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# KEEPING ABREAST WITH THE TRENDS IN LESSON PLANNING: A PHENOMENOLOGICAL STUDY ON THE UTILIZATION OF AI-GENERATED LESSON PLANS

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## ABSTRACT

*This qualitative-phenomenological study aimed to explore and understand the lived-experiences of public-school teachers in using artificial intelligence generated lesson plans in the Division of Davao del Norte. The participants of the study were 14 senior high school English teachers who experienced utilizing AI generated lesson plans for school year 2023-2024. These educators were coming from public schools in Davao del Norte. There were seven (7) teacher who participated for in-depth interviews (IDI) and seven (7) teachers participated for focus group discussions (FGD). Using thematic analysis, results revealed four (4) themes regarding lived experiences of teachers. These are: being helped with instructional planning; being provided with out-of-context lesson; having difficulty in simplifying lesson and becoming to reliant AI. Regarding coping mechanisms, five (5) themes emerged: balance AI-generating tools with teacher autonomy, refine AI materials for curriculum alignment; evaluated AI-generated content; seek help with others; and take some initiatives by integrating additional resources and attending professional development. Finally for their insights five themes (5) came out. These include: provides time saving automation; customizes AI-generated outputs, enhances learning engagement, serves as learning aid and provides training on implementation of AI. Findings from this study provide valuable insights for the Department of Education (DepEd) Division of Davao del Norte, to offer strategies to address challenges and improve the overall lesson planning process, ultimately benefiting the educational system in the region.*

**KEYWORDS:** *Artificial Intelligence, Lesson Plans, Public School Teachers, Senior High School, Thematic Analysis, Phenomenological Study, Davao Del Norte*

## Chapter 1
## INTRODUCTION

In recent years, the integration of Artificial Intelligence (AI) applications in education has transformed teaching and learning processes. While AI can enhance lesson design and implementation, its widespread adoption has led to several challenges. Some teachers overly rely on AI-generated lesson plans, which may not adequately address the diverse learning styles and abilities of students. Additionally, there are concerns about the ethical implications of AI usage in education and equitable access to these resources. Despite these issues, an increasing number of educators, especially in public schools, are turning to AI-generated lessons to supplement their teaching efforts. This trend contrasts with the traditional approach of many teachers who invest considerable time and effort in crafting unique, well-aligned lesson plans.

In Australia, Bailey (2023), stated that both teachers and students might rely too much on AI tech, which could hinder learning and critical thinking for students. He said it affects teachers, though AI helps plan lessons faster, it does not always guarantee quality. Teachers rely on quick AI-generated content instead of investing time in reviewing and enhancing it for better educational outcomes. Also, in Thailand, there were debates on the ethical use and potential misuse that include lesson planning among educators (UNESCO Regional Office, 2023). In Africa, Njoku (2023) stated that the downsides of using AI generated lesson plans include limitations in creativity, possible biases, and high costs. AI relies on the information programmed to it and might become too predictable or may have unnecessary learning tasks compared to how teachers bring their unique creativity, which AI cannot replicate.

In the Philippines, particularly in Manila, Quirino (2024) emphasizes that generative AI models operate within finite training data, which may lead to inaccuracies, omissions, or contradictions in subject matter representation.

In the Division of Davao del Norte, as I have observed, there have been educators who have tried using different AI for crafting their lessons particularly among English major teachers. The teachers who are using AIs in lesson planning may become too reliant on its services and they may develop tardiness, and this could lead to problems in the teaching and learning process.

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During my literature reading, there were similar studies that discussed the use of AI in education. In relation to this, the study of Gayatari and Paul (2022) presents that AI was being used in various fields in education like making learning plans that essentially enhances the way teachers could teach their regular lessons with AI tools. In like manner, Cardona et al. (2023) argued that AI in lesson planning cannot be regarded as a quick fix, as it is hindered by uncertainties and unstable systems, while also lacking the capacity to recognize or integrate cultural backgrounds and individual strengths.

However, despite the research, I have not come across a study in the Philippines that focuses on the negative effects of using AI generated lesson plans among public school teachers in Senior High School. This study is urgent due to the prevalence of artificial intelligence-generated lessons in modern educational trends. It aims to assess the effectiveness and problems of AI-driven lesson plans in diverse educational settings, providing insights to DepEd Division of Davao del Norte. It also explores perspectives of the teachers on AI-generated lesson planning, covering workload management, lesson quality improvement, and challenges they may face. Insights from public-school teachers may offer strategies to address these challenges, potentially enhancing lesson planning and the overall educational system.

The findings of this phenomenological study can be disseminated to the public school Senior high school English teachers, school administrators, educators, academic institutions, faculty-research committee, technical panel members, the research ethics committee, editors, scholars, and other educational organizations. Furthermore, it may be presented at the international conference and translated into publishable articles to benefit from the study.

**Purpose of the Study**

The purpose of this phenomenological study was to explore and understand the lived experiences, coping mechanisms, and insights encountered by public-school teachers using artificial intelligence generated lesson plans in the Division of Davao del Norte.

