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Generative Ai and English Reading Comprehension: Examining Its Effect on Students Reading Performance

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ABSTRACT

:Generative artificial intelligence (GenAI) has emerged as a supplementary educational tool that may support learners in understanding reading materials, clarifying unfamiliar vocabulary, and improving comprehension. However, its utilization requires appropriate guidance to ensure that learners develop independent reading skills and responsible technology-use practices. This study aims to examine the extent of GenAI utilization and its relationship with English reading comprehension among Grade 6 learners in selected public elementary schools in the DepEd Schools Division of Bohol during School Year 2026–2027. The study will employ a quantitative descriptive-correlational research design involving a proposed sample of 120 Grade 6 learners from Putingbato Elementary School, Panghagban Elementary School, and Magkaya Elementary School. A structured, adapted questionnaire will be used to gather data regarding learners' profiles, commonly utilized GenAI applications, and extent of GenAI utilization in English reading activities. A validated Grade 6 English reading comprehension assessment will also be administered to determine learners' reading performance. Frequency counts, percentages, weighted means, and appropriate correlation analysis will be employed to analyze the gathered data. The study will determine the commonly utilized GenAI applications, the extent of learners' utilization across different reading activities, their level of English reading comprehension, and the significant relationship between these variables. The findings will provide an empirical basis for understanding how Grade 6 learners utilize GenAI in English reading activities and how such utilization is associated with their reading comprehension. The results will serve as the foundation for developing a Proposed Responsible Generative AI Instructional Plan to support vocabulary development, comprehension skills, critical thinking, and responsible AI utilization.

Keywords: Generative Artificial Intelligence, English Reading Comprehension, Reading Performance, Grade 6 Learners, Descriptive-Correlational Research, Responsible AI Utilization

CHAPTER I
THE PROBLEM AND ITS SCOPE
INTRODUCTION

Rationale of the Study

Reading comprehension is a fundamental component of English language learning because it enables students to understand written information, identify main ideas, recognize supporting details, interpret unfamiliar vocabulary, make inferences, and construct meaning from texts. At the elementary level, particularly among Grade 6 learners, reading comprehension is essential in developing the literacy competencies necessary for successful participation in classroom activities and preparation for secondary

education. However, some learners experience difficulties understanding unfamiliar words, interpreting complex sentence structures, identifying implied meanings, and connecting information presented in reading passages. These difficulties may affect their academic performance, classroom participation, and ability to understand written instructional materials independently. With the increasing integration of generative artificial intelligence (GenAI) into education, new opportunities have emerged to provide learners with immediate explanations, contextualized vocabulary assistance, interactive questioning, and supplementary reading support. Ironsi and Bostanci (2026) examined the use of a generative AI-integrated assistant in supporting foreign language students' reading comprehension and autonomy, highlighting the potential of AI-assisted instruction in developing learners' engagement with written texts. Similarly, Hsu et al. (2026) explored the application of generative AI as a reading guide to facilitate information comprehension. These developments demonstrate the potential of GenAI to supplement traditional reading instruction and provide additional assistance to learners experiencing comprehension difficulties. Nevertheless, its educational contribution must be established through measurable improvements in students' reading performance rather than relying solely on the availability and interactive features of AI tools.

Generative AI may support English reading comprehension by providing immediate explanations, generating contextualized examples, simplifying difficult passages, and facilitating interactive questioning that encourages learners to examine textual information more carefully. Unlike conventional reading activities that may primarily depend on printed explanations and teacher-led discussions, AI-assisted reading allows students to seek clarification and receive supplementary explanations based on their individual learning needs. Li (2025) investigated generative AI for interactive second-language English reading, emphasizing its relevance to learner engagement and comprehension. In addition, Lin et al. (2025) examined AI-supported pre-reading scaffolding in relation to English reading comprehension, learning motivation, and attitudes, demonstrating the importance of providing appropriate instructional support before learners engage with reading materials. Kim et al. (2025) investigated the integration of generative AI and machine translation into EFL reading and vocabulary instruction among university students. Although the participants demonstrated improvements in reading and vocabulary within their respective groups, significant differences between groups were not established. This finding suggests that improvements during AI-supported instruction do not automatically demonstrate the superiority of a particular technological approach. Furthermore, Joo and Belcher (2025) examined human–AI collaborative reading in academic contexts, providing insights into how learners interact with AI-generated assistance while developing their understanding of written materials. These studies establish the relevance of examining GenAI as a supplementary instructional resource, particularly in relation to specific reading competencies such as identifying main ideas, understanding supporting details, interpreting vocabulary, making inferences, and comprehending textual information.

The effectiveness of GenAI in improving students' reading performance may also depend on the quality of instructional activities, the appropriateness of reading materials, and the extent to which learners actively engage in the comprehension process. AI-generated explanations may help students understand challenging passages; however, excessive dependence on generated summaries and direct answers may limit opportunities for independent reading and critical interpretation. Huang et al. (2025) investigated a personalized two-tier problem-based learning approach incorporating generative AI to improve student reading performance, emphasizing the importance of integrating AI into structured instructional activities. Similarly, Huang et al. (2026) examined graphical summarization and AI-based chatbots in relation to

reading comprehension achievement, motivation, self-efficacy, critical thinking, and cognitive load. Their research highlights the importance of considering how AI-supported instructional strategies influence learners' comprehension and cognitive engagement. Zhu et al. (2025), through a meta-analysis of generative AI and students' learning outcomes, provided broader evidence concerning the educational implications of these technologies across different learning contexts. In addition, Webb et al. (2026) investigated students' perceptions and use of generative AI in an English-medium instruction context, examining how patterns of AI use relate to academic performance and language proficiency. These studies suggest that GenAI should be integrated through purposeful reading activities that encourage students to process, evaluate, and understand information rather than merely obtain answers. Accordingly, examining its contribution to reading performance requires clearly defined comprehension indicators and appropriately structured instructional activities.

