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From Resource Seekers to Resource Creators: Pakistani ESL Teachers' Experiences and Insights on Using ChatGPT

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Abstract
Technological advancement has transformed every area of activity and education is no exception. Education has significantly benefitted from different technological tools be it digital devices, internet access, and ICT. However, the rise of artificial intelligence, especially generative AI, has the potential to empower the teacher in ways not seen before. In the context of ELT (English Language Teaching), the lack of culturally appropriate and tailor-made learning material has been a persistent challenge facing teachers and students. This study explored the ability of ChatGPT to help teachers overcome this issue and generate useful and relevant lesson plans with learning material to address their students' needs effectively. A workshop was designed and conducted to teach prompt engineering to 21 teachers enrolled in the English Language Teaching Methods course at the MPhil level at a Pakistani private university. The teachers were then asked to design lesson plans with accompanying learning material. These lesson plans and instructional materials were evaluated for cultural appropriateness and relevance to students' needs. In addition, the teachers wrote a reflective account of their experience using ChatGPT after the training and also participated in a focus group discussion to share their views. The findings indicated that Chat GPT is a powerful tool that enabled teachers to realize their ideas and create relevant and useful material, as well as detailed lesson plans containing guidelines for implementation. Hence, this study recommends that Chat GPT be introduced as a capable materials developer, whose potential can only be unlocked through effective prompt engineering.

Keywords: Prompt Engineering, English Language Teaching, Lesson Planning, Materials Development, Artificial Intelligence.

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1. Introduction

The pedagogic potential of technology is a well-established field of study. Previously, technological tools such as tape recorders, videos, projectors, multimedia were adopted owing to their ability to enhance students' learning experiences and make teaching easier and more effective. With further advancements in technology, educational software, games, and information and communications technology garnered attention and have proved to be great pedagogical tools. Currently, artificial intelligence (AI) tools, especially with the launch of Chat GPT, have become the focal point of discussion as educational and pedagogic tools. Hence, this paper explores the pedagogic potential of Chat GPT as a developer of educational material.

Chat GPT (Generative Pre-trained Transformer), a Generative AI tool, is a large language model designed to generate human-like speech and text based on specific inputs also called prompts (Van den Berg & du Plessis, 2023; Kasneci et al., 2023; Brando et al., 2024). It can act as an advanced chat box which can answer queries and provide information demanded by the input (Hong, 2023). Imitating human like text, Chat GPT can use a variety of communicative styles. Even though it uses a wide variety of sources to answer queries, it creates original content and will provide references upon request (Brando et al., 2024).

Chat GPT was launched in November 2022 by Open AI (Van den Berg & du Plessis, 2023), and since then its popularity has increased steadily.

It is basically trained using a large amount of data from the internet and this has enabled it to learn human speech by analyzing grammar, syntax, discourse patterns, and conventions associated with different genres and domains of communication (Van den Berg & du Plessis, 2023; Hong, 2023). It is fine-tuned through supervision and reinforcement learning techniques, and integrates other digital tools such as Grammarly, Google Translate, and Quillbot to provide output

within seconds (Hong, 2023). Its responses depend on the accuracy and quality of the training data; hence, it can make mistakes and misinform or show bias (Van den Berg & du Plessis, 2023). Consequently, it must be used with discretion. It may also violate copyright laws and not acknowledge the original author if it is not asked to provide citations and reference (Kasneci et al., 2023).

It is interactive, friendly, and conversational It not only imitates human speech, but it is also capable of critical and creative thinking (Van den Berg & du Plessis, 2023). It is highly intelligent, leading it to act in a responsible way. Thus, it rejects inappropriate requests, can identify faulty logic, and is also capable of admitting and correcting its mistakes (Van den Berg & du Plessis, 2023).

2. Prompt Engineering

A prompt simply refers to any type of query or input given to Chat GPT to get a desired output (Giray, 2023). To obtain a relevant and useful response, the prompts must be clear and specific. Prompt engineering is the ability of a user to craft effective and useful prompts to generate the desired response from large language model, such as Chat GPT (Ekin, 2023). It is all about guiding the AI to create the ideal response targeted by the user. Prompt engineering includes knowledge of the essential qualities of good prompts and the ability to guide the AI to generate the required output through revision recommendations or clarifications, if needed (Ekin, 2023).

The key qualities of good prompts include the following (Giray, 2023; Mesko, 2023; Ekin, 2023):

The prompt must include a specific task-oriented instruction for Chat GPT. This instruction will clarify what the user wants Chat GPT to actually do, such as, write an essay, generate a case study, prepare a lesson plan, etc. However, this instruction on its own cannot generate the desired output. It must be supplemented with an explanation of the context, purpose and audience of the output, and details

regarding the depth and breadth of the content required. The user must also specify the length of the write-up along with what themes should necessarily be covered. In addition, Chat GPT can also be asked to play different roles, such as, plan a lesson as a primary school teacher, write as a poet, act as a data analyst, etc.

