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USE OF ARTIFICIAL INTELLIGENCE IN READING-TO-WRITING TASKS: BASIS IN DESIGNING TRAINING MATERIALS FOR MACRO SKILLS INTEGRATION

Ronnie S. Cerenio, Rica Angela R. Olbes, Jhon Lei D. Tarlino. Rommel P. Bautista, Arlene D. Gonzales, Jennelyn L. Raymundo
Bachelor of Secondary Education-English, Isabela State University-Echague

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Abstract

This study investigated the extent of use of Artificial Intelligence (AI) tools and the performance of Grade 10 students in reading-to-writing integrated assessment tasks at San Isidro National High School during the Academic Year 2025–2026, serving as a basis for designing training materials for macro-skills integration.

Findings revealed a negative correlation between students' reading-to-writing performance and their reliance on AI-generated reviews, AI-powered prompts, and AI suggestions for clarity and coherence, indicating that over-dependence on such tools may hinder deeper cognitive engagement. Despite this, the findings highlight the potential of AI-based tools to support macro-skills integration when applied responsibly. The study underscores the importance of developing training materials that balance technological assistance with authentic literacy practices to enhance outcomes.

Recommendations were provided for students, teachers, curriculum developers, school administrators, and future researchers to maximize AI's pedagogical potential while addressing ethical and instructional challenges. Future studies with larger samples and interrater validation are encouraged to strengthen the reliability and generalizability of results.

INTRODUCTION

The integration of macro-skills, particularly reading and writing, has long been recognized as fundamental to language learning. Yet despite its centrality, many educational institutions continue to encounter persistent challenges in its effective implementation. Educators frequently report that students struggle to achieve the intended outcomes of reading-to-writing integrated tasks, a difficulty often attributed to insufficient instructional support and inadequately developed assessment practices. As Darong (2021) observed, even when integrated tasks are employed, students' writing quality does not consistently improve to the desired level. Similarly, Graham and Hebert (2011) emphasized the significance of integrating reading and writing to promote comprehension and composition, but results across contexts have remained inconsistent. This shortfall is particularly evident among English as a Foreign Language (EFL) learners, who face additional linguistic and cognitive barriers when

tasked with synthesizing reading materials into coherent written outputs (Hu, 2022). The challenge has become even more pronounced in the digital age, as advanced technologies—particularly Artificial Intelligence (AI)—influence not only the way students write but also the strategies they employ in learning.

Reading-to-writing integration is the foundation of academic literacy, enabling students to develop critical thinking, creativity, and a deeper comprehension of textual materials. Rapid technological advancements have introduced new opportunities and challenges in this domain. While traditional education systems were structured around linear, teacher-centered models, they are now adapting to the demands of a technologically mediated world (Krstić et al., 2022). AI tools, in particular, have created new possibilities for enhancing language learning, offering innovative ways to facilitate integrated tasks. However, as students increasingly rely on these tools, it becomes necessary to understand their effects not only on literacy development but also on broader educational practices and outcomes. The emergence of AI in personalized learning and academic writing, therefore, imposes a pressing need to explore its pedagogical implications.

Recent studies highlight both the promise and the limitations of AI in literacy education. Hidayat (2024) demonstrated that AI-based personalized reading applications improve comprehension, yet their impact on reading-to-writing integrated tasks remains underexplored (Farhadian et al., 2023). Kaharuddin et al. (2024) underscored the advantage of utilizing AI as a cognitive partner in academic writing, but concerns persist regarding its effectiveness in fostering originality and critical thinking (Joo, 2024). Ethical and pedagogical issues also arise, particularly with students' unauthorized use of AI (Landers, 2024). These concerns echo broader challenges in ESL classrooms, where teachers and learners navigate complex language practices such as code-switching (Gamelo & Raymundo, 2024) and the use of varied language functions to support communication (Eugenio & Raymundo, 2024). Such realities highlight the importance of designing instructional materials that integrate macro-skills while responding to the sociolinguistic contexts of learners.