The appropriateness of reading assessment materials is another important consideration in determining students' actual comprehension performance. Learners from different grade levels may have varying levels of English vocabulary, reading experience, sentence comprehension, and exposure to increasingly complex texts. Consequently, administering identical reading passages and comprehension questions to learners from different grade levels may produce assessment differences that reflect developmental and instructional variations rather than the influence of an intervention. To address this concern, the present investigation will focus exclusively on Grade 6 learners from three selected public elementary schools. Limiting the respondents to one grade level will establish a more comparable instructional and developmental context for examining reading performance. Furthermore, the reading passages and comprehension questions will be reviewed to ensure their suitability for Grade 6 learners in terms of readability, vocabulary difficulty, sentence structure, passage length, and alignment with expected English reading competencies. The assessment materials will undergo appropriate content validation by qualified English teachers or reading specialists to establish their relevance, clarity, and suitability for measuring the intended reading competencies. This approach is expected to minimize assessment-related differences and provide a more consistent basis for examining changes in students' reading comprehension following their exposure to GenAI-supported reading activities.

The development of reading comprehension among elementary learners is supported by the Philippine government's commitment to strengthening basic education, literacy, and learning recovery. Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, establishes a comprehensive basic education curriculum that promotes the development of essential competencies, including communication, critical thinking, and the effective use of information. This legislative framework emphasizes the importance of providing appropriate instructional experiences that strengthen learners' literacy and comprehension abilities. Furthermore, Republic Act No. 12028, or the Academic Recovery and Accessible Learning (ARAL) Program Act, provides a framework for addressing learning gaps through structured academic support, including interventions for learners experiencing difficulties in reading and other foundational competencies. These legal provisions reinforce the responsibility of educational institutions to implement instructional approaches that respond to learners' academic needs and promote improved learning outcomes. Moreover, the Department of Education's DepEd Order No. 001, s. 2025, which provides guidelines on the use of artificial intelligence in basic education, establishes policy direction for the responsible and appropriate integration of AI technologies into teaching and learning. Its relevance to the investigation lies in ensuring that AI-supported reading activities serve as supplementary instructional resources while maintaining teacher supervision, learner participation,

academic integrity, and independent learning. Additionally, Republic Act No. 10173, or the Data Privacy Act of 2012, highlights the importance of protecting personal information and ensuring the responsible processing of learners' data when educational technologies and digital platforms are utilized. Collectively, these legislative and policy frameworks provide a legal and institutional foundation for strengthening reading comprehension while ensuring that technological innovations support learners' educational development, safety, and rights.

Despite the potential benefits of generative AI, its integration into reading instruction also presents concerns regarding technological dependence, information accuracy, cognitive demands, and students' capacity to regulate their own learning. AI-generated explanations may contain inaccurate information, overlook contextual details, or provide interpretations that learners accept without verification. These limitations are particularly important among elementary learners who may still be developing the vocabulary and critical thinking skills necessary to evaluate AI-generated responses. Sanz-Tejeda et al. (2025) synthesized evidence concerning the impact of generative AI on academic reading and writing, providing a broader understanding of the opportunities and challenges associated with AI-supported literacy development. Shin et al. (2025) compared human-developed and AI-generated reading tests, emphasizing the importance of examining assessment quality when measuring reading ability. Meanwhile, Alsamani and Alsamiri (2026) investigated AI-based visual instruction for students with dyslexia in Saudi Arabia, illustrating the potential of technology-supported approaches in addressing particular reading difficulties. Jingjing et al. (2026) also examined technostress, generative AI, metacognitive reading strategies, and digital classroom burnout, raising relevant considerations regarding technology use and learners' reading experiences. These studies emphasize that responsible AI integration should preserve students' active participation, encourage the verification of information, and promote independent comprehension. Thus, GenAI should function as a supplementary learning resource under appropriate teacher guidance rather than as a replacement for students' own reading and interpretation.

In view of these considerations, the present investigation seeks to determine the effect of generative AI-supported reading activities on the English reading comprehension performance of Grade 6 learners from three selected public elementary schools. Specifically, it will examine learners' reading comprehension in terms of identifying main ideas, recognizing supporting details, understanding vocabulary in context, making inferences, and interpreting textual information. It will also determine whether a significant difference exists between learners' reading performance before and after their exposure to GenAI-supported reading activities, depending on the adopted research design. The reading materials and assessment questions will be evaluated to ensure their appropriateness for Grade 6 learners, thereby establishing a consistent basis for measuring their comprehension competencies. Although previous studies have investigated AI-integrated reading assistance (Ironsi & Bostanci, 2026), interactive reading support (Li, 2025), AI-supported pre-reading scaffolding (Lin et al., 2025), human–AI collaborative reading (Joo & Belcher, 2025), and broader AI-supported learning outcomes (Zhu et al., 2025), differences in participant characteristics, instructional approaches, and assessment procedures indicate the need for further investigation within a specific elementary school context. The findings are expected to provide an empirical basis for English teachers in determining appropriate ways of integrating generative AI into reading instruction, developing supplementary reading activities, and strengthening learners' comprehension competencies. Furthermore, the results may serve as a reference for school administrators in planning instructional interventions and promoting responsible technology integration. Ultimately, the investigation aims to contribute to the evidence-based use of emerging technologies in elementary English

education while promoting measurable reading improvement, critical engagement with written information, and independent learning.

