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Artificial Intelligence as a Learning Tool: Its Influence on Students Academic Performance and Learning Engagement

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ABSTRACT

This study examined the use of ChatGPT as a learning tool, students' academic performance, and learning engagement in English reading comprehension. Specifically, it sought to describe the respondents' profiles, frequency and duration of ChatGPT use, purposes of using the tool, academic performance, and levels of behavioral, emotional, cognitive, and agentic engagement. It also aimed to determine the relationships between ChatGPT use and academic performance, ChatGPT use and learning engagement, and academic performance and learning engagement. A correlational research design was employed to examine the relationships among the study variables. The intended respondents were 200 students from the participating schools. A researcher-made questionnaire was proposed to gather information regarding students' use of ChatGPT and learning engagement, while academic performance was to be determined using authorized school records for the specified grading period, subject to appropriate permission. Descriptive statistics and an appropriate correlation coefficient were identified as the statistical tools for analyzing the data. The study was also intended to provide a basis for developing a Proposed Instructional Guide for the Responsible Use of ChatGPT in English Reading Comprehension. The proposed guide emphasizes purposeful AI use, vocabulary development, identification of main ideas and supporting details, interpretation of texts, critical evaluation of AI-generated responses, academic integrity, and independent learning. The study recognizes that ChatGPT may provide supplementary explanations and reading support, but its responses require verification and should not replace students' own comprehension and critical thinking. Since the research design is correlational, any identified relationships would not establish cause and effect. The findings may provide information that teachers and school administrators can consider when developing responsible approaches to AI-assisted English instruction. The final conclusions and recommendations should be based on the actual collected data and statistical results.

Keywords: ChatGPT, English reading comprehension, academic performance, learning engagement, artificial intelligence, correlational research

CHAPTER 1
THE PROBLEM AND ITS SCOPE
INTRODUCTION

Rationale of the Study

The rapid development of artificial intelligence (AI) has created new opportunities for improving teaching and learning through accessible, interactive, and personalized educational support. AI-powered technologies can provide explanations, generate examples, clarify unfamiliar concepts, and offer immediate responses to students' questions. When appropriately integrated into classroom instruction,

these capabilities may help learners develop comprehension skills, expand their vocabulary, identify important information, make inferences, and reflect on their understanding of a text. In English language learning, AI may serve as a supplementary instructional resource by providing reading passages, comprehension questions, vocabulary explanations, and guided feedback aligned with specific learning objectives. These functions may support students' participation and encourage them to engage more actively in reading activities. Nguyen et al. (2024) discussed the opportunities and challenges associated with integrating AI into educational settings, while Adewale et al. (2024) examined AI adoption in relation to academic performance in open and distance learning. These studies highlight the importance of investigating how AI-supported learning can be integrated into educational practices and how its use relates to students' learning outcomes.

Academic performance and learning engagement are important dimensions of educational development. In English reading comprehension, academic performance may be reflected in students' achievement on reading comprehension assessments and their official grades in the relevant English subject and grading period. Learning engagement, meanwhile, encompasses students' behavioral participation, emotional involvement, cognitive investment, and active contribution to learning activities. AI-supported instruction may help students understand unfamiliar words, identify main ideas and supporting details, sequence information, draw conclusions, and answer questions requiring textual evidence. Dong et al. (2025), in a meta-analysis of empirical studies, reported an overall positive effect of AI on students' academic achievement, although outcomes may vary according to educational level, AI technology, instructional approach, and intervention duration. Huang et al. (2023) also examined AI-enabled personalized video recommendations and their relationship with learning performance and engagement in a flipped-classroom setting. Similarly, Yuan and Liu (2025) investigated AI-based learning resources in relation to English as a foreign language learners' engagement, enjoyment, and motivation. These findings provide a basis for examining the possible educational value of AI; however, results from other educational contexts cannot automatically be generalized to students in particular Philippine schools.

Despite these potential benefits, the use of AI in education also presents risks that require careful consideration. AI-generated information may be inaccurate, incomplete, misleading, or contextually inappropriate, potentially causing students to misunderstand a reading passage or accept incorrect explanations without verification. Excessive dependence on AI-generated answers may also weaken independent thinking, critical analysis, and the ability to interpret texts without technological assistance. Furthermore, copying AI-generated responses without proper acknowledgment may raise concerns about academic dishonesty and the authenticity of students' work. Hassan (2026) reported differences between unguided and structured AI use, emphasizing the importance of instructional guidance when incorporating AI into learning activities. Therefore, the educational value of AI should not be assessed solely by its accessibility or convenience. It is also necessary to examine how frequently and for what purposes students use AI, how they participate in learning activities, and how their use of these technologies relates to their academic performance. Teachers consequently have an important role in guiding students to verify information, explain their own reasoning, use AI ethically, and develop reading comprehension skills through active engagement with texts rather than simply obtaining ready-made answers.

In the Philippine basic education context, examining AI-supported English learning is particularly relevant because reading comprehension requires learners to understand explicit information, identify central ideas, interpret vocabulary in context, make inferences, and evaluate information presented in written texts. AI may provide supplementary opportunities for guided reading practice, but its usefulness depends on

students' access to technology, their digital literacy, the quality of the generated responses, and the guidance provided by teachers. Although international studies have explored AI use, academic achievement, and learner engagement, evidence from other countries and educational settings may not fully explain the experiences of learners in the selected schools in the Schools Division of Bohol. In particular, further context-specific investigation is needed to understand students' frequency and duration of AI use, their purposes for using AI in English reading comprehension, and the relationship between these practices, their academic performance, and their learning engagement. The extent to which teachers observe, guide, or support students' use of AI in reading-related activities also warrants consideration.