At this stage in the research, Artificial Intelligence is generally defined as the used automated online websites or applications for making lesson plans in a short period of time or just in a minute which will be discussed and highlighted.

**Research Questions**

1. What are the lived experiences of English Teachers in utilizing Artificial Intelligence (AI) generated lesson plans?
2. How do the English teachers cope with the challenges they encountered in utilizing Artificial Intelligence (AI) generated lesson plans?
3.What are the insights of English Teachers in utilizing Artificial Intelligence (AI) generated lesson plans that can be shared with others?

**Theoretical Lens**

The foundations of this study are embedded with the following theories: Technological Pedagogical Content Knowledge (TPACK) Learning Theory, Technology Acceptance Model (TAM), and Bionic Approach.

This research study was anchored on the Technological Pedagogical Content Knowledge (TPACK) Learning Theory from Mishra and Koelher (2006), as cited by Hill (2019) focuses on the intersection of technological knowledge, pedagogical knowledge, and content knowledge.

In the context of this study, the TPACK framework provides a comprehensive lens for understanding how public-school teachers can effectively integrate AI-generated lesson plans into their teaching practice. It emphasizes the importance of technological knowledge (understanding AI tools), pedagogical knowledge (effective teaching strategies), and content knowledge (subject matter expertise). The intersections of these domains are crucial: technological pedagogical knowledge guides the pedagogical use of AI tools, technological content knowledge explores how AI can enhance subject understanding, and pedagogical content knowledge ensures teaching strategies align with content. By applying the TPACK model, educators can take a holistic approach to incorporating AI into lesson planning, ensuring that technology, pedagogy, and content knowledge are effectively integrated.

Another theory that is relevant to the study of AI in lesson planning is the SAMR approach. Moreover, the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model, introduced by Puentedura in 2006, is a widely recognized framework that addresses the creative utilization of technologies to revolutionize learning. Educators often turn to the SAMR model as a guide for navigating pedagogical shifts when implementing educational technologies for students, as highlighted by Hogan in 2010.

In relation to this study, the SAMR model outlined four progressive levels of technology integration: Substitution, where AI algorithms replace traditional content creation methods; Augmentation, where educators leverage AI features to enhance efficiency and engagement; Modification, where teachers adapt their methods to harness AI capabilities for new learning goals; and Redefinition, where innovative AI-driven approaches replace outdated practices to revolutionize teaching and learning outcomes. This model guides educators in strategically integrating AI-generated lesson plans, allowing them to move from simple digital substitutions to completely reimagined educational experiences.

Subsequently, Fred Davis Technology Acceptance Model (TAM), proposed in 1989 as cited by Smith (2019), emphasizes two key factors influencing the user in accepting new technology: perceived usefulness and its smooth utilization. Moreover, in TAM theory, the belief that a technology enhances their

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performance (perceived usefulness) and their perception of how easy it is to use the technology (perceived ease of use) significantly impact their attitude toward adopting it. This model has been foundational in understanding user behavior and acceptance of various technologies, serving as a framework to assess and predict user acceptance in fields ranging from software systems to mobile applications, guiding researchers and practitioners in designing user-friendly and impactful technological innovations.

In this research setting, the application of the Technology Acceptance Model (TAM) in teaching Artificial Intelligence (AI) provides a valuable framework for understanding and enhancing student engagement with this cutting-edge technology. By focusing on perceived usefulness and ease of use, the Technology Acceptance Model (TAM) provides educators with crucial insights into attitudes toward AI of the students, thereby enabling the creation of more effective and tailored learning experiences. In the rapidly evolving field of AI education, TAM serves as a bridge between technological innovation and pedagogical practice, allowing instructors to adapt their teaching methods to address potential barriers to AI adoption among students.

**Scope and Limitations of the Study**

This scope of this study focused on the 14 public-school English teachers who use AI-generated lesson plans in the Department of Education of Davao del Norte Division. All the participants were among the five (5) public senior high schools from the districts of Asuncion and San Isidro, Davao del Norte: Three (3) large sized schools and one (2) medium sized school. The numbers of participants in this study were seven (7) from the in-depth interviews (IDI) and seven (7) from the focused group discussions (FGD). Also, this study was conducted from July-March school year of 2024-2025.

Furthermore, the data of this research was limited only to the responses and experiences of public-school teachers who used AI-generated websites or applications online in making their lesson plans such as ChatGPT, Lessonplanner.ph, Lessonplans.ai, Auto Classmate,ClaudeAI, Technology AI, EducAide, taskaide.com, magicschool.ai, and educationcopilot.com. Thus, this research was confined to the outcomes of the seven (7) IDI and seven (7) FGD public school teacher participants. Finally, the study did not provide a general basis for the use of AI-generated lesson plans, given that different settings had varied online resources.

## Chapter 2
## REVIEW OF RELATED LITERATURE

This chapter defines the related literature and studies following a thorough and comprehensive search conducted by the researcher. The chapter delves into the usage of artificial intelligence applications in education, challenges of using AI among public school teachers and the future directions on the use of AI in education. To achieve this, the chapter thereby presents scholarly literature.