Theoretical Background

The present investigation is anchored in Constructivist Learning Theory, associated with Piaget (1970), which posits that learners actively construct knowledge by connecting new information with their existing understanding and experiences. In English reading comprehension, learners do not simply recognize words or receive information from a text; they interpret meaning, establish relationships among ideas, and develop understanding as they encounter new information. Generative artificial intelligence (GenAI) may support this process by explaining unfamiliar vocabulary, providing contextualized examples, clarifying complex sentences, and offering alternative explanations of difficult passages. Ironsi and Bostanci (2026) examined a generative AI-integrated assistant in relation to foreign language students' reading comprehension and autonomy, while Li (2025) investigated interactive generative AI support for second-language English reading. These studies are relevant because they demonstrate how AI-supported explanations may provide opportunities for learners to explore textual meaning and strengthen comprehension. This theoretical perspective is also consistent with Republic Act No. 10533, otherwise known as the Enhanced Basic Education Act of 2013, which promotes a learner-centered, developmentally appropriate, and research-based curriculum that develops essential competencies and lifelong learning. The law supports the importance of instructional approaches that encourage active participation, critical thinking, and meaningful learning experiences. In the context of the present investigation, Constructivist Learning Theory provides a foundation for understanding how Grade 6 learners may use GenAI-supported reading activities to identify main ideas, recognize supporting details, understand vocabulary in context, make inferences, and interpret written information.

Social Constructivism, commonly associated with Vygotsky (1978), emphasizes the importance of social interaction, language, and guided assistance in the development of knowledge. Learners may develop understanding more effectively when they receive explanations, ask questions, and obtain appropriate support that enables them to accomplish tasks they may initially find difficult to complete independently. Although generative AI is not a human teacher or peer, an interactive AI tool may provide supplementary instructional assistance by responding to learners' questions, explaining difficult passages, and clarifying unfamiliar concepts. Hsu et al. (2026) explored the potential of generative AI as a reading guide for facilitating information comprehension, while Joo and Belcher (2025) examined human–AI collaborative reading in academic contexts. Similarly, Lin et al. (2025) investigated AI-supported pre-reading scaffolding in relation to English reading comprehension, motivation, and attitudes. These studies provide relevant contexts for understanding how guided explanations and interactive support may assist learners in processing written information. This theoretical perspective is further supported by Republic Act No. 12028, or the Academic Recovery and Accessible Learning (ARAL) Program Act, which establishes structured learning interventions to address academic difficulties, including reading deficiencies among basic education learners. Its emphasis on appropriate instructional support and learning recovery reinforces the importance of providing supplementary reading activities to learners who need additional assistance in developing their comprehension competencies. Accordingly, Social Constructivism explains how teacher-guided GenAI-supported activities may provide Grade 6 learners with opportunities to clarify unfamiliar words, understand relationships between sentences, and gradually strengthen their independent reading abilities.

The Cognitive Theory of Multimedia Learning, developed by Mayer (2009), explains how learners process information through distinct verbal and visual channels, manage limited cognitive capacity, and actively organize information into meaningful mental representations. Reading comprehension may become challenging when learners must simultaneously recognize unfamiliar vocabulary, interpret sentence structures, identify relationships among ideas, and retain important information from a passage. AI-supported explanations, structured summaries, contextualized examples, and appropriate graphical representations may help make complex information more accessible when these instructional supports are relevant and carefully designed. Huang et al. (2026) examined graphical summarization and AI-based chatbots in relation to reading comprehension achievement, motivation, self-efficacy, critical thinking, and cognitive load. Alsamani and Alsamiri (2026) investigated AI-based visual instruction for students with dyslexia, while Huang et al. (2025) examined a personalized problem-based learning approach incorporating generative AI to support reading performance. These studies demonstrate the relevance of examining how technology-supported instructional materials may facilitate the processing and understanding of written information. Furthermore, DepEd Order No. 003, s. 2026, entitled Foundational Guidelines on Artificial Intelligence (AI) in Basic Education, provides policy direction for the responsible integration of AI into teaching and learning. The issuance emphasizes that artificial intelligence should enhance educational experiences while preserving human agency, academic integrity, and meaningful learning. In relation to the present investigation, this policy supports the appropriate use of GenAI as a supplementary instructional resource for explaining difficult passages and presenting relevant learning materials without overwhelming Grade 6 learners with unnecessary information. It also reinforces the importance of teacher supervision and ensuring that AI-generated explanations contribute to actual comprehension rather than merely supplying answers.

Self-Regulated Learning Theory, discussed by Zimmerman (2000), emphasizes that learners take an active role in planning, monitoring, and evaluating their own learning. Successful readers establish purposes for reading, identify difficulties, monitor their understanding, and apply appropriate strategies to address comprehension problems. Generative AI may assist these processes by providing explanations when learners encounter difficulties, generating comprehension questions for self-assessment, and offering feedback that encourages them to reconsider their interpretations. Sagita et al. (2025) examined generative AI companions in relation to reading engagement and self-regulation in English as a foreign language contexts. Wang and Luo (2026) considered generative AI as a cognitive co-participant in EFL academic reading, focusing on reading load and motivation, while Wang et al. (2026) investigated GenAI-assisted reading activities in relation to reading comprehension, motivation, and anxiety. These studies are relevant to understanding the importance of learners' active participation and independent monitoring during AI-supported reading activities. The theoretical perspective is also supported by Republic Act No. 12322 (2026), which amended Section 5 of Republic Act No. 10533 concerning the Department of Education's authority to determine appropriate pedagogical approaches in implementing the basic education curriculum. This legal development reinforces the importance of selecting instructional strategies that respond to learners' needs and promote effective learning experiences. Moreover, the Technology Acceptance Model (TAM), proposed by Davis (1989), explains technology adoption through perceived usefulness and perceived ease of use. Webb et al. (2026) examined students' perceptions and use of generative AI in an English-medium instruction context, while Wang and Guo (2026) investigated AI use behavior and perceived English learning achievement in relation to task–technology fit. These perspectives suggest that learners may engage more actively with AI-supported reading when they

perceive the technology as useful and accessible. Nevertheless, frequent use and acceptance of AI do not automatically establish improvements in reading performance. Therefore, Self-Regulated Learning Theory and TAM complement the investigation by explaining the importance of independent comprehension monitoring, appropriate technology use, and learners' active engagement in reading activities.

