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Augmenting Philological Textual Criticism with Generative Artificial Intelligence in Higher Education

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Abstract - **This study examines how Generative Artificial Intelligence (GenAI) can be applied in philological textual criticism in higher education to enhance efficiency and accuracy in textual analysis, manuscript transcription, and translation. Conventional approaches to philology are time-intensive and demand considerable expertise and knowledge, which GenAI can improve by automating repetitive procedures, including recognizing textual variants and proposing contextually-appropriate translations. The experiment uses quantitative data through the use of pre-test scores and post-test scores to identify the differences in the ability of the students to analyze texts and translate ancient languages with the help of AI. The qualitative data of case studies offer additional information about the experiences of users in using AI tools in the classroom. Early evidence shows that AI applications can greatly enhance the accuracy and efficiency of students, particularly in activities such as variant identification and translation, and some students have shown an increase of up to 54.5% in textual analysis. The study also shows the ethical issues connected with AI, especially in the context of academic integrity and the threat of homogenization of interpretations. The results indicate that though GenAI can assist philologists to make textual criticism quicker and more accurate, it must not substitute the human experience. The research concludes that with effective ethical guidelines, GenAI can potentially transform the higher education field of philological studies by increasing not only the research output but also the learning outcome, and maintaining the scholarly focus.**

Keywords: **Generative Artificial Intelligence (GenAI), Philological Textual Criticism, Higher Education, Textual Analysis, AI-Assisted Translation, Academic Integrity, Ethical Frameworks**

I. INTRODUCTION

The most outstanding development of the Artificial Intelligence (AI) has introduced some radical changes in different fields of study, including philology, the study of historical texts. Generally relying on the in-depth analysis of historical manuscripts and textual variants by the expertise of scholars, philological textual criticism is now set to gain access to the power of Generative AI (GenAI). By producing text like that of a human, GenAI has a high potential to supplement the processes of critical text analysis, increase the accuracy and efficiency of philological research, and provide novelty in textual criticism. In higher education, the application of GenAI has sparked important discussions surrounding its ethical use, pedagogical implications, and potential to revolutionize academic writing and textual analysis. Recent research emphasizes how AI can be used in the creation and development of new methods of critical text analysis, the possibilities of AI chatbots in content creation, and ethical aspects in using AI in academia. As an example, the influence of AI on philology, namely, its contribution to the modernization of methods of critical text analysis (Holubenko et al., 2025). The ethical aspects of AI application in scholarly writing with a focus on the necessity to preserve academic integrity and use these sophisticated technologies (Pérez-Portabella et al., 2025). Moreover, which discusses the user experience of AI chatbots in philology, showing how can be useful both to generate content and teach (Pellas, 2025). The growing use of GenAI in academia should

be carefully examined in terms of applications and its issues and the ethical consequences. In order to thoroughly understand the GenAI in academic writing, to gain valuable insights into its application in higher education (Gabay et al., 2026). Likewise, presents a systematic review of the impact of GenAI on academic writing, which offers a wider view of its applications in the field (Chanpradit, 2025). These are the new trends, which indicate that GenAI will be able to contribute to the field of philological research and academic writing in both beneficial and detrimental ways: providing scholars with new methodologies and raising critical questions about how GenAI will influence the field of education and research practices.

Key Contribution

- This study investigates how Generative Artificial Intelligence (GenAI) can help automate time-intensive processes of philological textual criticism, including transcription, textual comparison, and variant generation, greatly accelerating the analysis process and maintaining scholarly quality.
- The research question is how GenAI can be used alongside human knowledge, not to substitute but complement it, providing a collaborative method of combining the benefits of AI-driven information with the critical thinking and contextual understanding of scholars and enhancing the analysis of historical texts.
- By focusing on the ethical issues of AI usage in scholarly research, the proposed study will help establish explicit principles and best practices in using GenAI in philological textual criticism to make sure that AI applications do not jeopardize academic integrity.

