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ARTIFICIAL INTELLIGENCE AS DIDACTIC MEDIATION IN LEARNING ENVIRONMENTS FOR THE STRENGTHENING OF READING COMPREHENSION IN STUDENTS OF BASIC AND HIGHER EDUCATION: A THEORETICAL REVIEW FROM THE CASA DEL MAESTRO

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Abstract:
The different structural transformations of education in terms of employability and integration of educational technology such as Artificial Intelligence; have made it possible to promote an interactive learning environment with intention contextualized to the current needs of society within the classroom. From this approach, this article seeks to understand how AI as a didactic mediation strategy strengthens reading comprehension processes in students in basic and higher education. from various critical positions raised by authors who support the study. Therefore, the methodological component of the article is based on a review of documents that conceptually address the perspectives of different authors with respect to study categories such as AI, Machine Learning, ICT in the classroom, Role of the teacher in AI-assisted reading comprehension processes and digital skills within pedagogical practice; In the same way, the content analysis of the selected documents that enable a systematic structure of the information is addressed and the results obtained are presented. Thus, it was found that, among the main findings, the authors agree that the implementation of AI to strengthen reading comprehension processes in basic and higher level students is a tool that, properly guided by teachers, contributes positively to the development and strengthening of the communication skills necessary for meaningful reading comprehension. Finally, it is concluded that educational technology provides opportunities for the construction of dynamic, interactive machine learning environments. However, its effectiveness in fully guiding student learning is not certain; therefore, the need for teacher training for the ethical and pedagogical mastery of these tools in the context of basic and higher education is highlighted.

Keywords: AI, reading comprehension processes, Machine Learning, social-technological context, teaching practice, basic education, higher education, ICT, educational technology, strategy, didactic mediation, Augmented Reality, Virtual Reality, Mixed Reality.

Introduction

The articulation of Artificial Intelligence (AI) in the curricula of Primary and Higher Basic Education Educational Institutions, poses opportunities for development and innovation in pedagogical resources that ensure meaningful and dynamic learning that allows students to appropriate an adaptive, interactive, interdisciplinary and contextualized learning process. To this, Nazaretsky et al. (2025) indicate that AI as part of the resources of educational technology that has the capacity to make both teachers and students have the possibility of adapting the teaching-learning processes to their benefit by providing resources, activities, and reliable alternatives on the route of applicable content for better academic performance and for the improvement of teaching practice. Boussouf et al. (2024) also agree that AI is decisive in the improvement of teaching processes and in the effectiveness of learning, being considered a potential tool for the personalization of educational practices and resources that facilitate teaching work in the classroom. Allowing teachers access to diverse teaching methods using ICT to improve students' learning experiences taking into account their individual needs and learning styles, adapt the learning environment in educational institutions, and promote quality education within everyone's reach to reduce the gaps and challenges of educational inequity. For this reason, artificial

intelligence is viable for the construction of didactic and interactive materials and resources that help the teacher plan an individual work path that encompasses the needs of each student, but without completely isolating them from the learning that is acquired by sharing experiences with others (Salinas & Vargas, 2024)

In education, a greater study analysis is required due to the implications it generates in the weakening of reading comprehension processes as well as in the communicative skills and competencies of students. This is what Mohammad Awad et al. (2023) refer to as AI can mark a setback in the conceptual and practical learning of learners as it tends to generate codependence on technology for the performance of basic actions such as reading (reading involves identification, selection, analysis, extraction and production of information in a text, digital educational resources such as ChatGPT facilitate the elaboration of texts and the extraction of relevant information with a technical language and which makes students have greater access to plagiarism in their work and do not produce coherent and original texts without assisted support). Simultaneously, Tan et al. (2025) determine that the use of artificial intelligence addresses challenges in teacher professional development in relation to teaching methods and in the meaningful learning of students in the classroom; emphasizing that educational institutions need to train teachers for the development of digital skills and competencies closely linked to the knowledge and mastery of artificial intelligence to properly integrate it into educational management. In similarity to García-López et al. (2025), although the benefits are positive, it should be noted that its use should be supervised by human counselors who preserve compliance with ethical laws that protect privacy and equity in educational processes; adding that, although it can be used for all disciplines of study, in one way or another it complements the development of reading skills and competencies necessary for understanding the world in general.