Constructivist Learning Theory, Social Constructivism, the Cognitive Theory of Multimedia Learning, Self-Regulated Learning Theory, and the Technology Acceptance Model provide complementary explanations of how generative AI may support English reading comprehension among Grade 6 learners. Constructivism emphasizes active meaning-making; Social Constructivism highlights guided interaction and instructional assistance; the Cognitive Theory of Multimedia Learning explains how information presentation influences comprehension; Self-Regulated Learning Theory emphasizes independent monitoring and strategic learning; and TAM explains learners' acceptance and engagement with educational technology. The implementation of these learning approaches must also observe the legal and ethical responsibilities established under Republic Act No. 10173, or the Data Privacy Act of 2012, which requires the responsible processing and protection of personal information, particularly when digital platforms and AI applications are used in educational activities involving elementary learners. This legal safeguard highlights the importance of obtaining appropriate permissions, protecting students' identities, and avoiding unnecessary disclosure of personal information when conducting AI-supported reading activities. Furthermore, Republic Act No. 12028 and the relevant DepEd guidelines on artificial intelligence reinforce the importance of providing appropriate learning support while maintaining responsible and learner-centered technology integration. Collectively, these theoretical and legal foundations establish the basis for examining the English reading comprehension performance of Grade 6 learners from three selected public elementary schools, particularly in identifying main ideas, recognizing supporting details, understanding vocabulary in context, making inferences, and interpreting textual information. Through these foundations, the investigation recognizes that the educational contribution of GenAI depends not only on the availability of technology but also on the appropriateness of instructional materials, teacher guidance, learners' active participation, and the protection of their rights. Ultimately, these perspectives provide a foundation for examining whether GenAI-supported reading activities can contribute to measurable improvements in learners' English reading comprehension while promoting independent thinking and responsible technology use.

THE PROBLEM

Statement of the Problem

This study aims to examine the extent of generative artificial intelligence (GenAI) use and its relationship with English reading comprehension among Grade 6 learners in three selected public elementary schools in the DepEd Schools Division of Bohol during School Year 2026–2027. Specifically, it seeks to determine how learners utilize generative AI in English reading activities and assess their reading comprehension performance. The findings will serve as the basis for developing a Responsible Generative AI Instructional Plan to support English reading comprehension.

Specifically, this study seeks to answer the following questions:

CHAPTER 2

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, findings derived from the presentation, analysis, and inter-

pretation of data, conclusions drawn from the findings, and recommendations proposed to support and enhance the English reading comprehension of Grade 6 learners through the responsible utilization of generative artificial intelligence (GenAI) in selected public elementary schools in the DepEd Schools Division of Bohol during School Year 2026–2027. Specifically, it focuses on the profile of the learner-respondents, the generative AI tools commonly utilized, the extent of GenAI use in English reading activities, the learners' English reading comprehension performance, and the relationship between generative AI utilization and reading comprehension. The recommendations are intended to provide appropriate instructional interventions that promote responsible AI use, vocabulary development, comprehension skills, and independent reading among Grade 6 learners.

Summary

The study aims to examine the extent of generative artificial intelligence utilization and its relationship with English reading comprehension among Grade 6 learners in three selected public elementary schools in the DepEd Schools Division of Bohol during School Year 2026–2027. Specifically, it determines the profile of the learner-respondents in terms of age, sex, school attended, frequency of generative AI use, and previous experience in using generative AI for English reading activities.

Furthermore, the study identifies the generative AI tools or applications commonly utilized by Grade 6 learners in English reading activities. It also determines the extent of learners' utilization of generative AI in terms of frequency and duration of use, vocabulary clarification and contextual understanding, explanation of sentences and difficult reading passages, summarization and identification of main ideas, question-and-answer interaction and comprehension checking, and feedback and supplementary reading assistance.

The study also assesses the level of English reading comprehension of Grade 6 learners in terms of identification of main ideas, recognition of supporting details, vocabulary comprehension, inferential comprehension, interpretation of textual information, and drawing conclusions. Moreover, it determines whether a significant relationship exists between the extent of generative AI utilization and learners' English reading comprehension performance.

A quantitative descriptive-correlational research design is employed to describe the respondents' profiles, determine the extent of generative AI utilization, assess reading comprehension performance, and examine the relationship between the two principal variables. The proposed respondents consist of 120 Grade 6 learners from Putingbato Elementary School, Panghagban Elementary School, and Magkaya Elementary School, with 40 learners allocated to each participating school, subject to confirmation of actual enrollment and eligibility.

Data are gathered using an adapted questionnaire and an English reading comprehension assessment. The adapted questionnaire covers the learner profile, commonly used generative AI applications, and the extent of AI utilization in English reading activities. The reading comprehension assessment measures learners' performance across the identified comprehension dimensions. Frequency counts, percentages, weighted means, mean percentage scores, and correlation analysis are utilized to analyze and interpret the quantitative data.

The findings serve as the basis for developing a proposed Responsible Generative AI Instructional Plan that may guide the appropriate, ethical, and purposeful use of generative AI in supporting the English reading comprehension of Grade 6 learners.

Findings

Based on the objectives and research questions of the study, the following findings are presented. The

numerical results below follow the Chapter 4 draft and must be validated or replaced using the actual accomplished questionnaires and reading assessment results before final submission.

1. Profile of the Grade 6 Learner-Respondents.

The study describes the profile of the 120 Grade 6 learner-respondents in terms of age, sex, school attended, frequency of generative AI use, and previous experience in using generative AI for English reading activities.

In terms of school attended, each participating school is represented by 40 learners or approximately 33.33 percent of the total respondents. These schools are Putingbato Elementary School, Panghagban Elementary School, and Magkaya Elementary School.

In terms of age, the largest group consists of learners aged 12 years old, with 54 respondents or 45.00 percent. This is followed by those aged 11 years old, with 48 respondents or 40.00 percent. Eight respondents or 6.67 percent are 10 years old, another eight or 6.67 percent are 13 years old, and two or 1.66 percent are 14 years old and above.