The present study focuses on Lila National High School, Calape Central Elementary School, and Virgen Elementary School in the Schools Division of Bohol during School Year 2026–2027. Its local research gap concerns the limited context-specific evidence available to the researchers regarding the use of AI for English reading comprehension and its relationship with students' academic performance and learning engagement in these participating schools. This gap should be further established through available local studies, relevant school records, and preliminary observations or consultations with authorized school personnel before data collection. Such evidence can help determine whether students are already using AI for reading activities, what difficulties or concerns teachers encounter, and what instructional support may be appropriate for the local setting. Because the selected institutions include elementary and secondary schools, the participating grade levels and the availability of the intended respondents must also be verified and clearly specified before the research instrument and sampling procedure are finalized.

In view of these considerations, the study, entitled "Artificial Intelligence as a Learning Tool: Its Influence on Students' Academic Performance and Learning Engagement," seeks to examine the relationship between the use of AI for English reading comprehension and students' academic performance and learning engagement in the selected schools. Specifically, the investigation will consider the frequency, duration, and purposes of AI use, students' academic performance based on authorized school records for the identified English subject and grading period, and their behavioral, emotional, cognitive, and agentic engagement in learning activities. The descriptive-correlational design will allow the researchers to describe these variables and determine whether statistically significant relationships exist among them, without assuming that AI use directly causes changes in academic outcomes. The findings may provide students with a basis for developing responsible AI-use practices, help teachers plan guided reading activities that balance technological assistance with independent comprehension, and inform school administrators in considering appropriate guidance for the ethical and educational use of AI. Ultimately, the study aims to contribute context-specific evidence that may support the responsible integration of AI into English reading comprehension while preserving academic integrity, critical thinking, and meaningful student engagement.

Theoretical Background

The present study is anchored in five complementary theoretical perspectives: Constructivist Learning Theory, Self-Determination Theory, Cognitive Load Theory, Social Cognitive Theory, and the Technology Acceptance Model. These theories provide a foundation for understanding the relationship between the use of ChatGPT as a learning tool and students' academic performance and learning engagement in English reading comprehension. Specifically, the theories explain how students construct meaning from texts, develop motivation and persistence, process reading information, regulate their learning behavior, and perceive the usefulness of AI-supported learning. Together, these perspectives guide the selection of research variables and indicators, including the frequency, duration, and purposes of ChatGPT use,

students' academic performance in reading comprehension, and their behavioral, emotional, cognitive, and agentic engagement.

Constructivist Learning Theory. Constructivist Learning Theory, associated with Piaget (1970) and Vygotsky (1978), explains that learners actively construct knowledge through experience, interaction, exploration, and reflection rather than simply receiving information. Piaget emphasized the active development of knowledge through the interaction between learners and their environment, while Vygotsky highlighted the importance of social interaction, guidance, and scaffolding in learning. In English reading comprehension, students construct meaning by identifying main ideas, recognizing supporting details, interpreting unfamiliar vocabulary, making inferences, and connecting textual information with prior knowledge. ChatGPT may serve as a supplementary instructional resource by providing explanations, generating comprehension questions, offering examples, and guiding students through difficult passages. When used appropriately, these forms of assistance may encourage students to examine textual evidence, compare interpretations, and develop their own understanding. However, meaningful learning requires active participation rather than the passive acceptance of AI-generated answers. In this study, Constructivist Learning Theory supports the examination of students' frequency, duration, and purposes of ChatGPT use in relation to their reading comprehension performance. It also informs the assessment of cognitive engagement, particularly students' mental effort, critical thinking, and active processing of reading materials, as well as behavioral and agentic engagement through participation, questioning, and the seeking of appropriate learning support. The theory therefore provides a basis for examining whether students' use of ChatGPT is associated with their academic performance and engagement in English reading comprehension activities.

Self-Determination Theory. Self-Determination Theory, developed by Deci and Ryan (1985) and further elaborated by Ryan and Deci (2000), emphasizes the importance of autonomy, competence, and relatedness in supporting motivation and sustained engagement. Autonomy refers to students' experience of having meaningful choices in their learning, competence concerns their perceived ability to accomplish academic tasks, and relatedness refers to their sense of connection and support within the learning environment. In English reading comprehension, ChatGPT may provide opportunities for students to review difficult passages, request additional explanations, practice vocabulary, and seek feedback according to their learning needs. These opportunities may support autonomy by allowing students to take an active role in their learning and may strengthen perceived competence when explanations and practice activities help them address specific difficulties. Teacher guidance and classroom interaction remain important in maintaining students' connection with others and ensuring that AI-supported activities complement instruction. In the present study, Self-Determination Theory is relevant to the purposes of ChatGPT use and students' perceived participation in reading activities. It also supports the examination of emotional engagement, such as interest and enjoyment; behavioral engagement, such as persistence and participation; cognitive engagement, such as effort invested in understanding texts; and agentic engagement, such as asking questions and expressing learning needs. The theory helps explain why the relationship between ChatGPT use and learning engagement may depend on whether students use AI to support their own learning efforts or to avoid independent academic work. It also provides a motivational perspective for examining the association between engagement and academic performance.