An example would be a prompt asking Chat GPT to generate 2 cases studies of 200 words each. These case studies must test students' knowledge about globalization in the 21st century and the role of English as a lingua franca for international and cross-border communication owing to trade, commerce, politics, and research. The prompt will also include instructions on the number and type of questions that should be formulated based on the cases studies, such as two simple comprehension questions with 3 questions requiring critical thinking and discussion.

However, a single prompt, despite being precise and highly detailed may not always provide the ideal response. Hence, further prompts can be given to Chat GPT clearly specifying what type of changes and revisions should be made to any given aspect of the response (Mesko, 2023).

A single prompt is also called a shot and multiple prompts are also referred to as multiple shots (Mesko, 2023). Hence, multiple shot may be required to obtain the desired response from Chat GPT. The entire practice of crafting prompts carefully to make the most of the abilities of Chat GPT is known as prompt engineering. Therefore, prompt engineering is a necessary skill and must be developed to enable a user to utilize the full potential of any LLM (Giray, 2023; Patil et al., 2024).

3. Lesson Planning and Materials Development

AI has already started impacting teacher education. It is a marvelous tool for teachers to reduce their workload and create relevant learning material for their students. AI has especially been found to be extremely useful in developing lesson

plans along with learning material such as worksheets, exercises, and activities (Van den Berg & du Plessis, 2023; Brandao et al., 2024; Kartal, 2024). It can create useful lesson plans outlining clear objectives and learning outcomes and structure lessons logically using generally accepted formats such as presentation, practice, and production (Law, 2024). It can also be prompted to adopt a certain teaching approach for crafting a lesson plan (Kasneci et al., 2023). It can be used to create interesting projects and tasks for the students to develop both a critical understanding of the subject matter and creative thinking abilities (Brandao et al., 2024). AI can also assist in developing assessment tasks, preparing exam papers, and quizzes (Kasneci et al., 2023). Due to its vast knowledge and access to Open Educational Resources, Chat GPT can produce highly relevant and effective teaching and learning material and lesson plans, if prompted efficiently (Van den Berg & du Plessis, 2023).

For a novice teacher, it can be an efficient mentor providing formats for lesson plan, ideas for teaching and execution of lessons, and develop relevant material if a teacher is unable to find one based on the students' specific needs and background (Van den Berg & du Plessis, 2023; Kasneci et al., 2023; Hong, 2023; Kartal, 2024). For an experienced teacher, it can act as a reliable assistant and help create useful teaching and learning material while saving the teachers time and allowing him/her to focus on other important tasks (Law, 2024). Due to its interactive feature, a teacher can discuss ideas and thereby enhance both critical and creative thinking abilities (Van den Berg & du Plessis, 2023). Through revision and clarification prompts, teachers can modify and perfect their lessons and teaching material.

4. Lesson Planning and Materials Development in ELT

In the field of English language teaching, a significant challenge facing teachers is the unavailability of suitable and relevant learning material (Van den Berg & du

Plessis, 2023). Most of the ELT material available for teachers whether online or through popular printed textbooks is usually based on the Anglo-American culture which can feel alienating to the students (Ping & Wang, 2023; Bose & Gao, 2022). On the other hand, many books are too localized and fail to represent cultural diversity to prepare students for global communicative needs (Mishan, 2022). Furthermore, local educational boards do provide localized English language textbooks, but these books often contain insufficient practice exercises and may lack interesting activities needed to practice language skills in a fun way (Kizi, 2022; Hanifa, 2018; Mishan, 2022). Activities based on integrating language skills are also less or absent (kizi, 2022). Sample dialogues used to teach different social functions such as bonding, asking for and giving opinions, discussions usually promote Western culture and values and may thus make students feel uncomfortable when asked to participate in speaking activities (Mishan, 2022). Teachers need lesson plans which enough worksheets, activities, and examples using local context and tailored to students' needs. Furthermore, the textbooks may not fully address students' academic and professional needs and thus force teachers to use supplementary material. Teachers rely on open educational resources or other supplementary books available at the library and the material obtained from these resources often needs modification to meet students' needs or align with the local cultural values. Nevertheless, AI can be used to create material fully tailored to meet the students' specific learning needs. It can also be used to localize material and promote native culture rather than Western culture.

In the context of Pakistan, the state prescribed textbooks are developed by the provincial ministry of education following the national curriculum developed by the federal government of Pakistan. All these provincial English language textbooks at the school level lack a teacher's guide, workbook for extra exercises and practice activities, and normally no reference book or other supplementary

material is provided to both the teachers and the students (Panezai & Channa, 2017). The prescribed textbooks also lack sufficient practice activities, exercises that foster critical thinking, and thorough explanation of many grammatical structures, and vocabulary building exercises (Khan, Rafique, & Khalid, 2024; Javed, Siddiqui, & Khanam, 2021). Practical usage and communicative function of grammar is lacking as well (Panezai & Channa, 2017). Listening and speaking skills are completely ignored and also gender representation and diversity of content is also lacking (Ghani, 2019; Bashir, Yasmin, & Ahmad, 2021). However, AI can solve many of these problems for the teacher by creating interesting lesson plans outlining how to present a topic and also provide relevant and interesting learning material.

