

EXPLORING THE RELATIONSHIP BETWEEN ONLINE READINGS STRATEGIES AND CHATGPT USAGE AMONG UNDERGRADUATES

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Abstract. In this technology-enhanced world, learners are open to depending on technology to enhance their learning. In doing so, learners become motivated to improve their knowledge and enhance their learning. With the advancement of technology, online reading has taken a new form. Strategies for online reading are anchored in two main existing theories. The first is self-regulated learning, where online reading requires self-regulated learning skills, which include setting goals, managing time, and seeking help when needed. ChatGPT provides engagement between learners and the content of the text. This study explores the perception of learners on their use of online reading strategies and ChatGPT usage. 102 students participated in this quantitative study. The instrument used is a questionnaire with two main variables: online reading strategies and ChatGPT usage. Findings show that learners perceive their online reading strategies and use of ChatGPT. There was a significant difference in online reading strategies across perceived reading proficiencies. There is also a significant relationship between online reading strategies and ChatGPT usage. The findings of this study add to the existing body of knowledge on online reading and ChatGPT use among students. Results of this study bear interesting implications in the teaching and learning of online reading strategies.

Keywords: *learners, online, reading strategies, ChatGPT*

Introduction

For undergraduates these days, online reading is often paired with ChatGPT. It is almost automatic for students to turn quickly to ChatGPT whenever they need clarification on a topic. Online reading strategies are essential for navigating digital texts effectively, and tools like ChatGPT can significantly enhance these strategies by providing interactive and adaptive support. Strategies for online reading are anchored in two main existing theories. The first is self-regulated learning, where online reading requires self-regulated learning skills, which include setting goals, managing time, and seeking help when needed. ChatGPT supports these skills by assisting in goal setting, developing learning plans, and providing feedback (Zhu, 2025). Next, is the Question-Answer Relationship (QAR): This strategy helps students locate explicit information, synthesize across texts, and engage in inferencing and interpretation. ChatGPT aids in this process by offering immediate support and helping students decode language and reflect on their reasoning (Zhang et al., 2025). ChatGPT usage helps learners in three ways. Firstly, it is a pedagogical benefit and is used to enhance engagement and comprehension in literature courses by generating alternative narrative endings and fostering interactive learning environments Bellot et al. (2025). It also supports source-based writing tasks by helping students synthesize information from texts (Tarchi et al., 2025). Secondly, ChatGPT provides writing Assistance: In workshops, students found ChatGPT useful for writing outlines and summaries, though less helpful for literature searches and synthesis (Lee, 2024). It aids in practicing reading and writing skills, providing explanations, and understanding complex texts (Karu and Hoque, 2024).

Lastly, ChatGPT contributes to strategic Guidance where ChatGPT strategies are used to verify and compare information sources. This significantly influences students' final scores, thus highlighting the importance of interaction with learning materials (Chen et al., 2024).

Nevertheless, there are challenges and considerations when it comes to ChatGPT usage. Firstly, users need to consider acceptance and ethical use. While many students recognize the potential of ChatGPT as a study aid, concerns about over-reliance, mistrust of generated content, and academic integrity persist. Educators must address these challenges to ensure ethical and effective use (Biyiri et al., 2025; Stroud and Du, 2025). Next, users have different types of experiences. Some have positive experiences as ChatGPT enhanced their creativity and time savings. On the other hand, some may have had negative experiences, such as incorrect or confusing answers (Karu and Hoque, 2024). In addition to that, Wang and Fan (2025) suggested that future researchers conduct the impact of ChatGPT on student learning by collecting data from participants who have engaged with ChatGPT usage. Hence, this study explores undergraduates' experience with online reading strategies and ChatGPT usage. Specifically, this study is done to answer the following questions; (1) How do learners perceive their online reading strategies? (2) How do learners perceive their ChatGPT usage? (3) Is there a significant difference in online reading strategies usage across gender? (4) Is there a significant difference in ChatGPT usage across genders? (5) Is there a significant difference in online reading strategies across perceived reading proficiencies? (6) Is there a significant difference in ChatGPT usage across perceived reading proficiencies? (7) Is there a significant relationship between online reading strategies and ChatGPT usage? The hypothesis are: H01-There is no significant difference in online reading strategies across gender; H02-There is no significant difference in ChatGPT usage across genders; H03-There is no significant difference in online reading strategies across perceived reading proficiencies; H04-There is no significant difference in ChatGPT usage across perceived reading proficiencies; H05-There is no significant relationship between online reading strategies and ChatGPT usage.