Therefore, the impact of these emerging technologies establishes a before and after in the evolution of the methodologies, didactic and pedagogical resources of traditional education for the development of reading comprehension processes compared to current education. Information and Communication Technologies (ICT) is an effective way to use motivation and gamification as key points to create active learning spaces that awaken the interest of Basic and Higher Education students to learn, develop competencies and strengthen reading comprehension skills such as interpretation, synthesis and critical analysis of different types of texts. understanding and identification of information at different levels (literal, inferential and critical) including the understanding of cultural situations and perspectives (Dimeli & Kostas, 2025). As presented (Pizarro-Romero & Lovón, 2025), AI allows students a better production of textual coherence by providing assistance beyond the conceptualization of contents, being used in university classrooms as a didactic mediation strategy to facilitate and strengthen the learning of the different processes of reading comprehension (emotional and creative) and to be perceived by them as an appropriate practical tool for the structuring of a better use of the different grammatical languages. Along these lines, Lalbihari et al. (2020) argue that AI-based intelligent tutoring systems have the potential to address conceptual gaps in teaching and assessment in higher education. By providing relevant data, they allow teachers to design and select learning paths that improve students' attention and knowledge, promoting active participation and achieving educational objectives in a comprehensive way. Merging a vector support system (SVM) with a fuzzy expert system is a key method that combines selection and ranking algorithms to identify patterns in student achievement, thus facilitating more effective assessment.

Today's education merits the need to guide the curriculum, and the methodologies for the teaching and learning of reading comprehension for the complete development of the processes, competencies and communicative skills that support their relevance for the comprehensive training of students in the direction of the demands demanded by the digital revolution without this implying ceasing to use them. but rather adapt them to the new ways of teaching and applying learning in interdisciplinary scenarios. As stated by Duong et al. (2024), AI for the strengthening of learning in reading comprehension processes is key to personalization in terms of reading resources and materials according to what each student needs, assisted support for the adequate structural construction of text production where students have greater mastery of their learning and feedback on concepts learned. Accordingly, (Akiba & Fraboni, 2023) point out that AI provides greater accessibility of relevant information through the interaction of natural language to facilitate the understanding of concepts along with the development of research skills and Rodríguez-Linares et al. (2024) argue that artificial intelligence in EI has a significant impact in the area of language and reading comprehension, because it facilitates interactive learning spaces that stimulate critical thinking and the comprehensive training of competent citizens in a social-technological context.

Methodology:

When we refer to the action of "Educating", we understand that it is not an ordinary process, that is, that it naturally develops empirically. Rather, it is a dynamic process with a certain degree of complexity and continuous effort to form responsible, conscious and autonomous human beings with sectoral representation within society and the world. Education is an integral process that is essential for the adequate development of human beings independently and collectively that provides better living conditions, employment opportunities and appropriation of social knowledge, reduction of social inequalities and greater investment for the effective development of a country Shavkidinova et al. (2023). Artificial Intelligence addresses the benefits and challenges presented by teacher professional development with implications within the classroom, in teaching methods and in the meaningful learning of students. Emphasizing that just like AI and its different ways of manifesting itself such as generative AI (ChatGPT), evaluation system platforms with AI support, technologies that promote an environment of automatic, adaptive and immersive learning experiences (Chatbots) bring innovation and technological advancement towards an education contextualized to the digital age, educational institutions need to train teachers to develop digital skills and competencies closely linked to the knowledge and mastery of artificial intelligence in order to properly integrate it into educational management Tan et al. (2025)

Taking into account the previous analysis of theoretical frameworks focused on Artificial Intelligence in basic and higher education for the strengthening of reading comprehension processes in students of both levels, incidence of the implementation of AI in teaching practice, the challenges and possibilities for its use within the classroom for both teachers and students; this article is based on a methodological structure of systematic review referenced in the abstract and proposals of arguments of results through the use of high-impact databases such as Scopus and ResearGate for the search of selected scientific articles from the year 2020 to the current year 2025. In the same way, the PRISMA "*Preferred Reporting Items for Systematic Reviews and Meta-Analyses'' approach was implemented*, specifically, the CASPE method "Critical *Appraisal Skills Programme* Spanish" that establishes concrete criteria to verify that the process of search, selection and analysis of research is within the ethical parameters; as well as specifying in a concise way

the methodological structure for the process of inclusion and exclusion from study such as mixed analysis (qualitative-quantitative) of the results.

