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Generative AI-Assisted French Reading Practices Among at the University of Lampung: A Six-Domain Descriptive Study

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Abstract

The use of Generative Artificial Intelligence in language learning increasingly offers opportunities to support reading activities, yet it also presents challenges regarding text comprehension, information verification, reflection, and the responsible use of AI. This study aims to describe Generative AI-assisted French reading practices among university students across six domains: Metacognitive Reading Strategies, Text Comprehension and Evaluation, AI-assisted Reading, Verification and Critical Thinking regarding AI Outputs, Reflection and Reading Practice, and Ethical and Responsible AI Use. A quantitative approach was employed, utilizing a descriptive, non-experimental, and cross-sectional design. Data were collected from 65 students in the French Language Education Study Program at the University of Lampung using a 30-item questionnaire with a six-point Likert scale. The results indicate positive trends across all six domains, with the highest tendency observed in Metacognitive Reading Strategies and the lowest in Text Comprehension and Evaluation. The findings demonstrate that Generative AI serves not only as a tool for text comprehension but also supports verification, reflection, and responsible AI usage within French reading practices.

Keywords: French Reading; Generative Artificial Intelligence; Language Learning; Reading Practices; University Students

Introduction

Reading in a foreign language is a complex process of meaning construction; beyond merely recognizing information within the text, readers must integrate information, establish connections between ideas, draw inferences, and monitor their own comprehension. In the Construction-Integration Model, Kintsch (1998) explains that text comprehension emerges from the construction and integration of various pieces of information, enabling the reader to form a coherent representation of meaning. This process becomes increasingly challenging in foreign language learning, as limitations in vocabulary knowledge, linguistic structures, and linguistic processing can hinder comprehension. Consequently, reading in a foreign language requires not only linguistic competence but also strategies to manage and evaluate the comprehension process.

The importance of regulation in reading can be understood through the perspectives of metacognition and self-regulated learning. Readers need to plan strategies prior to reading,

monitor comprehension while reading, adjust strategies when encountering difficulties, and evaluate the outcomes of the reading process (Zimmerman, 2000; Zimmerman & Schunk, 2011). Empirical evidence within the context of French language learning also highlights the significance of these aspects. Güngör (2021) found a high level of metacognitive awareness regarding reading strategies among university students learning French. Macaro and Erler (2008) demonstrated that explicit instruction in reading strategies can enhance both reading comprehension and strategy use among French language learners, while Frid and Friesen (2020) showed a link between strategy use, inference skills, and reading comprehension in this context. These findings suggest that French language reading instruction needs to focus on the processes learners employ to comprehend texts, rather than solely on the comprehension outcomes.

The emergence of Generative Artificial Intelligence (GenAI) specifically ChatGPT has introduced new issues into this process. GenAI's ability to provide explanations, clarifications, feedback, and reformulated information, as well as customizable outputs via prompts, enables the technology to serve as a support tool for reading activities. In the realm of second language learning, a review of 44 studies by Yang and Li (2024) demonstrates that ChatGPT has been utilized for various educational functions, including content generation, feedback provision, and instructional support. However, the research also highlights a predominance of English as a foreign language contexts and a greater focus on writing compared to other language skills. Law (2024), in a scoping review on Generative AI (GenAI) in language learning, similarly underscores the field's rapid development while emphasizing the need for research that specifically addresses distinct language skills and the various ways GenAI is integrated into instruction.

Regarding reading, GenAI can offer assistance directly tailored to learners' needs. Learners can employ AI to explain challenging vocabulary, break down sentence structures, clarify text segments, explore alternative interpretations, or generate practice questions based on the material they have read. For instance, Huang and Cassany (2025) found that university students use ChatGPT in language learning to obtain assistance with vocabulary and reading comprehension. These findings indicate that AI can serve as a supportive tool in the language learning process, including in activities related to text comprehension. Nevertheless, the use of such assistance raises a critical question: do students remain actively engaged in the process of comprehending the text, or do they instead delegate part of that comprehension process to the AI? This issue makes the manner in which students use AI for reading a more significant subject of study than merely the frequency of its use.

This issue is increasingly important because AI output does not always accurately align with the source text. A systematic review by Lo et al. (2024) showed that ChatGPT in English as a second/foreign language education offers personalized learning opportunities, but it also presents issues such as inaccurate information and inappropriate dependency. In reading, students who receive AI explanations or summaries without going back to the original text potentially reduce their engagement in constructing meaning independently. On the other hand, the use of AI coupled with examination of the source text, comparison of interpretations, and critical assessment can maintain an active role for learners. Furthermore, Liang and Wu (2024) also emphasized the importance of the targeted use of ChatGPT in supporting critical thinking skills in English as a foreign language learners. Based on these findings, the use of GenAI in reading should be viewed not only as AI-assisted reading, but also as a practice involving verification and critical assessment of AI output.

Beyond verification, the use of GenAI is related to students' ability to reflect on their learning process and maintain responsibility for their work. From a self-regulated learning perspective, learners need to evaluate difficulties, reflect on strategies used, and make adjustments based on the results (Zimmerman, 2000; Kim, 2024; Maximilian, 2025). AI can support this process by providing rapid feedback and explanations, but its benefits depend on how students use it. At the same time, the use of AI in higher education requires the ability to recognize technological limitations, use AI transparently, and maintain accountability for one's own work. Tzirides et al. (2024) emphasize the importance of human-AI interaction in developing AI literacy in higher education, while Gruenhagen et al. (2024) emphasize the need for clearer guidelines regarding the responsible use of chatbots in academic activities. This suggests that AI-assisted reading practices need to be understood as encompassing not only technological assistance but also reflection, decision-making, and learner responsibility.

Although research on GenAI in language learning is rapidly expanding, empirical evidence on its role in French reading remains limited. Research on GenAI in language learning has largely examined contexts such as English as foreign language and language skills such as writing (Yang & Li, 2024), whereas research on French reading has primarily addressed reading strategies, comprehension, and inference without explicitly examining the role of GenAI in these processes (Frid & Friesen, 2020; Güngör, 2021; Macaro & Erler, 2008; Shen et al., 2025). This represents an empirical gap in understanding how students report using GenAI in the context of French reading, particularly with regard to the range of reading-related practices that accompany such use.