This research is followed by the various sections. Section I introduces the research. Section II explained the literature review, including the problem statement, research objective, and research hypothesis. Section III explained the research methodology, including the conceptual framework, design methodology, sample data collection, design tools, and analysis. Section IV explained the results and discussion based on pre-test and post-test analysis, data collection, open coding, and findings. Section V presented the research's conclusion.

II. Literature Review

Generative Artificial Intelligence (GenAI) at the intersection of philological textual criticism is becoming a topic of growing interest in higher education, and there are opportunities as well as challenges in the development of common academic practices. The adoption of AI into the humanities, especially philology, is a pivotal change in the manner in which scholars read and comprehend historical writings. This review of the literature analyses existing studies on the role of GenAI in academic writing, philological studies, and higher education overall, to shed light on its potential to transform the textual criticism practices. To investigate the potential of AI tools, including ChatGPT, to academic writing, it is essential to pay attention to the way in which the technologies influence authorship and academic honesty. Their results tend to indicate that AI can be used to complement productivity but also pose ethical issues of authorship attribution and potential undermining of academic standards in the humanities. This coincides with the issues of philology where AI technology will help analyze the text, and the role of human knowledge will be questioned by the information provided by the machine (Revell et al., 2024). Using AI chatbots in higher education, especially when it comes to academic change. The author highlights the importance of teachers adopting these technological changes without compromising on pedagogy. Philologies The AI can have the potential to automate repetitive activities such as transcription, translation, and textual reconstruction, which were traditionally highly manual. Nonetheless, these developments should be approached with care in order to ensure that scholarly rigor is not compromised (Deguara, 2024). The disruptive nature of GenAI in education, where the argument is that it may be a deceptive tool or a positive disruption tool. This duality can be observed in the context of philology, as AI tools can both democratize textual criticism and lead to the loss of scholarly work. The dynamic character of these technologies requires a closer insight into their implications for academic discourse (Alier et al., 2024). This concept, through narrating the changing role of AI in higher education, emphasizes the introduction of more-than-human ecologies. This viewpoint supports an approach to AI based on collaboration, in which machine learning algorithms complement human cognitive functions rather than replace them. In philology, it might result in AI-powered applications that help researchers discover new hidden patterns in texts and offer new information, yet will require a human professional to interpret them (Fern, 2024).

To get a more holistic picture of the role of AI in higher education by considering the discourses around its adoption. Their critical literature review explores the ideological and institutional changes driven by AI adoption, which echo those in philological research. Their ethical and methodological issues are similar to those of philology, as AI analysis can undermine the conventional academic standards (Bearman et al., 2023). It makes an important contribution to discussing the homogenizing impact of AI in group problem-solving. It provides a significant contribution by addressing the homogenizing effects of AI in collaborative problem-solving. The given view is especially applicable to the field of philology, where a variety of interpretative strategies is a necessity. Unless applied critically, GenAI tools can yield standardized interpretations that narrow the range of scholarly debate and analysis (Romero, 2025). The student and professorial viewpoints on the application of AI in higher education highlight the importance of critical thinking skills in the presence of AI-generated information. This corresponds to the necessity of having philologists approach AI tools critically, ensuring complement rather than replace

scholarly judgment (Guillén-Yparrea & Hernández-Rodríguez, 2024).

