

The Benefits of Artificial Intelligence Tools in Modern EFL Reading Learning Enterprises

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Abstract

In this ever-changing world, our educational systems have undergone a dramatic transformation with the widespread adoption of technologically driven learning tools. To that end, artificial intelligence tools have garnered considerable attention from researchers in recent years due to their applicability, feasibility, and relevance to EFL learners' specific learning needs. The researcher undertook this small-scale library investigation to unravel the benefits of artificial intelligence tools in modern EFL reading learning enterprises. Thus, the researcher capitalized on a thematic analysis approach while analyzing findings of 30 previously-published AI-based reading learning studies. The main reason for incorporating a thematic analysis approach is to generate more robust, believable, and comprehensible results, as the analyzed data was clustered into pertinent themes. From the thematically-categorized findings, artificial intelligence tools are valuable learning assistances to be further implemented in modern EFL reading learning dynamics as they enhance reading competence, strategy development, motivational, and engagement among second language learners.

Keywords: Technology; artificial intelligence; EFL reading; library study; thematic analysis.

INTRODUCTION

The English language is an indispensable prerequisite for global citizenships aspiring to attain gratifying achievements in their academic and professional careers success. Alam et al. (2023) avouch that it is of foremost importance for global second language educationalists to arm their learners with well-developed English competencies at the onset of their learning journeys. Out of the four major English language skills, reading stands out as one of the

challenging competencies to be fully mastered by modern EFL learners. Usama et al. (2024) avow that most second language learners tend to make an earlier departure from their reading learning enterprises due to the immense cognitive loads they should undergo during the information processing stage. In another case, EFL learners experience a higher level of frustration and despair while being asked to read some specifically-assigned texts. The main impetus of this low motivation is attributed to the scant knowledge of lexical knowledge possessed by learners (Yulianti et al., 2025). This general reading learning impediment aligns with Juliani and Dafit (2024) averring that target language learners infuse excessive foreign language reading anxiety before commencing the actual reading learning dynamics as they inculcate scarce vocabulary knowledge, which in turn hampers their whole reading comprehension process. Another contributive factor influencing this unintended event is the constant occurrence of unsupportive reading learning climates. This condition refers to the lack of supportive reading learning assistance hampering EFL learners from having more commitment to enforce constant reading practices outside the regular classroom environments. The above-elucidated obstruction is parallel with Nyoman et al. (2025) adducing that second language educationalists frequently overlook the pivotal role of providing appropriate, meaningful, and powerful reading learning supports, which degrades their learners' reading motivation in the long run. All these aforementioned hindrances are exacerbated by the deficient reading habits residing in some context-specific classroom situations (Ape et al., 2025; Hamdana et al., 2025). This situation may emanate from teachers' fallacious beliefs that EFL learners need to be accountable for their personal reading learning progress. This erroneous contention leads them to conduct fewer reading practices in the designated classroom vicinity. Yusroh and Hidayati (2025) discovered that the vast majority of Indonesian second language educators merely assign their learners to engage in independent reading practices with the continual vacancy of differentiated reading learning instructions. Thongsan and Anderson (2025) reveal that Iranian EFL learners feel demotivated while approaching a wide array of challenging reading learning activities since they are not fully equipped with richer reading strategies. In another study, Le et al. (2024) unfold that Chinese university EFL learners are not capable of maximizing their fullest reading skills potential of which the targeted instructors are more accustomed to utilizing conventional reading learning approaches in their classrooms (Moji et al., 2025; Nurwati & Gusnawaty, 2025; Razak et al., 2025).

With respect to these aforesaid issues, second language educators need to disseminate more interactive, meaningful, relevant, and authentic reading learning enterprises for all learning community members to proactively participate. By doing so, EFL learners begin to inculcate a robust reading learning spirit by which the designated reading learning materials are specifically designed to be in harmony with learners' particular reading needs, preferences, and skills. This suggested advice is in conformance with Koraishi (2023), who believe that with the incessant endorsement of livelier, interesting, and hands-on reading learning materials, second language learners are more liable to showcase more proactive reading behaviors, leading them to obtain satisfying educational outcomes. To mitigate the above-explicated reading learning barriers, second language teachers ought to enhance their regular classroom dynamics with the decent employment of artificial intelligence tools (Ananda et al., 2025; Cahyani et al., 2025; Mamonto et al., 2025; Pobela et al., 2025). With the substantial support of artificial intelligence tools, second language educationalists can potentially evoke more emotionally supportive and positive reading learning enterprises for EFL learners to further engage. It can be phrase that way because the specifically-designed reading materials are addressed in line with EFL learners' current reading learning progress. Hidayat (2024) actuates second language educators to embark their daily reading learning dynamics with the precise incorporation of artificial intelligence tools, by which the designated reading topics are adaptively adjusted to be in accordance with learners' present reading situations.

