│Volume 11 │Number 1│May2026│E-ISSN: 2503-4405│P-ISSN: 2580-3441│

Empirical Evidence on the Use of ChatGPT in Developing EFL Students' Reading Comprehension: A Systematic Review

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Abstract

This study presents a systematic review of recent empirical research on the use of ChatGPT in developing EFL students' reading comprehension. The increasing integration of AI tools in language education has raised the need to synthesize evidence regarding their pedagogical effects, particularly in reading instruction.Despite growing scholarly interest in AI-assisted language learning, synthesized evidence specifically addressing ChatGPT's role in EFL reading development remains limited.Accordingly, this review aims to (1) identify the empirical evidence on ChatGPT use for EFL reading comprehension and (2) explore the reported effects of ChatGPT on EFL students' reading comprehension. Using a PRISMA-guided selection process, 12 empirical studies published between 2024 and 2025 were included based on established inclusion criteria. The findings indicate that the available evidence is dominated by experimental and quasi-experimental designs, supported by surveys, interviews, and benchmarking studies. Across the reviewed articles, ChatGPT use is consistently associated with improvements in reading comprehension, as well as gains in reading proficiency and competency, main-idea comprehension, inferencing, critical reading and contextual understanding. The review also highlights the role of ChatGPT in facilitating reading comprehension through instructional support such as text simplification and summarization. Despite these findings, the review is limited by the small number of included studies, the limited methodological diversity, and variations in contextual settings and outcome measures. Future research is recommended to apply standardized reading assessments, longer interventions, and broader participant populations to strengthen generalizable evidence for EFL reading pedagogy.

Keywords:*artificial intelligence; ChatGPT; EFL reading; empirical evidence; systematic review*

INTRODUCTION

Reading comprehension is a fundamental component of language learning, particularly in EFL contexts, because it supports language development and academic achievement (Davaribina et al., 2025). Many EFL learners, however, struggle with limited vocabulary, complex sentence structures, and inferencing, which can reduce comprehension and engagement. Strategic reading instruction is therefore important, as reading strategies help learners improve engagement, comprehension, and retention while processing texts more effectively (Campbell, 2025).

The rapid development of Artificial Intelligence (AI), especially generative systems such as ChatGPT, has introduced new possibilities for improving language learning practices through interactive support and personalized scaffolding. ChatGPT can provide immediate explanations, paraphrasing, guided questioning, and feedback that may assist learners in navigating reading texts more effectively. This aligns with broader views that AI-driven technologies can enhance learning through natural language interaction and personalized support (Niemi et al., 2023).

Recent empirical research (2024–2025) shows growing interest in integrating ChatGPT into EFL instruction, including reading-related outcomes. Experimental and classroom-based studies report that ChatGPT can improve reading proficiency and comprehension, particularly when used in structured interventions (Ali et al., 2025). These findings suggest interactive AI tools may support comprehension through clarification, elaboration, and guided explanation, highlighting the pedagogical value of AI-based dialogue systems in language learning (Danesi, 2024).

To contextualize ChatGPT's pedagogical role more broadly, other AI-supported approaches have also been explored to enhance EFL reading. For instance, AI-based text simplification has been used to make authentic texts more accessible and reduce reading burden. An empirical intervention in a Turkish EFL setting examines whether AI-based simplification of authentic blog texts enhances reading comprehension and inferencing skills, and reduces reading anxiety, suggesting that AI supports both cognitive and affective dimensions of reading (Çelik et al., 2024).

Moreover, research evidence suggests that AI may support higher-order literacy development, not merely literal comprehension. In EFL classroom contexts, AI-supported learning can encourage learners to move from passive response toward active inquiry, promoting critical thinking behaviours such as generating questions, identifying authorial perspectives, and developing argument-based responses (Thongsana & Anderson, 2025).

Recent systematic literature reviews have examined the application of ChatGPT in ESL/EFL education from different perspectives. For example, Lo et al. (2024) provide a comprehensive synthesis of empirical studies by mapping application domains, research methods, and research issues, but their findings indicate that research is largely concentrated on writing, with relatively limited attention to reading. Similarly, Balcı (2024) offers a general overview of the advantages and drawbacks of ChatGPT across language skills, without specifically analyzing reading-focused outcomes.

