .However, fewer utilize AI for learners grading and assessments with 26.6% and administrative tasks with 33.3%.

In this respect, respondents shared valuable insights and perspectives on the varied applications of these technologies in the educational context .Here are their answers:

| Participants | Dominant Uses of AI tools |
| --- | --- |
| Teacher 1 | To motivate learners and activate their interests and autonomy |
| Teacher 2 | For content generation; differentiated instruction and personalized instruction. |
| Teacher 3 | To make the lessons less boring |
| Teacher 4 | To manage time |

**Table3.6: Teacher's perceptions on AI uses**

**Question 9: how often do you use AI tools to generate your lesson plans?**

| Frequency | Number | Percentage |
| --- | --- | --- |
| Never | 3 | 10% |
| Rarely | 11 | 36.66% |
| Sometimes | 10 | 33.34% |
| Often | 5 | 16.66% |
| Always | 1 | 3.34% |
| Total | 30 | 100% |

**Table3.7: Teacher's frequency of using AI tools**

The **table3.5** above highlights varying degrees of adoption and integration of AI tools into teaching practices among educators . where 10% teachers reported never using AI tools ,36.3% stated they rarely use them,33.3% indicated their occasional use ,16.6% reported using them often and a minimal of 3.3% claimed their incorporation of AI tools in their endeavors consistently.

**Question 10: in which lesson planning areas do you mostly use AI tools?**

❖ Writing learning objectives
❖ Teaching materials generation or sourcing
❖ Assessments and quizzes development
❖ Personalized learning experiences
❖ Classroom activities management
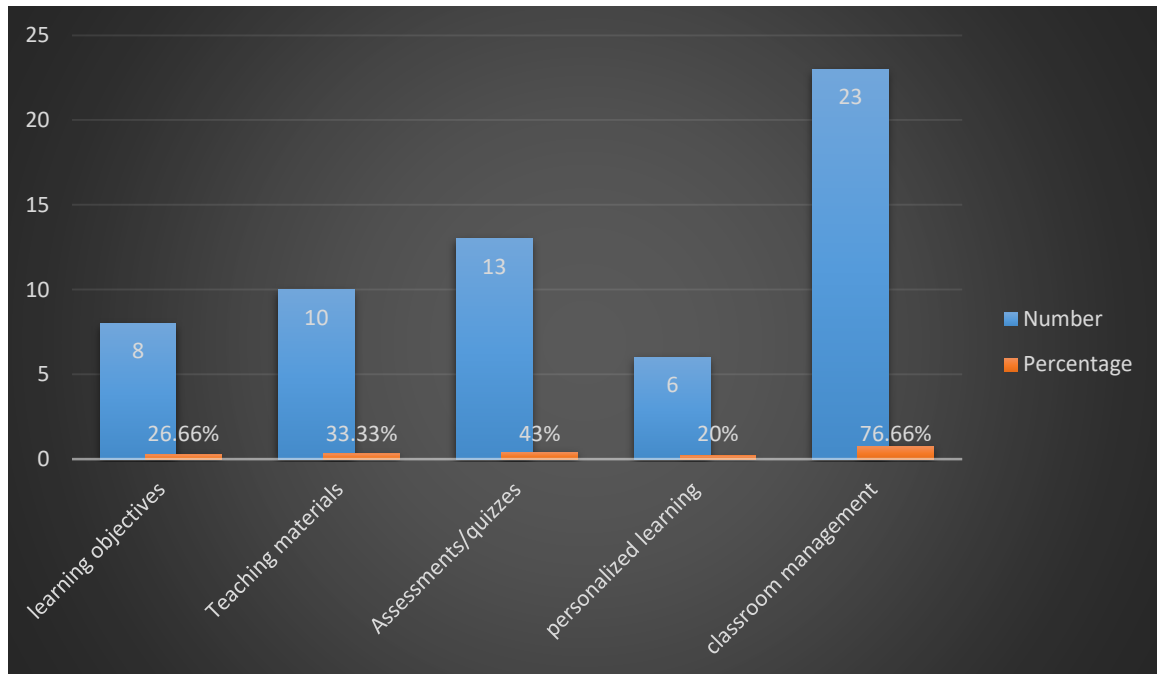


**Figure3.6:Utilization Areas of AI tools in Lesson Planning**

The figure **Figure3.6** illustrates the various areas of lesson planning where teachers utilize AI tools.26.6% utilize it for crafting learning objectives ,33.3% rely on it to generate or source teaching materials,43% use AI for assessments and quizzes ,About 20% depends on AI tools to tailor personalized learning, and 76.6% for the classroom management activities.

Accordingly, here are teacher's other responses regarding the planning areas predominantly utilizing AI tools offer valuable insights into the evolving integration of technology within educational practices which can shed the light on the diverse ways educators are using AI to enhance their lesson preparation.

| Participants | Planning Areas utilizing AI tools |
|---|---|
| Teacher 1 | Brainstorming and post-lesson activities |
| Teacher 2 | Teaching Vocabulary |
| Teacher 3 | Learning to integrate and tutorial sessions |
| Teacher 4 | PPU lessons "Grammar" |

**Table3.8: AI Tools Utilization in Lesson Planning: Teacher's Preferred Areas.**

### 3.2.1.3.Section Three:AI-generated Lesson Plans:Benefits,downsides and challenges

**Question 11:what benefits do you believe AI tools offer in lesson planning?**

❖ AI tools save time

❖ They provide new teaching resources

❖ They enhance lesson personalization

❖ They offer assessment and feedback tools
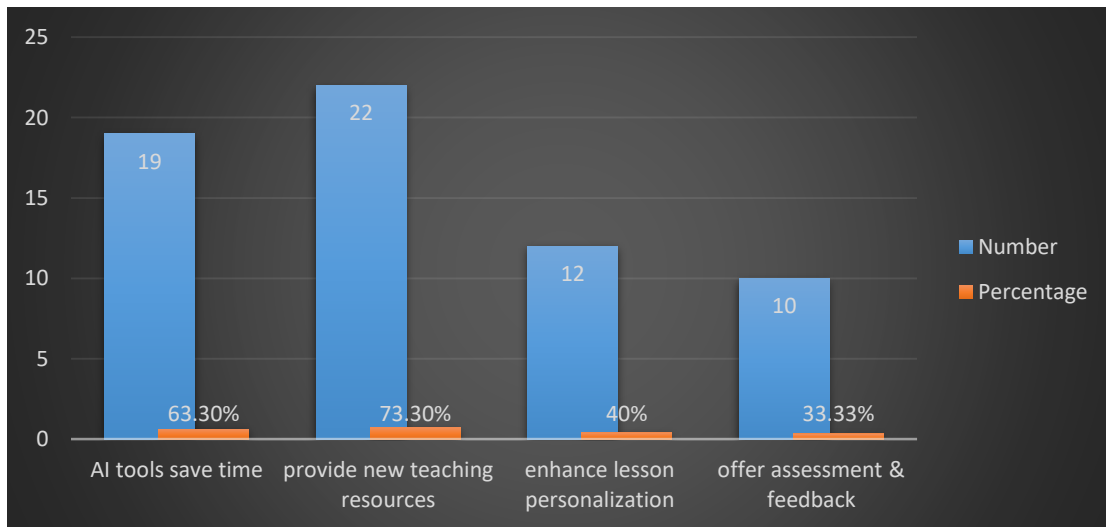


**Figure3.7:Benefits of AI tools in Lesson Planning**

This **Figure3.7** summarizes the perceived benefits of AI tools in lesson planning, revealing that a majority of teachers recognize these tools for saving time(63.3%) and providing new teaching resources(73.3%). Additionally, a substantial proportion acknowledges their potential in enhancing lesson personalization (40%) and offering assessment and feedback (33.3%).

