Saudi Female EFL University Students' Perceptions of Artificial Intelligence (AI) Tools to Improve Reading Fluency and Digital Literacy: ChatGPT as an Example

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ABSTRACT

This study investigates Saudi female EFL university students' perceptions of ChatGPT as a tool for enhancing reading fluency, a persistent challenge in Saudi EFL education. A quantitative survey of 61 participants assessed ChatGPT across five domains: usability, fluency support, word recognition, engagement, and feedback. Results indicated strong positive perceptions overall (M = 4.53), with the highest ratings for word recognition/comprehension (M = 4.59) and usability (M = 4.56). Feedback (M = 4.54) and engagement (M = 4.50) were also highly valued, though fluency-specific impacts were slightly lower (M = 4.43), implying ChatGPT's indirect benefits via vocabulary and motivation. The study concludes that ChatGPT effectively complements traditional instruction but recommends structured fluency exercises for optimal outcomes. These findings offer practical insights for EFL educators and underscore the need for longitudinal research on AI's role in fluency and digital literacy development in reading contexts.

Key words: Artificial Intelligence, ChatGPT, Digital Literacy, EFL Learners, Reading Fluency, Saudi Context

INTRODUCTION

The exponential growth of artificial intelligence (AI) has significantly contributed to language learning, opening new prospects for EFL education. Among these technologies, ChatGPT (OpenAI's generative AI model capable of human-like text interactions) stands out with its potential to enhance reading fluency through vocabulary acquisition, reading exercises, and feedback. For English as a Foreign Language (EFL) learners in Saudi Arabia, developing reading fluency remains a significant challenge, with students often struggling with comprehension, decoding, and motivation (Al-Qahtani, 2016). In this context, digital literacy—especially critical digital literacy—has become increasingly essential, as students are not only expected to read fluently but also to navigate, evaluate, and interpret digital texts in AI-driven environments. Abdelhalim (2024) emphasizes that while many Saudi learners are digitally active, they often lack the strategic skills needed to critically engage with online academic content.

AI tools like ChatGPT offer a promising alternative through responsive and adaptive reading experiences (Alsaif, 2024; El Hassan & Alsalwah, 2025). While existing research has explored AI's role in vocabulary learning (Aldowsari & Aljebreen, 2024), comprehension (Nguyen, 2024), and motivation (Ali et al., 2023; Aydin Yildiz, 2023), its specific impact on reading fluency development – particularly among Saudi university learners – remains understudied (Al-Otaibi & Al-Homidhi, 2025). As educational practices increasingly incorporate technology, investigating ChatGPT's effectiveness for improving reading fluency has become both urgent and necessary. This study examines how ChatGPT facilitates vocabulary development, comprehension, and learner engagement, contributing to the ongoing discussion about AI's role in EFL instruction.

Despite the focus on English proficiency at Saudi universities, EFL students show little enhancement in reading fluency, which affects comprehension and academic success (Al-Othman, 2023). Traditional reading instruction is often non-personalized, leading to poor motivation and engagement. While AI tools have been introduced, their impact on reading fluency remains largely unproven.

Although previous studies addressed AI's role in vocabulary and comprehension (Aldowsari & Aljebreen, 2024; Ramadhani et al., 2023), few have explored its effect on reading fluency, a key component of language learning. This study investigates how ChatGPT influences reading speed, accuracy, and comprehension, and whether students view it as more effective than traditional methods, addressing a gap in the literature.

Objectives of the Study

This study aims to:
1. Explore Saudi female EFL university students' general and specific perceptions of using ChatGPT as an AI tool in language learning.

2. Examine students' perceptions of ChatGPT's effectiveness in enhancing key components of reading fluency.

Research Questions

This study seeks to answer:

1. What is the overall perception of Saudi EFL university students toward ChatGPT?
2. What perceptions do Saudi EFL university students hold toward ChatGPT as a learning tool for reading fluency?

This study has practical implications for Saudi higher education policymakers, teachers, and students. For teachers, it offers a model of how ChatGPT can support or enhance conventional EFL reading pedagogy. For students, it emphasizes the use of AI to facilitate reading fluency, interest, and motivation. Policymakers and curriculum planners can take these implications as a model to guide AI adoption in language instruction. It also contributes to the growing debate about AI-supported learning and addresses the limited literature on reading fluency, digital literacy, and AI in the Saudi EFL context.

LITERATURE REVIEW

Artificial Intelligence (AI) continues to revolutionize English as a Foreign Language (EFL) education by offering dynamic, personalized learning support. Numerous studies (e.g., Aldowsari & Aljebreen, 2024; Nguyen, 2024; Hidayat, 2024) emphasize AI's benefits in vocabulary development, comprehension, and learner motivation. However, limited research critically explores how tools like ChatGPT support reading fluency, especially in under-researched Saudi university contexts. This literature review aims to critically evaluate what is well established—and what remains underexplored—regarding AI's potential for enhancing reading fluency, learner engagement, and digital literacy.

Theoretical frameworks are also unevenly applied. While Krashen's Input Hypothesis and Vygotsky's Zone of Proximal Development (ZPD) are often referenced (Nguyen, 2024; Ramadhani et al., 2023), few studies explicitly evaluate how AI aligns—or conflicts—with these models in EFL classrooms. Furthermore, Abdelhalim (2024) and Zhu et al. (2023) argue that although many Saudi learners are digitally active, they often lack strategic digital literacy skills, which may influence their ability to benefit fully from platforms like ChatGPT. Vocabulary complexity also poses a major challenge to reading fluency, and tools like ChatGPT may help reduce reading anxiety by simplifying text and providing contextual support (Çelik et al., 2024). Kim (2024) similarly found that AI-assisted reading programs improved both comprehension and fluency among Korean EFL students, especially when adaptive content and top-down processing strategies were employed.