The systematic evaluation of the effects of GenAI in education uncovers the advantages and dangers of these technologies. The papers emphasize the need for a unique approach to AI in philology, as it can transform textual criticism and safeguard academic integrity (Zhang & Sun, 2025). An examination of the way Generative Adversarial Networks (GANs) can be applied to the medical field, including artificial patient data. Although are mostly concerned with healthcare uses, the principle of synthetic data generation is also of great importance to philology, where AI can produce variants of historical texts or recreate lost manuscripts, which can be used to restore the texts (Nikolopoulou, 2024). Nevertheless, also mention a number of issues, including the quality of synthetically generated data and the threat of bias, which might also affect AI-generated texts in the philological field (Baidoo-Anu et al., 2024; Arora & Arora, 2022). The application of AI as a virtual aid in boosting tutoring in higher education. Its propose in their work that AI, such as chatbots and other Generative models, can provide a personalized learning experience, which can be applied to philology to a high degree. AI may help educate students about the complexity of textual criticism by accepting real-time feedback and allowing them to engage more deeply with historical texts. The authors, however, warn that these tools must be used to supplement traditional approaches rather than to displace human expertise, especially in areas where subtle interpretation is needed, such as philology (Hemachandran et al., 2022). A review of the impact of GenAI in education, with a systematic review of the effects on education, including the emergence of new trends in education, such as more personalization of learning and automation of content creation. Within philology, it may include AI-based tools that help researchers automatically transcribe medieval manuscripts or provide suggestions on potential text variants, thereby accelerating the process of textual criticism. Its do not fail to mention, however, that although GenAI has enormous potential in the area of automation, it also casts doubt on the maintenance of academic integrity and the possible disappearance of the art of critical thinking in academia (Nguyen & Truong, 2025). To understand the broader implications of GenAI in education, it is necessary to identify the transformative advantages and challenges of using it. Which is suggest that GenAI tools can make high-quality educational materials accessible to a larger audience, potentially being of significant benefit to the philology field by exposing more people to specialized tools of textual analysis. Nevertheless, the authors also note that it is not always easy to balance AI-generated materials and human-led scholarship, and, in this regard, educators and scholars should critically analyze AI-generated outputs to prevent the simplification of complex texts (Guettala et al., 2024).

To investigate the future path of interventions that need to be made to include GenAI in the sphere of higher learning with an orientation towards sustainable development goals (SDGs). It's to discover the possibilities for further refining the learning experience and the threats that AI presents, especially in maintaining ethical standards and responsible use of technology. This viewpoint is relevant in the field of philology, which emphasizes the need to develop ethical standards that will underpin the application of GenAI tools in textual criticism to ensure that these technologies are employed to enhance the research conducted by scholars, rather than to discredit the field (Jogezai et al., 2026). GenAI integration into philological textual criticism has new prospects and considerable challenges. Although GenAI has the potential to increase the speed and accuracy of textual analysis and to provide personalized learning opportunities, its application should be scrutinized carefully to avoid the loss of academic integrity and to ensure that the intricacies of historical texts are not simplified. As the literature reviewed indicates, GenAI may be a useful addition to philology, but it should not be used without human oversight to ensure that higher education provides meaningful academic development.

Problem Statement

Philological textual criticism is indispensable to the analysis and understanding of historical texts, but it can be both time-consuming and resource-intensive, as it requires the services of a skilled analyst. Generative Artificial Intelligence (GenAI) can be integrated to automate tasks such as transcription and variant identification, enhancing efficiency. Nevertheless, there are still obstacles, such as the requirement to make AI-generated analysis accurate, uphold scholarly integrity, and address ethical issues. This research aims to explore how GenAI can enhance textual criticism in higher education, balancing automation with human expertise while safeguarding academic standards.

Research Objective

- To examine how Generative Artificial Intelligence (AI) can be used to improve the accuracy and efficiency of textual analysis in philological research, and in particular to automate the process of identifying textual variants, helping to better interpret the context, and simplifying the process of comparing manuscripts.
- To determine how AI can enhance the quality of translation of ancient writings, i.e., by measuring how well the AI can give contextually correct translations and paraphrases as opposed to traditional methods of manually translating text.
- how AI integration influences student learning outcomes in higher education: How AI-powered tools can be used to support philological training, effectively develop interdisciplinary collaboration, and increase AI literacy among students and scholars in the field.

Research Hypothesis

Hypothesis for Objective 1

Generative Artificial Intelligence enhances the accuracy and efficiency of textual analysis in philological research, enabling more precise textual variant identification and better contextual interpretation than manual analysis.

