

Redefining Lesson Planning: English Lecturers' Perceptions of ChatGPT in Teaching Practice

Nurul Jannah Ahmad Ghulamuddin¹, Siti Khadijah Mohd Mohari^{2*}, Nurain Jantan Anuah Jah³, Mohamad Iqbal Afham Mohd Afandi⁴

^{1,2,3,4}Academy of Language Studies, Universiti Teknologi MARA Cawangan Pahang, 26400 Bandar Tun Abdul Razak Jengka, Pahang, Malaysia.

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ABSTRACT

The increasing use of generative artificial intelligence in higher education has drawn attention to its potential role in supporting teaching practices, particularly in language education. This study explored English lecturers' perceptions of ChatGPT as a tool for lesson planning and teaching support, focusing on its benefits and challenges. A quantitative approach was adopted using a structured questionnaire grounded in the Technology Acceptance Model (TAM) and administered to English lecturers at a public university in Pahang. Descriptive statistical analysis revealed that most lecturers had prior experience using ChatGPT and generally viewed it positively, especially in terms of its usability, convenience, and ability to enhance teaching practices. At the same time, concerns related to data security, privacy, and the potential impact on critical thinking were evident. These findings provide practical insights into lecturers' acceptance of generative AI and highlight the importance of integrating ChatGPT in a manner that is both pedagogically sound and ethically responsible.

1. INTRODUCTION

The integration of artificial intelligence (AI) and natural language processing plays a pivotal role in transforming various sectors including education. Since 2022, the rapid growth of AI has begun to reshape practices across higher education, with generative technologies influencing how knowledge is accessed, organised, and produced. Among these tools, ChatGPT has become especially prominent for its ability to interpret prompts, synthesise information, and produce text that aligns with academic and professional conventions. Recent reviews show that universities across the world are already integrating ChatGPT into teaching and learning, as both educators and students experiment with its potential to support academic work across various fields (Baig & Yadegaridehkordi, 2024). Studies also emphasised the increasing importance of AI tools in university settings, particularly as they offer flexible support that fits within expanding digital learning ecosystems and meets rising expectations for adaptable pedagogical assistance (Mai et al., 2024). As debates about technology in education continue to grow, the visibility of ChatGPT

^{2*} Corresponding author. Siti Khadijah Mohd Mohari. *E-mail address:* khadijahmohari@uitm.edu.my

signals a broader shift in how teaching roles, preparation processes, and instructional responsibilities are understood (Ray, 2023).

Given the rapid expansion of generative AI in higher education and the distinct challenges identified within the Malaysian and Southeast Asian context, examining how English lecturers' perceptions of using ChatGPT in lesson planning has become increasingly important. Nevertheless, most of the existing studies mainly focused on students' engagement with the tool. Investigating lecturers' experiences therefore offers valuable insight into how ChatGPT is incorporated into teaching preparation, the perceived benefits and limitations of its use, and its influence on professional and creative aspects of instructional planning. In this regard, it is necessary to consider educators' perception of using this AI-generated tool in Malaysian Higher Education context. Therefore, this study aimed to investigate how English lecturers engage with ChatGPT in designing their lessons. It also further explored their perceived benefits and challenges when using it as a teaching support tool.

2. LITERATURE REVIEW

2.1 ChatGPT as a Teaching-Support Tool in Teaching English

ChatGPT is one of the significant breakthroughs in AI since 2022. Grounded in artificial intelligence (AI) and language processing models, this tool creates opportunities for innovative teaching and learning approaches. In general, ChatGPT generates human-like text while responding interactively to users' input. In 2022, this innovative tool was recorded over 1 million times within a week of its availability (Lund & Wang, 2023; Pavlik, 2023). Within academic practice, the use of ChatGPT has expanded beyond simple question-and-answer exchanges to more specialised forms of professional support such as lesson planning, material exploration, and pedagogical decision-making. Given its characteristics in terms of versatility and vast dataset, this tool becomes an excellent choice for the higher education sector which benefits all higher educational users including educators. Research shows that many educators are now experimenting with its ability to refine language, scaffold explanations, organise instructional content, and provide additional learning resources, ultimately shaping the clarity and quality of the resources they produce (Gurl et al., 2025).