While many studies confirm the motivational benefits of AI-supported reading tasks (Ali et al., 2023; AYDIN YILDIZ, 2023), fewer have examined how fluency-specific features—such as pacing, word recognition, and prosody—are enhanced. Some research (e.g., Bédi et al., 2023;

Ramadhani et al., 2023) praises ChatGPT for adaptive text generation, but methodological limitations—such as small samples or lack of control groups—limit generalizability. Additionally, Kohnke et al. (2023) highlight ChatGPT's role in promoting learner autonomy, yet do not contrast it meaningfully with teacher-guided approaches. Studies also suggest that AI-generated feedback improves fluency by offering instant explanations and clarifications during reading (White, 2020; Shoufan, 2023). Research in the Saudi context highlights that traditional reading instruction often lacks scaffolding and interactivity, which hinders students' fluency development (Al-Othman, 2023; Alsaif, 2024).

Motivation has also been identified as a critical factor in fluency development, and AI tools are increasingly used to create engaging, gamified, and interactive reading experiences (Ali et al., 2023; AYDIN YILDIZ, 2023). As Al Asmari (2013) explains, AI-based tools enhance learner autonomy by encouraging students to control their own pace and interaction with reading material. Additionally, recent research (Nguyen 2023; Alshahrani & Al-Shehri, 2023) confirms that increased learner confidence with digital tools translates into improved engagement and sustained participation, which are essential for long-term fluency development.

This study addresses these gaps by focusing on Saudi female university students and analyzing their perceptions of ChatGPT as a tool for reading fluency and digital engagement. In contrast to previous studies that focus solely on vocabulary or comprehension, this research investigates reading fluency holistically—encompassing speed, accuracy, motivation, and digital literacy awareness. As such, it contributes a more integrated and critically aware understanding of AI's role in contemporary EFL education.

Theoretical Framework

This study is grounded in key language learning theories, including Krashen's Input Hypothesis, Vygotsky's Zone of Proximal Development (ZPD). Krashen (1985) emphasizes that language acquisition occurs when learners receive comprehensible input slightly above their current level. AI tools like ChatGPT support this by offering level-appropriate, simplified texts that promote fluency (Nguyen, 2024; Ramadhani et al., 2023). Vygotsky's (1978) ZPD highlights the role of scaffolding and social interaction, which ChatGPT simulates by providing adaptive feedback and guided practice. Together, these theories support the integration of AI in enhancing reading fluency.

Gaps in the Literature and Research Justification

While AI-assisted language learning has been widely studied, ChatGPT's specific influence on reading fluency among Saudi EFL university female students remains underexplored. While its influence on vocabulary acquisition, comprehension, and motivation has been explored by researchers (Aldowsari & Aljebreen, 2024; Ramadhani et al., 2023), not many studies have been conducted on the ways it affects reading speed, accuracy, and prosody, which form the core constituents of fluency. As El Hassan and Alsalwah (2025)

emphasize, further research is needed to evaluate AI's pedagogical effectiveness in specific EFL contexts (p. 89). This study directly addresses this gap by investigating ChatGPT's perceived utility for enhancing fluency in Saudi Arabia's educational context.

RESEARCH METHODOLOGY

Research Design

This study applied a quantitative survey design to assess the impact of ChatGPT on improving the reading fluency of Saudi EFL university female students. A structured Likert-scale questionnaire was used to gather measurable data regarding students' experiences with AI-assisted reading. This method ensured efficiency in data collection from a larger sample and facilitated the identification of patterns and trends in student perceptions.

The development of the questionnaire and the structure of the pilot study were informed by previous research, particularly the studies by Alves et al. (2021), Daweli and Mahyoub (2024), and Nguyen (2023), which examined perceptions of reading fluency and the use of AI in language learning contexts.

Participants

Participants in this study were Saudi EFL university female students currently enrolled in regular English language classes. Purposive convenience sampling was employed to ensure accessibility and moderate diversity in learning experiences.

Selection criteria included:
- Enrollment in the English Department to ensure consistent exposure to systematic English instruction.
- Prior experience with reading fluency practices such as timed readings, repeated readings, or guided oral reading.
- Basic technological proficiency to access and operate ChatGPT.

Before participation, students completed a demographic survey covering:
- Age
- Self-reported English proficiency level (Beginner, Intermediate, Advanced)
- Prior experience with AI tools (Yes/No)
- Frequency of ChatGPT usage for reading practice (Rarely, Occasionally, Frequently, Very Often)

Collecting these demographics allowed for deeper, more context-based analysis of the findings.

Data Collection Instrument

A self-administered questionnaire was developed to measure students' perceptions of ChatGPT's contribution to reading fluency. It consisted of two main sections:
1. Demographic Information
2. Likert-scale Items Assessing Perceptions of ChatGPT's Effectiveness

The full version of the questionnaire is provided in Appendix A.

Likert-Scale Items

Most of the questionnaire had 5-point Likert-scale items (1 = Strongly Disagree to 5 = Strongly Agree) measuring five significant aspects of students' views of ChatGPT:
- Usability and Accessibility: e.g., "ChatGPT's interface is user-friendly for reading practice."
- Reading Fluency: e.g., "ChatGPT assisted me in increasing my reading speed."
- Word Recognition and Comprehension Support: e.g., "ChatGPT assists me in understanding unknown words and their meanings."
- Engagement and Motivation: e.g., "It was motivating and enjoyable to practice reading with ChatGPT."
- Feedback and Support: e.g., "ChatGPT provides informative feedback on right and wrong answers."