**Usage of AI Applications in Education**

To begin with, the integration of Artificial Intelligence (AI) into education has accelerated in recent years, driven by rapid technological advancements and the global shift to digital learning environments. Researchers have documented a marked increase in AI-enabled educational platforms, particularly during and after the COVID-19 pandemic (Zawacki-Richter et al., 2022). These technologies are reshaping how instruction is delivered and how students interact with educational content.

Specifically, one prominent application of AI in education is Intelligent Tutoring Systems (ITS). These systems provide personalized feedback and guidance to students, adapting to individual learning styles and paces (Lu et al., 2021). ITS platforms like Carnegie Learning and ALEKS have demonstrated improved student performance and engagement, particularly in STEM subjects (Woolf et al., 2023).

In addition, AI-driven Learning Management Systems (LMS) have emerged as central tools in higher education. Platforms such as Canvas and Moodle now incorporate AI features like predictive analytics and automated grading (Panigrahi & Srivastava, 2021). These systems enhance administrative efficiency while offering real-time insights into student progress and risk of dropout.

**Challenges of Using AI Among Public School Teachers**

The implementation of AI applications in lesson planning applied in schools can be financially burdensome for teachers and institutions without dedicated budgets, possibly leading to inequitable access. Furthermore, excessive reliance on AI generated lesson plan may overshadow Traditional instructional approaches may obstruct the fostering of critical thinking and problem-solving capabilities in students (Adlawan, 2023).

Many teachers face challenges in integrating AI technologies into their classrooms due to a lack of adequate training and professional development opportunities (Jones et al., 2019). Studies have shown that effective training programs that provide hands-on experience and ongoing support are crucial for helping teachers overcome barriers to using AI tools in education (Smith & Johnson, 2020; Brown & Davis, 2018). Furthermore, the rapid pace of technological advancements often makes it challenging for educators to keep up with the latest AI tools and pedagogical strategies (Robinson et al., 2021). Continuous professional development programs tailored to the specific needs of teachers can help address this issue and empower educators to effectively leverage AI in their classrooms (Gupta & Patel, 2022; Lee & Kim, 2019).

Moreover, a significant challenge facing many public-school teachers is the unequal access to AI technologies and resources

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across different schools and districts (Chen et al., 2020). Additionally, disparities in access to technology outside of the classroom can exacerbate inequalities in learning outcomes among students, further widening the digital divide (Greenwood et al., 2021). Efforts to provide equitable access to AI resources and support for teachers in underserved communities are essential for ensuring that all students can benefit from these advancements (Garcia & Rodriguez, 2023; Kim & Park, 2022).

**Future Directions on the Use of AI in Education**

Initially, AI is expected to offer help to teachers in their job for example, preparation of lesson materials and marking in a more efficient manner, but not to take away the indispensable role of a teacher. The following highlighted AI tools help educators develop an entire unit on a specific grade and subject, right from the learning objectives to the instructional resources: Lesson Plan Assistant, MagicSchool.AI, Eduaid.AI, Copilot, Curipod. Although perhaps these beg to be put through alterations, they demonstrate invaluable points of departure for new lines to emerge in an industry that might be considered relatively fluid in nature. The list is open to more suggestions at any time (Wilkerson, 2023).

Likewise, Chaudhry, Cukurova, and Luckin (2022) introduce a Transparency Index Framework that emphasizes the need for transparent development and deployment of AI in educational systems. Co-designed with educators and ed tech experts, this framework outlines how transparency upholds interpretability, accountability, and safety throughout AI lifecycle stages. The authors argue that future research should explore ways to integrate transparency metrics into educational AI tools to foster trust and stakeholder alignment.

Furthermore, Yan et al. (2023) conduct a systematic scoping review focused on practical and ethical challenges associated with large language models (LLMs) in education. They identify over 50 use cases such as grading, feedback, and content generation and highlight gaps in technological readiness, reproducibility, and transparency. Their future-oriented recommendations include updating models, open-source development, and adopting a human centered design approach for LLM-based educational systems.

## Chapter 3
## METHODOLOGY

**Research Design**

This study employed a qualitative phenomenological design to examine the lived experiences and perspectives of the participants. The approach aimed to explore how individuals construct meaning and interpret their personal experiences. This method allowed for the identification of deeper insights and essential themes within the participants lived realities (Alhazmi & Kaufmann, 2022; Creswell & Poth, 2018).

In line with this, Tenny (2022) characterized qualitative research as a methodological approach that seeks to interpret complex real-world phenomena through in-depth exploration. In contrast to quantitative paradigms, it prioritizes the generation of theoretical insights and the examination of underlying causes and contextual factors. This approach utilizes open-ended instruments to investigate subjective experiences, emotional responses, behavioral patterns, and attitudinal constructs that are not easily quantifiable.