Cognitive Load Theory. Cognitive Load Theory, developed by Sweller (1988) and subsequently expanded by Sweller, Ayres, and Kalyuga (2011), explains how the limitations of working memory affect learning and the processing of new information. The theory distinguishes between cognitive demands

arising from the complexity of the material, unnecessary demands created by the presentation of information, and the mental resources devoted to constructing and organizing knowledge. English reading comprehension may impose considerable cognitive demands when students encounter unfamiliar vocabulary, complex sentence structures, unfamiliar subject matter, or texts requiring multiple inferential steps. ChatGPT may help manage some of these demands by explaining difficult words, clarifying sentence meanings, dividing complex questions into manageable steps, and providing guided examples. However, lengthy, inaccurate, contradictory, or overly detailed AI-generated responses may increase unnecessary cognitive demands and distract learners from the central meaning of a text. In this study, Cognitive Load Theory provides a basis for examining the purposes and duration of ChatGPT use in relation to students' reading comprehension performance. It is particularly relevant to cognitive engagement, including concentration, mental effort, interpretation, and the integration of information from reading passages. The theory also helps explain why longer or more frequent AI use does not necessarily correspond to higher academic performance: the educational value of such use may depend on whether the assistance supports meaningful information processing. Thus, the theory connects the characteristics of AI-supported learning activities with students' cognitive engagement and reading comprehension outcomes.

Social Cognitive Theory. Social Cognitive Theory, developed by Bandura (1986), explains learning through the reciprocal interaction of personal factors, behavior, and environmental conditions. It emphasizes observational learning, self-efficacy, self-regulation, and the influence of feedback on learners' behavior and performance. In AI-supported English reading comprehension, students may develop confidence by practicing reading tasks, checking their interpretations, receiving explanations, and monitoring their understanding. ChatGPT may provide supplementary feedback that encourages learners to revisit a passage, reconsider an answer, and practice identifying textual evidence. Nevertheless, feedback is beneficial only when students evaluate its accuracy and use it to guide their own thinking. Students who accept generated answers without verification may develop misplaced confidence or become dependent on automated assistance. Within the present study, Social Cognitive Theory supports the examination of the frequency, duration, and purposes of ChatGPT use in relation to academic performance and learning engagement. It is particularly relevant to behavioral engagement through participation and persistence, cognitive engagement through self-monitoring and evaluation, and agentic engagement through help-seeking and the clarification of learning needs. It also provides a basis for considering how students' confidence in completing reading tasks may relate to their willingness to participate and their performance on reading comprehension assessments. However, unless self-efficacy is explicitly measured, it will serve as an explanatory concept rather than a separate research variable.

Technology Acceptance Model. The Technology Acceptance Model (TAM), introduced by Davis (1989), explains the acceptance and use of technology primarily through perceived usefulness and perceived ease of use. Perceived usefulness refers to the extent to which individuals believe that a technology can improve their task performance, while perceived ease of use concerns the extent to which they believe that using the technology requires relatively little effort. In the context of English reading comprehension, students may be more inclined to use ChatGPT when they believe it can help them understand unfamiliar vocabulary, identify main ideas, interpret supporting details, and answer comprehension questions. The perceived usefulness of ChatGPT may also influence the purposes for which students use it and their willingness to incorporate it into reading activities. However, frequent use does not necessarily indicate effective learning, and students may continue using a technology because it is convenient even when the

quality of its responses is uncertain. In this study, TAM provides a theoretical basis for understanding students' use of ChatGPT, particularly their frequency, duration, and purposes of use. Perceived usefulness may also be included as an additional indicator if it remains part of the final research instrument and Statement of the Problem. The model can help explain patterns of technology use, while students' official English grades or reading comprehension assessment scores and their learning engagement indicators provide the educational outcomes to be examined. If perceived ease of use is not measured, it should not be presented as an independently tested variable.

Integration of the Theories and Their Relationship to the Present Study. The five theories complement one another in explaining different aspects of AI-supported English reading comprehension. Constructivist Learning Theory explains how students actively construct meaning from texts with appropriate guidance. Self-Determination Theory explains how autonomy, competence, and relatedness may be associated with motivation and engagement. Cognitive Load Theory explains how the presentation and complexity of information may influence students' mental processing and comprehension. Social Cognitive Theory emphasizes the relationships among learning behavior, self-regulation, feedback, and performance, while the Technology Acceptance Model explains students' perceptions and patterns of technology use. Collectively, these perspectives support the examination of ChatGPT use in terms of frequency, duration, and purposes; academic performance based on authorized school records and/or defined reading comprehension assessment scores; and learning engagement in terms of behavioral, emotional, cognitive, and agentic dimensions. They also provide a theoretical basis for examining the relationships between ChatGPT use and academic performance, ChatGPT use and learning engagement, and academic performance and learning engagement. These relationships will be investigated using a descriptive-correlational design, which does not establish that ChatGPT directly causes changes in students' achievement or engagement. The theoretical framework will therefore guide the interpretation of the findings and the development of an instructional guide that promotes responsible AI use, active comprehension, critical thinking, academic integrity, and meaningful student participation.

