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ChatGPT in Philology Education: A Pilot Study on AI-Supported Language Learning

Abstract

This pilot study investigates the use of ChatGPT by university students in the context of foreign language learning. Drawing on a mixed-methods approach, the research examines how English and Romance Philology students incorporate the AI tool into their academic routines, both within and beyond the classroom. Quantitative data collected *via* questionnaire reveal that students most frequently use ChatGPT in out-of-class contexts, particularly for writing, vocabulary development, and grammar correction. Statistical analysis shows a significant preference for autonomous use over classroom-based application. Qualitative responses further indicate that while students appreciate the tool's versatility and efficiency, they remain critically aware of its limitations, including occasional factual inaccuracies, mechanical style, and ethical concerns. The findings are interpreted through the lenses of Self-Directed Learning Theory, the Technology Acceptance Model, and Constructivist Learning Theory, suggesting that ChatGPT functions primarily as a complementary learning-support tool. The study concludes with pedagogical recommendations and proposes directions for future research, highlighting the need for AI literacy and teacher guidance in contemporary language education.

K e y w o r d s: ChatGPT, foreign language learning, AI in education, self-directed learning, technology acceptance, constructivism, university students

Introduction

In the era of rapid advancements in Artificial Intelligence (AI), ChatGPT (Chat Generative Pre-Trained Transformer) emerges as a pivotal tool that is reshaping educational practices, particularly in the context of language learning (Gałan, 2022). For students of foreign languages, ChatGPT serves not only as a source of information retrieval but also as a platform for generating ideas, correcting texts, enhancing vocabulary, and receiving on-demand feedback (Rudolph et al., 2023). Recent international research reflects a growing scholarly interest in ChatGPT's educational applications and implications. Systematic reviews in language education, and higher education more broadly, consistently report that ChatGPT supports personalized learning, adaptive feedback, and increased student engagement, with particularly strong evidence for writing-focused activities (Baig, 2024; Lee, 2022). However, these studies also note that its use in developing speaking, listening, and critical thinking skills remains underexplored. Research on student motivations and behavioral outcomes highlights both academic benefits and potential risks, including procrastination and reduced information retention. Concerns echoed in cognitive studies suggest that over-reliance on AI may impede long-term learning (MIT, 2024). Ethical and assessment-focused investigations (Abbas et al., 2024; University of Reading, 2024) reveal that AI-generated work can pass undetected in real-world grading scenarios, prompting calls for redesigned assessment strategies. Collectively, these findings position ChatGPT as both a valuable pedagogical aid and a disruptive force, emphasizing the importance of its critical, ethically informed integration into teaching and learning practices.

In addition to the international perspectives, recent Polish scholarship provides important national context for understanding AI integration in education. Tytko, Roszkowski, and Malucha (2023) explore the potential of ChatGPT in language education, detailing classroom applications such as generating gap-fill exercises, synonym and paraphrase prompts, and tailoring tasks to different proficiency levels. Their findings suggest that AI tools can support both routine practice and creative, learner-centred activities. Owoc, Sawicka, and Weichbroth (2021) examine AI adoption in higher education more broadly, outlining the technological, organizational, and pedagogical conditions necessary for effective implementation, as well as challenges related to infrastructure, training, and ethical use. Complementing these, Czerski (2023) provides a cautionary perspective, while acknowledging ChatGPT's potential as a teaching aid, and argues that unrestricted use without prior cultivation of critical thinking skills may be counterproductive, potentially undermining educational goals (Czerski 2023). Zaorski-Sikora (2023) adds a philosophical layer, emphasizing that technology should serve human values, and warning that AI – even when beneficial – poses ethical and identity challenges if not guided by principles of technological and environmental ethics. Together, these

studies show that the Polish higher education context is actively engaging with both the opportunities and limitations of AI-assisted learning. Incorporating these insights not only strengthens the theoretical and practical framing of the present study, but also situates its findings within ongoing national discussions on how to balance innovation, pedagogical quality, and academic integrity in an AI-enriched educational environment.

