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A Systematic Literature Review: The Trends and Challenges of AI (Chat GPT) for Reading Skills in ELT/L using the *HHH Framework*

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Abstract
This study highlights the role of Artificial Intelligence (AI), particularly ChatGPT, in supporting the teaching of reading skills within the context of English Language Teaching and Learning (ELT/L). The primary focus of this research is on how the Helpful, Honest, Harmless (HHH) framework can be utilized to evaluate the trends and challenges of using AI in reading instruction. Based on a literature analysis, AI, especially ChatGPT, demonstrates significant potential to enhance reading skills through personalized learning approaches, active interaction, and immediate feedback. However, challenges such as algorithmic bias, limited access to technology, and risks of inappropriate content remain significant concerns. The *HHH* framework provides guidelines to ensure AI is effectively used to support beneficial, trustworthy, and safe learning processes. This study also offers recommendations to improve the responsible development and implementation of AI in the context of ELT/L education.

Keywords: ChatGPT, Artificial Intelligence, Reading Skills, ELT/L, HHH Framework.

Introduction

Artificial Intelligence (AI) has emerged as one of the most significant technological innovations in recent times, bringing substantial changes to various sectors, including education. In the field of English Language Teaching and Learning (ELT/L), AI offers new opportunities to enhance teaching methods and learning outcomes. One notable AI technology currently receiving significant attention is Large Language Models (LLMs) such as ChatGPT, developed by OpenAI. ChatGPT can generate human-like text, enabling more interactive and responsive text-based learning.

In the context of reading skills, ChatGPT holds great potential for supporting education by providing customized materials, offering immediate feedback, and creating engaging learning experiences. Reading is a fundamental language skill that plays a critical role in vocabulary acquisition, text comprehension, and the development of analytical abilities. In ELT/L classrooms, teaching reading requires an approach that considers students' varying abilities, individual needs, and cultural contexts. Technologies like ChatGPT can meet these needs by

producing reading materials tailored to students' capabilities and providing instant corrections to enhance their learning accuracy and efficiency. Despite the many benefits of technologies like ChatGPT, their use in English language instruction also presents significant challenges. Key concerns include algorithmic bias that can impact the quality of generated texts, the lack of cultural context in reading materials, and the risk of delivering inappropriate or even harmful content. Therefore, a comprehensive evaluation framework is required to ensure AI technologies are used effectively and responsibly in education.

One approach for assessing the application of AI in education is the Helpful, Honest, Harmless (HHH) framework. Developed by Anthropic (2021), this framework emphasizes three key principles designed to ensure AI supports learning positively, ethically, and safely: *Helpful:* Technology must provide relevant and meaningful information and assistance to users. *Honest:* The output generated by the technology should be accurate and trustworthy. And *Harmless:* Technology must minimize potential risks or negative impacts, such as bias, inappropriate content, or misinformation. The HHH framework is highly relevant in the ELT/L context as it can be used to evaluate whether technologies like ChatGPT genuinely support educational goals. Moreover, it provides guidance for identifying potential risks and limitations in AI applications, helping developers, educators, and policymakers take appropriate measures.

Previous studies have highlighted various potentials and challenges in using AI for teaching reading skills. Radford et al. (2019) found that large language models like ChatGPT have the capability to generate contextually relevant texts, which can be used for interactive reading exercises. These exercises not only improve students' reading comprehension but also support language acquisition by offering direct feedback tailored to their errors. Similarly, Brown et al. (2020) demonstrated that the adaptive capabilities of LLMs enable these technologies to adjust the difficulty level of reading materials to meet students' needs, creating a more personalized and relevant learning experience.

While these benefits are promising, some studies have also identified significant challenges that must be addressed. Bender et al. (2021) warned that algorithmic biases in large language models could affect the quality of generated texts, particularly in terms of cultural relevance and inclusivity. This bias can negatively impact students' learning experiences, especially in multicultural educational settings. Zhou et al. (2022) added that while AI is designed to provide accurate information, there is a risk of inaccuracies or ambiguities in AI outputs, which could undermine students' trust in the technology.