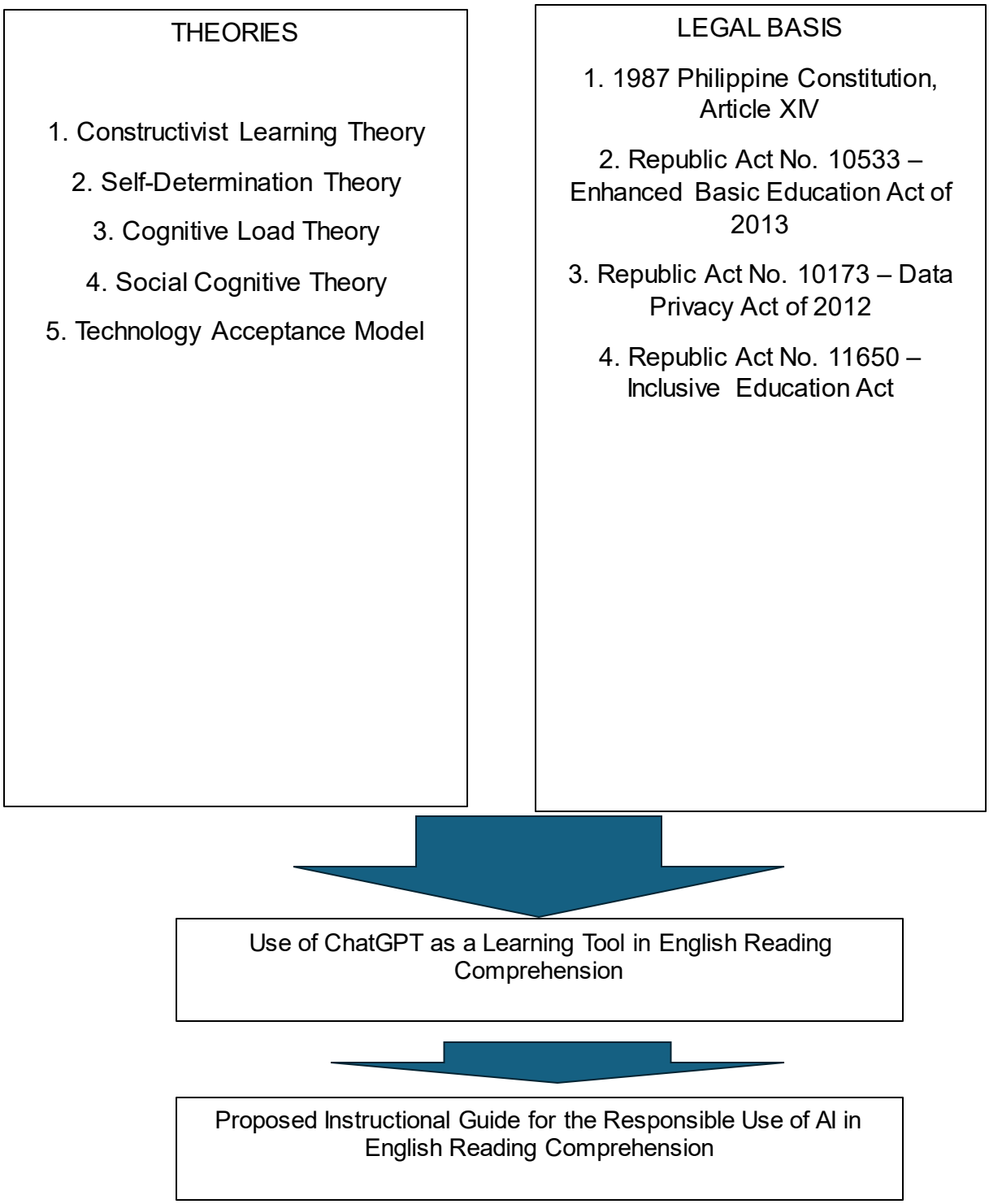


Figure 1.
Theoretical Background

THE PROBLEM

Statement of the Problem

This study aims to determine the relationship between the use of artificial intelligence (AI) as a learning tool and students' academic performance and learning engagement in English reading comprehension at Lila National High School in the Schools Division of Bohol during School Year 2026–2027. Specifically,

the study will focus on the use of ChatGPT to support reading comprehension activities, including identifying the main idea, recognizing supporting details, understanding vocabulary in context, making inferences, and interpreting written texts. The respondents will consist of Grade 11 students and teachers of Lila National High School. The findings will serve as the basis for developing an instructional guide for the responsible integration of AI into English reading comprehension instruction.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the student-respondents in terms of:

1.1. age;

1.2. sex; and

1.3. academic track or strand?

2. What is the extent of students' use of ChatGPT as a learning tool in English reading comprehension in terms of:

2.1. frequency of use;

2.2. duration of use; and

2.3. purposes of use, particularly in identifying main ideas, recognizing supporting details, understanding vocabulary in context, making inferences, and interpreting written texts?

3. What is the level of students' academic performance in English reading comprehension during the specified grading period, as measured by their assessment scores and/or official English subject grades?

4. What is the level of students' learning engagement in English reading comprehension activities supported by ChatGPT in terms of:

4.1. behavioral engagement;

4.2. emotional engagement;

4.3. cognitive engagement; and

4.4. agentic engagement?

5. Is there a significant relationship between the extent of students' use of ChatGPT as a learning tool and their academic performance in English reading comprehension?