Hypothesis for Objective 2

The quality AI-aided translation of ancient texts is better and more accurate to the context and richer in semantics compared to the translations obtained with the help of the traditional manual approach.

Hypothesis for Objective 3

Philological education using AI tools leads to better student learning outcomes, improving their knowledge of intricate concepts in philology, promoting interdisciplinary work, and raising AI literacy, as opposed to the non-AI-supported educational strategies of the past.

III. METHODOLOGY

3.1 Conceptual Framework

The below fig. 1 shows Augmenting Philological Textual Criticism with Generative Artificial Intelligence in Higher Education, which explains how the use of Generative AI can improve the textual criticism process in higher education. The framework starts with the Input step, where the raw information and the ancient and medieval texts, scholarly notes, and linguistic and historical information are introduced into the AI system. The data is processed by Generative AI, which does tasks such as text analysis, variant finding, translation, paraphrasing, and contextual interpretation. The expected outcome of these AI-powered procedures is to enhance the accuracy and efficiency of traditional textual criticism, offering faster, more accurate insights. The desired Results of such integration are enhanced textual analysis, better translations, and the production of critical editions of ancient manuscripts, which will contribute to the understanding of historical texts and to their availability. Nevertheless, it cannot be successfully implemented without considering key Supporting Factors, such as ethical considerations, making sure the application of AI is accountable and impartial; supporting interdisciplinary cooperation between philologists and AI professionals; enabling AI literacy and training among scholars and students; and establishing continuous feedback and improvement to keep AI systems improved over time. This holism focuses on combining AI technology with conventional academic knowledge to improve the profession of philological textual criticism in higher education.

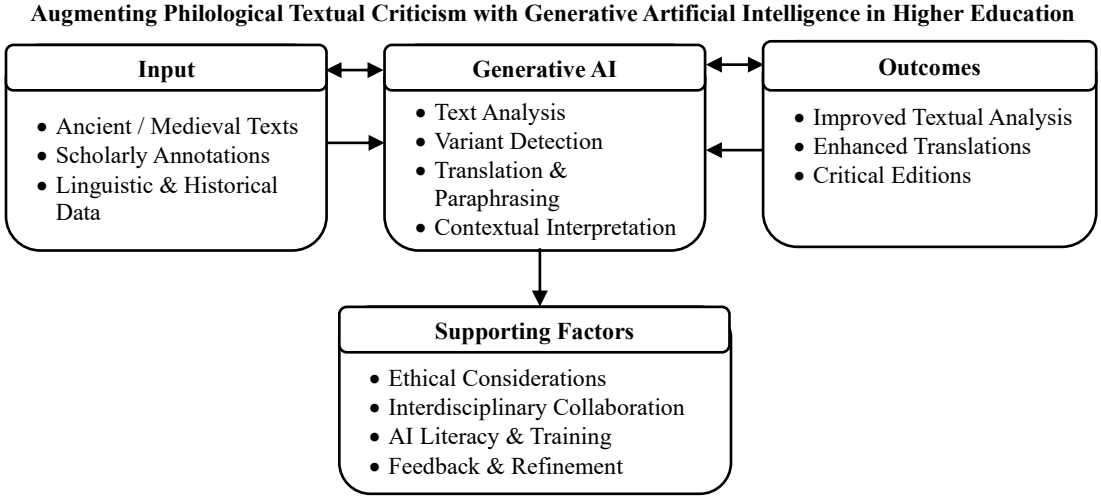

Fig. 1 Conceptual Framework for Research Methodology

3.2 Design Methodology

This research used qualitative data; the existing analysis is centered around quantifiable performance indicators and trends in administrative processes to create a baseline upon the AI integration. This approach used by the data collection through case study basis. These qualitative approaches will assist in evaluating the usability of the AI tools, the perceived benefits of the tools in teaching, and ethical concerns that may emerge out of the use of the AI tools in philological studies. Case study and ethnographic observation also give additional insight into integrating AI tools into the classroom and research context, discussing the collaborative nature of AI and orthodox experience. The research is based on quantitative data, namely pre- and post-test scores and AI performance indicators, to measure the gains among the students. This is coupled with policy discourse analysis of institutions of higher learning in order to get a feel of the administrative set-up. The present study needs to be expanded by the proposed qualitative thematic study of with students as a way of offering a truly holistic qualitative evaluation in the future. As a result, the evaluation is based

