

To cite this article: Nguyen Thi Xuan Chi (2026). STUDENTS' PERCEPTIONS TOWARDS THE USE OF CHATGPT IN ENGLISH READING COMPREHENSION, International Journal of Education and Social Science Research (IJESSR) 9 (5): 396-409 Article No. 1303, Sub Id 1993

STUDENTS' PERCEPTIONS TOWARDS THE USE OF CHATGPT IN ENGLISH READING COMPREHENSION

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DOI : <https://doi.org/10.37500/IJESSR.2026.9522>

ABSTRACT

ChatGPT has been widely employed to support reading comprehension but concerns regarding its use have also been raised. This study aimed to investigate students' perceived benefits and concerns about the use of ChatGPT in reading comprehension. The study employed quantitative research methods with 89 students at University of Finance and Marketing. The findings revealed ChatGPT was perceived useful for providing linguistic support and metacognitive assistance with the strongest perceptions for explaining unfamiliar vocabulary, clarifying difficult structures, offering instant feedback and verifying the comprehension of reading texts. Students also reported cognitive and affective benefits including identifying specific ideas and main ideas, reducing reading anxiety, increasing reading motivation and confidence. However, ChatGPT was believed to be less useful in making inferences and making reading activities more engaging. However, students expressed concerns about overreliance, declined independent and critical reading, and inaccurate and unreliable ChatGPT-provided responses. The findings suggest ChatGPT should be used as a supportive learning tool rather than as a replacement for independent and critical reading. Thus, students also need to verify and critically evaluate AI-provided information. The study highlights the necessity of appropriate guidance from teachers and school administrators to promote responsible and strategic use of ChatGPT in language learning.

KEYWORDS: ChatGPT, English reading comprehension, perceived benefits, concerns

1. INTRODUCTION

The rapid growth of artificial intelligence (AI) has revolutionized language education by providing learners with increasing access to intelligent learning tools and resources. AI has introduced many useful tools to support learners in performing academic tasks. Among the variety of AI-powered tools, ChatGPT, a language model developed by OpenAI, has gained great attention from learners and educators thanks to its human-like responses, instant feedback provision, and personalized assistance to learners [1], [2], [3]. It has also served as a virtual learning assistant to facilitate language learning [4], [5].

Reading comprehension plays a pivotal role in language learning, as academic achievement is closely linked to successful reading comprehension skills. It facilitates other related skills such as vocabulary, grammar, and writing because learners need not only to listen or speak in daily communication but also to read materials in that language in various situations [6], [7]. Effective reading comprehension requires a combination of word recognition, associating new information with prior knowledge, and applying appropriate reading techniques such as identifying main and specific ideas, making inferences and predictions to construct meaning. Thus, reading comprehension is not an easy process, particularly in terms of linguistic and cognitive demands. Given these challenges, ChatGPT has increasingly been used to facilitate the reading process as it provides linguistic support, improves cognitive skills, and offers interactive learning [2]. It also promotes metacognitive awareness by enabling learners to monitor and regulate their comprehension [8]; facilitates learner autonomy and increases learner confidence while reducing anxiety in reading [9].

1.1. ChatGPT as a reading support tool

In educational settings, various studies have been conducted to explore how ChatGPT has been used and to what extent this AI tool has impacted learners in their language learning. In terms of reading comprehension, research on the usage of ChatGPT in this language skill has been done to explore its pedagogical functions as well as learners' attitudes towards this AI tool. At the linguistic level, ChatGPT is considered to facilitate learners' vocabulary comprehension by providing appropriate definitions, examples and contextual usage of unfamiliar words and to clarify difficult texts by providing step-by-step explanations and simplifying complicated structures into accessible and comprehensible language [10]. In an experimental study by Al-Otaibi and Al-Homidi [11] on how effective ChatGPT-based teaching program is for developing university students' reading comprehension, the findings indicated that ChatGPT could help improve overall sentence comprehension, clarify word relationships within sentences and analyze the syntactic structures in the text to construct sentence meaning. A study investigating the usage patterns of ChatGPT as a supportive tool for English reading comprehension at the tertiary level by Majeed et al. [12] also highlighted that students positively perceived ChatGPT as a useful tool for contextual vocabulary comprehension in their English reading materials. Students also viewed ChatGPT as helpful in making inferences, identifying noun references, locating specific information and identifying main ideas of reading texts.