**Question 12:what are downsides of using AI tools to generate lesson plans?**

❖ Lack of teacher's involvement in curriculum design

❖ Less teacher's creativity

❖ Difficulty to account for learner's all needs

❖ AI generated lesson's quality and accuracy concerns

❖ Student's data privacy concerns

❖ Cost and accessibility
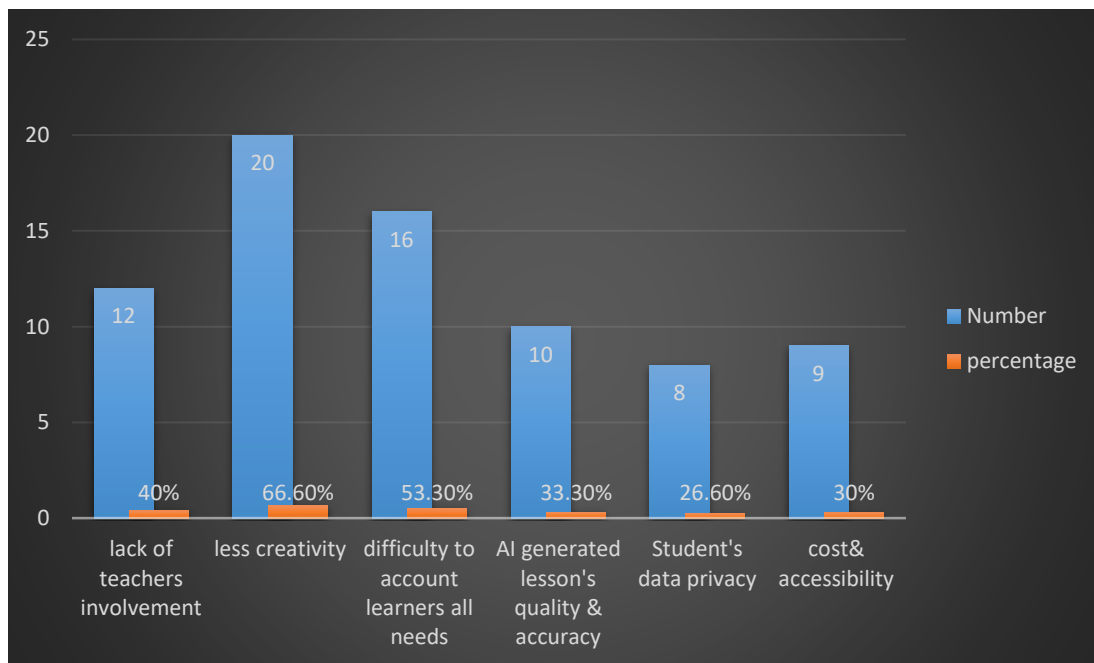


**Figure3.8:Downsides of AI tools in Lesoon Planning**

The **Figure3.8** represents teacher's multifaceted downsides associated with integrating AI tools into lesson planning processes. 40% of respondents identify a potential downside in the lack of teacher involvement,66.6% of them reveal worries about decreased teacher creativity. The difficulty in meeting diverse learner needs (53.3%),quality and accuracy of AI generated

lessons(33.3%), students data privacy (26.66%), and the cost and accessibility of these generated tools(30%).

**Question 13:what challenges do you face or foresee in using AI tools for lesson planning?**

- ❖ Lack of awareness
- ❖ Insufficient tecknical skills
- ❖ Accuracy or reliability concerns
- ❖ Limited technology access
- ❖ Fear of negative perceptions or repercussions
- ❖ Lack of training
- ❖ Concerns about data privacy
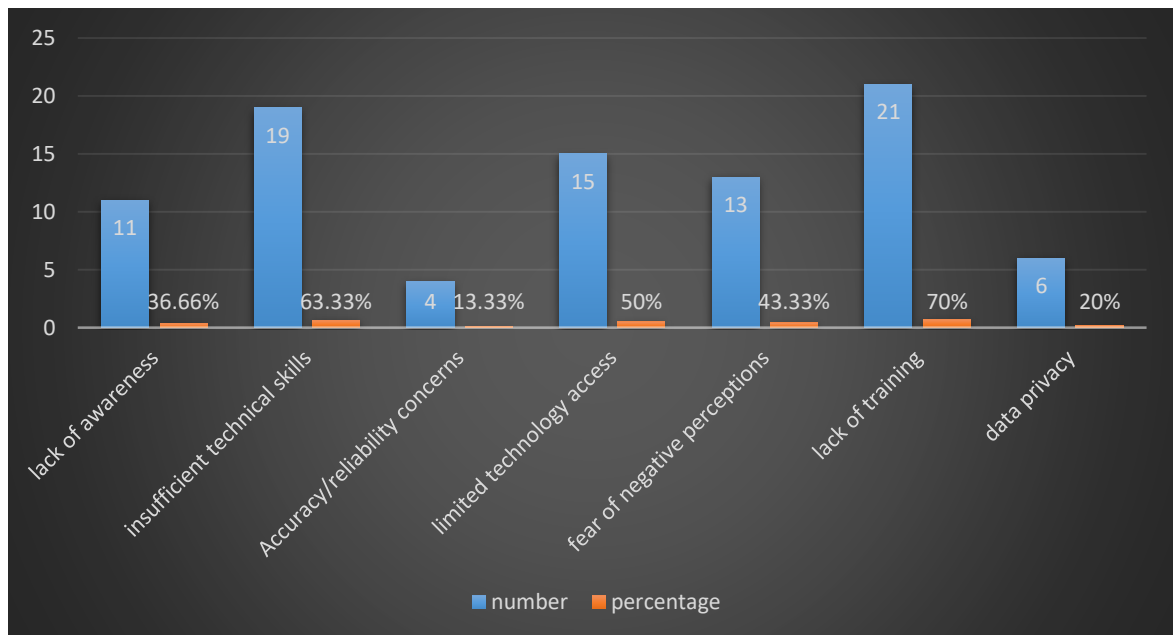


**Figure3.9:Challenges in Using AI tools for Lesson Planning**

This question is about the challenges teachers anticipate in adopting AI tools for lesson planning.36.6% of respondents express concerns about the lack of awareness surrounding AI tools.63.6% identify a lack of technical skills as an obstacle.13.3% express reservations about the accuracy and reliability of AI tools. Moreover, half of the respondents cite a limited access to technology.43.3% express their fear about negative perceptions or repercussions associated with the use of AI tools. The most prevalent concern, with 70% of respondents, is the lack of training

in utilizing AI tools effectively, and finally 20% worries about data privacy when utilizing these tools.

