Unearthing EFL Learners' Reading Attitudes in the Age of AI

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ABSTRACT

The instant integration into and prevalent use of artificial intelligence (AI) tools in higher education has had a reformative impact on how English as a Foreign Language (EFL) learners access, process, and engage with written texts. This study examines tertiary-level EFL students' reading attitudes in AI-mediated learning environments, with a focus on the relationship between motivation, anxiety, strategy use, and behavioral intentions. A 16-item Reading Attitudes and Motivation Survey, which was grounded in established theoretical constructs from adult reading attitude, motivation, and strategy frameworks, was administered to measure learners' perceptions of reading in English. The survey addresses five key dimensions: general attitude, motivation, reading anxiety, strategy use, and future reading intention. Data will be analyzed to identify learners' attitudes and explore how they cope with reading requirements in an era where AI-assisted tools can both support and hinder deeper reading engagement. By unveiling learners' attitudes toward English reading within this transforming digital ecosystem, the study aims to contribute to pedagogical practices and provide a more refined understanding of how AI influences EFL students' reading behaviors, confidence, and academic literacy development.

Keywords: AI-mediated learning; literacy; reading attitudes; reading motivation; tertiary education.