

The Application Value, Practice Path, and Application Reflection of GAI in English Reading Teaching

Zixuan Cai^{1*}

¹ School of Education, Xi'an International Studies University, Xi'an, China

Email Address

1183966328@qq.com (Zixuan Cai)

*Correspondence: 1183966328@qq.com

Received: 15 December 2025; **Accepted:** 8 January 2026; **Published:** 23 January 2026

Abstract:

In the digital transformation of education, GAI (GAI) brings innovative power to English reading teaching. GAI empowers English reading teaching, which shows great value in cultivating students' reading literacy, optimizing traditional reading teaching practice, and empowering teachers' professional development. On the practical path, GAI enriches the teaching content by generating multi-modal, multi-theme, multi-type, and multi-level reading materials; improves teaching methods with the help of task design before class, interaction in class, and layered homework after class; and reconstructs the evaluation of reading teaching by establishing personalized and procedural reading files. However, in the practice of reading teaching, the application of GAI has some potential technical concerns, such as algorithm bias, content reliability, and over-dependence, which pose a new challenge to teachers' literacy and require teachers' cognitive literacy and application ability of GAI.

Keywords:

GAI, English Reading Teaching, Reading Literacy

1. Introduction

With the advent of the digital age, digital reading has become a new challenge for learners in the 21st century. The changes in reading methods, reading time and space, reading media, and so on brought by digital reading finally point to higher reading literacy requirements for learners. Under the background of digital transformation, GAI has become a new technology leading the reform in the field of education with its characteristics of generating text, analyzing big data, and situational dialogue. In the report released by UNESCO, it is pointed out that GAI will play multiple important roles in teachers' teaching and students' learning, such as teachers' joint curriculum designers and students' language practice teaching assistants. [1] At present, the potential of GAI in English reading teaching has not been fully tapped. Many teachers' understandings of GAI are relatively one-sided, and they lack practical exploration on empowering English reading teaching with GAI. With the deepening of the digital transformation of education and the rapid development of

GAI, this paper aims to clarify the application value of GAI in English reading teaching, explore the practical path of GAI empowering English reading teaching, and reflect on the application of GAI in practice.

2. The Application Value of GAI in English Reading Teaching

2.1. Helping cultivate students' English reading literacy

Reading literacy is a necessary literacy for learners to cope with the complex world in the 21st century. It is precisely because of the fundamental changes in reading in the 21st century that the goal of English reading education has changed from a single reading comprehension ability to a comprehensive reading literacy. English reading literacy is divided into reading character and reading ability. Among them, reading character includes reading habits and reading experience, and reading ability includes decoding ability, language knowledge, reading comprehension, and cultural awareness. [2] The text generation ability, situational dialogue ability, and cross-cultural ability of GAI can fit the development of students' reading literacy in English reading teaching. First, the generating ability of GAI is conducive to cultivating students' reading character. The generating ability of GAI lies in generating relevant information texts according to given requirements, such as dialogues, stories, poems, and so on. By providing students with various types, themes, and difficult reading texts, students' reading experience can be enriched. At the same time, according to students' different reading habits and characteristics, personalized reading schemes are generated to provide students with different reading strategies and guide students to form good reading habits. In addition, the dialogue ability of GAI is conducive to the development of students' reading ability. The dialogue ability of GAI is mainly embodied in its ability to realize deep semantic understanding and logical reasoning by analyzing the contextual information of multiple rounds of dialogue. [3] Dialogue ability develops students' decoding ability and understanding ability in reading situations through effective communication between "man and machine" Finally, the cross-cultural ability of GAI can cultivate students' cultural awareness. Enrich students' cultural knowledge and establish cultural understanding according to the background knowledge of their multicultural background, or by reading texts provided by them.