Integrated reading-to-writing tasks have also gained traction as assessment tools. Osiorio et al. (2023) noted that these tasks require students to strategically process source texts, continually checking comprehension and incorporating relevant information into their writing. Unlike independent writing tasks, integrated tasks demand simultaneous engagement with multiple skills, thereby enhancing authenticity and validity in measuring preparedness for academic writing (Cumming, 2013; Gebril & Plakans, 2013, as cited by Donnely, 2024). In this regard, the design of genre-based instructional materials has proven effective in improving written discourse performance among senior high school students, offering a model for scaffolding integrated tasks (Reforsado & Raymundo, 2025).

Historically, literacy instruction emphasized teacher-centered progression from reading comprehension to writing tasks. However, more recent approaches advocate holistic integration, requiring students to employ multiple skills simultaneously (Plakans & Yang, 2012; McCarthy et al., 2022). This shift reflects a broader movement toward authentic learning experiences that mirror real-life applications of literacy. The rapid advancement of technology has accelerated this transformation, with AI tools providing tailored learning experiences and real-time feedback (Hidayat, 2024; Ozfidan et al., 2024). Yet skepticism remains, as educators question the long-term effects of AI reliance on skill development (Gunn, 2024; Donnely, 2024).

At the same time, literacy education has faced criticism for overly narrow definitions. Gee (1999) argued that conceptualizing literacy solely in terms of phonological awareness, word decoding, and literal comprehension neglects the socio-cultural dimensions of reading. Wearmouth et al. (2002) similarly contended that reading is an active, sense-making process involving both bottom-up and top-down strategies. Together, these perspectives advocate for a holistic, learner-centered approach that develops technical skills while fostering meaningful language experiences. Such approaches align with ESL classroom realities, where learners' engagement with texts is shaped not only by linguistic competence but also by sociocultural practices such as code-switching and functional language use (Gamelo & Raymundo, 2024; Eugenio & Raymundo, 2024).

Despite growing interest in integrated tasks, empirical gaps remain. Moyo (2023) highlighted the need for a universally applicable framework that enables teachers to simultaneously develop learners' four macro-skills. Farhadian et al. (2023) called for training materials to enhance implementation, while Raymundo (2023) emphasized that teacher competence remains a crucial factor in successful integration. Reforsado & Raymundo (2025) further demonstrated that genre-based instructional materials can scaffold integrated tasks effectively, improving discourse performance. Methodological limitations, such as small sample sizes, also constrain generalizability (Farhadian et al., 2016; Zhu et al., 2016). Wu (2025) added that topic familiarity and interest significantly influence reading-to-writing processes. These findings underscore the need for future research to develop training materials, improve assessment methods, expand sample diversity, and explore the role of AI in integrated tasks.

There are several reasons why the present study must be conducted. First, there is a notable lack of research on the extent of use of AI-based tools and how this influences outcomes in reading-to-writing integrated tasks. For example, Adnan et al. (2019) explored AI's benefits for independent skills but did not examine its impact on integrated skills. Second, the study seeks to understand AI's potential in enhancing critical thinking and creativity—skills often overlooked in traditional approaches (Gunn, 2024; Donnely, 2024). Third, ethical and pedagogical concerns regarding unauthorized AI use (Landers, 2024) necessitate closer examination. Thus, this study aims to investigate the extent of AI use in reading-to-writing integrated assessment tasks, its impact on student performance, and its implications for instructional design.

In contexts such as Indonesia and the Philippines, educators face challenges including resource scarcity and varying levels of teacher training. Raymundo (2023) noted that features of integrated macro-skills assessment affect its employment in ESL classes, while Landers (2024) observed that rapid AI adoption has intensified these challenges. International studies, however, highlight AI's potential to address such issues. By examining the interconnectedness of AI usage and students' reading-to-writing performance, this study seeks to evaluate the benefits, challenges, and impacts of AI on instructional design. Ultimately, the research aims to contribute to a more comprehensive understanding of how technology can support integrated literacy practices, particularly in diverse ESL contexts where sociolinguistic realities and instructional material design play a critical role (Gamelo & Raymundo, 2024; Eugenio & Raymundo, 2024; Reforsado & Raymundo, 2025).