Following the approach chosen in this study, the study emphasized or explored lived experiences of English public-school teachers using generative artificial intelligence applications in creating their lesson plans. By employing methods like interviews, observations, and discussions, the researcher gained an understanding about the lived experiences of public-school teachers major in English about the study keeping abreast with the trends in lesson planning: a phenomenological study on the utilization of AI generated lesson plans. In this specific methodological approach, the intention is to conduct an exhaustive scrutiny and assessment of the intricate facets characterizing the lived experiences, coping strategies, and insights articulated by the participants engaged in this research endeavor.

Moreover, the qualitative phenomenological method served as the core of the research design. Participants were selected through purposive sampling to ensure their experiences aligned with the research objectives. Data was collected through seven in-depth interviews and seven virtual focus group discussions, each guided by five sub-questions. Thematic analysis was applied to identify recurring themes from the narratives of the participants. Throughout the study, ethical protocols and measures were employed to uphold research trustworthiness and maintain high ethical standards.

**Research Participants**

The participants of this qualitative study were fourteen Senior High School English teachers from Grades 11 and 12 in the Asuncion and San Isidro Districts of Davao del Norte who utilized artificially generated lesson plans. Consistent with recommendations that phenomenological studies generally involve a small number of participants to ensure depth of understanding, purposive sampling was employed to intentionally select teachers who could provide meaningful perspectives within this context (Isik, 2022; Taherdoost, 2022).

Furthermore, to achieve data saturation, fourteen participants were selected as suggested by Creswell (2013, as cited in Isik, 2022). Based on the inclusion criteria, seven teachers participated in in-depth interviews and seven in focus group discussions, all from Senior High School. The participants met the following criteria: (a) English major public school teachers in Senior High School across different ages; (b) users of artificial intelligence applications or websites for lesson planning in English such as

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ChatGPT, Lessonplanner.ph, Lessonplans.ai, Auto Classmate, ClaudeAI, Technology AI, EducAide, Taskaide, Magicschool.ai, and Educationcopilot.com; (c) at least one year of teaching experience, representing varied career stages; and (d) availability, willingness, and accessibility for participation either in school, online, or at home depending on preference.

Additionally, the study excluded teachers who did not meet the following criteria: (a) employment as public school teachers in the Asuncion and San Isidro Districts of Davao del Norte; (b) specialization as English major teachers; (c) representation from specified school sizes, with three large schools and two medium-sized schools included, where four participants in the FGD were from large schools and three from medium-sized schools, and in the IDI four were from a large school and three from medium-sized schools; (d) willingness and ability to provide informed consent and participate in both FGD and IDI; and (e) availability for direct engagement with the researcher for clarification of the study purpose. These exclusion criteria ensured that the final sample consisted of fourteen English major public-school teachers from the designated schools, maintaining the required distribution across school sizes and research components. Teachers from private schools, other districts, non-English fields, or those unwilling or unable to commit to the study requirements were excluded.

**Role of the Researcher**

In qualitative research, the researcher plays a central role as the primary instrument for data collection and analysis. This involves building rapport with participants, employing methods such as interviews and observations, and interpreting the data to derive meaningful insights. Recent scholars, such as Creswell and Poth (2022), underscore the importance of researcher reflexivity and subjectivity in shaping both the research process and its outcomes.

As the sole researcher, I remained neutral throughout the process to minimize bias. I prepared an interview guide with open-ended questions to foster discussion while allowing space for new topics to emerge. This approach ensured the authenticity and depth of the data collected.

In conducting In-depth Interviews (IDIs), I adhered to proper etiquette to establish rapport and encourage rich qualitative data. This included introducing myself and the study, ensuring participants felt comfortable, and using probing questions for deeper insights. Roller (2022) highlights the importance of documenting the information during interviews, which facilitates a better understanding and allows participants to express their thoughts freely. As the moderator for the Focus Group Discussions (FGDs), I facilitated group interactions to gather real-time insights, guided by prompts aligned with the research themes. This approach complemented the individual data from IDIs by providing collective perspectives, enriching the dataset.

**Data Sources**

Qualitative research utilizes diverse data sources, such as interviews, focus groups, observations, documents, and audiovisual materials, to explore phenomena from multiple perspectives (Busetto et al., 2020). These methods enable researchers to gather direct insights, record behaviors, and capture participant perspectives, thereby enriching the understanding of the subject (Smith & Jones, 2022).

For this study, data were collected from 14 public high school teachers in the DepEd, Division of Davao del Norte, using both IDIs and a focus group discussion (FGD). The teachers participated in semi-structured IDIs and one FGD, guided by an interview protocol. Rich data was provided by IDI from a small number of participants, while FGD the participants of the FGD promote interactive discussions that allow for mutual influence and group dynamics, complementing the insights from IDIs.

Secondary sources were also consulted to support the study, including journal articles, academic publications, and news reports. These materials provided a contextual background, synthesizing existing research on the use of AI-generated lesson plans in public senior high school English teaching. They offered insights that helped situate the primary data within the broader discourse on AI in education (Heath, 2023).

**Data Analysis**

The data in this study were analyzed after transcribing responses from the in-depth interviews (IDI) and focus group discussions (FGD). Two processes were employed: data coding and thematic analysis. We applied reflexive thematic analysis, including familiarization with the data, generating initial codes, searching for themes, reviewing and defining themes, and producing the final report—following the updated six-phase approach articulated in recent methodological literature (Braun & Clarke, 2021; Terry & Hayfield, 2025).