The usage of Chat GPT for preparing lesson plans and learning material for ESL learners is recommended by many researchers. Kartal (2024) investigated ESL student teachers' perceptions regarding the impact of Chat GPT on their thinking skills and creativity, its benefits, and challenges when used for pedagogical purposes. Data were collected through students' narrative accounts. The findings suggested that Chat GPT provided quick access to information and stimulated student teachers' critical and creative thinking through its suggestions and content. However, the content sometimes lacked depth and authenticity. Teachers also feared that overreliance on Chat GPT could hinder their independence and creative thinking, and sometimes the responses could distract them from the target topic. Hence, the researchers strongly emphasized the need for training student teachers in using Chat GPT as a mentor and assistant to utilize its full potential.

Another study examined the effectiveness of AI in generating customized lesson plans and learning material for ESL learners (Karpouzis, Pantazatos, Taouki, & Meli, 2024). The researchers developed a detailed prompt engineering

method based on literature. The participants were taught the method and then asked to create lesson plans and learning material. The lesson plans were evaluated and found to be thorough, interesting, and effectiveness for the target learners. However, to realize the full potential of Chat GPT, prompt engineering needs to be treated as a new and important digital competence and thus must be included in teacher education programs.

Kohnke, Moorhouse, and Zou (2023) explored the digital competencies and pedagogical knowledge needed by teachers to use AI and how professional development programs can empower teachers to use AI. Interviews were used to collect data from teachers at a university in Hong Kong. The study found that the teachers were curious to use Chat GPT due to its popularity, but lacked sufficient training to use it for pedagogical purpose. They study stressed on the need for professional development programs about AI-driven language teaching practices. Nyaaba et al. (2024) studied the perceptions and experiences of 167 Ghana pre-service teachers regarding AI as a teaching assistant. A survey was used for data collection. According to the findings, the teachers were impressed by AI's theoretical knowledge and the ability to provide relatable practical examples to explain different concepts and practices in teaching. The researchers recommended that AI can play the role of an effective mentor for new teachers and also solve the problem of limited educational resources. The teachers, therefore, had a very positive attitude towards AI which provided them content knowledge, broadened their perspectives, and also helped the design learning and assessment tasks. Similarly, English teachers in North Sumatra also considered AI to be highly useful as a teaching assistant and content creator for pedagogic purposes (Hutauruk & Daulay, 2024). Nonetheless, many teachers felt the need for a proper training to use AI efficiently. A Chinese study also found similar perceptions among pre-service teachers (Lu, Zheng, Gong, & Xu, 2024). It

investigated how Chat GPT impacted teachers higher order thinking and self-efficacy. Experimental and control groups were used to collect data from 215 student teachers. As per the findings, Chat GPT significantly improved teachers critical thinking as it could impersonate real students and ask relevant questions to enable the teachers to prepare thoroughly for a lecture. It also allowed teachers to reflect on their teaching processes and become more aware thought its comments and feedback. However, teachers with better prompt engineering skills reported a positive attitude towards Chat GPT compared to others. Hence, the researchers recommend AI-based training as essential for teachers.

A few Pakistani studies have sought to explore the teachers' views regarding generative AI like Chat GPT. One study investigated Pakistani university teachers' perceptions regarding the use of AI (Nawaz & Ali, 2025). It reported that the faculty found AI to be highly useful in administrative tasks such as documentation; however, the teachers had not yet used AI for teaching-related tasks. They also expressed a desire for training to use AI tools such as ChatGPT. The university administration seemed unaware of the educational usage of AI and thus had no policy or training initiatives.

Another study found that university teachers were using Chat CPT to prepare course outlines, lectures, and also as a research assistant (Majeed et al., 2024). Eight teachers were interviewed. The teachers found it to be a very useful tool.
ESL teachers from public colleges in Punjab expressed a very positive attitude towards the use of AI as a pedagogical tool (Firdaus & Nawaz, 2024). The study was a survey. However, they expressed the need for proper pedagogical and technological training to utilize AI as an open educational resource.

