



AI WEH? EXPLORING THE INSIGHTS, CHALLENGES, AND POTENTIAL IMPLICATIONS OF AI INTEGRATION ON THE READING COMPREHENSION OF GEN ALPHA LEARNERS AND TEACHERS' INSTRUCTIONAL PRACTICE

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ABSTRACT

Artificial Intelligence (AI) is increasingly shaping educational practices, with growing attention to its role in literacy instruction. However, existing research remains limited in two critical respects: first, few studies have specifically examined the integration of AI in the reading comprehension of Generation Alpha learners in basic education; and second, much of the literature has centered either on academic writing or on general educational applications, leaving a gap in focused investigations of reading processes. To address this, the present qualitative study, grounded in 21st-century literacy and technology integration frameworks, explored the insights, challenges, and potential implications of AI integration on reading comprehension among Generation Alpha learners and on the instructional practices of English teachers. Conducted at the University of Perpetual Help System DALTA – Molino Campus, the study employed semi-structured interviews with six Generation Alpha students and six English teachers. Preliminary analysis indicates that AI offers both opportunities and challenges in supporting learners' comprehension and teachers' pedagogical approaches. Based on these emerging insights, the study proposes the development of a framework to guide English

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teachers in effectively navigating AI tools in reading instruction, ensuring their integration as
a complementary rather than substitutive pedagogical resource.

Keywords: *artificial intelligence, reading comprehension, instructional practice, Generation
Alpha, qualitative study, framework*



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