

**PERCEPTION OF MODERN LANGUAGES' STUDENTS OF LA GRAN COLOMBIA UNIVERSITY
ABOUT THE USE OF AI (CHATGPT) IN THE LEARNING PROCESS OF ENGLISH READING
COMPREHENSION**

Nicoll Camila Sánchez Chaparro

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**Trabajo de Grado presentado como requisito para optar al título de licenciado en lenguas
modernas con énfasis en inglés**

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Licenciatura en Lenguas Modernas con énfasis en Inglés



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Dedicatoria

Este trabajo de grado está dedicado a mis padres, por ser mis guías constantes, mi refugio en los momentos difíciles y mi mayor fuente de inspiración.

Gracias por creer en mí incluso cuando yo dudaba, por sus palabras de aliento, por cada sacrificio silencioso y por enseñarme con el ejemplo el valor del esfuerzo y la perseverancia.

Este logro no es solo mío, es también suyo.

Con todo mi amor y gratitud, les dedico cada paso de este camino universitario.

-Cristian Duque un

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-Nicoll Sánchez

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Content

RESUMEN	9
ABSTRACT	10
INTRODUCTION	11
OBJECTIVES	14
<i>RESEARCH QUESTION</i>	14
<i>GENERAL OBJECTIVE</i>	14
<i>SPECIFIC OBJECTIVES</i>	14
LITERATURE REVIEW	16
THEORETICAL FRAMEWORK	23
<i>Students' Perceptions:</i>	23
<i>Artificial Intelligence (ChatGPT)</i>	24
<i>Reading comprehension skills</i>	28
RESEARCH DESIGN	30
ETHICAL IMPLICATIONS	33
DATA ANALYSIS	34
CATEGORY 1: ACADEMIC ASSISTANCE	35
CATEGORY 2: MISUSE OF THE TOOL	38
CATEGORY 3: READING COMPREHENSION IMPROVEMENT	39
CONCLUSIONS AND RECOMMENDATIONS	43
IMPLICATIONS	45
FURTHER RESEARCH	46
BIBLIOGRAPHY	47
ANNEXES	49

Lista de Figuras

Figura 1 : Survey results, question #5 on ChatGPT's assistance in English reading comprehension

Figura 2: Survey results, question #4 about ChatGPT's benefits in English reading comprehension development.

Figura 3: Survey results, question #12 on ChatGPT's improvement in interpretation of specific texts.

Figura 4: Survey results, question #9 on students' review about what they read in ChatGPT for improving reading comprehension.

RESUMEN

El presente estudio recolecta y analiza la opinión de los estudiantes de Lenguas Modernas de la Universidad La Gran Colombia sobre el uso de la inteligencia artificial (IA), especialmente Chat GPT, para las habilidades de comprensión lectora en inglés. A través del documento se analizan los resultados obtenidos de las herramientas aplicadas durante el proceso de investigación, las cuales son, una encuesta y una entrevista aplicada a los estudiantes de inglés avanzado de Lenguas Modernas. Durante la investigación, se analiza a profundidad, las percepciones que los estudiantes manifiestan sobre Chat GPT y su funcionalidad para "mejorar" las habilidades de comprensión lectora en inglés. Los estudiantes también mencionan que Chat GPT les ayuda a practicar la lectura, ofreciendo ejemplos y respondiendo a sus preguntas de inmediato. Les gusta que esté disponible siempre que necesiten ayuda. Algunos incluso afirman que usar Chat GPT les da más confianza al leer en inglés.

Sin embargo, a algunos estudiantes les preocupa que, si usan Chat GPT demasiado, pueden volverse perezosos y no pensar por sí mismos. Consideran que la IA debe utilizarse como una herramienta de apoyo, más no como un sustituto de su propio aprendizaje.

En conclusión, la mayoría de los estudiantes cree que Chat GPT y otras herramientas de IA similares pueden ser muy útiles en el proceso de aprendizaje del inglés, especialmente para la comprensión lectora. Piensan que puede facilitar el aprendizaje, pero es importante utilizarlo de forma equilibrada.

Palabras Claves: Inteligencia Artificial, Chat GPT, Comprensión Lectora, Percepción Estudiantil

ABSTRACT

This study collects and analyses how Modern Languages students at La Gran Colombia University feel about using artificial intelligence (AI), especially ChatGPT, when learning English reading comprehension. Most students have a positive opinion about using AI. They say that ChatGPT helps them understand texts better and faster. It explains difficult words and ideas in a simple way, which makes reading in English less stressful and more enjoyable.

Students also mention that ChatGPT helps them practice reading by giving examples and answering their questions right away. They like that it is available anytime they need help. Some even said that using ChatGPT makes them feel more confident when reading in English.

However, a few students are worried that if they use ChatGPT too much, they might become lazy and not think for themselves. They believe that AI should be used as a support tool, not as a replacement for their own learning.

In conclusion, most students believe that ChatGPT and similar AI tools can be very useful in the English learning process, especially for reading comprehension. They think it can make learning easier, but it is important to use it in a balanced way.

Key words: Artificial intelligence, Chat GPT, Reading comprehension, Student perception

INTRODUCTION

In recent years, technology has surprisingly become an important tool to implement in education and even more when we talk about virtual or non-presencial education. In addition, the development of educational technologies has been very impactful and widespread. For instance, the implementation of translators, web browsers, platforms for increasing E-learning in the classroom and virtual reality. Taking into account the previous information, the use of Artificial Intelligence (AI) has increased significantly with different purposes in the education field. An example to the previous statement is the use of ChatGPT in the design of academic English texts.

Therefore, this study is focused on collecting students' perspectives about the use of ChatGPT in the development of their reading comprehension skills. The study is focused on different English classes with university students in the 5th semester of modern languages that have knowledge and experience with this type of tool (AI). To begin, a survey (Annex #2) was conducted by the researchers with the purpose of knowing the general perspectives of the advanced English course of Modern Languages of the university La Gran Colombia on the use of ChatGPT. This survey allows researchers to analyze whether students really know the functionality of the tool, its frequency of use and if they have ever used the tool for educational purposes such as accessing material and customized feedback, based on your level of English and your needs in the same language.