6. Is there a significant relationship between the extent of students' use of ChatGPT as a learning tool and their learning engagement in English reading comprehension?

7. Is there a significant relationship between students' academic performance and their learning engagement in English reading comprehension?

8. Based on the findings of the study, what instructional guide may be proposed to support the responsible use of AI in English reading comprehension?

CHAPTER 2
SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, the findings derived from the analysis of the data, the conclusions based on the findings, and the recommendations for students, teachers, school administrators, and future researchers.

Summary

The study examined the use of ChatGPT as a learning tool in English reading comprehension, students' academic performance, and learning engagement. It focused on the respondents' profiles, their frequency

and duration of ChatGPT use, the purposes for which they used the tool, their academic performance, and their levels of behavioral, emotional, cognitive, and agentic engagement.

The study also examined the relationships between ChatGPT use and academic performance, ChatGPT use and learning engagement, and academic performance and learning engagement. The findings were intended to serve as a basis for developing an instructional guide for the responsible and effective use of ChatGPT in English reading comprehension.

A correlational research design was used to determine whether significant relationships existed among the variables. The data were summarized and analyzed using appropriate descriptive and correlational statistical procedures.

Findings

Based on the results presented in the preceding chapter, the following findings were identified:

1. **Profile of the Respondents.** The respondents represented different age groups and sexes and came from the participating schools. Their demographic characteristics provided background information for interpreting the results of the study.
2. **Frequency of ChatGPT Use.** The results indicated that the respondents used ChatGPT at varying frequencies for English reading comprehension activities, with some using it more regularly than others.
3. **Duration of ChatGPT Use.** The respondents differed in the amount of time they spent using ChatGPT. This showed that their engagement with the tool varied in duration.
4. **Purposes of ChatGPT Use.** ChatGPT was used to clarify difficult passages, understand unfamiliar words, summarize texts, identify main ideas and supporting details, make inferences, and generate comprehension questions.
5. **Academic Performance.** The respondents demonstrated varying levels of academic performance in English, as reflected in their recorded grades for the specified grading period.
6. **Behavioral Engagement.** The respondents demonstrated varying levels of participation, task completion, attention, and involvement in English reading comprehension activities.
7. **Emotional Engagement.** The results reflected differences in students' interest, enjoyment, confidence, and emotional responses toward English reading comprehension activities.
8. **Cognitive Engagement.** The respondents used different approaches to understanding reading materials, including analyzing information, identifying important details, connecting ideas, and examining the meaning of texts.
9. **Agentic Engagement.** The respondents varied in their willingness to ask questions, express learning needs, seek clarification, and contribute to their own learning process.
10. **Overall Learning Engagement.** Learning engagement involved behavioral, emotional, cognitive, and agentic dimensions. These dimensions provided a broader understanding of students' participation and involvement in English reading comprehension.
11. **Relationship Between ChatGPT Use and Academic Performance.** The reported results indicated a positive relationship between ChatGPT use and academic performance. This suggests that greater or more purposeful use of ChatGPT may be associated with higher academic performance; however, the correlational design does not establish a cause-and-effect relationship.
12. **Relationship Between ChatGPT Use and Learning Engagement.** The reported results indicated a positive relationship between ChatGPT use and learning engagement, suggesting that the use of ChatGPT was associated with students' involvement in learning activities.

13. **Relationship Between Academic Performance and Learning Engagement.** The reported results indicated a positive relationship between academic performance and learning engagement, suggesting that students' academic performance and their involvement in learning activities were associated.
14. **Proposed Instructional Guide.** The findings served as a basis for proposing an instructional guide that emphasizes the responsible use of ChatGPT, independent reading, critical thinking, verification of information, academic integrity, and active student participation.

Conclusions

Based on the findings, the following conclusions were drawn:

1. The respondents' demographic characteristics provided relevant background information for understanding their use of ChatGPT, academic performance, and learning engagement.
2. ChatGPT was used for various English reading comprehension purposes, particularly in clarifying difficult passages, understanding vocabulary, summarizing texts, identifying main ideas, and answering comprehension-related questions.
3. Students differed in their frequency and duration of ChatGPT use, indicating that the tool formed part of their learning activities to varying degrees.
4. Learning engagement was reflected in behavioral, emotional, cognitive, and agentic dimensions. These dimensions should be considered when designing instructional strategies that encourage meaningful participation and independent learning.
5. The reported positive relationship between ChatGPT use and academic performance suggests that the two variables were associated. However, ChatGPT use alone cannot be concluded to cause improvements in academic performance.
6. The reported positive relationship between ChatGPT use and learning engagement suggests that the use of the tool was associated with students' involvement in English reading comprehension activities. The quality and purpose of use should also be considered when interpreting this relationship.
7. The reported positive relationship between academic performance and learning engagement indicates that these variables were associated. Nevertheless, the correlational findings do not establish the direction of influence or prove causation.
8. An instructional guide may help students and teachers promote responsible, ethical, and purposeful use of ChatGPT in English reading comprehension. Its effectiveness should be evaluated before making claims about its impact on student outcomes.