**Question 14:how important is the inspectors approval for using AI tools in lesson planning?**
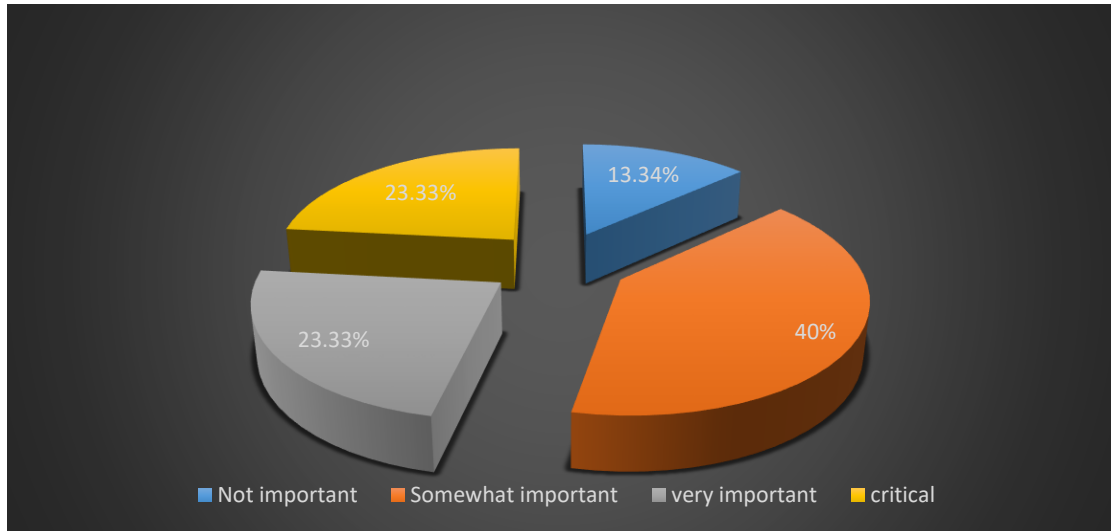


**Figure3.10:Importance of Inspector's Approval**

The statistics in **Figure3.10** highlights educator is varying perspectives on the importance of inspector's approval for integrating AI tools into lesson planning. While 13.3% of respondents deem it not important, the majority recognize its significance to varying degrees:40% consider it somewhat important,23.3% view it very important , and an equal proportion regard it as critical.

**3.2.1.4.Section Four: Teacher's recommendations and suggestions**

**What type of support or resources would facilitate your use of AI tools in lesson planning ?**

Teachers play a pivotal role in shaping the educational landscape, and their input and support and resources needed to effectively integrate AI tools into lesson planning is invaluable. So, by understanding and addressing these needs, educators can harness the potential of AI to enhance their teaching practices and provide enriching learning experiences for their students. The following are some participant's answers:

| Participants | Suggestions and Recommendations |
|---|---|
| Teacher1 | Electronic devices with full accessibility . |
| Teacher 2 | A specialized tool for lesson planning with different frameworks, PDP, PPU, and PIASP…etc.it also has to include the curriculum to facilitate he work of the teacher. |
| Teacher 3 | Training –workshops-technological support with an open access. |
| Teacher 4 | Flashcards and fun educational videos |
| Teacher 5 | AI tools should provide more accessibility (free) to teachers. |
| Teacher6 | ICT tools-videos-songs |

**Table3.9:Teacher's recommandations**

## 3.2.2 Inspector's Questionnaire:

For the sake of gauging inspector's attitudes towards the issue under investigation,the current Survey was conducted with eight inspectors(5 males and 3 females).The latter were randomly selected. To insightfully discern such abstract feeling,16 closed-and open-ended questions were asked.

### 3.2.2.1.Section One:Inspector's Personal Information

**Question1:Gender**

| Gender | Number | Percentage |
|---|---|---|
| Female | 3 | 37.5% |
| Male | 5 | 62.5% |
| Total | 8 | 100% |

**Table3.10 :Inspector's Gender**

In the participated sample males were (5) representing (62.5% ) and (3 ) females representing (37.5% ).Indicating a slight male majority.

**Question2:Age**
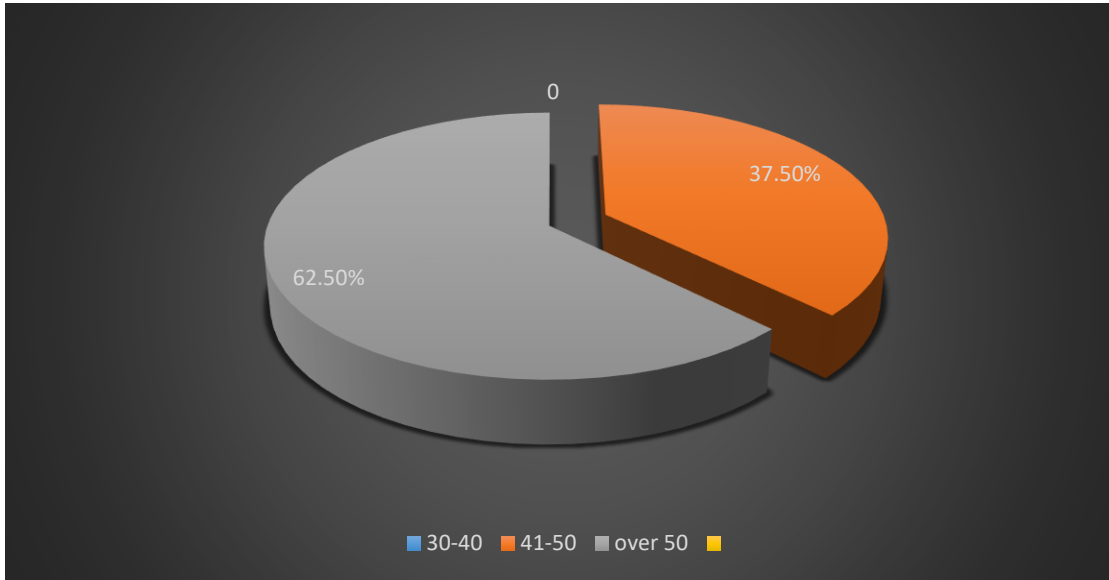


**Figure3.11:Inspector's Age**

From the **Figure3.11** we can notice that the inspectors were from different ages. With 3 inspectors aged from41-50 and 5 inspectors over the age of 50, there is a notable representation of experienced and mid-career professionals within the inspectorate, which contributes to a diverse of expertise and perspectives.

**Question3:Experience as middle school English inspector**

| Experience | Number | Percentage |
|---|---|---|
| **less than 5 years** | 0 | 0 % |
| **5-10 years** | 5 | 62,5 % |
| **11-15 years** | 2 | 25 % |
| **more than 15 years** | 1 | 12,5 % |
| **Total** | 8 | 100% |

**Table3.11:Inspector's Experience**

68

The results in **Table3.9** reveal a diverse range of experiences and expertise levels among middle school English inspectors.1 inspector with over 15 years of experience.2 inspectors with 11 to 15 years, and 5 others with 5 to 10 years.

**Question4 :Educational Qualification**

| Qualifications | Number | Percentage |
|---|---|---|
| **Bachelor's degree** | 5 | 62,5 % |
| **Master's Degree** | 3 | 37,5 % |
| **Doctorate or Higher** | 0 | 0 % |
| **Other** | 0 | 0 % |
| **Total** | 8 | 100% |

**Table3.12:Inspector's Qualification**

From the **Table3.10**, we can notice that 62.5% hold bachelor's degree while 37.5% possess a master's degree. Which indicates that the majority of inspectors have a bachelor's degree as higher qualification.