Beyond linguistic support, ChatGPT can facilitate learners' comprehension and cognitive processing of reading materials. Previous studies have shown that users valued ChatGPT for its capacity to provide fundamental knowledge about different topics and to effectively enhance their understanding of these topics [13]. In addition, ChatGPT could generate coherent summaries [14] which might help learners identify and comprehend the main ideas of a text. Furthermore, its potential to assess learners' understanding by generating comprehension questions enabled learners to engage more actively with the meaning of the text, thereby promoting their analytical and inferential skills [10].

Empirical studies have also demonstrated the potential of ChatGPT-generated and ChatGPT-adapted reading texts. Çelik et al. [15] compared two groups of Turkish students who either read ChatGPT-simplified authentic texts or authentic blog texts. The findings indicated that students exposed to ChatGPT-simplified texts showed significant improvements in their comprehension and inferencing skills while no significant difference was found in their levels of reading anxiety. In addition, Balantekin [16] investigated the effects of using ChatGPT-4 to generate personalized reading texts, activities, and visuals based on primary school students' own prompts. The findings provided evidence that materials generated by ChatGPT-4 based on students' prompts increased their reading motivation and overall desire to read. Furthermore, in a systematic review on the effects of using ChatGPT on EFL reading comprehension, Kainta and Umarella [17] highlighted that ChatGPT use was linked to improved reading comprehension, increased reading proficiency and competency. It also helps to obtain main ideas, make inferences, and gain critical reading and contextual understanding. The review also reported that ChatGPT played a supportive role in text simplification and summarization.

Similarly, a study conducted by Kaplan et al. [18] on how the integration of ChatGPT into reading activities impacted learners' reading habits and attitudes at a middle school revealed positive results. The students reported that AI-supported reading activities were more enjoyable and engaging, making them more confident when doing reading activities. The study also showed that the students experienced declined reading anxiety, which might be attributed to AI support in explaining unfamiliar words, making clear of complex ideas and providing responses immediately. Besides, a systematic review by Zhang and Aslan [19] on AI-assisted education highlighted AI's capacity in supporting interactive learning, improving learner engagement, creating adaptive learning materials and offering metacognitive assistance. These benefits allowed learners to keep track of, evaluate and adjust their own understanding.

1.2. Concerns about the use of ChatGPT in reading comprehension

Although students generally perceive ChatGPT as useful to boost academic efficiency in reading comprehension activities, they also raise concerns about the use of this AI tool. Research has also been conducted to examine drawbacks and risks posed by the integration of ChatGPT into reading comprehension. In the study by Abdullah et al. [20] on postgraduate students' use of ChatGPT as a tool for academic reading, the findings indicated strong concerns among students. They were worried that ChatGPT might produce incorrect factual information and give summaries that oversimplified the original content and left out key details. Shah et al. [21] conducted a study on students' perceptions and experiences of the use of AI tools (including ChatGPT) in academic reading and found that students highly valued their personalized learning support including self-paced learning, vocabulary explanation, improved comprehension, increased motivation, and interactive learning. However, they also expressed their concerns about the heavy reliance on AI-generated explanations, summaries and paraphrases which might reduce their engagement in reading activities and weaken their critical analysis of reading content, leading to reduced independent reading skills in the long term. Because of these concerns, it is suggested that ChatGPT should be integrated into learning programs as a

supplementary tool to improve learning experience rather than as a complete replacement for traditional learning. Research by Malasari et al. [22] on the students' challenges and difficulties in using AI to complete reading projects also reported similar findings. The students acknowledged that ChatGPT generated irrelevant and incorrect information and that they were concerned about the overreliance on ChatGPT, which made them dependent on AI tools and less willing to read and think independently when completing reading projects.