Most of the studies have revealed that teachers have a positive attitude towards Gen AI and are also desirous of proper training to use the tool. However, no proper study has explored the attitudes of Pakistani ESL teachers towards this

remarkable new tool. In addition, many studies focus on the overall usefulness of Chat GPT in teaching. No study has pitched and taught Chat GPT as a materials developer for ESL teachers, considering the persistent challenge regarding the finding suitable ESL learning material for students. This study aims to pitch Chat GPT as a materials developer and lesson planner to overcome the issue of the lack of suitable and effective ESL learning material for Pakistani learners. In addition, it targets in-service ESL teachers in Pakistan and integrates Gen AI into the course of ELT methods to highlight the significance of training in AI for current pedagogical practices. Thus, this study explores the opinions and experiences of Pakistani ESL teachers regarding the use of Chat GPT as a lesson planner and materials developer to address the lack of appropriate and good learning material for Pakistani ESL learners.

5. Method

This study intended to investigate the perceptions, experiences, and views of Pakistani English language teachers pertaining to the use of Chat GPT as a teaching assistant and mentor, and to obtain a deep insight into the views of these teachers, the qualitative approach was considered to be more suitable.

The qualitative paradigm allows the researcher to obtain an in-depth and thorough understanding of the research phenomenon (Cohen, Manion, & Morrison, 2010). In addition, it also enables the researcher to explore participants' unique views, perceptions, and experiences about the research phenomenon (Cohen et al., 2010; Creswell, 2009).

5.1. Participants

The participants in this study were 21 MPhil English (Linguistics/Literature) students enrolled in the English Language Teaching Methods course being taught at a reputed university in Karachi. This course is a compulsory core course in the MPhil English program as most of the students pursue a career in ELT regardless

of their specialization, that is, linguistics or literature. English is Pakistan's official language and a thus a compulsory language at the school, college, and university level. It is also the medium of instruction in higher education and a great majority of the schools and colleges. In addition, many English language centers also provide different courses in English language skills, grammar, and vocabulary as schools and colleges usually use traditional methods such as Grammar Translation and the Reading Approach and as a result fail to develop communicative competence in the students. Hence, English language teachers are always in high demand and their salary packages are usually higher that the teachers of other subjects due to the prestigious status of English in Pakistan. As a result, many MA English and MPhil English graduates usually pursue a career as an English language teacher.

Hence, all the 21 students enrolled in the ELT Methods course had an experience of English Language Teaching. The great majority had taught at schools, particularly the secondary level and some were still teaching along with pursuing MPhil. 4 participants were college teachers and 1 participant was teaching English at a university. The ELT Methods course outline did not contain any module on AI in ELT and thus the instructor, with the permission of the authorities, added this missing topic to the course outline. The students were first given a detailed session on AI and Chat GPT. They were taught about prompt engineering and the strengths and weaknesses of AI which included the chances of its responses being inaccurate or biased. The students were then given a demo on the use of Chat GPT to prepare a lesson plan with activities and exercises on the topic "Formal and Informal English". The session was conducted in lab. The students were then divided into groups of 3 to 4 and given a list of topics and asked to prepare lesson plans and learning material (explanation, activities, exercises, and tasks) on any topic of their choice. They were given 2 hours to prepare the

lessons while the instructor was monitoring their work and providing guidance if needed. Every group was then asked to present their lesson to the class. The instructor gathered all the lessons from the students and informed them about her intention to use the lessons as data for her research. In the next session, the students were asked to write reflective accounts regarding their experience of using Chat GPT to prepare lesson plans and material. After the accounts writing task, 10 students were selected based on voluntary participation for the purpose of focus group discussion.

5.2. Data Collection Methods

The focus group is an established and widely used data collection method in qualitative research. It creates an environment which not only allows the participants to express their views and experiences comfortably but also enables them to listen to the views of others regarding the same phenomenon (Finch & Lewis, 2003). They can ask each other questions, comment on each other's views, engage in a discussion, reflect, and provide a more detailed, complete, and sharpened response (Finch & Lewis, 2003; Cohen et al., 2010). The participants interact with each other and the researcher and openly discuss a given topic and thus become more conscious and aware of their personal views and unique experiences and provide a more insightful response. However, a successful and meaningful focus group discussion requires great planning and efforts by the researcher. The researcher acts as the moderator/facilitator of the discussion. S/he has to prepare a list of items for discussion and share them with the participants. S/he begins the discussion by introducing every member to the rest of the group, then invites the participants to share their views about a given topic, comment on each other's views, ask questions too if necessary so that a proper discussion can begin (Creswell & Poth, 2018; Finch & Lewis, 2003). The researcher also ensures that all the participants get a fair chance to voice their opinions and stick to the

topic of discussion (Creswell & Poth, 2018; Finch & Lewis, 2003). Finally, s/he also makes sure that the discussion remains cordial and respectful (Finch & Lewis, 2003).

The researcher informed the participants about the topic of the focus group. The participants already knew each other and had a good rapport as they were classmates, thus making the job of researcher less challenging. The researcher followed the above mentioned guidelines and conducted an hour long focus group discussion with ten participants. Focus group discussions usually involve 8 to 10 participants excluding the researcher (Finch & Lewis, 2003). Thus, 10 students out of the 30 were selected based on willingness.