For its selection, Boolean operators such as AND, OR, NOT and keywords contextualized to AI AND Education, AI AND learning, AI or Learning, AI or Reading comprehension, AI AND reading comprehension were used; at the same time, it is determined that the epistemological paradigm of this article is qualitative in nature, taking as a reference the identification and interpretation of the perspective of various authors based on the analysis of the document and the relationship of their postulations in comparison with other authors to understand how Artificial Intelligence strengthens the reading comprehension processes in students of basic and higher education.

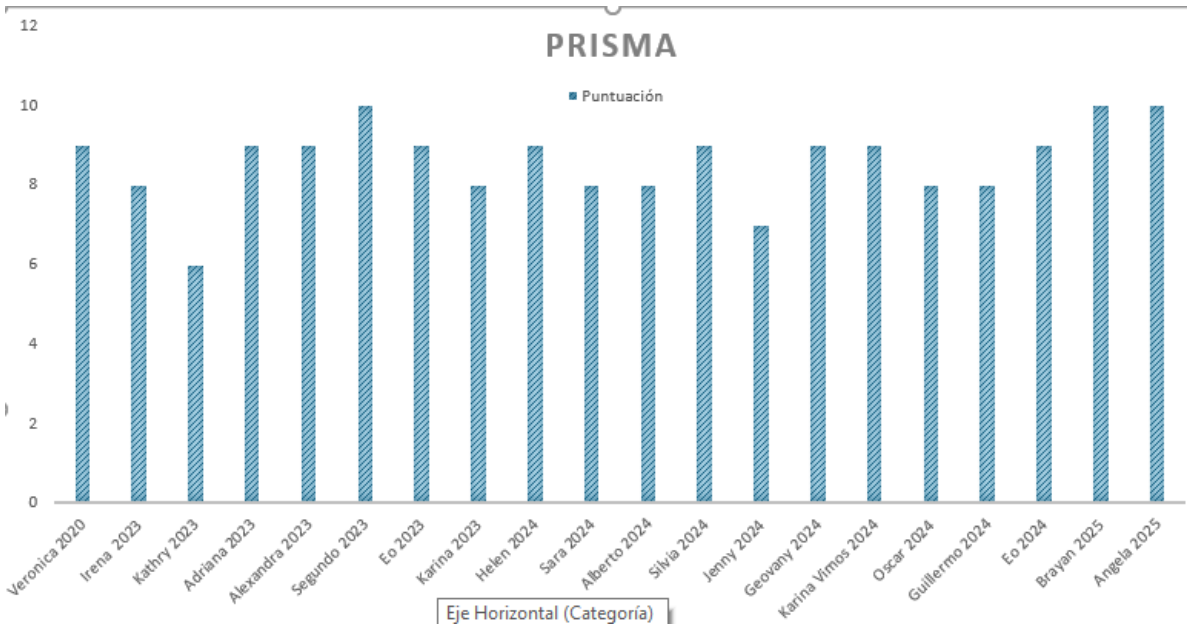
From there, the implementation of the PRISMA instrument was carried out, taking into account the following blocks:

- Block A (Internal Validity; total score: 6 points)
  Evaluates the structure and methodological design with the coherence of the objectives or purposes of the study with the qualitative approach, data collection, sampling, and the relationship of the researcher with the participants.
- Block B (Results; total score: 3 points)
  Analyzes the rigor in terms of the presentation and reliable support of the data obtained, taking into account the considerations of ethics and empirical evidence.
- Block C (Applicability; total score: 1 point)
  Assesses the relevance and usefulness of the results for future research.