This study examines the extent of use of AI in reading-to-writing tasks. Although using AI can improve student engagement and provide instant feedback, there are still issues regarding how effective AI tools are, their moral implications, and their influence on students'

critical thinking. This study will investigate the said aspects by analyzing the students' experiences in using AI in their writing and, most especially, reading-to-writing integrated tasks. The results of this study will be useful in creating instructional materials that aim to support the use of macro skills integration in writing.

METHODS

Research Design

The study employed a convergent-parallel mixed-methods design, which, as Creswell (2014) notes, involves collecting quantitative and qualitative data simultaneously, analyzing them separately, and then integrating the results for comparison. As explained by Morse (1991, cited in Sharma et al., 2023), this approach gathers complementary data to achieve a deeper understanding of the research problem. Applied here, it provided a comprehensive framework for examining the extent of AI tool use and AI-assisted writing in reading-to-writing tasks, capturing both statistical trends through surveys and task assessments and contextual insights through interviews, thereby ensuring a more holistic and valid interpretation of how AI use influences students' performance.

Respondents and Locale of the Study

The study was conducted at San Isidro National High School in Gomez, San Isidro, Isabela, Philippines, during the School Year 2025-2026, with Grade 10 students as respondents. It underscores their critical role in representing the basic education system in addressing challenges highlighted by PISA results, where the Philippines ranked lowest in reading comprehension, emphasizing the need to strengthen learners' reading-to-writing skills as a measure of both individual achievement and the broader capacity of the educational system to cultivate critical literacy.

Sampling Method

The researchers employed purposive sampling to select Grade 10 students of San Isidro National High School (Gomez, San Isidro, Isabela) as respondents, guided by specific inclusion-exclusion criteria. Eligible participants were required to be currently enrolled, demonstrate sufficient language proficiency, possess basic digital literacy and access to technology, have prior experience with AI-powered tools, provide informed consent, and submit a persuasive-analytical essay of at least 200 words based on Lucas' (2015) *The Art of Public Speaking*. Students who did not meet these requirements were excluded from the study.

Research Instrument

In this study, a standardized 30-item test adapted from Capinding's (2024) validated framework was administered to determine students' extent of use of AI-based tools in reading and writing, with items reviewed and validated by experts and independent evaluators to ensure reliability and accuracy. The questionnaire, delivered via printed materials using a Likert scale, was followed by an integrated reading-to-writing task based on the DepEd Curriculum Guide, where students read Lucas' (2015) speech *Changing Lives through the Literacy Network*, annotated key points, and composed a 200-word persuasive-analytical essay analyzing its message and rhetorical strategies (ethos, pathos, logos). After drafting, students refined their work using AI-based tools within one hour to enhance clarity, coherence, and precision. Their outputs were then assessed using the standardized rating scale of Aynur et al. (2025), which

evaluates engagement with source readings, expression of ideas and arguments, organization, and language.

Data Gathering Procedures and Analysis

Data collection was conducted with strict ethical considerations, including informed consent from parents or guardians and assurance of confidentiality for all 49 Grade 10 respondents. The process involved administering a 30-item survey questionnaire adapted from Capinding (2024) to measure the extent of AI tool use in reading and writing, followed by a reading-to-writing task where students produced a persuasive-analytical essay based on Lucas' (2015) *Changing Lives through the Literacy Network* and refined it using AI tools. For analysis, descriptive statistics such as frequency counts, percentages, and mean scores were used to summarize students' responses, while Pearson's r correlation was applied to determine the relationship between their use of AI tools and performance in integrated reading-to-writing tasks.