Literature review

This section provides a foundation for this current research by making connections to relevant theories. In addition to that, it also summarizes past studies related to the chosen topic. Lastly, it elaborates the conceptual framework used in this study.

Self-Regulated Learning (SRL) and ChatGPT

The theory of self-regulated learning (Zimmerman, 1990) is relevant to ChatGPT usage in several ways. SRL emphasizes autonomy, self-reflection, and competence. The integration of ChatGPT in educational contexts has been shown to improve students' motivation, engagement, and self-efficacy, which are critical components of SRL (Wang et al., 2025b). Motivation builds confidence, which leads to autonomy. People turn to ChatGPT as it provides personalized assistance, immediate feedback, and customized educational resources, which are crucial for effective self-reflection (Annamalai and Nador, 2025; QI et al., 2024; Shah et al., 2024). Next, using ChatGPT gives users a sense of competence in performing their tasks. For instance, ChatGPT supports the three key phases of SRL: forethought, performance, and self-

reflection. In the forethought phase, it helps students set meaningful goals and develop actionable learning plans. During the performance phase, ChatGPT aids in task strategies, help-seeking, metacognitive learning, time management, and motivation. In the self-reflection phase, it provides feedback and suggests alternative strategies, helping students reflect on their learning processes and make necessary adjustments (Zhu, 2025). Additionally, the use of ChatGPT aligns with the principles of Self-Determination Theory (SDT), which emphasizes the importance of perceived autonomy, competence, and relatedness in fostering intrinsic motivation and effective learning (Annamalai and Nasor, 2025; Shah et al., 2024). Overall, ChatGPT's ability to provide real-time, personalized feedback and support makes it a valuable tool for enhancing SRL among undergraduates, promoting a more autonomous and self-directed learning experience (Wang et al., 2025b; Chiu, 2024; Younis, 2024).

Technology Acceptance Model (TAM) and ChatGPT Usage

The theory of the Technology Acceptance Model (Davis, 1989) helps to ground ChatGPT usage in this study. The constructs, such as perceived usefulness and perceived ease of use, justify the merger of online reading strategies and ChatGPT in the current research. The TAM framework has been widely used to assess technology adoption in various contexts, including online learning and digital reading (Abuhassna et al., 2023; Liu and Yu, 2023; Deng and Zhang, 2021). TAM is supported by two main constructs: perceived usefulness (PU) and perceived ease of use (PEOU). In the concept of this study, perceived usefulness and ease of use significantly influence the acceptance of digital reading tools, enhancing user engagement and satisfaction (Liu and Yu, 2023; Deng and Zhang, 2021). Similarly, these constructs are crucial in understanding ChatGPT's adoption among students, where perceived usefulness and interactivity are significant predictors of its acceptance (Sabeh et al., 2025; Sabran et al., 2025). Integrating online reading strategies with ChatGPT usage involves leveraging the AI's capabilities to enhance reading comprehension and engagement. ChatGPT can provide personalized reading assistance, generate summaries, and offer explanations, thereby making digital reading more interactive and beneficial (Parveen et al., 2025; Sabeh et al., 2025; Sabran et al., 2025). The perceived enjoyment and social influence also play a role in motivating users to adopt these technologies, as seen in studies on language learning and self-directed learning (Biyiri et al., 2025; Wang et al., 2025a). Moreover, the integration of TAM with online reading strategies and ChatGPT can be further enriched by considering additional factors such as trust, social influence, and facilitating conditions, which have been shown to impact technology acceptance (Foroughi et al., 2025; Albayati, 2024; Shilpa and Menon, 2024). For example, trust and social influence significantly affect the behavioural intention to use ChatGPT for educational purposes, highlighting the importance of a supportive and trustworthy environment (Foroughi et al., 2025; Albayati, 2024). In summary, merging TAM with online reading strategies and ChatGPT usage involves understanding and enhancing perceived usefulness, ease of use, interactivity, and trust. This integrated approach can lead to more effective and engaging digital reading experiences, supported by AI tools like ChatGPT.