To address this gap descriptively, the present study organizes the questionnaire into six domains: Metacognitive Reading Strategies (MRS), Text Comprehension and Evaluation (TCE), AI-Assisted Reading (AIR), Verification and Critical Thinking regarding AI Outputs (VCT), Reflection and Reading Practice (RPR), and Ethical and Responsible AI Use (EAR). These six domains were used as an operational synthesis of existing constructs from research on reading strategies, comprehension, AI-assisted learning, verification of AI outputs, reflection, and responsible AI use. They were organized for the descriptive purposes of this study rather than proposed as a new theoretical framework or psychometrically established dimensional model. This organization enables the study to describe students' self-reported GenAI-assisted French reading practices across cognitive, metacognitive, reflective, verification, and responsible-use aspects. The contribution of the study therefore lies primarily higher-education context, rather than in establishing a new theoretical model or validated multidimensional structure.

This issue is particularly relevant to students in the French Language Education Study Program at the University of Lampung, Indonesia, who are both French language learners and prospective language educators. Understanding their GenAI-assisted reading practices requires attention not only to the use of AI tools but also to the reading process and responsible practices reported by learners. Accordingly, the present study examines GenAI-assisted French reading practices through six complementary domains: Metacognitive Reading Strategies (MRS), Text Comprehension and Evaluation (TCE), AI-Assisted Reading (AIR), Verification and Critical Thinking regarding AI Outputs (VCT), Reflection and Reading Practice (RPR), and Ethical and Responsible AI Use (EAR).

The six domains capture related but conceptually distinct aspects of GenAI-assisted reading. Metacognitive Reading Strategies (MRS) concerns the reported regulation of the reading process, including planning, monitoring, adjusting, and evaluating reading strategies, consistent with research on metacognition and self-regulated learning (Kintsch, 1998;

Zimmerman, 2000; Zimmerman & Schunk, 2011; Li et al., 2025; Lin et al., 2025). Text Comprehension and Evaluation (TCE) focuses on engagement with the content of the French text, including identifying important information, determining the main idea, integrating information, making inferences, and evaluating textual support, drawing on established perspectives on reading comprehension and text processing (Frid & Friesen, 2020; Kintsch, 1998). Reflection and Reading Practice (RPR) differs from Metacognitive Reading Strategies in that it concerns reflection and improvement following reading difficulties, mistakes, feedback, or the use of AI, rather than the regulation of reading while it occurs (Tzirides et al., 2024; Zimmerman, 2000; Praja et al., 2024). Thus, Metacognitive Reading Strategies primarily addresses regulation of the reading process, Text Comprehension and Evaluation addresses comprehension and evaluation of textual meaning, and Reflection and Reading Practice (RPR) addresses reflection and subsequent improvement.

AI-Assisted Reading (AIR) concerns students' reported use of GenAI to support specific reading activities, such as explaining vocabulary, clarifying complex sentence structures, and generating practice questions, in line with emerging research on GenAI-assisted language learning (Huang & Cassany, 2025; Law, 2024; Yang & Li, 2024; Maximilian et al., 2026; Nurchurifiani et al., 2025). Verification and Critical Thinking (VCT) is more specific than general critical reading because it concerns the verification and evaluation of AI-generated outputs against the original French text and the learner's own reasoning. This focus is consistent with emerging work emphasizing critical evaluation and verification when learners engage with AI-generated information (Liang & Wu, 2024; Lo et al., 2024; Oktarin et al., 2024). Ethical and Responsible AI Use (EAR) addresses the responsible dimension of GenAI-assisted learning, including appropriate disclosure, responsibility for one's work, avoidance of direct copying, and maintaining personal learning effort. These aspects relate to broader discussions of AI literacy, responsible AI use, and academic integrity (Gruenhagen et al., 2024; Tzirides et al., 2024), but in the present study they are operationalized specifically in the context of GenAI-assisted French reading.

The six domains were used as an operational synthesis of existing constructs from research on reading strategies, comprehension, AI-assisted learning, verification of AI outputs, reflection, and responsible AI use. They were organized for the descriptive purposes of this study rather than proposed as a new theoretical framework of psychometrically established dimensional model. The conceptual mapping of each domain to its underlying construct and key references is provided in the Methodology section.

By identifying these six domains, this study provides an empirical descriptive account of how French Language Education students at the University of Lampung report using GenAI in French reading activities, including cognitive, metacognitive, reflective, verification, and responsible-use aspects. Accordingly, this study addresses the following research question, What are the self-reported GenAI-assisted French reading practices of students in the French Language Education Study Program at the University of Lampung across the six domains of Metacognitive Reading Strategies, Text Comprehension and Evaluation, AI-Assisted Reading, Verification and Critical Thinking regarding AI Outputs, Reflection and Reading Practice, and Ethical and Responsible AI Use?

Method

This study employed a quantitative approach with a descriptive, non-experimental, cross-sectional design to describe GenAI-assisted French reading practices among students in the French

Language Education Study Program at the University of Lampung, Indonesia. The study focused on students' reported use of GenAI in French reading activities at a single point in time, without intervention or causal analysis.

The target population comprised active students who had experience with French reading instruction. First semester students were excluded because they had not yet received formal French reading instruction. Thus, the eligible population consisted of 80 students from semesters 3, 5, and 7. All eligible students were invited to participate, following a total population sampling approach. A total of 65 students completed the questionnaire, resulting in a response rate of 81.25%.

Data were collected in August 2026 through an online questionnaire administered using Google Forms. Participants completed the questionnaire about the study purpose, voluntary participation, and confidentiality of their responses. All questionnaire items were set as mandatory, so incomplete responses could not be submitted. Consequently, all 65 submitted responses were complete and included in the analysis.