Another popular data collection method in qualitative research is reflective writing and journaling. The reflective accounts of participants are analyzed to obtain a deeper and fuller understanding of their views and experiences. Reflective writing allows the participants to look inwards, think, reflect, and record their opinions, views, and experiences (Jasper, 2005; Howitt & Cramer, 2011). In addition, writing is a cognitive activity, allowing a person to use his/her intellectual skills to process thoughts and communicate their point of view about a specific topic (Jasper, 2005). Hence, reflective writing was used to obtain a deep understanding of students' views and experiences about AI as a pedagogic tool.

5.3. Data Analysis

For data analysis, thematic analysis which is a popular method of data analysis in qualitative research. It entails an in-depth study of the data to extract major themes which represent and define the data (Howitt & Cramer, 2011). The study used the thematic analysis procedure proposed by Creswell and Poth (2018) and Braun and Clark (as cited in Howitt & Cramer, 2011). As per this procedure, the researcher first thoroughly studies the transcribed data obtained from the focus group discussion and reflective accounts. Then, the researcher assigns codes, reflecting

the topic of discussion, to different part of the data. These codes are then analyzed and grouped together based on similarities to derive larger themes. The themes can be broken down into further sub-themes too.

For the analysis of lesson plan and learning material, the researchers consulted popular books on ELT. As per these books, a good ESL lesson plan must define the language proficiency level of the course and the target learner's background. The topic of the lesson must be stated clearly along with detailed objectives focusing on learning outcome. The start, middle, and end of the lesson must be outlined mentioning the exposition, exercises, activities, worksheets, and the material that will be used at the different stages of the lesson. For evaluating the learning material, a checklist based on Cunningham (2010) was used. The key factors in the checklist are the suitability of the material based on the students' proficiency level, the culture-appropriateness of the material, relevance to the topic, clear explanation with examples, fun and engaging exercises and activities.

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6. Findings

6.1. Analysis of Reflective Accounts

The following key themes emerged from the analysis of the participants' reflective accounts.

6.1.1. Pre-Workshop Usage of Chat GPT

Except for one participant, everyone was familiar with Chat GPT and had used it before. Eleven participants had used it for lesson planning, creating worksheets and classroom activities, and for preparing a question bank for their students. In their workplaces, they used it to prepare reports and compose emails for clients. In addition, a great majority of them used it to prepare their own assignments and write research papers. They explained that ChatGPT helped them in brainstorming and finding interesting ideas and topics for research and course projects. Furthermore, they also used it as an editing tool, dictionary, and used it to breakdown and understand complex topics. They took help from it to prepare their CVs and cover letters. One participant mentioned that he also engaged in deep philosophical conversations with ChatGPT and found it to be very impressive.

6.1.2. Experience of Using Chat GPT after Learning Prompt Engineering

All the participants unanimously agreed that Chat GPT can create great, well-organized, and useful content within seconds, but only through efficient prompt engineering. One of them mentioned, "it provides desired content within seconds with well-crafted exercises, useful activities, and clear and easy explanations, but only after extensive prompt engineering, otherwise, it gives general, formulaic content". Another participant wrote, "with good prompts, you get the right content". Also, one participant noted, "further prompts allow refinement of content". Another participant mentioned, "prompt engineering matters". Therefore, as per the participants, only with detail-oriented prompts can Chat GPT provide good content. One participant made an interesting observation, writing "you need to creatively plan a task and then through prompt engineering guide the AI to create the desired task". Similarly, another participant commented, "prompt

engineering requires thinking from general to specific by proving every minor detail".

6.1.3. Benefits of Using Chat GPT for Lesson Planning and Content Preparation with Prompt Engineering

As per all the participants, Chat GPT is a great time-saving tool and extremely user-friendly. It is quick and efficient, providing useful content within seconds. The participants also noted that it gives useful ideas, insights and allows them to create something new or gives a good starting point to work with for their instructional material. It provides good initial ideas which can later be refined by the teacher. It offers a variety of activities for one topic and even suggests alternatives but only via efficient prompt engineering. They also mentioned that prompt engineering encourages critical thinking. Through its suggestions, Chat GPT also encouraged creative thinking. One participant wrote, "Chat GPT is a hub of knowledge which can be unlocked through good prompt engineering". Nevertheless, they pointed out that teachers' genre knowledge, pedagogical knowledge, and creative thinking is what can lead Chat GPT to create unique and interesting content. The participant, in short, termed Chat GPT to be a convenient and intelligent tool to create content and lesson plans.

6.2. Advice for Future Teachers

The participants strongly advised the future teachers to learn to use Chat GPT if they wish to create useful content and good lesson plans. They also suggested that training courses and workshops are necessary to teach prompt engineering and the ethical usage of AI.

The following are the findings of the focus group discussion.