Additionally, researchers generally agree that when used thoughtfully, ChatGPT can assist teachers by reducing routine workload while enriching classroom practices. In the context of teaching and learning English, studies showed that it is commonly used to support lesson preparation, generate teaching materials, provide language models, and offer instant feedback on students' writing and grammar, allowing teachers to focus more on facilitation and higher-order instruction (Ali et al., 2024; Meniado, 2023). According to Nugroho et al., (2024), teachers found ChatGPT useful for supporting a range of instructional tasks, including lesson planning, activity and material development, assessment design, text translation, paraphrasing, and improving vocabulary, grammar, and sentence structure. This is supported by Hossein & Al Younus (2025), where, according to the English educators, ChatGPT is commonly used by them as a real-time tool to model writing skills, including sentence construction, paragraph development, and overall essay organisation, through examples and guided exercises.

Teacher-centred studies also highlighted how ChatGPT can help instructors generate ideas, sequence learning activities, and tailor tasks for learners at different proficiency levels, making the planning process more efficient (Roy et al., 2024). As digital tools become more embedded in instructional preparation, scholars note a shift in how lecturers approach their planning routines, with AI increasingly serving as a collaborator in the early stages of conceptualising, drafting, and refining lesson components (Memarian & Doleck, 2023). Research suggested that its generative features can boost educators' confidence in developing ideas and content, especially when working with complex, abstract, or unfamiliar topics (Gurl et al., 2025). This adaptive learning tool is also a cost-effective alternative compared to traditional ones (Rawas, 2023) and can be integrated with existing higher educational technologies (Prasetya & Syarif, 2023). These significant benefits collectively establish ChatGPT as valuable in a higher educational environment.

From the learner's perspective, ChatGPT has been found to encourage autonomous learning by enabling students to practise language skills independently, receive immediate responses, and experiment with ideas without the fear of classroom judgement, which is particularly beneficial in EFL contexts (Allehyani et al., 2025). Research on writing instruction further suggested that students perceive ChatGPT as helpful during the drafting and revising stages, as it supports idea development, text organisation, and linguistic accuracy, thereby increasing learners' confidence in using English (Putri et al., 2025). At the same time, scholars caution that its effectiveness depends heavily on teacher's guidance, as uncritical use may lead to over-reliance, superficial learning, or ethical concerns related to originality and academic integrity (Tan et al., 2025). Overall, the literature positions ChatGPT not as a replacement for teachers but as a supportive digital partner that can enhance English language teaching when embedded within clear pedagogical objectives, ethical awareness, and strong instructional oversight.

2.2 Risks and Pedagogical Considerations

The growing use of ChatGPT as a planning and teaching assistant has prompted scholarly interest in its potential to improve teaching quality, support educator creativity, and promote more intentional instructional design. However, there are several key areas that should be considered in examining these risks or challenges in adopting ChatGPT in education which include data privacy and security, algorithmic bias, and academic integrity. In terms of one of the ethical risks as previously stated, ChatGPT processes large volumes of personal data that could risk the users' sensitive information and privacy. Due to its ability to personalise users' learning experience, the possibility to exploit students' personal information could be compromised. Researchers also caution in terms of algorithmic bias where AI-generated outputs must be reviewed critically, as they may contain inaccuracies, superficial reasoning, or suggestions that do not fully align with the disciplinary norms (Mai et al., 2024). Ethical discussions also stress the need to preserve human judgement in lesson design, highlighting concerns about authorship, transparency, and the risk of overreliance on algorithmic assistance which may impede learners' critical thinking skills (Stahl & Eke, 2024; Hossain & Al Younus, 2024). Not to mention, there have been concerns regarding academic integrity as well as data security (Mohammad et al., 2025; Sharma et al., 2019; Hossain & Al Younus, 2024). These risks can be addressed by enforcing clear data protection policies, strong encryption measures and cybersecurity training for educators.

The use of this tool in educational settings impacts learning outcomes, teaching practices and student skills. According to Leelavathi & Surendhranatha (2024), the integration of AI tools like ChatGPT should complement and align with the current pedagogical strategies but not to replace educator's role. Educator supervision plays a key role to ensure the tool has a positive impact on learning, avoids errors and improves pedagogical effectiveness (Lo et al., 2024). Careful integration should be emphasized to minimize students' over-reliance on this tool which can limit students' cognitive skills. It also could ensure accessibility and inclusion which reduce gaps in access to education. Another consideration that should be taken into account to ensure the successful AI integration, is to have a strong technological infrastructure and up-to-date hardware and software to keep ChatGPT runs effectively (Turnbull et al., 2023). Educators also should play their part by having ongoing training that involves both technical and pedagogical instructions to help them utilise AI tools effectively (Bekdemir, 2024). These insights point to the importance of using ChatGPT thoughtfully through thorough implementation, proper training and solid ethical frameworks with educators remaining in control.