Past studies on online reading strategies

The study by Habók et al. (2024) looked at how ChatGPT and Virtual Reality (VR) environments support the theory of self-regulated learning strategies. They also

investigated whether this integration encourages higher-order thinking skills (HOS). 81 participants were chosen to participate in this experimental study. The participants were divided into an experimental group with traditional feedback, supported by VR learning. The control group underwent traditional feedback supported by VR learning. The VR learning environment was backed up by embedded IoT tasks. Findings indicated that the experimental group reported higher cognitive levels across memory, understanding, and application tasks compared to the control group. Nevertheless, although the ChatGPT feedback showed improvements in problem-solving and critical thinking skills, it lacked creativity. Next, the study by Sinas et al. (2024) investigated how metacognitive online reading strategies (MORCS) influence students' online comprehension achievement. The researchers chose 30 technical skills students. They were assigned to the treatment class. They were taught to use MORCS during reading comprehension. The MORCS were distributed to the students during pre and post-tests. Findings revealed that most students engaged with strategies such as clicking on keywords, scrolling up and down on the text, using the e-dictionary for word meanings, rereading, and using Google translation for words or phrases and pictures, visual aids, or sounds to understand the online text. Others used videos or audio to support their reading for better understanding. The test results showed that after the intervention, there was an improvement in the students' online comprehension achievement. Lastly, Quinonez-Beltran et al. (2023) conducted a quasi-experimental study to explore the influence of reading strategies on students' learning in virtual settings. 273 students participated in this study. They were students learning English as a foreign language (EFL). Findings showed that active EFL reading strategy implementation in virtual settings improved students' reading skills. Students perceived that the strategies used were motivating and enhanced their reading comprehension during remote learning instruction.

Past studies on ChatGPT usage

The study by Madiyah and Abu Samah (2025) investigates whether students who did well academically in higher education are more likely to use ChatGPT. 41 students participated in a survey. Findings revealed that most high achievers viewed ChatGPT as a learning tool. They reported a variety of uses of ChatGPT. They found that ChatGPT helped them understand complex topics. They also used ChatGPT for assignments. They used ChatGPT for academic purposes and non-academic purposes. Beck et al. (2024) carried out a mixed-mode research to investigate the perception of 1001 college students on their ChatGPT usage. Quantitative data were collected via a survey. Qualitative data was collected via natural language processing and analysed using thematic analysis. The results showed that older students tend to use ChatGPT frequently for writing and consider it a support tool for language learners. Older students had more confidence in using new technology. In addition to that, results showed that difficulty came from different forms of devices, the internet, and digital skills

Conceptual framework of the study

The conceptual framework of the study acts as a blueprint for the direction of the study. *Figure 1* shows the conceptual framework of this study. This study explores learners' perception on how online reading strategies influence their ChatGPT usage. This framework is rooted in two theories: SRL and TAM. The two theories are then

integrated with the instruments by Youssef et al. (2024) as well as Amer et al. (2010) to investigate how learners perceive their online learning strategies and ChatGPT usage. According to SRL, learners need autonomy, self-reflection, and competence to stay motivated. According to Amer et al. (2010), when reading online, readers depend on strategies such as global, problem-solving, and support strategies to make sense of the text they are reading. Successful utilization of the strategies gives the learners autonomy in their learning. Next, the emergence of technology motivated many students to assist in their learning. Many have learnt to depend on ChatGPT to aid understanding when they read online. According to Youssef et al. (2024), when it comes to ChatGPT usage, researchers are concerned about whether its application influences students' critical thinking abilities, academic achievement, and engagement in learning. Additionally, this study also explores if there is a relationship between online reading strategies and ChatGPT usage.