Prior GenAI use was an eligibility criterion because the study examined GenAI-assisted French reading practices. GenAI tool was assigned by the researchers; the study examined participants' existing experiences and self-reported practices. Thus, the findings describe GenAI-assisted French reading practices among students with prior experience using GenAI.

Data were collected using a self-developed questionnaire comprising 30 closed-ended items across six domains: Metacognitive Reading Strategies (MRS), Text Comprehension and Evaluation (TCE), AI-assisted Reading (AIR), Verification and Critical Thinking regarding AI Outputs (VCT), Reflection and Reading Practice (RPR), and Ethical and Responsible AI Use (EAR), with five items in each domain. The items were developed from the theoretical framework of the study, drawing on text comprehension and meaning construction (Kintsch, 1998), metacognition and self-regulated learning (Zimmerman, 2000; Zimmerman & Schunk, 2011; Mahpul et al., 2026), French reading strategy and comprehension research (Frid & Friesen, 2020; Güngör, 2021; Macaro & Erler, 2008), and research on GenAI-assisted language learning, AI-output verification, critical thinking, reflection, and responsible AI use (Gruenhagen et al., 2024; Huang & Cassany, 2025; Law, 2024; Liang & Wu, 2024; Lo et al., 2024; Tzirides et al., 2024; Yang & Li, 2024). The questionnaire was developed specifically for this study rather than adapted from a single existing instrument.

The questionnaire was not adapted from an existing instrument. Content validity was assessed by two experts in foreign-language education philosophy and French language education, and the items were revised based on their feedback before administration. Each item was rated on a six point Likert scale : 1 = strongly disagree, 2 = disagree, 3 = somewhat agree, 4 = fairly agree, 5 = agree, and 6 = strongly agree. Higher scores indicated a stronger presence of the measured practice, and no items were reverse-coded. The item blueprint is presented in Table 1a-1f.

Table 1a. Metacognitive Reading Strategies (MRS)

Theoretical basis : Kintsch (1998); Zimmerman (2000); Zimmerman and Schunk (2011)

Item code	English translation of the questionnaire item
MRS1	Before reading a French text, I determine the strategy I will use to understand it.
MRS2	While reading a French text, I am aware of which parts I have and have not understood.
MRS3	When my comprehension is disrupted, I change my reading approach, such as rereading or slowing down.
MRS4	I check whether my understanding is consistent with the information in the text.
MRS5	After reading, I evaluate whether the reading strategy I used was effective.

Table 1b. Text Comprehension and Evaluation (TCE)

Theoretical basis : (Frid & Friesen (2020); Kintsch (1998)

Item code	English translation of the questionnaire item
TCE6	I can find important information explicitly stated in a French text.
TCE7	I can determine the main idea of the French text I read.
TCE8	I can connect information from several parts of a French text to understand it as a whole.
TCE9	I can infer meanings that are not explicitly stated in a French text.
TCE10	I can evaluate whether the content of a French text is supported by information or evidence in the text.

Table 1c. AI-assisted Reading (AIR)

Theoretical basis : (Huang and Cassany (2025); Law (2024); Yang and Li (2024)

Item code	English translation of the questionnaire item
AIR11	I use AI to explain difficult vocabulary based on the context of a French text.
AIR12	I use AI to help me understand complex sentence structures in French texts.
AIR13	I use AI to ask for explanations of parts of a French text that I find difficult to understand.
AIR14	I use AI to compare my understanding of a French text with possible alternative interpretations.
AIR15	I use AI to generate practice questions or quizzes based on a French text I have read.

Table 1d. Verification and Critical Thinking regarding AI Outputs (VCT)

Theoretical basis : Liang and Wu (2024); Lo et al. (2024)

Item code	English translation of the questionnaire item
VCT16	I am aware that AI can provide explanations that are not completely consistent with the original French text.
VCT17	I compare AI-generated answers with sentences or paragraphs in the original French text.
VCT18	I check information provided by AI before using it in a French reading task.
VCT19	I do not directly accept AI-generated summaries without rereading the original French text.
VCT20	I use my own reasoning to determine whether an AI-generated answer is correct or needs revision.

Table 1e. Reflection and Reading Practice (RPR)

Theoretical basis : Tzirides et al. (2024); Zimmerman (2000)

Item code	English translation of the questionnaire item
RPR21	After using AI, I evaluate which parts of the French text I still do not understand.
RPR22	I use AI or lecturer feedback to improve my French reading comprehension.
RPR23	When an AI response does not help me, I improve the way I ask questions about a French text.
RPR24	I learn from my mistakes when I misunderstand a French text despite using AI.
RPR25	AI helps me identify my weaknesses in reading French texts.

Table 1f. Ethical and Responsible AI Use (EAR)

Theoretical basis : Gruenhagen et al. 2024); Tzirides et al. (2024)

Item code	English translation of the questionnaire item
EAR26	I do not directly copy AI-generated answer as my own understanding of a French text.
EAR27	I am willing to state that I used AI if my lecturer or the task requires me to do so.
EAR28	I take responsibility for my answers or summaries even when I use AI.
EAR29	I understand the boundary between using AI as a learning aid and allowing it to replace my own work.
EAR30	I try to use AI wisely so that my French reading ability continues to develop.

Note. The questionnaire was administered in Indonesian. The items presented here are English translations of the original Indonesian questionnaire items.

Two validators reviewed the items for relevance, clarity, and suitability to their intended constructs. No quantitative content-validity index was calculated; instead, items were revised when expert feedback indicated a need for greater conceptual or linguistic precision. Three items were revised. In MRS3, reading was changed to rereading to distinguish the intended reading strategy. In TCE6, important was added to specify information relevant to global text comprehension. In AIR12, complex was added to clarify the type of sentence structure that may hinder comprehension. The revised items were retained in the final questionnaire.

Following the expert review, the empirical quality of the items was examined using item-rest correlations, with 0.30 used as the threshold for preliminary item-quality evidence rather than as evidence of construct validity. Internal consistency was assessed using Cronbach's alpha (α) and McDonald's omega (ω), with omega providing a complementary estimate of reliability (Dunn et al., 2014; McNeish, 2018). These analyses used the same 65 respondents as the substantive analysis; therefore, they were treated as preliminary evidence and not as confirmation of the six domain structure. Neither EFA nor CFA was conducted, and no independent validation sample was used to test the factor structure.