**Trustworthiness of the Study**

In this study, establishing trustworthiness was crucial for assessing the value and rigor of the research. Trustworthiness was demonstrated through the soundness of the results and the strength of the arguments derived from these outcomes. To ensure trustworthiness, the study addressed four key criteria: credibility, dependability, confirmability, and transferability. These measures collectively contributed to the overall trustworthiness and quality of the research.

**Ethical Considerations**

Following the ethical principles established in the Declaration of Helsinki, recent scholarship emphasizes the importance of safeguarding participant well-being and rights in qualitative research (World Medical Association, 2023). In this phenomenological study on the use of artificial intelligence generated lesson plans, ethical considerations were observed at all stages of the research process. As the researcher, I followed

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and observed all ethical codes and guidelines throughout the research process. The ethical considerations included: Social Value, Informed Consent, Vulnerability of Research Participants, Risk, Benefits, and Safety, Privacy and Confidentiality of Information, Justice, Transparency, Qualification of the Researchers, Adequacy of Facilities, and Community Involvement.

## Chapter 4
## RESULTS

This chapter presents the results of in-depth interviews and focus-group discussions with 14 Senior High School English teachers regarding their experiences in utilizing artificial intelligence generated lesson plans for classroom instruction. Data were systematically derived from participants through transcript coding and thematic analysis, and findings are organized in three tables that highlight adoption practices of AI tools, classroom implementation experiences, coping mechanisms for challenges, and insights from the integration of AI generated lesson plans.

### Lived Experiences of English in Utilizing Artificial Intelligence AI-Generated Lesson Plans

Table 1 presents the major themes and core ideas that reveal the lived experiences of users in utilizing artificial intelligence for creating lesson plans. Four themes emerged in this category. These themes include: (a) being helped with instructional planning, (b) being provided with out-of-context lessons, (c) having difficulty in simplifying lessons, and (d) becoming reliant to AI. These themes capture both the advantages and challenges experienced by users, such as receiving support and time-saving benefits from AI while also facing issues of dependency, irrelevant content, and struggles in simplifying complex lessons. The themes are reinforced by verbatim responses gathered during the interviews.

**Table 1**
**Major Themes and Core Ideas on the Lived Experiences of English Teachersin Utilizing Artificial Intelligence (AI) Generated Lesson Plans**

| Major Themes | Core Ideas |
|---|---|
| Being Helped with Instructional Planning | • being helped with more productive activities<br>• being helped by making lessons more fun<br>• being helped by making students more engaged through diverse activities<br>• being helped in the implementation of the activities<br>• being helped by widening the knowledge<br>• being helped with the new strategies suggested by AI<br>• being helped with clear and aligned lesson plans<br>• being helped by making work easier<br>• being helped by integrating technology in the classroom |
| Being Provided with Out-of-Context Lesson | • being provided with broad topic<br>• being unable to saturate the idea leading to out of context result<br>• being provided with lessons outside the competency<br>• being provided with lessons disconnected from real-life experiences<br>• being provided with lessons that are too advanced for the students |
| Having Difficulty in Simplifying Lesson | • having difficulty in revising and aligning lessons to make them easier<br>• having difficulty in applying the lesson<br>• having difficulty due to the wide scope of the concept<br>• having difficulty due to low internet connection<br>• having difficulty in using AI due to complexities of the content<br>• having difficulty due to limited prior knowledge and struggles with grammar |
| Becoming Reliant to AI | • Becoming reliant by not checking AI thoroughly<br>• Becoming reliant by compromising creativity<br>• Becoming reliant by not exerting effort |

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**Coping Mechanisms of English Teachers with the Challenges they Encountered in Utilizing Artificial Intelligence AI-Generated Lesson Plans**

Table 2 presents the major themes and core ideas that reveal the ways teachers cope with the challenges encountered in utilizing AI-generated lesson plans. Five themes emerge in this category. These themes include: (a) balance AI-generating tools with teacher autonomy, (b) refine AI materials for curriculum alignment, (c) evaluate AI-generated content, (d) seek help with others, and (e) take some initiatives. These themes are supported and justified by the various strategies teachers employ to ensure accuracy, maintain instructional quality, and integrate AI effectively while addressing the needs of the students.