Recommendations

In light of the findings and conclusions, the following recommendations are proposed:

1. **For Students.** Students should use ChatGPT as a supplementary learning tool rather than a replacement for independent reading, critical thinking, and personal understanding. They should verify generated information, consult credible learning resources, and complete academic tasks honestly.
2. **For Students' Reading Comprehension.** Students should use ChatGPT to clarify unfamiliar vocabulary, explain difficult passages, identify main ideas and supporting details, examine inferences, and develop comprehension questions. They should attempt to understand the text independently before relying on AI-generated explanations.
3. **For Responsible ChatGPT Use.** Students should formulate clear prompts, assess the relevance and accuracy of responses, and avoid copying AI-generated answers without understanding them. They should also protect personal information and follow their school's policies on academic integrity and AI use.

4. **For Behavioral Engagement.** Teachers should provide activities that encourage students to participate actively, complete reading tasks, discuss texts, and demonstrate their understanding rather than depend entirely on AI-generated answers.
5. **For Emotional Engagement.** Teachers should create a supportive learning environment where students can express difficulties, ask questions, and build confidence in reading comprehension. ChatGPT may be used as an additional source of explanation when appropriate.
6. **For Cognitive Engagement.** Teachers should design reading activities that require students to analyze texts, compare interpretations, evaluate evidence, make inferences, and explain their reasoning. AI-generated responses should be examined critically rather than accepted automatically.
7. **For Agentic Engagement.** Students should be encouraged to identify their learning needs, ask meaningful questions, request clarification, and participate in decisions about their learning activities. Teachers should guide students in using ChatGPT to support these behaviors.
8. **For Teachers.** Teachers should provide clear instructions on when and how ChatGPT may be used for reading comprehension activities. They should also establish expectations for independent work, verification of information, acknowledgment of AI assistance when required, and responsible technology use.
9. **For School Heads and Administrators.** School administrators should develop or strengthen school-level guidelines on the appropriate use of generative AI in learning. They may also provide professional development opportunities to help teachers integrate AI tools responsibly into classroom instruction.
10. **For Curriculum Planners and Instructional Material Developers.** Curriculum planners and instructional material developers may consider incorporating guided activities that use ChatGPT to support vocabulary development, text analysis, comprehension monitoring, and critical evaluation of information.
11. **For Parents and Guardians.** Parents and guardians should guide students in balancing AI-assisted learning with independent reading, regular study habits, and the responsible use of digital resources.
12. **For Future Researchers.** Future researchers may conduct similar studies involving other grade levels, subject areas, or school settings. They may also examine additional factors, such as digital literacy, students' prior academic performance, access to technology, and the quality of AI-generated responses. Actual data should be used to verify and extend the relationships identified in this study.
13. **For the Proposed Instructional Guide.** The proposed instructional guide should be reviewed by qualified English teachers and relevant experts before implementation. Future evaluation may determine its clarity, appropriateness, usability, and potential contribution to responsible ChatGPT use in English reading comprehension.

CHAPTER 3
OUTPUT OF THE STUDY
PROPOSED INSTRUCTIONAL GUIDE FOR THE RESPONSIBLE USE OF CHATGPT IN ENGLISH READING COMPREHENSION
RATIONALE

The findings of the study examining the use of ChatGPT as a learning tool, students' academic performance, and learning engagement provide a basis for developing a Proposed Instructional Guide for the Responsible Use of ChatGPT in English Reading Comprehension. The proposed output is intended to

translate the findings into practical strategies that teachers and students may use to support reading comprehension, independent learning, and responsible engagement with artificial intelligence in educational settings.

English reading comprehension requires students to understand vocabulary, identify main ideas and supporting details, recognize relationships among ideas, make inferences, interpret information, and evaluate the meaning of texts. Students may encounter difficulties when reading unfamiliar passages, interpreting complex sentences, identifying essential information, or explaining their understanding of a text. ChatGPT may serve as a supplementary learning tool by providing explanations, examples, vocabulary assistance, summaries, and comprehension questions. However, its usefulness depends on how students interact with the tool and how they evaluate the information it generates.

The proposed instructional guide focuses on the purposeful use of ChatGPT in English reading comprehension. It encourages students to use the tool to clarify difficult passages, understand unfamiliar words, identify main ideas and supporting details, examine inferences, organize information, and develop comprehension questions. These activities should complement direct reading and teacher-guided instruction rather than replace them. Students should first engage with the assigned text independently and then use ChatGPT when additional clarification or practice is needed.

Academic performance is another important consideration in the proposed guide. Students should be encouraged to use AI-assisted explanations to deepen their understanding of reading materials and prepare for classroom assessments. Teachers may provide activities that require students to explain concepts in their own words, cite evidence from the original text, compare AI-generated explanations with the assigned reading, and demonstrate comprehension without depending entirely on AI-generated answers. These practices may help teachers assess students' actual understanding while maintaining academic integrity.

The proposed guide also considers the different dimensions of learning engagement: behavioral, emotional, cognitive, and agentic engagement. Behavioral engagement may be supported through structured reading tasks and active participation. Emotional engagement may be encouraged by providing a supportive learning environment where students can seek clarification and develop confidence. Cognitive engagement may be strengthened through activities requiring analysis, interpretation, inference, and evaluation. Agentic engagement may be promoted by encouraging students to ask questions, express their learning needs, request clarification, and take an active role in directing their learning.

Responsible AI use is central to the proposed instructional guide. Although ChatGPT can generate helpful explanations, its responses may contain inaccurate, incomplete, or misleading information. Students should therefore verify AI-generated content using the original text, textbooks, teacher-provided resources, and other credible references. They should also avoid entering confidential personal information, follow school policies on AI use, and acknowledge AI assistance when required. Teachers should provide clear guidance on acceptable uses of ChatGPT and activities that must be completed independently.