For the substantive analysis, the five items within each domain were equally weighted and averaged to obtain a composite mean score. Composite scores were calculated for MRS (MRS1-MRS5), TCE (TCE6-TCE10), AIR (AIR11-AIR15), VCT (VCT16-VCT20), RPR (RPR21-RPR25), and EAR (EAR26-EAR30). All items were keyed in the same direction, with higher scores indicating a stronger presence of the measured practice; therefore, no reverse coding was applied. Because all items in Google Forms were required, all 65 responses were complete, with no missing data. Descriptive statistics included the mean, standard deviation, minimum and maximum. The theoretical midpoint of the six point scale was 3.50. Domain means were interpreted descriptively in relation to this midpoint, without assigning low, moderate, or high categories, because a position above the midpoint alone does not establish a validated categorical level.

All analysis were conducted using JASP version 0.96 (JASP Team, 2026). The Descriptive Statistics procedure was used to obtain the mean, standard deviation, minimum, and maximum, while the Reliability procedure was used to examine Cronbach's alpha, McDonald's omega, and item-rest correlations. The six domains were treated as complementary dimensions of GenAI-assisted French reading practices rather than as sequential stages or causal relationships.

Results

Respondent Profile

Prior to evaluating the quality of the instrument and conducting the analysis to address the first research question, the respondents' characteristics are presented to describe the research sample. This study involved 65 active students in semesters 3, 5, and 7 of the French Language Education Study Program at the University of Lampung. Eligible participants had received formal French reading instruction, had experience reading French texts in their academic learning, and had prior experience using generative AI for learning purposes. All eligible students were invited to participate, and 65 completed the questionnaire. The respondents' characteristics, including age, gender, and semester of study, are presented in Table 2. The study received ethical approval from the Ethics Committee of Universitas Lampung. Participation was voluntary, informed consent was obtained from all participants, and the confidentiality of their responses was maintained.

Table 2 Respondent Characteristics

Characteristics	Category	Frecquency	Percentage (%)
Age (Years old)	18	3	4.6
	19	11	16.9
	20	25	38.5
	21	16	24.6
	22	10	15.4
Gender	Male	20	30.8
	Female	45	69.2
Semester	2	15	23.1
	4	18	27.7
	6	25	38.5
	8	7	10.8
Total		65	

Note. Percentages are calculated based on the total number of participants (N = 65) and rounded to one decimal place.

Regarding age, the respondents fell within the 18-22 age range. The 20 years old age group was the largest, comprising 25 respondents (38.5%), followed by 16 respondents aged 21 (24.6%), 11 aged 19 (16.9%), 10 aged 22 (15.4%), and 3 aged 18 (4.6%). Overall, 62 respondents (95.4%) were in the 19-22 age range. Meanwhile, respondents aged 20-21 totaled 41 individuals, representing 63.1% of the total sample. In terms of gender, there were 45 female respondents (69.2%) and 20 male respondents (30.8%). Thus, female respondents constituted the majority group in this study, accounting for more than two-thirds of the total sample.

Regarding the semester of study, respondents came from semesters 2, 4, 6, and 8. The largest group was from semester 6, with 25 respondents (38.5%), followed by semester 4 with 18 respondents (27.7%), semester 2 with 15 respondents (23.1%), and semester 8 with 7 respondents (10.8%). Consequently, students from semesters 4 and 6 combined totaled 43 respondents, or 66.2% of the total sample.

Overall, the research sample was dominated by students aged 19-22, female respondents, and students in semesters 4 and 6. This profile reflects the characteristics of French language students at the University of Lampung who served as the data source for this study on AI-assisted French reading practices.

Instrument Validity and Reliability

The research instrument consisted of a closed-ended questionnaire comprising 30 statements rated on a six point Likert scale. Following expert review, item quality was examined using item-rest correlation within each intended domain in JASP version 0.96, based on responses from 65 participants. A value of 0.30 was used as the minimum threshold for preliminary item quality evidence. All 30 items met this threshold, with item rest correlations ranging from 0.473 to 0.839. The lowest correlation was observed for VCT19 (0.473), followed by EAR26 (0.490), while the highest was observed for AIR13 (0.839). The complete item level results for all six domains are presented in Table 3. As all items exceeded the minimum threshold, all 30 items were retained for further analysis.

Table 3 Item-Level Item-Rest Correlations by Domain

Domain	Item	Item-rest correlation
Metacognitive Reading Strategies (MRS)	MRS1	0.579
	MRS2	0.682

Text Comprehension and Evaluation (TCE)	MRS3	0.678
	MRS4	0.687
	MRS5	0.582
	TCE6	0.588
	TCE7	0.686
	TCE8	0.651
	TCE9	0.683
	TCE10	0.618
	AIR11	0.718
	AIR12	0.822
AI-assisted Reading (AIR)	AIR13	0.839
	AIR14	0.640
	AIR15	0.513
Verification and Critical Thinking regarding AI Outputs (VCT)	VCT16	0.568
	VCT17	0.669
	VCT18	0.698
	VCT19	0.473
	VCT20	0.729
Reflection and Reading Practice (RPR)	RPR21	0.716
	RPR22	0.562
	RPR23	0.640
	RPR24	0.627
	RPR25	0.653
Ethical and Responsible AI Use (EAR)	EAR26	0.490
	EAR27	0.675
	EAR28	0.751
	EAR29	0.654
	EAR30	0.697

Note. Item-rest correlations were calculated within each intended domain. A coefficient of 0.30 was used as the minimum threshold for preliminary item quality evidence.

Internal consistency was subsequently analyzed for each of the six dimensions using Cronbach's Alpha (α) and McDonald's Omega (ω). The results are presented in Table 2.