**Question5: Have you benefited from any training programs on using AI in your job as inspector?**
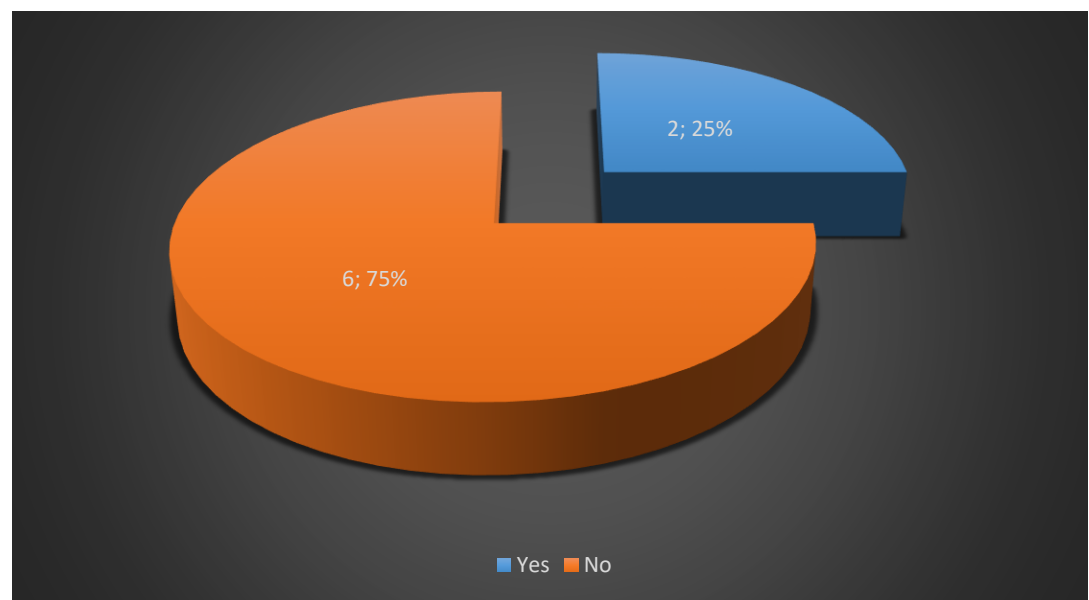


**Figure3.12:Inspector's Participation in AI Training Programs**

As shown in **Figure3.12**, only 25% of inspectors have benefited from training programs on using AI in their role. While 75% have not received such training. Based on the participant's answers,it can be suggested a significant need for more professional development opportunities focused on AI for inspectors.

**Question6:If yes, how effective have you found these training programs?**

The responses were that among the inspectors who received AI training, one found it effective. However, the other one found it somewhat effective. The training programs have been beneficial but could be enhanced to improve their overall effectiveness.

**3.2.2.2. Section Two: Inspector's use of Language-related AIs and Apps**

**Question7:Are you familiar with any of these tools that teachers may use for English language teaching?**
- Language learning Apps
- Chatbots for Language practice
- Language generation AI
- Speech recognition software
- Text to speech tools
- Virtual reality and augmented reality
- Automated assessment and grading
- Data analytics and learning analytics
- None of the above
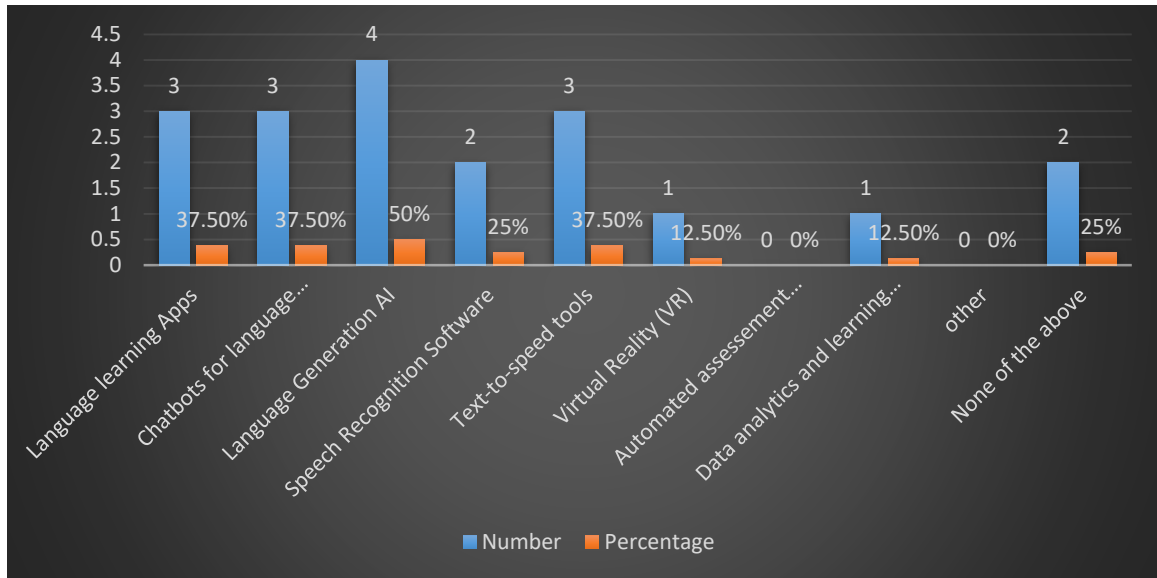
**Figure3.13:Inspector's familiarity with AI tools**

The gleaned data in the above **Figure3.13** shows ,that the most recognized tools are language generation AI (50%) , and language learning apps,chatbots for language practice, and text-to-speech tools (each at 37.5%). Speech recognition software is familiar to 25% of inspectors, while VR and AR , and data analytics are each known by 12.5%. Notably, none of the inspectors are familiar with automated assessment and grading tools.25% are unfamiliar with any of the listed tools.

**3.2.2.3.Section Three: Inspector's Potential Encounters with AI-generated lesson plans**

**Question8:To what extent do you find it difficult to detect AI-generated lesson plans?**

| | Number | Percentage |
|---|---|---|
| **Easy to detect** | 0 | 0 % |
| **Somewhat easy to detect** | 2 | 25 % |
| **Difficult to detect** | 2 | 25 % |
| **Very difficult to detect** | 0 | 0 % |
| **I have not detected any** | 4 | 50 % |
| **Total** | 8 | 100% |

**Table3.13:Inspector's Perception of Detecting AI-Generated Lesson Plans**

**Table3.11** reveals the inspector's ability to detect AI-generated lesson plans: 25% find it somewhat easy, another 25% find it difficult, and 50%have not detected any. This reflects the varied experiences and challenges in identifying AI-generated content.

**Question9:How often have you come across AI-generated lesson plans during your classroom observations?**

|  | Number | Percentage |
|---|---|---|
| **Never** | 6 | 75 % |
| **Rarely** | 2 | 25 % |
| **Sometimes** | 0 | 0 % |
| **Often** | 0 | 0 % |
| **Always** | 0 | 0 % |
| **Total** | 8 | 100% |

**Table3.14: Inspector's Frequency of Encountering AI-Generated Lesson Plans During Classroom Observations**

The results shows the frequencies with which inspectors encounter AI-generated lesson plans during classroom observations: 75%have never come across them, while 25% have rarely encountered them. AI-generated lesson plans are currently not commonly observed.

**Question10:To what extent do you accept teacher's AI use in their lesson planning ?**

|  | Number | Percentage |
|---|---|---|
| **Completely Acceptable** | 0 | 0 % |
| **Acceptable within guidelines** | 6 | 75 % |
| **Acceptable in limited scenario** | 2 | 25 % |
| **Generally unacceptable** | 0 | 0 % |
| **Total** | 8 | 100% |

**Table3.15: Inspector's Acceptance of Teachers Use Of AI in Lesson Planning**

**Table 3.**15 shows the extent to which inspectors accept teacher's use of AI in lesson planning where 75%find it acceptable within guidelines while 25%deem it acceptable only in limited scenarios. This implies the general openness to AI use, provided it adheres to certain restrictions.

