

**EFL TEACHERS' PERSPECTIVE ON USING CHATGPT TO  
TEACH READING: A SYSTEMATIC REVIEW**

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**ABSTRACT**

Nowadays, digital tools are increasingly helping English teachers to support classroom learning, especially when reading or text is difficult to understand. Of the many AI, ChatGPT is the most widely used by students to help them understand reading more easily. This study will explore what EFL teachers think about using ChatGPT to teach reading. To achieve this, this study used a systematic review by collecting and analyzing fifteen journal articles and proceedings relevant to the topic. The review analysis results showed that ChatGPT has some benefits for the reading task, such as making reading more interesting, helping students understand difficult texts, and giving flexible feedback to support their learning. The study also found some challenges when teachers used ChatGPT to teach reading. Some teachers worry that students could become too dependent on ChatGPT, which might weaken their independent reading and critical thinking skills. They are also concerned that some information from AI may not be accurate, and not all teachers feel confident or fully prepared to use ChatGPT in class. The study aims to help teachers, researchers, and schools better understand how to use ChatGPT and make the most of its potential for teaching EFL reading skills.

**Keywords:** ChatGPT, EFL, reading, teaching

**INTRODUCTION**

Nowadays, technology plays a significant and crucial role in language education. One widely used technology is Artificial Intelligence (AI). AI significantly helps students generate ideas quickly, motivates them, and makes learning more engaging and creative (Albadarin et al., 2024). In many classrooms, students and teachers use AI for tasks like reading, writing, and practicing language skills. Bhullar, (2024) stated that, in classrooms, teachers and students often use AI for writing and reading assignments, as well as to practice language skills such as vocabulary and pronunciation. ChatGPT is truly useful in assisting them in teaching and learning English as a Foreign Language (EFL), especially in reading. For example, ChatGPT can help students develop their reading skills, such as providing easy-to-understand summaries, providing explanations for difficult reading, and answering difficult questions. ChatGPT can also act as a personal tutor who can help students with assignments, provide assistance, and answer and explain students' questions according to what students need (Baidoo-anu & Ansah, 2023). Everything that ChatGPT can do can make teaching and learning activities fun and students can become more creative and confident because they get something that suits what they need (Baskara & Mukarto, 2023; Chea & Xiao, 2024).

However, many EFL teachers have concerns about using ChatGPT for reading instruction. They worry that students may rely too much on the tool, which could limit their critical thinking and problem-solving skills (Chinonso et al., 2023). There are also

concerns about academic dishonesty, such as students using AI to finish a reading assignment without really understanding the material (Rasul et al., 2023). Some teachers question the accuracy and reliability of AI-generated answers, which could mislead students or give them incorrect information (Fuchs, 2021; Vargas-murillo, 2023). To address the above concerns, it is important to explore teachers' perspectives about the potential benefits and challenges of using ChatGPT to teach EFL reading skills.

Therefore, teachers need to explore the kinds of assignments that are resistant to AI tools or cannot be done by AI tools, such as ChatGPT with that said, the researcher it aims to conduct a systematic review to answer the following research questions:

1. What are the potential benefits of using ChatGPT to teach EFL for reading skills?
2. What are the potential challenges of using ChatGPT to teach EFL reading skills?

The answers to the research question previously mentioned will primarily benefits English teachers by enlightening them with knowledge about how to maximize potential of ChatGPT to teach EFL reading skills and how EFL Teachers get a perspective on using ChatGPT for education, especially in reading assignments.

However, the previous researchers commonly discussed the use of ChatGPT mostly for teaching and learning writing (Fitria, 2023; Khalifa & Albadawy, 2024). Even though, some studies have discussed the use of ChatGPT for teaching reading, they are only limited in a single setting, such as in Indonesia (Baskara & Mukarto, 2023; Rahma, 2024; Riyadini & Triastuti, 2020; Slamet, 2024) or China (Chea & Xiao, 2024; Ho, 2023; Xiao et al., 2023) with that said, answers to the research questions can help researchers on the use of empirical gaps in the literature, by conducting a systematic review study exploring ChatGPT for teaching reading by involving various studies from different countries.