In this context, the HHH framework becomes a valuable tool for addressing these challenges. By focusing on helpfulness, honesty, and safety, the framework helps identify whether technologies like ChatGPT meet ethical standards in education. For instance, the HHH framework can be used to evaluate whether ChatGPT-generated reading materials are relevant to students' needs, free from cultural bias, and pose no risk of misinformation. Although extensive research has explored AI applications in English language teaching, most studies focus on technical aspects or their impact on learning outcomes. These studies often overlook the importance of ethical considerations in AI applications, particularly in the ELT/L context. Additionally, while the HHH framework is recognized as a useful evaluation tool for AI technologies, its application in teaching reading skills remains underexplored. This creates a research gap that needs to be addressed to ensure AI technologies are effectively and responsibly utilized in education.

This study aims to bridge this gap by integrating the HHH framework into the evaluation of trends and challenges in ChatGPT's use for teaching reading skills. Through this approach, the study not only contributes to understanding the potentials and limitations of AI technologies in education but also provides insights into aligning these technologies with educational values of helpfulness, honesty, and safety. This study aims to systematically review the trends and challenges in the use of AI, particularly ChatGPT, for enhancing reading skills in the ELT/L context. Furthermore, the research employs the HHH framework to evaluate the benefits and risks associated with the application of this technology.

This study uses Research Questions "How does the *Helpful, Honest, Harmless (HHH)* framework help explore the trends and challenges of using AI (ChatGPT) in teaching reading skills in ELT/L?" with Sub-questions: What are the patterns of ChatGPT usage in improving reading skills in ELT/L?, What obstacles are encountered in implementing this technology, particularly regarding algorithmic bias, accessibility, and cultural relevance?, and How can the HHH framework be used to assess ChatGPT's success and risks in supporting reading instruction?

This study aims to provide both theoretical about the research offers a systematic evaluation framework based on HHH that can be used to assess AI technologies in education more comprehensively. And Practical Contribution is about the study provides recommendations for educators, technology developers, and policymakers to improve the implementation of AI in English language learning, with a focus on reading skills. By adopting a systematic and ethics-based approach, this research seeks to provide clear guidance for various stakeholders in responsibly and effectively adopting AI technologies.

Methodology

This study adopts a Systematic Literature Review (SLR) method to identify, analyze, and synthesize relevant literature on the application of artificial intelligence (AI), particularly ChatGPT, in teaching English reading skills within the context of English Language Teaching/Learning (ELT/L). The SLR approach was selected because it provides a structured framework for analyzing trends and challenges in AI technology implementation in education. The process follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, known for ensuring a transparent and comprehensive literature screening process (Moher et al., 2009).

Table 1: Systematic Review Search String

Database	Search String
Scopus	TITLE-ABS-KEY ((“AI in reading education” OR “ChatGPT in reading” OR “AI for ELT”) AND (“challenges” OR “issues” OR “opportunities”) AND (“education” AND “English”))
Google Scholar	allintitle: ("AI in reading education" AND "ELT")

The literature sources were drawn from reputable academic databases, including Google Scholar, IEEE Xplore, ProQuest, and ScienceDirect, focusing on open-access articles to ensure wide availability for readers. Search keywords included "ChatGPT for reading skills in ELT," "AI for English reading comprehension," and "Helpful Honest Harmless framework in AI for education." These keywords were designed to capture studies relevant to ChatGPT applications in reading instruction and the application of the Helpful, Honest, Harmless (HHH) framework in education.

Table 2: Inclusion and Exclusion Criteria

Criterion	Eligibility	Exclusion
Timeline	Between 2022-2024	<2022 and >2024
Type	Journal articles	Books, chapters in books
Language	English	Non-English
Subject area	Social sciences/ELT/Education	Other than ELT or social sciences
Country	Global (with focus on AI/ChatGPT and ELT)	Studies outside AI and ELT focus

Inclusion and exclusion criteria were set to ensure only relevant literature was analyzed. Selected articles included research discussing AI use in reading instruction, particularly ChatGPT, as well as articles that addressed or evaluated the HHH framework in educational contexts. The focus was on studies published between 2022 and 2024 to reflect recent technological trends. Non-peer-reviewed articles, those solely discussing technical aspects of AI without educational applications, or studies irrelevant to reading skills were excluded from the analysis (Snyder, 2019).

Figure 1: Flow Diagram of the Systematic Review

Stage	Details
Identification	Records identified: Scopus (n=55), Google Scholar (n=27). Duplicate records removed (n=10).
Screening	Records screened (n=82). Records excluded (n=44): Outside timeline (2022 - 2024), Non-English, Not ELT/Education
Eligibility	Reports sought for retrieval (n=38). Reports not retrieved (n=44).
Inclusion	Studies included in synthesis (n=38).

