

Unpacking Self-Regulated Learning in ChatGPT-Supported Academic Reading and Writing

Dinamika Belajar Mandiri pada Literasi Akademik Berbantuan ChatGPT

Citra Prasiska Puspita Tohamba¹
(Fakultas Bahasa dan Sastra, Universitas Negeri Makassar)

Corresponding author : Citra Prasiska Puspita Tohamba
(Email citra.prasiska@unm.ac.id)

ABSTRACT

The integration of generative artificial intelligence (AI), particularly ChatGPT, has transformed academic literacy practices in higher education. However, the relationship between self-regulated learning (SRL) and ChatGPT use in academic reading and writing remains insufficiently understood. This study examines the role of SRL in supporting students' academic literacy through ChatGPT. Using a systematic literature review, this study synthesized empirical studies published between November 2022 and March 2026. Thematic analysis was employed to identify patterns related to SRL, academic literacy, and generative AI use. Findings indicate that ChatGPT can scaffold brainstorming, organization, summarization, and feedback, supporting students' planning and monitoring strategies. However, excessive reliance may encourage cognitive offloading and reduce independent metacognitive engagement. Effective ChatGPT use depends on students' initial SRL proficiency, task demands, and pedagogical support. The study highlights the need for explicit AI literacy training, structured learning frameworks, and differentiated scaffolding to ensure that ChatGPT enhances rather than replaces students' independent academic thinking.

Keywords: Self-regulated learning; ChatGPT; academic reading; academic writing; academic literacy; generative AI; metacognition.

ABSTRAK

Integrasi kecerdasan buatan (AI) generatif, khususnya ChatGPT, telah mengubah praktik literasi akademik di pendidikan tinggi. Namun, hubungan antara self-regulated learning (SRL) dan penggunaan ChatGPT dalam membaca dan menulis akademik masih belum banyak dipahami. Penelitian ini mengkaji peran SRL dalam mendukung literasi akademik mahasiswa melalui penggunaan ChatGPT. Dengan menggunakan metode systematic literature review, penelitian ini mensintesis studi empiris yang diterbitkan antara November 2022 dan Maret 2026. Analisis tematik digunakan untuk mengidentifikasi pola terkait SRL, literasi akademik, dan penggunaan AI generatif. Hasil menunjukkan bahwa ChatGPT dapat mendukung proses pencarian ide, pengorganisasian, peringkasan, dan pemberian umpan balik, sehingga membantu strategi perencanaan dan pemantauan mahasiswa. Namun, ketergantungan berlebihan dapat mendorong cognitive offloading dan mengurangi keterlibatan metakognitif secara mandiri. Efektivitas penggunaan ChatGPT bergantung pada kemampuan SRL awal, tuntutan tugas, dan dukungan pedagogis. Oleh karena itu, diperlukan literasi AI, kerangka pembelajaran terstruktur,

dan scaffolding yang sesuai untuk memastikan ChatGPT memperkuat, bukan menggantikan, kemampuan berpikir akademik mandiri mahasiswa.

Kata kunci: *Self-regulated learning; ChatGPT; membaca akademik; menulis akademik; literasi akademik; AI generatif; metakognisi.*

INTRODUCTION

The digital era has fundamentally transformed the landscape of higher education, particularly in academic literacy practices. University students are currently expected to master academic reading and writing as core competencies that determine their academic success (Li & Awang, 2026). Academic reading and academic writing are two closely intertwined skills, wherein students must read substantial scholarly literature to acquire insights and knowledge that are beneficial for producing scientific work (Ky & Lian, 2025). Concurrently, the advancement of generative artificial intelligence, especially ChatGPT, has accelerated pedagogical innovation and reshaped the pathways for student skill development in tertiary institutions (Fan et al., 2025). ChatGPT offers numerous possibilities for supporting academic processes, ranging from summarizing documents and drafting written work to providing real-time feedback on student outputs (정윤희 & 안병규, 2025). However, the presence of this technology also raises concerns about the potential erosion of students' roles in critical thinking and autonomous learning (Melisa et al., 2025).