In terms of sex, male learners comprise 62 respondents or 51.67 percent, while female learners account for 58 respondents or 48.33 percent.

Regarding the frequency of generative AI use, the largest group consists of learners who sometimes use generative AI, with 42 respondents or 35.00 percent. This is followed by those who rarely use it, with 34 respondents or 28.33 percent. Twenty respondents or 16.67 percent often use generative AI, 18 or 15.00 percent have never used it, and six or 5.00 percent very often use these applications.

In terms of previous experience in using generative AI for English reading activities, 76 learners or 63.33 percent reported having previous experience, while 44 learners or 36.67 percent indicated that they had no previous experience.

2. Generative AI Tools or Applications Commonly Utilized by Grade 6 Learners.

The study identifies the generative AI tools or applications commonly utilized by Grade 6 learners in English reading activities.

The results show that ChatGPT obtained the highest frequency, with 58 responses or 48.33 percent. This is followed by Google Gemini, with 42 responses or 35.00 percent. Microsoft Copilot received eight responses or 6.67 percent, while other AI applications received six responses or 5.00 percent. Eighteen learners or 15.00 percent indicated that they had never used any generative AI application.

These findings suggest that ChatGPT and Google Gemini are the most commonly reported applications among the respondents. The applications may provide supplementary assistance in clarifying unfamiliar words, explaining difficult sentences, summarizing reading passages, and answering questions about English reading materials. Multiple responses were allowed; therefore, the percentages are not expected to total 100 percent.

3. Extent of Generative AI Utilization in English Reading Activities.

The study assesses the extent of generative AI utilization across six dimensions: frequency and duration of use, vocabulary clarification and contextual understanding, explanation of sentences and difficult reading passages, summarization and identification of main ideas, question-and-answer interaction and comprehension checking, and feedback and supplementary reading assistance.

The results indicate an overall weighted mean of 3.48, interpreted as Great Extent.

Among the six dimensions, vocabulary clarification and contextual understanding obtained the highest weighted mean of 3.66, interpreted as Great Extent. This was followed by explanation of sentences and difficult reading passages, with a weighted mean of 3.54, and question-and-answer interaction and

comprehension checking, with a weighted mean of 3.50. Feedback and supplementary reading assistance obtained a weighted mean of 3.45, while summarization and identification of main ideas received 3.43. Frequency and duration of use obtained the lowest weighted mean of 3.30, interpreted as Moderate Extent. The findings suggest that learners particularly utilize generative AI to understand unfamiliar vocabulary and clarify difficult reading materials. However, the comparatively lower result for frequency and duration of use indicates that the regularity of AI utilization varies among learners.

These results highlight the importance of providing appropriate instructional guidance to ensure that generative AI is used purposefully as a supplementary learning resource rather than as a substitute for independent reading and comprehension.

4. Level of English Reading Comprehension of Grade 6 Learners.

The study determines the level of English reading comprehension of Grade 6 learners in terms of identification of main ideas, recognition of supporting details, vocabulary comprehension, inferential comprehension, interpretation of textual information, and drawing conclusions.

The results show an overall mean percentage score of 79.75 percent, interpreted as Fairly Satisfactory. Among the six dimensions, recognition of supporting details obtained the highest mean percentage score of 84.00 percent, interpreted as Satisfactory. This was followed by identification of main ideas, with 82.50 percent, and interpretation of textual information, with 80.00 percent. Vocabulary comprehension obtained 78.00 percent, while drawing conclusions received 77.50 percent. Inferential comprehension obtained the lowest mean percentage score of 76.50 percent. Both vocabulary comprehension, drawing conclusions, and inferential comprehension were interpreted as Fairly Satisfactory.

The findings indicate that learners demonstrate relatively stronger performance in identifying explicit information and supporting details than in interpreting implied meanings and drawing conclusions. These results highlight the need for additional instructional activities that strengthen vocabulary development, inferential thinking, textual interpretation, and evidence-based reasoning.

5. Significant Relationship Between the Extent of Generative AI Utilization and English Reading Comprehension.

The study examines whether a significant relationship exists between the extent of Grade 6 learners' generative AI utilization and their English reading comprehension performance.

The correlation analysis produced a Pearson correlation coefficient of 0.42, indicating a moderate positive relationship. The p-value is less than 0.001, which is below the 0.05 level of significance. Based on these results, the null hypothesis stating that there is no significant relationship between the extent of Grade 6 learners' generative AI utilization and their English reading comprehension is rejected.

The findings suggest that higher levels of generative AI utilization are associated with higher reading comprehension scores in the dataset. However, this relationship does not establish that generative AI use directly causes improvements in reading comprehension. Other factors, including prior reading ability, teacher guidance, access to learning resources, and learner engagement, may also be associated with reading performance.

6. Proposed Responsible Generative AI Instructional Plan.

Based on the identified areas for instructional support, the study proposes a Responsible Generative AI Instructional Plan to support and enhance the English reading comprehension of Grade 6 learners.

The proposed plan focuses on six major areas: vocabulary development, identification of main ideas, recognition of supporting details, inferential comprehension, interpretation of textual information, and drawing conclusions. It includes guided reading activities, contextual vocabulary exercises, text-based

questioning, paragraph analysis, summarization exercises, inference activities, and evidence-based conclusion writing.

The plan also emphasizes responsible AI utilization through teacher supervision, verification of AI-generated information, appropriate prompt-writing activities, protection of personal information, and the development of independent reading skills.

The proposed instructional plan is intended to provide teachers and learners with structured activities that integrate generative AI as supplementary learning assistance while maintaining the importance of independent reading, critical thinking, and active comprehension.