Table 4 Reliability Results

Dimension	Reliability Value		Decision
	Cronbach's Alpha	McDonald's Omega	
MRS	0.836	0.833	Good
TCE	0.839	0.836	Good
AIR	0.870	0.873	Good
VCT	0.826	0.831	Good
RPR	0.836	0.838	Good
EAR	0.839	0.842	Good

All coefficients fall within the 0.826–0.873 range, indicating good internal consistency.

Descriptive Analysis Results

To address the research question regarding the nature of foreign language reading practices assisted by artificial intelligence (AI), a descriptive statistical analysis was conducted on six domains measured via 30 statements in a closed-ended questionnaire using a six-point Likert scale. The analysis covered the mean, standard deviation, and minimum and maximum values for each

domain. The data were obtained from 65 French language students. The Likert scale ranged from 1 to 6; therefore, a value of 3.50 was used as the midpoint to observe general response trends. The analysis results are presented in Table 3.

Table 5 Descriptive Analysis Results

Dimension	Code	Mean	SD	Min.	Max.	Ranking
Metacognitive Reading Strategies	MRS	4.822	0.854	2.0	6.0	1
Text Comprehension and Evaluation	TCE	4.252	0.799	2.0	6.0	6
Using AI as Reading Aid	AIR	4.532	0.979	1.8	6.0	5
Verification and Critical Thinking Regarding AI Outputs	VCT	4.695	0.841	3.0	6.0	4
Reflection and Improvement of Reading Practice	RPR	4.782	0.768	2.6	6.0	2
Ethics and Responsibility in AI Usage	EAR	4.738	0.829	2.8	6.0	3

Overall, all mean scores fell above the scale midpoint of 3.50. MRS obtained the highest mean score ($M = 4.822$; $SD = 0.854$), followed by RPR ($M = 4.782$; $SD = 0.768$), EAR ($M = 4.738$; $SD = 0.829$), VCT ($M = 4.695$; $SD = 0.841$), AIR ($M = 4.532$; $SD = 0.979$), and TCE ($M = 4.252$; $SD = 0.799$). These results indicate that the strongest student response tendency lay in the aspect of metacognitive reading strategies, whereas the relatively lowest tendency was found in the ability to comprehend and evaluate texts.

Although AIR ranked fifth, its mean score remained clearly above the scale midpoint. This confirms that the use of AI as a reading aid is not a low-level or marginal behavior within the study sample. Nevertheless, when compared to reading strategies, reflection, verification, and responsibility, the direct use of AI as an aid yielded a relatively lower mean score. AIR also exhibited the largest standard deviation (0.979), with responses ranging from 1.8 to 6.0, indicating greater variation in AI usage experiences or patterns among students compared to the other domains.

Discussion

The findings should be interpreted in relation to the nature of French reading as a complex language-learning activity. Previous research in Indonesian French language education has emphasized the importance of reading activities in developing French language competence (Rosita et al., 2024), while Pranowo et al. (2024) highlighted the role of metacognitive strategies, particularly planning, monitoring, and evaluation, in French as a foreign language learning. In the present study, the relatively higher mean scores for Metacognitive Reading Strategies ($M = 4.822$), Reflection and Reading Practice ($M = 4.782$), and Ethical and Responsible AI Use ($M = 4.738$), compared with Text Comprehension and Evaluation ($M = 4.252$), suggest a noteworthy descriptive pattern. Students tended to report stronger engagement in regulating, reflecting on, and responsibly managing their reading practices than in practices directly concerned with comprehending and evaluating the text.

This pattern has a potential pedagogical implication. Metacognitive awareness and responsible use of AI may provide an important foundation for reading development, but they do not necessarily indicate that students can independently achieve comprehensive understanding of a French text. In other words, students may report knowing how to plan, monitor, reflect on, verify, and responsibly use AI while still experiencing greater difficulty with the substantive processes of understanding textual information, integrating ideas, making inferences, and evaluating textual evidence. This interpretation is consistent with the observation that awareness of reading strategies

does not necessarily mean that learners have fully mastered their effective application (Rabadi et al., 2020). From a pedagogical perspective, therefore GenAI-assisted reading activities should not focus only on strategy awareness or responsible AI use. They should also provide opportunities for students to engage directly with French texts, justify interpretations from textual evidence, making inferences, and evaluate meaning independently of AI-generated responses.

The comparatively lower Text Comprehension and Evaluation score should, however, be interpreted as a self-reported pattern rather than evidence of lower reading competence. The present study did not include a direct reading comprehension assessment, and the domain scores reflect students' reported practices. Thus, the findings cannot establish whether students' reported metacognitive and responsible practices translate into stronger actual reading performance. Rather, they identify a pedagogically relevant area for further investigation: the extent to which students' reported regulation, reflection, verification, and responsible use of GenAI are accompanied by demonstrated comprehension of French texts.

The fact that the majority of respondents were aged 19-22 indicates that the research findings primarily represent students in the early adulthood phase. Demographic characteristics such as age and gender can also provide context regarding AI usage, although prior research suggests that their influence may vary depending on the specific context of technology application. The predominance of female respondents (69.2%) cannot be interpreted as evidence of gender-based differences in AI-assisted reading practices, as this study did not specifically examine such differences.

Furthermore, the concentration of respondents in their fourth and sixth semesters (66.2%) indicates that the majority of participants were at an intermediate stage of their studies. This is significant because French language learning experiences offer students greater opportunities to develop reading and metacognitive strategies (Pranowo et al., 2024; Rosita et al., 2024).

Overall, the respondent profile indicates that the research findings primarily represent French language students aged 19-22, with a predominance of female students and those in their fourth to sixth semesters. These characteristics should be taken into account when interpreting the results, and the generalizability of the findings should be limited to French language students sharing similar characteristics.

Item-rest correlation results provide item-level evidence that all statements share an adequate relationship with other items within the same dimension. However, these correlations are not treated as sole evidence that the instrument as a whole has been validated. In this study, validity evidence was obtained incrementally through expert judgment for content validity and item-relationship analysis to evaluate the internal quality of the items. This approach is crucial because validity is a broader concept than mere item correlation or reliability.