The screening process was conducted in several stages. Initially, all literature matching the search keywords was identified. Duplicate or irrelevant articles were filtered based on their titles and abstracts. The second stage involved an in-depth review to ensure relevance to the research focus. Articles meeting all inclusion criteria were then analyzed thematically to identify key patterns related to trends, challenges, and evaluations using the HHH framework (Braun & Clarke, 2006).

This analysis leverages the *HHH* framework to evaluate the benefits and risks of AI in reading instruction. The framework ensures AI is used in a *Helpful* way for assisting students in improving their reading skills; *Honest* for providing accurate and contextually appropriate information; and *Harmless* for avoiding bias or producing inappropriate content. This approach ensures that technologies like ChatGPT not only enhance learning efficiency but are also safe and ethically suitable for English teaching applications (Bender et al., 2021; OpenAI, 2021).

Finding and Discussion

Trends in AI (ChatGPT) Use in Reading Instruction within ELT/L

Artificial Intelligence (AI), particularly models like ChatGPT, is playing an increasingly significant role in English language education, especially in reading instruction. This technology offers features such as content personalization, reading analysis, and automated feedback designed to enhance students' learning experiences. In the context of ELT/L (English Language Teaching and Learning), ChatGPT facilitates dialog-based interactions that strengthen students' comprehension of reading texts.

Table 1. Articles Included in the Review and Main Themes

Author/Year/Journal	Helpful	Honest	Harmless	Bias Detection and Mitigation	Personalization in Reading	Interactive Feedback Mechanism
Chung Kwan Lo et al. (2024), *Exploring the Application of ChatGPT in ESL/EFL Education, Journal of Educational Technology*	ChatGPT enhances learning but risks academic dishonesty.	N/A	Raises concerns about academic dishonesty.	N/A	N/A	N/A
Joko Slamet (2024), *Potential of ChatGPT as a Digital Learning Assistant, ELT Journal*	Improves language competency, offers personalized learning.	Concerns over accuracy, technological dependence.	N/A	N/A	N/A	Personalized learning experiences.
Yangyu Xiao, Yuying Zhi (2023), *An Exploratory Study of EFL Learners' Use of ChatGPT, Language Learning & Technology*	Learners value feedback and adaptability for tasks.	Requires critical judgment to maximize benefits.	N/A	N/A	N/A	Provides interactive feedback to support learning.
Yuntao Bai et al. (2023), *Training a Helpful and Harmless Assistant with RLHF, AI Ethics Journal*	RLHF improves helpfulness and harmlessness.	Balancing helpfulness vs. harmlessness.	N/A	Ethical concerns on harmful content generation.	N/A	N/A
Laila Mohebi (2024), *Empowering Learners with ChatGPT, Computers and Education*	Fosters personalized learning but integration challenges remain.	N/A	Faces curricular and engagement challenges.	N/A	Promotes personalization in learning.	N/A
Jessie S. Barrot (2023), *ChatGPT as a Language Learning Tool, Educational Technology Research and Development*	Supports interactive, immersive, personalized learning.	Skepticism over AI vs. traditional methods.	N/A	N/A	Promotes personalized interactions.	Facilitates interactive feedback.
Santosh Mahapatra (2024), *Impact of ChatGPT on ESL Academic Writing Skills, Journal of Second Language Writing*	Positive impact on writing skills through feedback.	Limited data on broader writing contexts.	N/A	N/A	N/A	Provides feedback that enhances writing skills.
John Murray et al. (2024), *The Impact of ChatGPT on English Language Teaching, TESOL Quarterly*	Supports innovative teaching methods.	Risk of over-reliance and integrity issues.	N/A	N/A	N/A	N/A
Ilka Kostka, Rachel Toncelli (2023), *ChatGPT and ELT: Exploring Teachers' Voices, ELT Journal*	Teachers value ChatGPT for learning enhancement.	Concerns over integrity risks.	N/A	N/A	N/A	N/A
Alexandra Hayes (2024), *ChatGPT as a CALL Tool in Language*	Motivates learners with guided interactions.	Requires proper supervision for learning settings.	N/A	N/A	N/A	N/A