This pilot study explores the role of ChatGPT among English and Romance philology students at the University of Silesia in Katowice, Poland, with a focus on the tool's application both in and outside the classroom. Given the growing reliance on digital tools by Generation Z learners, students born between 1997 and 2012, understanding how AI integrates into their academic routines is critical for designing relevant, future-facing curricula.

The study is guided by three interrelated theoretical frameworks: Self-Directed Learning (SDL), Constructivist Learning Theory, and the Technology Acceptance Model (TAM). These perspectives provide a lens through which we analyze students' behaviours, motivations, and perceptions regarding the use of ChatGPT.

Theoretical Framework

ChatGPT in Foreign Language Learning

ChatGPT has garnered attention as a versatile tool in foreign language education due to its capacity to scaffold learners' writing, grammar practice, vocabulary development, and translation exercises. Several researchers have noted that the model can also support reading comprehension, summarization, and genre-specific composition (Srinivasa et al., 2022; Grobelna, 2023). In academic settings, it facilitates not only task completion but also the personalization of learning pathways and real-time feedback, both of which are highly valued by today's learners.

Self-Directed Learning (SDL) and the Technology Acceptance Model (TAM)

The present study draws on two complementary frameworks: Self-Directed Learning (SDL) and the Technology Acceptance Model (TAM), alongside Constructivist Learning Theory. SDL, as conceptualized by Knowles (1975) and Garrison (1997), emphasizes learner autonomy in identifying learning needs, setting goals, selecting strategies, and evaluating progress. In language learning, SDL aligns well with digital-native students who value flexibility and self-paced study. AI tools such as ChatGPT support SDL by providing on-demand feedback,

personalized explanations, and access to a wide range of language resources, enabling learners to take control of their own progress.

The Technology Acceptance Model (TAM) proposed by Davis (1989) offers a framework for understanding technology adoption through two primary constructs: perceived usefulness and perceived ease of use. In educational contexts, TAM helps explain why students choose to integrate tools like ChatGPT into their learning routines. When learners perceive the tool as effective in enhancing performance and easy to use, they are more likely to adopt it for regular use. This perspective is especially relevant for Generation Z students accustomed to seamless digital experiences. Together, SDL and TAM provide a coherent lens through which to analyze students' motivations, usage patterns, and perceptions of ChatGPT. While SDL focuses on the learner's agency in managing their learning, TAM addresses the practical conditions influencing technology adoption. These frameworks, combined with Constructivist Learning Theory described below, guide both the design and interpretation of the present study.

ChatGPT and Constructivist Learning

Constructivist Learning Theory posits that knowledge is actively constructed by learners through interaction with their environment rather than passively received from a teacher (Vygotsky, 1978; Jonassen, 1991). In the context of language learning, constructivism emphasizes meaningful engagement with linguistic input, problem-solving, and the co-construction of understanding through dialogue and feedback. Tools like ChatGPT can serve as digital scaffolds, enabling learners to experiment with language, test ideas, and receive instant clarification, thus facilitating the kind of interaction and reflection that constructivist pedagogy encourages. While lacking the social dimension of peer collaboration or teacher mediation, ChatGPT, nonetheless, supports individual cognitive construction by allowing students to manipulate language in real-time, explore alternatives, and refine their outputs. This makes it a potentially valuable supplement in constructivist learning environments, particularly in tasks involving writing, vocabulary expansion, and comprehension.

From a constructivist perspective, learning is an active process where learners build knowledge through experience, interaction, and feedback (Vygotsky, 1978; Jonassen, 1991). ChatGPT can serve as a digital mediator in this process, providing students with opportunities to test hypotheses, ask clarifying questions, and refine their understanding through conversational interaction. Particularly in writing and comprehension tasks, the tool mimics aspects of dialogic learning by scaffolding learners' efforts and extending their cognitive reach.