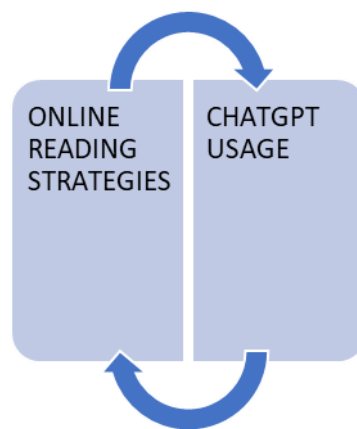


Figure 1. Conceptual framework of the study.

Materials and Methods

This quantitative study is done to explore the influence of online reading strategies on ChatGPT usage. A convenient sample of 102 participants responded to the survey. The instrument used is a 5-point Likert-scale survey and is rooted in Youssef et al. (2024) as well as Amer et al. (2010) to reveal the variables (*Table 2*). *Table 1* shows the categories used for the Likert scale: 1 is for Strongly Disagree, 2 is for Disagree, 3 is for Undecided, 4 is for Agree, and 5 is for Strongly Agree. *Table 2* shows the distribution of items in the survey. Two variables are measured: online reading strategies and ChatGPT usage. The instrument used is formed from a combination of online reading variables by Amer et al. (2010) and ChatGPT usage by Youssef et al. (2024). Online reading strategies are measured by the 6 items on (i) global reading strategies, 6 items on (ii) problem-reading strategies, and 6 items on support strategies. Next, ChatGPT is measured by 4 items on (i) critical thinking abilities, (ii) 4 items on academic achievement, (iii) 5 items on ChatGPT application, and (iv) 3 items on students' engagement. *Table 3* also shows the threshold for the reliability of the instrument. According to Ahmad et al. (2024), a Cronbach's Alpha of 0.7 and above is reliable. The analysis shows a Cronbach alpha of .858 for online reading strategies and .868 for ChatGPT usage; thus, revealing a good reliability of the instrument chosen/used.

Further analysis using SPSS is done to present findings to answer the research questions for this study.

Table 1. Likert scale use.

Number	Category
1	Never
2	rarely
3	Sometimes
4	Often
5	Always

Table 2. Distribution of items in the survey.

Section	Variable	Construct	No of items	TOT	Cronbach Alpha
B	Online reading strategies Amer et al. (2010)	Global	6	18	.858
		Problem-Solving	6		
		Support	6		
C	ChatGPT usage Youssef et al. (2024)	Critical thinking abilities	4	16	.868
		Academic achievement	4		
		ChatGPT application	5		
		Student engagement	3		
				34	.901

Table 3. Reliability levels, Cronbach’s Alpha ranges and their interpretations.

Reliability Level	Cronbach’s Alpha range	Interpretation
Excellent	0.9 and above	Indicates very high internal consistency
Good	0.80-0.89	Reflects strong internal consistency
Acceptable	0.70-0.79	Indicates acceptable internal consistency
Questionable	0.60-0.69	Reflects questionable internal consistency
Poor	Below 0.6	Indicates poor internal consistency

Results and Discussion

Demographic analysis

According to Ziegenfuss et al. (2021), researchers report demographic data in percentages to establish sample representatives and allow for generalizability to a larger population. The reporting also provides an overview of participants’ characteristics. Percentages offer a clear and understandable picture of the sample makeup. With reference to *Table 4*, 26% of the participants are male, while 74% are female students. Next, 39% of the participants rated their reading proficiency as “average,” while 61% rated it as “good.”

Table 4. Demographic profile.