1.2. Research gap

Although previous research has investigated the potential benefits of ChatGPT in reading comprehension, including linguistic support, cognitive and metacognitive assistance, and affective support [10], [15], [9], [18], [17], existing studies have mostly examined its effectiveness and specific pedagogical functions rather than learners' overall perceptions and experiences. Concurrently, previous studies mainly focused on students' concerns regarding the inaccuracy of and excessive dependence on AI-generated information, reduction in critical thinking and decline in independent learning in general [20], [21], [22]. However, research examining both perceived benefits and concerns together in reading comprehension is still limited. This may result in a less comprehensive understanding of how students perceive ChatGPT as beneficial in facilitating reading comprehension and what concerns are raised regarding its use. Thus, this study aims to bridge the gap by examining students' perceptions on the use of ChatGPT in reading comprehension with a focus on both perceived benefits and concerns. Based on this context, this study seeks to explore what benefits and concerns students perceive about the use of ChatGPT in facilitating English reading comprehension activities. Specifically, the study aims to answer the following research questions.

RQ1. *What benefits do learners perceive from using ChatGPT to facilitate English reading comprehension?*

RQ2. *What concerns do learners have about using ChatGPT for English reading comprehension?*

This paper is expected to make contributions to existing research by providing a comprehensive and balanced understanding of both benefits and concerns associated with integrating ChatGPT into reading comprehension practice from learners' viewpoints. In addition, it offers practical pedagogical implications for students on how to use ChatGPT effectively, and for teachers and educational administrators on how to provide effective guidance on the integration of ChatGPT into reading comprehension practices to maximize the benefits and minimize the potential negative effects of this AI tool in reading comprehension.

2. RESEARCH METHODOLOGY

2.1. Design and participants

The study used a quantitative research approach. A survey questionnaire was designed to examine learners' perceived benefits of using ChatGPT to facilitate their reading comprehension, as well as their concerns about its use. Convenience sampling was used with non-English major students from

two classes taught by the researcher. These participants had substantial prior experience in using ChatGPT in reading comprehension activities in their General English courses. A total of 89 respondents were recruited to complete the questionnaire during a two-week data collection period.

2.2. Instrument and data analysis

The survey was first carried out with an online questionnaire distributed to the participants via Google Forms. The questionnaire was translated into Vietnamese to ensure that respondents could fully comprehend the content and designed with two sections. The first section was about personal information of the subjects and included 4 questions. The second section focused on learners' perceived benefits of ChatGPT in supporting reading comprehension and consisted of 13 questions while the third section explored their perceived concerns about its use and included 7 questions. The questionnaire used a 5-point Likert scale (ranging from 1 = strongly agree to 5 = strongly disagree) for all questions in Section 2 and 3 and some questions in Section 1. The survey data were collected, processed in Microsoft Excel tables and then summarized using percentages, means, and standard deviations. Agreement percentages represent the combination of strong agreement and agreement.

3. FINDINGS AND DISCUSSION

3.1. Participant characteristics

As shown in Table 1, the majority of the participants were female (80.5%), while males made up only 19.5%. In terms of year of study, most respondents were sophomores and juniors (89.9%), and freshmen accounted for the remaining 10.1%. Regarding English proficiency, over 90% of the participants reported their level as elementary or pre-intermediate. Additionally, most respondents had experience using ChatGPT for reading comprehension practice, with 77.6% reporting frequent to very frequent use and 22.4% indicating occasional use.