6.2.1. Challenges Faced in Lesson Planning and Finding Good Material Before Using Chat GPT

The participants highlighted several challenges related to lesson planning and finding useful material without the use of AI. First, lesson planning, as per all of them, is a demanding and time consuming task.

The teachers explained that the prescribed textbooks did not contain enough practice exercises and relevant activities to help students develop their language proficiency. To address this issue, the participants dedicated a lot of time to searching for good material, visiting libraries, reading books, and consulting seniors and other professionals. Most of them relied on Google and ELT websites and struggled to find material relevant to their teaching goal and student needs. After hours of googling and scanning websites, they were still not satisfied with the material they found. However, with ChatGPT, they could get useful and interesting material with practically no effort or hard work.

As far as lesson planning is concerned, many teachers mentioned that they lacked training in lesson planning. Another challenge associated with lesson planning was lack of time. Teachers, on average, had to teach 6 to 7 classes per day, with each consisting of around 40 students. Most of them were teaching multiple grade levels and thus had to prepare lessons targeting different learners with different needs. Moreover, they were also required to conduct regular assessments and grade them; additionally, they had to check student's classwork and homework for mistakes. This did not leave them with sufficient time to work on lesson planning and find or develop learning material. Therefore, considering their workload, creating interesting and engaging activities and material was not possible.

As a result, they recycled older material as they could not afford time to find or create new one. However, in many cases, they felt that they could not re-use activities due to differences in students' levels and interests. Some of them also

mentioned that as new teachers, materials evaluation and preparation was even more challenging and they always felt the need to consult a senior.

6.2.2. Teachers' Views on Lesson Planning and Materials Development with Chat GPT

All the teachers agreed that Chat GPT allowed them to overcome almost all the challenges mentioned above. In fact, one teacher commented, "It provided more that the desired content". The teachers stated that Chat GPT generated detailed lesson plans, following the universally accepted format which could easily be modified if needed. One teacher shared that if the requirements are clearly specified, "Chat GPT gave you the best one (lesson plan)". They felt that Chat GPT was a guide and trainer for those who lacked prior training and a good assistant for seasoned teachers. They could generate interesting and relevant activities and learning material for their students in no time, allowing teachers easy and quick access to useful material. Hence, Chat GPT provided well-organized and easy to use lessons containing a variety of activities and exercises, making both teaching and learning more effective. As per all the teachers, Chat GPT could compose educational material just like a professional writer can compose tailor-made, customized material for diverse students.

6.2.3. Chat GPT's Impact on Critical and Creative Thinking

Many teachers had interesting insights about Chat GPT's impact on critical and creative thinking. They disagreed with the common perception that Chat GPT could sabotage one's cognitive and creative potential. On the contrary, they felt that Chat GPT promoted critical thought. To use Chat GPT efficiently, expertise in prompt engineering is crucial. Prompt engineering requires creative and critical thinking. One teacher commented, "Chat GPT helps to bring novelty, newness to the work but its output depends on the quality of the inputted prompts". Chat GPT has the potential to realize many creative ideas, which encouraged teachers to think

out of the box and use Chat GPT to design interesting activities and prepare tailor-made learning material, something the always wanted but could not easily find in ELT books and websites. One teacher aptly stated, "What you have in mind becomes a reality". The teachers further explained that Chat GPT also enhanced one's critical understanding of content by providing elaborate and detailed descriptions. It also gave ideas about how to conduct an activity and critiqued and assessed ideas for their feasibility and effectiveness. However, the teachers stressed that "ideas are your own" and Chat GPT helps execute these ideas thereby expanding one's knowledge and encouraging creative thought. Hence, prompt engineering requires both creative and critical thought to engineer prompts which then lead to the desired outcome. As previously mentioned, without good prompt engineering, Chat GPT will give general, formulaic content.

Nevertheless, some teachers did feel that over-reliance on Chat GPT can affect critical thinking negatively. Additionally, it can easily make one dependent and overly complacent, leading to a complete avoidance of effort. One teacher gave an interesting example stating, "Before AI, the teacher was the laborer and with AI he/she is a manager and going back to being a laborer will be difficult". Hence, the teachers felt that Chat GPT must be used cautiously and they must continue to refer to other sources for information and also develop activities and worksheets themselves if possible.

However, the teachers also felt that Chat GPT could never take away their ability to teach and build meaningful connections with their students. While it can generate useful teaching and learning materials within seconds, a teacher's true competence lies in how they deliver the content and engage a diverse classroom of students with varying interests and backgrounds. One teacher firmly stated that teachers are not professional textbook writers, and it is their right to use any tools available to access high-quality materials and even lesson plans for their learners.

In the past, they relied on Google and both printed and online ELT resources—now, they turn to Chat GPT. However, classroom instruction is akin to a performing art; it requires creativity, problem-solving, strong communication, interpersonal skills, mentoring and coaching abilities, and motivational speaking. The teachers were confident that Chat GPT could not negatively impact any of these essential skills.