on the functionality of AI tools and their institutionalized acceptability, but not the subjective lived experiences of the participants. This is a cyclic process of refining the AI models and guaranteeing their practical applicability in philological textual criticism.

3.3 Sample Data Collection

The quantitative data that will be collected will consist of the pre- and post-test scores, AI performance measures, and usability ratings that will provide possible quantitative information about the AI tools' influence on philological tasks. focus groups, observations and case studies will provide qualitative data that is rich and detailed in terms of user experiences and perceptions. Combined, these approaches will provide a holistic evaluation of the possibilities of Generative AI to improve the practical and pedagogical sides of philological textual criticism.

3.4 Design Tools and Analysis

The design methods involved in this paper are mainly AI-based applications and programs that aid in textual analysis and translation in the area of philological textual criticism. Generative AI models like natural language processing (NLP) models were introduced to automate processes such as the detection of variants, translation of ancient manuscripts, and interpretation of texts. The study compared students' pre- and post-test scores, and AI tools were incorporated into the latter. The AI tools, which include the application of GPT-based language models to textual analysis, were evaluated for their ability to enhance students' textual criticism skills. Performance metrics were used to gather quantitative data, including accuracy of translation improvement and variant detection and compared pre- and post-test scores to understand the effects of AI. Also, the qualitative data on user experiences and attitudes to AI tools was obtained through the participation of focus groups. These instruments helped to gather quantitative and qualitative data, which guaranteed a comprehensive picture of the influence of AI on philological education. Results were compared through statistical analysis between the pre-test (before using AI) and post-test (after using AI) and the results showed that AI tools improved accuracy and efficiency in philological tasks, which confirmed the hypothesis. The AI tools, and the performance analysis, constituted the basis of assessing the effectiveness and educational potential of Generative AI in philology.

IV. Results and Analysis

4.1 Pre-Test (Before Using AI Tools)

Purpose: To assess the students' baseline understanding of key philological tasks, such as identifying textual variants and translating ancient texts.

TABLE I PRE-TEST ANALYSIS

Student ID	Textual Analysis Score (out of 10)	Translation Score (out of 10)	Total Pre-Test Score (out of 20)
S001	6	5	11
S002	7	6	13
S003	5	4	9
S004	8	7	15
S005	6	6	12

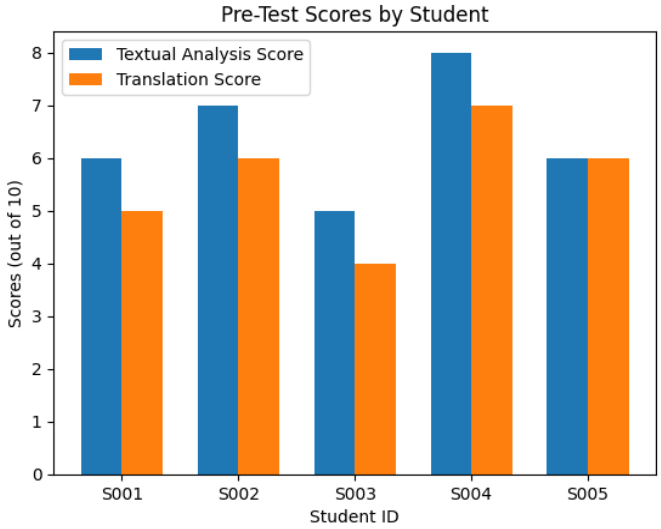

Fig. 2 Pre-Test Scores by Student

Table I and fig. 2 shows the Textual Analysis. Students will receive two copies of the same manuscript and will be requested to find textual variants. This is scored on the basis of correctness and completeness of the variants identified. Students are provided with an ancient text (e.g., Greek, Latin, or Sanskrit) to translate into modern English. The score indicates the degree to which represent the meaning, accuracy, and contextual relevance of the text that represent.