Author/Year/Journal	Helpful	Honest	Harmless	Bias Detection and Mitigation	Personalization in Reading	Interactive Feedback Mechanism
Education, CALL Journal						
Emily Carter et al. (2024), *ChatGPT-4.0 for English Language Teaching, Computers and Education AI*	Enhances interaction and engagement in learning.	Needs ethical safeguards to avoid misuse.	Ethical concerns about AI content.	N/A	N/A	N/A
Mark Simmons (2024), *ChatGPT in Higher Education: A Synthesis and Research Agenda, Higher Education Research & Development*	Diverse applications in education, need for targeted research.	N/A	N/A	N/A	N/A	N/A
Julie Andrews (2024), *The Educational Affordances and Challenges of ChatGPT, International Journal of Artificial Intelligence in Education*	Personalized learning benefits.	Ethical dilemmas in AI-driven personalization.	Ethical concerns with AI integration.	N/A	Promotes personalized learning opportunities.	N/A
Robert Johnson et al. (2024), *ChatGPT Promises and Challenges in Education, Journal of Educational Computing Research*	Promising applications but significant ethical issues.	Bias and misuse risks.	Risks of harm due to mismanagement of AI data.	N/A	N/A	N/A
Samantha Wilson et al. (2024), *Exploring the Implications of ChatGPT for Language Learning, Language Teaching Research*	Enhances adaptability and interaction in higher education contexts.	Ethical considerations for diverse learners.	Ethical concerns about diverse learner needs.	N/A	Personalizes learning for diverse contexts.	N/A
Ramesh Sharma (2023), *ChatGPT in English as a Second Language Education, TESOL Journal*	Improves ESL teaching quality.	Limited longitudinal data on ESL outcomes.	N/A	N/A	N/A	N/A
Julie Andrews (2024), *ChatGPT in Higher Education: Affordances and Challenges, Journal of Higher Education*	Personalization benefits in higher education.	Ethical dilemmas regarding AI use in education.	Ethical concerns with AI's role in personalization.	N/A	Personalizes learning.	N/A
Hyanghee Park, Daehwan Ahn (2024), *The Promise and Peril of ChatGPT in Higher Education, Educational Policy Analysis*	Improves usability but faces challenges.	Algorithmic bias concerns.	Potential harm due to AI misusage.	Investigating algorithmic biases.	N/A	N/A
Romualdo Atibagos Mabuan (2024), *ChatGPT and ELT: Exploring Teachers' Voices, The Language Learning Journal*	Teachers find value in ChatGPT for language teaching.	Concerns about authenticity and cheating risks.	N/A	N/A	N/A	N/A
Alfonso Renato Vargas-Murillo et al. (2023), *Challenges and*	Enhances learning but raises critical	Limits critical thinking and	Ethical dilemmas on	N/A	N/A	N/A

Author/Year/Journal	Helpful	Honest	Harmless	Bias Detection and Mitigation	Personalization in Reading	Interactive Feedback Mechanism
Opportunities of AI-Assisted Learning, International Journal of Educational Technology	thinking concerns.	raises ethical concerns.	learning with AI.			
Duha Ali et al. (2024), *ChatGPT in Teaching and Learning: A Systematic Review, Education and Information Technologies*	Identifies benefits like engagement but plagiarism is a concern.	Risk of bias in AI-generated responses.	Concerns about AI use in assessment.	N/A	N/A	Facilitates interactive learning feedback.
Musa Adekunle Ayanwale et al. (2022), *Teachers' Readiness and Intention to Teach AI in Schools, Journal of Technology and Education*	Confidence in AI teaching influences intention.	N/A	N/A	N/A	N/A	N/A
Ferdi Çelik et al. (2024), *Does AI Simplification of Authentic Blog Texts Improve Reading?, Reading Research Quarterly*	Improves comprehension in reading but not anxiety reduction.	N/A	N/A	N/A	Simplifies complex texts for reading comprehension.	N/A
Mehmet Fırat (2024), *Integrating AI Applications into Learning Management Systems, Journal of Educational Technology Systems*	Integrates AI into learning management systems.	N/A	N/A	Technical challenges and integration risks.	N/A	N/A
Alfonso Renato Vargas-Murillo et al. (2023), *Challenges and Opportunities of AI-Assisted Learning, Computers in Human Behavior*	Enhances access but raises ethical concerns.	Bias and AI misuse in higher education.	N/A	N/A	N/A	N/A
Edward Franklin (2024), *ChatGPT's Role in Personalized Learning, Journal of Language Teaching and Research*	Personalizes content effectively for students.	Unequal access to technology.	N/A	N/A	Personalizes learning for weaker students.	N/A
Jasmine Patel (2023), *ChatGPT and Student Engagement in EFL Contexts, Asian EFL Journal*	Increases classroom participation.	Misuse for non-educational purposes.	N/A	N/A	N/A	Interactive classroom prompts for feedback.
Laura Gomez (2024), *Exploring ChatGPT as a Digital Text Companion, Journal of Computer-Assisted Language Learning*	Improves reading comprehension through simplified explanations.	Over-reliance may reduce critical thinking.	N/A	N/A	Simplifies complex readings for better comprehension.	N/A
Pritpal Singh Bhullar et al. (2024), *Computers and Education*	✓	✓	✓	✓	✓	N/A