All items were carefully aligned with the research objectives to ensure targeted, meaningful, and authentic data collection. The questionnaire was derived based on validated methods used by Alves et al. (2021), Daweli and Mahyoub (2024), and Nguyen (2023) to ensure consistency and academic usability for all constructs.

Validity and Reliability of the Questionnaire

To test internal consistency validity, Pearson correlation coefficients between the score of each item and the total of the score of its respective domain were determined. Statistically significant correlations were obtained on all items ($\alpha \leq 0.01$) that indicated an extremely high level of internal consistency.

For reliability, Cronbach's alpha coefficients were calculated:
- Domain reliabilities ranged between 0.861 and 0.931.
- The total questionnaire reliability coefficient was 0.959, representing very strong internal consistency. The correlation and reliability values are presented in Appendix B.

The above outcomes ensured that the survey was confirmed as valid as well as reliable to measure student perceptions.

Participant Recruitment and Sample Size

The primary study involved 61 participants. The recruitment was done via Telegram groups, English language learning communities, and professors, who sent the survey link among their students. Voluntary participation was provided with a guarantee that participation or non-participation in the survey would not influence scholarship status. Efforts were made to include participants from a range of English proficiency levels to ensure a varied and representative sample.

Pilot Study

A pilot study was conducted with 34 participants who met the eligibility criteria. The aims of the pilot study were to:

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- Test the clarity, reliability, and validity of the questionnaire.
- Identify and refine any ambiguous or unclear questions.

Feedback from pilot participants led to revisions that finalized the questionnaire for the main study. The structure and procedures of the pilot study were based on best practices highlighted by Alves et al. (2021), Daweli and Mahyoub (2024), and Nguyen (2023).

Procedure of the Study

The study commenced with the pilot phase involving 34 students. After refining the questionnaire based on their feedback, the full-scale data collection began.

Eligible students (61 participants) voluntarily completed the finalized questionnaire, which included demographic items and Likert-scale perception questions. Data collection was conducted over several weeks to allow sufficient time for achieving the desired sample size.

Data Analysis

These data were subsequently analyzed with IBM SPSS Statistics Version 30. Likert-scale questionnaire responses were numerically coded (1 = Strongly Disagree to 5 = Strongly Agree) to simplify analysis. Frequencies, means, and standard deviations were calculated to offer an overview of participants' responses and assess general trends regarding perceived impacts on reading fluency by ChatGPT. Moreover, Cronbach's Alpha was utilized to determine internal consistency and reliability of the tool at the pilot phase. Inferential statistical processes, where applicable, such as Pearson correlation analysis, were employed to determine whether there existed any possible correlations between significant variables—e.g., how often ChatGPT was used and self-reported improvements in reading speed, motivation, and pronunciation. Results were presented in the form of tables and graphs for convenience and comprehension.

Ethical Considerations

This study adhered to normal ethical research protocols to safeguard and treat all the participants with dignity. Participants were given an informed consent statement outlining the intent of the study, the voluntary participation in the study, and the right to withdraw at any time without penalty prior to collecting data. It was purely voluntary and anonymous participation, and no personally identifiable data was gathered. The replies were dealt with exclusively on a confidential basis and solely for research reasons at an academic level. Ethical permission to conduct the study was given by the responsible institutional authority, and procedures were in line with current guidelines for research on human subjects.

RESULTS

Participant Demographics

A total of 61 female Saudi EFL university students participated in the study. Detailed demographic information,

including age, English proficiency level, prior experience with ChatGPT, and frequency of usage, is presented in Appendix C. Table 4 provides a categorical breakdown of participants' demographic variables, including age range, self-assessed English proficiency, and frequency of ChatGPT utilization. These data serve to contextualize the subsequent analysis by outlining the learner profile involved in the study. Approximately 70% of participants were over 24 years old, while the remaining 30% were between 18 and 23 years old. In terms of English proficiency, self-rated:

- Beginner: 9.8%
- Intermediate: 52.5% (largest group)
- Advanced: 37.7%

Regarding ChatGPT usage:

- Very often (almost daily): 37.7%
- Frequently (1–3 times/week): 16.4%
- Rarely or occasionally: 45.9%

More than 90% of participants had previously used ChatGPT, and nearly half of them used it frequently for reading practice. Such a level of usage and familiarity provided a good foundation for collecting data on the contribution of ChatGPT to reading development.

General Perceptions of ChatGPT

Table 1 summarizes participant responses across the five core dimensions, presenting the mean score, standard deviation, and ranking for each. The top-rated statement within each category is also highlighted to illustrate the most strongly endorsed aspect of ChatGPT's effectiveness. Table 5 presents a statistical overview of students' perceptions across the five assessed dimensions of ChatGPT use. It highlights the relative strengths in perceived effectiveness, with the highest rating for vocabulary and comprehension support. The data show that students perceived ChatGPT most positively for word recognition and comprehension support, followed closely by its usability, feedback features, and engaging qualities. While reading fluency ranked lowest among the five, it still received a high average score, suggesting a positive impact with room for more fluency-targeted practice.

The overall mean score across all the dimensions was 4.53 (SD = 0.46), indicating a very high positive perception among participants. The following ranks were established by dimension:

- Word Recognition and Comprehension Support (M = 4.59)
- Usability and Accessibility (M = 4.56)
- Feedback and Support (M = 4.54)
- Interactive and Engaging Features (M = 4.50)
- Reading Fluency (M = 4.43)

Analysis of Students' Perceptions by Research Question

The following five perception dimensions from the questionnaire are organized under the two research questions to show how the results address each part of the study.