In this order, a qualitative scoring table of 20 scientific articles was prepared in which a numerical value is assigned according to the criteria established in each category. The sum of these methodological quality parameters indicates the maximum score per article (a total of 10 points) that determine the relevance of the studies presented in the meta-analytic matrix. Similarly, two graphs are included that, on the one hand, the first graph shows that a significant number of research studies have a high methodological quality score (9 and 10 points) which supports the viability of the findings; and the second graph makes a visible contrast of the main criteria evaluated: internal validity, results and applicability that allow comparing the aspects of improvement and strength of the studies analyzed.

Artículo	Validez intern	Resultado	Aplicabilida	PRISMA
Karina	5	2	1	8
Irena	5	2	1	8
Helen	5	3	1	9
Kathry	2	3	1	6
Miguel	5	3	1	9
Sara	5	2	1	8
Verónica	5	3	1	9
Alberto	5	2	1	8
Silvia	6	2	1	9
Jenny	4	2	1	7
Brayan	6	3	1	10
Geovany	5	3	1	9
Karina Vimos	5	3	1	9
Oscar	4	3	1	8
Adriana	5	3	1	9
Angela	6	3	1	10
Alexandra	5	3	1	9
Guillermo	5	2	1	8
Segundo	6	3	1	10
EO	5	3	1	9

Graph 1. In original Spanish language.



Graph 2. In original Spanish language.

Results and discussion:

Among the main findings, it was found that AI as a didactic mediation tool for the strengthening of reading comprehension processes, is useful in the implementation of teaching practice as a dynamic and technological process that takes into account the particular needs of students and the importance of digital skills with communicative intent for a better social understanding of an increasingly global and technologized world. In accordance with Strielkowski et al. (2024), the application of Artificial Intelligence within education determines that automated and adaptive learning becomes a reality of new forms of learning acquisition and AI-assisted teaching methodologies that focus on the personalization of curriculum design for the development of learning strategies that involve intelligent tutoring systems that allow, in real time, continuous assessment through the complementary use of immersive technologies such as virtual reality (VR), augmented reality (AR) and mixed reality (MR) for simulations of real problem situations that enhance individual and collective learning. However, there are significant risks of dependence when artificial intelligence is incorporated into the curriculum (such as Grammarly and Microsoft Bing), since it can limit the complete development of linguistic competences definitively as a result of the excess of work authorization and the tendency of plagiarism in academic works, so before its deliberate use it is essential to train the Zamora & Stynze educational community. 2024); However, other ways in which AI is present in the pedagogical resources that educational institutions can use apart from ChatGPT, are Generative Intelligent Tutoring Systems (ITS) such as GPT-4 based on developed language structures that provide an alternative to a better personalization of dynamic learning experiences with respect to the evaluation and adaptation of content. teaching methodologies that stimulate the active, critical and reflective participation of

the student within their learning process such as the Socratic method to guide and strengthen the competencies and skills of reading comprehension together with the identification and selection of resources, materials and activities according to the requirements of the students according to the information provided by the data analysis modules to their personal characterization where the teacher is involved in these aspects to promote an emotionally enriching learning environment Liu et al. (2024).

AI-assisted learning using automatic feedback allows students to identify which aspects of textual consistency need to be improved to make sense of their academic writing. As pointed out (He, 2024) adaptive texts generated by AI can improve the skills and strengthen the reading comprehension processes of students by allowing teachers to provide teaching organized by categories of level of complexity according to the particular learning style of each student so that in this way, promoting learning autonomy, encourage an active but educational participation of AI in the teaching and learning process. Chatbots are an example of the presence of AI that offers instant feedback in the learning of any language, so it encompasses the development of reading comprehension skills to understand the written and oral structure of various areas of study, as well as promoting the significant improvement of educational practice with these tools applicable inside and outside the classroom. But if these tools are used to be on the margins of an education that presents changes day by day, it is mandatory for citizens to manage the networks and new emerging technologies in society (Sanz, 2024) AI, being related to one of the main ways of capturing attention and encouraging motivation to learn, teachers have the facility to use it to promote the reading of texts of any nature (informative, descriptive, expository, narrative or instructive according to their communicative or structural function) taking into account the genres of texts preferred by students to motivate reading (Gómez, 2023).