6.3. Chat GPT in ELT Training Programs

According to all the participants, ELT programs must include training in AI tools. Prompt engineering is an important skills and must be taught as the quality of Chat GPT's output depends on it. They stated that AI is now an integral part of our life and teachers must be encouraged to use this new technology due to its great educational potential. It saves time, provides well-organized and well-structured material based on one's students' needs. Nevertheless, prompt engineering skills are crucial for effective AI usage.

Eight lesson plans were evaluated and the following observations were made.

The lesson plans were extremely well-made based on the Presentation-Practice-Production model of ELT. They contained clear objectives and learning outcomes with definitions, examples, and explanations of the topics with a variety of practice exercises and production tasks. Students generated these plans within 15 to 20 minutes through multiple prompts. The presentation phase also contained engaging warm-up activities. The plans offered real-life examples, discussion questions, and definitions in simple and easy to understand language. The plans also offered step by step guidelines, detailing the procedure to execute each stage of the lesson.

One lesson plans on prepositions of time consisted of different types of interesting practice exercises including multiple choice questions, sentence

completion, matching, dialogues for preposition analysis, and paragraph completion with prepositions. Such variety is hard to find in many textbooks. In addition, creating such exercises requires a lot of time and effort. Thus, Chat GPT was able to provide diverse exercises which ensures a thorough understanding of the meaning and usage of the target prepositions. In a lesson to teach descriptive writing to 9th grade students, Chat GPT provided the following example paragraph.

> "The garden was full of bright, colorful flowers, with petals of every imaginable hue fluttering gently in the warm breeze. The sun cast dappled shadows across the grass, which was a vibrant green and peppered with the occasional butterfly flitting by. The air was fragrant with the scent of blooming roses and fresh-cut grass. The path leading through the garden was lined with intricately designed hedges, neatly trimmed into fantastic shapes."

The students were supposed to read this paragraph and comment on how it paints a picture with words. The paragraph exemplifies descriptive writing effectively with concrete vocabulary, sensory details, and rich imagery.

In another lesson plan on descriptive writing, the students are given two paragraphs, one descriptive and one plain and they have to read and compare them. Chat GPT also provides questions for comparison which helps students conduct a thorough analysis.

Questions

1) What are the main differences / how the sunset is described in the first paragraph compared to the second paragraph?
2) How does the use of sensory language in the first paragraph help create a clearer image of the scene for the reader?
3) In what ways does the second paragraph lack detail, and how does this affect the reader's understanding of the scene?

4) What specific elements (e.g., colors, movements, feelings) are mentioned in the first paragraph that are missing from the second paragraph?

These questions are not only useful for the students but also for the teacher, if s/he is less experienced.

Another lesson plan for teaching debating skills to 9th grade students included a clear yet detailed explanation of what a debate is, its purpose, structure, and the use of persuasive language. The lesson was organized into stages: the first stage focused on teaching students how to persuade using logical reasoning. After that, students were expected to choose a topic, take a stance, brainstorm reasons and supporting points, and then present their views to the class. This step-by-step approach is highly effective, as it helps guide the teacher smoothly through all phases of the lesson.

Two lesson plans focusing on the present perfect tense were also well-made. For instance, following is an extract from the warm-up task one of the plans offered to the teacher.

Activity 1: Warm-Up Discussion

- **Purpose:** Activate prior knowledge.
- **Procedure:**
  1. Begin by asking students questions about their recent experiences. For example:
     - "Have you ever visited Murree during the summer holidays?"
     - "Have you ever attended a family wedding?"
     - "Have you ever tried cooking a traditional dish?"
  2. Write some of their responses on the board, emphasizing the use of the present perfect tense.

Expected Outcome: Students will naturally use the present perfect tense in their responses, setting the stage for the lesson.

The activity teaches grammar in context, and the questions are based on familiar aspects of Pakistani culture—such as visiting popular tourist destinations like Murree, attending family weddings, and sharing cooking experiences. As a result, students are likely to understand and use the target tense more meaningfully.

In another exercise from a different lesson plan, students are asked to read a paragraph and underline examples of the present perfect tense. This paragraph is also set in the Pakistani context. For example:

> "I have always enjoyed visiting historical places. Recently, I have visited the Mohatta Palace in Karachi. The architecture of the building has fascinated me since I was a child. Over the years, I have seen many historical sites, but this one remains my favorite. I have also been to Lahore, where I have explored the Lahore Fort and Badshahi Mosque."

All the places mentioned are well-known historical sites in Pakistan that many Pakistanis hope to visit at least once in their lives.

The explanation and practice exercises in both lesson plans were relevant and effectively supported the development of both grammatical accuracy and communicative competence. For example, in one activity, students analyze sentences to determine which ones correctly use the present perfect tense and which contain errors. In another, they are asked to discuss a recent achievement or experience using the present perfect tense.