Table 1. Summary of participants' perceptions of ChatGPT by dimension

Dimension	Mean (M)	Standard deviation (SD)	Rank	Top-Rated statement
Word Recognition and Comprehension Support	4.59	0.45	1	ChatGPT helps me understand unfamiliar words.
Usability and Accessibility	4.56	0.48	2	ChatGPT is easy to use for reading practice.
Feedback and Support	4.54	0.54	3	Recommend ChatGPT to other EFL learners for improving reading fluency.
Interactive and Engaging Features	4.50	0.57	4	ChatGPT makes reading more enjoyable.
Role in Reading Fluency	4.43	0.62	5	ChatGPT helps me read faster with understanding.
Overall	4.53	0.46	-	-

Findings Related to Research Question 1: Overall Perceptions of ChatGPT

RQ1: What is the overall perception of Saudi university students on ChatGPT?
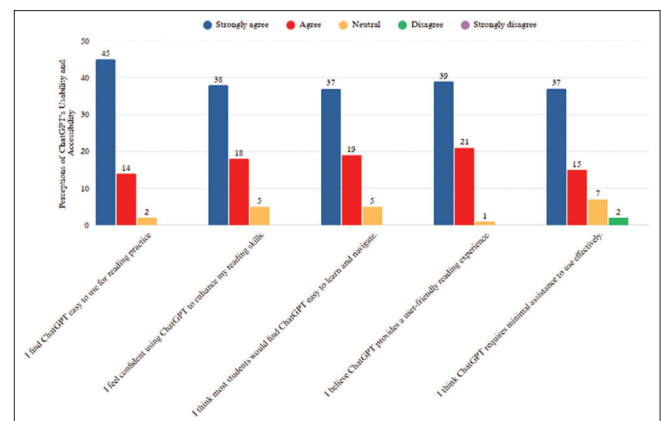
A) Usability and Accessibility
- According to the results presented in Figure 1, 45 participants strongly agreed and 14 agreed that "ChatGPT is easy to use for reading practice."
- The item "ChatGPT is easy to use" scored the highest mean of 4.70 across all individual items. Table 6 presents detailed student responses on the usability of ChatGPT. High scores across items indicate a strong consensus regarding its ease of use and accessibility for reading practice.

B) Interactive and Engaging Features
- According to Figure 2, 36 students strongly agreed that "ChatGPT makes reading practice more engaging and enjoyable."
- Thirty-seven students strongly agreed that they enjoy using ChatGPT for reading fluency exercises.
- Thirty-six students strongly agreed that it motivates them to read more frequently. Table 9 reports students' perceptions of ChatGPT's engaging qualities. The results indicate that interactive features played a critical role in sustaining learner motivation and reading frequency.

C) Feedback and Support
- More than 80% of students reported receiving helpful, immediate feedback from ChatGPT.
- The item "I would recommend ChatGPT to other EFL learners for improving reading fluency" scored a high mean of 4.67. Table 10 presents the breakdown of responses concerning ChatGPT's feedback mechanisms. The data suggest that immediate and informative feedback was a key factor in promoting independent reading and fluency development.
- As illustrated in Figure 3, 43 students strongly agreed they would recommend ChatGPT for fluency development.

Figure 1. Usability and accessibility
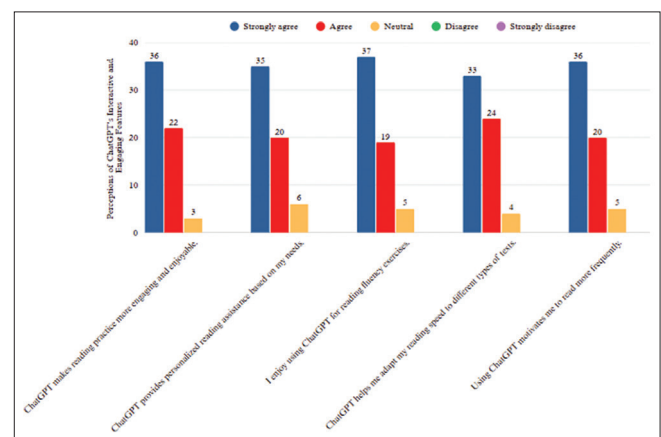
Figure 2. Interactive and engaging features

Findings Related to Research Questions 2: Perceptions of ChatGPT as a Reading Fluency Tool

RQ2: What perceptions do Saudi EFL university students hold of ChatGPT as a learning tool for reading fluency?