2.3 Malaysian and Southeast Asian Context

Ongoing discussions about ChatGPT's role in pedagogy increasingly foreground issues of reliability, ethics, and responsible integration, especially in contexts where teaching quality and assessment integrity are closely monitored. Reviews of generative AI emphasise risks such as embedded bias, variable accuracy, and the production of text that appears authoritative despite lacking conceptual precision (Zhou et al., 2024). Scholars argue that these risks are more pronounced in education systems that depend on accurate content delivery and disciplinary consistency, making critical evaluation an essential part of AI-informed planning

(Ray, 2023). Regional reports from Southeast Asia show that despite growing enthusiasm for technology-enhanced teaching, disparities in digital readiness, policy frameworks, and lecturer training continue to influence the adoption of AI tools (UNESCO, 2023).

Malaysian studies similarly revealed mixed views among teachers—some appreciate ChatGPT for linguistic and ideation support, while others remain unsure of its reliability for instructional work (Aineh & Ngui, 2024). In terms of the impact of ChatGPT on students' comprehension, a study found that students with better ChatGPT skills engaged more in learning activity, but their level of understanding was almost the same as others (Ab Hamid et al., 2023). Despite the growing reliance on AI tools in the higher education ecosystem, a study highlighted that this tool cannot replace teachers as they play a key role in shaping students' values, emotional growth and characters (Fitria, 2021). These contextual factors highlight the importance of examining how lecturers in specific educational environments interpret and navigate the emerging role of generative AI in teaching.

3. METHODOLOGY

This study employed a quantitative approach with descriptive statistics as it enabled the systematic measurement of key psychological constructs derived from the Technology Acceptance Model (TAM). This framework explains system usage or, in this context, ChatGPT usage through behavioural intentions, with perceived usefulness and ease of use serving as a positive influence (Shao, 2020; Woodeson, 2022). A set of questionnaires, adapted and modified from TAM and other studies (Barakat et al., 2025; Saengchart, 2023), was distributed among English lecturers at one of the public universities in Pahang using convenience sampling. The questionnaire consisted of 4 sections: Section A gathered demographic information from the respondents, while Section B focused on experience using ChatGPT. Section C was meant to determine the perceptions toward ChatGPT and Section D explored the challenges and concerns using a 5-point Likert scale to measure the constructs. The data was analysed using SPSS V30 using descriptive analysis, thus answering the two research questions posed. To describe the demographic data in Section A and their experience using ChatGPT in Section B, frequencies and percentages were used. On the other hand, frequencies, percentages, means, and standard deviations were computed for the Likert-scale items in Section C and Section D to determine the respondents' perceptions and challenges of using ChatGPT.

To ensure the reliability of the constructs, a Cronbach Alpha test was done using SPSS V30, and the results yielded values higher than 0.7, as shown in Table 1 below. The values exceed the commonly accepted threshold of 0.70, indicating the instrument's high level of reliability.

Table 1. Results of Cronbach's Alpha Test

Constructs	Cronbach's Alpha
Perceived Usefulness	0.848
Ease of Use	0.924
Intentional Behaviour	0.801

4. FINDINGS & DISCUSSION

4.1 Demographic Information

The focal group for this study included 21 lecturers teaching English language at a public university in Pahang who had participated in an electronic survey. Demographic data collected from the survey, as shown in Table 2, specified the significant gender gap in the survey sample. Female lecturers comprise a significant majority, with 71.4% participation compared to 28.6% male representation. The lecturers are teaching English language courses across all levels of proficiency, ranging from A1 to C2 students. In addition, the table indicates a notable distribution of education levels among the respondents. The data shows that master's degrees are the most dominant qualification, held by 85.7% of the lecturers, and 14.3% of them possess a doctorate degree.