Question	Demographic profile	Categories	Percentage (%)
1	Gender	Male	26
		Female	74
2	Self-rating reading proficiency	Average	39
		Good	61

Descriptive statistics

Why is there a need to report the mean and standard deviation? According to Vetter (2017), Mean (M) represents the average, or centre of a data set. Standard deviation (SD) indicates the typical distance of individual observations from the mean, which shows the data’s variability or spread. A low SD means the data points are clustered

close to the mean whole a high. SD indicates they are more spread out. It is good to have a high SD.

Findings for online reading strategies

This section presents data to answer research question 1: How do learners perceive their online reading strategies? In the context of this study, online reading strategies are measured by: (i) global strategies, (ii) problem-solving strategies, and (iii) support strategies.

Global strategies, problem-solving strategies and support strategies

Table 5 presents the findings for global strategies. Item GSQ3 has the highest mean (Mean=4.39, SD=0.62). This is followed by item GSQ5 (Mean=4.35, SD=0.84). The lowest mean is GSQ4 (Mean=4.09, SD=1.06). With reference to Table 5, item PSSQ4 has the highest mean (Mean=4.39, SD=0.67). Next is item PSSQ2 (Mean=4.33, SD=0.67). Item PSSQ6 has the lowest mean (Mean=3.93, SD=0.62). Table 5 reveals the analysis for support strategies. Item SSQ6 reported the highest mean (Mean=4.34, SD=0.78). Next is Item SSQ3 (Mean=3.78, SD=0.67). The lowest item is SSQ1 (Mean=3.41, SD=1.03).

Table 5. Mean and Standard Deviation of the reading strategies.

Category	Mean	Standard deviation	Frequency (N)
Global Strategies			
GSQ1	4.1569	.59278	102
GSQ2	4.1471	.63553	102
GSQ3	4.3922	.61591	102
GSQ4	4.0882	1.06337	102
GSQ5	4.3529	.84017	102
GSQ6	4.3039	.65686	102
Problem-Solving Strategies			
PSSQ1	4.2157	.68401	102
PSSQ2	4.3333	.66501	102
PSSQ3	4.1961	.71807	102
PSSQ4	4.3922	.64726	102
PSSQ5	4.1863	.64070	102
PSSQ6	3.9314	.61756	102
Support Strategies			
SSQ1	3.4118	1.02786	102
SSQ2	3.7745	1.08003	102
SSQ3	3.7843	.66938	102
SSQ4	3.6569	.80216	102
SSQ5	3.4804	1.2164	102
SSQ6	4.3431	.77709	102

Findings for ChatGPT usage

This section presents data to answer Research Question 2: How do learners perceive their ChatGPT usage? In the context of this study, this is measured by (i) critical thinking abilities, (ii) academic achievements, (iii) ChatGPT application, and (iv) student engagement.

Critical thinking abilities, academic achievements, ChatGPT application and student engagement

Table 6 presents the analysis for critical thinking abilities. Item CTQ2 has the highest mean (Mean=4.26, SD= 0.74). The lowest mean is item CTQ1 (Mean=4.12, SD=0.77). With reference to Table 6, the highest mean is item 1 (Mean=4.2, SD=0.77). The lowest mean is item AAQ4 (Mean=2.73, SD=0.77). Table 6 reveals the findings for the ChatGPT application. The highest mean is item CQ4 (Mean=4.20, SD=0.77). The lowest mean is the item CQ5 (Mean=3.44, SD=1.28). Table 6 presents the results for student engagement. The highest mean is item SEQ1 (Mean=4.12, SD=0.77). The lowest mean is SEQ2 (Mean=3.61, SD=0.83).

Table 6. Mean and standard deviation of the ChatGPT usage.