For the significance of reading learning quality, artificial intelligence tools serve as critical empowerment for elevating EFL learners' reading proficiency to the topmost development (Akhmad et al., 2025; Dunggio & Akhmad, 2025; Saleh et al., 2025; Tuluki et al., 2025). This probability may take place as artificial intelligence tools value each learner's slight reading skills advancement with the continual impartation of meaningful, comprehensive, and reliable feedback. Gao et al. (2021) prompt second language educationalists to equip their learners with the optimal application of artificial intelligence tools at the commencement of reading learning activities, through which EFL learners accurately identify some specifically pinpointed reading areas in need of development. From EFL learners' standpoints, artificial intelligence tools are the major driving forces for them to unceasingly transform into more mature, independent, strategic, effective, and competent readers (Jusuf et al., 2025; Kamaru et al., 2025; Otoluwa et al., 2025). The entrenchment of these five commendable reading learning characteristics can potentially take place since second language learners are continuously

habituated to conduct critical self-evaluations after accomplishing their foregoing reading activities. This beneficial impact concurs with Kaban and Karadeniz (2021) stating that artificial intelligence tools act as influential catalysts for EFL learners wishing to transform into more exemplary and skilled readers, in which they are accustomed to carrying out profound reflections on their prior reading learning dynamics. Furthermore, artificial intelligence tools stand as meaningful solutions for escalating EFL learners' reading learning enjoyment. This laudable reading learning attribute is ascribed to the availability of interactive, interesting, and hands-on digital reading practices (Datungsolang et al., 2025; Gusnawaty et al., 2025). As a result, EFL learners start instilling a robust reading learning endeavor whenever they deal with a wide variety of challenging texts. Toar et al. (2022) confirm that it is essential for immersing EFL learners into AI-based reading learning activities, through which they discover the relevancy between the newly-attained conceptions with their regular life basis. In the same vein, Alqahtani (2024) articulate that with the mutual support of artificial intelligence tools, second language learners are willing to redouble their reading efforts when comprehending arduous contentions in the texts.

Contrary to the above-elaborated advantages, second language reading learning instructors need to be mindful, thoughtful, and watchful while internalizing a vast array of artificial intelligence tools in their daily reading classroom contexts. By not instilling a comprehensive understanding of proper artificial intelligence tools implementation, these technologically-driven learning tools will potentially provoke innumerable backlashes, hindering EFL learners from developing their reading competencies to the utmost growth. This standpoint is in agreement with Alshriedeh (2021) propounding that educational institutions should involve second language educators into an intensive series of artificial intelligence tools training, by which they will have broader opportunities to enforce more qualified teaching-learning practices in their reading classes. Moreover, there is a paramount need for second language educationalists to concatenate the precise employment of artificial intelligence tools with the presence of enjoyable, interactive, and student-oriented reading activities. With an actualization of this self-initiated action, EFL learners are more likely to transfigure into more highly-achieving academicians as they can orchestrate a richer array of efficient reading strategies fitting best for their present reading learning contexts. Singh et al. (2024) recommend that second language educationalists to involve EFL learners into transformative reading learning dynamics amidst the activation of particularly applied artificial intelligence tools,

through which they learn to implement personal reading strategies feasible for comprehending their texts' contents. It is equally important for educational institutions to design comprehensible, practical, and relatable AI-based reading learning guidelines to be further implemented in their specific classroom surroundings. This action matters most for the continuity of the meaningful reading learning process, as second language teachers and EFL learners will not heavily rely on these human-like learning tools while attempting to resolve particular reading obstacles. Darwin et al. (2024) advocate that educational institutions and second language teachers to establish a solid collaboration in devising the most applicable AI-based reading learning tools in order to ensure the attainment of fruitful academic achievements. Thus, second language teachers need to keep in mind that artificial intelligence tools are not a fixed replacement for supporting their learners' reading proficiency growth. Instead, they must perceive these sophisticated digital tools as additional assistances for promoting high-quality and meaningful reading and learning enterprises for divergent learners. Farrokhnia et al. (2024) advise second language teachers for not supplanting their daily reading teaching-learning instructions with the constant presence of proliferated artificial intelligence tools, yet they need to design their daily reading activities to best accommodating the utmost utilization of these smart technological tools.