To address this gap, this study conducts a systematic review to explore teachers perspectives on the potential benefits and challenges of using ChatGPT, a large language model developed by OpenAI, in EFL reading instruction. ChatGPT is an AI-based chatbot that can generate human-like responses and has been widely used in education to assist with tasks such as summarizing texts, answering questions, and supporting reading comprehension (Caliskan, 2023; Lo, 2023; Nurhasanah et al., 2024).

This study employs a systematic review approach, which involves identifying, evaluating, and synthesizing findings from existing studies in a structured and transparent manner to understand current knowledge and research gaps (Martinic et al., 2019; Streh & Sofaer, 2012). Systematic reviews are helpful in education and social sciences because they give strong evidence to support decisions in practice and policy (Edoardo Aromataris & Alan Pearson, 2014; Hulland & Houston, 2020).

## **METHOD**

This study aimed to explore how teachers view the use of ChatGPT in teaching reading. To do this, the researcher followed the systematic literature review method described by Ramadhani et al. (2023) and Ali et al. (2024). Fifteen articles (see Table 1), from peer-reviewed, national and international journals were reviewed. The articles were chosen for their relevance, credibility, and contribution to the topic.

To find articles for this review, the researcher searched Google Scholar using keywords such as "AI tools in reading instructions", "Teachers' perspective for teaching reading using AI", "AI for reading in higher education". These keywords were based on

the titles of published journal articles related to the research topic and the study's guiding questions.

**Table 1**  
*The Articles Reviewed in This Study*

<b>Author(s) and year</b>	<b>Article title</b>	<b>Journal</b>	<b>Research goal</b>	<b>Context and participant</b>
Lestari & Usadiati (2021)	The correlation between students' artificial intelligence and their English reading skills achievement	Jurnal of Keilmuan Pendidikan Bahasa dan Sastra Indonesia	To help teachers know the correlation between students' artificial intelligence and their English reading skills	10 Indonesian university teachers.
Ramadhani et al. (2023)	Readability of reading texts as authentic materials issued by ChatGPT: A systemic functional perspective	Indonesian Journal of English Language Teaching and Applied Linguistics (IJELTAL)	To provides implications for the lecturer to carefully select the text used as teaching material issued by ChatGPT by relying on the lexicon-grammatical analysis of the text to help students achieve the comprehension stage.	10 Teachers in UI University.
Nugrahawati (2024)	Enhancing reading comprehension in higher education: exploring the role of artificial intelligence in teaching reading	Journal of Proceeding of Conference on English Language Teaching (CELTl)	To explore of the role of AI in pedagogy and its potential impact on reading instruction in higher education.	Interview and observation in three classes at first semester at 2024 in in English Education Program Study at UIN Raden Mas

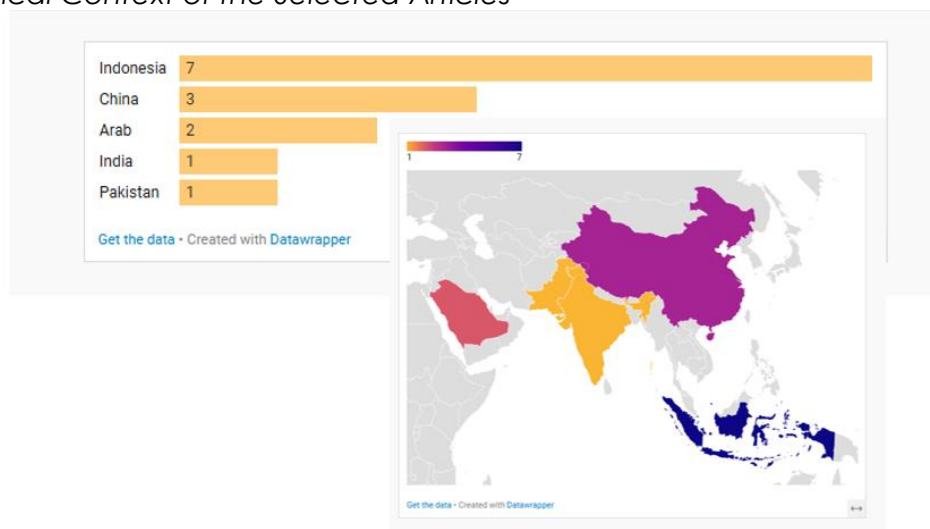
Author(s) and year	Article title	Journal	Research goal	Context and participant
Zhu (2024)	Leveraging artificial intelligence for English reading: Taking ChatGPT as an example	Journals of Arts, Society, and Education Studies	To assist teachers in adjusting the content of reading materials, creating personalized reading materials, and designing comprehension tests using AI	Said Surakarta 15 Chinese EFL teachers in China
Priyohartono et al. (2024)	Teachers perception in using chat GPT technology	Journal Education and Development	The aim of this study is to know the benefits and teachers perceptions of using Chat-GPT Technology toward teaching activities.	3 teachers in the English Education Department Teacher Training and Education Faculty Kadiri Islamic University who are actively involved in teaching activities. Collecting
Daneli, T.W., & Mahyoub, R.A.M. (2024)	Exploring EFL learners' perspectives on using AI tools and their impacts in reading instruction: An exploratory study	Arab World English Journal	To help EFL teachers perceptions of using AI tools in their EFL reading classes and explore how those tools could impact their learning	11 teachers in the English Language program, Department of Languages and Translation at Taibah University's Al-Ula Campus in Saudi Arabia
Chea & Xiao (2024)	Artificial intelligence in	Journal of General	To learning among	24 students in Dali University,