Likewise, the teaching work should not be limited to the use of AI to facilitate, adapt and evaluate student learning based on specific commands for its effectiveness, but the responsibility for learning to be as expected lies with the teacher, not with AI, and that digital pedagogical practice will never be able to develop the integral humanistic level that human pedagogical practice aims to achieve in the training of students. responsible citizens with critical thinking. The excessive use of artificial intelligence negatively impacts the proper development of students' communicative processes (oral and written expression, active listening and social interaction) because it affects their critical thinking capacity and reading comprehension processes such as decoding and the levels of complexity they imply, so it is necessary to adopt conscious teaching approaches that guide the learning process without neglecting traditional practices such as oral reading aloud to achieve the comprehension and comprehensive development of these competencies so that students can analyze the intentionality of the different approaches to any text that is presented to them and can express their ideas according to their original understanding and not that provided by the machine; therefore, the role of the teacher is essential for learning to be as expected and not interfere with the decline of acquired competencies that are weakened by lack of practice (Paz, 2025)

Hence, it is taken as a didactic mediation strategy for the strengthening of reading comprehension processes in students in screen reading and not as a replacement for the ability to think for themselves outside of textual digitization. Digital reading can represent cognitive gaps because the reading process is not persistent, but tends to be diverted by the multiple distractions that affect

attention and the rhythm of reading as well as academic performance in general; therefore, AI is useful to provide an analysis of the level of reading comprehension processes in digital reading compared to traditional student reading (Hernández, 2024) due to the transformations of social and educational dynamics, the way students read is increasingly done through screens. Which, unlike traditional reading, represents a greater complexity of comprehension and retention of information that makes the reading process difficult when coming into contact with different digital characteristics that make the reading process discontinuous and easily interrupted. Therefore, despite allowing the monitoring or control of students' progress and intervention in the adjustment of strategies according to the obstacles that arise in higher education, its usefulness to improve digital reading is reduced, which is why it demands the need to create more effective interventions (See et al. (2024).

According to what has been stated in this article, the following meta-analytical matrix establishes the outstanding results where the authors agree that artificial intelligence as a didactic mediation strategy to strengthen learning in the processes of reading comprehension is useful, practical and beneficial when integrated into the curriculum of educational institutions of the different levels of education. As well as that for its implementation in the areas of knowledge, the teacher plays a fundamental role in promoting dynamic and active learning spaces from the sense of improving reading skills and not from the perspective of neglecting their work.

Year	Author	Title	Analysis category	Argumentative position
2023	Karina Fernanda Sotomayor Cantos, Rosa Cecibel Varas Giler , Israel Eduardo Castro Magayanes	Artificial Intelligence in Language Teaching and Learning	AI in Language Teaching and Learning	Artificial intelligence tools such as Grammarly. VOA Learning English or those integrated with virtual reality and a constructivist approach, are an example of educational technology strategies that improve different communication skills (listening, speaking, writing, etc.) and reading comprehension in the learning of any language such as Spanish or English. Demonstrating that, through automated feedback and guidance from human teachers, it is possible that AI as a strategy for strengthening reading comprehension processes is useful for the identification of grammatical errors that allow the student to better textual production through multimedia resources.