Table 2. Respondents' Demographic Details

		Frequency	Percentage (%)
Age	20 - 29	3	14.29
	30 - 39	11	52.38
	40 - 49	4	19.05
	50 and above	3	14.29
Gender	Male	6	28.57
	Female	15	71.43
Highest Academic Qualification	Master's Degree	18	85.71
	Doctorate (PhD/EdD)	3	14.29

The data from Table 3 reveals the lecturers' experiences based on their responses regarding their teaching journey. The data indicates that less than 5% of them had less than 3 years of experience teaching. On the contrary, most lecturers at the university had considerable teaching experience, with 28.57% of them having been teaching for 6 to 10 years and 47.62% having taught for more than 10 years.

Table 3. Lecturers' Teaching Experience in Percentage

Teaching Experience	Frequency	Percentage (%)
Less than 3 years	1	4.76
3-5 years	4	19.05
6-10 years	6	28.57
More than 10 years	10	47.62

In Table 4, lecturers' responses related to their experiences in using ChatGPT in their teaching and learning processes are statistically displayed. The analysis depicts that the majority of the lecturers have at least some experience in using ChatGPT before, and only 1 lecturer claims to have no experience using ChatGPT. There were six lecturers (28.57%) who claimed to use the application sometimes, and about 50% of them stated that they are moderate users (47.62%). This indicates that while most lecturers are somewhat familiar with using ChatGPT, they do not consider themselves extremely knowledgeable, as they identify as moderate users. They do have sufficient knowledge and understanding of how to utilise AI tools to their advantage in their teaching journey. On the other hand, four lecturers (19.05%) stated they were using the application heavily and were well versed in it. Generally, almost all of them have had some experiences in using the application in designing their lesson plans, except one. This study is parallel to some studies that report the hesitation and avoidance of teachers integrating AI into their lessons as they lack digital skills and knowledge (Allehyani and Algamdi, 2023; Chounta et al., 2021).

Table 4. Lecturers' Experience Using ChatGPT

	Frequency	Percentage (%)
Never	1	4.76
Sometimes	6	28.57
Regularly	10	47.62
Very Often	4	19.05

4.2 Perception of Using ChatGPT as A Tool for Lesson Design and Teaching Support among Lecturers

This section presents, in general, the lecturers' perceptions of using ChatGPT for lesson design and teaching support. It focuses on the adaptation of 3 core components from TAM, which are 'Ease of Use,' 'Usefulness,' and 'Behavioural Intention to Use.'

The lecturers' positive perceptions of the use of ChatGPT in their teaching and learning journeys are generally reflected in Table 5. The majority of the lecturers had a favourable opinion of the practicality ($M=4.19$) and the benefits of utilising ChatGPT ($M=3.86$) when it comes to the implementation of their instructional strategies. The findings are comparable with multiple studies that were done among educators, which indicated that they have positive perceptions regarding the use of ChatGPT in education (Bibi &

Atta, 2024; Ho, 2024; Teng, 2024). They claimed that the application is easy to use and beneficial. Despite the fact that the level of agreement is marginally reduced, they claimed that they have a slightly strong inclination to utilise it in the future ($M=3.68$). That is probably due to their limited knowledge of the appropriate usage of the application.

Table 5. Lecturers' Perception of Using ChatGPT

Dimension	Mean (M)	SD
Lecturers' Perceived Ease of Use of ChatGPT	4.19	0.77
Lecturers' Perceived Usefulness of ChatGPT	3.86	0.83
Lecturers' Behavioural Intention of Using ChatGPT as a Teaching Support Tool	3.68	0.89

4.3 Level of ChatGPT Usage among Lecturers

This section examines the lecturer's experience in navigating ChatGPT. It gives an overview on their skills and confidence in using the application.

The findings presented in Table 6 reveal that the majority of the lecturers make use of the basic functions of ChatGPT and are capable of getting the responses that they consider appropriate. Almost all respondents concurred that they have a fundamental understanding of the application's important functions and abilities ($M=4.29$). Furthermore, more than 50% of them perceived themselves as proficient in navigating the application properly ($M=3.95$).