Author(s) and year	Article title	Journal	Research goal	Context and participant
	higher education : The power and damage of AI-assisted tools on academic english reading skills	Education and Humanities	university students regarding how AI tools complement students' assessments.	Yunnan, China Article
Rahma (2024)	Teaching reading in digital era: Exploring Indonesian in-service teachers' perceptions and challenges	Journal of Contemporary Educational technology	To improve the quality of reading comprehension in a digital environment.	244 Indonesian English as a foreign language (EFL) teachers at Borneo Tarakan University before
Mutammimah et al. (2024)	Understanding teachers' perspective toward ChatGPT acceptance in english language teaching	International Journal of Technology in Education	To comparable regions in understanding and adopting ChatGPT in English language teaching.	This research involved a total of 114 teacher participants in Indonesia.
Yen (2024)	Unraveling the Potential of ChatGPT: Investigating the Efficacy of Reading Text Adaptation	Proceedings of Asia CALL International Conference	To gain further insight into how university faculty are using ChatGPT for teaching and learning purposes.	20 university teachers from a private university in Pakistan.
Ahmed & El (2025)	Exploring the impact of ChatGPT on EFL reading practices: Opportunities and challenges	Journal of English Language Teaching	To explore how language teachers evaluate the pedagogical effectiveness of ChatGPT, considering factors such as learner engagement,	10 language teachers from elementary to higher education levels.

Author(s) and year	Article title	Journal	Research goal	Context and participant
Al-Otaibi & Al-Homidhi (2025)	Teaching program based on ( ChatGPT ) and its effectiveness in developing reading comprehension skills for English language students at university	International Journal of Language and Literary Studies	language proficiency, and the alignment of ChatGPT-generated content with learning objectives. To propose conducting training courses for faculty members and students on how to use ChatGPT and organizing workshops to raise awareness among faculty members about the importance of applying ChatGPT in teaching English language courses. Additionally, To help teachers generated AI for assignment.	(60) female students divided into two groups: a control group consisting of (30) students and an experimental group consisting of (30) students.
Hidayati & Triastuti (2025)	A systematic literature review: The trends and challenges of AI (Chat GPT) for reading skills in ELT/L using the HHH Framework	Journal of Integrated English Language Teaching (IJELT)		5 teachers in higher education

**Figure 1**

*The Geographical Context of the Selected Articles*



Note. The Figure was generated by Datawrapper (<https://www.datawrapper.de/>)

These articles in Table 1 were selected based on the following criteria: First, the selected articles are empirical studies. Second, the selected articles were recently published between 2020 and 2025. Third, the articles were made available in open access. Fourth, the articles are relevant and provide ideas to answer the research question of this study.