Likewise, the interest on the research topic arose from the experience that, as students of the Bachelor program in Teaching English as a foreign language, has been seen in relation to how most students apply or use this type of tool in the different classes or academic activities. It

also aims to understand the effectiveness, acceptance, and potential impact in the student engagement, academic performance, and learning outcomes within advanced level settings. An example of this is that the majority of the classmates tend to rely on using ChatGPT in classes to answer questions that are designed by the teacher and make projects or homeworks. Additionally, these students use the tools in their learning process throughout their career and also observe the behavior that this has had in their learning towards English as a foreign language. Therefore, researchers show interest in this topic due to the fact that their career in modern languages has been significantly impacted with the arrival of new technologies such as AI. Further, the researchers consider the use of ChatGPT has a significant impact in the development of specific receptive language skills like reading comprehension skills as it provides students with different chances to read and analyze multiple texts.

The researchers aim to determine if the students have knowledge about ChatGPT and if they used it constantly in their homework or if they also used it in their English learning process of reading comprehension as a guidance outside of the classroom.

Likewise, this study can be significant and can contribute to the continuous studies about ChatGPT and its implementation in the educational field, more specifically, in ESL contexts, due to the fact that ChatGPT is a relatively recent phenomenon/tool and the studies or content about this AI are new and scarce, the researchers aim to contribute in this wide investigation, by collecting students' perception about the use of this artificial intelligence and the relationship of their process of reading comprehension to understand and know their experiences with the tool and how they interact with it in order to develop their academic performance in English due to ChatGPT can offer different content related to develop english

skills. That's why it is beneficial to conduct this research because it shows the perspective of a specific population as to using ChatGPT in their second language learning process, which may open up more discussions and analysis on how ChatGPT can impact the teaching-learning process in the classroom.

Research has been done on the use of ChatGPT in other contexts and with different English skills (listening, speaking, reading, writing); however, in this study, the researchers stress the importance of studying reading comprehension as a skill that is important to better understand the target language, due to this skill addresses other important aspects. For instance, acquiring new vocabulary and the ability of understanding written discourses in a foreign language. Developing this skill is important since Gutierrez & Planelles (2022) states that reading comprehension involves an advanced process in which the reader actively engages by employing different strategies and prior knowledge to connect with the meanings in the text. This engagement allows the reader to construct a mental representation by generating hypotheses and combining ideas.

OBJECTIVES

The present study aims at analyzing the perceptions and attitudes of university students towards the integration of AI technology, specifically ChatGPT, in their development of English reading comprehension skills. Finally, to approach how much knowledge the students have of this AI, their frequency of use, and the way it is integrated for the learning of reading

comprehension skill, examining students' attitudes, preferences, and experiences regarding the use of AI technologies as educational tools in reading comprehension skill. Hence, the research question that guides this study is:

Research Question

How do university students at La Gran Colombia perceive and experience the use of AI (ChatGPT) in the development of their English reading comprehension skills?

General Objective

To analyze how university students at La Gran Colombia perceive and experience the integration of AI, specifically ChatGPT, in the development of their English reading comprehension skills.

Specific Objectives

1. To explore the role of AI (ChatGPT) in supporting the development of English reading comprehension skills.
2. To identify university students' perceptions, experiences, and attitudes toward using AI for reading comprehension.
3. To examine how students at La Gran Colombia integrate ChatGPT into their reading comprehension practices and learning processes.

LITERATURE REVIEW

In this chapter, some articles and documents that worked as a base to understand the state of the art and importance of the present research are displayed. Also, these studies provide deep insight of IA, more exactly ChatGPT and its use in education, specifically in second language acquisition process and how it can be used in order to develop reading comprehension skills.

Firstly, Pérez-Núñez, A. (2023) establishes that ChatGPT is currently the most powerful generative AI model available for public use. It recently gained significant media attention for its unprecedented capacities to produce human-like text and engage in natural conversations with users (Rudolph, Tan and Tan 2023). The study aims to make a description and outline the uses of ChatGPT in order to support foreign language learning and teaching processes. Generative AI, such as ChatGPT, holds immense promise for language learning due to its ability to simulate conversations and generate text in a natural, human-like manner, however, the author also highlights the limitations of AI at the moment of being implemented and some issues that can arise from using this generative AI in the process of learning-teaching a foreign language. In relation to the research, the study shows a real perception of the effects of implementing ChatGPT in a second language classroom, and the difficulties that can be encountered during the implementation process. During the study it was found that while implementing ChatGPT in an ESL classroom can be significantly beneficial, it also shows that one of the main cons can be the lack of autonomy that some students can present at the moment of homework, due to the fact that they tend to rely on their knowledge on this AI.

Similarly, Creely, E. (2023) establishes that although AI has generated great enthusiasm for its potential in language education, its widespread use may actually hinder second-language learning. In this paper it was examined the transformative possibilities of AI-driven language learning tools, including among a range of possibilities, learning experiences, interactive content, and adaptive feedback, all of which can augment language learning process for the reading and developing the language skills and literacy development, that is one of the most important things to increase the educational process applying the new technologies. This study aims to describe some issues of implementing ChatGPT in the learning process of a second language for example the dependency on technology and the lack of activities that improve critical thinking in students, which provides other perspectives when implementing this tool in an educational context.

According to Kim, S., Shim, J., & Shim, J. (2023), Language learning tools that leverage artificial intelligence (AI) have wide attention for their potential to enhance language acquisition. The study investigates the utilization of OpenAI ChatGPT as a second language learning tool, regarding the different alternative of learning a second language, using ChatGpt to analyze techniques for applying in classes of second language learners, remarking the capacity that the new technologies have to improve new knowledge for the learners. Additionally, different insights are provided on optimizing the integration of ChatGPT into language learning curricula and potential areas for further research. The text examines the impact of ChatGPT, an advanced AI language model developed by OpenAI, on the field of foreign language education. The study also aims to analyze the opportunities and challenges presented by ChatGPT in enhancing language acquisition, promoting communicative competence, and fostering learner

autonomy. Additionally, the paper discusses potential research directions for investigating the pedagogical effectiveness of ChatGPT, its implications for language curriculum design, and the ethical considerations surrounding its use in educational settings.