Although extensive research has been conducted on self-regulated learning in academic contexts, and studies on the utilization of ChatGPT in education are increasingly prevalent, a significant research gap remains regarding the interaction between these three domains. Research on student perceptions of using AI applications to support self-regulated learning in academic reading and writing within the Indonesian context is still notably limited (Pan et al., 2025b). Similarly, how students perceive ChatGPT as a potential scaffold that strengthens their planning, monitoring, and self-reflection processes in academic literacy has not been fully mapped (Chen & Alibakhshi, 2025). Ky and Lian (2025) found that while AI tools such as ChatGPT can enhance self-regulated learning through real-time feedback and improved accessibility, they also have limitations in providing deeper cognitive support. Further investigation is required to comprehensively understand how self-regulated learning skills interact with the use of ChatGPT in supporting students' academic reading and writing activities.

This research is important because academic literacy constitutes the foundation of student success in higher education, while ChatGPT has become an increasingly inseparable tool from daily academic practice. Understanding the role of self-regulated learning in the context of ChatGPT use for academic reading and writing can provide valuable insights for developing pedagogy in the AI era. A study by Sari et al. demonstrated that self-directed learning has a significant positive correlation with academic writing competence among first-year students, with approximately 15% of the variance in writing competence attributable to self-directed learning. This finding indicates that self-regulated learning skills play a crucial role in student academic achievement. Furthermore, research on the integration of ChatGPT in higher education suggests that when used intentionally with clear pedagogical purposes, ChatGPT can support the development of academic literacy, particularly for first-year students (Tanharat & Phootirat, 2025). Hence, examining how self-regulated learning skills can be optimized alongside ChatGPT utilization is relevant to addressing the contemporary challenges of higher education.

Based on the foregoing discussion, this study aims to analyze the role of self-regulated learning skills in supporting academic reading and writing activities facilitated by ChatGPT. The novelty of

this research lies in its attempt to integrate three domains that have largely been examined separately, namely, self-regulated learning, academic literacy, and ChatGPT utilization, into a single holistic analytical framework. This study also contributes empirically to how AI applications can support students' self-regulated learning in the context of academic reading and writing, particularly within the Indonesian higher education environment (Pan et al., 2025b). Consequently, the findings are expected to offer practical implications for developing learning strategies that integrate AI judiciously, without sacrificing the development of students' self-regulated learning skills and critical thinking.

RESEARCH METHODS

This study employs a library research design, also known as a literature review or documentary study, to investigate the role of self-regulated learning skills in academic reading and writing activities facilitated by ChatGPT. The library research method was selected because it enables a comprehensive and systematic examination of existing empirical evidence, theoretical frameworks, and conceptual models relevant to the intersection of self-regulated learning, academic literacy, and generative artificial intelligence integration in higher education. This approach is particularly appropriate for synthesising knowledge across multiple disciplines and identifying patterns, gaps, and emerging themes within the rapidly evolving body of literature on AI-assisted academic literacy.

The research design follows the systematic literature review (SLR) framework, which involves a structured process of identification, screening, eligibility assessment, and inclusion of relevant studies. This methodological choice is justified by the need to provide a rigorous and transparent synthesis of available evidence, given the proliferation of studies on ChatGPT and self-regulated learning since the tool's public release in late 2022.

RESULT AND DISCUSSION

1. ChatGPT as a Scaffold for Self-Regulated Learning Strategies

The reviewed studies consistently demonstrated that ChatGPT can function as a scaffold for students' self-regulated learning strategies across multiple phases of the learning process. A large-scale experimental study involving 310 university EFL students found that AI-supported instruction, incorporating ChatGPT, Poe, and Bard within a draft-first, AI-critique workflow over 12 weeks, significantly improved cognitive, metacognitive, and resource management strategies. The AI group outperformed the control group across all measured outcomes, with multivariate analysis showing significant effects (partial η^2 values of approximately 0.16–0.22). Qualitative analysis of 834 biweekly reflective journals illuminated specific mechanisms through which ChatGPT supported SRL, including planning and monitoring, time efficiency, confidence building, and calibrated help-seeking.

A comparative study of 258 undergraduate students over an eight-week period revealed that general-purpose AI tools such as ChatGPT primarily supported higher levels of autonomy and encouraged SRL skills including goal setting, metacognitive reflection, and independent problem-solving. Thematic analysis further demonstrated that ChatGPT promoted flexible, self-directed learning, while task-specific AI tools provided structured scaffolding for incremental skill-building.

However, a study examining real-time SRL actions of 17 Chinese university students using think-aloud protocols and screen recordings found that students did not sequentially follow Zimmerman's three-stage SRL model (forethought, performance, self-reflection) when interacting with ChatGPT. A total of 380 learning actions were recorded across two tasks, poem translation (lower cognitive demand) and essay writing (higher cognitive demand), revealing that students' SRL actions were more recursive and task-dependent than linear. These findings challenge existing teaching interventions that assume sequential progression through SRL stages.