All 30 items were retained in this study, indicating that no items required empirical elimination based on the established criteria. This ensures that all six dimensions remain fully represented in the measurement of AI-assisted French reading practices.

Meanwhile, Cronbach's Alpha and McDonald's Omega reliability values provide evidence of good internal consistency among items within each dimension. The use of Omega alongside Alpha is significant because Cronbach's Alpha relies on specific assumptions and limitations, whereas McDonald's Omega offers a more flexible estimate of internal consistency when item contributions are not entirely equal (Dunn et al., 2014; McNeish, 2018). The minimal difference between the α and ω values in this study ranging from 0.001 to 0.005 further reinforces the consistency of the reliability estimates.

The AIR dimension demonstrated the highest internal consistency ($\alpha = 0.873$; $\omega = 0.873$), while VCT showed the lowest values ($\alpha = 0.826$; $\omega = 0.831$). Nevertheless, all dimensions fell within

the "good" category. These findings indicate that the instrument consistently measures six distinct aspects of AI-assisted French reading practices: metacognitive strategies, text comprehension, AI usage, output verification, reflection, and ethical responsibility. Thus, the test results provide adequate supporting evidence regarding content validity and item quality, while also demonstrating good internal consistency across the instrument's six dimensions. Overall, the results indicate that the instrument possesses adequate item quality and good internal consistency across all measured dimensions. Consequently, all 30 statement items have been retained for the measurement instrument used to analyze Research Question 1 regarding AI-assisted French reading practices.

Description of AI-Assisted French Reading Practices Among Students Based on Six Research Domains

The analysis reveals a prominent pattern: a high level of Metacognitive Reading Strategies (MRS). With a mean score (M) of 4.822, this domain scored the highest among the six measured areas. These findings indicate that students do not engage in French reading activities passively; instead, they actively plan, monitor, adjust, and evaluate their reading processes. This is reflected in the five MRS indicators: determining strategies before reading (MRS1), recognizing parts that are not understood (MRS2), adjusting strategies when encountering difficulties (MRS3), re-checking text comprehension (MRS4), and evaluating strategy effectiveness after reading (MRS5).

These findings align with research by Rabadi et al. (2020), who studied 240 students learning English and French as foreign languages. Using the Survey of Reading Strategies Questionnaire, they found that French language learners reported moderate use of metacognitive reading strategies and showed a preference for global strategies. Their study also emphasized that merely knowing strategies is insufficient; learners must also understand how and when to apply them effectively.

Compared to those findings, the relatively high MRS scores in the current study suggest that the sampled students have a strong tendency to self-regulate their reading processes. This aligns with the metacognitive framework proposed by Mokhtari and Reichard (2002), which defines reading strategy awareness as the ability to recognize and employ appropriate strategies during reading. Their instrument distinguishes between global, problem-solving, and support strategies and has been developed and validated for adolescent and adult readers.

The high MRS findings provide important context for understanding students' self-reported reading practices in relation to AI use. The findings indicate that students reported engaging in metacognitive practices such as planning reading strategies, monitoring comprehension, adjusting reading approaches, and evaluating reading outcomes. Within the scope of the self-reported data, these findings describe a reported pattern in which AI use co-occurs with students' reported metacognitive reading practices. However, they do not establish the actual sequence of reading behavior or determine whether AI replaces, supports, or changes students' cognitive processing during reading. Such process-level relationships would require additional evidence, such as reading-task performance, behavioral traces, observations, or AI interaction logs.

The domain with the second-highest score is Reflection and Improvement of Reading Practices (RPR), with a mean (M) of 4.782. This ranking suggests that students do not merely focus on completing reading tasks but also tend to reflect on comprehension difficulties, utilize feedback, refine their interaction with AI, learn from errors, and acknowledge their reading weaknesses. The five indicators RPR21 through RPR25 illustrate the reflective dimension of AI-assisted reading activities.

The RPR findings can be interpreted through the lens of self-regulated learning. Zimmerman

(2000) describes self-regulation as a cyclical process comprising three main phases: forethought, performance (or volitional control), and self-reflection. The reflection phase enables learners to evaluate their learning outcomes and processes, subsequently using that evaluation to guide future actions. In the context of this study, RPR primarily represents this reflective component, wherein students evaluate what they have not yet understood, leverage feedback, improve their AI interaction strategies, and learn from mistakes.

The fact that RPR scores are nearly as high as MRS scores is particularly interesting, as it reveals a relatively coherent pattern, students not only plan and monitor the reading process but also tend to reflect on the results. Essentially, the descriptive patterns regarding the first research question demonstrate a tendency toward reading self-regulation that encompasses processes occurring before, during, and after reading.

Furthermore, these findings can be situated within the evolving body of research on ChatGPT in education. Lo et al. (2024) systematic review of 72 studies found that ChatGPT's impact on student engagement can be either positive or negative, and that aspects of cognitive engagement and study habits require further attention. In this study, the high RPR indicates that AI is not merely positioned as a provider of answers but has the potential to become part of a process that encourages students to evaluate and improve their learning processes.

Furthermore, Ethics and Responsibility in AI Use (EAR) ranked third, with a mean score (M) of 4.738. The five items (EAR26-EAR30) addressed self-reported practices related to responsible GenAI use, including refraining from directly copying AI-generated answers, disclosing AI use when required, taking responsibility for work produced with AI assistance, recognizing the boundary between AI as a learning aid and a substitute for one's own work, and maintaining efforts to develop French reading ability. The mean score above the theoretical midpoint of 3.50 indicates that respondents tended to report these practices in their GenAI-assisted reading activities.

However, the EAR findings should be interpreted cautiously because they are based on self-reported responses concerning ethically and socially valued practices. Social-desirability bias may have influenced respondents to report practices that they perceived as responsible or acceptable, regardless of whether these practices were consistently enacted in actual learning situations. Policy awareness bias is also relevant to consider; however, at the time of data collection, the university had no formal institutional policy, guideline, or systematic orientation specifically addressing acceptable GenAI use for students. Therefore, the present study cannot determine whether respondents' EAR responses were shaped by awareness of institutional GenAI policies or guidance. The relatively high EAR score should consequently be interpreted as a pattern of reported ethical and responsible practices rather than direct evidence of students' actual ethical behavior or compliance with institutional GenAI requirements. Future research could examine these issues by documenting students' exposure to GenAI guidance and combining self-reported measures with behavioral evidence, such as task outputs, usage records, or AI interaction logs.