Table 1. Participant characteristics (N = 89)

Characteristic	Category	%
Gender	Male	19.5%
	Female	80.5%
Year of study	Freshman	10.1%
	Sophomore	28.1%
	Junior	61.8%
	Senior	0%
English Level	Elementary	52.8%
	Pre-Intermediate	40.4%
	Upper-intermediate	6.7%
	Advanced	0%
ChatGPT use for reading	Never	0%
	Rarely	0%
	Sometimes	22.4%
	Often	59.6%
	Very often	18%

3.2. Perceived benefits

Overall, the findings revealed that students had positive perceptions about ChatGPT as a tool for supporting English reading comprehension, with 69.7% reporting that it helped them understand reading texts better overall ($M = 4.07$, $SD = 0.88$). Yet the perceived benefits varied across different aspects, with perceptions for linguistic support and metacognitive assistance being higher than those for cognitive and affective benefits (as shown in Table 2)

At the linguistic level, 68.5% of the respondents strongly agreed or agreed that ChatGPT helped them understand unfamiliar vocabulary ($M = 3.94$, $SD = 0.84$), while 66.3% confirmed that it helped them understand difficult sentences ($M = 3.89$, $SD = 0.91$). These figures suggest that students valued ChatGPT as a source of language assistance, particularly when they had difficulty figuring out lexical and syntactic elements that challenged their comprehension. The findings were in alignment with Kohnke et al. [10] and Al-Otaibi and Al-Homidi [11], who emphasized ChatGPT's ability in offering explanations of unknown vocabulary, academic language, and challenging language structures as well.

Concerning cognitive benefits, students generally had a positive perception. They believed that ChatGPT can help them identify specific information (67.5%, $M = 3.91$, $SD = 0.94$), explore main ideas (62.9%, $M = 3.89$, $SD = 0.90$), and summarize texts (62.9%, $M = 3.76$, $SD = 0.97$). However, the benefit regarding making inferences was rated at relatively lower agreement (42.7%, $M = 3.22$, $SD = 1.04$). The difference shows that students perceived ChatGPT as beneficial for supporting comprehension tasks that involve locating and processing explicitly presented information. This finding supports previous research showing that ChatGPT could generate coherent summaries that might help learners identify and comprehend main ideas in reading texts [14] and support learners in grasping specific information and understanding texts [10], [12]. Furthermore, the lower agreement regarding inferencing may suggest that students were less confident in relying on ChatGPT for processing information at a higher-order level which requires them to combine textual clues with their background knowledge and reasoning abilities for comprehension.

Metacognitive support was perceived as providing the strongest benefits of all. Up to 77.5% of the respondents strongly agreed or agreed that ChatGPT provided immediate feedback on their understanding ($M = 4.10$, $SD = 0.83$), followed by 70.8% stating that it helped them check if their understanding of reading texts was correct or incorrect ($M = 3.99$, $SD = 0.76$). The relatively high level of perceived metacognitive benefit suggested that students valued ChatGPT as an interactive support tool that enabled them to monitor their comprehension and seek immediate clarification when they encounter difficulties in understanding the text. This finding aligns with Zhang and Aslan [19], who emphasized the potential of AI technologies to support personalized learning, interaction, feedback and metacognitive processes which might allow learners to monitor, evaluate, and regulate their own understanding.

Regarding affective benefits, learners believed that ChatGPT provided stronger emotional support than it did as a source of increased enjoyment for reading comprehension. Specifically, 68.5% of respondents agreed or strongly agreed that ChatGPT helped them reduce anxiety ($M = 3.90$, $SD = 0.93$) while a lower percentage (61.8%) reported ChatGPT increased confidence when reading English texts ($M = 3.90$, $SD = 0.81$). This result indicates that students recognized and valued ChatGPT's psychological assistance which allowed them to seek support when having difficulties in comprehension, thus likely making them less anxious to do reading activities. The findings supported the study by Kaplan et al. [18], who found that doing reading comprehension activities with AI support increased learners' confidence and lowered their reading anxiety. Nevertheless, only 36.0% of respondents acknowledged that ChatGPT made reading activities more engaging ($M = 3.03$, $SD = 0.88$) although a higher proportion of respondents, 57.3% reported an increased reading motivation ($M = 3.65$, $SD = 0.89$). These figures suggest an interesting pattern that ChatGPT might increase motivation but not necessarily make the reading activities more engaging. The findings are somewhat different from previous studies that reported how positively ChatGPT-supported reading affected reading motivation and the appeal of reading activities [16], [18].