Additionally, for Hong, W. C. H. (2023), it is necessary to leverage ChatGPT's natural language processing capabilities; the study explores its effectiveness in generating authentic and contextually relevant conversational exchanges suitable for language learning contexts. Through experimental design and user evaluations, the study assesses the quality of ChatGPT-generated reading comprehension and communicative skills in terms of linguistic accuracy, coherence, and engagement for EFL learners. The findings shed light on the viability of employing ChatGPT-powered chatbots as supplemental tools in EFL learning environments, highlighting their potential to enhance conversation fluency and reading skills, the author purpose gives a lot of ideas to improve new knowledge about ChatGPT like a tool for study a second language.

The study made by Shao, K., & Xia, N. (2023) investigates the influence of ChatGPT, an artificial intelligence language model developed by OpenAI, on the learning satisfaction of foreign language learners. Using a mixed-methods approach, the study examines the experiences and perceptions of learners who engaged with ChatGPT for language learning purposes. The data on learning satisfaction levels are collected through surveys, while qualitative insights are obtained through interviews and focus group discussions. The findings reveal the impact of ChatGPT on various aspects of language learning satisfaction, including engagement, perceived usefulness, learning about new technologies, etc, Shao, K., & Xia, N. (2023) provide different ideas according to second language learning, ChatGPT is a tool or a key

for EFL students that want to improve their knowledge, might work on to make better utilizations of chatbots like ChatGPT and other similar NLP toolkits as well get a more insightful understanding the language and the technological websites.

Moreover, Sánchez, O. V. G. (2023) did a study that aimed to collect and analyze the management and perception of higher education students regarding ChatGPT, which contributes to this research because the target population in the study is similar to the population that will be analyzed in the present research. Moreover, the researchers of the study wanted to know the students perception about ChatGPT, the research was accomplished by using a descriptive study with a qualitative approach in order to collect and analyze the data obtained. Something important to analyze is that the study conducted by Sánchez, O.V.G. (2023), is that the population that participated, were students from different careers from the Universidad Autónoma de Sinaloa, which is something different from the present research, taking into account the target population is Modern Languages of La Gran Colombia University. Through the article, the researcher aimed to highlight the importance and the recent rise of the use of AI, specifically ChatGPT, however, during the investigation, the researcher found that most of the students of higher education don't have knowledge about ChatGPT, which means, that not all of the university students often resort to this AI, some of them, use the AI in their academic activities but not in a constant way. Finally, the researcher suggested that there should be more studies and research about the use of ChatGPT in the educational field, since it's a recent tool that has had an impact especially among university students.

Likewise, Ribes-Lafoz, M., & Navarro Colorado, B. (2023) aimed to highlight the importance of implementing ChatGPT in class, specifically university students. The researchers

made a project for students of Spanish as a foreign language from Centro Superior de Idiomas de Alicante 's University, in which they aimed to develop in students, technological competences with the guided use of Chat GPT-3 as well as they aimed to develop language skills (either receptive and productive). The project was called "Español a través del arte" which consists in learning and teaching the language through content. Their objective was to make sure the students interact with the AI, with teacher's supervision in order to increase their linguistic communicative competence. This study was conducted through an implementation method in which there were few activities made by ChatGPT so they were implemented in the classroom in order to see how students interact with the content. The results of the study were mostly positive because the researchers and teachers noticed a significant impact, the students demonstrated a development in reading comprehension and their ability to answer questions made by ChatGPT increased. Although the results were positive, the researchers were aware that working with ChatGPT in classes is still complex because not all students will use this AI in an efficient way (plagiarism). So they concluded that implementing ChatGPT in classes is still possible with teacher's supervision.

On the other hand, Juarez, A. S. M., Rojas, C. N. R., Zavaleta, J. R. S., & Saravia, P. C. C. (2024) examined the relationship between the use of ChatGPT and English language learning among university students. The researchers that conducted the study utilized a descriptive and correlational quantitative research design, the population that was polled were 162 students from a Peruvian university in which the results were that the use of ChatGPT between university students is regular since, although GPT Chat is widely used, its effectiveness may not be fully optimized in the context of English language learning.

For this study, they have great significance, since the reviewer studies cover educational topics that we seek to find in our research, being relevant information such as reading comprehension and learning behavior in the use of AI to learn.

Besides, Xiao, Y., & Zhi, Y. (2023) aimed to investigate students' experiences with ChatGPT and their perceptions of its role in language learning. The study was conducted through a small-scale qualitative study and students' opinions as well, in order to have their perceptions about the use of chatGPT. However, the researchers found a limitation which is the fact that it only collected data from a small number of students shortly after the birth of ChatGPT and it is possible that students' perceptions might be different if they received systematic training or guidance instead of exploring things by themselves. The conclusions of the investigations were that students developed a critical stance towards the role of ChatGPT in English language learning, which has not yet been explicitly addressed in existing literature.

Furthermore, Young, J. C., & Shishido, M. (2023) analyzed the potential use of ChatGPT to provide suitable reading materials for EFL readers. The researchers collected several articles from an online newspaper, which is considered an authentic material, additionally, by using ChatGPT, the researchers re-adapted the articles for EFL students. The results of this analysis were that ChatGPT can produce easier-to-comprehend reading materials based on the given input, however, the researchers highlighted that the study was conducted by a quantitative approach and they suggest that the studies related to AI are recent so necessary to evaluate the acceptance and views of students regarding ChatGPT content

Finally, Xiao, C., Xu, S. X., Zhang, K., Wang, Y., & Xia, L. (2023) recently explored how ChatGPT could possibly assist in student learning. Few studies have applied these techniques to real-world classroom settings involving teachers and students, this research was conducted through a quantitative approach in which the results were that ChatGPT-generated passages receive the lowest readability scores, and also exhibit greater diversity. In conclusion, the researchers attempted to develop an educational system for teachers and English learners in Chinese middle schools that leverages the capabilities of LLMs to generate reading comprehension exercises.

THEORETICAL FRAMEWORK

The theoretical framework aims to explain the different constructs of the theories shown in this research. In this section, the theoretical aspects that support the study are defined from the point of view of different authors who made researches about the concepts of Students' Perceptions, Artificial Intelligence (ChatGPT) and Reading Comprehension.