**Table 2**

*Inclusion and Exclusion Criteria*

Criteria	Inclusion	Exclusion
Language	English	Non-English
Document	Journal Articles and Proceedings	Non-journal articles
Article Types	Peer-reviewed articles	Non-peer-reviewed articles
Content	Discussing Teachers' perspectives on using ChatGPT in teaching reading	Non-discussing the teacher's perspective on using ChatGPT in teaching reading
Content of the study	EFL context in higher education	Non-EFL context in higher education
Year of publication	2020-2025	Before 2020
Quality	Google Scholar has been cited at least 10 times	Non-Google Scholar has been cited at least 10 times.

The authors used an inductive approach to review the literature, looking for patterns and similarities in the data. They let important themes emerge naturally, without letting their own ideas shape the results (Fereday & Muir-Cohrste 2006; Liu, 2016). They also reviewed all website information several times and used a Google Sheet to code and record details that could help answer the research questions.



Next, they looked at the patterns and similarities in their notes and grouped them as possible strategies for lecturers to make reading assignments less vulnerable to unethical AI use. These strategies focused on the steps of writing, such as planning, drafting, revising, editing, and submitting. In the end, they developed final themes in each group to answer the research questions

## **FINDINGS AND DISCUSSION**

### **FINDING**

This section presents emerged from the literature analysis five themes to answer the research question. The first two themes were related to the first research question: *What are the potential benefits of using ChatGPT to teach EFL for reading skills?* Meanwhile, the other themes were related to the second research question: *What are the potential challenges of using ChatGPT to teach EFL reading skills?* Each theme will be discussed in light of the relevant literature.

#### **What are the potential benefits of using ChatGPT to teach EFL for reading skills?**

##### **Theme 1: ChatGPT Helps Students Enjoy Reading.**

Students have become more interested in reading because of ChatGPT. This tool help students when they face the difficult material, such as summarizing, simplifying difficult texts, and explaining things they have not known before. It makes reading easier and more enjoyable. Teachers in Indonesia said that AI-generated texts can reduce anxiety and make difficult reading easier and more understandable (Hidayati & Triastuti, 2025). This argument is also supported by Ramadhani et al. (2023), who found that ChatGPT can help teachers create questions at a more accessible level for students and make reading more enjoyable. Bhullar (2024) added that because AI technologies make reading seem less difficult and students are more likely to read. Overall, these studies suggest that ChatGPT promotes a more positive attitude toward reading in addition to assisting with comprehension.

##### **Theme 2: ChatGPT Gives Flexible Feedback.**

ChatGPT can helps students provide feedback that significantly aids their learning. Most teachers don't have much time to teach students one-on-one, but ChatGPT can help them anytime. According to Nugrahawati (2024), ChatGPT can provide flexible time that can be used at any time to help students and teachers in their learning and teaching. Similarly, Ahmed and El (2025) and Priyohartono et al, (2024) said, ChatGPT helps teacher make reading assignment more creative and engaging. According to this research, ChatGPT can improve instructions by providing students with more individualized guidance than teachers can

#### **What are the potential challenges of using ChatGPT to teach EFL reading skills**

##### **Theme 3: Teacher Worries About Overuse.**

Despite its advantages, ChatGPT is also not good if used too frequently. Many teachers worry that students will become dependent on ChatGPT for all their assignments. This can cause students lose their critical thinking, honesty, and ability to recognize words because they get answers and summarize quickly and easily (Mutammimah et al., 2024). Additionally, teachers have seen that students who use the tool frequently may avoid deep reading, which could be damaging to their long-term reading abilities (Yen, 2024). Chinonso et al. (2023) said that this kind of dependence is



risky for learning, while Oliveira et al. (2023) mentioned that it makes it more difficult for students to process material independently. These findings emphasize how important it is to help students use ChatGPT in ways that enhance rather than replace their reading development.

#### **Theme 4: ChatGPT Has Problems With Accuracy**

ChatGPT is also not completely reliable. Sometimes, the information and answers provided are inconsistent, unrealistic, and can even create inaccurate information that can distort the actual meaning. This can lead students to misunderstand and prevent them from finding solution (Ramadhani et al., 2023). When students fail to verify AI-generated reading resources in the classroom, teachers should review them (Chea & Xiao, 2024). According to this research, ChatGPT can be useful tool, but teachers must keep a close eye on it because it cannot be completely relied upon for academic accuracy (Ahmed & El, 2025).