Several such activities were included, all designed to teach grammar in context while encouraging learners to use the tense in real-life situations.

Overall, each lesson plan was well-designed, offering clear and easy-to-understand explanations, along with a variety of practice exercises and tasks focused on both accuracy and meaningful communication.

7. Discussion

Most of the findings of this study are consistent with the literature on the pedagogical usefulness of Chat GPT. Chat GPT created well-structured and detailed lesson plans with clear and achievable objectives and culturally and socially relevant content for Pakistani ESL learners. The lessons contained a rich variety of activities and exercises targeting both accuracy and communicative competence. Many other researches have also praised Chat GPT for its ability to create useful and relevant learning material for a diverse group of ESL learners (Van den Berg & du Plessis, 2023; Brandao et al., 2024; Katral, 2024). Additionally, many other studies have established that Chat GPT can generate highly organized and detailed lesson plans aligned with the universally accepted formats (Law, 2024; Brandao et al., 2024). The lesson plans contained all the essential components, along with guidelines for teachers on implementation. Similarly, Hong (2023) also reported that Chat GPT also provides teachers with instructions, outlining how to implement a strategy, conduct an activity, introduce content, thereby significantly supporting novice and less experienced teachers. However, only through effective prompt engineering, teachers can create useful material and lesson plans. This finding also compliments the suggestions of other studies which stress for AI literacy and teacher training for ethical and effective uses of AI in education (Karpouzis et al., 2024; Kohnke et al., 2023).

Furthermore, Pakistani teachers were found to face the same challenges as ESL teachers in other countries. ELT material I usually based on the Western culture, failing to represent diversity. Similarly, local textbooks do not contain sufficient exercises and activities and focus more on accuracy, ignoring communicative competence. Explanations and descriptions lack details and good localized examples. Hence, teachers are required to find or develop supplementary material which is challenging for them due to their heavy workloads and lack of training in materials development. Similar to many other studies, teachers in this

study found Chat GTP to be a great tool to address this issue (Law, 2024; Hutauruk & Daulay, 2024). Hence, the teachers in this study had a very positive attitude towards Chat GPT; they saw it as a miracle tool which could turn any idea into a reality. In addition, the Pakistani teachers, like teachers in other studies, maintained that training in the use of Chat GPT is crucial (Katral, 2024; Kohnke et al., 2023). Kartal (2024) reported that the teachers found Chat GPT's suggestions and content boosted their creative and critical thinking; however, the teachers in this study considered prompt engineering to be the factor responsible for encourage creative and critical thought. In addition, Kartal (2024) reported that the teachers felt that Chat GPT did not always provided authentic or in-depth content, but in this study, the teachers stressed that the quality of Chat GPT's content depended exclusively on the quality of the prompts and revision prompts. Nevertheless, the teachers in both the studies found Chat GPT to provide quick and easy access to material and feared over-reliance could lead to a negative impact.

Finally, similar to the views of the teachers in Nyaaba et al. (2024), the teachers in this study were fascinated by Chat GPT's vast knowledge and composition abilities, solving the problem of limited educational resources.

8. Conclusion

The study explored Pakistani English language teachers' experiences and perceptions regarding the use of Chat GPT as a pedagogical tool. It investigated teachers' views about it as a lesson planner and materials developer. As per the results, all the teachers were fascinated by Chat GPT's ability to develop detailed lesson plan along with interesting and engaging learning material. However, the teachers strongly stated that the quality of Chat GPT's output depended exclusively on the nature of the prompts given. Hence, prompt engineering was regarded as an essential skill to enable one to use Chat GPT efficiently. The

teachers also reported that prompt engineering encouraged them to think critically and creatively to obtain unique, tailor-made, and useful content. Without well-guided prompts, Chat GPT provided generic, formulaic content; hence, engineering clear, well-thought of prompts was necessary.

The teachers also believed that Chat GPT was a time saver and an efficient assistant which they deserve. Previously, they had relied in Google, textbooks, libraries to prepare good lesson plans and learning material, and currently, it is the latest technological offering, Chat GPT. They shared that teachers should focus on classroom instruction and delivering the content effectively. Preparing learning material requires training and skills which not all teachers possess and so there are professional textbook writers and ELT websites to aid them. They saw Chat GPT as a unique tool which could bring to life all their creative ideas and prepare content perfectly aligned with their instructional objectives. This perspective on Chat GPT is a reasonably empowering one as it enables a teacher to generate desired content and thus contribute more as a teacher, dedicated to meet students' learning needs.

Hence, it is strongly recommended that Chat GPT be included in ELT training programs. It should be taught as a powerful tool which can act as a teaching assistant and even mentor. The teaching programs must focus on building prompt engineering skills and present Chat GPT as an intelligent partner which can enable a teacher to think out of the box and realize interesting ideas. Nevertheless, the data generated by Chat GPT should be verified by also referring to a variety of sources to confirm information provided by the AI.

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