D) Role in Reading Fluency
- As shown in Figure 4, 36 participants strongly agreed that ChatGPT helped them read faster and more accurately.
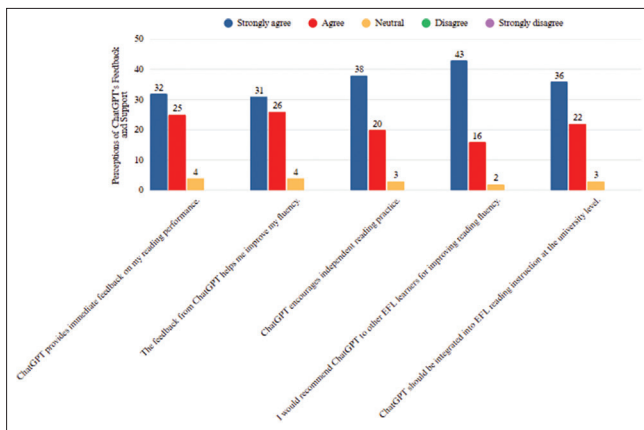- A combined fifty-five participants agreed or strongly agreed that the tool supported decoding unfamiliar words.
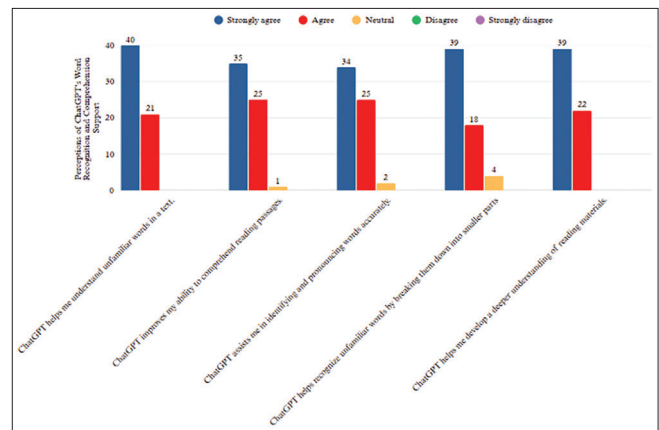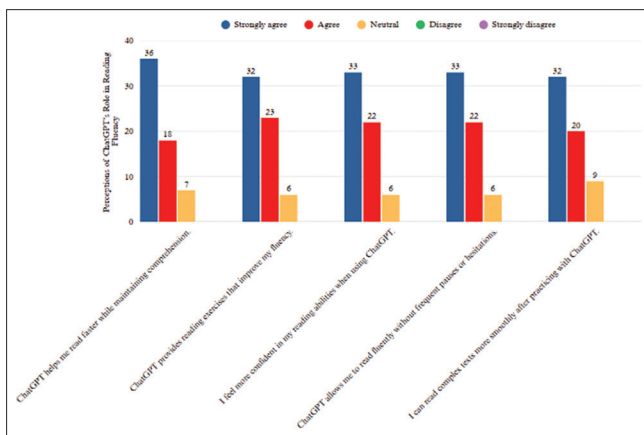
Figure 3. Feedback and support

Figure 4. Role in reading fluency

- The item "ChatGPT helps me read faster while maintaining comprehension" had a mean of 4.48. Table 7 details students' evaluations of ChatGPT's impact on reading fluency. Although slightly lower than other dimensions, the results still indicate a generally positive perception of its role in enhancing fluency-related outcomes.

E) Word Recognition and Comprehension Support
- As presented in Figure 5, over 88% of participants agreed or strongly agreed that ChatGPT helped them understand difficult vocabulary.
- The statement "ChatGPT helps me understand unfamiliar words in a text" had a mean of 4.66. Table 8 illustrates participants' responses regarding lexical and comprehension support provided by ChatGPT. The high mean values across all items demonstrate the tool's strong effectiveness in facilitating vocabulary development and textual understanding.

DISCUSSION

The findings of this study strongly support the central argument that AI tools—especially ChatGPT—can play a valuable role in supporting reading fluency among Saudi female EFL university students. Participants reported overwhelmingly positive perceptions across all five dimensions:

Figure 5. Word recognition and comprehension support

usability, feedback, word recognition, engagement, and fluency support. These results confirm that ChatGPT was perceived as:

- Easy to use,
- Supportive in vocabulary comprehension and word recognition,
- Motivating for continued reading,
- Helpful in providing feedback, and
- Effective in supporting reading fluency.

These perceptions are in line with Al Asmari (2013), who emphasized that AI-supported platforms encourage learner autonomy and remove technological barriers that often hinder participation. Similarly, Alshahrani and Al-Shehri (2023) noted that when learners feel confident using technology, their motivation increases—a pattern that was reflected in this study's engagement scores.

The strongest results came from the word recognition and comprehension support dimension. Participants especially appreciated how ChatGPT helped them decode unfamiliar vocabulary and grasp complex meanings. This aligns closely with Aldowsari and Aljebreen (2024), who emphasized AI's strength in supporting vocabulary learning in EFL settings. The participants in this study confirmed that real-time explanations and context-based definitions from ChatGPT made reading smoother and more manageable. This also echoes findings by Ramadhani et al. (2023) and Nguyen (2024), who demonstrated that ChatGPT-generated texts and vocabulary explanations improve comprehension across various proficiency levels.

In terms of reading fluency, the students showed moderately high agreement that ChatGPT helped improve their speed and understanding. Although it received the lowest mean score among the five dimensions (M = 4.43), the fluency support was still rated highly, indicating that students saw it as indirectly helpful. These results reflect what Nguyen(2023) argued: AI tools may not always directly boost fluency, but they support fluency by enhancing confidence, comprehension, and word familiarity. Similarly, Kim (2024) found that Korean EFL learners improved in fluency and comprehension through AI-assisted reading.

Participants also highly valued the interactive and engaging features of ChatGPT. They noted that the experience was

enjoyable and motivating, which is consistent with the findings of Ali et al. (2023) and AYDIN YILDIZ (2023), who reported higher motivation among learners using AI-based reading platforms compared to traditional textbooks. This enjoyment factor contributes to self-directed learning—a key element for fluency and literacy development.

The feedback and support dimension received strong positive responses as well. More than 80% of participants reported that ChatGPT provided helpful and immediate feedback. This echoes the work of Shoufan (2023), who found that AI-generated feedback helped learners build better understanding and improve reading performance. Similarly, White (2020) emphasized that adaptive tools offering instant feedback can promote accuracy and deeper processing in digital reading.

Overall, these findings extend what earlier researchers like Kohnke et al. (2023) have suggested: ChatGPT offers a dynamic, learner-centered approach to reading that supports vocabulary acquisition, builds motivation, and enables personalized learning paths.

Importantly, this study also highlights the relevance of digital literacy in the Saudi higher education context. As noted by Abdelhalim (2024), many Saudi students are digitally active but need structured support to develop strategic and critical digital reading skills. The findings here support the idea that using ChatGPT can contribute not only to fluency but also to broader digital academic literacy.