Category	Mean	Standard deviation	Frequency (N)
Critical Thinking			
CTQ1	4.1176	.77452	102
CTQ2	4.2647	.74364	102
CTQ3	4.0294	.70998	102
CTQ4	4.2549	.72694	102
Academic Achievement			
AAQ1	4.1176	.77452	102
AAQ2	4.0588	.74227	102
AAQ3	3.8039	.91239	102
AAQ4	3.7255	.77276	102
ChatGPT application			
CQ1	4.1176	.77452	102
CQ2	4.0588	.74227	102
CQ3	4.0392	.73014	102
CQ4	4.1961	.77126	102
CQ5	3.4412	1.27872	102
Student Engagement			
SEQ1	4.1176	.77452	102
SEQ2	3.6078	.83437	102
SEQ3	3.6765	1.02602	102

Inferential statistics

According to Shah (2024), there are three main functions of a T-test. Firstly, T-tests are done to compare means. This test is also done to determine if the average scores (mean) or values of two groups, or one group against a known value, are different enough to be considered statistically meaningful and are not just due to random chance. Secondly, a t-test is done to test hypotheses. Researchers use t-tests to test hypotheses about means, such as whether a new treatment significantly impacts a variable or if there's a difference in performance between two distinct groups. Lastly, the t-test is used to identify significant differences. The output of a t-test provides a p-value (significance value). If this p-value is below a pre-determined threshold (often 0.05), it indicates a statistically significant difference, allowing researchers to conclude the populations from which their samples were drawn.

Findings for gender

Online reading strategies: This section presents data to answer research question 3-Is there a significant difference in online reading strategies usage across gender? H01-There is no significant difference in online reading strategies across gender. A two-sample t-test was performed to compare reading strategies between those who perceived they had average and good proficiency. There was no significant difference in reading strategies for those who perceived they had average (M=3.95, SD=.49) and good proficiency (M=4.14, SD=.38); $t(2.26)=3.33$, $p=.0026$) (Table 7 and Table 8). The null hypothesis was accepted. ChatGPT: This section presents data to answer research question 4-Is there a significant difference in ChatGPT usage across genders? H02-There is no significant difference in ChatGPT usage across genders. A two-sample t-test was performed to compare ChatGPT usage between those who perceived they had average and good proficiency. There was no significant difference in ChatGPT usage for those who perceived they had average proficiency (M=34.12, SD=.41) and good proficiency (M=3.87, SD=.49); $t(2.364)=3.33$, $p=.25$) (Table 7 and Table 8). Null hypothesis is accepted.

Table 7. Group statistics across gender.

Category	Gender	N	Mean	Std. Deviation
Reading strategies	Average	27	4.0947	.52835
	Good	75	4.0526	.39452
ChatGPT	Average	27	4.1181	.41361
	Good	75	3.8683	.48907

Table 8. Independent samples test across gender.

Category	Perceived Proficiency	F	Sig.	t	df	Sig.	
						One-sided p	Two-sided p
Reading strategies	Equal variance assumed	2.540	.114	.432	100	0.333	0.666
	Equal variance not assumed			.377	36.962	0.354	0.708
ChatGPT	Equal variance assumed	.988	.323	2.364	100	0.029	0.24972
	Equal variance not assumed			2.559	53.957	0.013	0.24972

Findings for perceived reading proficiencies

Online reading strategies: This section presents data to answer the research question 5: Is there a significant difference in online reading strategies across perceived reading proficiencies? H03-There is no significant difference in online reading strategies across perceived reading proficiencies. A two-sample t-test was performed to compare reading strategies between those who perceived they had average and good reading proficiency. There was a significant difference in reading strategies for those who perceived they had average (M=3.95, SD=.49) and good proficiency (M=4.14, SD=.38); $t(2.26)=3.33$, $p=.0026$). The null hypothesis is rejected (Table 9 and Table 10). ChatGPT: This section presents data to answer the research question 6-Is there a significant difference in ChatGPT usage across perceived reading proficiencies? H04-There is no significant difference in ChatGPT usage across perceived reading proficiencies. A two-sample t-test was performed to compare ChatGPT usage between those who perceived they had average and good reading proficiency. There was no significant difference in ChatGPT usage for those who perceived they had average (M=3.91, SD=.40) and good proficiency (M=3.95, SD=.53); $t(-.342) = 3.33$, $p=.733$) (Table 9 and Table 10). The null hypothesis is accepted.

Table 9. Group statistics across reading proficiency.