Although a growing body of literature has emphasized the significance of equipping EFL learners with robust reading competencies and investigated the affordances of artificial intelligence tools for promoting convivial reading learning enterprises, several gaps remain insufficiently addressed. First, previous studies merely identified EFL learners' difficulties in reading, such as limited vocabulary knowledge, excessive reading anxiety, and inadequate strategy use. These prior investigations have not yet provided effective solutions for mitigating all these common reading learning barriers. Although some researchers have suggested the potential role of AI tools in promoting the best reading practices, there is still a lack of in-depth investigations into how these technologically-driven learning assistances tools can be applied to be in accordance with nowadays reading contexts. Furthermore, previous studies have not profoundly explored the extent to which AI-based learning tools can personalize reading activities and specific reading learning instructions by second language educationalists. While some studies have mentioned artificial intelligence tools' potential to provide feedback or generate interactive reading materials, little is known about how such interventions influence learners' long-term reading engagement, enjoyment, and self-regulated learning habits.

Ultimately speaking, previous studies have concentrated on the particular shortcomings provoked by AI when insufficient technology-based learning guidelines are given by educational institutions. In light of these gaps, there is an urgent need for the researcher to undertake this modest library investigation to unravel the benefits of artificial intelligence tools in modern EFL reading learning enterprises. It is hoped that the impending findings emerging in this study can shed light for second language educators, experts, and practitioners to start prioritizing the prudent utilization of AI in their habitual reading and learning enterprises. To do so, the researcher made his best effort to address plausible and comprehensive responses to this single research inquiry: What are the benefits of artificial intelligence tools in modern EFL reading learning enterprises?

METHODS

The researcher employed a library analysis approach in this small-scale qualitative study. A library analysis approach is beneficial for generating more reliable, sound, and relatable research results as the researcher conducted profound and iterative data analysis accordingly. Klassen et al. (2012) theorize that a library analysis method is helpful for yielding more credible, robust, and relevant findings since the researcher undertake an exhaustive analysis toward every single data. To reinforce the findings generated by a library analysis methodology, the researcher concurrently incorporated a thematic analysis approach. By internalizing a thematic analysis approach, the researcher can potentially generate more comprehensible findings for the targeted research stakeholders, through which each finding is subsumed into identical research themes. Braun and Clarke (2022) assert that it is of great importance for modern researchers to apply a thematic analysis method in their data analysis process, by which they increase the intelligibility of each analyzed result. To minimize unintended misconceptions among the thematically-based research findings, the researcher internalized an open-coding approach. With the help of an open-coding approach, the researcher can diminish unwanted discrepancies hampering data trustworthiness. This beneficial value is in consonance with Nowell et al. (2017) pinpointing the essential role of the open-coding method in quantitative and qualitative studies, through which the researchers can reduce potential mismatches among the explicated findings.

The researcher had two major intentions in conducting this moderate library investigation. Firstly, the impending findings are more prone to shed enlightenment on second language educationalists' perspectives concerning the influential impacts of activating

appropriate artificial intelligence tools in modern EFL reading learning enterprises. Secondly, the forthcoming research results are expected to broaden second language educational stakeholders' viewpoints regarding the advantageous benefits brought about by artificial intelligence tools in fostering EFL learners' reading motivation, performances, skills, and achievements. By having these two main objectives in mind, the thematically-categorized findings can potentially promote a significant degree of advancement of English language reading learning enterprises in this modern age as educational parties are committed to establishing mutual, solid, and collaborative networks in devising future reading programs accomodating the maximum incorporation of artificial intelligence tools.

For the applicability of the forthcoming findings, the researcher selected 30 previous AI-based reading studies published in reputable international and national journal article platforms. Speaking specifically, these 30 prior AI-based reading studies ranged from 2022 to 2025 year. By integrating these two concerns, the specifically-generated research results will share a mutual relevancy with these modern EFL reading learning enterprises since all outcomes focused on the meritorious values of artificial intelligence tools in nowadays literacy enterprises. Some reputable journal article websites the researcher has taken are Taylor & Francis, Elsevier, English Language Teaching and Technology Journal, Language Testing in Asia Journal, International Review and Research Journal, and several more.

Concerning the data explication process, the researcher expounded the thematically-subsumed findings in a descriptive way. Hence, the researcher refrained from addressing his personal notions, standpoints, and opinions to maintain the eligibility, believability, and originality of these findings. Irrespective of the descriptive data explanations process, the researcher substantiated each scientifically described finding with the endorsement of pertinent AI-based reading learning theories and results. With the realization of this research action, the targeted educational stakeholders will entrust the plausibility of each descriptive finding as it is grounded on research-informed decisions and evidence-based outcomes generated by former educational experts, educators, researchers, and practitioners.