Table 6. Lecturers' Experience with ChatGPT

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I am familiar with the basic functions of ChatGPT.	0	0	1 (4.76%)	13 (61.90%)	7 (33.33%)	4.29	0.56
I feel confident navigating ChatGPT's features.	0	1 (4.76%)	5 (23.81%)	9 (42.86%)	6 (28.57%)	3.95	0.86

Additionally, the findings in Table 7 further explain the lecturers' experience with ChatGPT by examining their purposes in using the application. In Table 7, the lecturers mostly agreed that they use the application to find new ideas and create materials ($M = 4.14$) for their lessons. On top of that, another usage of the application is to improve their existing teaching materials ($M = 4.05$). These findings correspond with previous studies that recognised the tendency among higher education lecturers to frequently employ ChatGPT for pedagogical purposes, including idea generation, information acquisition, question generation, and supplementary material creation to improve instructional planning and content dissemination (Nugroho et al., 2024; Barakat et al., 2025; Gurl et al., 2025). Interestingly, most of them agreed that they actively look for new ideas to include ChatGPT in their pedagogy practice ($M = 3.71$), as research on AI in education highlights that tools like ChatGPT can provide personalised lesson plans, assist with prompts for critical thinking, and open access to new instructional resources depending on learners' different competency language levels (Roy et al., 2024).

Table 7. Lecturers' Experience with ChatGPT for Teaching Purposes

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I have used ChatGPT to generate lesson ideas or materials.	1 (4.76%)	0	3 (14.29%)	8 (38.10%)	9 (42.86%)	4.14	1.01
I use ChatGPT to improve my teaching materials (e.g. notes, exercises, feedback).	1 (4.76%)	0	4 (19.05%)	8 (38.10%)	8 (38.10%)	4.05	1.02
I actively explore new ways to use ChatGPT in my teaching.	1 (4.76%)	2 (9.52%)	4 (19.05%)	9 (42.86%)	5 (23.81%)	3.71	1.10

4.4 Effectiveness of ChatGPT as a Tool for Lesson Design and Teaching Support

The acceptance of a new technology to be used is determined by several factors, which includes perceived ease of use, perceived usefulness and behavioural intention. To determine the lecturers' future intention to employ ChatGPT in designing their teaching and learning journey, the present study investigated their perceptions of the application's benefits from these three dimensions.

Table 8 indicates that most lecturers perceive the operation of ChatGPT as convenient. The majority of respondents acknowledge that they have no difficulties in working with the program ($M=4.14$). This concurs with previous studies done by Ho (2023), Haleem et al. (2022), and Rasul et al. (2023), especially in terms of assisting students' learning and supporting lecturers in developing materials. Moreover, a significant proportion of respondents assert that they require minimal assistance from others regarding technical operation ($M=4.19$) and that learning the necessary skills for operation demands little effort ($M=4.24$). The findings indicate that they have a favourable opinion of the application's technical aspects.

Table 8. Lecturers' Perceived Ease of Use of ChatGPT as a Teaching Support Tool

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
It is easy for me to interact with ChatGPT.	0	1 (4.76%)	3 (14.29%)	9 (42.86%)	8 (38.10%)	4.14	0.85
I find ChatGPT simple to use even without technical guidance.	0	0	4 (19.05%)	9 (42.86%)	8 (38.10%)	4.19	0.75
Learning to use ChatGPT does not take much effort.	0	0	3 (14.29%)	10 (47.62%)	8 (38.10%)	4.24	0.70

Furthermore, apart from considering that the application is easy to use, the lecturers also have a positive view of the usefulness of the application, in which they claimed that it enhances their teaching methodology as displayed in Table 9. The majority of them stated that ChatGPT provides them with innovative ideas to better their teaching preparation and materials ($M=4.10$). It is in line with previous studies that identified ChatGPT as an effective tool for enhancing efficiency and accessibility in academic practices (Johnston et al., 2024; Karkoulia et al., 2024). Nonetheless, while they maintain a favourable view that the application enhances their students' learning efficacy, the strength of this perception showed a slight decline ($M = 3.71$).