Students' Perceptions:

Students' perceptions are vital to start learning, this allows us to understand and recognize our environment or context. According to McDonald, 2012; Richards & Schmitt, (2010) "Perceptions are defined as individually distinct experiences, mental and personal constructions, assumptions, and propositions". Additionally, they are closely related to beliefs, views, perspectives, and conceptions (Pajares, 1992). It is important to take into account these

aspects because they are essential at the moment to put the students' perspectives on the focus of their learning processes. Pajares (1992, cited in Mamad, A., & Vigh, T. 2024) mentioned that concerning the student perspective, they refer to learners' conceptions, ideas, and opinions about English learning, teaching, and language itself. In addition, experiences are important in order for them to start creating their personality and exploring new strategies to learn. According to Benson & Lor, (1999) "Learners' beliefs are context-based, shaped by their prior experiences, and identified as either functional or dysfunctional."

Understanding the concept of perception is important for this study because the aim of the researchers is to know what is the perception of advanced English students about the use of ChatGPT in the learning process of reading comprehension skills. The research is focused on collecting students' beliefs and opinions about this AI. These participants bring their ideas and conception about ChatGPT and also if they use this AI in their process of reading comprehension skills in English.

Artificial Intelligence (ChatGPT)

Fetzer (1990) perceives AI (artificial intelligence) as being already in possession of a suitable understanding of the idea of intelligence. What is supposed to be "artificial" about artificial intelligence, no doubt, has to do with its origins and mode of creation arising as a product of human contrivance and ingenuity rather than as a result of natural (especially biological or evolutionary) influence. Things that are *artificially intelligent*, in other words, differ from those that are *naturally intelligent* as artifacts that possess special properties ordinarily

possessed by non-artifacts. So these are things that have a certain property (intelligence) as a result of a certain process (because they were created, designed, or manufactured in this way).

(Fetzer,J.H.) (1990)

With this opinion from the author, the researchers understand that AI is a technological tool that has helped certain needs of people in searches for information. In addition, it has been created to innovate in information, also saying that AI is not something biological, but rather an intelligent system developed to contribute and innovate.

Furthermore, H. Abbass (2021), elaborates two concise definitions of artificial intelligence, in the first one, he states that “artificial intelligence is the automation of cognition”. Arguing that the mere process of automatization and categorization of the information allows the AI to make a cognitive process of the knowledge. As a second definition, Abbass (2021) mentions that Artificial Intelligence is “a social and cognitive phenomena that enables a machine to socially integrate with a society to perform competitive tasks”. The author emphasizes that AI should not be seen as a simple gadget or technology but also as a social and cognitive phenomenon.

Based on the definition given by Abbass, the researchers of this study consider that the AI more specifically ChatGPT is not only a tool that process and save information that other users look for, but also, it's a phenomenon that can change the way that people make simple tasks of get information in an easier way.

According to Kaplan (2016), defining Artificial Intelligence should not be aligned only to the creation of computers and machines capable of behaving as human beings want, and it also states that it's not so easy to define this concept because there is a gap in the belief that

machine intelligence has similarities with human intelligence. However McCarthy, (1955, cited in Kaplan 2016) defines AI as “that of making a machine behave in ways that would be called intelligent if a human were so behaving”.

Since Kaplan mentions that defining Artificial Intelligence is hard and there is not an exact definition, the researchers of this study consider that AI is an universal concept that different authors can define it in different ways because each of them have individual perspectives about it, however, is important to keep them in mind, because those perspectives allows to expand the definition and of course, the studies around the use of Artificial Intelligence for educational purposes.

Besides, Wang (2019) mentions that there is not an exact and accepted definition for AI, and it also states that some studies find a better understanding of the concept after the investigation is done. More than explaining why the concept of AI is difficult to define, Wang also states four criteria that can be useful in working for a definition of AI, while it is not a widely accepted definition, these criteria are important in order to build a new concept that can feed the general definition of this concept.

The researchers of this study find the strategy that Wang outlined useful to build a different concept. It is also important to highlight that the author states that the concept can be better constructed during the research process, which means that the present study can also contribute to the construction of the definition of AI in education.

Furthermore, in the article "What is ChatGPT?" by Md. Sakib (2023) explains that ChatGPT is a language model created by OpenAI designed to have conversations that sound natural human-like. It has been trained on a large amount of text from different sources, which

allows it to understand and respond to various prompts, making it useful for chatbots, virtual assistants, and more. ChatGPT can also complete tasks like answering questions and summarizing information. However, it isn't flawless and can sometimes provide incorrect or inappropriate responses, so users should be mindful of these limitations.

According to The research on what ChatGPT is, the researchers found vital information about the tool and how the students learned about this AI, also how easy it is to use and the knowledge that this tool that expresses almost human ideas provides. Similarly, to Mehta (2023), ChatGPT is described as a powerful text-generating dialogue system. It is a natural language processing model that can generate human-like responses to user inputs. Built on the Generative Pre-trained Transformer (GPT) architecture, ChatGPT is trained using vast amounts of conversational data from the internet. This allows it to perform a wide range of tasks, including translation, answering questions, and text completion. It can also function as a conversational AI for applications like chatbots and virtual agents.

They function as agents based on the utility that students seek to facilitate a certain amount of tasks and collect information that serves them for the development of learning, just like a search tool.

Since the author mentions, the researchers conclude In simple terms, ChatGPT is an advanced AI tool that can generate human-like text responses. It uses a lot of data from the internet to understand and create text. The tool can act as a supportive resource, helping students engage more deeply with reading material and practice critical thinking skills and the reading comprehension.

Reading comprehension skills

Butterfuss, R., Kim, J., & Kendeou, P. (2020) states that reading comprehension needs the process of coherent mental representation of information in a written text, the authors also states the importance of the three factors at the moment of reading which are, the reader, the text and the activity itself inside of a sociocultural context. Reading comprehension also involves the process of activation of prior knowledge. According to Kintsch (1988), reading comprehension is a central process of conceptualization that involves construction of mental representations of a text.

For this study, the researchers find important to define reading comprehension, and the definition given by the authors address different aspects, making the reading comprehension not a simple process of reading, but also involves mental processes such as interpretation and use of previous knowledge as well as sociocultural contexts that can influence the process of reading and understanding a written text.

Furthermore, Moore (2014), mentions that comprehension is a complex process and it requires multiple skills and previous knowledge (stored memory) and it's a process that has several barriers that should be overcome to improve. Recognizing weaknesses in different cognitive skills is one of the steps to how the process of reading comprehension is important to understand different kinds of texts or discourses.