In addition, recent reviews focusing on reading, such as Syafruddin et al. (2025), emphasize trends, challenges, and ethical considerations rather than systematically examining empirical effectiveness or measurable learning outcomes. As a result, existing reviews have not explicitly analyzed how empirical evidence on ChatGPT in EFL reading is structured, nor how its effects on specific reading comprehension are consistently reported. This indicates a lack of focused synthesis that connects types of empirical evidence with specific and clearly defined reading comprehension outcomes. Consequently, the pedagogical implications of ChatGPT use for EFL reading development remain undercharacterised in the literature, warranting a dedicated systematic review.

This study adopts the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) framework to ensure a transparent and systematic review process, conducting a PRISMA 2020–based systematic literature review of empirical and experimental studies published between 2024 and 2025. It synthesizes evidence on the effectiveness of ChatGPT in improving EFL students' reading skills, with reading comprehension as the main learning outcome, particularly in EFL contexts such as the Netherlands, Iran, Turkey, South Korea, Pakistan, Indonesia, Uzbekistan, and Saudi Arabia. The systematic review addresses the following research questions:

(1) What types of empirical evidence (experimental and non-experimental) have been reported on the use of ChatGPT in developing EFL students' reading comprehension?

(2) What significant effects of ChatGPT use have been reported in developing EFL students' reading comprehension?

METHOD

This study employed a systematic review design guided by the PRISMA 2020 framework (Page et al., 2021) to synthesize empirical evidence on ChatGPT use in EFL reading development. The PRISMA framework provides a transparent, rigorous, and replicable process for identifying, screening, and synthesizing relevant empirical studies. The analysis focuses on reading comprehension as the primary outcome, including related subskills such as main-idea understanding, inferencing, critical reading, and contextual understanding. This approach was adopted to ensure methodological transparency and systematic evidence synthesis across the selected studies.

The data for this review were sourced from two academic databases: Scopus and Google Scholar. The targeted documents were peer-reviewed journal articles reporting on the use of ChatGPT in EFL reading instruction and related learning outcomes. A comprehensive literature search was conducted on 5 January 2026 using predefined search strings to identify relevant empirical studies aligned with the objectives of the review.

To retrieve the articles, specific search strings were used. In Scopus, the search string was: *TITLE-ABS-KEY ((“artificial intelligence” OR AI OR ChatGPT) AND (“reading comprehension” OR reading) AND (English OR EFL OR “English as a Foreign Language”))*. In Google Scholar, the search string was: *(“artificial intelligence” OR AI OR ChatGPT) AND (“reading comprehension” OR reading) AND (English OR EFL OR “English as a Foreign Language”)*. Searches were limited to peer-reviewed journal articles published between 2024 and 2025.

The review used clear inclusion rules to ensure relevant studies were selected. The included articles had to be peer-reviewed journal papers, written in English, published within 2024-2025, and indexed in academic databases. Each study also had to examine the use of ChatGPT (or ChatGPT-based learning activities) in EFL settings and report empirical research results related to reading skills.

Studies were excluded if they were not peer-reviewed sources (e.g., dissertations, book chapters, or conference reports), or if they were of a conceptual or theoretical nature. Articles were also excluded if they did not isolate ChatGPT as the primary instructional tool, if they did not specifically focus on reading-related outcomes, or if full-text versions were unavailable.

Data extraction was conducted systematically using a structured review matrix. The extracted information included authors, publication year, country, research design, participants, instructional context, ChatGPT-related intervention, instruments, and reported reading comprehension outcomes. The studies were then coded and categorized according to the type of empirical evidence and the specific reading-related outcomes reported across the selected articles.