These EAR findings are significant because they demonstrate that students not only report using AI but also show a tendency to maintain personal responsibility for their learning outcomes. In a study by Gruenhagen et al. (2024) involving 337 Australian university students, more than one-third of respondents reported using chatbots to assist with assignments, yet some students did not necessarily view such usage as a breach of academic integrity. The researchers subsequently emphasized the need for clearer policies and guidelines regarding the ethical and academic use of Generative AI (GenAI).

The high EAR score in this study can be viewed as a positive trend, as students do not appear to equate AI assistance entirely with the replacement of their own work. This aligns closely with

item EAR29, which explicitly measures the understanding of the boundary between AI as a learning aid and AI as a substitute for student work. Consequently, the ethical dimension within the instrument is linked not only to prohibitions against copying but also to an understanding of AI's role within the learning process.

The following domain, Verification and Critical Thinking Regarding AI Outputs (VCT), yielded a mean score (M) of 4.695. The VCT results are relatively high, indicating that students tend to recognize the need to verify AI outputs comparing them against original texts and employing their own reasoning to determine the accuracy of AI-generated answers. Specifically, the five indicators (VCT16-VCT20) position students as evaluators of AI output rather than as passive recipients of information.

This VCT finding is crucial in the context of reading French, as the understanding gained through AI must still be linked to the source text. In practice, while AI can provide explanations regarding vocabulary, sentence structure, or alternative interpretations, students must still determine whether these explanations align with the text's context. Consequently, VCT serves as a bridge between AI-assisted reading and critical reading.

This highlights the need for verification is also supported by literature on GenAI in higher education. Gruenhagen et al. (2024) indicate that using chatbots for academic assistance raises questions about how students distinguish between usage that aids learning and usage that compromises academic integrity. Conversely, research on AI literacy in higher education suggests that the experience of using GenAI can contribute to the development of AI literacy, including a better understanding of the technology's applications and limitations. Tzirides et al. (2024) specifically examined the development of students' AI literacy through their experiences using GenAI within a higher education setting.

The relatively high VCT scores observed in this study are interpreted as an indication that students are relatively aware of the need for human oversight regarding AI output. This is particularly important given that AI is not viewed as the ultimate source of truth, but rather as an aid that must be cross-referenced with the French text being read.

A further category, Using AI as a Reading Aid (AIR), obtained a mean score (M) of 4.532. Although it ranked fifth, the score remained above the scale's midpoint. Therefore, it would be inaccurate to interpret this result as indicating low AI usage. Instead, the students demonstrated a clear tendency to use AI to support their reading activities, though this usage was not as pronounced as their tendency to manage, reflect upon, verify, and take responsibility for the reading process. The five AIR indicators demonstrate specific forms of assistance: using AI to explain vocabulary based on context (AIR11), explain complex sentence structures (AIR12), clarify difficult text segments (AIR13), compare one's understanding with alternative interpretations (AIR14), and generate text-based questions or quizzes (AIR15). Based on these indicators, AIR represents a scaffolding approach to AI usage, rather than merely asking the AI to provide a final answer.

This pattern within AIR aligns with the review by Yang and Li (2024) of 44 studies on ChatGPT in second language learning. They found that the use of ChatGPT in this field has evolved to encompass various functions, with context control and output customization emerging as prominent prompting patterns. These findings support the interpretation that AI in language learning can be employed flexibly to obtain assistance tailored to the learner's specific needs.

The AIR findings are broadly consistent with those reported by Rezai et al. (2024), who examined EFL students' use of ChatGPT over a 12 month period and found that students reported benefits including vocabulary development, improved grammatical accuracy, immediate feedback,

personalized learning, and continuous learning support. However, because that study was conducted in an EFL context, its findings should not be assumed to transfer directly to French reading. In French as a foreign language, GenAI-assisted reading may support language specific processes such as interpreting unfamiliar vocabulary, understanding morphosyntactic structures, and resolving inferential difficulties, depending on learners' proficiency and the demands inferential difficulties, depending on learners' proficiency and the demands of the text (Frid & Friesen, 2020; Ajeng et al., 2026; Kainta et al., 2026; Maximilian et al, 2026). These functions correspond to AIR11-AIR15, which address the use of AI to explain vocabulary, clarify complex sentence structures, address difficult passages, compare interpretations, and generate questions. Thus, Rezai et al. (2024) provides relevant evidence from another foreign-language context, while the present study extends the descriptive evidence to French reading without assuming that GenAI serves identical functions across languages.

However, the highest standard deviation observed in the AIR category (0.979) indicates greater heterogeneity among respondents regarding the use of AI as a reading aid. Some students provided very high ratings, while others gave much lower ones; the AIR scores ranged from 1.8 to 6.0. This pattern is noteworthy as it suggests that the role of AI in reading activities is not experienced or utilized uniformly across the student body. Some students appear to have intensively integrated AI into their reading practices, whereas others may still rely more heavily on conventional reading strategies.

The final dimension is Text Comprehension and Evaluation (TCE), which recorded the lowest mean score ($M = 4.252$), although it remained above the scale's midpoint. TCE encompasses the ability to locate explicit information (TCE6), identify the main idea (TCE7), integrate information from various parts of the text (TCE8), draw inferences (TCE9), and evaluate content based on information or evidence within the text (TCE10).

The fact that TCE had the lowest mean requires careful interpretation. A score of 4.252 still indicates a positive tendency; thus, the results do not imply that the students possess poor reading comprehension skills. Rather, when compared to the other five domains, students simply rated their ability to directly comprehend and evaluate texts relatively lower.