**3.2.2.4. Section Four:Inspector's Use of AI-generated lesson plans and Teacher Training Designs.**

**Question11: Have you ever used AI-generated lesson plans as models in teacher training workshops?**
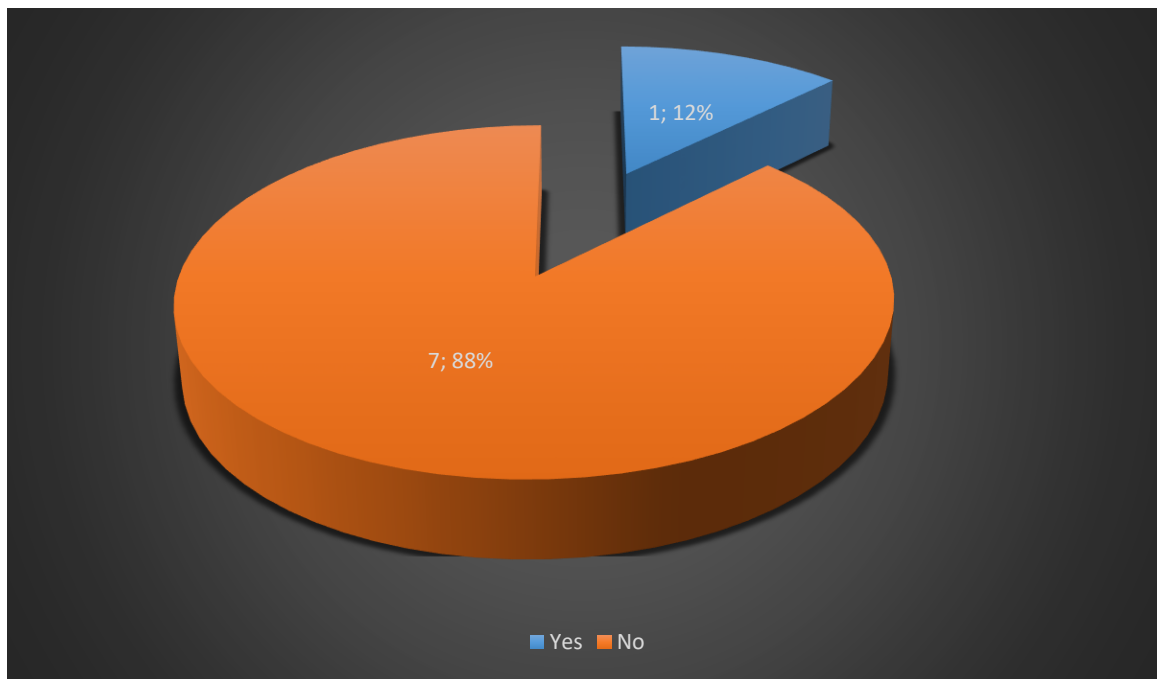


**Figure3.14: AI-generated Lesson plans Utilization in Teacher Training Programs**

The figure indicates the utilization of AI-generated lesson plans in teacher training workshops where 88%of inspectors have never used them and only 12% have. This means that AI-generated lesson plans are rarely employed as models in these workshops.

**Question12: To what extent do you incorporate AI tools in designing your training session programs?**
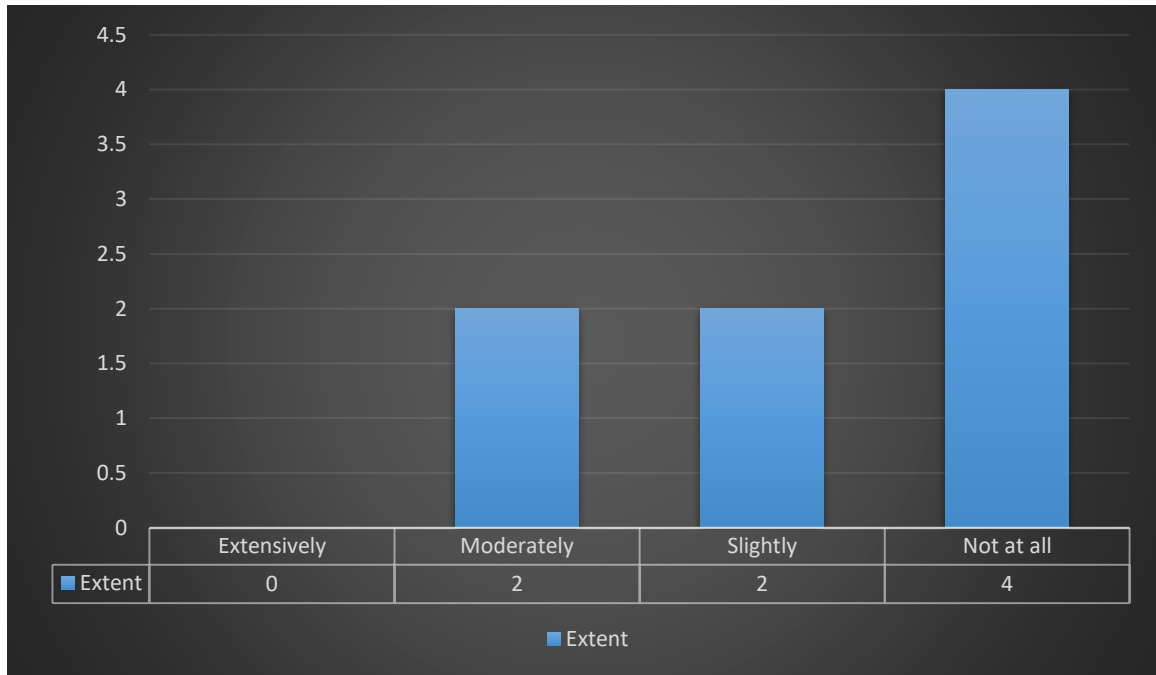


**Figure3.15:Inspector's extent in incorporating AI in their trainings**

   According to the bar graph above,the responses reveal the extent to which inspectors incorporate AI tools in designing theie training session programs.25% use them moderately, another25% use them slightly, and 50% do not use them at all. Which suggests a limited integration og AI tools in training program design among inspectors.