Research Aim and Questions

This pilot study investigates the extent to which English and Romance philology students use ChatGPT in their academic work, both during classroom activities and independently. Framed within the theories of SDL, constructivism, and TAM, the research aims to uncover patterns of AI adoption and perceptions of its educational value, thus informing broader pedagogical and institutional strategies. The primary aim was to determine whether English and Romance Philology students make use of ChatGPT in the context of their academic studies and, if so, how the tool supports their learning both **within the classroom** and **in independent, out-of-class contexts**. To address this aim, the following research questions were formulated:

1. Do English and Romance Philology students use ChatGPT as part of their university-level language studies?
2. Is the tool employed during classroom activities? If so, in which specific types of courses?
3. How frequently is ChatGPT used in the classroom context?
4. Do students also use ChatGPT outside formal classes? If so, what specific language-related activities does it support?
5. How do students evaluate ChatGPT's usefulness and relevance to their language learning?

Methodology: Research Design

This study employed a quantitative, survey-based research design aimed at gathering data on students' use of ChatGPT in the context of university-level foreign language education. Given the exploratory nature of the inquiry and its focus on behavioral patterns and user perceptions, a structured questionnaire was chosen as the primary research instrument. The questionnaire in focus was designed by the authors of the study and followed the principles of both validity and reliability. The former was ensured by including content directly related to the purpose of the study, while the latter was achieved through the composition of a vast majority of closed questions requiring clear-cut responses. The study followed a non-experimental, cross-sectional approach, with data collected at a single point in time to identify trends and associations among variables, such as frequency of use, learning context, and user evaluation.

Participants

The study sample consisted of 66 students enrolled in English and Romance Philology programmes at the University of Silesia in Katowice. As the study was of a pilot nature, the sample represented approximately 5% of the target population the authors intend to research in the future.

The participants represented three academic cohorts: second-year (n = 42), third-year (n = 7), and fifth-year (n = 17). The gender distribution was skewed towards female students (78.8%), reflecting the general demographic pattern of philological faculties. Most respondents (69.7%) were aged 19–22, with smaller representations from older age groups. Academic specializations included Linguistics (47.0%), TEFL Methodology (42.4%), and Literature (10.6%). The participants were recruited through convenience sampling. An invitation to take part in the study, containing a link to an online questionnaire created in Google Forms, was distributed *via* the official group email lists used by English and Romance Philology cohorts. Participation was entirely voluntary, and no incentives were offered. Respondents could access the questionnaire at their convenience and submit the answers anonymously. Informed consent to take part in the study and further process the data for the purposes of the research was obtained from each of the respondents digitally at the beginning of the questionnaire. No personal data were collected, and participants could withdraw at any point without consequence. The study followed institutional guidelines for research involving human subjects. In line with these, this type of research – consisting of voluntary participation in an anonymous online questionnaire and involving no collection of personal, sensitive, or health-related data – does not require formal approval from an institutional ethics committee. Ethical considerations were, nevertheless, observed throughout the study, including obtaining informed consent and ensuring participants' right to withdraw at any stage without consequence.

Instrument

The primary data collection tool was an online questionnaire created using Google Forms. It consisted of three sections:
1. **Demographic information** (e.g. age, gender, major, year of study).
2. **Closed-ended questions** focused on the frequency and context of ChatGPT use, divided into:
   ◦ **In-class usage** (e.g. writing, reading, grammar, phonetics, translation).
   ◦ **Outside-class usage** (e.g. homework support, test preparation, vocabulary development).
     Responses were collected on a binary scale (Yes/No) for frequency mapping.

3. **Open-ended questions** allowed participants to express opinions about the perceived benefits and limitations of ChatGPT.

The questionnaire was anonymous and all responses were collected between January–February 2025.

Data Analysis

Descriptive statistics were used to determine frequencies and percentages related to ChatGPT use across various instructional contexts. To explore associations between selected variables, such as gender, year of study, and course type, a series of chi-square tests of independence were conducted. These tests allowed for the identification of statistically significant differences in usage patterns among student subgroups. Qualitative responses from open-ended questions were analyzed thematically to capture common perceptions of the tool's usefulness and limitations.

Results

In-Class Usage of ChatGPT

Figure 1 provides an overview of ChatGPT usage across different types of university classes attended by the study participants. The data reflect how students have integrated the tool into various instructional settings, offering a general sense of which language-related activities are most and least supported by AI assistance.