RESULTS AND DISCUSSION

The researcher came up with two major themes derived from the thematic analysis process alluded to in the prior section: (1) AI enhanced reading competence and strategy development, and (2) AI as a motivational and engagement catalyst in reading. More in-depth data delineations can be observed in the ensuing lines.

Figure 1. AI Enhanced Reading Competence and Strategy Development

Theme 1	Studies
AI enhanced reading competence and strategy development	Ruzieza (2025); Yousefi and Askari (2024); Althobaiti (2025); Alfaleh et al. (2025); Thongsan and Anderson (2025); Deng (2025); Alarifi et al. (2025); Rukiati et al. (2023); Assiddiq and Sasmayunita (2025); Allehyani et al. (2025); Hu and Hsu (2023); Dugosija (2024); Jiang (2022); Yang (2025); Lestari et al. (2021); Çelik et al. (2024).

It is worth highlighting that artificial intelligence tools fostered EFL learners' reading competence and strategy development. Concerning the elevation of reading proficiency growth, artificial intelligence intensively trains EFL learners to read their texts efficiently. By habituating EFL learners into effective reading learning dynamics, they are adept at processing essential information forming in their texts without squandering their valuable time to read the words chunk by chunk. Alfaleh et al. (2025) found that artificial intelligence tools are beneficial for establishing robust skimming and scanning strategies, by which Saudi Arabian university EFL learners gradually turn into more strategic readers. In relation to heightened reading competence, artificial intelligence tools are the propelling forces for EFL learners to progressively shift into more critical readers. This may happen as they conduct self-initiated actions in formulating critical inquiries while interacting with the designated reading texts. Thongsan and Anderson (2025) unveiled that with the accompaniment of artificial intelligence tools, the predominant number of Thailand and American university EFL learners have transformed into highly-achieving readers, through which they address insightful questions toward novel conceptions forming in the targeted passages. In the light of supportive artificial intelligence tools, EFL learners are more prone to showcase more exemplary reading performances in the forthcoming reading learning dynamics. This occurrence is not happening by accident, as second language learners are committed to undertaking profound self-reflections on their particular reading strengths and weaknesses. This contention is mutually interlinked to Hu and Hsu (2023) uncovering that artificial intelligence tools are important catalysts for helping Taiwanese university EFL learners to gain a significant degree of improvements in their

reading performances, skills, and achievements, by which they exhaustively evaluate their previous reading learning progresses.

Pertaining to reading strategy development, artificial intelligence tools play a crucial role in embedding a richer array of compatible reading strategies among EFL learners. It can be phrased that way, as second language learners are adept at orchestrating a vast range of precise reading strategies in line with their texts. Althobaiti (2025) suggest that global second language educators to introduce EFL learners with the decent employment of artificial intelligence tools, in which they are enriched with a wide variety of sophisticated and novel reading approaches. With the prolific growth of effective reading strategies, EFL learners are skillful at overcoming varied reading learning obstructions hindering their seamless reading dynamics. By becoming more judicious reading strategy initiators, EFL learners will not intensively rely on external reading learning instances imparted by educators. This may potentially cultivate sound independent reading character among EFL learners as they are skilled at resolving their specific reading challenges effectively. Assiddiq and Sasmayunita (2025) prompt second language educationalists to arm EFL learners with the proper utilization of artificial intelligence tools, where they are accustomed to mitigating taxing reading challenges with the robust endorsement of efficient reading strategies.

Figure 2. AI as a Motivational and Engagement Catalyst in Reading

Theme 2	Studies
AI as a motivational and engagement catalyst in reading	Daweli and Mahoub (2024); Vera (2023); Yusroh and Hidayati (2025); Chea and Xiao (2024); Dong et al. (2022); Moybeka et al. (2023); Rad (2025); Benek (2025); Ouafaa and Abdelmajid (2025); Alkhateeb et al. (2025); Tang and Foley (2022); Alazemi (2024); Hidayat (2024); Nugrahawati (2024).

Based on the main theme depicted above, artificial intelligence tools are the catalysts for entrenching strong reading motivation and engagement within EFL learners. The dissemination of these positive reading learning characters is impacted by the availability of authentic, interactive, and contextualized reading enterprises. By constantly partaking in these meaningful reading and learning dynamics, EFL learners unwittingly habituate themselves to deal with various genres of challenging texts. Daweli and Mahoub (2024) recommend that