2.2. Optimizing the traditional English reading teaching practice

The integration of GAI will solve the problems of a single teaching focus, mechanical classroom activities, and the passive role of students in traditional English reading teaching. Traditional reading teaching focuses on students' understanding of a single reading text, classroom activities are collective activities based on textbook content, and students' roles are passive recipients. However, the focus of English reading teaching under GAI turns to students' understanding of multimodal reading materials. Compared with traditional reading teaching, it pays attention to students' analysis and understanding of reading texts. GAI expands the single reading text in textbooks into multimodal reading materials, thus realizing multimodal reading teaching activities, such as audio-visual mode, antenna-sensing mode, and mixed mode. [4] At the same time, through multimodal reading materials, students' high-level reading ability of understanding, analyzing, and evaluating texts is cultivated, and the development of students' reading literacy is promoted. Secondly, reading classroom activities turn into interactive, dynamic reading activities. On the one hand,

the generative ability and dialogue ability of GAI can help teachers design hierarchical reading activities; on the other hand, it can help students complete collaborative inquiry tasks in reading. Finally, the role of students turns to active participants. In the English reading class empowered by GAI, students are no longer limited to one-way absorption of teachers' explanations or teaching materials, but participate in classroom interactive activities and conduct personalized reading exploration. This role change emphasizes students' subjectivity and initiative in reading, making them truly masters of reading, and finally cultivating learners who meet the needs of the digital age.

2.3. Empowering teachers' professional development

The value of GAI is not to replace teachers, but to form a cooperative relationship with teachers through three roles, namely, reading resource provider, reading teaching assistant, and reading evaluation assistant, thus transforming teachers' roles into screeners, coordinators, and summarizers, thus empowering teachers' professional development. As a reading resource provider, GAI greatly expands the efficiency and content of teachers' access to teaching resources. GAI can read texts according to the specific students' cognitive level and goals, and generate theme-related reading materials. It includes not only the generation of basic texts of the same type, but also the generation and integration of multimodal reading resources, such as pictures, videos, and animations. The teacher's role turns to "screener", that is, screening and displaying the various reading resources provided, to truly play the role of reading resources in classroom learning. As an assistant in reading teaching, GAI has built a new type of interactive and dynamic classroom activities for teachers, which has changed the one-way transmission mode of traditional reading teaching. For example, GAI can generate enlightening questions for the target reading text and carry out interactive classroom dialogue activities with students. At this time, the teacher's role turns to "coordinator", that is, to coordinate the human-computer interaction activities in the classroom with his teaching ability and teaching wit to ensure the smooth progress of students' learning activities. As an assistant for reading evaluation, GAI can help teachers classify and evaluate the results of students' reading activities. For example, the open-ended answers in students' reading activities are analyzed in multiple dimensions, and personalized comments and suggestions are generated. On the one hand, it liberates teachers from tedious homework correction, on the other hand, it promotes teachers' role to be "summarizers" and truly exerts teachers' value. Teachers need to screen and summarize the evaluation of GAI according to their own teaching experience and the actual situation of students, and finally form a personalized value-added evaluation of reading teaching that takes into account the individual differences of students. [5]

3. Practical Path of GAI in English Reading Teaching

3.1. GAI enriches the teaching content of English reading

GAI enriches the content of English reading teaching with its generative ability, and provides multimodal, multi-theme, multi-type, and multi-level reading materials for English reading teaching. First, GAI provides multimodal English reading materials, including words, images, animations, and videos. Through multimodal reading materials, students' enthusiasm for classroom participation can be mobilized, so as to cultivate students' reading interest and develop various English language abilities. For