As shown in Figure 1, the integration of ChatGPT within classroom settings varies significantly depending on the course type. The tool is most commonly used in writing (31.8%) and grammar (31.8%) classes, where students likely benefit from the model's capabilities in generating, correcting, or refining texts. Lower usage in listening (4.5%) and phonetics (9.1%) classes may reflect ChatGPT's limitations in audio or pronunciation-focused tasks. These patterns suggest that the chatbot's perceived usefulness (TAM) is tied to its text-processing strengths, and that it is adopted more readily in tasks compatible with constructivist knowledge-building through textual feedback.
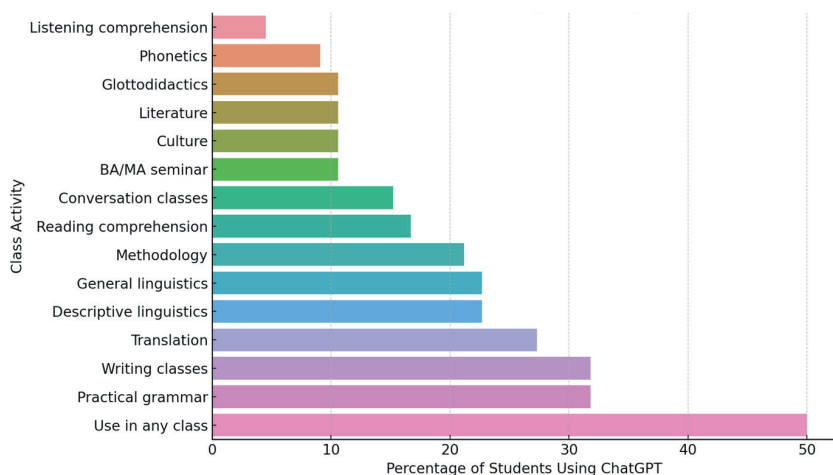
Figure 1. Percentage of Students Using ChatGPT During Specific Types of University Classes (Source: authors' own elaboration)

Out-of-Class Usage of ChatGPT

Figure 2 illustrates the range of academic activities for which students reported using ChatGPT outside the classroom. The data highlight patterns of self-directed engagement with the tool across different tasks, setting the stage for a more detailed analysis of learner preferences and usage habits beyond formal instruction.
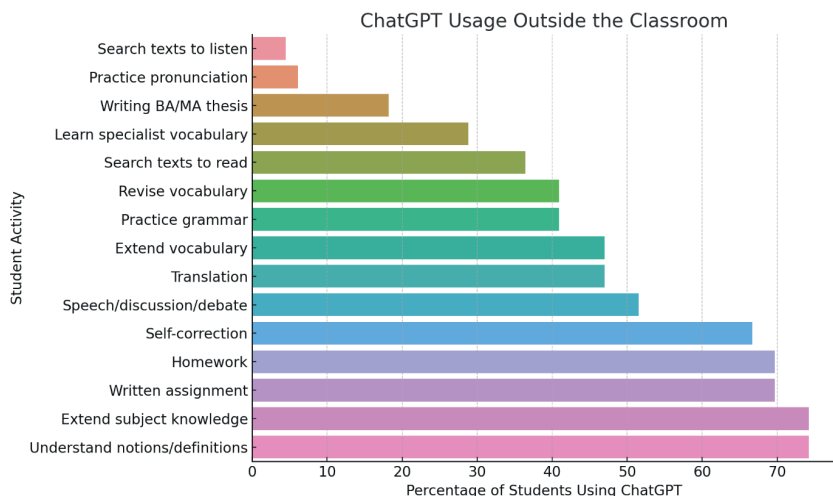

Figure 2. Percentage of Students Using ChatGPT for Academic Tasks Outside the Classroom

(S o u r ce: authors' own elaboration)

Figure 2 illustrates a broader and more intensive use of ChatGPT in independent study contexts. A majority of students reported using the tool for tasks such as completing homework (69.7%), clarifying academic concepts (74.2%), and preparing written assignments (69.7%). Notably, 66.7% used it for self-correction, underscoring ChatGPT's role in supporting Self-Directed Learning (SDL)**.** These findings highlight students' preference for AI assistance in personalized and autonomous study contexts, consistent with the SDL framework and the increasing acceptance of user-friendly technology (TAM) in informal learning settings.