**Question13: Have you ever thought of including AI as a teacher training topic?**
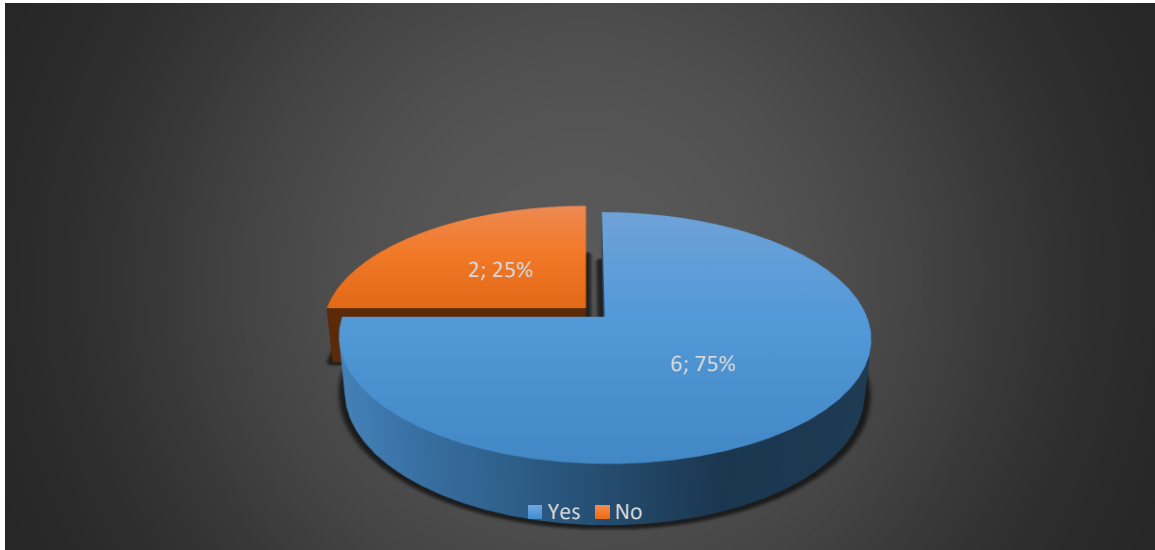


**Figure3.16: AI as trainging**

As shown in **Figure3.16** ,out of 8 inspectors surveyed, 6 (75%) expressed a positive inclination towards incorporating AI, while only (25%) responded negatively.

Reflecting on the inspector's answers, this majority suggests a growing recognition of the potential benefits AI can bring to educational training programs. These findings indicate a strong marked tendency to embrace and adopt technological advancements, emphasizing the importance of developing AI-focused training modules to meet the evolving needs and interests of middle school English inspectors.

**3.2.2.5. Section Five: AI Benefits and downsides: Inspector's Recommendations**

**Question14:In your opinion how would AI benefit teacher's lesson planning?**

When it comes to teacher lesson planning, AI offers a lot of advantages in this domain. In this respect, inspectors shared their opinions about this. Here are some of their comments:

| Participants | Benefits |
|---|---|
| Inspector 1 | Making visuals, audio scripts, and songs. |
| Inspector 2 | It can enhance the efficiency, effectiveness, and personalization of lesson planning, ultimately contributing to a more productive and engaging learning environment. |
| Inspector 3 | It would be very beneficial if practiotioners were well trained on it. |
| Inspector 4 | It may help them in various ways maily in personalizing their teaching, making the lesson outline, providing strategies, activities,,creating scenarios and inputs to ensure effective outputs, suggesting alternatives to instructions. |
| Inspector 5 | It may provide them with wide range of essays,tasks, videos,and interactive videos. It also helps them to create assessments and quizzes. |
| Inspector 6 | It helps teachers to tailor lessons to each individual student and adopt a content and strategies to match their learning style as well as adjust their difficulties. |

**Table3.16:Inspector's Perspectives on the Benefits of AI in**

### Teacher's Lesson Planning

From the point of view, AI integration in lesson design enables educators to provide students with more effective, impactful, and efficient learning opportunities, notably by streamlining and personalizing lesson planning processes. Through its different tools, AI can analyze students' performance, learning preferences and styles and even generate tailor lesson plans and objectives that cater to individual student needs.

**Question15:In your opinion what are the main downsides of teacher's AI use to plan their lessons?**

The integration of AI into lesson planning offers lot of benefits, yet it also brings several challenges that need a careful consideration. In relation to this the inspectors put forward some downsides. They are as follow:

| Participants | Downsides |
|---|---|
| Inspector1 | The over-reliance on those applications which may reduce the teacher's autonomy as well as creativity. |
| Inspector2 | Balancing the use of technology and teacher's creativity of teacher's creativity is very important ,therefore, the main downside is the over reliance on technology. |
| Inspector3 | Excess of AI use reduces teacher's autonomy in that she/he becomes dependent.<br>AI affects creativity<br>AI may lead to laziness. |
| Inspector4 | It may be not reliable to the instruction provided.<br>It may cause ignorance of some learners |
| Inspector5 | Using AI tools without training programs may lead to bad outcomes |
| Inspector6 | Loss or absence of teacher's personal touch. |

**Table3.17:Inspector's opinion about AI downsides  in lesson planning**

**Question16:What do you recommend to guide teacher's use of AI in their lesson planning?**

To guide teachers in effectively incorporating AI into their lesson planning, it is essential to focus on professional development, ethical considerations, and practical integration strategies. Regarding this, here are participant's recommendations:

| Participant | Recommendations |
|---|---|
| Inspector1 | In the first place, I recommend that inspectors and teachers receive training on the use of AI .Then, when this is achieved, inspectors may be able to guide teachers in using it in lesson planning. Yet I recommend to use AI in listening lessons as auditory scripts, pictures and maps making. |
| Inspector2 | I advise to use it cautiously and rationally. |
| Inspector3 | Provide a significant and practical training on AI tools. Set clear guidelines for ethical and moderate use, encourage a balanced integration with traditional methods(blended).Raise teacher's awareness about its overuse/abuse. Encourage teacher's CPD. |
| Inspector4 | I recommend using it but in a limited way. |
| Inspector5 | My recommendation would be that teachers should not rely too much on AI, but they should not neglect it at all. |
| Inspector6 | They should use it wisely and when needed only. |

**Table3.18: inspector's recommendations on teacher's use of AI**

**3.3 Discussion**

This study investigates the teachers' and inspectors' perceptions on the use of AI tools as lesson planning resources .

In this section from the study we will discuss the findings introduced in the previous figures . These finding will help us answering our research questions in addition to confirming or disconfirming the suggested hypotheses .

**3.3.1 Middle school teachers perceptions for the use of AI tools in lesson planning**

To start with , the results of the teachers' questionnaire showed that our participants are familiar with AI tools specially language learning apps ( Duolingo) and chat-bots for language practice (HelloTalk) . As the results shows that teachers find these AI programs beneficial and helpful specially in providing them with new teaching resources such as texts , flashcards , and games to be included in their lessons' delivery , in addition to that it is seen as  a time saving way especially for teachers who have different levels with different lessons that should be planned , AI tools will help them realising these lesson plans in short time and with less efforts .

Despite the fact that AI tools are seen very helpful and have various advantages , they still have many downsides that our participants acknowledged ; most of them see that it kills the teachers' creativity and limits them causing full dependence on it which will make them lazier , additionally , AI tools will not cover  all the learners needs as it is known each learner is unique with his learning style and preferences , however AI tools will not include this criteria .

Although most teachers finds AI tools helpful and facilitates the planning process for them , they still find it challenging to use it wisely and with a balanced way due to the lack of training , in addition to the lack of technical skills .

Therefore , the results have confirmed our hypothesis which suggests that middle school EFL teachers consider AI tools helpful and challenging for planning their lessons.

### 3.3.2 Middle school English teachers' use of AI tools in lesson planning

The finding revealed that most of the teachers rarely use AI tools to generate their lesson plan . The utilization of AI tools in lesson planning is generally in the area of classroom activities management , in addition to the development of assessments and quizzes such as exams or tests or even tasks by the end of each lecture in order to evaluate the learners' level and follow up with their progress , as many of them suggested the use of AI tools to motivate learners and activate their interests and autonomy and For content generation , differentiated instruction and personalized instruction in addition to Brainstorming and post-lesson activities. The results do not support the hypothesis which says that teachers use AI tools to help them select relevant materials and design activities only .