Conclusions

Based on the objectives and findings of the study, the following conclusions are drawn for validation after the actual data have been analyzed:

1. The profile of the Grade 6 learner-respondents provides relevant background information regarding their age, sex, school attended, frequency of generative AI use, and previous experience in using generative AI for English reading activities. The representation of learners from the three participating schools provides an opportunity to examine their experiences with AI-supported reading activities in different school settings.
2. ChatGPT and Google Gemini are the most commonly reported generative AI applications among the respondents in the results. These applications may serve as supplementary resources for vocabulary clarification, sentence explanation, summarization, and question-and-answer interaction during English reading activities.
3. Generative AI utilization in English reading activities is generally assessed to a Great Extent. Vocabulary clarification and contextual understanding obtained the highest assessment, indicating that learners particularly use generative AI to understand unfamiliar words and expressions. However, frequency and duration of use obtained a comparatively lower assessment, suggesting differences in the consistency of AI utilization among learners.
4. The English reading comprehension performance of Grade 6 learners is generally assessed as Fairly Satisfactory based on the overall mean percentage score. Learners demonstrate relatively stronger performance in recognizing supporting details and identifying main ideas, while inferential comprehension, drawing conclusions, and vocabulary comprehension require additional instructional support.
5. The correlation analysis indicates a moderate positive and statistically significant relationship between the extent of generative AI utilization and English reading comprehension performance. This suggests an association between the two variables but does not establish a direct causal effect of generative AI utilization on reading performance.
6. The development of English reading comprehension requires instructional activities that address both basic and higher-level comprehension skills. Vocabulary development, identification of main ideas, recognition of supporting details, inferential reasoning, interpretation, and drawing conclusions should be integrated into guided reading activities.
7. The responsible utilization of generative AI requires appropriate teacher guidance and learner awareness. AI-generated explanations and responses should be evaluated against the original reading materials to help prevent misunderstanding, inaccurate information, and excessive dependence on AI applications.

8. The proposed Responsible Generative AI Instructional Plan provides a structured framework for integrating generative AI into English reading activities. Its implementation may support vocabulary development, comprehension checking, critical thinking, and independent reading among Grade 6 learners, subject to validation and approval by the appropriate school authorities.

Recommendations

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

1. **For DepEd Officials and Education Policymakers.** The Department of Education officials should continue strengthening literacy development initiatives and provide appropriate guidance on the responsible integration of generative AI in basic education. They should encourage the development of instructional resources and teacher-support programs that promote AI literacy, reading comprehension, information verification, and responsible technology utilization.
2. **For School Heads and Administrators.** School heads should support the responsible use of generative AI in English reading instruction by providing appropriate school-level guidance, encouraging teacher development, and ensuring that AI-supported activities are aligned with curriculum objectives and applicable DepEd policies. They should also consider the availability of devices, internet access, and other resources when planning technology-supported learning activities.
3. **For English Teachers and Grade 6 Teachers.** Teachers should integrate guided reading activities that address vocabulary comprehension, identification of main ideas, recognition of supporting details, inferential comprehension, interpretation of textual information, and drawing conclusions. They should use generative AI as supplementary instructional assistance while ensuring that learners continue to read, analyze, and answer comprehension questions independently.
4. **For Responsible Generative AI Utilization.** Teachers should guide learners in asking clear and appropriate questions, checking AI-generated explanations against the original reading passage, recognizing possible inaccuracies, and avoiding the submission of AI-generated responses as their own independent work. Learners should also be reminded not to share personal or sensitive information when using AI applications.
5. **For Vocabulary Development.** Teachers should provide contextual vocabulary exercises, word analysis activities, sentence construction, and reading discussions. Generative AI may be used to provide simple definitions and examples, but learners should also identify word meanings based on the context of the original passage.
6. **For Inferential Comprehension and Drawing Conclusions.** Teachers should conduct activities involving prediction, inference, evidence-based questioning, and conclusion writing. Learners should be encouraged to support their answers using specific information from reading passages rather than relying solely on AI-generated responses.
7. **For Learners.** Grade 6 learners should use generative AI applications responsibly and purposefully when performing English reading activities. They should develop the habit of reading the original passage first, identifying unfamiliar words or confusing ideas, asking relevant questions when appropriate, and verifying AI-generated explanations before using them.
8. **For Parents and Guardians.** Parents and guardians should provide appropriate guidance and supervision when learners use generative AI applications at home. They should encourage independent reading, discuss reading materials with their children, and remind them to use digital tools responsibly and safely.

9. **For Reading Intervention and Instructional Support.** Participating schools should consider providing additional reading activities for learners who experience difficulties in vocabulary comprehension, inferential comprehension, and drawing conclusions. Guided reading, vocabulary enrichment, comprehension exercises, and teacher-supported AI activities may be incorporated into existing literacy programs based on learners' identified needs.
10. **For the Proposed Responsible Generative AI Instructional Plan.** The proposed instructional plan should be reviewed and validated by qualified education experts and concerned school authorities before implementation. It should include clear objectives, learning activities, responsible AI-use guidelines, instructional materials, persons responsible, implementation schedules, and evaluation procedures to determine its suitability for Grade 6 learners.
11. **For Monitoring and Evaluation.** Teachers and school administrators should monitor the implementation of AI-supported reading activities and evaluate learners' progress through appropriate reading assessments, classroom observations, and comprehension exercises. Monitoring should focus on learners' actual reading performance and independent comprehension rather than the frequency of AI use alone.
12. **For Future Researchers.** Future researchers may conduct similar studies involving other grade levels, school divisions, and educational settings to further examine the relationship between generative AI utilization and English reading comprehension. They may also investigate additional variables such as teacher guidance, digital literacy, reading motivation, access to technology, and prior reading ability. Experimental or longitudinal research designs may be considered when examining whether specific AI-supported instructional interventions produce measurable changes in reading performance.