2023	Irena Vlčková	The use of artificial intelligence in foreign language teaching	AI in foreign language teaching	In language teaching, AI can strengthen reading comprehension processes in language learning by allowing students to analyze text according to the language to be learned through translation tools that facilitate the effective understanding of vocabulary and grammatical systems. The role of the teacher must be permanent and active at all times, to ensure the social and communicative interaction of learning supported by artificial intelligence, so the preparation and training of these is essential since no matter how many new technologies they revolutionize in education, it will hardly replace the teaching work: the integral training of students.
2024	Helen Crompton , Adam Edmett , Neenaz Ichaporia, D. Burke	AI and English Teaching : Possibilities and Challenges	AI in English Teaching	Although it is evident that the implementation of AI does not fully ensure the strengthening of reading comprehension processes as in other aspects related to language skills, some studies highlight that it can facilitate reading learning experiences by encouraging students to critical reflection, which requires further study and analysis of its effectiveness in this field.
2023	Kathryn S. McCarthy , Eleanor F. Yan	Reading Comprehension and Constructive Learning : Political Considerations in the Age of Artificial Intelligence	AI and Reading Comprehension	He mentions that AI represents challenges in the adequate development of young people's reading comprehension, among which the lack of preparation on the part of students to use these tools to improve their knowledge and not to depend on AI to understand information from texts or that the environment that surrounds them provides them with stands out. making one's own inferences and not copying and pasting what exactly the AI says since it means a massive weakening of critical skills not only for the understanding of class subjects but for the global context.

2025	Miguel Campos	AI-assisted feedback in CLIL courses as a self-regulated language learning mechanism: students' perceptions and experiences	AI-supported feedback on Content and Language Integrated Learning (CLIL), focused on the student perspective	Within Content and Foreign Language Integrated Learning (CLIL) courses, AI can be adopted as a guiding and practical tool that provides sufficiently complete learning experiences as long as you have the support of the teacher to guide the construction and constant strengthening of linguistic processes such as writing, which although the feedback provided by AI for some students is easy to understand, for others, given the technicality of their explanations, it generates more doubts and concerns about how to apply the correction of the grammatical errors found by the AI within their writings in the language they learn, without this being a challenge instead of helping; as well as at the same time enhancing reading comprehension skills, oral expression and motivation for learning a second language.
2024	Sara Cebrián Cifuentes, Ignacio Cano Moya, Rubén Villalba Martínez and Empar Guerrero Valverde	Systematic Review on the Use of AI in Higher Education	the use of AI in higher education	The participation of Artificial Intelligence in the curriculum and curricula of higher education institutions has taken on more relevance to respond to the social changes brought about by globalization and now the digital era that mark a limit in which if before educational technologies were limited to the search for information rather than the application, now with the implementation of AI the process of searching for information transcends to the projection and materialized elaboration of broader knowledge that has better quality educational technology resources, offering a variety of practical alternatives for the construction of learning with greater meaning and usefulness for students; as well as the enrichment of the educational process for the strengthening of social, cultural, political, emotional and environmental skills of the human being

				that develop as he evolves and interacts with society.
2020	Verónica Rebolledo, Fernando Gutiérrez, Christian Soto, María Fernanda Rodríguez and Diego Palma	Technologies for reading comprehension: Current status and new developments	Technologies for reading comprehension	Reading comprehension is an integrated process that is mandatory to occupy a role as a citizen in society and therefore the teacher must rely on different tools to facilitate learning, such as computational tools, central educational technology, to improve students' comprehension of texts in different formats. Install (interactive training for active reading and trolling), intelligent tutorial systems and online platforms are some examples of educational technology to create digital learning environments to strengthen reading comprehension processes.
2024	Alberto Gatti	Literacy and Artificial Intelligence	Literacy and Artificial Intelligence.	The execution of AI in the elementary, middle or higher school context requires rigorous teacher company to appropriately assign that educational technology of this type is in charge of the processes of reading comprehension with critical thinking that involve analyzing, interpreting, inferring and evaluating the information in the text as well as the formulation of arguments from these. It is established that the role of the teacher and the student varies according to the approach in which they work: Active interaction of both students and teachers when they use AI as a tool to shape their arguments, give coherence to their work without separating the original idea they created o Passive interaction when both the teacher assumes that the AI does all the work that corresponds to it and the student leaves everything available of what AI offers it without trying to think critically autonomously.