Statistical Patterns in ChatGPT Usage

To supplement the descriptive findings, several chi-square tests of independence were conducted to explore whether ChatGPT usage differed significantly across various demographic and instructional contexts.

A chi-square test comparing ChatGPT usage for writing classes (in-class) versus homework support (outside-class) revealed a statistically significant result: $\chi^2(1) = 17.46$, $p < 0.001$. This indicates that students were significantly more likely to use ChatGPT for homework analysis than during in-class writing activities, underscoring the tool's role in supporting autonomous, self-directed learning.

Another test assessed whether gender was associated with in-class ChatGPT usage. The result was not statistically significant: $\chi^2(1) = 0.82$, $p = 0.366$. This suggests that male and female students were equally likely to adopt the tool for in-class tasks.

Chi-square analysis of ChatGPT usage by year of study also yielded no significant result: $\chi^2(2) = 2.47$, $p = 0.291$, which implies that usage patterns were relatively consistent across second-, third-, and fifth-year students, regardless of academic experience.

Finally, a comparison between ChatGPT usage in writing classes and reading comprehension sessions revealed a marginally non-significant difference: $\chi^2(1) = 3.34$, $p = 0.068$. Although not definitive, the result points towards a possible trend of higher engagement with ChatGPT in text-production activities compared to passive comprehension tasks.

These statistical findings strengthen the descriptive insights and confirm that ChatGPT is more heavily used in informal, self-regulated learning contexts than in classroom environments governed by instructor expectations or constraints.

Student Reflections on ChatGPT Usage

In addition to the quantitative data, open-ended responses provided by participants offer valuable insight into students' perceptions of ChatGPT. The responses to the open-ended questions were reviewed to identify recurring ideas and experiences related to ChatGPT use. Both authors read all the responses independently several times to ensure familiarity with the content and to note key points. Similar comments were then grouped into broader themes, including practical benefits, challenges and limitations, ethical concerns, and suggestions for responsible use. These themes were compared with patterns observed in the quantitative results to identify areas of convergence or divergence between the two data sources. Representative quotations were selected to illustrate the range of perspectives expressed by participants. These qualitative findings can serve as an illustration of both the strengths and limitations of the tool as experienced in everyday academic practice.

Positive Aspects

The students generally viewed ChatGPT as a highly versatile and time-saving resource that supports a wide range of academic and self-directed learning activities. Many respondents emphasized its usefulness in clarifying difficult concepts, organizing ideas, and accessing structured answers quickly, thereby eliminating the need for extensive manual research. The tool was frequently praised for its language-related assistance, particularly in correcting grammar and punctuation, suggesting synonyms, and improving vocabulary. It was also seen as beneficial for various writing tasks, including essays, translations, and summaries, and in more creative contexts such as debate preparation, lesson material development, or mock test construction.

The respondents also highlighted ChatGPT's value in simplifying complex topics and polishing written output, suggesting that it serves as a productive thinking partner. Notably, several respondents recognized its potential in promoting independent learning when used responsibly. While acknowledging the tool's benefits, some students cautioned against overreliance, emphasizing the importance of maintaining critical thinking skills and academic integrity:

COMMENT 1: "It helps me organize my thoughts and get started on assignments, but I always double-check what it says."

COMMENT 2: "It's great for brainstorming and language support, but you have to use your own brain too."

Negative Aspects

Despite the overall positive reception, students also expressed critical concerns regarding the tool's limitations. A number of respondents pointed out that ChatGPT sometimes generates inaccurate, outdated, or overly general information, particularly when dealing with specialized topics or when asked for academic references. The tool was also criticized for producing awkward or mechanical language, making it unreliable for crafting polished academic essays without substantial revision.