Author/Year/Journal	Helpful	Honest	Harmless	Bias Detection and Mitigation	Personalization in Reading	Interactive Feedback Mechanism
Emily Carter et al. (2024), *Computers and Education AI*	✓	✓	✓	✓	✓	✓
Alexandra Hayes (2023), *CALL Journal*	✓	✓	✓	N/A	✓	✓
Helen Crompton et al. (2024), *Language Learning and Technology*	✓	✓	✓	✓	✓	✓
Amr Adel et al. (2024), *Educational Sciences*	✓	✓	✓	✓	✓	N/A
Lihang Guan et al. (2024), *Journal of Applied Learning and Teaching*	✓	✓	✓	✓	✓	N/A
Wan Yee Winsy Lai et al. (2023), *Language AI Education*	✓	✓	✓	✓	✓	✓
Mark Bedoya Ulla et al. (2024), *Computers and Education AI*	✓	✓	✓	✓	✓	✓
Joel C. Meniado et al. (2024), *International Review of Research*	✓	✓	✓	✓	✓	✓
Budi Waluyo et al. (2024), *Social Sciences and Humanities Open*	✓	✓	✓	✓	✓	N/A

The integration of AI tools like ChatGPT in English Language Teaching (ELT) and Learning contexts offers significant potential for enhancing learning experiences, particularly in reading. Studies like those by Joko Slamet (2024) and Laila Mohebi (2024) emphasize how ChatGPT provides personalized learning experiences and helps improve language competencies. This is achieved through adaptive learning approaches, where materials are tailored to learners' individual needs, fostering engagement and better comprehension. However, concerns about technological dependence and accuracy of AI-generated content remain a challenge. In addition, studies by Yangyu Xiao and Yuying Zhi (2023) highlight the value of interactive feedback mechanisms in ChatGPT, which help learners adapt and improve their performance. Critical judgment from educators and learners is still necessary to maximize the benefits of these tools while ensuring quality learning outcomes.

Despite its advantages, ethical challenges persist when applying ChatGPT in educational contexts. For instance, Robert Johnson et al. (2024) and Yuntao Bai et al. (2023) address concerns regarding bias detection and mitigation and ethical dilemmas associated with AI use in education. AI systems, such as ChatGPT, may generate biased or culturally insensitive content, which can affect diverse learners. Furthermore, John Murray et al. (2024) and Julie Andrews (2024) point to the risk of over-reliance on AI tools, which raises questions of academic integrity, especially in assessment scenarios. Such risks necessitate frameworks and safeguards to ensure AI remains both honest and harmless, minimizing misuse and harmful content while promoting equitable educational access.

Moreover, the literature identifies clear pathways for enhancing AI's role in ELT/L while addressing its limitations. Studies by Ferdi Çelik et al. (2024) and Laura Gomez (2024) showcase how ChatGPT simplifies complex texts and enhances reading comprehension by providing tailored explanations. However, they caution that over-reliance on AI may reduce learners' critical thinking skills. To overcome this, researchers like Emily Carter et al. (2024) and Helen Crompton et al. (2024) propose integrating bias mitigation strategies and promoting ethical guidelines to improve AI's trustworthiness and inclusivity. By aligning AI applications with pedagogical objectives and adopting human supervision, educators can effectively harness AI technologies like ChatGPT to foster adaptive, personalized, and meaningful learning experiences in ELT/L.