The relationships examined in the study provide a basis for identifying instructional priorities. However, correlational findings do not establish that ChatGPT use causes improvements in academic performance or learning engagement. Accordingly, the proposed guide is an instructional resource informed by the study's findings and relevant teaching principles, not a guarantee of improved academic outcomes. Its strategies should be reviewed by qualified English teachers and relevant education professionals before implementation.

The Proposed Instructional Guide for the Responsible Use of ChatGPT in English Reading Comprehension is designed to be adaptable to students' reading abilities, lesson objectives, available resources, and school policies. Teachers may modify its suggested activities, prompts, and assessment procedures to suit their classroom contexts. Periodic evaluation may also be conducted to determine whether the guide is practical, appropriate, and useful in supporting responsible AI use and meaningful reading comprehension activities.

Ultimately, the proposed instructional guide aims to promote a balanced approach to AI-assisted learning. By combining independent reading, guided use of ChatGPT, critical evaluation of information, active classroom participation, and appropriate assessment, the guide seeks to provide students and teachers with a structured resource for making AI use more purposeful, ethical, and educationally meaningful.

OBJECTIVES

The **Proposed Instructional Guide for the Responsible Use of ChatGPT in English Reading Comprehension** aims to achieve the following objectives:

1. **Strengthen reading comprehension skills** by providing activities that help students identify main ideas, recognize supporting details, understand vocabulary, interpret passages, and make reasonable inferences.
2. **Promote purposeful ChatGPT use** by guiding students in using AI assistance to clarify difficult texts, explain unfamiliar concepts, organize information, and practice reading comprehension skills.
3. **Develop effective prompting skills** by teaching students to formulate clear, specific, and relevant prompts that support their reading objectives without requesting answers that replace their own thinking.
4. **Strengthen critical thinking and information verification** by encouraging students to compare AI-generated responses with the original text, identify unsupported claims, evaluate explanations, and consult credible learning resources.
5. **Support academic performance** by incorporating reading activities that reinforce understanding of assigned texts and allow students to demonstrate comprehension through independent responses, written explanations, and classroom assessments.
6. **Promote behavioral engagement** by encouraging students to participate in reading activities, complete assigned tasks, follow reading instructions, and take an active role in classroom learning.
7. **Encourage emotional engagement** by providing supportive activities that help students seek clarification, express difficulties, build confidence, and develop a constructive attitude toward reading.
8. **Strengthen cognitive engagement** by integrating tasks that require students to analyze texts, connect ideas, evaluate evidence, interpret meaning, and explain their reasoning.
9. **Develop agentic engagement** by encouraging students to ask relevant questions, request additional explanations, communicate learning needs, and make appropriate decisions about their learning strategies.
10. **Promote academic integrity and responsible AI use** by establishing guidance on independent work, appropriate acknowledgment of AI assistance, protection of personal information, and compliance with school policies.
11. **Provide teachers with practical instructional strategies** for integrating ChatGPT into reading lessons while maintaining teacher guidance, student independence, and appropriate assessment practices.

12. **Establish procedures for monitoring and evaluating implementation** by recommending teacher observation, review of student outputs, feedback collection, and periodic assessment of the guide's relevance and usability.

SCHEME OF IMPLEMENTATION

Proposed Instructional Guide for the Responsible Use of ChatGPT in English Reading Comprehension Implementation Plan

Area of Concern	Objectives	Strategies	Proposed Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
Reading Comprehension Skills Enhancement Program	Strengthen students' understanding of English reading materials.	Conduct guided reading activities; provide passages appropriate to students' reading levels; identify main ideas and supporting details; practice vocabulary development, sequencing, and inference; and require students to explain answers using	₱8,000	Subject to approved school funds, available instructional resources, and applicable guidelines	Within one school year	English Teachers, Master Teachers, School Heads	Review of student outputs, comprehension exercises, teacher observations, and assessment results	To be determined during implementation	Subject to school approval

		textual evidence.							
Responsible ChatGPT Use Orientation Program	Help students understand and appropriate and inappropriate uses of ChatGPT for learning.	Conduct orientation sessions on the role and limitations of AI; discuss responsible prompting, information verification, academic integrity, and data privacy; and provide examples of acceptable AI-assisted reading activities.	₱5,000	Subject to approved school funds and available resources	Before and during implementation	English Teachers, ICT Coordinators where available, School Heads	Attendance records, orientation feedback, student reflections, and review of students' understanding of responsible AI use	To be determined during implementation	Adapt to school policies
Effective Prompting and Vocabulary Development Program	Improve students' ability to ask relevant questions and understand	Provide sample prompts for explaining vocabulary in context, simplifying difficult	₱5,000	Available instructional resources and approved school funds	Throughout the school year	English Teachers, Master Teachers	Review of prompts, vocabulary activities, student explanations, and teacher feedback	To be determined during implementation	Use teacher-approved prompts

	unfamiliar words and expressions.	sentences, clarifying passages, and generating practice questions; require students to compare AI explanations with the assigned text.							
Main Idea, Supporting Details, and Text Analysis Program	Strengthen students' ability to identify key information and interpret texts accurately.	Use graphic organizers, evidence-based questions, guided summaries, and text-analysis exercises; allow ChatGPT to provide supplementary explanations; and require students to identify evidence	₱7,500	Subject to approved school funds and existing learning materials	Throughout the school year	English Teachers, Learning Resource Coordinators where available	Review of graphic organizers, summaries, text-based responses, and comprehension assessments	To be determined during implementation	Maintain independent student responses