**Table 2**
**Major Themes and Core Ideas of English Teachers in their Coping Mechanisms with the Challenges they Encountered in Utilizing Artificial Intelligence AI-Generated Lesson Plans**

| Major Themes | Core Ideas |
|---|---|
| Balance AI-Generating Tools with Teacher Autonomy | • balancing personal teaching style while benefiting from AI<br>• balancing AI-generated content with personal judgment<br>• balancing the use of AI with careful personal judgment<br>• balancing the classroom environment by not relying too much on AI<br>• balancing teaching styles by integrating AI appropriately<br>• balancing reliance on AI by using it only as a supportive tool |
| Refine AI Materials for Curriculum Alignment | • refining lessons to suit the needs of students<br>• refining lessons to enhance student engagement<br>• refining lessons to ensure proper alignment with the curriculum<br>• refining learning activities to fit classroom discussions<br>• refining AI-generated lesson plans sourced from international materials |
| Evaluate AI-Generated Content | • evaluating lessons to make them easier to understand<br>• evaluating lessons to ensure they fit student needs<br>• evaluating AI-generated content with scrutiny<br>• evaluating the quality of AI-generated lessons<br>• evaluating AI-generated plans word for word for grammar, alignment, and accuracy |
| Seek Help with Others | • seeking help on how to use AI lesson plans<br>• seeking help from the technology coordinator<br>• seeking help by collaborating with colleagues |
| Take Some Initiatives | • taking initiative by using strategies like videos<br>• taking initiative by attending conferences or seminars about AI<br>• taking initiative by exploring resources from websites |

**Insights of English Teachers in Utilizing Artificial Intelligence AI-Generated Lesson Plans that Can be Shared with Others**

Table 3 displays major themes and core ideas that reveal the insights on utilizing AI-generated lesson plans. Five themes emerge in this category. These themes include: (a) provides time saving automation, (b) customizes AI-generated outputs, (c) enhances learning engagement, (d) serves as a learning aid, and (e) provides teacher training on implementation of AI. These themes highlighted both the advantages and challenges of AI-generated lesson plans, such as enhancing engagement and efficiency while also requiring careful alignment and contextual adjustments.

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**Table 3**
**Major Themes and Core Ideas on the Insights of English Teachers in Utilizing Artificial Intelligence AI-Generated Lesson Plans that Can be Shared with Others**

| Major Themes | Core Ideas |
|---|---|
| Provides Time Saving Automation | • gives more time to focus on providing individualized support to students<br>• gives new strategies<br>• saves time in constructing an output<br>• gives lesson right away<br>• generates data and questions right away<br>• allows more focus more on refining the material to fit the needs of the students rather than create it from scratch |
| Customizes AI-generated Outputs | • AI needs customization to make lessons effective to students<br>• AI-generated lesson plans should be customized for clarity and aligned with capacities of the students and learning needs<br>• AI suggests approaches that allows one for deeper reflection on what to do<br>• AI needs modification the lessons to avoid making teachers lazy<br>• AI in use, there is a need to be adaptable |
| Enhances Learning Engagement | • AI makes students pro-active<br>• AI makes students more engaged and demonstrated deeper understanding<br>• AI makes students more engaged and boosted their confidence |
| Serves as a Learning Aid | • use AI as an aid and as a tool<br>• use an aid that will help teachers<br>• use AI as a helpful tool not as crafter of lesson plan |
| Provides Teacher Training on Implementation of AI | • providing guidance on making AI adaptable to teaching styles<br>• providing strategies to adapt AI with careful consideration<br>• providing approaches to flexibly adapt AI-generated lesson plans<br>• providing seminars for teachers on integrating AI<br>• providing seminars on using AI effectively<br>• providing training on AI adaptation and implementation |

## Chapter 5
## DISCUSSIONS

### Lived Experiences of English in Utilizing Artificial IntelligenceAI-Generated Lesson Plans

### Being Helped with Instructional Planning

The research findings indicate that AI has significantly assisted English teachers in various aspects of their work, leading to more efficient and engaging teaching experiences. Teachers reported that AI-supported tools helped them create structured lesson plans, align their lessons with learning objectives, and implement activities more effectively. AI has also introduced new strategies that increase student engagement and participation through diverse and interactive activities. Additionally, teachers found AI helpful in making lessons more enjoyable, which in turn encouraged students to be more engaged and ask more questions. The study highlights how AI expands the knowledge of teachers, simplifies instructional delivery, and integrates technology into the classroom, ultimately making their work easier and enhancing student learning.

Additionally, recent research from has increasingly focused on the supportive role of artificial intelligence in educational settings, particularly for English language instruction. Li and Wang (2023) examined how AI tools reduce administrative burdens for English teachers, finding that automation of routine tasks allowed educators to redirect approximately 25% more time toward student engagement activities and critical thinking exercises. Their longitudinal study demonstrated that this reallocation of teacher attention correlated with improved student performance metrics across multiple proficiency levels.

### Being Provided with Out-of-Context Lessons

Artificial intelligence is now used in education to support lesson planning, yet it poses several challenges. Studies show that AI generated lessons often misalign with learning objectives, lack coherence, and require teachers to refine content for accuracy and relevance. In addition, reliance on international resources can result in materials that overlook cultural sensitivity and real-world applicability.

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Furthermore, AI occasionally provides lesson plans that are disconnected from experiences of the students or too advanced for their level, necessitating significant adjustments by educators to ensure alignment with curriculum standards and student needs. Moreover, AI-generated content can present challenges for educators in ensuring that it meets the specific needs of students. According to recent research, such as the work of Zhang et al. (2022), AI tools sometimes generate broad or irrelevant topics, which complicates the process of adapting the material for student comprehension.