Although the author mentions only the concept of comprehension, the researchers understand the importance of defining this concept itself as a process that involves different factors since reading is not an isolated process, but instead it is a complex process which includes work with previous knowledge in order to understand texts. For this research, it is

important to recognize and define the concept of comprehension due to the fact that the participants of this study will provide their perception about how they can use ChatGPT in the process of reading comprehension.

Furthermore, "Reading comprehension is important for broader learning, success in education, and employment, it's even important for our social lives" (Oakhill, J., Cain, K., & Elbro, C. 2014). The authors also highlight that reading comprehension is a complex task because it is not only understanding a text and depends on different factors, for example decodification, mental representation of words and comprehension of individual words.

Based on what the authors defined as reading comprehension, the researchers understand the importance of this process for the development of knowledge in students due to reading comprehension is not just a process within the classroom but is a process that is used in daily lives. Understanding the concept of reading comprehension is essential due to the fact that it is important how this process of understanding a text can be related to the AI, more specifically ChatGPT.

According to Lika (2017), reading comprehension strategies are specific techniques that guide students to be aware of their understanding as they read and to improve it when needed, these strategies include activating background knowledge to connect new information with what they already know, making predictions about the text, monitoring comprehension to recognize when they do not understand something, making inferences to understand different meanings, generating and asking questions while reading, and summarizing to grasp the main ideas. Lika (2017) emphasizes that using these strategies effectively requires teaching students how to apply them appropriately and adaptively in various reading contexts.

Based on the author, the researchers emphasize in specific information that research search on reading comprehension strategies emphasizes the importance of teaching approaches that enable readers to understand and interpret texts effectively. Studies often highlight methods such as predicting, questioning, clarifying, and summarizing, which have been proven to enhance comprehension skills.

According to Moore (2012), reading comprehension strategies are techniques that readers use actively to make sense of texts. These strategies involve purposeful and selective thinking processes, helping readers understand, interpret, and retain information from what they read. Proficient readers use these methods to maintain comprehension, address confusion, and engage deeply with the text, adjusting their approach based on the reading material and their goals.

Researchers agree, according to the author, when students are explicitly taught these strategies, their ability to extract meaning from texts improves significantly. Furthermore, employing a combination of these methods tends to produce better results as it encourages active participation and critical thinking during the reading process, depending on the researcher's quest to clarify reading comprehension strategies. The experimental method sought in the fundamental research of the researchers' approach is to describe the perception of students of advanced modern languages in the use of AI (ChatGpt) focusing the research on English grammar and how students perceive the use of this.

Researchers see the use of AI ChatGPT as a tool that could help students develop more grammar and seek support, as well as tools other than chatbots for information search.

RESEARCH DESIGN

The purpose of this research design chapter is to provide a clear outline of the approach undertaken to achieve the research objectives effectively. It was clear the rationale behind the chosen research methodology, detailing the methods employed for data collection, analysis, and interpretation. And finally the methodology applied in the research investigation aimed at understanding the usage patterns and preferences of university students regarding ChatGPT was delineated. The objective of this research was to gain insights into how university students at La Gran Colombia, more specifically, 22 modern languages students that are in their 5th semester, interact with ChatGPT, their perceptions, and the potential implications for its integration into educational settings.

Firstly, this is a study under the interpretative paradigm which aims to understand, not to prove anything, according to Elster, (2007) “ it refers to approaches that emphasize the significance of people's personalities and participation in social and cultural life”. Additionally, “this knowledge is philosophically related to a researcher's worldview” (Yanow, 2006). It could be related to the fact that reality is subjective and constructed by the individuals based on their experiences and interactions. Likewise, this study has a qualitative approach since only researchers want to approach the perceptions of students. As the main objective of the research was to collect students' perceptions about the use of ChatGPT as a way to improve reading comprehension skills, the method that fits the objective is a case study which presents a detailed description of a phenomenon, without delving into its causes or consequences because it does not intend to explain causes of anything, nor generate new hypotheses. According to Heale and Twycross (2018) the case of study is a research method that is common to see in

social and life science, while there is not an exact definition for this method, the authors agree to define the case study as an immersive study about an individual or a group of people. Can be also defined as intensive and systematic investigation of a person or community in which the researcher analyses extensively data related to some other variables. This kind of research allows to collect different students' perceptions about the use of ChatGPT to improve reading comprehension skills. It involves as well, collecting data from a sample of individuals (students) through standardized questionnaires or interviews. This methodology is widely used to gather information about opinions within a population. The use of the qualitative research method was crucial because the researchers were able to collect students' perceptions and make a proper data analysis.

The population that participated in the research are 5th semester students of Modern Languages at La Gran Colombia University. These students are in their last level of English courses (Advanced English students), the population was selected because it is an accessible population and the researchers had more interaction with the students of this level. In terms of sampling techniques that were used, the random sampling is the technique most suitable for the research because all the target population participated in the survey designed for the researchers, and it's also considered appropriate because the research aims to collect different opinions from the same population.

Consequently, the first data collection instrument used in this research project was a survey (Annex #2). Burns (2010) affirms that this data collection instrument consists of a series of written questions that must be prepared correctly to avoid misunderstandings or ambiguities and its function is to reveal attitudinal information and opinions of the target population. The

survey used in this research was composed of fifteen different closed questions, in which the students answered if they knew about ChatGPT, the frequency that they use it, etc. The use of a survey was appropriate for the research because it aligns with the methodology chosen (qualitative method). Taking into consideration the concept of survey defined by Burns (2010), he explains that it is an instrument that allows the researcher to collect data from a specific population about different topics of interest or studies.

Interview

Burns (2010) affirms that the interview is a tool which consists in having a conversation with a specific purpose. The type of interview applied in this research is a semi-structured interview which allows “the interviewee to respond in a flexible way” (Burns 2010, p. 75). In this research, one interview is applied to some selected participants, the interview is conducted by the researchers with the intention of obtaining more precise information about the perception of some students about the use of ChatGPT in reading comprehension skills. It is developed one-by-one and audio-recorded for later transcription and analysis. (Annex #3).