Some students reported that ChatGPT could present biased or superficial answers, often reflecting popular rather than scholarly content. Others noted that its effectiveness depends heavily on the quality of the prompt. Imprecise input could result in incoherent or irrelevant output. Specific issues were also mentioned regarding its performance in phonetics, creative writing, and the production of visual materials, where ChatGPT's capabilities remain limited.

Ethical concerns also surfaced, with some students warning that unchecked use of AI could undermine human creativity, learning motivation, and academic integrity. Several comments reflected anxiety over the possible negative impact of excessive reliance on AI tools, particularly among students less inclined to verify information or engage deeply with learning materials:

COMMENT 1: "Sometimes it gives me nonsensical information or fake sources. I wouldn't use it for serious academic work without checking everything."

COMMENT 2: "It's a helpful tool, but it's not a replacement for thinking or proper research."

These reflections underscore the need for critical engagement with AI-based tools in education. While ChatGPT offers tangible benefits in terms of accessibility, speed, and linguistic support, students also recognize the importance of human oversight, ethical responsibility, and ongoing skill development in its use.

Discussion

The results of this pilot study can be meaningfully interpreted through the three theoretical frameworks guiding the research: SDL, TAM, and Constructivist Learning Theory. This approach highlights how each framework contributes to understanding the observed patterns of ChatGPT use among philology students.

Self-Directed Learning (SDL)

The significantly higher use of ChatGPT outside the classroom ($\chi^2(1) = 17.46$, $p < 0.001$) reflects the central tenets of SDL, whereby learners independently determine when and how to engage with resources to meet their goals. Qualitative responses support this pattern, with students noting the tool's value for clarifying complex concepts, organizing ideas, and refining written work. Such activities indicate that ChatGPT is perceived as a flexible, learner-controlled support mechanism. Importantly, students' caution about overreliance demonstrates metacognitive awareness – a key component of SDL. These findings suggest that ChatGPT may foster autonomous learning when used alongside critical evaluation skills.

Technology Acceptance Model (TAM)

Patterns of adoption observed in this study are consistent with TAM's emphasis on perceived usefulness and ease of use. Students reported high satisfaction in areas where ChatGPT was seen as effective (e.g. essay writing, translation, vocabulary development), while its use was minimal in domains where it was perceived as less helpful (e.g. phonetics, oral practice). The absence of significant differences in usage by gender or year of study suggests broad acceptance across demographic groups. The intuitive interface and rapid feedback provided by ChatGPT likely contribute to its perceived ease of use, reinforcing its appeal for self-directed applications.

Constructivist Learning Theory

From a constructivist perspective, ChatGPT functions as a form of digital scaffolding, enabling learners to build knowledge through iterative interaction and reflection. The tool's ability to rephrase explanations, generate alternative formulations, and offer immediate textual feedback aligns with constructivist principles of active knowledge construction. However, the lack of social and embodied interaction – critical in communicative competence – remains a limitation. This underscores the need to integrate ChatGPT with peer collaboration and instructor-led activities for a balanced constructivist approach.

Summary

Taken together, the three frameworks provide a coherent explanation for the study's findings. SDL captures the strong preference for autonomous use, TAM explains the selective adoption patterns, and constructivism highlights the cognitive processes facilitated by ChatGPT. This integrated theoretical interpretation supports the view that AI tools, when critically and strategically employed, can enhance language learning by complementing rather than replacing traditional pedagogical methods.

At the same time, the critical reflections voiced by students point to growing awareness of the ethical and intellectual implications of AI in education. Concerns about misinformation, lack of source credibility, and the dangers of passive reliance reflect a maturing attitude towards digital tools – one that values their benefits but also recognizes the importance of human oversight, critical thinking, and academic integrity. These insights suggest that students are ready to engage with AI in a more structured and pedagogically informed way, provided that appropriate guidance is available.