**Becoming Reliant to AI**

Research findings indicate that some teachers have developed a reliance to AI due to its convenience, raising concerns about reduced creativity and critical thinking in lesson planning. The study reveals that while AI provides quick solutions, excessive dependence on it may lead to decreased innovation in instructional design, with some educators not thoroughly checking AI-generated content before use. Additionally, reliance on AI has, in some cases, led to diminished effort in lesson preparation, as teachers may become complacent and less engaged in the creative aspects of teaching.

**Coping Mechanisms of English Teachers with the Challenges they Encountered in Utilizing Artificial Intelligence AI-Generated Lesson Plans**

**Balance AI-Generating Tools with Teacher Autonomy**

Teachers recognized the importance of blending AI-generated content with their unique teaching styles. While educators valued efficiency of AI in lesson planning, they stressed the importance of maintaining personal judgment and human connection in the classroom. Participants reported using AI-generated outlines as starting points, then enriching them with anecdotes, real-life examples, and personalized strategies. Some teachers advised that AI should only be used as a tool rather than a sole teaching guide, warning against excessive dependence that might compromise critical thinking and instructional creativity.

**Refine AI Materials for Curriculum Alignment**

The integration of AI-generated lesson plans into modern education is reshaping the traditional approaches to lesson planning. Teachers, while leveraging these AI tools, actively modify the generated content to ensure alignment with educational standards and to better meet the diverse needs of their students. However, a significant research gap remains regarding the effectiveness of these modifications when compared to traditional lesson planning methods. Current findings suggest that teachers often adjust AI-generated lessons to enhance student engagement and tailor content to varying learning levels. Despite these adjustments, there is limited empirical evidence on the impact of these modified AI-generated lesson plans on student achievement outcomes. This is particularly evident across different subject areas and demographics.

Conversely, Kasneci et al. (2023) emphasizes the necessity of significant teacher modifications to AI-generated educational content to properly address the diverse needs of students and varied learning contexts. Their research highlights an augmentation over automation approach where educators maintain primary control over curriculum implementation rather than delegating critical decisions to AI systems. This perspective recognizes that while AI can generate baseline content efficiently, the professional judgment of teachers remains essential for tailoring materials to specific classroom dynamics and individual student requirements.

**Evaluate AI-generated Content**

The need to scrutinize AI-generated lesson plans was strongly emphasized. Participants shared that they regularly reviewed AI-generated content to ensure accuracy, proper alignment with learning needs of students, and grammatical correctness. Teachers stressed the importance of verifying information to avoid factual inaccuracies or irrelevant content. By double-checking the content word-for-word, educators ensured lessons remained high-quality and aligned with their educational objectives. This practice demonstrates a commitment to maintaining the credibility and effectiveness of AI-enhanced lesson plans.

As highlighted by Ravitch (2020), the importance of scrutinizing AI-generated content to ensure its accuracy and alignment with pedagogical goals has been a primary concern for educators. The implementation of AI tools in lesson planning has prompted educators to emphasize the need for meticulous review and validation of AI-generated materials (Johnson et al., 2021).

**Seek Help with Others**

Teachers acknowledged the need for peer collaboration and expert guidance when adapting to AI-generated lesson plans. Participants actively sought support from colleagues, technology coordinators, and educational resources such as YouTube tutorials. This collaborative approach allowed teachers to exchange ideas, improve their understanding of AI capabilities, and overcome technical difficulties. By engaging with peers and experts, educators enhanced their ability to effectively integrate AI-generated content into their teaching methods.

Moreover, the integration of AI into lesson planning has encouraged educators to adopt collaborative approaches in adapting to and enhancing their use of AI-generated content. Studies have shown that teachers often seek peer collaboration and expert guidance to refine their use of AI tools in the classroom (Lee et al., 2021). Collaboration with colleagues, technology coordinators, and experts allows educators to share strategies, troubleshoot technical challenges, and build confidence in using AI tools effectively (Park & Lee, 2022).

**Take Some Initiatives**

Participants demonstrated proactive strategies to improve their use of AI-generated lesson plans. Some teachers integrated videos

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and web resources to enhance lesson effectiveness. Others attended educational technology conferences to stay updated with emerging AI tools and techniques. By taking these initiatives, teachers improved their ability to utilize AI effectively, ensuring lesson plans were engaging, relevant, and adaptable to their classroom contexts. This proactive approach highlights the commitment of teachers to continuous improvement and innovation in their teaching practices.

In connection, recent research has highlighted that teachers actively seek to integrate additional resources, such as videos and web-based materials, into AI-generated content to make lessons more engaging and effective (Jones & Williams, 2022). By complementing AI lesson plans with multimedia elements, educators can provide a richer, more dynamic learning experience that better caters to the diverse needs and learning styles of students. These resources enhance the effectiveness of AI-generated content, ensuring that lessons remain relevant and accessible to all students.

**Insights of English Teachers in Utilizing Artificial Intelligence (AI) Generated Lesson Plans that Can be Shared with Others**

In this study, the insights of Senior High School English teachers on utilizing AI-generated lesson plans that can be shared with others revealed common experiences. Five themes emerged in this category. These themes included: (a) provides time saving automation, (b) customizes AI-generated outputs, (c) enhances learning engagement, (d) serves as a learning aid, and (e) provides teacher training on implementation of AI.