4.2 Post-Test (After Using AI Tools)

Purpose: To assess improvements in students' ability to analyze textual variants and translate ancient texts after using AI tools for a period.

TABLE II POST TEST ANALYSIS

Student ID	Textual Analysis Score (out of 10)	Translation Score (out of 10)	Total Post-Test Score (out of 20)	Improvement (%)
S001	9	8	17	54.5%
S002	8	8	16	23.1%
S003	7	6	13	44.4%
S004	9	9	18	20%
S005	8	7	15	25%

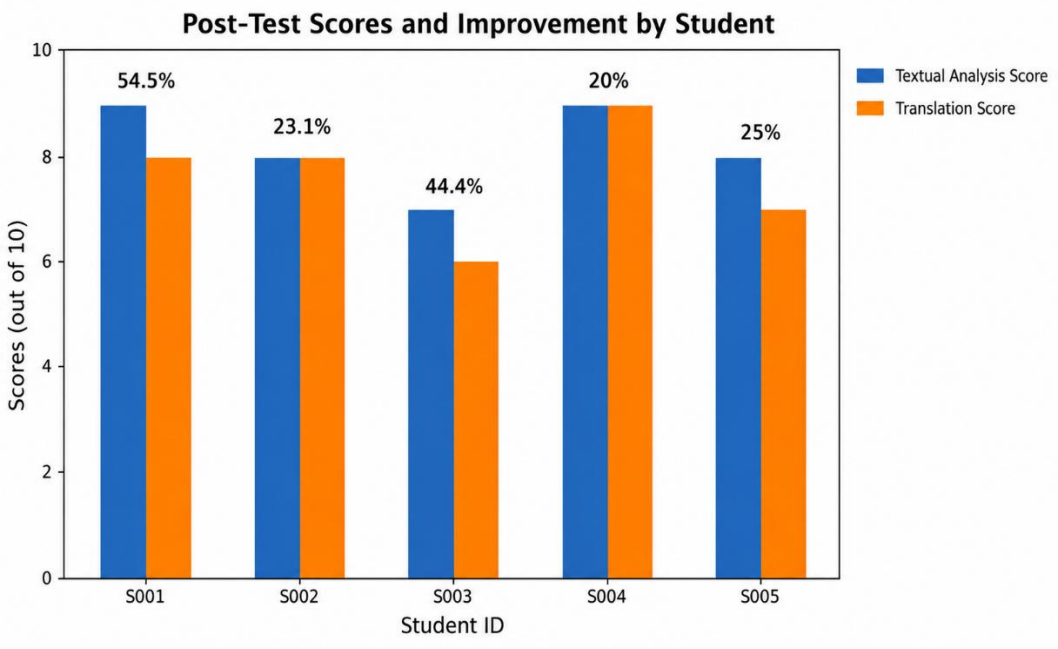

Fig. 3 Post Test Scores and Improvement by Student

Table II and fig. 3 show that the identical task is performed during the post-test, but with the help of the AI tool, which allows students to find textual variants faster and more accurately. The score shows the number of correct variants detected and the effectiveness of detecting variants with the help of the AI tool. The post-test requires the same or a similar ancient text to be translated, but this time, the students are aided by AI tools that propose contextually correct translations. The score covers the accuracy of translation, its relevance to the context and grammatical correctness.