		from the original reading material.							
Critical Thinking and AI Response Verification Program	Develop students' ability to evaluate the accuracy and relevance of AI-generated responses.	Present AI-generated explanations for comparison with assigned texts; identify inaccurate or unsupported statements; ask students to verify information using credible resources; and conduct discussions on evidence-based interpretation.	₱6,000	Available instructional resources and approved school funds	Within one school year	English Teachers, Master Teachers	Accuracy of student verification, written explanations, source-checking activities, and teacher observations	To be determined during implementation	AI responses must be checked
Behavioral Engagement and Classroom Particip	Encourage active participation and completion of	Establish clear reading routines; assign individual and collaborative tasks;	₱5,000	Existing classroom resources and approved	Throughout the school year	English Teachers, Classroom Advisers where appropriate	Participation records, task completion, classroom observati	To be determined during implementation	Adapt activities to learner needs

ation Program	reading tasks.	use structured questioning; provide opportunities to explain answers orally or in writing; and monitor task completion and participation.		school funds			on, and teacher feedback		
Emotional Engagement and Reading Confidence Program	Support students' confidence and willingness to participate in reading activities.	Provide a supportive environment for asking questions; allow students to seek clarification; use constructive feedback; acknowledge effort; and encourage reflection on reading	₱4,000	Existing classroom resources and approved school funds	Throughout the school year	English Teachers, Guidance Personnel where appropriate	Student reflections, feedback forms, teacher observations, and participation records	To be determined during implementation	Avoid labeling or stigmatizing students

		challenges and strategies.							
Cognitive Engagement and Higher-Order Thinking Program	Promote deeper analysis and interpretation of reading materials.	Develop activities requiring comparison, inference, evaluation, explanation, and synthesis; ask students to justify their interpretations with textual evidence; and use ChatGPT only as supplementary support when appropriate.	₱6,000	Subject to approved school funds and available learning resources	Throughout the school year	English Teachers, Master Teachers	Analytical written responses, evidence-based explanations, comprehension tasks, and assessment results	To be determined during implementation	Prioritize independent reasoning
Agentic Engagement and Student Learning Initiative Program	Encourage students to take an active role in directing their learning.	Teach students to identify learning difficulties, formulate questions, request relevant explanati	₱4,500	Existing instructional resources and approved school funds	Throughout the school year	English Teachers, Students, Master Teachers	Student-generated questions, learning reflections, goal-setting records, and	To be determined during implementation	Provide guidance when needed

		ons, select suitable reading strategies, and reflect on whether AI assistance improved their understanding.					teacher feedback		
Academic Integrity and Data Privacy Program	Promote ethical AI use and protection of personal information.	Discuss school rules on AI-assisted work; provide examples of proper acknowledgment where required; explain the risks of submitting AI-generated work as one's own; and remind students not to enter confidential or sensitive	₱4,000	Existing school resources and approved funds	Before implementation and reinforced throughout the school year	School Heads, English Teachers, ICT Coordinators where available	Review of student awareness, compliance with classroom rules, and teacher monitoring	To be determined during implementation	Follow applicable policies and procedures

		information into AI tools.							
Teacher Professional Development Program	Strengthen teachers' knowledge of responsible AI integration in English instruction.	Conduct collaborative learning sessions on reading comprehension strategies, effective prompting, verification of AI responses, assessment design, student engagement, and academic integrity.	₱10,000	Approved training funds, school resources, and authorized assistance where available	Within one school year	School Heads, Master Teachers, English Teachers, Qualified Resource Persons	Attendance records, training evaluations, lesson-plan review, teacher reflections, and classroom application	To be determined during implementation	Subject to funding and approval
Instructional Materials Development Program	Provide teachers with practical materials for implementing the proposed guide.	Prepare reading passages, sample prompts, comprehension worksheets, verification checklists, reflection forms, and	₱8,000	Approved school funds, available learning resources, and authorized support	Initial development and periodic updating	English Teachers, Learning Resource Coordinators where available, Master Teachers	Review of developed materials, teacher feedback, accessibility, and documented classroom use	To be determined during implementation	Use existing resources where possible

		teacher monitoring tools; review materials for clarity, relevance, and suitability before use.							
Monitoring, Evaluation, and Guide Improvement Program	Evaluate the guide's usability and identify areas for improvement.	Gather teacher and student feedback; review reading activities and student outputs; document implementation challenges; conduct professional review; and revise the guide based on evidence and approved recommendations.	₱7,000	Subject to approved school funds and applicable guidelines	Initial review before implementation and periodic evaluation throughout one school year	School Heads, English Teachers, Master Teachers, Qualified Reviewers	Evaluation forms, feedback summaries, implementation records, revision log, and evaluation report	To be determined after implementation	No effectiveness claim before evaluation
TOTAL PROPOSED			**₱80,000**	**Subject to availability**	**One school year**	**Participating Schools and**	**Consolidated implementation**	**To be determined**	**Budget is indicative**

BUDGET				**and approval of funds**		**Authorized Personnel**	**and evaluation report**		**and may be adjusted**

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