### 3.3.3 Middle school inspectors perception on the teachers' use of AI tools in lesson planning

Inspectors' perceptions on the use of AI tools by middle school teachers in the realization of their lesson plan was that it is accepted within guidelines , as they supported their perception with some advice on how the use of these tools should be , they suggested that training should be held for both teachers and inspectors , in addition to the importance of using it cautiously and rationally by the teachers . However , this data is for the ones who responded to our questionnaire knowing that the majority refused to take part in this study which indicates that they still do not accept the use of AI by teachers which proves our hypothesis that suggest that inspectors would not tolerate middle school English teachers' use of AI tools to plan their lessons .

**Conclusion:**

In this foregoing chapter, the collected data analysis are typically presented in a systematic and organized way. The research findings shows that teachers are familiar with AI tools, finding them beneficial and helpful for providing new teaching resources and saving time and efforts. However, while they offer some benefits, teachers also recognize their limitations in showing their creativity that can create teacher total dependence. Which ends by a discussion that showed the nuanced perspectives surrounding the integration of AI generated tools in the educational practices and in  lesson planning in particular.

# GENERAL CONCLUSION

This research study attempted to investigate teacher's and inspector's attitudes towards using AI tools as a lesson plan resource . . The investigation was carried out with thirty middle school English teachers in Tiaret with fourty middle school inspectors from other cities who willingly took part via online questionnaire.It highlighted the teacher's different uses of AI for enhancing their teaching practices and student learning and what benefits and drawbacks do they encounter while using these tools. In addition to that, it emphasized the inspector's acceptance or refusal on using it in their teacher training programs.

Although the evolvement of these developed technologies, and based on the data we have gathered AI generated lesson plans cannot reach the level of human crafted one. The human teachers bring in their experience, creativity, and their personal touch to tailor lessons that meet all student's needs. In which they can adapt, understand learner's emotions, and provide unique that artificial intelligence struggle to replicate. This is a primary reason why teachers are superior to AI generated lesson plans.

According to the current study, fourth year middle school English teachers find AI tools beneficial and helpful since they provide new teaching resources and materials, as well as time and efforts consuming. The findings confirmed the three hypotheses, regarding the use of AI as a lesson plan resource. In fact, the teacher's surveyed confirmed their familiarity with AI generated tools and agreed on its benefits, yet others perceive it as it inhibits teacher's creativity and fails in addressing student's all needs.

At the end of the research, based on the results of the study, experience, and awareness of the topic under discussion, here are some recommendations and suggestions:

- o Teachers have to stay updated with the new AI advancements and tools in education to leverage the most effective resources that can help.
- o Both teachers and inspectors have to engage in some training programs on how to use these tools effectively.
- o A combination of AI with human input can help to a more engaging and effective learning environment where students can benefit from the creativity and efficiency of AI and the experience and the empathy of educators .

*Suggestion for further research*

All in all,the study can be regarded as a beneficial experience that may open up future avenues for further studies related to the same issue. The following questions can be raised: How do inspectors differentiate between lesson plans generated by AI and those crafted by humans, and what criteria do they use to make this distinction? How do they assess the efficacy and suitability of lesson plans generated by AI compared to those by educators, and what factors influence their judgment?

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# APPENDICES

# APPENDICES

**Appendix A. Teachers' Questionnaire**

**Middle School English Teachers' Questionnaire**

Dear Teachers

As participants in this study that aims at collecting middle school English teachers' and inspectors' voiced perceptions of using AI tools as resources for planning lessons, you are kindly invited to answer this questionnaire. Your valuable responses play a crucial role in shaping understanding of AI's role in education, focusing on its integration into lesson planning. Your expertise and perspectives provide vital insights into ensuring AI's effective, ethical, and innovative use, influencing policy, training, and support mechanisms. We appreciate your contribution to this important discourse. Please bear in mind that your total anonymity and confidentiality are highly preserved, as the collected data will be exclusively used for research ends. Furthermore, you are totally free to withdraw from this study at any time you would like to.

Grateful for your participation and valuable contribution

Section one: Teachers' Bio-data and Professional Information **(Tick the option that fits you)**

1. Gender

    Male ☐                                          female ☐

2. Age

    Under 30              30-40              41-50              Over 50

3. Experience as Middle School English Teacher:

    Less than 5 years          5-10 years          11-15 years                More than 15 years

4. Educational Qualification

    Bachelor's Degree                Master's Degree          Doctorate or Higher          Other

5. Have you benefited from any in-service training programmes on using AI?

                    Yes                                                          No

6. If yes, how effective have you found these training programmes? **(Tick one option only)**

                    Effective            Somewhat Effective            Not Effective at all

Section two: Teachers' Use of Language-related AIs and Apps

7. Are you familiar with any of these tools used for English language teaching? (**Tick all that fit you**)
    ● Language Learning Apps: These provide automated language quizzes and interactive exercises (e.g. Duolingo, Babbel).

- Chatbots for Language Practice: These let students engage in real-time dialogues in English (e.g. HelloTalk, ChatGPT)
- Language Generation AI: These generate language content, such as essays, stories or creative writing prompts (e.g. ChatGPT).
- Speech Recognition Software: These transcribe and assess spoken language, helping students improve pronunciation and fluency (e.g. Google Speech-to-Text).
- Text-to-Speech Tools: These convert written text to spoken language (e.g. Amazon Polly).
- Virtual Reality (VR) and Augmented Reality (AR): These create immersive language learning experiences for learners (e.g. Wonderscope, Oculus Rift).
- Automated Assessment and Grading: These grade assignments, essays and quizzes (e.g. Turnitin, Gradescope).
- Data Analytics and Learning Analytics: These collect and analyse student performance data (e.g. Canvas Analytics, Brightspace Analytics).
- Other (please specify)

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- None of the above

8. In your opinion, what are AI tools mostly used for? (Tick all that fit you)

o To help your students' practise using English

o To correct your students' English or suggest improvements

o To create lesson plans for your English language classes

o To create materials for your English language classes (e.g. example conversations, songs, reading texts)

o To grade or assess your learners' English language work

o For administrative tasks (e.g. to manage and analyse student data)

o Other (please specify)

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9. How often do you use AI tools to generate your lesson plans?

  o Never

  o Rarely

  o Sometimes

  o Often

  o Always

10. In which lesson planning areas do you mostly use AI tools? **(tick all that fit)**

o Writing Learning objectives

o Teaching materials generation or sourcing

o Assessments and quizzes development

o Personalized learning experiences

o Classroom activities management

o Other (please specify)

  ……………………………………………………………………………………………………………………………………………………………………

Section three: AI-generated Lesson Plans: Benefits, downsides and challenges

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11. What benefits do you believe AI tools offer in lesson planning? **(tick all that apply)**
- AI tools save time
- They provide new teaching resources
- They enhance lesson personalization
- They offer assessment and feedback tools
- Other (please specify)

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**12.** What are the downsides of using AI tools to generate lesson plans? **(Tick all that apply)**
o Lack of teacher's involvement in curriculum design
o Less teacher's creativity
o Difficulty to account for learner's all needs
o AI generated lesson's quality and accuracy concerns
o Student's data privacy concerns
o Cost and accessibility
o Other (please specify)

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13. What challenges do you face or foresee in using AI tools for lesson planning? (Select all that apply)
- Lack of awareness
- Insufficient technical skills
- Accuracy or reliability concerns
- Limited technology access
- Fear of negative perceptions or repercussions
- Lack of training
- Concerns about data privacy
- Other (please specify)

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14. How important is the inspector's approval for using AI tools in lesson planning?
o Not important
o Somewhat important
o Very important
o Critical

Section four: Teachers' recommendations and suggestions

What type of support or resources would facilitate your use of AI tools in lesson planning?