CONCLUSIONS

Summary of Findings

This study explored Saudi female EFL university students' perceptions of ChatGPT as a tool for enhancing reading fluency. Based on the responses of 61 participants and SPSS analysis, the findings revealed overall positive attitudes toward ChatGPT across five key dimensions: usability and accessibility, word recognition and comprehension support, engagement, feedback, and reading fluency.

The highest-rated dimension was vocabulary support, where learners found ChatGPT helpful in interpreting unfamiliar words and understanding complex texts. Usability and immediate feedback also received high ratings. Students appreciated the motivating and interactive nature of the platform. While reading fluency scored slightly lower than the other dimensions, it was still rated positively, suggesting that ChatGPT supports fluency indirectly by enhancing vocabulary, motivation, and comprehension. The study also underscores the importance of digital literacy in AI-supported language learning.

Study Limitations

The study, while offering valuable insights, has several limitations that warrant acknowledgment. First, the sample consisted solely of 61 Saudi female university students, which limits the generalisability of the findings to broader populations, including male learners and students from different regions or institutions. Second, the study relied exclusively on self-reported perceptions collected through a large-scale questionnaire. Although the instrument demonstrated strong reliability and internal consistency, the absence of performance-based or observational data means the actual impact of ChatGPT on reading fluency could not be empirically verified. Future research should consider incorporating objective proficiency measures and comparative control groups to more accurately assess causal effects. Lastly, this study focused exclusively on ChatGPT and did not compare it with other AI-based tools. A comparative research design may yield more nuanced insights into which types of AI applications are most effective for promoting reading fluency among EFL learners.

Further Research Directions

Based on the findings and limitations, the following areas are recommended for future exploration:
- Conducting longitudinal studies to measure actual gains in reading fluency and comprehension.
- Employing experimental designs with control groups and pre/post testing to assess learning outcomes.
- Expanding the sample to include male students, different age groups, or varied educational levels.
- Investigating teachers' perspectives on AI integration in language instruction.
- Exploring other AI reading tools (e.g., tools with text-to-speech or gamified features) for comparative analysis.

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APPENDIX A

Student Questionnaire: Perceptions of ChatGPT for Reading Fluency

Section 1: Demographic Information
1. What is your age?
    - 18–20
    - 21–23
    - 24 or above
2. What is your English proficiency level? (Self-reported)
    - Beginner
    - Intermediate
    - Advanced
3. Have you used any AI tools before?
    - Yes
    - No
4. How often do you use ChatGPT for reading practice?
    - Rarely (Less than once a month)
    - Occasionally (1–3 times a month)
    - Frequently (1–3 times a week)
    - Very often (Almost daily)

Section 2: Perceptions of ChatGPT's Effectiveness

(Please check the box that best represents your opinion)
(1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree)

Item No.	Domain	Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	Usability and Accessibility	I find ChatGPT easy to use for reading practice.	☐	☐	☐	☐	☐
2	Usability and Accessibility	I feel confident using ChatGPT to enhance my reading skills.	☐	☐	☐	☐	☐
3	Usability and Accessibility	I think most students would find ChatGPT easy to learn and navigate.	☐	☐	☐	☐	☐
4	Usability and Accessibility	I believe ChatGPT provides a user-friendly reading experience.	☐	☐	☐	☐	☐
5	Usability and Accessibility	I think ChatGPT requires minimal assistance to use effectively.	☐	☐	☐	☐	☐
6	Reading Fluency	ChatGPT helps me read faster while maintaining comprehension.	☐	☐	☐	☐	☐
7	Reading Fluency	ChatGPT provides reading exercises that improve my fluency.	☐	☐	☐	☐	☐
8	Reading Fluency	I feel more confident in my reading abilities when using ChatGPT.	☐	☐	☐	☐	☐
9	Reading Fluency	ChatGPT allows me to read fluently without frequent pauses or hesitations.	☐	☐	☐	☐	☐
10	Reading Fluency	I can read complex texts more smoothly after practicing with ChatGPT.	☐	☐	☐	☐	☐
11	Word Recognition and Comprehension Support	ChatGPT helps me understand unfamiliar words in a text.	☐	☐	☐	☐	☐
12	Word Recognition and Comprehension Support	ChatGPT improves my ability to comprehend reading passages.	☐	☐	☐	☐	☐

13	Word Recognition and Comprehension Support	ChatGPT assists me in identifying and pronouncing words accurately.	☐	☐	☐	☐	☐
14	Word Recognition and Comprehension Support	ChatGPT helps recognize unfamiliar words by breaking them down into smaller parts.	☐	☐	☐	☐	☐
15	Word Recognition and Comprehension Support	ChatGPT helps me develop a deeper understanding of reading materials.	☐	☐	☐	☐	☐
16	Interactive and Engaging Features	ChatGPT makes reading practice more engaging and enjoyable.	☐	☐	☐	☐	☐
17	Interactive and Engaging Features	ChatGPT provides personalized reading assistance based on my needs.	☐	☐	☐	☐	☐
18	Interactive and Engaging Features	I enjoy using ChatGPT for reading fluency exercises.	☐	☐	☐	☐	☐
19	Interactive and Engaging Features	ChatGPT helps me adapt my reading speed to different types of texts.	☐	☐	☐	☐	☐
20	Interactive and Engaging Features	Using ChatGPT motivates me to read more frequently.	☐	☐	☐	☐	☐
21	Feedback and Support	ChatGPT provides immediate feedback on my reading performance.	☐	☐	☐	☐	☐
22	Feedback and Support	The feedback from ChatGPT helps me improve my reading fluency.	☐	☐	☐	☐	☐
23	Feedback and Support	ChatGPT encourages independent reading practice.	☐	☐	☐	☐	☐
24	Feedback and Support	I would recommend ChatGPT to other EFL learners for improving reading fluency.	☐	☐	☐	☐	☐
25	Feedback and Support	ChatGPT should be integrated into EFL reading instruction at the university level.	☐	☐	☐	☐	☐

Appendix B: Validity and Reliability of the Questionnaire

Internal consistency validity of the questionnaire

To verify the internal consistency validity, Pearson correlation coefficients were calculated between each item's score and the total score of the corresponding domain. The results are presented in Table 2.