example, when providing video materials, students need to mobilize their “audio-visual ability” in English learning. Second, GAI provides multi-topic English reading materials. Aiming at the core content of classroom reading, according to the keywords set by teachers, the system can provide interdisciplinary related reading materials. For example, reading under the theme of environmental protection, the system can expand the reading materials of related disciplines such as chemistry and biology. On the one hand, it provides students with relevant background knowledge and provides a scaffold for in-depth understanding of classroom reading. On the other hand, students can acquire interdisciplinary knowledge in English reading, so that students can enrich their knowledge in comparative reading in and out of class. Thirdly, GAI provides various types of English reading materials. In classroom reading teaching, the focus is usually on a single type of discourse learning, such as narrative, argumentative, and practical writing. However, the system can generate multi-topic reading materials under the corresponding theme according to the corresponding text content and core theme. For example, when teaching environmental protection topics, the system can generate reading materials of different genres, such as popular science expositions, environmental protection proposals, and environmental protection advertisements. By studying multiple types of texts under the same theme, students not only deepen their understanding of the theme texts but also grasp the text structure, stylistic features, and expression methods of different texts, thus helping students master the ability to use multiple types of texts to express and communicate. Fourthly, GAI provides multi-level English reading materials. According to the theme of classroom reading, the system can generate English reading materials with different difficulties according to the syntactic complexity and text structure of English texts. Teachers can choose suitable English reading materials for supplementary study and expanded reading based on the development characteristics of students’ reading level and cognitive level. For example, when teaching the theme of “Technological Development”, the system can generate three levels of difficulty versions: basic version, advanced version, and advanced version. The basic version adopts the form of dialogue, using simple sentences and core vocabulary. As the introduction of reading theme, it provides vocabulary and sentence support for subsequent learning. The advanced version adopts the form of short essays, using compound sentence patterns and complex vocabulary. The theme is consistent with the core text as its auxiliary understanding material. The advanced version adopts the form of long articles, using complex long sentences and professional vocabulary. The theme is the related expansion of the core discourse, as its supplementary expansion material, which is used to cultivate students’ high-level language knowledge and cultural awareness.

3.2. GAI improves English reading teaching methods

GAI can improve teachers’ English reading teaching, improve the quality of English reading teaching, and achieve the goal of cultivating students’ reading literacy by assisting teachers in designing diversified reading tasks before class, participating in interactive reading activities in class, and arranging hierarchical reading assignments after class. Pre-class GAI assists teachers in designing diversified reading tasks. The system can generate different types, different difficulties, and different forms of reading tasks according to reading topics and learners’ types, and provide operable design ideas and schemes for teachers. For example, in narrative reading, different reading tasks such as debate, mind mapping, and role-playing are generated, and specific operational task steps are given. GAI participates in interactive reading

activities with its interactive dialogue ability. GAI plays the role of interviewer, etc., in reading activities, and starts a dialogue with students on reading topics. While increasing the interest and interactivity of the classroom, students' text understanding ability, text analysis ability, and innovation ability are trained. For example, when teaching "news reports" texts, we should play the role of reporters and respondents with students, and have an interactive dialogue with students according to news topics to exercise students' English dialogue and expression skills. After-class GAI can assist teachers in arranging hierarchical reading assignments. Hierarchical reading assignment design aims to enable students of different levels to devote themselves to their homework under their own choice, and all have corresponding gains. [6] GAI can generate three-dimensional reading assignments according to the specific English reading teaching objectives, students' existing knowledge reserves, and the depth and breadth of reading texts, and each dimension provides multiple assignments for teachers to choose from. Basic homework focuses on students' learning and understanding of reading texts, such as grammatical fill-in-the-blank rewriting of texts. Advanced homework focuses on students' application and practice of reading texts, such as drawing story maps of texts. Advanced homework focuses on students' transfer and innovation in reading texts, mainly in the form of open homework, such as story adaptation of reading texts. With the help of GAI, diversified homework content and personalized and hierarchical homework design are truly student-centered homework, so that students can become the masters of reading.