Triangulation

While the term itself evokes three methods (or tools) used to obtain a result, the core concept is in fact, the use of multiple sources or methods to corroborate findings just in order to increase the validity and reliability of results. To strengthen the validity of the finding of the present study, it employed a methodological triangulation process by using two instruments: a semi-structured interview and a closed-questions questionnaire. This strategy allows for the comparison and complementarity of data collected from different perspectives. As Creswell (2013) states, “triangulation is the process of corroborating evidence from different individuals,

types of data, or data collection methods (...) to build a coherent justification for themes” (p.251).

ETHICAL IMPLICATIONS

The students were given an informed consent to participate in the survey and that their personal data will be protected, firstly, it's important to prioritize and inform the population that their personal data is for research purposes in order for them to participate in any research activities, participants were provided with clear and comprehensive information regarding the purpose of the study, the nature of their involvement, and any potential risks or benefits. Informed consent was obtained from all participants, and they were assured of their right to withdraw from the study at any time without penalty.

Finally, confidentiality and anonymity according to measures were implemented to protect the confidentiality of participants' data. Any personally identifiable information collected during the investigation process was anonymized and stored securely. Participants' identities were kept confidential, and data were only accessed by authorized researchers for the purpose of analysis.

To sum up, the methodology aimed to provide a systematic and rigorous investigation into AIs (ChatGPT) usage among university students in terms of developing reading

comprehension skills, contributing to both theoretical understanding and practical applications in the field of Second Language Education and technology integration.

DATA ANALYSIS

The following chapter presents the data analysis process conducted by the researchers of this project. The data obtained were examined through a process of triangulation to establish and verify the level of success or failure in each of the objectives proposed in this research. Using data collected from the survey and interview, the researchers filtered and organized the information into a synoptic table (Annex #4). This table categorized the information to identify patterns and refine the data into more specific categories based on the interviewees' responses.

Data management

The implementation period for this investigation occurred during the 2024-II academic semester. This data is relevant because implementing the study within a single English group of 22 students ensured an uninterrupted process. A positive aspect during the implementation of the survey and interview was the participants' willingness to engage. The students displayed favorable reactions to participating in both the interview and the survey. The methodology employed in the data analysis involved synthesizing the information as much as possible.

The researchers utilized categories extracted from the synoptic tables (Annex #4) to organize the interviewees' ideas. This process filtered consistent information, identified recurring patterns, and extracted general information. This led to the creation of distinct categories that provided the researchers with more detailed insights into the interviewees' opinions regarding the use of ChatGPT in reading comprehension. For the first category, the researchers analyzed the tools used to gather information from the students (survey and interviews). The collected information was filtered to identify

common patterns in the responses. One identified pattern that led to the development of this first category was the perception of ChatGPT as an academic assistant (Annex #4).

Something important to note is that for this study, the researchers didn't use software to define categories and subcategories because they wanted to make a thematic analysis. Software for data analysis is not strictly necessary, but it can facilitate and optimize the process, especially with large data sets: For the categorization and subcategorization of data, various tools can be used, both software and manual methods. As Braun & Clarke (2006) mentions in their work that thematic analysis is a method for identifying, analyzing and reporting patterns (or themes) within data. In order to organize and describe in a minimal way the data set in rich detail.

CATEGORY 1: ACADEMIC ASSISTANCE

According to Caratiquit, K. D., & Caratiquit, L. J. C. (2023), the use of ChatGPT in education can influence students' motivation by offering diverse learning methods. This is because ChatGPT can provide personalized and accessible assistance (support) to students, enabling them to ask questions and receive feedback from the AI. In the current research, it was found that most students consider ChatGPT a useful assistant or guide for developing their reading comprehension skills.

During the interview, participant #1 mentioned that ChatGPT can be beneficial by providing tips or personalized assistance:

"I consider that ChatGPT can provide us with good strategies to improve maybe the reading comprehension. (...) Maybe through tips or something like that can help us." (participant #1)

Furthermore, in the survey, most students who participated in the survey indicated that ChatGPT can assist in reading comprehension. The following graphic illustrates the obtained results:

5. ChatGPT assist students in reading comprehension.

22 respuestas

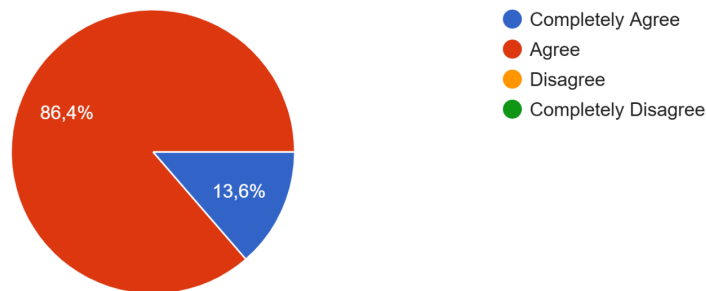


Figure 1: Survey results, question #5 on ChatGPT's assistance in English reading comprehension.

According to the results obtained, this graphic shows that all the students consider that ChatGPT helps them understand English reading. Out of 22 students, most of them (86.4%) said they agree, and some (13.6%) said they completely agree. No one disagreed.

Additionally, another participant (#2) mentioned that ChatGPT can offer tutoring in reading comprehension skills and provide assistance in specific areas such as IELTS training:

"I consider that if you want maybe a tutoring, ChatGPT can offer tutoring to improve your reading skills. But if you want maybe academic support to improve your IELTS exam or tutoring, ChatGPT can maybe provide some text to analyze them." (Participant #2)

Caratiquit, K. D., & Caratiquit, L. J. C. (2023) noted in their article that while ChatGPT cannot replace human-social interaction between students and teachers, it can serve as a companion and guide in students' learning process. The researchers found in both the survey and interviews that most students consider ChatGPT an academic assistant because it provides personalized feedback and can share and adapt material to students' needs in developing reading comprehension skills in English. This

demonstrates that AI can be a valuable tool for English teachers when implemented effectively in the classroom.

Additionally, something interesting found on the research were the students' answer about the benefits that ChatGPT can have in order to improve reading comprehension skills:

4. Are you aware of the possible benefits of ChatGpt in your reading comprehension development?
22 respuestas

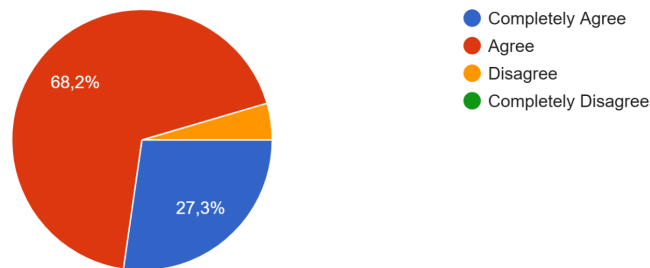


Figure 2: Survey results, question #4 about ChatGPT's benefits in English reading comprehension development.