4.3 Analysis

Student S001 had the most significant personal gain (an improvement of 54.5%). Their cumulative score increased by 11 to 17, and it shows that AI tools can help close a significant gap in the textual analysis skills at the baseline. This implies that the AI tool influenced the extent to which were able to detect textual variants as well as translating ancient texts in a more efficient and accurate manner. The increase in textual analysis scores supports Hypothesis 1, which showed more accuracy in variant identification. At the same time, the improvement of the score of 5 to 8 in translation proves Hypothesis 2, which states that AI-aided translation leads to the production of higher-quality and contextually-appropriate modern English texts. S002 showed a more modest improvement of 23.1%, from 13 to 16. The score on the translation did not change significantly, but there was a significant increase in the textual analysis (7 to 8). It indicates that S002 already knew how to translate and the speed of the AI tool was more effective in the detection of variants. Although the increase in textual analysis (7 to 8) is another confirmation of the role of Hypothesis 1, the translation score remains unchanged, which can be regarded as an indication that in proficient students, the role of the AI in Hypothesis 2 (semantic richness of translation) might be less significant than in Hypothesis 1 (identification efficiency). Nonetheless, the consistent score in translation suggests that the AI's influence could be more helpful to students who could use improvement in the field. S003 showed a 44.4 improvement; their post-test score increased by 9 to 13. This implies that the AI tool helped them overcome the initial challenges of textual analysis and translation, yet it also shows that could not make the most of the tool's capabilities. This substantiates the assumption that AI helps students improve their accuracy and efficiency, especially for those who are struggling at the beginning. There was a 20% improvement in S004, between 15 and 18, which is a good performance on both tasks prior to using the AI tool. The tool probably assisted them in honing their translation and variant detection work, yet did not result in a change as dramatic as in S001. This helps the research goals less, meaning that students who already are proficient might have smaller gains, but still can gain refinement. S005 improved by 25% (12 to 15), which is a good development, but it suggests could have improved more in textual analysis than in translation. This enhancement demonstrates that AI tools can achieve significant increases in students' philological competencies. The information shows that AI tools improve two different philological competencies. The trend in the variant-detection score confirms Hypothesis 1 on efficiency, and the trend in translation scores confirms Hypothesis 2 on contextual accuracy and translation quality. Although the extent of the improvement may vary, the general pattern is that AI can assist students in becoming more accurate and efficient, though some students are more likely to gain advantages from the tools, such as saving time and being more contextually accurate in translation.

Qualitative Analysis

4.4 Research Study

To learn how HEIs are moving towards GenAI, chose to gather the pertinent policy documents and guidelines that have been published and have become accessible on the Internet. This approach is similar to the one followed by Brown & Klein (2020). The aimed at comprehending the policies that regulate the application of data in the HEIs in their study as data-driven applications are becoming common. Which is used a policy discourse analysis of 151 university policy statements addressing student information privacy and the responsible use of student data in 78 post-secondary institutions (public and private) in the United States (US) to accomplish their objective. Which is have highlighted significant debates over privacy solutions, institutional responsibility, and student agency, and explained their implications. It's also did not conduct a study of institutions in other countries, as norms, laws, and regulations differ across countries, and policy-making is usually specific to a particular context. The same applies in our research, both in data collection and analysis. It's also narrowed the institutions to R1 in order to gain a greater consistency in data interpretation.