#### **Theme 5: Teachers Need Preparation for Using ChatGPT**

Teachers' preparation determines how much ChatGPT helps with reading instruction. While some are willing to use AI in their courses, others lack the confidence or competence to do so. Teachers might not use ChatGPT efficiently if they are not prepared, which could restrict its advantages. Hidayati and Triastuti (2025) discovered that in order to handle the difficulties of applying AI to reading activities, they require more training and professional development. According to Susanto et al. (2024) teachers' confidence and optimistic are crucial for the successful application of AI in the classroom. According to these findings, schools should develop the abilities and information required to use ChatGPT as a beneficial teaching tool.

### **DISCUSSION**

Overall, this study suggests that ChatGPT can improve EFL reading instruction in both positive and negative ways. Many studies have shown that ChatGPT improves students' reading comprehension by making reading activities more enjoyable and understandable for students. ChatGPT helps students do the difficult texts through summaries and explanations, which can reduce anxiety and increase motivation to read (Bhullar, 2024; Hidayati & Triastuti, 2025; Ramadhani et al., 2023). It can encourage students to engage more actively with reading tasks in EFL classrooms.

However, there are challenges to using ChatGPT for reading instruction. Teachers are concerned that students may become overly reliant on ChatGPT, which could reduce critical thinking and deep reading skills (Mutammimah et al., 2024; Yen, 2024). Furthermore, ChatGPT can provide inaccurate or misleading information, which can confuse students if the content is not carefully reviewed (Chea & Xiao, 2024). Therefore, teacher guidance is crucial to prevent the misuse of this tool.

Finally, the success of ChatGPT in English as a Foreign Language reading classrooms depends on teacher preparation and willingness. Some teachers lack the confidence or training to effectively use AI tools, which can limit the benefits of ChatGPT. Teachers' professional attitudes and skills play a critical role in the meaningful integration of ChatGPT into reading instruction (Susanto et al., 2024).

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

This study aimed to systematically review EFL teachers' perspectives on the use of ChatGPT in teaching reading skills. Through the analysis of fifteen selected journal articles, the review revealed that ChatGPT has the potential to provide meaningful contributions to the teaching and learning of reading in EFL contexts. First, the findings showed that ChatGPT helps students enjoy reading. By simplifying texts, giving summaries, and explaining difficult vocabulary, the tool reduces stress when reading complex materials and increases students' motivation to engage with the texts. Second, ChatGPT provides flexible and personalized feedback that allows learners to receive support according to their individual needs. This is especially useful in a large classroom where teachers cannot always give enough attention to each student. These benefits suggest that ChatGPT can play a supportive role in building reading comprehension and encouraging students to develop a more positive attitude towards reading. On the other hand, the study also identified important challenges. Third, teachers expressed concern that students may become too dependent on ChatGPT, which could limit their critical thinking skills and increase the risk of academic dishonesty when completing assignments. Fourth, ChatGPT sometimes provides inaccurate or misleading information that can confuse learners if not carefully monitored by teachers. Lastly, the review highlights the importance of teachers' readiness. Without proper training and confidence, teachers may struggle to apply ChatGPT effectively, which can hinder their ability to maximize its potential in the classroom.

Although this research has achieved the aims, it must be acknowledged that this study has several limitations. First for the researcher some potentially useful studies are published in paid access journals, which made it difficult to read the full texts. This made the researcher focused mostly on open-access sources that matched the inclusion criteria. Another challenge was the limited time process of screening, reading, and analyzing the selected articles. The researcher needed to carefully evaluated each study to ensure it was relevant, credible, provided meaningful insights for answering the research questions. However, as a systematic review, this study was dependent on existing publications, meaning that it could only summarize and analyze what previous researchers had already investigated. It did not include direct classroom observation or teacher interviews, which could have produced more detailed, original data.

### **SUGGESTION**

Based on the limitations of this study, future researchers are encouraged to use more journal sources, both open-access and paid, so they can get a wider and clearer understanding of the topic. Future researcher may also explore how ChatGPT can be combined with other teaching strategies to make reading activities more effective in EFL classrooms. In addition, researchers can examine new and creative classroom designs that use ChatGPT in a more meaningful way for reading instructions. Lastly, future researcher should focus on identifying teacher training programs that can help teachers use ChatGPT confidently and responsibly in reading classes.

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