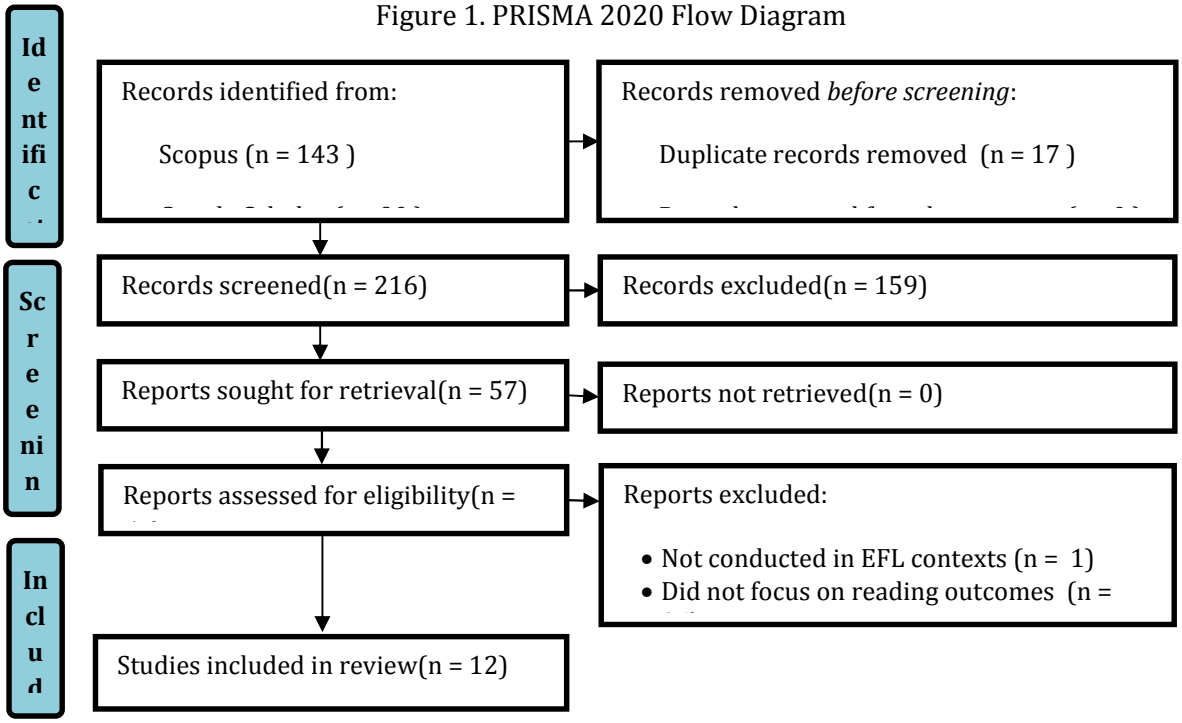
To ensure methodological rigor, the included studies were evaluated based on the clarity of research objectives, appropriateness of research design, description of participants and intervention procedures, and alignment between data collection methods and reported findings. This assessment was conducted to ensure that the selected studies provided sufficient empirical evidence relevant to the focus of the review.

The study selection process followed the PRISMA stages to ensure systematic and transparent screening. First, all records from Scopus and Google Scholar were collected and exported for review. Next, titles and abstracts were screened to remove unrelated studies. To

minimize selection bias, all screening decisions were made based on the pre-established inclusion and exclusion criteria. Title and abstract screening, followed by full-text assessment, was conducted systematically to ensure consistency in study selection. Studies with incomplete methodological descriptions, unclear reporting of ChatGPT use, or insufficient information related to reading outcomes were carefully re-evaluated during the eligibility stage before final inclusion in the review.

A total of 233 records were identified through database searching, including 143 articles from Scopus and 90 articles from Google Scholar. After removing 17 duplicate records, 216 records remained for title and abstract screening. During this stage, 159 records were excluded because they did not meet the inclusion criteria, leaving 57 articles for full-text assessment. In the eligibility stage, 45 full-text articles were excluded because they were not conducted in EFL contexts (1), did not focus on reading outcomes (26), or were not ChatGPT-specific (18). Finally, 12 studies met all criteria and were included in the qualitative synthesis. The study selection process is summarised in Figure 1.

Figure 1. PRISMA 2020 Flow Diagram



RESULTS AND DISCUSSION

The PRISMA 2020 selection process yielded 12 eligible studies, all published between 2024 and 2025, predominantly employing experimental, quasi-experimental, and mixed-methods designs. These studies collectively addressed two analytical dimensions examined in this review: the types of empirical evidence reported and the effects of ChatGPT on EFL students' reading comprehension. Across the reviewed studies, ChatGPT-supported learning was consistently associated with improvements in reading comprehension and related subskills, including inferencing, contextual understanding, vocabulary development, and critical reading performance in various EFL instructional settings.