Noticeably, standard deviations for all benefits were relatively small, with most values ranging from 0.76 to below 1.00, indicating relatively consistent perception across most items. However, the standard deviation for making inferences (SD = 1.04) was higher, suggesting considerable variability in this perceived cognitive benefit.

Overall, the results suggest that students highlighted ChatGPT's metacognitive benefits for providing instant feedback on their understanding and comprehension monitoring. However, students perceived more limited benefits in terms of cognitive support for making reading inferences and affective assistance for making reading activities appealing. Therefore, it seems that ChatGPT works as a tutor giving a supportive learning scaffold rather than a tool that provides benefits to all dimensions of reading comprehension.

Table 2. Students perceived benefits of ChatGPT in English reading comprehension

Item	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Total Agreement (%)	Mean	SD
Linguistic support									
PB1	ChatGPT helps me understand unfamiliar vocabulary in English reading texts.	29.2	39.3	28.1	3.4	0.0	68.5	3.94	0.84
PB2	ChatGPT helps me understand difficult sentences in English reading texts.	29.2	37.1	27.0	6.7	0.0	66.3	3.89	0.91
Cognitive Benefit									
PB3	ChatGPT helps me identify the main idea of an English reading text.	30.3	32.6	32.6	4.5	0.0	62.9	3.89	0.90
PB4	ChatGPT helps me identify specific information in English reading texts.	31.5	36.0	24.7	7.9	0.0	67.5	3.91	0.94
PB5	ChatGPT helps me make inferences from English reading texts.	11.2	31.5	28.1	27.0	2.2	42.7	3.22	1.04
PB6	ChatGPT helps me summarize English reading texts.	23.6	39.3	30.3	3.4	3.4	62.9	3.76	0.97
Metacognitive Benefits									
PB7	ChatGPT helps me check my understanding of English reading texts.	28.1	42.7	29.2	0.0	0.0	70.8	3.99	0.76
PB8	ChatGPT provides immediate feedback on my understanding of English reading texts.	36.0	41.6	19.1	3.4	0.0	77.5	4.10	0.83
Affective Benefit									

Item	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Total Agreement (%)	Mean	SD
PB9	ChatGPT makes English reading activities more engaging for me.	2.2	33.7	29.2	34.8	0.0	36.0	3.03	0.88
PB10	ChatGPT increases my motivation to read English texts.	18.0	39.3	32.6	10.1	0.0	57.3	3.65	0.89
PB11	ChatGPT helps me feel more confident when reading English texts.	28.1	33.7	38.2	0.0	0.0	61.8	3.90	0.81
PB12	ChatGPT helps me feel less anxious when reading English texts.	32.6	36.0	22.5	7.9	0.0	68.5	3.90	0.93
Overall Benefit									
PB13	Overall, ChatGPT helps me gain a better understanding of reading texts.	39.3	30.3	28.1	2.2	0.0	69.7	4.07	0.88

Note. SA = strongly agree; A = agree; N = neutral; D = disagree; SD (%) = strongly disagree; SD = standard deviation. Total Agreement % combines SA and A.

3.3. Concerns about ChatGPT use

Table 3 revealed considerable concern among students regarding the use of ChatGPT in reading comprehension, with agreement or strong agreement ranging from 60.7 % to 71.9% across all aspects. The relatively high mean scores ($M = 3.73$ – 4.04), together with standard deviations below 1.00 ($SD = 0.83$ – 0.97), also demonstrated that these concerns were relatively consistent among respondents.