Table 2 indicates that the correlation coefficients between each item and the total score of its domain were statistically significant, demonstrating a high degree of internal consistency validity for the study instrument. This confirms that the questionnaire accurately measures the intended constructs.

Reliability of the Questionnaire

To assess the reliability of the questionnaire, Cronbach's alpha coefficient was calculated. The results are presented in Table 3.

Table 3 shows that the reliability coefficients for the questionnaire domains ranged between (0.861 - 0.931), with an overall reliability coefficient of (0.959), which is a high value indicating strong reliability of the questionnaire.

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Appendix C: Descriptive Statistics Results

Table 4 shows the demographic information summary.

Table 5 indicates that the overall scale recorded a mean score of 4.53 with a standard deviation of 0.46. Among the five dimensions, the highest mean was in the "Perceptions of ChatGPT's Word Recognition and Comprehension Support" dimension (M = 4.59), followed by "Perceptions of ChatGPT's Usability and Accessibility" (M = 4.56), "Perceptions of ChatGPT's Feedback and Support" (M= 4.54), "Perceptions of ChatGPT's Interactive and Engaging Features" (M = 4.50), and "Perceptions of ChatGPT's Role in Reading Fluency" (M = 4.43).

As shown in Table 6, the mean score for the dimension "Perceptions of ChatGPT's Usability and Accessibility" was 4.56. The highest mean appeared in the statement "I find ChatGPT easy to use for reading practice" (M = 4.70), and the lowest in the statement "I think ChatGPT requires minimal assistance to use effectively" (M = 4.43).

As shown in Table 7, the mean score for the dimension "Perceptions of ChatGPT's Role in Reading Fluency" was 4.43. The highest mean appeared in the statement "ChatGPT helps me read faster while maintaining comprehension" (M = 4.48), and the lowest in the statement "I can read complex texts more smoothly after practicing with ChatGPT" (M = 4.38).

As shown in Table 8, the mean score for the dimension "Perceptions of ChatGPT's Word Recognition and Comprehension Support" was 4.59. The highest mean appeared in the statement "ChatGPT helps me understand unfamiliar words in a text" (M = 4.66), and the lowest in the statement "ChatGPT assists me in identifying and pronouncing words accurately" (M = 4.52).

Table 2. Pearson Correlation coefficients between each item score and the total score of its domain

Perceptions of ChatGPT's usability and accessibility		Perceptions of ChatGPT's role in reading fluency		Perceptions of ChatGPT's word recognition and comprehension support		Perceptions of ChatGPT's interactive and engaging features		Perceptions of ChatGPT's feedback and support	
Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation	Item	Correlation
1	0.687**	6	0.760**	11	0.772**	16	0.934**	21	0.739**
2	0.793**	7	0.596**	12	0.742**	17	0.802**	22	0.818**
3	0.826**	8	0.859**	13	0.852**	18	0.868**	23	0.895**
4	0.893**	9	0.869**	14	0.875**	19	0.943**	24	0.888**
5	0.855**	10	0.896**	15	0.829**	20	0.913**	25	0.813**

(Correlation is statistically significant at ($\alpha \leq 0.01$))

Table 3. Reliability coefficients of the questionnaire using cronbach's alpha

Domain	Cronbach's alpha	Number of items
Perceptions of ChatGPT's usability and accessibility	0.869	5
Perceptions of ChatGPT's role in reading fluency	0.861	5
Perceptions of ChatGPT's word recognition and comprehension support	0.868	5
Perceptions of ChatGPT's interactive and engaging features	0.931	5
Perceptions of ChatGPT's feedback and support	0.869	5
Overall questionnaire	0.959	25

Table 4. Questionnaire demographic information summary

Variable	Category	N	%
What is your age?	18-20	13	21.3%
	21-23	18	29.5%
	24	30	49.2%
What is your English proficiency level? (Self-reported)	Advanced	23	37.7%
	Beginner	6	9.8%
	Intermediate	32	52.5%
How often do you use ChatGPT for reading practice?	Frequently (1-3 times a week)	10	16.4%
	Occasionally (1-3 times a month)	11	18.0%
	Rarely (Less than once a month)	17	27.9%
	Very often (Almost daily)	23	37.7%

Table 5. Descriptive statistics- summary of all questionnaire domains

n	Dimension	Mean	SD	Rank
1	Perceptions of ChatGPT's Usability and Accessibility	4.56	0.48	2
2	Perceptions of ChatGPT's Role in Reading Fluency	4.43	0.62	5
3	Perceptions of ChatGPT's Word Recognition and Comprehension Support	4.59	0.45	1
4	Perceptions of ChatGPT's Interactive and Engaging Features	4.50	0.57	4
5	Perceptions of ChatGPT's Feedback and Support	4.54	0.54	3
Overall Scale		4.53	0.46	

Table 6. Descriptive statistics- usability and accessibility

n	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	Rank
1	I find ChatGPT easy to use for reading practice.	0 (0%)	0 (0%)	2 (3.3%)	14 (23.0%)	45 (73.8%)	4.70	0.53	1
2	I feel confident using ChatGPT to enhance my reading skills.	0 (0%)	0 (0%)	5 (8.2%)	18 (29.5%)	38 (62.3%)	4.54	0.65	3
3	I think most students would find ChatGPT easy to learn and navigate.	0 (0%)	0 (0%)	5 (8.2%)	19 (31.1%)	37 (60.7%)	4.52	0.65	4
4	I believe ChatGPT provides a user-friendly reading experience.	0 (0%)	0 (0%)	1 (1.6%)	21 (34.4%)	39 (63.9%)	4.62	0.52	2
5	I think ChatGPT requires minimal assistance to use effectively.	0 (0%)	2 (3.3%)	7 (11.5%)	15 (24.6%)	37 (60.7%)	4.43	0.83	5
	Perceptions of ChatGPT's Usability and Accessibility						4.56	0.48	