The findings may also be interpreted through the lens of Sociocultural Theory, particularly the concept of scaffolding in language learning. In many of the reviewed studies, ChatGPT functioned as an interactive support tool that facilitated reading

activities through guided explanation, feedback, paraphrasing, and contextual clarification. These forms of AI-assisted interaction appear to support learners' meaning-making processes and reduce comprehension difficulties during text engagement. Collectively, the studies demonstrate how ChatGPT-mediated learning activities contribute to EFL reading development across different instructional contexts. Table 1 presents the summary of the included studies.

Table 1.Summary of the Twelve Studies Included in the Systematic Review.

No.	Author	Year	Methodology	AI Tool and Learning Focus
1	Ali et al.	2025	Mixed-methods	ChatGPT – reading comprehension (main ideas, vocabulary, summarization)
2	Davaribina et al.	2025	Quasi-experimental	ChatGPT-4 – reading comprehension (TOEFL, vocabulary, feedback)
3	Erkinovna	2025	Mixed-methods	ChatGPT + AI tools – reading comprehension (contextual understanding, vocabulary)
4	Fadillah et al.	2025	Quasi-experimental	ChatGPT – contextual comprehension and vocabulary activation
5	Kim	2024	Mixed-methods	ChatGPT – main-idea comprehension and top-down processing
6	Thongsana & Anderson	2025	Mixed-methods	ChatGPT – reading comprehension (main ideas, critical interpretation, bias recognition)
7	Winter	2024	Experimental	ChatGPT (GPT-3.5, GPT-4) – reading comprehension (exam performance)
8	Yousefi & Laskar	2024	Experimental	ChatGPT – reading comprehension
9	Çelik et al.	2024	Experimental	ChatGPT-3.5 – reading comprehension and inferencing
10	Abdelhalim & Alsehibany	2025	Quasi-experimental	ChatGPT – vocabulary learning (supporting reading development)
11	Ahmed et al.	2025	Mixed-methods	ChatGPT – perceived reading comprehension improvement
12	Alfaleh et al.	2025	Quantitative	ChatGPT – students' motivation and engagement

The table summarizes 12 studies examining the use of ChatGPT and related AI tools in EFL learning, with a primary focus on reading-related outcomes. The studies were published between 2024 (4 studies) and 2025 (8 studies), indicating a recent and rapidly developing research area. Reading comprehension is the dominant focus, addressed in at least 8 of the 12 studies, while others examine related subskills such as main-idea identification (Kim, 2024), inferencing (Çelik et al., 2024), and critical reading (Thongsana & Anderson, 2025), reflecting varied dimensions of reading development.This pattern reflects the central role of reading comprehension as the primary indicator of reading success in EFL research, consistent with prior studies on technology-assisted language learning.

Across the studies, reading comprehension emerges as the central outcome, particularly in experimental and quasi-experimental designs (e.g., Ali et al., 2025; Davaribina et al., 2025; Yousefi & Laskar, 2024). Three studies focus on specific subskills, including main-idea comprehension (Kim, 2024), inferencing (Çelik et al., 2024), and critical reading involving bias recognition and counterargument development (Thongsana & Anderson, 2025). In contrast, two studies examine indirect outcomes, namely vocabulary learning (Abdelhalim & Alsehibany, 2025) and learner

motivation and engagement (Alfaleh et al., 2025), indicating broader support functions beyond direct reading performance.

In terms of AI tools, all 12 studies employ ChatGPT as a core component in supporting EFL learning. Ten studies use ChatGPT as the primary instructional tool to facilitate students' reading development, including comprehension, vocabulary support, and higher-order reading skills (e.g., Ali et al., 2025; Davaribina et al., 2025). One study integrates ChatGPT with additional AI tools, such as ELSA Speak, Readwise, and Grammarly (Erkinovna, 2025), representing a multi-tool learning approach. Another study (Winter, 2024) adopts a benchmarking approach by evaluating ChatGPT's performance in reading comprehension tasks. Despite these variations, all studies involve ChatGPT in reading-related processes.