Theoretically, this aligns with Kintsch's (1998) view that text comprehension is a complex process extending beyond the mere recognition of explicit information. Readers must integrate information from different parts of the text and connect it with relevant knowledge to construct a more holistic representation of meaning; furthermore, research on second-language reading comprehension indicates that the process of integrating words into the text is linked to both literal and inferential comprehension abilities (Alshehri & Zhang, 2022; Ajeng et al., 2026; Çelik et al., 2024; Istiara et al., 2025).

In the context of French as a foreign language, this complexity becomes even more relevant. Research by Frid and Friesen (2020) on French reading indicates that strategies such as inference and the use of text structure contribute to reading comprehension performance in French. Similar findings were reported by Macaro and Erler (2008), who demonstrated that instruction in reading strategies can enhance the comprehension of French texts when learned as a foreign language. Thus, the fact that TCE ranked lowest in this study can be interpreted as an indication that text comprehension itself imposes a relatively higher cognitive demand compared to merely using aids or reporting on learning strategies.

An interesting aspect of the findings is the overall descriptive pattern, with MRS ($M = 4.822$) and RPR ($M = 4.782$) showing descriptively higher mean scores than TCE ($M = 4.252$). This pattern suggests that students reported greater engagement in managing and reflecting on the reading

process than in practices related to directly comprehending and evaluating the text. However, because the analysis was descriptive, these differences should not be interpreted as statistically significant differences between the domains. One possible interpretation is that, although students report metacognitive awareness of their reading processes, applying these processes to achieve comprehensive understanding of a French text may remain a more demanding aspect of reading. This interpretation is consistent with the observation by Rabadi et al. (2020) that foreign language learners may be aware of necessary reading strategies without necessarily having fully mastered their effective application.

When the six domains are viewed collectively, a fairly consistent pattern emerges, as illustrated in Figure 1.

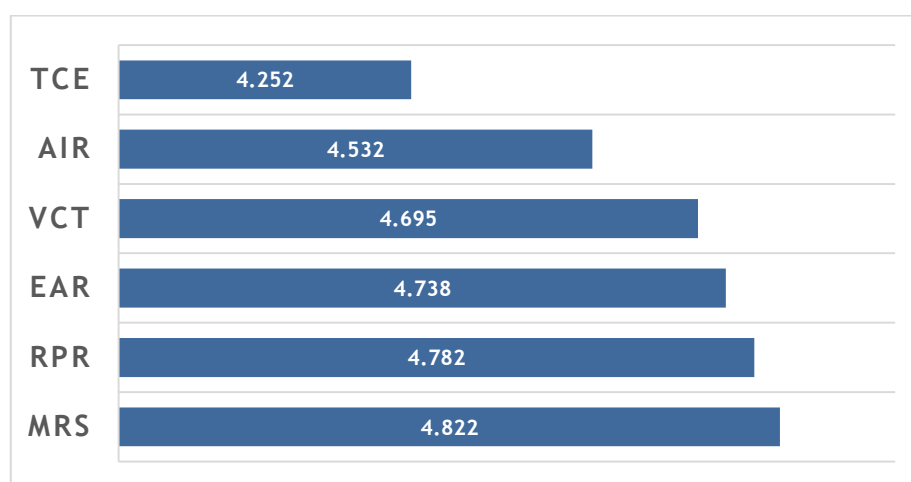


Figure 1. Distribution of mean scores across six domains

This rank-order pattern shows that the domains related to self-regulation and reflection had higher mean scores than AI-assisted reading, while Text Comprehension and Evaluation had the lowest mean score. Descriptively, the findings indicate that students reported stronger engagement in managing and reflecting on their reading practices than in practices directly related to text comprehension and evaluation.

This pattern is crucial for addressing the first research question, as it demonstrates that AI-assisted reading practices among French language students cannot be reduced merely to the intensity of AI usage. AI usage occurs within a broader ecosystem comprising metacognitive strategies, text comprehension, AI-assisted support, output verification, learning reflection, and ethical responsibility. A review by Yang and Li (2024) indicates that second language research on ChatGPT has shifted from a sole focus on technology usage toward a diverse range of learner objectives and forms of interaction with AI. Meanwhile, a review by Lo et al. (2024) shows that ChatGPT's impact on learning can involve either increased or decreased student engagement; thus, AI usage patterns require a more comprehensive understanding than frequency alone can provide.

Based on the discussion regarding the first research question, it appears that the French language students in this study possessed strong metacognitive awareness and a reflective orientation, alongside a generally positive approach to AI usage and relatively high levels of verification skills and ethical awareness; however, they rated their own text comprehension and evaluation abilities comparatively lower. These findings suggest that AI is best understood as a supportive tool within the reading process controlled by the learner rather than a substitute for the reader's cognitive activity.

Conclusion

This study provides a descriptive account of students' self-reported Generative AI-assisted French reading practices across six domains: Metacognitive Reading Strategies (MRS), Text Comprehension and Evaluation (TCE), AI-Assisted Reading (AIR), Verification and Critical Thinking (VCT), Reflection and Reading Practice (RPR), and Ethical and Responsible AI Use (EAR). Among these domains, Metacognitive Reading Strategies (MRS) had the highest mean score ($M = 4.822$), whereas Text Comprehension and Evaluation (TCE) had the lowest ($M = 4.252$). Descriptively, Metacognitive Reading Strategies, Reflection and Reading Practice, Verification and Critical Thinking, and Ethical and Responsible AI Use had higher mean scores than Text Comprehension and Evaluation. These results describe students' reported practices rather than demonstrated reading competence or actual reading behavior, and they do not establish whether GenAI improves, supports, replaces, or changes reading comprehension or cognitive processing. Given the cross-sectional self-report design, the absence of a direct reading comprehension assessment or experimental comparison, and the inclusion of participants from a single French Language Education program, the findings should be interpreted as a six domain profile of reported GenAI-assisted French reading practices rather than evidence of GenAI effects. Future research could combine self-reported measures with direct reading comprehension assessments, behavioral or interaction data, and comparative or longitudinal designs to examine how GenAI-assisted reading relates to actual reading performance.

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