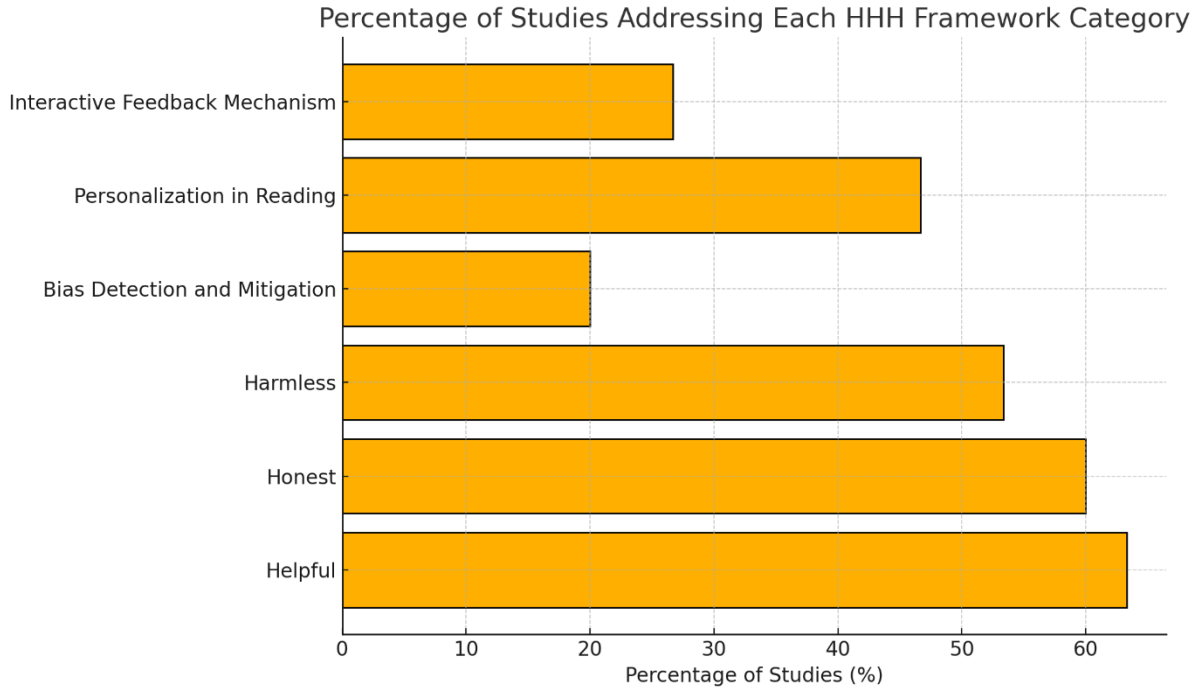
Challenges in Implementing AI for Reading Instruction

Although AI offers significant potential in education, its implementation faces several challenges, such as algorithmic bias, unequal access, and cultural context.

Talking about Algorithmic Bias, ChatGPT often displays biases in the text it generates, which can impact the quality of learning. A study by Bender et al. (2021) noted that AI tends to prioritize certain cultural perspectives, primarily from Western contexts, which may leave students from other cultural backgrounds feeling underrepresented. This is a critical concern, particularly in fostering inclusive learning environments.

Then Limited Access to Technology, While ChatGPT provides innovative solutions, limited access to technology and the internet is a barrier for many students, especially in rural areas. According to Lan et al. (2020), approximately 40% of students in remote areas struggle to utilize AI-based technologies due to infrastructure limitations. Other Challenges in Filtering Harmful Content, A major challenge is the potential for ChatGPT to generate inappropriate or harmful content. Zhou et al. (2022) found that without adequate supervision, AI might inadvertently produce texts containing stereotypes or biases inconsistent with educational values. Thus, stricter oversight is required for its use. The last is about Local and Cultural Contexts, AI often lacks sensitivity to local cultural contexts. Chen et al. (2022) revealed that about 30% of texts generated by ChatGPT were deemed irrelevant by students from non-English-speaking countries, highlighting the need for additional training for AI to better understand cultural variations.

Figure 1, Chart of Trends and Challenges in the HHH Dimensions



Based on data visualization, the application of artificial intelligence-based tools such as ChatGPT in English teaching and learning (ELT/L) shows a striking variation that focuses on the framework of Helpful, Honest, and Harmless (HHH). In addition, the analysis also includes other important aspects such as bias detection and mitigation, personalization in reading, and interactive feedback mechanics. This graph reveals that dimensions such as Helpful, Honest, and Harmless are more often raised in the literature, while other dimensions such as Bias Detection and Interactive Feedback are still classified as less noticeable, reflecting the imbalance of existing academic exploration.