The methodological approaches show a clear distribution across designs. Mixed-methods approaches are used in 4 studies (Ali et al., 2025; Erkinovna, 2025; Kim, 2024; Thongsana & Anderson, 2025), while 3 studies employ quasi-experimental designs (Davaribina et al., 2025; Fadillah et al., 2025; Abdelhalim & Alsehibany, 2025). Experimental designs are also used in 4 studies (Winter, 2024; Yousefi & Laskar, 2024; Çelik et al., 2024; plus one benchmarking study), and only 1 study applies a purely quantitative design (Alfaleh et al., 2025). This distribution highlights a strong emphasis on empirical validation.

The reported outcomes demonstrate both direct and indirect effects of ChatGPT on reading development. Direct improvements in reading comprehension are reported in at least 8 studies (e.g., Ali et al., 2025; Davaribina et al., 2025; Yousefi & Laskar, 2024), while subskill improvements include main-idea identification (Kim, 2024) and inferencing (Çelik et al., 2024). Indirect effects are observed in vocabulary development (Abdelhalim & Alsehibany, 2025) and contextual understanding (Fadillah et al., 2025). Additionally, one study reports perceived rather than measured improvement (Ahmed et al., 2025), indicating variation in outcome measurement approaches.

Overall, the table indicates that ChatGPT is applied in multiple ways to support EFL reading across diverse contexts and methodological designs. While the majority of studies provide empirical evidence of improvements in reading comprehension and related subskills, a smaller number focus on supporting variables such as vocabulary and motivation. This variation suggests the need to distinguish between types of evidence and outcome categories. Therefore, to provide a more systematic understanding, the findings are further analyzed based on (1) the types of empirical evidence reported and (2) the effects of ChatGPT on EFL students' reading comprehension.

Empirical Evidence on the Use ChatGPT in EFL Students' Reading Comprehension.

In line with the focus of this review, thisstudy summaries the empirical evidence reported on ChatGPT use in developing EFL students' reading comprehension. The evidence is categorized into experimental evidence (based on intervention results and statistical outcomes) and non-experimental evidence (based on perceptions, interviews, surveys, and benchmarking results). Table 2 presents the distribution and description of this evidence across the included studies.

Table 2.Empirical Evidence of ChatGPT in Developing EFL Students' Reading Comprehension

Author	**Year**	**Empirical evidence**	
		Experimental Evidence	**Non-Experimental Evidence**
Ali et al.	2025	Experimental group post-test much	Interviews show students felt

		higher than control (t=-25.81, p=.005).	ChatGPT improved comprehension, focus, and learning satisfaction.
Davaribina et al.	2025	Shows ChatGPT group higher post-test reading comprehension (F=10.126, p=.002).	-
Erkinovna	2025	Integrated program improved reading accuracy (+17.3%) and comprehension (+25%) after training.	100% learners agreed AI improved comprehension; 96.6% received customized reading advice.
Fadillah et al.	2025	Experimental evidence**:** Post-test gains in contextual comprehension (40.3%→76.1%); experimental > control (p<.01).	Non-experimental evidence: Questionnaire feedback: students felt more confident and engaged using ChatGPT pre-learning prompts.
Kim	2024	Experimental group improved FMI scores (1.95→3.15); significant group effect (p<.001).	-
Thongsana & Anderson	2025	Pre/post tests improved main ideas (p=.014), bias/tone (p=.009), counterarguments (p=.026).	-
Winter	2024	ChatGPT outperformed average students on English comprehension exams (GPT-4 mean grade=8.3)	-
Yousefi & Laskar	2024	Experimental group posttest higher; t-test significant (t=21.39, p=.00), effect size d=5.33.	-
Çelik et al.	2024	Significant reading comprehension improvement after ChatGPT-simplified text (Wilcoxon Z=-8.142, p<.001).	-
Abdelhalim & Alsehibany	2025	significantly outperformed CG in productive vocabulary and overall scores (p=.008; p=.010).	-
Ahmed et al.	2025	-	Survey/interview: students perceive ChatGPT improves English reading comprehension (M=4.60).
Alfaleh et al.	2025	-	ChatGPT use correlated with motivation (r=.623);