Ethical Considerations

To maintain ethical integrity, the researchers established procedures to safeguard participants throughout the study. Informed consent was secured from both students and their parents or guardians before participation, ensuring that involvement was entirely voluntary. Participants' privacy was consistently respected, with appropriate measures taken to minimize any potential harm or risk. All data gathered were handled with strict confidentiality, ensuring that participants' identities and responses remained protected.

RESULTS AND DISCUSSION

Table 1. Relationship between Students' Extent of Use of AI-Based Tools and their Reading-to-Writing Task Performance

STUDENTS' USE OF AI-BASED TOOLS	READING-TO-WRITING TASK PERFORMANCE	
	r-value	p-value
Reading		
1. I use AI-generated summaries to understand lengthy articles or documents.	0.07	0.62
2. I rely on AI-powered tools for language translation when reading content in a foreign language.	0.03	0.86
3. I depend on AI-driven recommendations to discover new books, articles, or other reading materials.	-0.16	0.28
4. I use AI-driven audiobooks or text-to-speech applications to consume written content.	-0.02	0.92
5. AI-driven news aggregators help me stay updated on current events.	-0.16	0.26
6. I rely on AI-enhanced tools for extracting key information from research papers or academic articles.	-0.04	0.81

7. AI-driven language comprehension tools assist me in understanding complex texts.	-0.16	0.28
8. I use AI-powered educational platforms for personalized learning experiences.	-0.01	0.95
9. AI-driven accessibility tools help me consume written content more comfortably (e.g., screen readers).	-0.03	0.85
10. AI-generated transcripts or subtitles assist me when watching videos or listening to podcasts.	0.07	0.62
11. I use AI-driven language learning apps to improve my reading skills in different languages.	-0.02	0.90
12. AI-driven search engine suggestions help me find relevant reading materials more efficiently.	0.14	0.33
13. AI-powered content curation tools assist me in organizing and managing my reading list.	0.01	0.99
14. I depend on AI-generated book reviews or ratings when deciding what to read.	-0.16	0.01
15. I use AI-based tools for extracting information from online forums or discussion boards.	0.01	0.94
Writing		
1. I utilize AI-based spelling and grammar checkers when composing written content.	-0.04	0.78
2. I rely on AI tools for generating ideas or suggestions when drafting written documents.	-0.15	0.31
3. I use AI-driven writing assistants to enhance the overall quality of my written work.	0.08	0.60
4. AI-generated templates or frameworks assist me in structuring my written content.	-0.11	0.47
5. I depend on AI-powered paraphrasing tools to rephrase sentences in my written work.	-0.03	0.83
6. I use AI-driven auto-complete features when composing emails or other written correspondence.	-0.24	0.10
7. AI-driven content creation tools help me generate creative or promotional written materials.	-0.18	0.22
8. I rely on AI-enhanced proofreading tools to identify errors in my written work.	-0.16	0.28

9. AI-based sentiment analysis tools assist me in gauging the tone of my written communication.	-0.16	0.26
10. I use AI-powered social media management tools to generate or schedule written posts.	-0.10	0.50
11. AI-generated suggestions for email subject lines improve the effectiveness of my written communication.	-0.07	0.64
12. I depend on AI-based content summarization tools for condensing lengthy written materials.	0.06	0.66
13. I use AI-driven brainstorming tools to generate ideas for written projects.	-0.12	0.41
14. AI-powered writing prompts or exercises help me overcome writer's block.	-0.35*	0.01
15. I rely on AI-generated suggestions for enhancing the clarity and coherence of my written content.	-0.31*	0.03

Table 1 presents how the respondents' extent of use of AI-based tools relates to their reading-to-writing performance. Findings show that most of the indicators' r-values are weak and statistically not significant, as indicated by their p-values above 0.05. Results show that, in general, the respondents' extent of use of AI-based tools does not strongly predict their level of performance in integrated reading-to-writing tasks.