Table 9. Lecturers' Perceived Usefulness of ChatGPT as a Teaching Support Tool

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
ChatGPT provides creative ideas that enhance my teaching preparation and materials.	0	0	4 (19.05%)	11 (52.38%)	6 (28.57%)	4.10	0.70
ChatGPT improves the overall quality of my lessons.	0	1 (4.76%)	6 (28.57%)	11 (52.38%)	3 (14.29%)	3.76	0.77
ChatGPT supports my students learning more effectively.	1 (4.76%)	1 (4.76%)	5 (23.81%)	10 (47.62%)	4 (19.05%)	3.71	1.01

The analysis of Table 10 indicates that a significant number of the lecturers have a strong intention of using ChatGPT in the future ($M=4.05$) and would be likely to use it to discover new things ($M=3.67$). However, the lecturers stated that they are feeling neutral about using ChatGPT to enhance their teaching abilities ($M=3.33$). This means that the acceptance of the lecturers on the aspect is considerably average. On that note, it is crucial to note that perceived usefulness and ease of use impose significant impact on behavioural intention. Subsequently, both perceived usefulness and ease of use highly influence a user's behavioural intention which has positive relationship to one another (Shao, 2020; Woodeson, 2022).

Table 10. Lecturers' Behavioural Intention of Using ChatGPT as a Teaching Support Tool

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I am likely to use ChatGPT whenever I want to discover new things.	1 (4.76%)	0	7 (33.33%)	10 (47.62)	3 (14.29%)	3.67	0.91
I would use ChatGPT to enhance my teaching abilities.	1 (4.76%)	3 (14.29%)	7 (33.33%)	8 (38.10%)	2 (9.52%)	3.33	1.02
I plan to keep using ChatGPT in the future.	0	1 (4.76%)	2 (9.52%)	13 (61.90%)	5 (23.81%)	4.05	0.74

4.5 Effectiveness of ChatGPT as a Tool for Lesson Design and Teaching Support

All the data above show a positive indication that the respondents have a positive inclination towards using ChatGPT to prepare for their lessons in the future. While the application provides creative ideas and better class materials, they still have some apprehensions about using it. The barriers to ChatGPT use as identified in the current study were presented by two constructs, namely the 'Perceived Risk' and 'Anxiety', as adapted from Barakat et al., (2025).

The primary concern of the responders is the perceived risk associated with ChatGPT, as shown in Table 11. One noteworthy ethical challenge in adopting ChatGPT in education among the respondents is data security and privacy ($M=4.14$). That is a valid concern, as there is a significant risk that students' or educators' sensitive information may be compromised or exposed to the public once the application is used in education (Sharma et al., 2019; Xu & Ouyang, 2022). Another concern among the lecturers is regarding the utilisation of AI ($M=4.05$). This concern aligns with several studies that revealed the increased reliance on AI correlated with diminished critical thinking skills among university students (Bahroun et al., 2023; Hossain & Al Younus, 2024; Tian & Zhang, 2025). Thus, it is evident that overreliance on such technologies may diminish mental engagement in independent analysis and reflective reasoning.

Table 11. Lecturers' Perceptions of the Risks Posed by ChatGPT

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I worry about data privacy and ethical issues related to ChatGPT.	0	0	4 (19.05%)	10 (47.62%)	7 (33.33%)	4.14	0.73
Using ChatGPT might reduce my critical thinking skills.	0	1 (4.76%)	4 (19.05%)	9 (42.86%)	7 (33.33%)	4.05	0.86

As indicated in Table 12, all respondents exhibit a significant concern regarding the reliability of AI-generated content ($M=4.67$). This is a significant problem, as precise information is essential for completing tasks, conducting research, and comprehending topics. It is supported by a study conducted by Chaudhry et al. (2023) where ChatGPT's performance can be affected by data-driven tendencies that could lead to inaccuracy and unreliable content. Baidoo-Anu & Ansah (2023) and Mai et al. (2024) also emphasised on certain fundamental limitations of the chatbot, including disinformation and biased responses. Following that, they have a neutral feeling about feeling guilty for using too much ChatGPT ($M=3.43$) and their institution does not provide sufficient guidance on using AI tools responsibly ($M=3.10$).

Table 12. Lecturers' Anxiety Posed by ChatGPT

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD
I am concerned that ChatGPT may produce inaccurate information.	0	0	0	7 (33.33%)	14 (66.67%)	4.67	0.48
I sometimes feel guilty relying too much on ChatGPT.	2 (9.52%)	3 (14.29%)	5 (23.81%)	6 (28.57%)	5 (23.81%)	3.43	1.29
My institution does not provide sufficient guidance on using AI tools responsibly.	2 (9.52%)	3 (14.29%)	9 (42.86%)	5 (23.81%)	2 (9.52%)	3.10	1.09

5. CONCLUSION

This study adopted a quantitative approach employing descriptive statistical analysis to explore English lecturers' perceptions of using ChatGPT as a tool for lesson planning and teaching support. The investigation focused on key constructs derived from the Technology Acceptance Model (TAM). Overall, the findings point to a generally positive acceptance of ChatGPT among lecturers, supported by their prior experience, perceived proficiency, and favourable views of its usability and convenience. The strong intention of most respondents to continue using ChatGPT suggests that it is increasingly seen as a meaningful supporting tool in English language teaching rather than a passing technological trend.