2024	Silvia Beatriz Solórzano Romero José Luis Romero Ibarra	Learning to read and write with the support of artificial intelligence	learning to read and write with AI support	AI has a constructive approach to language development, reading comprehension and the process from the sense that allows students more than a better structured writing, the embellishment or "stylization" of written or oral products that are built by the most powerful machine that the human being possesses: AI by presenting a wide field of application in the elaboration of interactive digital resources (songs, infographics, slides, games) student skills such as creativity and innovation to carry out work or activities on their own as well as to produce texts of any nature, can be limited due to the automation of learning because they focus exclusively on what AI offers and not beyond what the Cebrero, with constant training, can generate.
2024	Jenny Miladid Aguilar Castillo Dennys Patricios Bonilla Oñate Silvia Gabriela Peñafiel Méndez Carmen Galuth Rojas Gavilánez	Artificial Intelligence in the Critical Teaching and Learning Process	AI in critical teaching and learning	Reading comprehension as a holistic process that must be integrated into the social modifications that support the new technological-transformational learning, that is, developed in the context of the digital revolution. In this sense, AI becomes the most up-to-date means linked to real-world simulation through projects supported by educational technology that improve and expand knowledge, skills and competencies of the textual comprehension process while adapting learning styles to personalize the reading pace of each student. Of course, there are aspects that AI can never compare and therefore will not allow the same learning in terms of real interaction with the world no matter how much they are simulated

2025	Brayan Daniel Sandoval Jarro Yulissa Fernanda Zapata Valverde José Manuel Vicente Merino	Artificial intelligence as an educational tool in school contexts	AI as an educational tool in school contexts	Ideally, AI should be available to all students in the world, allowing for gapless cultural interconnectivity and quality education focused on building critical citizens. The reality is that the use of artificial intelligence implies inequality gaps in access, the lack of teacher training necessary to provide learning opportunities that meet the criteria of education at a general level.
2025	Vismar Leonardo Saavedra Ortiz Tomás Matos, Walter Santos, Eftim Zdravevs, Paulo Jorge Coelho, Ivan Miguel Piresf, Filipe Madeira	A systematic review of artificial intelligence applications in education: Emerging trends and challenges	AI in educational learning environments	AI, together with Augmented Reality, can create dynamic learning spaces that facilitate the strengthening and comprehensive acquisition of necessary life skills through practical and personalized situations that promote meaningful learning.

2021	Hannele Niemi	AI in learning: Preparing grounds for future learning	Effective Ia, Education and Learning Atmospheres	It points out that its use in learning atmospheres is essential, further analysis is needed to ensure the possible risks of the exposure of personal data of the institutional community. Their implications and uses must be evaluated as rigorously as possible so as not to contribute to the violation of privacy
2024	Geovanny Francisco Ruiz Muñoz	Integrating artificial intelligence into the teaching-learning process	AI in the teaching and learning process	He agrees that the relationship of AI with the development of reading comprehension processes and their due strengthening to apply them inside and outside school, is clear from the moment it provides strategies for the instantaneous creation of synthesized conceptual references that facilitate the comprehension of texts as well as the digital construction of pedagogical resources that through feedback encompasses others such as writing that complements oral expression and of the students and the way in which they understand these texts?

2024	Karina We Saw Chimborazo Polytechnic School Jimena Viteri Chimborazo Polytechnic School María José Naranjo-Sánchez	Use of artificial intelligence in scientific research processes by university teachers.	AI in scientific research processes in university teachers	In the university field, the implementation of AI by teachers to guide the academic writing process and enhance reading comprehension has had a positive impact on the quality of research writing because with automatic and assisted feedback, students have a better performance in textual production. However, it is emphasized that its use should be moderate because the risks not only involve the exposure of the personal information of the university educational community but also represent the deficiency of communicative skills due to lack of teacher training.
2024	Óscar Martínez Rivera	The impact of Artificial Intelligence (AI) on the teaching-learning process of jobs at the University	AI and the teaching-learning process of university work	Reading comprehension as a key element not only for the mastery of the knowledge of the subjects but, precisely, for the understanding of the current social reality in which society is immersed: Continuous interaction with AI tools. Their lack of understanding of its usefulness may be a determining factor for students not being able to face the new challenges that point to a world where AI will go from being a tool for academic, social, cultural, emotional and environmental support. to be the main source of support for global linkages and inter- and intra-personal relationships of the future.