Table 7. Descriptive statistics- reading fluency

n	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	Rank
6	ChatGPT helps me read faster while maintaining comprehension.	0 (0%)	0 (0%)	7 (11.5%)	18 (29.5%)	36 (59.0%)	4.48	0.7	1
7	ChatGPT provides reading exercises that improve my fluency.	0 (0%)	0 (0%)	6 (9.8%)	23 (37.7%)	32 (52.5%)	4.43	0.67	3
8	I feel more confident in my reading abilities when using ChatGPT.	0 (0%)	0 (0%)	6 (9.8%)	22 (36.1%)	33 (54.1%)	4.44	0.67	2
9	ChatGPT allows me to read fluently without frequent pauses or hesitations.	0 (0%)	0 (0%)	6 (9.8%)	22 (36.1%)	33 (54.1%)	4.44	0.67	2
10	I can read complex texts more smoothly after practicing with ChatGPT.	0 (0%)	0 (0%)	9 (14.8%)	20 (32.8%)	32 (52.5%)	4.38	0.73	4
	Perceptions of ChatGPT's Role in Reading Fluency						4.43	0.62	

Table 8. Descriptive statistics- word recognition and comprehension support

n	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	Rank
11	ChatGPT helps me understand unfamiliar words in a text.	0 (0%)	0 (0%)	0 (0%)	21 (34.4%)	40 (65.6%)	4.66	0.48	1
12	ChatGPT improves my ability to comprehend reading passages.	0 (0%)	0 (0%)	1 (1.6%)	25 (41.0%)	35 (57.4%)	4.56	0.53	4
13	ChatGPT assists me in identifying and pronouncing words accurately.	0 (0%)	0 (0%)	2 (3.3%)	25 (41.0%)	34 (55.7%)	4.52	0.57	5
14	ChatGPT helps recognize unfamiliar words by breaking them down into smaller parts.	0 (0%)	0 (0%)	4 (6.6%)	18 (29.5%)	39 (63.9%)	4.57	0.62	3
15	ChatGPT helps me develop a deeper understanding of reading materials.	0 (0%)	0 (0%)	0 (0%)	22 (36.1%)	39 (63.9%)	4.64	0.48	2
	Perceptions of ChatGPT's Word Recognition and Comprehension Support						4.59	0.45	

As shown in Table 9, the mean score for the dimension "Perceptions of ChatGPT's Interactive and Engaging Features" was 4.59. The highest mean appeared in the statement "ChatGPT makes reading practice more engaging and enjoyable" (M = 4.54), and the lowest in the statement "ChatGPT provides personalized reading assistance based on my needs" (M = 4.48).

As shown in Table 10, the mean score for the dimension "Perceptions of ChatGPT's Feedback and Support" was 4.54. The highest mean appeared in the statement "I would recommend ChatGPT to other EFL learners for improving reading fluency." (M = 4.67), and the lowest in the statement "The feedback from ChatGPT helps me improve my reading fluency." (M = 4.44).

Table 9. Descriptive statistics- interactive and engaging features

n	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	Rank
16	ChatGPT makes reading practice more engaging and enjoyable.	0 (0%)	0 (0%)	3 (4.9%)	22 (36.1%)	36 (59.0%)	4.54	0.59	1
17	ChatGPT provides personalized reading assistance based on my needs.	0 (0%)	0 (0%)	6 (9.8%)	20 (32.8%)	35 (57.4%)	4.48	0.67	5
18	I enjoy using ChatGPT for reading fluency exercises.	0 (0%)	0 (0%)	5 (8.2%)	19 (31.1%)	37 (60.7%)	4.52	0.65	2
19	ChatGPT helps me adapt my reading speed to different types of texts.	0 (0%)	0 (0%)	4 (6.6%)	24 (39.3%)	33 (54.1%)	4.48	0.62	4
20	Using ChatGPT motivates me to read more frequently.	0 (0%)	0 (0%)	5 (8.2%)	20 (32.8%)	36 (59.0%)	4.51	0.65	3
	Perceptions of ChatGPT's Interactive and Engaging Features						4.59	0.45	

Table 10. Descriptive statistics- feedback and support

n	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	SD	Rank
21	ChatGPT provides immediate feedback on my reading performance.	0 (0%)	0 (0%)	4 (6.6%)	25 (41.0%)	32 (52.5%)	4.46	0.65	4
22	The feedback from ChatGPT helps me improve my reading fluency.	0 (0%)	0 (0%)	4 (6.6%)	26 (42.6%)	31 (50.8%)	4.44	0.64	5
23	ChatGPT encourages independent reading practice.	0 (0%)	0 (0%)	3 (4.9%)	20 (32.8%)	38 (62.3%)	4.57	0.63	2
24	I would recommend ChatGPT to other EFL learners for improving reading fluency.	0 (0%)	0 (0%)	2 (3.3%)	16 (26.2%)	43 (70.5%)	4.67	0.55	1
25	ChatGPT should be integrated into EFL reading instruction at the university level.	0 (0%)	0 (0%)	3 (4.9%)	22 (36.1%)	36 (59.0%)	4.54	0.59	3
	Perceptions of ChatGPT's Feedback and Support						4.54	0.45	