The results showed that most students (68,2%) are aware of the benefits that the AI (ChatGPT) can provide for improvement in reading comprehension skills, while a little less than most students (27,3%) totally agreed that ChatGPT provides benefits. Finally just one participant (4,7%) considered that ChatGPT doesn't provide advantages in reading comprehension improvement.

This means that the majority of students think ChatGPT is a good tool. It helps them read better, learn new vocabulary, and understand texts easily. The answers in the graphic match what the research says that students feel more confident and comfortable when using ChatGPT to learn English.

Then, with the results obtained in the survey and the interview, the researchers could observe that students really like using ChatGPT to help with their English reading, and they consider it is a useful part of learning, focusing on their reading comprehension skills.

CATEGORY 2: MISUSE OF THE TOOL

To understand this category, it is important to consider what Mustapha, R., et al. (2024) stated in their research: "Academic dishonesty among students can be analyzed by adopting the fraud triangle theory, which posits that opportunity, rationalization and pressure are the three main reasons that lead to fraud." Therefore, the researchers of the present study consider this important because academic dishonesty leads to fraud, and with the development of technological tools and AIs, students have various ways to commit fraud and avoid active participation in their academic performance.

In the interviews, some participants shared their concerns about the misuse of ChatGPT, noting that it can be difficult to implement the AI in the classroom because it may be seen as a cheating tool. For example, participant #4 states that:

"Okay, I think that it's so important to involve ChatGPT to an academic environment because I think that ChatGPT has been a good tool for us, the students, but I think that it has been maybe a tool that it's turning into a cheat tool, so to do cheating, maybe if professors include that tool into the classroom, we could learn how to use that tool in a good way."

Additionally, one student, while not explicitly labeling ChatGPT as a cheating tool, suggested that some people might use it as an answer-solving tool, relying on it to provide direct answers instead of making efforts to find them independently:

"Artificial intelligence can be used in almost every way. It should be used as a tool and not like the answer-solving mechanism so by professors using it in the classroom to give the students some reading and then if they don't understand like asking ChatGPT for a detailed explanation that could be a good way." (participant #3)

The researchers observed that the students were aware of the potential for misusing ChatGPT as a cheating tool. This recognition is significant because it encourages students to be more mindful of their learning process and academic performance.

CATEGORY 3: READING COMPREHENSION IMPROVEMENT

As Agnese Capodieci states "Reading comprehension is a fundamental cognitive ability for children that supports school achievement and successively participation in most areas of adult life (Hulme and Snowling, 2011). Reading comprehension is, indeed, a complex cognitive ability which involves not only linguistic (e.g., vocabulary, grammatical knowledge), but also cognitive (such as working memory, De Beni and Palladino, 2000), and metacognitive skills (both for the aspects of knowledge and control, Channa et al., 2015), and, more specifically, higher order comprehension skills such as the generation of inferences (Oakhill et al., 2003)."

In the present research, both the interview and the survey yielded similar results regarding how ChatGPT can contribute to reading comprehension improvement. The survey aimed to assess students' perceptions in specific areas related to reading comprehension improvement.

The following question focused on the analysis and interpretation of specific texts using ChatGPT:

While most students (63.6%) agreed that ChatGPT is useful for interpreting texts, and a small portion strongly agreed (4.1%), nearly half of the students remained neutral. This indicates that while many students have had positive experiences using ChatGPT to improve their reading comprehension skills, others hold neutral views on its effectiveness. Another important aspect highlighted by the researchers was the ease of use of ChatGPT in addressing students' reading comprehension needs.

To further explore this element, the researchers analyzed a survey question aimed at determining whether students found ChatGPT easy to use for their reading comprehension needs.

12. Using ChatGPT improved my ability to analyze and interpret a specific text

22 respuestas

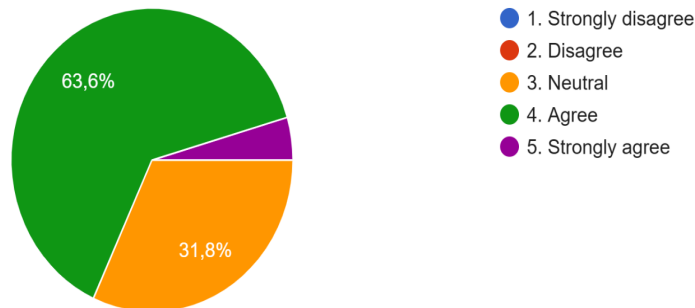


Figure 3: Survey results, question #12 on ChatGPT's improvement in interpretation of specific texts.

The results varied, with 31.8% of respondents finding ChatGPT very easy to use, 45.5% finding it easy, and 22.7% remaining neutral. In the interview, one respondent described how ChatGPT helps with language learning in their reading comprehension process, providing a specific example of its use in their advanced English classes:

“Okay, for example, in my English level, in my English course, we have been doing that, we write like an essay or something like that, and then we ask ChatGPT to correct that essay or to highlight the mistakes to correct them.” (Participant #4)

The researchers also considered the importance of peer-to-peer feedback, examining whether students analyzed the content obtained from ChatGPT with their classmates. The survey results were significant:

9. I discuss or review what I've read in ChatGpt with others to improve my reading comprehension.

22 respuestas

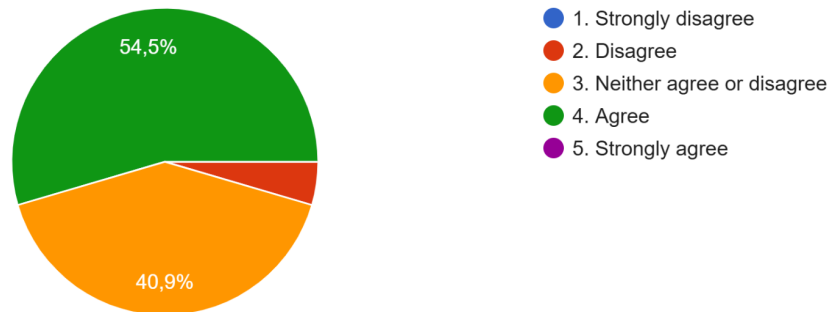


Figure 4: Survey results, question #9 on students' review about what they read in ChatGPT for improving reading comprehension.