Taken together, the findings call for a re-evaluation of language teaching practices. Rather than banning or ignoring tools like ChatGPT, educators should help students use them responsibly and strategically. This includes explicit instruction on the design of prompts, source verification, and the appropriate integration of AI outputs into original academic work. Curricula should begin to incorporate AI literacy as a necessary component of digital-era education, particularly in the development of writing, reading, and language analysis skills. Teacher training programs must also be updated to include practical and ethical dimensions of AI-enhanced learning.

In sum, the findings of this study indicate that ChatGPT is already reshaping how students engage with language learning – most effectively when it supports autonomy, productivity, and reflection. However, its educational potential will only be fully realized if it is embedded within a thoughtful, theory-informed, and ethically grounded pedagogical framework.

Conclusions and Implications

This study explored the emerging role of ChatGPT in university-level foreign language education, revealing that philology students primarily use the tool to support autonomous, writing-focused learning outside the classroom. While these patterns confirm predictions derived from Self-Directed Learning (SDL), the

Technology Acceptance Model (TAM), and Constructivist Learning Theory, the originality of this work lies in moving beyond a functional account of AI use to document students' critical engagement with the tool.

Participants demonstrated not only an ability to exploit ChatGPT for practical academic tasks, but also nuanced awareness of its ethical limitations, cognitive risks, and potential threats to academic integrity. Concerns about misinformation, overreliance, and the erosion of independent thinking reveal that students are actively negotiating the boundaries between technological assistance and responsible scholarship.

Theoretically, these findings extend the application of SDL, TAM, and constructivism into the AI-assisted learning domain, illustrating how these frameworks can account for both adoption patterns and reflective resistance to uncritical use. Practically, they underscore the need for explicit AI literacy training in higher education – addressing not only prompt design and source verification, but also the cultivation of ethical reasoning and self-regulation in digital learning environments.

While this study provides meaningful insights, it is exploratory in nature and subject to certain limitations. The sample size was relatively small and confined to one academic institution, limiting generalizability. Moreover, the data reflect a single point in time and do not capture longer-term patterns of AI adoption or its direct effects on learning outcomes.

Further research is, therefore, needed to build on these findings. Larger, longitudinal studies could investigate how sustained use of ChatGPT influences language development, academic performance, and learner autonomy over time. Comparative research across faculties, institutions, or national contexts could offer a broader understanding of how AI tools are being integrated into different educational environments. Additionally, future studies should incorporate instructor perspectives, as teachers play a key role in shaping students' awareness, attitudes, and ethical engagement with emerging technologies. Finally, mixed-method research combining performance-based measures with learner narratives would offer a more holistic view of how ChatGPT affects the learning process.

In conclusion, this study indicates that ChatGPT is already playing an active role in how students approach foreign language learning. Its impact will likely continue to grow, making it essential for educators, researchers, and institutions to engage critically, constructively, and proactively with the opportunities and challenges it presents.

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Badanie wykorzystania ChatGPT wśród studentów filologii: Badanie pilotażowe cyfrowych praktyk edukacyjnych w szkolnictwie wyższym

S t r e s z c z e n i e

Niniejsze badanie pilotażowe bada wykorzystanie narzędzia ChatGPT przez studentów uczelni wyższej w kontekście nauki języków obcych. Opierając się na podejściu mieszanym, badanie analizuje w jaki sposób studenci filologii angielskiej i romańskiej włączają narzędzie AI do swoich rutynowych zajęć akademickich zarówno w klasie, jak i poza nią. Dane ilościowe zebrane za pomocą kwestionariusza ujawniają, że studenci najczęściej używają aplikacji ChatGPT poza zajęciami, w szczególności do pisania, rozwijania znajomości słownictwa i poprawiania gramatyki. Analiza statystyczna pokazuje znaczącą preferencję dla autonomicznego korzystania z aplikacji w porównaniu z ich użyciem w klasie. Odpowiedzi jakościowe wskazują ponadto, że choć studenci doceniają wszechstronność i wydajność narzędzia, pozostają krytycznie świadomi jego ograniczeń, w tym sporadycznych nieścisłości faktograficznych, mechanicznego stylu i kwestii etycznych. Wyniki są interpretowane przez pryzmat teorii samokształcenia, modelu akceptacji technologii i konstruktywistycznej teorii uczenia się, co sugeruje, że ChatGPT funkcjonuje przede wszystkim jako uzupełniające narzędzie wspierające naukę. Badanie kończy się zaleceniami pedagogicznymi i proponuje kierunki przyszłych badań, podkreślając potrzebę znajomości sztucznej inteligencji i poradnictwa dla nauczycieli we współczesnej edukacji językowej.