The most strongly perceived concern was that ChatGPT might reduce learners' effort to understand English texts independently, with 71.9% agreeing or strongly agreeing with this statement ($M = 4.04$, $SD = 0.92$). A similarly high proportion of the respondents (69.7%) expressed their concern about being excessively dependent on this AI tool for reading comprehension ($M = 3.91$, $SD = 0.86$) while 67.4% were concerned that their development of independent reading skills might be weakened by the use of ChatGPT ($M = 3.97$, $SD = 0.90$). These concerns indicate that students recognized ChatGPT's supportive role but were also aware that overreliance on this AI tool might potentially reduce their engagement with reading texts and lower their willingness to process the reading material independently. This finding supports Shah [21], who reported that students feared excessive dependence on AI-generated explanations, summaries and paraphrases possibly weakened their independent reading skills. The finding was also in line with Malasari et al. [22], who found heavy reliance on ChatGPT for reading activities may limit students' effort to read and think independently. Another major concern was related to critical thinking. About two thirds of respondents (66.3%) believed that ChatGPT might reduce their critical reading ability. Although ChatGPT might provide immediate explanations and instant feedback to facilitate learners in doing reading activities, they also

reduced their chance to interpret the meaning of reading texts, evaluated them with critical thinking, and solved reading problems on their own. This finding was consistent with the studies by Kasneci et al. [2] and Shah [21] indicating that excessive dependence on ChatGPT for reading activities might lead to reduced effort in thinking critically and dealing with reading independently. The result demonstrates that although ChatGPT offers immediate responses and instant feedback, it is still necessary for students to verify textual information rather than totally rely on this AI tool for its interpretations.

Concerns about the accuracy and trustworthiness were also noticeable. Approximately two thirds of the respondents, 62.9%, were worried that ChatGPT might provide incorrect information ($M = 3.74$, $SD = 0.97$). A slightly higher proportion, 64.0% of respondents, were unsure whether responses generated by ChatGPT were reliable or not ($M = 3.73$, $SD = 0.97$). In addition, 60.7% feared of their acceptance of ChatGPT's answers without verifying them carefully ($M = 3.82$, $SD = 0.95$). These findings were in line with previous research which highlighted students' concern about incorrect information, oversimplified summaries and irrelevant feedback [20], [22]. These findings also suggest that while students viewed ChatGPT as a useful tool to facilitate their reading comprehension, they were also alert to its inaccuracy and untrustworthiness and felt a need for critical evaluation on ChatGPT-generated information as well as verification of its responses against the original text or other reliable sources.

Overall, the findings highlight that the perceived benefits of ChatGPT in facilitating reading comprehension may be accompanied by potential concerns when students heavily rely on AI-generated support. Therefore, ChatGPT should be used as a supportive learning tool instead of a substitution for students' independent critical reading. Students should be encouraged to make critical evaluations and verification of AI-generated responses rather than accepting them unquestioningly.

Table 3. Students' concerns about ChatGPT use in English reading comprehension

Item	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Total Agreement (%)	Mean	SD
PC1	I am concerned that ChatGPT may provide inaccurate information about English reading texts.	29.2	33.7	29.2	7.9	0.0	62.9	3.84	0.94
PC2	I am not always sure if I can trust ChatGPT's answers.	23.6	40.4	22.5	13.5	0.0	64.0	3.74	0.97
PC3	I fear that I may overly rely on ChatGPT for reading comprehension practices.	27.0	42.7	24.7	5.6	0.0	69.7	3.91	0.86
PC4	I am concerned that using ChatGPT may reduce my effort to understand English texts independently.	38.2	33.7	22.5	5.6	0.0	71.9	4.04	0.92

Item	Statement	SA (%)	A (%)	N (%)	D (%)	SD (%)	Total Agreement (%)	Mean	SD
PC5	I am concerned that using ChatGPT may reduce my critical thinking when reading English texts.	34.8	31.5	33.7	0.0	0.0	66.3	4.01	0.83
PC6	I am concerned that I may accept ChatGPT's answers without checking them carefully.	29.2	31.5	31.5	7.9	0.0	60.7	3.82	0.95
PC7	I am concerned that using ChatGPT may limit independent reading skills.	33.7	33.7	28.1	4.5	0.0	67.4	3.97	0.90

Note. SA = strongly agree; A = agree; N = neutral; D = disagree; SD (%) = strongly disagree; SD = standard deviation. Total Agreement % combines SA and A.

