Table 2. Summary of Deductive Coding Peer Teaching Observation from PELTs

Aspect	Theme	Sub-Theme	Code	Script
Teacher's Use of AI Tools	Integration of AI Technology in Teaching	Effective Use of AI Tools	EUAT	The main integration of AI tools, such as using Inkr AI for transcribing students' spoken dialogues, Padlet for interactive warm-ups, Google Docs for collaborative writing, and Mentimeter for reflection was led by the main teacher. Overall, their contribution was minimal but helped the lesson run without technical interruptions. (PELT-1)
	AI Tools used in Teaching	Types of AI Teaching Tools	TATT	Teacher used AI effectively to support learning. ChatGPT is utilized to help students compose narrative stories, while Gemini is used to create digital illustrations. Teachers also guide students in publishing their stories on Padlet. During the learning process, no significant obstacles were found in the application of AI. In my opinion, the most interesting AI is Gemini, because when we ask for illustrations of the stories made, the results are very good, detailed, and satisfying. (PELT-2)
	AI Integration in Pedagogical Approaches	Teaching Strategies Through AI	TSTA	For example, after students recorded their dialogues using a Voice Recorder App, they uploaded the recordings to Inkr AI, which generated transcripts of their speech. They compared the AI-generated transcript with their original script, helping them identify pronunciation mistakes. This encouraged reflection, correction, and improved fluency. Additionally, students used Mentimeter to reflect on their speaking confidence and goals, enhancing their metacognitive awareness. (PELT-1)
Student Engagement with AI Tools	–	Interaction and Participation with AI Tools	IPAT	Students were actively engaged with the AI tools. They interacted enthusiastically during the warm-up with Padlet, collaborated during dialogue creation using Google Docs, and independently used Inkr AI to evaluate their speaking performance. The technology was seamlessly blended into their tasks. (PELT-1)
	Modes of Students Interaction with AI	Independent to Collaborative Use of AI Tools	ICUAT	Although the lesson plan stated that students would work in small groups (3–4 members), during the actual implementation, each student worked individually. They selected their keywords, generated descriptive sentences using ChatGPT, and used Canva to create a visual representation of their personal "dream city." (PELT-4)
	Student Utilization of AI in Learning	Purpose and Function of AI Tools in Learning Activities	SUAL	Students utilized Inkr AI to receive immediate, personalized feedback on their spoken output. They compared the transcript to their intended dialogue to identify and self-correct pronunciation issues. Tools like Padlet and Mentimeter helped them share content and reflect individually, making the learning process more interactive and tailored to their

				needs. (PELT-1)
Teacher Competency in AI-Based Strategies	–	Proficiency in Implementing AI Tools	PIAT	The teacher confidently guided students through each tool and used live modeling to demonstrate how inputs work in real time. Students had clarity about the task because of this strong modeling phase. The teacher used ChatGPT to demonstrate how language input can become descriptive text, Canva to convert that text into visual content, and Padlet to showcase student creations. Each tool served a distinct and purposeful role in enhancing the task. (PELT-4)
	–	AI Tools to Personalize and Enhance Teaching Practices	ATPETP	The teacher showed good competence in implementing AI-based strategies. She designed a digital story writing activity that functionally integrated ChatGPT and Gemini. The teacher also explained how to use the tools clearly and guided students throughout the process. (PELT-2)
Student Involvement in AI-Based Learning	Impact of AI on Students Learning Behavior	Encouraging Students' Active Learning via AI Tools	ESALAT	Students became active participants in their learning. They were not only creating content but also evaluating and reflecting on their performance through AI tools like Inkr. This encouraged learner independence, critical thinking, and digital literacy. (PELT-1)
	–	AI-Supported Students Learning Activities	ASSLA	Students became active participants in using AI. They used ChatGPT to receive feedback, reword ideas, and refine their writing collaboratively in Google Docs. (PELT-4)
Learning Evaluation and Feedback	AI in Assessment Practices	Students' Assessment Using AI Tools	SAUAT	Assessment was carried out using a rubric that included AI integration, text structure, vocabulary, and group collaboration. The teacher also facilitated brief oral reflections to evaluate students' understanding of the learning process. (PELT-3)
	AI-Driven Students Progress Monitoring	AI Tools in the Assessment and Feedback Process	ATAFP	AI-based evaluation was conducted using Google Forms. Although basic, it allowed the teacher to quickly assess comprehension and structure understanding and then provide verbal feedback. (PELT-4)
Support & Training Needs for AI Integration	Teacher Professional Development in AI Integration	AI Use Training and Assistance for Teachers	AUTAT	While the teacher used AI tools effectively, future lessons could explore AI tools for speaking and pronunciation practice. Additionally, short training on AI ethics (e.g., avoiding plagiarism, using AI responsibly) would complement the learning experience. (PELT-3)
	–	Training Areas for Effective AI-Enhanced Teaching	TAEAET	Teachers can participate in training on the basics of AI, how to use AI to create materials and assessments, and how to tailor learning with the help of AI. It is also important to learn about ethics and data security. Additionally, joining a teacher community can help share experiences in using AI in the classroom. - Training on using AI analytics and dashboards (if available in tools like Inkr) to tailor future lessons. - Workshops on designing adaptive learning paths using AI feedback.

				- Professional development on combining AI tools with differentiated instruction for mixed-level classrooms.