S ł o w a   k l u c z o w e: ChatGPT, nauka języków obcych, AI w edukacji, samodzielne uczenie się, akceptacja technologii, konstruktywizm, studenci uniwersytetu

ChatGPT in Philology Education: A Pilot Study on AI-Supported Language Learning

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Exploración del uso de ChatGPT entre estudiantes de filología: Un estudio piloto de las prácticas de aprendizaje digital en la educación superior

R e s u m e n

Este estudio piloto investiga el uso de ChatGPT por estudiantes universitarios en el contexto del aprendizaje de lenguas extranjeras. Basándose en un enfoque de métodos mixtos, la investigación examina cómo los estudiantes de Filología Inglesa y Románica incorporan la herramienta de IA en sus rutinas académicas, tanto dentro como fuera del aula. Los datos cuantitativos recogidos a través de un cuestionario revelan que los estudiantes utilizan ChatGPT con mayor frecuencia en contextos fuera del aula, en particular para la escritura, el desarrollo del vocabulario y la corrección gramatical. El análisis estadístico muestra una preferencia significativa por el uso autónomo frente a la aplicación en el aula. Las respuestas cualitativas indican además que, aunque los estudiantes aprecian la versatilidad y eficacia de la herramienta, siguen siendo conscientes de sus limitaciones, como las inexactitudes ocasionales, el estilo mecánico y los problemas éticos. Los resultados se interpretan a través de la teoría del aprendizaje autodirigido, el modelo de aceptación de la tecnología y la teoría constructivista del aprendizaje, lo que sugiere que ChatGPT funciona principalmente como una herramienta complementaria de apoyo al aprendizaje. El estudio concluye con recomendaciones pedagógicas y propone orientaciones para futuras investigaciones, destacando la necesidad de la alfabetización en IA y la orientación del profesorado en la enseñanza contemporánea de idiomas.

P a l a b r a s   c l a v e: ChatGPT, aprendizaje de lenguas extranjeras, IA en educación, aprendizaje autodirigido, aceptación de la tecnología, constructivismo, estudiantes universitarios

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Изучение использования ChatGPT среди студентов-филологов: Пилотное исследование практики цифрового обучения в высшем образовании

А н н о т а ц и я

В этом экспериментальном исследовании изучается использование ChatGPT студентами университета в контексте изучения иностранных языков. Опираясь на смешанный метод, исследование изучает, как студенты факультетов английской и романской филологии используют инструмент искусственного интеллекта в своей учебной деятельности, как в аудитории, так и за ее пределами. Количественные данные, собранные с помощью анкеты, показывают, что студенты чаще всего используют ChatGPT во внеаудиторное время, в частности для написания текстов, расширения словарного запаса и коррекции грамматики. Статистический анализ показывает значительное предпочтение автономного использования по сравнению с применением в классе. Качественные ответы показывают, что, хотя студенты ценят универсальность и эффективность инструмента, они критически относятся к его недостаткам, включая случайные фактические неточности, механический стиль и этические проблемы. Полученные результаты интерпретируются через призму теории самонаправленного обучения, модели принятия технологий и конструктивистской теории обучения, что позволяет предположить, что ChatGPT функционирует в основном как дополнительный инструмент поддержки обучения. В заключение

исследования даются педагогические рекомендации и предлагаются направления будущих исследований, подчеркивающие необходимость грамотного использования ИИ и руководства преподавателей в современном языковом образовании.

К л ю ч е в ы е   с л о в а: ChatGPT, изучение иностранных языков, ИИ в образовании, самонаправленное обучение, принятие технологий, конструктивизм, студенты университета