From a theoretical standpoint, the findings reaffirm the perception of English lecturers' in utilising ChatGPT as a tool for lesson planning and teaching support in higher education. The findings indicate that perceived usefulness and perceived ease of use remain central factors that influence lecturers' behavioural intentions, demonstrating the established technology acceptance frameworks continue to be relevant and applicable even in the context of emerging AI-driven tools.

In practical terms, the study suggests that ChatGPT can support lesson preparation and pedagogical innovation when integrated thoughtfully into teaching practices. However, concerns related to data security, privacy, and the possible impact on critical thinking highlight the need for clear institutional guidelines and ongoing professional development. Given the study's focus on a single institution and its reliance on descriptive analysis, future research could involve broader samples, employ inferential statistical methods, or incorporate qualitative approaches to provide deeper insights into lecturers' experiences with generative AI in education.

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7. CONFLICT OF INTEREST STATEMENT

The authors agree that this research was conducted in the absence of any self-benefits, commercial or financial conflicts and declare the absence of conflicting interests throughout the research.

8. AUTHORS' CONTRIBUTIONS

Nurul Jannah Ahmad Ghulamuddin: initiated, conceptualised the central research idea and did the methodology part; **Nurain Jantan Anua Jah:** wrote the literature review and refined the introduction section; **Siti Khadijah Mohd Mohari:** assisted with the results and data analysis; **Mohamad Iqbal Afham Mohd Afandi:** worked on the conclusion, abstract and final editing of the article.

9. DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

This manuscript was developed with the assistance of Gemini and ChatGPT for the purpose of literature identification and general proofreading. The tool/service supported the author(s) in reviewing and refining the content and the authors assume full responsibility for the final version submitted for publication.

10. DATA AVAILABILITY/SUPPLEMENTARY MATERIALS

The datasets used and/or analysed during the current study are available from the corresponding author on reasonable request.

11. ETHICS STATEMENT

Informed consent was obtained from all participants, and data anonymity was strictly maintained throughout the study.

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About the Authors

Nurul Jannah Ahmad Ghulamuddin is an English lecturer at the Academy of Language Studies, Universiti Teknologi MARA Cawangan Pahang, Malaysia. Her scholarly interests centre on English as a Second Language (ESL) pedagogy and language learning strategies. Drawing on her prior experience as a secondary school educator, she demonstrates a strong commitment to advancing pedagogical practices to enhance learner support across diverse educational contexts. She can be contacted at jannahghulamuddin@uitm.edu.my.

Siti Khadijah Mohd Mohari is a lecturer at the Academy of Language Studies, Universiti Teknologi MARA Cawangan Pahang, Malaysia, where she teaches English courses to pre-diploma and diploma students. She holds a master's degree in TESL from the International Islamic University Malaysia. Her teaching interests include TESL and TESOL, with a focus on developing effective language teaching strategies and improving students' communicative competence. She can be reached at khadijahmohari@uitm.edu.my.

Nurain Jantan Anua Jah is an English Lecturer at the Academy of Language Studies, Universiti Teknologi MARA Cawangan Pahang, Malaysia. Her research interests include applied linguistics and English as a Second Language (ESL) learning, with a particular focus on language use in educational contexts. She can be contacted at nurainanua@uitm.edu.my.

Mohamad Iqbal Afham Mohd Afandi is an educator with a strong foundation in English Language teaching, developed through his early experience as a secondary school teacher. His academic and professional interests focus on the design and implementation of effective teaching and learning strategies, particularly within ESL/EFL contexts. He is currently serving as a lecturer at the Academy of Language Studies, Universiti Teknologi MARA Cawangan Pahang, Malaysia, where he actively contributes to the development of language education through his teaching. He can be reached at iqbalafham@uitm.edu.my.