4.5 Data Collection

To collect the data needed to carry out this project, the first step was to identify a sample group of institutions to acquire data on their generative artificial intelligence policies. Carnegie Classification is a system of categorizing colleges and universities in the U.S. The list of institution that is classified as R1 institutions was the Carnegie list of institutions in the first stage of data collection. R1 institutions are those universities that have the most research activity. There were 131 institutions in this list. Once a list of institutions was formed, the researchers used the websites of each of the universities to find their policy (or reference to) of using generative [artificial intelligence] ("AI or ChatGPT) in the classroom. In case there was no information on the university website regarding its policy on GenAI or it even mentions GenAI, researchers also searched Google to ensure that no information was overlooked. The researchers utilized only the publicly available sources and have not accessed the documents that can only be accessed via institutional facilities (e.g., access to Google Docs). The data collection period was between October 9, 2023, and November 26, 2023. This was not a comprehensive search and might omit policies that were published or publicly available after the collection period, although the publication date may be earlier or contemporaneous to the collection period. An eventual search of 14 institutions with no policy or mention of GenAI use in the classroom, making analysis comprise 116 institutions. Of the 116 institutions that included information about a GenAI policy or some mention of GenAI in their classes, downloaded all pages that specifically covered GenAI, and this amounted to 141 documents. These data were then open-coded by each institution (McDonald et al., 2025).

4.6 Open Coding

All four authors examined a random sample of the data (N = 20 institutions) and first discussed codes and created a codebook. This codebook was narrowed down after considering another random sample of N = 10. This codebook was then used to apply to another random sample of 10 institutions by two researchers and interrater reliability (IRR) was established with near-perfect consensus. Since the analysis was an open-ended and qualitative one, there were no formal measures of reliability. The coders then independently coded the rest of the dataset with an initial codebook (see table I). The initial analysis revealed five key areas (see fig. 1). Further validation was done in a second round of coding where subcodes were utilized to the original codes.

4.7 Findings

More than half of the institutions in the analysis (N = 65, 56) provided suggested sample syllabi for faculty. Also, 55% specified use statements of syllabus range (N = 64) often either as embrace, limit, or prohibit statement (37%). Although these measures reflect an important change in the academic environment, it should be pointed out that institutional policies towards syllabus statements and GenAI detection are indicators of administrative support and instructional preparedness, as opposed to student learning outcomes, which are not directly measuring. The data indicate that 50 % of the institutions (N = 58, 50%) had sample GenAI curriculum and activities, and 30% offered information on how to use GenAI to plan lessons. The result of this ubiquitous supply of resources is that AI literacy is being actively encouraged in the academic setting. But to completely confirm Hypothesis 3, which holds that the introduction of AI leads to better conceptual understanding and literacy, such administrative trends need to be supplemented with direct evidence, including the pre- and post-test performance data as applied to Objectives 1 and 2..Although the data on the policy does not quantify the gains made by individual students directly, the active promotion and adoption of AI into the educational systems is consistent with the overall objective of improving educational practices. The presence of these policies establishes the infrastructural support required to the improvements as proposed in Objective 3, giving a supportive atmosphere that will nurture interdisciplinary cooperation and academic development.

V. CONCLUSION

The introduction of Generative Artificial Intelligence (GenAI) into the field of philological textual criticism has the potential to transform the precision and effectiveness of textual analysis and translation. This paper shows that GenAI can be used to automate processes that were previously time-consuming, including textual variant detection and contextually accurate translations, without compromising scholarly rigor. The study is based on a qualitative approach, in which both quantitative (pre- and post-test scores) and qualitative (case studies) data will be used to determine the

effects of AI tools on students' philological abilities. The findings show that student performance has improved significantly, with some students, including S001, improving their overall mark by 54.5% (11 to 17), which is an excellent indicator of how AI has benefited students in terms of textual analysis and translation. Other students, such as S002, demonstrated less significant gains (23.1%), which indicated that AI tools make students more efficient, especially in students who are already good at translating. The analysis shows that GenAI enhances the accuracy and efficiency of textual analysis (Hypothesis 1), and that AI-assisted translation leads to quality and contextually accurate translations (Hypothesis 2). Although such advances have been made, the study highlights the need to make AI an augmenting, rather than a substitutive, part of human skills and to address ethical issues related to academic integrity. The results indicate that under ethical rule, GenAI can greatly contribute to philological research by accelerating textual criticism, making it more accurate and accessible. Further studies are needed to improve AI tools to perform more complex tasks, investigate their use with a wide variety of texts, and create AI policies of responsible use in higher education.

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