In the reading domain, most of the indicators showed a very weak relationship, which suggests that students' use of AI-based tools for reading has little measurable effect on their reading-to-writing performance. However, students' tendency to rely on AI-generated book reviews or ratings when choosing reading materials (indicator 14) shows a significant negative relationship, indicated by their r-value of -0.16 and p-value of 0.01; students who rely heavily on AI-generated book reviews or ratings tend to perform slightly lower in integrated reading-to-writing tasks. This implies that there is a subtle but important risk associated with over-reliance on AI-based tools: when learners substitute authentic engagement with source texts for AI-generated book reviews or ratings, they may unintentionally overlook the deeper process of critical reading, evaluation, and interpretation that are essential for strong reading-to-writing performance. Consequently, dependence on these AI-generated reviews may lead to a more surface-level engagement with texts, thus limiting opportunities for learners to deal with complex ideas, make their own judgements, and develop well-supported arguments. This aligns with the findings of Zhai et al. (2024), who found that excessive dependence on AI dialogue systems hinders students' willingness to engage in critical reading and interpretation. While Pitts et al. (2025) observed that students often accept AI-generated reviews uncritically, which weakens independent judgment. Moreover, Hassen (2025) highlighted that AI integration can impede higher-order thinking skills such as critical thinking and problem-solving skills if not balanced with authentic learning practices. Furthermore, generative AI is making traditional reading feel obsolete, reducing opportunities for learners to deal with complex ideas and develop well-supported arguments (The Conversation, 2025).

Qualitative evidence supports this finding, as one respondent admitted, *"Sometimes AI gives answers that aren't relevant to what I'm reading and writing"* (Interviewee 8). This response shows that students are aware of the limitations of AI outputs, recognizing that reliance on such tools can lead to misalignment with authentic texts and weaken comprehension. Similarly, another student reflected, *"It affects my thinking, making me doubt if my answer is right"* (Interviewee 6), which illustrates how dependence on AI can undermine confidence and discourage independent judgment. While most AI reading supports show little measurable effect, heavy reliance on AI-generated reviews or ratings (indicator 14) is negatively associated with performance. These qualitative insights emphasize that over-dependence on AI for reading may reduce deeper engagement with source texts, limiting opportunities for critical evaluation and the development of well-supported arguments.

In the writing domain, a similar pattern emerges, with the majority of the indicators showing a weak and statistically non-significant relationship with p-values ranging from 0.1 to 0.83, which are greater than 0.05. However, students' use of AI-based writing prompts or exercises to overcome writer's block (indicator 14) presents a negative relationship with their reading-to-writing performance, with a r-value of -0.35 and a p-value of 0.00, which suggests that students who tend to depend on AI-based tools for generating prompts to overcome writer's block are likely to perform lower in reading-to-writing integrated tasks. While such tools are designed to stimulate students' creativity and provide scaffolding for expression, the findings suggest that dependence on them may inadvertently weaken students' ability to generate and sustain original ideas. By relying on AI-based tools for the initial stages of idea generation, learners may overlook the mental effort that is needed for constructing authentic arguments, thoughtful perspectives, and deeper engagement with source texts. This finding is in line with the study of Hassen (2025), who stated that relying heavily on AI in the educational context impedes critical thinking and problem-solving skills, which hinders the ability of students to reason independently. Similarly, Holbeck (2025) argues that AI prompts require intentional use; otherwise, uncritical reliance on AI-based writing prompts may result in the tool being used as a shortcut rather than as a means to supplement deeper analysis.

Qualitative evidence reinforces this concern. One respondent admitted, *"Sometimes I depend too much on AI that sometimes I can't answer difficult questions without asking AI tools first"* (Interviewee 4), highlighting the risk of dependency, showing how reliance on AI prompts can weaken independent reasoning and idea generation.