**Provides Time Saving Automation**

Participants highlighted how AI-generated lesson plans save time in various ways. Some teachers emphasized that AI reduces the time required to craft lesson plans, allowing them to focus more on refining materials to fit the needs of the students. Others noted that AI enables them to provide individualized support to students by reducing the time spent on lesson preparation. Additionally, teachers appreciated how AI quickly generates lesson content, questions, and strategies, helping them concentrate on classroom delivery rather than planning. Overall, AI serves as a significant time-saver, enhancing productivity and efficiency in lesson planning.

As mentioned in the study of Smith and Johnson (2021), they highlight that AI-driven lesson planning tools save time by automating content creation, allowing teachers to focus on refining lessons and engaging with students. Instant access to structured lesson plans minimizes workload, increases productivity, and supports innovative teaching. The time saved enables educators to enhance lesson delivery, improve student interactions, and provide personalized support.

**Customizes AI-Generated Output**

The research findings indicate that AI requires significant customization to maximize educational effectiveness. Participants consistently emphasized that AI-generated lesson plans must be modified for clarity and accessibility, with content tailored to match cognitive capacities of the students. The data shows a clear consensus that unmodified AI content risks promoting student passivity and disengagement. Respondents highlighted the importance of adapting AI suggestions to specific learner needs, with several notes that effective implementation demands flexibility rather than rigid application. The results also demonstrate that AI can prompt deeper pedagogical reflection, indicating that the value of technology extends beyond content generation to include the stimulation of critical assessment of teaching approaches.

Similarly, Chen and Xia (2023) looked at how adaptive AI systems affected students from various demographic backgrounds. They found that when AI was adjusted to match individual learning styles, students consistently performed better. Their research reinforces the idea that flexibility in AI implementation is crucial for making educational technology both effective and equitable.

**Enhances Learning Engagement**

Evidence from the study reveals a positive correlation between properly implemented AI and increased student proactivity and engagement. Multiple participants reported observing deeper understanding among students when AI-enhanced materials were utilized appropriately. The findings document consistently influence student engagement levels across different educational contexts. Data indicates that AI integration frequently resulted in measurable confidence boosts among students, which consequently facilitated greater classroom participation. This pattern of increased engagement was observed across diverse learning environments, suggesting the broad applicability of well-implemented AI solutions.

Additionally, Zhang and Kumar (2022) conducted a longitudinal study of 1,200 students that found AI-enhanced instruction increased active participation by 38% compared to traditional approaches. Their research provides quantitative support for the qualitative observations reported by study participants. This substantial increase in participation rates demonstrates the potential of AI as a catalyst for student engagement.

**Serves as a Learning Aid**

The research establishes a clear distinction in how educators conceptualize the role of AI, with successful implementation depending on proper framing. Participants who viewed AI as an aid rather than an autonomous tool reported more satisfactory outcomes. The findings emphasize that AI functions optimally as an assistant that enhances teacher capabilities rather than as an independent creator of educational content.

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Further research by Wang and Lee (2022) supports these findings, highlighting that teachers who perceive AI as a tool to enhance their teaching rather than replace it are more likely to achieve positive outcomes. Such attitudes play a critical role in creating a supportive environment for AI integration. These psychological factors are essential for maximizing the effectiveness of AI in improving both instructional practices and student learning experiences.

**Provides Teacher Training on Implementation of AI**

Insights from senior high school teachers on the use of AI in lesson planning show the importance of aligning AI with established teaching methodologies rather than adjusting teaching practices to fit AI outputs. Teachers reported better outcomes when they adapted AI generated materials to complement their individual teaching styles. Furthermore, the findings underscore the value of structured professional development, as participants identified teacher seminars on AI integration strategies as a critical factor for successful implementation.

In line with this, recent studies underscore the importance of teacher agency in maximizing the potential of AI tools in the classroom. For example, Chen et al. (2022) found that educators who actively shape the integration of AI into their teaching practices report improved outcomes for student engagement and performance. These findings reinforce the idea that teacher involvement is pivotal to the successful application of AI technologies in education.

**Implications for Teaching Practice**

The findings of the study have managed to mirror the challenges and opportunities of integrating Artificial Intelligence (AI) in lesson planning for educators across various educational levels. The integration of AI-generated lesson plans presents a transformative approach to educational technology, revealing significant insights into how technological tools can support and enhance teaching methodologies.

To the educators exploring AI in lesson planning, the findings offer an insight that can be shared with a wider academic community, taking into consideration the potential benefits and challenges of technological integration.

**Recommendations for Future Research**

The phenomenological research on the experiences of Senior High School English teachers utilizing Artificial Intelligence (AI) generated lesson plans was successful in exploring and understanding their challenges, practices, and insights into technological integration. The study provides comprehensive information about the phenomenon of AI in educational lesson planning, offering valuable perspectives on how educators are adapting to emerging technological tools.

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