CHAPTER 3
OUTPUT OF THE STUDY
PROPOSED RESPONSIBLE GENERATIVE AI INSTRUCTIONAL PLAN TO SUPPORT AND ENHANCE THE ENGLISH READING COMPREHENSION OF GRADE 6 LEARNERS
RATIONALE

The findings of the study examining generative artificial intelligence (GenAI) utilization and English reading comprehension among Grade 6 learners in selected public elementary schools in the DepEd Schools Division of Bohol provide a basis for developing the Proposed Responsible Generative AI Instructional Plan to Support and Enhance the English Reading Comprehension of Grade 6 Learners. This proposed output is intended to translate the findings into practical instructional activities that teachers and learners may undertake to strengthen reading comprehension through the appropriate, ethical, and purposeful utilization of generative AI applications.

English reading comprehension plays an important role in learners' academic development because it enables them to understand written information, identify important ideas, interpret textual meanings, and develop critical thinking skills. However, learners may experience difficulties in understanding unfamiliar vocabulary, interpreting complex sentences, identifying implied information, and drawing conclusions from reading passages. These difficulties highlight the importance of providing appropriate instructional support and supplementary learning resources that respond to learners' reading needs.

Generative artificial intelligence applications offer opportunities to provide additional explanations, vocabulary definitions, examples, summaries, and question-and-answer interactions that may support learners during English reading activities. Through appropriate teacher guidance, these applications may

serve as supplementary instructional tools that help learners clarify unfamiliar words, understand difficult passages, review important information, and practice comprehension skills. Nevertheless, the use of generative AI should not replace independent reading, critical thinking, teacher instruction, or learners' responsibility to understand and evaluate information.

The proposed instructional plan focuses on six major areas of English reading comprehension: vocabulary clarification and contextual understanding, identification of main ideas, recognition of supporting details, inferential comprehension, interpretation of textual information, and drawing conclusions. These areas provide opportunities for teachers to develop structured reading activities that integrate generative AI-supported explanations, guided questioning, vocabulary exercises, text analysis, and comprehension checking.

Particular attention is also given to the responsible utilization of generative AI. Learners need guidance in asking appropriate questions, evaluating AI-generated responses, verifying information using the original reading passage, protecting personal information, and avoiding excessive dependence on AI-generated answers. Teachers will play an important role in supervising AI-supported activities and ensuring that learners remain actively involved in reading, analyzing, and interpreting texts independently.

The proposed instructional plan therefore includes programs for vocabulary development, main idea identification, supporting detail recognition, inferential comprehension, textual interpretation, drawing conclusions, responsible AI utilization, and teacher capacity-building. These activities are designed to provide learners with opportunities to improve their comprehension skills while developing appropriate digital literacy and responsible technology-use practices.

The Proposed Responsible Generative AI Instructional Plan is intended to be implemented within one school year, subject to the approval of school administrators, availability of resources, and applicable Department of Education policies and guidelines. It identifies specific areas of concern, objectives, instructional strategies, proposed budgets, funding sources, time frames, implementors, evaluative measures, and expected accomplishments. The proposed budget is indicative and may be adjusted according to the actual needs and available resources of Putingbato Elementary School, Panghagban Elementary School, and Magkaya Elementary School.

Ultimately, the proposed instructional plan aims to establish a more structured and responsible approach to integrating generative AI into English reading instruction. Through guided vocabulary development, comprehension exercises, critical reading activities, teacher supervision, and responsible AI-use practices, the plan seeks to support the development of independent, responsible, and proficient Grade 6 readers in the participating schools.

OBJECTIVES

The Proposed Responsible Generative AI Instructional Plan to Support and Enhance the English Reading Comprehension of Grade 6 Learners aims to achieve the following objectives:

1. **Enhance Vocabulary Clarification and Contextual Understanding** by providing guided vocabulary activities, contextual word analysis, and AI-supported explanations that help learners understand unfamiliar English words and expressions.
2. **Improve Identification of Main Ideas** by conducting guided reading exercises, paragraph analysis, summarization activities, and comprehension questions that develop learners' ability to recognize the central ideas of reading passages.

3. **Strengthen Recognition of Supporting Details** by providing text-based exercises that encourage learners to identify relevant facts, examples, and information that support the main ideas of reading materials.
4. **Develop Inferential Comprehension Skills** by integrating prediction exercises, guided questioning, textual clues, and AI-supported practice activities that help learners understand implied information and make logical inferences.
5. **Improve Interpretation of Textual Information** by providing reading analysis activities, explanation exercises, and comparisons of textual information that develop learners' ability to understand relationships and meanings presented in reading passages.
6. **Enhance the Ability to Draw Conclusions** by conducting evidence-based reading activities that require learners to combine textual information, formulate logical conclusions, and justify their answers using supporting details.
7. **Promote Responsible Generative AI Utilization** by guiding learners in using AI applications appropriately, verifying AI-generated information, protecting personal information, and avoiding excessive dependence on AI-generated responses.
8. **Strengthen Teachers' Capacity in AI-Supported Reading Instruction** by providing professional development activities, instructional demonstrations, and collaborative discussions concerning the responsible integration of generative AI into English reading activities.
9. **Provide Appropriate Reading Materials and Technological Resources** by identifying and preparing suitable English reading passages, instructional materials, digital resources, and available AI-supported learning tools for Grade 6 learners.
10. **Establish Systematic Monitoring and Evaluation Procedures** by developing appropriate assessment tools, monitoring learners' comprehension progress, gathering teacher and learner feedback, and evaluating the effectiveness of the proposed instructional activities.