Moreover, students who use AI-based tools in enhancing the clarity and coherence of their written output (indicator 15) showed a significant negative relationship with their reading-to-writing performance, with an r-value of -0.31 and a p-value of 0.03, which suggests that students who tend to rely on AI-generated suggestions for enhancing clarity and coherence are likely to perform lower in integrated reading-to-writing tasks. This indicates that while such tools may provide surface-level refinement, dependence on them may hinder students' ability to independently organize ideas, establish logical connections, and integrate source materials effectively, thereby weakening their overall performance in reading-to-writing activities. Coherence in writing is not just about seamless transitions or error-free sentences; it necessitates the mental effort of structuring ideas, sustaining arguments, and integrating insights from source texts into a unified whole. Likewise, clarity does not come only from stylistic improvements but from deep understanding and thoughtful articulation. Thus, relying heavily on AI-generated suggestions can result in learners overlooking these deeper processes, which produce written output that appears polished on the surface level but lacks

depth. This shows that over-reliance on AI-based tools in enhancing clarity and coherence for their written output may hinder students' ability to achieve true coherence and clarity through their own reasoning, critical thinking, and purposeful expression. This is consistent with Farhan (2025), who noted that AI-powered writing tools like Grammarly and Quillbot provide improvement in textual quality but risk diminishing students' independent writing skills and critical thinking. In addition, Das and Chen (2025) stated that although AI can enhance surface-level accuracy, it does little to foster the intellectual effort essential for constructing coherent arguments and integrating ideas. Moreover, Pryma (2025) reinforced this concern and found that relying heavily on AI writing tools weakens students' linguistic competence, specifically in organizing ideas and sustaining logical connections. Furthermore, Gerlich (2025) demonstrated that increased use of AI in writing can reduce students' engagement in the thinking process required for organizing ideas, as a result, it weakens students' ability to achieve clarity and coherence through independent reasoning.

Qualitative insights further illustrate this issue. As one respondent explained, *"Sometimes when I use AI, it is not easy to filter what the AI was saying, since AI tells me a lot of information about something"* (Interviewee 6). This reflects how AI outputs can overwhelm learners with excessive or unfocused information, making it harder to sustain coherence and logical connections independently.

Results show that while AI-based tools are moderately used in the domain of reading and writing, their impact on performance is not always positive. In fact, over-reliance on these tools may hinder students' authentic skill development, which underscores the necessity of balancing the use of AI-based tools with students' own critical thinking and writing abilities. These findings indicate that there is a need for human-centered AI-education in order to preserve learner agency and creativity (UNESCO, 2019). AI should serve as a cognitive partner rather than a replacement for students' writing (Kaharuddin et al., 2024). Similarly, Pujiastuti et al. (2025) found that there is a significant negative relationship between students' extent of use of AI-based tools and their reading-to-writing performance as indicated by the r-value of -0.37 and p-value of 0.020, which suggests that increased use of AI may hinder students' reading and writing skills.

CONCLUSION AND FUTURE WORKS

The findings reveal that students' extent of use of AI-based tools does not strongly predict their reading-to-writing performance, as most relationships were weak and statistically non-significant. However, patterns of over-reliance on AI—such as depending on AI-generated reviews, writing prompts, and coherence-enhancing tools—showed a significant negative relationship with performance, suggesting that excessive dependence may hinder deeper cognitive engagement, independent idea generation, and logical organization. To address these concerns, teachers and schools are encouraged to promote balanced, human-centered AI use through guided activities, structured practice, and enhancement workshops that train students to validate and refine AI outputs, engage directly with texts before using AI summaries, and develop their own ideas prior to revision. Incorporating non-AI writing tasks alongside AI-assisted activities will help preserve authentic literacy skills, while future research should explore specific components of reading-to-writing performance, such as vocabulary, idea integration, and coherence, to further inform effective instructional design.

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CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest regarding the publication of this paper.

DISCLOSURE OF AI ASSISTANCE

This section provides a transparent account of any artificial intelligence (AI) tools used during the conduct of the study or the preparation of the manuscript. Authors should specify the type of AI tools utilized, their purpose, and the extent of their involvement to ensure that all contributions attributed to AI are properly acknowledged.

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