3.3. GAI reconstructs the English reading teaching evaluation

GAI, with its ability to analyze and process data, helps teachers to record, collect, and analyze information about English reading teaching and students' English reading process, thus making a multi-dimensional evaluation of English reading teaching. [7] GAI assists teachers in establishing dynamic, interactive, and multi-dimensional reading evaluations. Dynamic reading evaluation is based on the evaluation of students' whole reading process. It is not an evaluation of students' understanding of a certain text, but a dynamic evaluation of students' reading literacy, such as reading interest, reading habits, and reading ability in the reading process, which feeds back into students' progress in the process. The evaluation of interactive reading is based on the interactive activities in the reading class, and it is the evaluation of students' knowledge understanding, knowledge application, and knowledge innovation in the interactive situation. The use of GAI can improve the accuracy of classroom teaching evaluation and provide teachers with more timely and effective evaluation feedback. [8] In addition, the advantage of GAI lies in the multi-dimensional analysis of students' reading results, that is, reading assignments, by using its convenient data collection ability and powerful data analysis ability, and then giving feedback. GAI assists teachers in establishing students' personalized reading portfolios. The reading portfolio should include all the process materials in students' reading activities, including relevant materials collected before class, reading materials in class, reading assignments after class, and supplementary reading materials. For example, in students' reading, GAI can record their reading trajectory, including reading time, progress, questions raised, and so on. In addition, in the face of students' questions, GAI can provide students with a variety of reading strategies to help them better understand the text. Finally, GAI can help teachers build a continuous, personalized, and multi-faceted reading portfolio for students, reflecting the students' reading growth process.

4. Reflection on the Application of GAI in English Reading Teaching

4.1. Technical worries about GAI

GAI not only brings important value to English reading teaching, but also inevitably brings risks. Firstly, algorithm bias leads to cognitive limitations. GAI helps students in reading, including the selection of reading materials and the answers to reading questions, which are all “algorithms” based on massive data, but personal “prejudice” data will inevitably be mixed in them. This leads to students with poor discrimination ability being misled by the answers of GAI, and then absorbing biased knowledge points and forming cognitive bias. [9] At the same time, algorithmic bias may label students’ specific situations, provide students with similar answers in a specific direction, and lead students to enter the “information cocoon room”. For example, after judging students’ reading style, only the corresponding reading strategies are recommended, which leads to students losing access to other types and ultimately hinders students’ all-around development. Secondly, technical reliability limits the value of generated content. One of the important values of GAI is to generate diverse reading materials for English reading teaching, but judging the value of reading materials provided by GAI is a key issue, especially for the generated literary texts. At present, GAI can meet some requirements in form and structure when generating literary texts, but it is often lacking in depth and fineness. Finally, excessive dependence restricts the development of teachers and students. By the “machine”, such as GAI, to decide what teachers should teach and how to teach, teachers become passive recipients of machine teaching, rather than active initiators of teaching, that is, teaching subjects. [10] In addition, GAI can undertake the tasks of teachers’ teaching and students’ learning to a certain extent, but excessive use may lead to the technical dependence of teachers and students. Teachers may rely more and more on the technical support of intelligent systems when carrying out English reading teaching, thus weakening their own reading teaching design ability. However, students’ excessive dependence on technology in reading will weaken their ability to think and solve problems independently.

4.2. A new challenge to teachers’ literacy

The rapid development of GAI has greatly influenced and challenged the practice of education and teaching, especially for the teachers who undertake the task of education and teaching, which puts forward higher literacy requirements for teachers. The first is the new challenge to teachers’ cognitive level. Teachers need to fully understand the connotation, function, value, and potential harm of GAI, and deeply realize the content generation ability, situational dialogue ability, big data analysis ability, and so on. However, in reality, some front-line teachers lack technical confidence in learning and mastering GAI, which hinders the improvement of teachers’ professional ability. [11] Teachers’ professional development is a continuous and lifelong journey of professional growth, which runs through teachers’ entire careers and life experiences. Therefore, teachers will constantly face new technical challenges. The key is to establish the concept of lifelong learning, constantly improve their knowledge reserves, and reflect on and improve their teaching practice. Secondly, it is the new challenge at the application level. What teachers should have is the comprehensive ability to select appropriate GAI and combine it with teaching methods, such as organizational integration ability and screening evaluation ability. Understanding that learning GAI is only the foundation,

the important ability for teachers lies in how to organize and integrate the diverse reading materials provided by GAI in English reading teaching, screen and evaluate different reading materials, and finally support students' personalized English reading learning. In English reading teaching practice, we should give full play to the advantages of GAI, avoid its technical shortcomings, and fully combine the advantages of GAI with the advantages of teachers.