2023	Adriana Patricia Díaz-Cuevas Julián David Rodríguez-Herrera	Uses of Artificial Intelligence in Academic Writing: Experiences of College Students in 2023	AI in academic writing from student experience	Artificial intelligence is used by students to optimize the time with which they carry out work that requires extensive reading and with a certain degree of complexity, in turn to identify and extract relevant information from the text. But it is necessary to analyze how effective the syntheses provided by AI are and whether they maintain the main idea.
2025	Angela Soledad Ortega Auris1 , Obed Isaías Matías Cristóbal1, Janet Sadith Ortega Auris2, Marybel Curo Huichi 1	Reading comprehension in secondary school students from educational innovation with Artificial Intelligence	AI and reading comprehension in secondary school students	AI-supported tools such as CoAsker are an example of educational technologies that, through gamification and constant motivation, allow the teaching-learning process in the dynamics of reading comprehension and the processes it encompasses, to allow the construction of cognitive formulations and conversation assistants that make the interaction active between the student who acts as the agent who receives the instructions and the AI that gives them the instructions. Provides.
2023	Alexandra Harry,Saduyin	Role of AI in Education	AI and education	The use of AI allows a new vision of education in global contexts, implying that the task of educating now encompasses the management of technology industry skills that allow students to adapt to the digital society.
2024	Guillermo Vander Linde Tamara. Mera	The use of artificial intelligence and its challenges for	AI and challenges for academic assessment	AI can be used both as a tool to facilitate learning and to impoverish it. In this sense, she is concerned that students use it simply to do their obligations as reading texts without awareness and not use it to strengthen their learning process and make it enriching; therefore, they adopt a behavior of cognitive disinterest

		academic assessment: a review of the literature		in the critical skills that they should learn to implement them in the long term in specific contexts.	
2023	According to Alfonso Camargo Quemba Luz Stella Afumada	Literacy, A Reading Approach Necessary To Contribute To The Critical Use Of Artificial Intelligence In Education	Critical approach to the use of AI in education	Artificial intelligence within reading comprehension and its implication in the processes that are developed with its support, must address aspects of responsible use and ethical principles that promote inclusion and diversity within the classroom, rather than developing critical skills for reading comprehension punctually for the identification of texts, it is to adopt a reflective approach that allows the textual comprehension process to be effective	
2024	EO Ademola	Reading Strategies in the Age of AI: Improving Comprehension and Interaction with Advanced Technologies	Reading strategies in the age of AI:	Intelligent tutoring systems are an example of one of the ways in which AI manifests itself within the educational process and the learning of reading comprehension processes that encompasses the action of knowing how to read. Thus demonstrating that AI is relevant for those purposes where it is intended that through the game that does not necessarily have to be playful or fun, the student appropriates the skills he needs to develop to perform in the world of data.	

2024	Shan Jayasinghe	Promoting active learning with ChatGPT: A constructivist approach in Sri Lankan higher education	ChatGPT and meaningful learning environments	The use of AI, specifically ChatGPT, for the creation and promotion of meaningful learning environments, more than an effective alternative, is a tool that, with the approach of constructivist pedagogy, can foster deep understanding, the approach to situations contextualized to reality and stimulate critical thinking through online social interaction activities that allow the active participation of the student.

Conclusions:

In summary, this article concludes that the implementation of AI as a didactic mediation strategy to strengthen reading comprehension processes requires a greater field of study, because the benefits of integrating it into the curriculum are shown, but there is concern about the ethical and pedagogical implications that could be caused by its inappropriate use by teachers and students. On the other hand, that AI promotes meaningful learning, taking into account gamification and constant motivation as key points to maintain learners' interest in learning and develop new communication skills as well as to strengthen those they already have; however, the guidance of the teacher before, during and after its use is mandatory so that textual interpretation is a complete and non-discontinuous process that limits the student to accept the information provided by artificial intelligences such as ChatGPT or Grammarly that perfect their products from the errors found in the text and not to understand, inferring, identifying and classifying misinformation in the social context. Finally, for the strengthening and creation of meaningful and interdisciplinary learning environments, artificial intelligence could be considered as a support of advanced technology for multimedia-digital education by providing a variety of quality educational material within everyone's reach.

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