2. ChatGPT and Academic Reading

The findings on ChatGPT's role in supporting academic reading revealed both promising affordances and significant limitations. A 12-week study of 61 Chinese EFL students using a GenAI-empowered reading platform demonstrated that interactive, personalized SRL support via a GenAI chatbot significantly improved self-regulated reading strategy use and reading engagement. The experimental group (N=31) with chatbot access showed greater improvement in strategy use compared to the control group (N=30) without chatbot assistance. The study substantiated the value of interactive SRL support in EFL reading contexts.

An eight-week longitudinal study with 15 undergraduates who used AI to support assigned readings collected 838 prompts across 239 reading sessions. Analysis of prompt types revealed that comprehension prompts dominated (59.6%), followed by reasoning (29.8%), metacognition (8.5%), and decoding (2.1%). Most sessions (72%) contained exactly three prompts, the minimum required, and students showed natural cognitive progression from comprehension toward reasoning, though this progression was truncated. Qualitative analysis revealed an intention-behavior gap: students recognized that effective prompting required effort but rarely applied this knowledge, with efficiency emerging as the primary driver. Students also exhibited a novel pattern of "reading through AI rather than with it," using AI-generated summaries as primary material to filter which sections merited deeper attention.

A study of 53 postgraduate students engaged in drafting and revising critical reviews of academic articles using GenAI tools identified three distinct interaction patterns: (1) predominantly relying on GenAI-generated critical reviews with minimal rereading of the original article; (2) primarily engaging with GenAI-generated reviews supplemented by frequent rereading of the original article; and (3) extensively integrating both GenAI-generated reviews and direct chatbot interactions. Qualitative interviews indicated that these patterns were influenced by learners' deployment of metacognitive strategies adapted to task complexity. Pattern 1 was characterized by surface-level strategies for less challenging tasks, whereas Patterns 2 and 3 involved deeper strategies: exploring, evaluating, and synthesizing ideas across multiple sources.

3. ChatGPT and Academic Writing

The reviewed studies consistently indicated that ChatGPT significantly supports academic writing across multiple dimensions. Students perceived ChatGPT as highly effective in brainstorming, organizing ideas, summarizing, paraphrasing, and improving writing style. When interpreted through SRL theory, ChatGPT was found to strengthen learners' planning, monitoring, and self-reflection processes during writing tasks.

A qualitative study involving 25 Moroccan postgraduate students revealed that students with higher metacognitive regulation used ChatGPT to support planning, monitoring, revising, information management, and debugging during academic writing. The study proposed a contextualized metacognitive regulation framework for AI-assisted writing, positing that collaborative effort between learners and ChatGPT is required to foster agency and autonomy.

A mixed-methods study of 30 Korean EFL college students over a five-week AI-supported writing program examined tensions between strategic engagement, cognitive offloading, and learner autonomy. Findings revealed that while students activated planning, monitoring, and evaluating strategies, strategy use varied significantly by proficiency level and writing phase. Advanced students employed AI to enhance strategic thinking, whereas lower-proficiency students increasingly offloaded linguistic and organizational tasks. Cluster analysis identified three distinct learner profiles, pointing to the need for differentiated scaffolding. Strikingly, despite high self-reported metacognitive engagement, actual strategy use declined over time, especially in goal setting and evaluation, suggesting a growing dependence on AI.

A study conducted with 188 first-year university students in South Korea found that after using ChatGPT, students demonstrated higher online reading strategies related to assessment. Mediation analysis revealed that self-directed learning related to learning practice mediated the relationship between assessment-focused online reading strategies and English writing strategies after ChatGPT use. The study emphasized the necessity of training reading strategies and utilizing AI programs to enhance students' digital literacy competency and self-directed ability.

In the context of large ESL classes, research involving 150 undergraduates in Sri Lanka found that AI-generated feedback significantly improved lower-order writing skills such as grammar and mechanics through immediate, consistent suggestions, while teacher feedback remained more effective for higher-order aspects like idea development, coherence, and organization. Students reported increased confidence and motivation when using ChatGPT, citing its instant explanations and capacity for supporting self-correction.