second language teachers to acclimatize EFL learners to the meaningful activation of artificial intelligence tools, by which they infuse a higher degree of immediacy while confronting strenuous reading passages. Another notable factor boosting EFL learners' reading learning motivation and engagement amidst the incorporation of artificial intelligence tools is the accessibility of heterogeneous reading text genres. With the presence of variegated reading text types, EFL learners tend to undergo a higher degree of reading learning enjoyment since they read the targeted texts in alignment with their personal reading interests, skills, and levels. The above-explicated assertion is closely linked to Yusroh and Hidayati (2025) unearthing that the great number of Indonesian university EFL learners began to enjoy their regular reading classroom dynamics amid the integration of artificial intelligence tools, resulting in deeper exploration to the specifically-assigned reading topics. In a similar vein, artificial intelligence tools are also supportive for transforming EFL learners into mature, persistent, and resilient readers. It may be asserted that way since target language learners are willing to exert more determinative regulation in their daily reading learning trajectories. Simply put, they are committed to initiatively forging their reading competencies to the fullest potential. This laudable reading learning behavior is in harmony with Chea and Xiao (2024) contending that Chinese second language educationalists need to involve EFL learners into a meaningful continuation of AI-based reading learning dynamics, whereby they establish, nurture, and reinforce their self-regulation character.

The prudent utilization of artificial intelligence tools paves a rewarding pathway for EFL learners to be more vibrant, avid, and lifelong readers. The entrenchment of these three positive reading learning characters is influenced by robust intellectual curiosity residing within EFL learners. The cultivation of this promising reading learning progression takes place since second language learners infuse a higher degree of inquisitiveness while obtaining newly-acquired concepts from the targeted texts. Moybeka et al. (2023) believe that with the solid endorsement of artificial intelligence tools, target language learners are more courageous while comprehending enigmatic information forming in their reading passages, resulting in the manifestation of insightful perspectives. To ascertain the promotion of these meritorious reading learning outcomes, second language teachers need to accommodate EFL learners' specific reading preferences, needs, and competencies with the presence of suitable reading materials. This suggested action is necessary to be materialized, through which target language learners feel encouraged to extensively explore a wide variety of reading texts without being

commissioned to by their learning instructors. Dong et al. (2022) underscore on the indispensable role of artificial intelligence tools as supportive and powerful digital learning assistances for EFL learners to turn into more confident, motivated, and steadfast readers.

CONCLUSIONS AND RECOMMENDATIONS

From the thematically-subdivided research results highlighted above, it can be fairly inferred that artificial intelligence tools are rewarding technological-based learning assistances worth internalizing in these modern EFL reading learning enterprises due to the enhanced reading competence, strategy development, motivational, and reading learning engagement taking place among diverse classroom community members. With regard to escalated reading competence, artificial intelligence tools acclimate EFL learners to be more proactive inquirers while unearthing various baffling conceptions addressed by the authors. This self-initiated action serves as a monumental influence for heightened reading proficiency growth as EFL learners can heed their fullest attention in comprehending the main important concepts delivered in their designated texts. In harmony with reading strategy development, artificial intelligence tools ceaselessly enrich EFL learners with a wider range of efficient reading strategies. By possessing a richer array of effective reading strategies, second language learners will have other optional solutions when their commonly-utilized reading approaches do not operate accordingly to their specific reading contexts. Ultimately speaking, motivation and reading learning engagement share a tight-knit rapport as inseparable variables in this modest library investigation. It can be argued that way since EFL learners are granted with limitless liberation in selecting the most appropriate texts best fitting their specific reading preferences, pace, and levels. With these adaptable reading learning enterprises, EFL learners are keener on practicing their reading competencies to the utmost growth, turning them into well-rounded academicians.

Apart from all these advantageous benefits concerning the above-elucidated research outcomes, this small-scale library study is not without its particular shortcomings. To compensate for these shortfalls, prospective researchers should conduct a more in-depth investigation of specific types of artificial intelligence tools commonly harnessed in these ever-changing EFL reading learning contexts. By doing so, second language educational stakeholders, educators, and practitioners can obtain a more concrete understanding of the exact artificial intelligence tools that are properly internalized in diverse reading classroom circumstances. Similarly, future researchers need to delve more exhaustively into the impacts

of implementing specific types of artificial intelligence tools in non-English-speaking countries. By conducting more in-depth exploration on these outer circles, educational parties will possess more sound readiness while being commissioned to be adaptive and innovative reading learning facilitators as they can determine the most doable enactments accommodating the fullest benefits of AI-based reading learning tools. The thematically-subsumed research results are beneficial in a way of enlightening second language educationalists' perspectives regarding the paramount role of promoting high-quality reading learning enterprises. As a result, EFL learners start rejuvenating their deeply-rooted beliefs that reading learning dynamics can be meaningful, enjoyable, and worthwhile activities when these enterprises are executed accordingly to the precise activation of proper artificial intelligence tools.

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