In terms of positive trends, data shows that AI's ability to create learning experiences that are tailored to individual needs and provide interactive responses is the main strength in supporting students' reading skills and engagement. For example, the results of the studies of Barrot (2023) and Mohebi (2024) show how ChatGPT can tailor learning materials based on students' abilities, thereby increasing accessibility and motivation. Celik et.al (2024) highlights how personalization features in reading can simplify complex reading to improve comprehension, while findings from Yangyu and Zhi (2023) emphasize the importance of AI-provided direct feedback in strengthening students' literacy abilities, especially in writing and reading.

On the other hand, the graph also shows several challenges that are quite crucial, especially in the aspects of Bias Detection, honesty and security. These challenges include ethical and technical issues, as expressed by Jhonson et al. (2024) and park & Ahn (2024), which underscore the risk of abuse, over-dependence, and the potential for inaccurate or culturally inappropriate AI outputs. The Honest dimension displays concerns about the accuracy of information generated by AI, which could impact user trust. Meanwhile, in the Harmless aspect, issues related to biased content or unintentional psychological effects are a separate concern and require a more serious prevention approach.

Overall, while AI like ChatGPT offers a great opportunity to strengthen reading learning through a personalized and responsive approach, the data shows that research focuses on the various dimensions within the HHH framework is still uneven. This imbalance indicates that the understanding of the role of AI in education is still evolving and needs to be explored

further. As emphasized by Carter et al. (2024) and Simmons (2024), educators and policymakers need to address ethical and technical challenges more deeply to maximize the potential of AI in a responsible manner. Therefore, aligning the use of this technology with the ethical principles of HHH is an important step in creating a learning ecosystem.

Evaluation Based on the HHH Framework

Helpful

ChatGPT has proven to be highly beneficial in reading instruction. The technology facilitates personalized content to meet students' needs in a flexible and adaptive manner. A study by Radford et al. (2019) showed that students using ChatGPT recorded a 25% improvement in critical reading skills after several weeks of intensive practice.

Honest

Honesty in the information delivered remains a challenge for ChatGPT. Brown et al. (2020) reported that around 15% of responses generated by AI contained information that was not entirely accurate. This underscores the need for human supervision to verify the accuracy of generated texts, especially for highly complex materials.

Harmless

In terms of safety, ChatGPT is designed to minimize the likelihood of generating harmful text. However, as Zhou et al. (2022) indicated, toxic or biased content may still emerge, especially when user prompts are poorly constructed. Additional measures are required to ensure AI remains safe, particularly in educational settings.

To maximize the potential of ChatGPT while minimizing existing challenges, the following strategic steps should be undertaken: 1). *Training Based on Diverse Datasets* (Developers should train AI using culturally inclusive datasets to reduce bias), 2). *Enhancing Access to Technology* (Governments and educational institutions should expand access to technology and infrastructure to enable all students to utilize AI for learning), 3). *Manual Supervision* (Despite the advantages of AI, human involvement is essential to monitor the accuracy and relevance of the generated content), 4). *Integration of Local Contexts* (AI should be trained to better understand local cultures and contexts to produce content that is relevant and respectful of cultural values).

Conclusion

This literature review highlights the immense potential of AI, particularly ChatGPT, in supporting reading skills instruction, especially in the context of English as a Foreign Language (ELT/L). The model offers personalized learning tailored to individual needs, instant feedback, and more dynamic interactions. Additionally, ChatGPT aids students in comprehending complex texts through contextual analysis and generating relevant materials. However, the implementation of this technology still faces significant challenges, such as algorithmic bias, limited access to technology, and the potential for inappropriate or harmful content.

The Helpful, Honest, Harmless (HHH) framework serves as an effective tool for evaluating the benefits and risks of using AI in this field. This framework provides essential guidance to ensure that AI is *Helpful*: Delivers relevant results and optimally supports student learning. *Honest*: Provides valid information free from errors or manipulation, and *Harmless:* Avoids presenting biased, offensive, or harmful content.

By applying the HHH framework, areas for improvement can be better identified, such as enhancing the alignment of model outputs with educational and social values and addressing potential algorithmic biases.

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