4. Risks and Challenges: The Problem of Metacognitive Laziness

Despite the documented benefits, the reviewed studies consistently identified significant risks associated with ChatGPT use, particularly the phenomenon of "metacognitive laziness." A randomized experimental study involving 117 university students compared learning outcomes across groups receiving support from ChatGPT, human experts, writing analytics tools, or no extra tool. While the ChatGPT group outperformed others in essay score improvement, their knowledge gain and knowledge transfer were not significantly different. The study found that AI technologies such as ChatGPT may promote learners' dependence on technology and potentially trigger metacognitive laziness, which can hinder their ability to self-regulate and engage deeply in learning.

A qualitative interview study with 45 regular ChatGPT users revealed reduced critical thinking, weaker memory retention, and heightened cognitive dependence on AI. Psychologically, participants reported loss of autonomy, diminished intrinsic motivation, and emotional attachment to ChatGPT. However, several users demonstrated adaptive and constructive uses, employing ChatGPT as a scaffold for creativity and reflective learning rather than a substitute for thinking. These results underscored the need for balanced and self-regulated AI use to harness benefits without compromising cognitive autonomy.

A comparative investigation of three feedback types—AI-generated feedback via ChatGPT, instructor-generated rubric-based feedback, and structured peer feedback—is currently being conducted with 60 female undergraduate students. The study examines whether AI can serve as expert-like scaffolding and how learners interpret feedback differently depending on modality, cognitive load, and clarity. Early findings are expected to advance theories of scaffolding, feedback interpretation, and self-regulation.

Students themselves expressed concerns related to ethical risks such as plagiarism, misinformation, reduced creativity, and weakened critical thinking. The findings highlighted the need for responsible use, clear institutional guidelines, and targeted training to ensure that ChatGPT enhances rather than replaces essential academic skills.

5. The Moderating Role of Students' Self-Regulated Learning Skills

A critical finding across multiple studies was that students' existing SRL skills significantly moderated how they engaged with ChatGPT. A survey of 435 students from Australia and Canada found that self-regulated learning skills played a significant role in whether students adopted AI as a meaningful learning aid or merely a quick solution for academic tasks. Students who felt confident in their abilities were more likely to use AI to benefit their learning. Lead researcher Associate Professor Negin Mirriahi noted that "students with strong self-regulation skills actually harness it for deeper learning" rather than using it as a shortcut.

A study involving 111 undergraduate students examining the relationship between SRL abilities and ChatGPT use revealed a negative correlation: students with stronger metacognitive, cognitive, and motivational strategies tended to use ChatGPT less for generating ideas. Students with robust SRL skills approached ChatGPT critically, using it as support for independent learning rather than as a direct answer source.

A study of 188 first-year university students found that after ChatGPT use, self-directed learning related to learning practice mediated the relationship between online reading strategies and English writing strategies. The findings suggested that training in reading strategies alongside AI utilization is necessary to enhance students' digital literacy competency and self-directed ability.

A systematic literature review of GenAI in higher education identified that research is primarily concentrated on four themes: cognitive skills and thinking skills development, academic writing and language performance enhancement, self-regulated learning and pedagogical innovation, and the development of composite competencies and future readiness. The review proposed a theoretical framework for students' skills development centered on pedagogical innovation, learning support, and feedback regulation, with the goal of developing four core skills: digital technology application skills, higher-order thinking skills, AI ethical skills, and self-directed learning skills.

DISCUSSION

The synthesis of findings from the reviewed literature reveals a nuanced and often paradoxical relationship between self-regulated learning (SRL) skills and ChatGPT utilization in academic reading and writing. This discussion interprets these findings in relation to the research questions, theoretical frameworks, and pedagogical implications, while acknowledging the inherent complexities of integrating generative AI into higher education literacy practices.

The first research question sought to understand how SRL skills manifest in students' academic reading and writing activities when using ChatGPT. The findings demonstrate that SRL strategies are activated across all three phases of Zimmerman's model, forethought, performance, and self-reflection, but in a manner that is markedly non-sequential and dynamic. Students engaged in planning and monitoring behaviors, yet these were often truncated or bypassed entirely, particularly among lower-proficiency learners who increasingly offloaded linguistic and organizational tasks to the AI (Li & Awang, 2026; Ky & Lian, 2025). This finding challenges the traditional linear conceptualization of SRL and suggests that AI-mediated environments engender a more fluid, recursive pattern of self-regulatory actions. The dominance of comprehension prompts (59.6%) over reasoning, metacognition, and decoding in academic reading tasks further indicates that students primarily deploy ChatGPT as a tool for information acquisition rather than deep analytical engagement (Fan et al., 2025). This pattern aligns with the "intention-behavior gap" identified in the literature, wherein students recognize the value of effortful engagement but default to efficiency-driven strategies under academic pressure (Fan et al., 2025).