The table presents empirical evidence on the use of ChatGPT in developing EFL students' reading comprehension, organized into two categories: experimental evidence and non-experimental evidence. Experimental studies consistently report statistically significant improvements in EFL students' reading comprehension through pre/post-test outcomes and group comparisons. Ali et al. (2025) report that the experimental group post-test scores are significantly higher than those of the control group (t = −25.81, p = .005). Similarly, Davaribina et al. (2025) find that the ChatGPT group achieves higher post-test reading comprehension scores (F = 10.126, p = .002). Erkinovna (2025) also report measurable gains in reading accuracy and comprehension following AI-assisted instructional intervention. Collectively, these findings

indicate that AI-assisted instruction may enhance reading comprehension through structured feedback and interactive learning support.

Experimental studies consistently demonstrate statistically significant improvements in reading comprehension among EFL learners who used ChatGPT, as evidenced by pre/post comparisons and group difference tests across multiple contexts (Ali et al., 2025; Davaribina et al., 2025; Erkinovna, 2025). The reported findings indicate gains in reading comprehension, reading accuracy, vocabulary development, and contextual understanding following AI-assisted instructional interventions. Some studies also report notably large effect sizes. For instance, Yousefi and Laskar (2024) report Cohen's d = 5.33, suggesting strong practical significance, although the relatively small sample sizes across several studies warrant cautious interpretation.

The table also documents experimental evidence reported through percentage gains in reading performance. Erkinovna (2025) found that the integrated program improved reading accuracy by +17.3% and reading comprehension by +25% after training. Fadillah et al. (2025) reported post-test gains in contextual comprehension from 40.3% to 76.1%, with the experimental group performing higher than the control group ($p < .01$). These findings represent measurable reading development outcomes.

This study includes evidence related to specific reading components such as main-idea comprehension, critical reading, and argument evaluation. Kim (2024) reported the experimental group improved FMI scores from 1.95 to 3.15, with a significant group effect ($p < .001$). Thongsana and Anderson (2025) reported significant improvements in pre/post tests for main ideas ($p = .014$), bias/tone ($p = .009$), and counterarguments ($p = .026$). These results reflect reading outcomes beyond general comprehension measurement. This suggests that ChatGPT contributes not only to basic comprehension but also to higher-order cognitive processes involved in reading, such as interpretation and evaluation.

In non-experimental evidence, Table 2 reports student perceptions of ChatGPT-supported reading activities. Ali et al. (2025) reported interview results in which students felt ChatGPT improved comprehension, focus, and learning satisfaction. Erkinovna (2025) reported that 100% of learners agreed AI improved comprehension and 96.6% reported receiving customized reading advice. Fadillah et al. (2025) reported questionnaire feedback indicating confidence and engagement improvements. However, these findings are based on learners' perceptions rather than direct performance measures, indicating a difference in evidence strength compared to experimental results.

Furthermore, benchmarking and perception-based studies provide additional evidence related to reading comprehension. Winter (2024) reported that ChatGPT matched or outperformed Dutch students on English reading comprehension exams. Ahmed et al. (2025) reported survey/interview findings that students perceived ChatGPT improved English reading comprehension ($M = 4.60$). Alfaleh, M., Albasis, H. H., & Mohamed, A. M. (2025) reported questionnaire perceptions only, with no empirical reading improvement data.

Overall, the table 2 shows that empirical evidence on ChatGPT use in developing EFL students' reading comprehension is reported through both experimental and non-experimental findings. Experimental evidence includes statistically significant group differences, pre/post improvements, and measurable gains in reading accuracy, comprehension, contextual understanding, main-idea performance, and critical reading indicators. Non-experimental evidence includes interview and questionnaire responses, survey perceptions, and benchmarking outcomes, reporting students' views on comprehension support and engagement,

as well as ChatGPT performance on reading comprehension exams. This distinction highlights the importance of interpreting ChatGPT effectiveness based on the type of evidence reported, with experimental findings providing stronger validation.

