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AI in School: The Influence of Automatic Text Generation and Machine Translation on Language Comprehension and Translation Performance

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The integration of AI, particularly ChatGPT, into the classroom raises significant implications for language learning and translation processes. This study investigates how pupils utilize conventional translation tools alongside new technologies like ChatGPT in foreign language classes, an area largely unexplored in translation process research. The aim was to assess the efficiency and impact of these tools on reading comprehension, language processing, and translation quality among 13 pupils at Rudi-Stephan-Gymnasium Worms, a ForThem partner school. Using inputlog, we observed that while ChatGPT facilitated quicker task completion and fewer translation errors, it also led to more extraneous information in reading comprehension tasks. Terminology remained a challenge across conditions. Importantly, the study emphasizes that tools alone do not compensate for language skills; rather, proficiency is essential for evaluating tool output and making informed decisions. These findings highlight the need for a nuanced approach to integrating AI in educational settings, recognizing both its benefits and limitations in enhancing language learning and translation processes.

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