Regarding the second research question, the results confirm that ChatGPT serves as a dynamic scaffold that supports multiple dimensions of academic reading and writing. In writing, ChatGPT facilitates brainstorming, organization, summarizing, paraphrasing, and style improvement, effectively operating as a "thinking mentor" and "writing assistant" as conceptualized in prior taxonomies (정윤희 & 안병규, 2025). However, the scaffolding effect is not uniformly beneficial. The observed decline in actual strategy use over time, particularly in goal setting and evaluation, despite high self-reported metacognitive engagement, reveals a critical paradox: the very tool designed to support SRL may inadvertently erode it if not deployed with explicit pedagogical guardrails (Melisa et al., 2025). This phenomenon, termed "metacognitive laziness" in the literature, underscores the risk that students may shift from learning *with* AI to learning *from* AI in a passive, consumptive manner (Pan et al., 2025b). In reading, ChatGPT's role was predominantly comprehension-oriented, yet students' engagement patterns remained stable across eight weeks with substantial individual differences, suggesting that AI support does not automatically foster progressive cognitive development unless intentionally designed to do so (Fan et al., 2025).

The third research question identified several key factors influencing the effectiveness of ChatGPT in supporting self-regulated academic literacy. First, students' initial SRL proficiency emerged as a significant moderating variable. Advanced students employed ChatGPT to enhance strategic thinking, whereas lower-proficiency students exhibited greater dependency and reduced metacognitive engagement over time (Li & Awang, 2026; Ky & Lian, 2025). Second, the pedagogical framework within which ChatGPT is integrated proved crucial. Studies employing structured workflows, such as "draft-first, AI-critique, human-evaluation", yielded significantly better outcomes across cognitive, metacognitive, and resource-management strategies compared to unstructured use (Chen & Alibakhshi, 2025). Third, individual differences in AI literacy, including awareness of ChatGPT's limitations, mediated students' ability to engage critically with generated content (Pan et al., 2025a). Fourth, task characteristics, specifically cognitive demand, influenced SRL activation patterns, with higher-demand tasks eliciting more comprehensive self-regulatory behaviors than lower-demand tasks, for example, poem translation (Spinelli, 2025).

Theoretically, these findings call into question the adequacy of applying traditional SRL models unchanged to AI-mediated learning environments. The non-sequential and highly individualized nature of SRL activation in ChatGPT-supported tasks suggests that existing frameworks require reconceptualization to account for the interactive, real-time feedback loops enabled by generative

AI. Furthermore, the findings extend Vygotskian notions of scaffolding by demonstrating that AI-based scaffolding is not inherently beneficial; rather, its efficacy depends critically on the learner's ability to calibrate their reliance on the tool, a capacity that itself must be cultivated through targeted instruction in metacognitive monitoring and critical AI literacy (Tanharat & Phootirat, 2025).

Practically, the results carry significant implications for curriculum design and pedagogical practice in higher education. First, integrating ChatGPT into academic literacy instruction should be preceded by explicit training in SRL strategies, including goal setting, progress monitoring, and reflective evaluation. Second, assignments should be structured to require iterative engagement with AI outputs, for example, requiring students to generate drafts, solicit AI critique, revise, and then reflect on the revisions, thereby embedding metacognitive prompts into the workflow. Third, educators must address the ethical dimensions of AI use, emphasizing the importance of maintaining cognitive autonomy and critical thinking while leveraging AI for efficiency gains. Fourth, differentiated scaffolding is essential, as students with lower SRL proficiency may require additional support to avoid over-reliance and cognitive offloading.

This library study has several limitations that should be acknowledged. The review is constrained by the quality and scope of available published research, which may be subject to publication bias favoring positive outcomes. The exclusion of non-English publications limits the generalizability of findings to diverse linguistic and cultural contexts. Additionally, the rapid pace of generative AI development means that findings from studies conducted in 2022–2024 may not fully reflect the capabilities and usage patterns associated with more recent ChatGPT iterations. Finally, the predominance of self-report measures in many included studies raises concerns about the accuracy of reported SRL behaviors, as students may overestimate their metacognitive engagement.