4. CONCLUSION AND IMPLICATIONS

The study investigated students' perceived benefits and concerns about the use of ChatGPT in reading comprehension. Generally, the results revealed that students considered ChatGPT a supportive learning tool for reading comprehension of English texts. These benefits were most evident at the linguistic and metacognitive level. They highly value ChatGPT for helping them understand new vocabulary and complex sentence structures, offering instant feedback, and enabling them to check and monitor their understanding of reading texts. Positive perceptions were also reported in the cognitive and affective dimensions, including identifying specific information and main ideas as well as reducing reading anxiety and increasing confidence.

However, there weren't equally strong perceptions among students in all aspects. Benefits including ChatGPT's ability to help learners make inferences from English reading texts and ChatGPT's capacity to make reading activities engaging were still relatively limited. This suggests that ChatGPT can be beneficial in supporting intermediate-level understanding and comprehension monitoring rather than improving reading process at a higher level and increasing the enjoyment of reading activities.

Regardless of ChatGPT educational beneficial properties, students expressed considerable concerns about its use in reading comprehension. These major concerns ranged from declined reading effort, overreliance on AI, reduced independent reading, weakened critical reading ability, and inaccurate and unreliable AI-generated responses. The findings suggest that students valued ChatGPT's benefits but were aware of potential risks regarding the use of ChatGPT to facilitate reading comprehension activities.

To sum up, the findings demonstrate that ChatGPT can function as a supportive scaffold rather than a replacement for independent and critical reading. Therefore, its pedagogical benefits may rely on how critically and responsibly students use it to process its responses and interpretations.

Based on the findings, several recommendations are made to promote the effective integration of ChatGPT in reading comprehension practice. Firstly, students should be encouraged to use ChatGPT as a supportive tool for learning reading comprehension instead of as a total replacement for independent reading. Before consulting ChatGPT for vocabulary explanation, sentence clarification, text summaries, identification of specific information and main ideas, they need to attempt to comprehend the text independently. Secondly, students need to develop a critical approach to use ChatGPT-provided information. They should compare ChatGPT's explanation as well as summaries with the original reading content, figure out irrelevant or incorrect information, and check key information via reliable sources. Such reading habits can help to reduce their acceptance of ChatGPT-provided information without critical evaluation and increase their chance to actively get engaged in critical reading.

Moreover, teachers should provide students with clear instructions and guidelines on how to use ChatGPT in a strategic and responsible way to leverage its benefits and avoid possible risks. At the institutional level, administrators should organize training courses and workshops on AI literacy to guide students on how to effectively exploit AI for language learning.

4.1.Limitations and future research

The finding interpretations were made in the light of a convenience sample with 89 students from two classes at a university. The majority of participants were at elementary and pre-intermediate English proficiency, and predominantly female. The survey questionnaire aimed to measure students' perceptions rather than the reading performance from actual observations. Thus, the findings should not be interpreted as evidence that ChatGPT can cause improvements in reading comprehension but reduce critical and independent reading. It is suggested that future research could include larger-sized and diverse samples, validated measuring instruments, interviews, and performance-based or longitudinal measurements to investigate how students use AI to support reading comprehension and how their reading practices develop over time.

DECLARATION ON GENERATIVE AI USE

To prepare this manuscript, the author used ChatGPT (OpenAI) to support her with grammar checking, idea organization, refinement of academic language, and formatting. She takes full responsibility for reviewing and verifying the manuscript and holds accountability for its content, accuracy, originality, and interpretations.

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