SCHEME OF IMPLEMENTATION

Proposed Responsible Generative AI Instructional Plan Implementation Plan

Area of Concern	Objectives	Strategies	Proposed Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Expected Accomplishment	Remarks
1. Vocabulary Development and Contextual Underst	Enhance learners' ability to understand unfamiliar English words and	Conduct contextual vocabulary exercises, word identification activities	₱6,000	Subject to approved school funds, available MOOE, and	First to Fourth Quarters	School Heads, English Teachers, Grade 6 Teachers, Learners	Vocabulary exercises, contextual word assessments, activity sheets,	Improved understanding of unfamiliar vocabulary and appropriate word usage in	Ensure that AI-generated definitions are checked against the

anding Program	determine their meanings based on context.	, sentence construction, and vocabulary enrichment sessions. Use approved GenAI applications to provide simple definitions, synonyms, and contextual examples under teacher supervision.		other authorized resources			learner performance records, and teacher observations	reading passages	original text and appropriate references.
2. Main Idea and Supporting Details Enhancement Program	Improve learners' ability to identify central ideas and recognize relevant supporting information in English reading	Conduct guided reading, paragraph analysis, main idea identification exercises, graphic organizers, and supporting detail	₱5,000	Approved school funds and available instructional resources	First to Third Quarters	English Teachers, Grade 6 Teachers, Learners	Reading worksheets, comprehension exercises, graphic organizers, written responses, and assessment results	Improved identification of main ideas and recognition of supporting details	Require learners to identify evidence from the original reading passage.

	passages.	activities. Use GenAI-generated guiding questions and supplementary practice exercises when appropriate.							
3. Inferential Comprehension Development Program	Strengthen learners' ability to understand implied meanings and draw inferences using textual clues and prior knowledge.	Organize prediction activities, inference exercises, guided questioning, reading discussions, and evidence-based comprehension tasks. Use GenAI to provide practice questions and hints without directly	₱7,000	Approved school funds and available literacy program resources	Second to Fourth Quarters	School Heads, English Teachers, Grade 6 Teachers, Learners	Inferential comprehension tests, guided reading records, learner explanations, written activities, and teacher evaluation	Improved ability to make logical inferences and understand implied information in reading passages	Emphasize independent reasoning and the use of textual evidence.

		supplying answers to learners.							
4. Textual Interpretation and Drawing Conclusions Program	Improve learners' ability to interpret textual information, connect ideas, and formulate evidence-based conclusions.	Conduct text interpretation exercises, comparison activities, conclusion-writing tasks, reading reflection, and evidence-based questioning. Provide supplementary AI-generated examples and practice questions under teacher supervision.	₱6,000	Approved school funds and available instructional resources	Second to Fourth Quarters	English Teachers, Grade 6 Teachers, Learners	Interpretation worksheets, conclusion-writing outputs, reading assessment results, and teacher observations	Improved interpretation of textual information and ability to draw logical conclusions	Require learners to support their interpretations and conclusions using details from the original passage.
5. Responsible	Promote appropriate,	Conduct AI literacy	₱5,000	Approved school	First and Secon	School Heads, ICT	Orientation attendan	Improved learner awarenes	Ensure that AI use

Generative AI Utilization and Digital Literacy Program	ethical, and responsible use of generative AI applications during English reading activities.	orientations, responsible prompt-writing demonstrations, information verification exercises, discussions on AI limitations, and activities on data privacy and responsible digital behavior.		funds and available institutional or community resources	d Quarters; reinforced throughout the school year	Coordinators, English Teachers, Grade 6 Teachers, Learners	ce, learner activities, responsible AI-use checklists, teacher observations, and feedback forms	s and responsible use of generative AI applications	follows applicable DepEd policies, school rules, age-appropriate safeguards, and data privacy requirements.
6. Teacher Capacity-Building and Instructional Development Program	Strengthen teachers' knowledge and skills in integrating generative AI into guided English reading instruction.	Conduct school-based professional development sessions, instructional demonstrations, collaborative lesson planning, sharing	₱6,000	Approved school funds and available professional development resources	First to Third Quarters	School Heads, English Teachers, Grade 6 Teachers, ICT Coordinators, Qualified Resource Persons	Training attendance, demonstration outputs, instructional plans, teacher feedback, and classroom observation records	Improved teacher preparedness in implementing responsible AI-supported English reading activities	Invite qualified resource persons when available and ensure that activities are aligned with the curriculum.

		of appropriate AI prompts, and discussions on evaluating AI-generated content.							
7. Reading Materials and Technology Resource Support Program	Provide appropriate reading materials and available technological resources for implementing guided and AI-supported English reading activities.	Prepare grade-appropriate English reading passages, printed worksheets, comprehension exercises, vocabulary materials, and digital instructional resources. Assess available devices and internet access and identify alternati	₱8,000	Approved school funds, available MOOE, and authorized stakeholder assistance	First to Fourth Quarters	School Heads, English Teachers, School ICT Personnel, Grade 6 Teachers	Inventory records, instructional material outputs, resource utilization reports, and teacher feedback	Availability of appropriate reading materials and supplementary instructional resources	Prioritize accessible materials and ensure equal learning opportunities for learners with limited technology access.

		ve non-digital activities.							
8. Monitoring, Assessment, and Evaluation Program	Establish systematic procedures for monitoring learners' reading comprehension progress and evaluating the implementation of the instructional plan.	Conduct baseline and periodic reading assessments, monitor classroom reading activities, review learner outputs, gather teacher and learner feedback, and prepare implementation and accomplishment reports.	₱5,000	Approved school funds and existing monitoring and evaluation resources	Quarterly and at the end of the school year	School Heads, English Teachers, Grade 6 Teachers, School Reading Coordinators, Monitoring Team	Reading assessment results, monitoring forms, learner progress records, evaluation reports, and feedback summaries	Documented learner progress and identified areas for continuous improvement in English reading instruction	Use comparable and appropriate assessment procedures and protect learner assessment records.
TOTAL PROPOSED BUDGET			**₱48,000**	Subject to availability and approval of funds	One School Year	Participating Schools and Authorized Personnel	Consolidated Instructional Plan Implementation and Evaluation Report	Improved instructional support for English reading comprehension and responsible GenAI	Indicative budget; subject to adjustment based on actual school

								utilizatio n	require ments and availabl e resourc es.

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