Category	Perceived proficiency	N	Mean	Std. Deviation
Reading strategies	Average	40	3.9458	.48814
	Good	62	4.1398	.37555
ChatGPT	Average	40	3.9141	.40348
	Good	62	3.9476	.52805

Table 10. Independent samples test across reading proficiency.

Category	Perceived Proficiency	F	Sig.	t	df	Sig.	
						One-sided p	Two-sided p
Reading strategies	Equal variance assumed	5.057	0.027	-2.261	100	0.013	0.026
	Equal variance not assumed			-2.138	68.121	0.018	0.036
ChatGPT	Equal variance assumed	5.537	0.021	-.342	100	0.367	0.733
	Equal variance not assumed			-.362	97.049	0.359	0.718

Exploratory statistics

According to He (2024), correlation is a statistical technique that shows how strongly two variables are related to each other or the degree of association between the two. It's a common tool for describing simple relationships without making a statement about cause and effect. This section presents data to answer the research question on correlation.

Findings for the Relationship between online reading strategies and ChatGPT usage

This section presents data to answer research question 5: Is there a significant relationship between online reading strategies and ChatGPT usage. H03-There is no significant relationship between online reading strategies and ChatGPT usage. To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social, and affective strategies, data is analyzed using SPSS for correlations. Results are presented separately in Table 11. Table 11 shows that there is an association between online reading strategies and ChatGPT usage. Correlation analysis shows that there is a highly significant association between online reading strategies and ChatGPT usage ($r=.504^{**}$) and ($p<.001$). According to He (2024), the coefficient is significant at the .05 level, and a positive correlation is measured on a 0.1 to 1.0 scale. A weak positive correlation would be in the range of 0.1 to 0.3, a moderate positive correlation from 0.3 to 0.5, and a strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between online reading strategies and ChatGPT usage. The null hypothesis is rejected.

Table 11. Correlation between online reading strategies and ChatGPT usage.

Category		Online reading strategies	ChatGPT usage
Online reading strategies	Pearson correlation	1	.504**
	Sig. (2-tailed)	-	<.001
	N	102	102
ChatGPT usage	Pearson correlation	.504**	1
	Sig. (2-tailed)	<.001	-
	N	102	102

Conclusion

A summary of the findings revealed that learners used global strategies when they read texts online. They also used contextual clues and guessed the content when they read online. Readers reported that they used problem-solving strategies when they read. When they found that the reading was difficult, they re-read the text or they slowed down their reading speed. When it comes to using support strategies, readers reported that they paraphrased the ideas to understand better. They also reported rephrasing the information into their mother tongue for better understanding. Similar findings were found by other researchers in this aspect. Reading strategies are facilitated through the use of ChatGPT. Readers reported that they used problem-solving strategies (Habók et al., 2024; Sinas et al., 2024; Quinonez-Beltran et al., 2023). Next, when it comes to using ChatGPT, students reported that when they doubted the validity of the information given, they sought further clarification and looked further for evidence. Next, they reported they actively explored alternative viewpoints or other sources when using ChatGPT to make sure they understood the topic. They reported that using ChatGPT improved their work productivity. They agreed that ChatGPT was interactive and engaging. This finding is in accordance with the studies by past researchers. ChatGPT usage improved learners' understanding of topics and gave them more confidence in reading online (Madiyah and Abu Samah, 2025; Beck et al., 2024). This use of theories such as Self-Regulated Learning and the Technology Acceptance Model was found to be appropriate in justifying learners incorporating their online reading strategies and ChatGPT usage. In this technology-enhanced era, learners are motivated to learn when they gain autonomy and competence, and when they can depend on assistance to enhance their learning. In addition to that, learners have shown their acceptance of technology when they have shown how useful the chosen technology is and how at ease they were in using ChatGPT. Pedagogically, teachers could incorporate lessons on how to use ChatGPT to enhance their learning while at the same time emphasizing the ethical issues related to its use. Future research could look into investigating the usage of specific technologies to enhance different aspects of learning.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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