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# APPENDICES

**Appendix B. Inspectons' Questionnaire**

## Inspectors' Questionnaire

Dear Inspectors

As participants in this study that aims at collecting middle school English teachers' and inspectors' voiced perceptions of using AI tools as resources for planning lessons, you are kindly invited to answer this questionnaire. Your valuable responses play a crucial role in shaping understanding of AI's role in education, focusing on its integration into lesson planning. Your expertise and perspectives provide vital insights into ensuring AI's effective, ethical, and innovative use, influencing policy, training, and support mechanisms. We appreciate your contribution to this important discourse. Please bear in mind that your total anonymity and confidentiality are highly preserved, as the collected data will be exclusively used for research ends. Furthermore, you are totally free to withdraw from this study at any time you would like to.

Grateful for your participation and valuable contribution

Section one: Inspectors' Bio-data and Professional Information **(Tick the option that fits you)**

1. Gender

   Male        female

2. Age

   30-40            41-50                Over 50

3. Experience as middle school English inspector:

   Less than 5 years        5-10 years        11-15 years                More than 15 years

4. Educational Qualification

   Bachelor's Degree                Master's Degree        Doctorate or Higher        Other

5. Have you benefited from any training programmes on using AI in your job as inspector

   Yes                                                        No

6. If yes, how effective have you found these training programmes?

   Effective            Somewhat Effective            Not Effective at all

Section two: Inspectors' use of language-related AIs and Apps

7. Are you familiar with any of these tools that teachers may use for English language teaching? (**Tick all that fits you**)

- Language Learning Apps: These provide automated language quizzes and interactive exercises (e.g. Duolingo, Babbel).
- Chatbots for Language Practice: These let students engage in real-time dialogues in English (e.g. HelloTalk, ChatGPT)
- Language Generation AI: These generate language content, such as essays, stories or creative writing prompts (e.g. ChatGPT).
- Speech Recognition Software: These transcribe and assess spoken language, helping students improve pronunciation and fluency (e.g. Google Speech-to-Text).
- Text-to-Speech Tools: These convert written text to spoken language (e.g. Amazon Polly).
- Virtual Reality (VR) and Augmented Reality (AR): These create immersive language learning experiences for learners (e.g. Wonderscope, Oculus Rift).
- Automated Assessment and Grading: These grade assignments, essays and quizzes (e.g. Turnitin, Gradescope).
- Data Analytics and Learning Analytics: These collect and analyse student performance data (e.g. Canvas Analytics, Brightspace Analytics).
- Other (please specify)
- None of the above

Section three: Inspectors' Potential Encounters with AI-generated lesson plans

8. To what extent do you find it difficult to detect AI-generated lesson plans? **(Tick one option only)**

   Easy to detect        somewhat easy to detect        Difficult to detect

   Very difficult to detect                I have not detected any

9. How often have you come across AI-Generated Lesson Plans during your classroom observations? **(Tick one option only)**
   o **Never**
   o Rarely
   o Sometimes
   o Often
   o Always

10. To what extent do you accept teachers' AI use in their lesson planning? **(Tick one option only)**
- Completely Acceptable
- Acceptable within Guidelines
- Acceptable in Limited Scenarios
- Generally Unacceptable

Section four:  Use of AI-generated Lesson Plans and Teacher Training Designs

11. Have you ever used AI-generated lesson plans as models in teacher training workshops?

        Yes                No

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12. To what extent do you incorporate AI tools in designing your training session programmes? **(Tick one option only)**
    - o Extensively
    - o Moderately
    - o Slightly
    - o Not at All

13. Have you ever thought of including AI as a teacher training topic?

    Yes                              No

Section five: AI Benefits and downsides: Inspectors' Recommendations

14. In your opinion how would AI benefit teachers' lesson planning?

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15. In your opinion what are the main downsides of teachers' AI use to plan their lessons?

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16. What do you recommend to guide teachers' use of AI in their lesson planning?

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# Résumé

**الملخص**

يهدف البحث المقدم إلى جمع آراء المعلمين والمفتشين بشأن استخدام أدوات الذكاء الاصطناعي كموارد لتصميم الدروس. تم إجراء البحث باستخدام استبيانين، استبيان إلكتروني للمفتشين واستبيان مطبوع للمعلمين. شملت المشاركون في الدراسة معلمي اللغة الإنجليزية كلغة أجنبية في الصف الرابع من التعليم المتوسط في مدينة تيارت والمفتشين من مدن مختلفة في الجزائر. أظهرت النتائج أن كل من المعلمين والمفتشين يرون أن أدوات الذكاء الاصطناعي مفيدة في عملية تصميم الدروس ويدركون فوائدها المتعددة وعيوبها أيضًا، حيث توضح الدراسة أن معظم المعلمين يستخدمون هذه الأدوات لتحسين مواد التدريس وإدارة الفصل الدراسي. ومع ذلك، تشير الدراسة إلى أن المفتشين لا يتحملون تمامًا استخدام هذه الأدوات من قبل المعلمين في عملية تخطيط الدروس .

**الكلمات المفتاحية :** التخطيط التعليمي ، الذكاء الاصطناعي ، تصورات

## Summary

This study investigates teachers' and inspectors' perceptions of using AI tools for lesson planning. Conducted through a mixed-method approach with online and printed questionnaires, the research involved 4th grade middle school EFL teachers in Tiaret and middle school inspectors across Algeria. Findings indicate both groups view AI tools positively for enhancing lesson planning and recognize their benefits and drawbacks. Many teachers use AI tools to improve teaching materials and classroom management. However, the study reveals inspectors have reservations about teachers using these tools for lesson planning.

## Résumé

La planification pédagogique est l'un des éléments clés d'une expérience pédagogique réussie qui nécessite différents matériels et outils. Avec le développement technologique, davantage de ressources et d'outils ont été introduits pour servir ce domaine, tels que les générateurs d'IA (Intelligence Artificielle). Le travail présenté vise à recueillir les perceptions des enseignants et des inspecteurs sur l'utilisation de ces outils d'IA comme ressources de planification de cours. Pour atteindre l'objectif de cette étude, une recherche exploratoire a été menée sur la base d'une approche à méthodes mixtes utilisant deux questionnaires, un questionnaire en ligne pour les inspecteurs et un questionnaire imprimé pour les enseignants. Les participants à l'étude étaient des professeurs d'EFL de 4ème année du collège de la ville de Tiaret et des inspecteurs de collège de différentes villes d'Algérie. Les résultats ont révélé que les enseignants et les inspecteurs trouvent les outils d'IA utiles dans le processus de planification des cours et sont conscients de leurs différents avantages ainsi que de leurs inconvénients, car ils montrent qu'ils sont utilisés par la plupart des enseignants afin d'améliorer leur enseignement. le matériel et la gestion de la classe également. L'étude montre également que les inspecteurs ne tolèrent pas totalement l'utilisation de ces outils par les enseignants dans le processus de planification des cours.

**Mots-clés :** planification pedagogique ,intelligence artificielle , perceptions