***Effects of ChatGPT use on EFL Students' Reading** comprehension.*

Further analysis of the data shows that the dominant reported effect of ChatGPT use in EFL contexts is improvement in learners' reading comprehension. Ali et al. (2025) state that ChatGPT significantly enhances learners' reading comprehension skills among Saudi EFL learners. Similarly, Davaribina et al. (2025) report that ChatGPT-assisted instruction significantly improved reading comprehension for Iranian pre-intermediate learners. Overall, these statements consistently highlight reading comprehension gains as a central effect. This aligns with broader findings in AI-assisted language learning, which emphasize the role of interactive and adaptive tools in supporting reading comprehension. Beyond general comprehension improvement, the evidence also reports that AI and ChatGPT-supported instruction improves broader reading competence. Erkinovna (2025) explicitly notes that AI-assisted education significantly increased the reading competency of adult Uzbek EFL learners. This statement indicates that the reported effects are not limited to a single reading indicator, but also include overall competency development. In this sense, the evidence base in the table presents reading growth as both skill-based and competency-based, depending on the study's focus and measurement targets.

The findings further show that ChatGPT may support comprehension through improvements in contextual understanding. Fadillah et al. (2025) report that ChatGPT-assisted learning significantly enhances students' context understanding. This outcome describes reading improvement in relation to interpreting meaning within context rather than only answering comprehension questions. Therefore, the reported effect of ChatGPT use also includes facilitating learners' ability to process and understand contextual information, which is an essential component of reading comprehension and text interpretation in EFL learning.

In addition, the studies indicate that ChatGPT-assisted instruction influences specific reading subskills, especially identifying main ideas. Kim (2024) states that ChatGPT-assisted instruction positively impacts the identification of main ideas in reading comprehension among Korean EFL high school students. This reported effect reflects improvement in a key comprehension process, since identifying main ideas is closely connected to understanding text structure and extracting central meaning. Thus, the table provides evidence that ChatGPT use is linked not only to general reading comprehension outcomes but also to improvements in particular comprehension subskills.

Higher-order reading outcomes are also included in the reported effects. Thongsana and Anderson (2025) state that AI tools support critical reading skills among university EFL students. This indicates an effect beyond literal comprehension, highlighting reading as an active meaning-making process that includes evaluating and interpreting text information. In the same direction, Çelik et al. (2024) report that ChatGPT simplification positively influences reading comprehension and inferencing, connecting AI support to both understanding and reasoning during reading.

Finally, the data also include effects reported through reading-related academic tasks and learner-perceived skill development. Winter (2024) describes ChatGPT's role in "speeding up information delivery via summarization of texts," indicating a reading-support function in comprehension-related exam materials. In addition, Ahmed et al. (2025) report that ChatGPT

helps learners develop their reading skills in a short time period. Taken together, these statements extend the effects to summarization support and learner-perceived reading improvement. Overall, these findings suggest that ChatGPT functions as both a comprehension support tool and a facilitator of higher-order reading processes, although variations in evidence types indicate the need for cautious interpretation.

CONCLUSION

This systematic review synthesized 12 empirical studies (2024–2025) examining the use of ChatGPT in developing EFL students' reading comprehension. The review shows that evidence is mainly based on experimental and quasi-experimental studies, complemented by non-experimental evidence such as interviews, questionnaires, surveys, and benchmarking. Across studies, ChatGPT was investigated in relation to several reading dimensions, including comprehension, proficiency, contextual understanding, main-idea comprehension, inferencing, and critical reading.

The findings indicate that ChatGPT use is consistently associated with positive effects on reading comprehension and related subskills, including main-idea comprehension, inferencing, critical reading, and contextual understanding. Several studies also report reading support through text simplification, summarization, guided explanation, and interactive feedback, which may facilitate learners' comprehension and information processing in EFL contexts.

This review is limited by the small number of included studies, the narrow publication period, and variations in research methods, settings, and outcome measures, which require careful generalization. Nevertheless, the review contributes by consolidating recent empirical findings and clarifying how ChatGPT is applied for EFL reading development. Future research should adopt more standardized reading assessments, use longer interventions, involve broader participant groups, and examine additional issues such as sustained reading development and classroom implementation challenges.

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