5. Conclusions

GAI as an emerging force in the process of digital transformation in education, is profoundly reshaping the concepts and practices of English reading teaching. This study systematically expounds its application value in three aspects: cultivating students' reading literacy, optimizing the traditional teaching mode, and empowering teachers' professional development. It also proposes specific practical paths around three dimensions: teaching content, teaching methods, and teaching evaluation. At the same time, it has rationally examined the technical risks that may be triggered in its application, such as algorithmic bias, content reliability and excessive reliance, as well as the brand-new challenges it poses to teachers' cognitive literacy and integration ability. The significance of this research lies in that it not only clarifies the value logic of the deep integration of GAI and English reading teaching in theory, but also provides operational path references and risk warnings for front-line teachers at the practical level. This is conducive to promoting GAI from "technical application" to "educational integration", serving the overall improvement of students' reading literacy and the professional growth of teachers.

Relevant research and practice can be further deepened in the following directions: First, strengthen the research on ethical norms and content review mechanisms for GAI in educational applications to avoid technical biases and ensure the scientific nature of educational content; Second, conduct empirical research based on real teaching scenarios to explore effective models and limits for the application of GAI in different school stages and different types of classes. Third, a systematic training and support system for teachers should be established to enhance their "artificial intelligence literacy", enabling them to critically integrate technological advantages and truly become the leaders and designers of technology-based teaching. Only through continuous theoretical reflections and practical exploration can GAI exert its maximum educational potential in English reading teaching and promote the high-quality development of English education in the intelligent era.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This research received no specific grant from any funding agency in the public, commercial or not-for-profit sectors.

References

- [1] UNESCO. Guidance for generative AI in education and research. Paris: UNESCO. 2023.

- [2] Wang, Q.; Qi, X.; Ao, N. English reading literacy and teaching design. Beijing: Foreign Language Teaching and Research Press. 2021.
- [3] Lu, Y.; Yu, J.; Chen, P. et al. Educational application and prospects of generative artificial intelligence: Taking the ChatGPT system as an example. *China Distance Education*, 2023, 43(04), 24-31+51.
- [4] Liu, D. The value and implementation of “multimodal” English reading teaching. *Teaching and Management*, 2018, 27, 106-108.
- [5] Li, Y.; Zheng, P.; Huang, Y. Value-added assessment in basic education: Connotation, value and empirical research—Taking the reading literacy of primary and secondary school students in the new era as an example. *China Educational Technology*, 2022, 10, 47–55+71.
- [6] Wu, L.; Wang, Z.; Zhang, Y. Structural analysis of unit assignment design from the perspective of curriculum. *Theory and Practice of Education*, 2024, 44(29), 44-48.
- [7] Liu, Z.; Chen, X. Value concerns and remodeling of teaching evaluation in the digital intelligence era. *Curriculum, Teaching Material and Method*, 2024, 44(10), 67-73.
- [8] Song, Y.; Xu, C.; Mu, X. Research on new classroom teaching evaluation and optimization empowered by generative artificial intelligence. *Modern Educational Technology*, 34(12), 27-36.
- [9] Hu, X.; Liu, X.; Chen, L., et al. Artificial intelligence integrated into basic education: Promoting involution or enhancing new quality? *Open Education Research*, 2025, 31(02), 45-54.
- [10] Zheng, Y.; Wang, Y.; Yang, S. Artificial intelligence empowers educational evaluation: Value, challenges and paths. *Open Education Research*, 2024, 30(04), 4–10.
- [11] Qu, M.; Yu, X.; Li, B. Innovative change or lack of confidence?—Research on factors influencing primary and secondary school teachers’ acceptance of generative artificial intelligence technology. *Basic Education*, 2024, 21(02), 103-112.



© 2026 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)