Despite these limitations, the study offers a comprehensive synthesis that integrates three previously disparate domains, SRL, academic literacy, and ChatGPT utilization into a unified analytical framework. The findings contribute empirically to the growing body of knowledge on AI-assisted learning by elucidating the mechanisms through which ChatGPT both supports and potentially undermines self-regulated academic reading and writing.

CONCLUSION

This library study aimed to analyze the role of self-regulated learning skills in supporting academic reading and writing activities facilitated by ChatGPT. Through a systematic synthesis of empirical research published between 2022 and 2026, the study provides a holistic understanding of the tripartite interaction among SRL, academic literacy, and generative AI utilization.

Three principal conclusions emerge from this review. First, SRL skills serve as both a facilitator and a prerequisite for effective ChatGPT use in academic literacy tasks. Students who possess robust SRL competencies, particularly in goal setting, monitoring, and self-evaluation, are better equipped to deploy ChatGPT strategically, leveraging its capabilities for idea generation, organization, and revision while maintaining cognitive autonomy. Conversely, students with weaker SRL profiles are at heightened risk of over-reliance, cognitive offloading, and diminished metacognitive engagement over time. Second, ChatGPT functions as a dynamic scaffold that can enhance academic reading and writing, but this scaffolding is not inherently beneficial. Its effectiveness is contingent upon deliberate pedagogical design, structured workflows, and explicit

training in critical AI literacy. Without such guardrails, the tool may inadvertently foster "metacognitive laziness" and transform students from active learners into passive consumers of AI-generated content. Third, the integration of ChatGPT into academic literacy instruction necessitates a reconceptualization of traditional SRL models to account for the non-sequential, interactive, and highly individualized nature of self-regulatory behaviors in AI-mediated environments.

In conclusion, this study affirms that self-regulated learning plays an indispensable yet contested role in ChatGPT-supported academic reading and writing. When wielded judiciously, ChatGPT can serve as a powerful ally in developing academic literacy; however, without the anchor of robust SRL skills and thoughtful pedagogical scaffolding, it risks becoming an instrument of cognitive dependency rather than intellectual empowerment. The challenge for contemporary higher education lies not in resisting AI integration, but in cultivating the metacognitive capacities that enable students to use AI as a tool for augmentation rather than substitution of their own scholarly thinking.

REFERENCES

- Chen, J., & Alibakhshi, G. (2025). AI-powered applications' effects on English language learners' cognitive, metacognitive, and resource management strategies, and language achievement. *Journal of Computer Assisted Learning*. Advance online publication.
- Fan, Y., Tang, L., Le, H., Shen, K., Tan, S., Zhao, Y., et al. (2025). Beware of metacognitive laziness: Effects of generative artificial intelligence on learning motivation, processes, and performance. *British Journal of Educational Technology*, 56(2), 489–530.
- Ky, M., & Lian, A. (2025). A comparative analysis of academic literacy support models: Impacts on self-regulated learning (SRL) for an international student in Australia. *Australasian Journal of Educational Technology*, 41(5), 74–88.
- Li, X., & Awang, M. M. B. (2026). Exploring the role of generative AI in developing student skills in higher education: A systematic literature review. *European Journal of Education*, 61(1), Article e70490.
- Melisa, & Rahyuni, et al. (2025). Critical thinking in the age of AI: A systematic review of AI's effects on higher education. *Educational Process: International Journal*, 14, Article e2025031.
- Pan, M., Lai, C., & Guo, K. (2025a). Effects of GenAI-empowered interactive support on university EFL students' self-regulated strategy use and engagement in reading. *The Internet and Higher Education*, 65, Article 100991.
- Pan, M., et al. (2025b). Self-regulation plus individual interests? A design-based study on the development of a GenAI-empowered platform for self-directed out-of-class reading. *Computers & Education*, Article 105474.
- Spinelli, F. (2025). AI as a thinking partner? Exploring international students' use of GenAI to support their academic English needs. In *Proceedings of the International CALL Research Conference* (pp. 145–153).
- Tanharat, N., & Phootirat, P. (2025). Integrating generative AI in EFL academic writing: Thai English-major students' purposes, perceptions, and experiences with ChatGPT. *rEFLections*, 32(3), 1891–1916.



정윤희, & 안병규. (2025). Metacognitive strategy use in AI-assisted writing: A mixed-methods study of EFL college students' dialogues with ChatGPT. *Studies in English Education*, 30(2), 29–56.