Most participants (54.5%) agreed that they reviewed ChatGPT content with classmates, facilitating discussions to improve reading comprehension. However, 40.9% neither agree nor disagree, indicating that they do not frequently share ChatGPT content with others. Finally, 4.5% disagreed, showing that some students do not analyze ChatGPT content as a group. ****Results**** After analyzing the results from the survey and interviews, the researchers identified various student perspectives. This allowed the organization of the data analysis into three main categories, facilitating effective presentation of the findings. This organization aimed to provide precise and detailed information, revealing a strong similarity in responses between the interviewees and the survey participants. The students provided general information about the tool, which was then refined through synoptic tables to create specific categories, focusing on the interviewees' ideas and extracting the main findings of the research.

After obtaining the results according to the survey and the interview applied to the participants, the researchers obtained different points of view from the students who participated in the research.

This allowed the organization of data analysis in four main different categories, which allow for effective organization of the obtained results.

This was done in order to obtain more precise and detailed information according to the research, where a great similarity of responses was observed between the interviewees and the survey carried out, the students give very general information about the tool and the result extracted from the synoptic tables made by the researchers, they filter the information and give specific categories in order to focus more on the ideas of the interviewees and obtain the main information of the research.

CONCLUSIONS AND RECOMMENDATIONS

The research findings displayed diverse perspectives of the students of Advanced English. They consider that ChatGPT can provide good assistance in order to develop their reading comprehension skills in English, however, the influence of this AI in classroom is still concerning as some students who participated in this investigation mentioned that it can be used in a wrong way, as a potential cheating tool, since ChatGPT is capable to provide them exact answers, which leads the students to assume a passive role in their learning process. The use of ChatGPT has been perceived to not have either a positive or negative effect in reading comprehension skills, can be a good guidance for students if it's well-implemented in the classroom and can provide personalized feedback and materials that can improve students' reading comprehension skills.

In addition to the results obtained and mentioned above, some findings were found at the moment of collecting and organizing the results. During the interviews, the students manifested a common opinion, and is that they are aware that ChatGPT is very common nowadays, they mentioned during the interview, that ChatGPT is present in everyone's life, not only in the academic context, but

also in daily life, arguing that people tend to turn to this AI to answer simple questions or to get answers from questions that comes to their mind.

ChatGPT is a tool that will be evolving in the future, with more settings and updates that can be helpful in the educational system, if this AI is used in a correct way and the teachers are capable of implementing it in the classroom with the proper parameters, it can be an effective tool that students can use in order to improve reading comprehension and other English skills, and also assume a significant role in their performance development.

RECOMMENDATIONS

Throughout this investigation, the students shared with the investigators different perspectives and opinions regarding using ChatGPT in classes for reading comprehension skills, these comments helped the researchers to find some other points of view but also some recommendations to take into account if the ESL teachers want to use ChtGPT in their classrooms to make classes more effective and personalized according to students` needs:

1. **RELIABILITY:** Teachers must be aware of the reliability of ChatGPT, while this AI uses different sources such as webpages , articles and some other investigations, the teacher can use ChatGPT as a guide or advisor that can provide tips to improve their classes, however it is not advisable to use it as a 100% reliable source of information. The researchers consider it pertinent that teachers continue to assume an active role in the search for reliable information, that they dedicate prudent time to search for and read sources that are truly valuable and enriching for the classes, especially if it is a question of working on reading comprehension skills in English.
2. **UPDATED DATABASES:** ChatGPT is an AI that uses a lot of databases and also has the ability to up-to-date content, this through real-time tools like web access, it's important to highlight that the AI is in constant updating by its developers (Sam Altam and OpenAI). This AI has a base

training in which it learns different language mechanisms and codes, and its database goes until June 2024. The researchers find that if teachers want to use ChatGPT in the classroom, they should be aware that the AI is changing and learning during the process of updating their database.

Teachers can use tips or advice that ChatGPT can provide based on its databases in order to design lesson plans that can include the assistance of the AI, in order to generate personalized feedback and even personalized material but always taking into account teacher's instructions.

3. **APPLICATION IN CLASSROOM:** According to student's opinions, the applicability of ChatGPT in English classes can be difficult, because they are aware that most students can use the tool for cheating, get exact answers or even elaborate texts or summaries, without implicating problem solving skills or even critical thinking. The use of ChatGPT in english classes should not be seen as detrimental for students' performance, if the teacher is capable of applying it with the accurate indications and proper guidance, the AI can be beneficial, because the students would have a controlled consultancy by the teacher.

IMPLICATIONS AND FURTHER RESEARCH

As it was discussed at the beginning of the current investigation, the main goal was to collect students' perceptions about using ChatGPT in reading comprehension skills in English, something that was found by the researchers during the investigation and its design is that the different investigations about ChatGPT and its usage in educational field are few and very relatively recent, the oldest investigations come from 2022, which gives an overview that the research processes around ChatGPT can be innovative and can contribute to see different perspectives of this tool in education.

This study is focused on collecting the opinions of a specific population on using ChatGPT for the development of reading comprehension skills in English, however, it is possible that other researchers who have access to the present study will be encouraged to approach the use of this AI from other perspectives. Especially, addressing other English skills such as writing, listening, speaking and grammar/vocabulary. Likewise, it is important to address teachers' perspectives on the use of ChatGPT (and Artificial Intelligence in general) in the classroom and whether they see this tool as a potential help or whether they consider that it can be counterproductive in the educational environment.

ChatGPT is a relatively new tool that has revolutionized several professional fields. Its impact on education has so far been a topic of study for different researchers, leading to more research and academic discussion topics that can even be taken to the classroom. This is a topic that can be discussed both with students (as in the present research) and with teachers and other people who make up an educational community. Knowing different perspectives and experiences with ChatGPT in the classroom, allows field researchers to address other issues involving this tool and how it has an impact on the teacher's interaction with students and vice versa.

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