Teachers' and Students' Perspectives Towards the Integration of AI Tools in Translation Curriculum

Osama Bala: Misurata University- Libya

Abstract

This research paper investigates teacher's and student's perspectives towards the incorporation of Artificial Intelligence (AI) into the translation curriculum within the English department at the Faculty of Arts, University of Misrata. It assesses how both teachers and students perceive the integration of AI in the translation syllabus. Using a quantitative approach, the study employs two distinct questionnaires for teachers and students to determine their support or opposition to AI's role in the curriculum. The results reveal that while teachers generally support the integration of AI, they express concerns that students may become overly reliant on technology, potentially undermining their critical thinking and translation skills. The paper offers recommendations for curriculum development and future research, examining effective methodologies for incorporating AI tools and the expected benefits of such integration. Findings indicate that AI has the potential to enhance translation skills, improve translation quality, and boost overall learning outcomes.

1. Introduction

In recent years, the incorporation of artificial intelligence (AI) into various educational frameworks has attracted considerable attention, especially in specialized areas like translation studies. As global communication increasingly depends on precise and nuanced translations, educators and practitioners must adapt their teaching approaches to include new technologies. This research paper aims to investigate the views of both teachers and students regarding the integration of AI into translation curricula.

The emergence of AI technologies, such as AI tools, machine translation and natural language processing, has significantly changed the translation and language learning landscape. These innovations not only improve the efficiency of translation tasks but also introduce new teaching methods. Therefore, it is essential to understand how teachers view the role of AI in shaping curriculum content and teaching strategies. Equally important is assessing student attitudes toward these technologies, which sheds light on their readiness and willingness to engage with AI tools in their educational experience.

By exploring the perspectives of both teachers and students, this study seeks to identify potential challenges and opportunities for implementing AI in translation courses. The findings aim to contribute to the ongoing conversation about educational technology in higher education, emphasizing best practices and innovative strategies for curriculum development. Ultimately, this research aspires to guide educators in effectively integrating AI tools into translation programs, ensuring that students acquire the skills needed to thrive in a rapidly changing digital environment.

1.1 Research Questions

1. How do teachers and students in the English department at the Faculty of Arts, University of Misrata, perceive the integration of AI tools in the translation curriculum?
2. What specific concerns do teachers have regarding students' reliance on AI technology in translation, and how do these concerns impact their support for AI integration?
3. In what ways do teachers believe that the use of AI in translation may affect students' critical thinking and translation skills?
4. What recommendations can be made for future research on AI integration in translation education based on the findings of this study?

1.2 Significant of the study

For Teachers

- Professional Development: The study provides insights into how AI can enhance teaching methods, allowing teachers to adapt their pedagogical approaches to incorporate new technologies effectively.
- Curriculum Design: Understanding both the support and concerns regarding AI can help teachers design curricula that balance technology use with the development of critical skills.
- Addressing Concerns: The findings may empower teachers to address potential over-reliance on AI by implementing strategies that promote critical thinking and independent problem-solving.

For Students

- Enhanced Learning Outcomes: By integrating AI tools, students may experience improved engagement and learning experiences, leading to better translation skills and overall academic performance.
- Skill Development: Exposure to AI in the classroom prepares students for future professional environments where such technologies are increasingly prevalent, equipping them with relevant skills.
- Critical Thinking: The study highlights the importance of maintaining critical thinking skills alongside the use of technology, encouraging students to use AI as a tool rather than a crutch.

For the Department

- Curriculum Innovation: The findings can inform the department's approach to curriculum development, fostering a modern educational environment that aligns with technological advancements in translation.
- Reputation and Competitiveness: By adopting innovative teaching methods that incorporate AI, the department can enhance its reputation and attractiveness to prospective students, keeping pace with global educational trends.

- Research Opportunities: The study opens avenues for further research within the department, contributing to a broader academic discourse on the role of technology in language education and providing a foundation for future studies.

1.3 Limitations of the Study

1.3.1 Sample Size and Diversity:

The study is based on a limited sample of 74 students and 8 faculty members from a single institution, the University of Misrata. This small sample size may not be representative of broader educational contexts or diverse perspectives across different universities or regions, which could affect the generalizability of the findings.

1.3.2 Quantitative Focus:

While the quantitative approach provides valuable statistical insights, it may overlook nuanced qualitative data that could offer deeper understanding of participants' attitudes and experiences. Future research could benefit from incorporating qualitative methods, such as interviews or open-ended survey questions, to capture more detailed perspectives.

1.3.3 Potential Response Bias:

Participants may have provided socially desirable responses, particularly regarding their views on AI integration. This bias could lead to an overestimation of support for AI tools among both teachers and students, potentially skewing the results.

1.3.4 Time Constraints:

The research was conducted within a specific timeframe, which may not account for long-term changes in attitudes toward AI integration as technology and educational practices evolve. Future studies could explore how perceptions change over time with increased exposure to AI tools.

1.3.5 Technology Familiarity:

The varying levels of familiarity and comfort with AI tools among teachers and students may influence their perceptions. Those with more experience may have different views compared to those who are less familiar, potentially affecting the study's outcomes.

1.3.6 Limited Contextual Factors:

The study does not account for external factors that may influence perceptions of AI integration, such as institutional support, access to technology, or differing pedagogical philosophies among faculty. These factors could significantly impact how AI is perceived and utilized in the curriculum.

2. Literature Review

The incorporation of Artificial Intelligence (AI) in translation curriculum has become a prominent area of research as educational institutions evolve alongside technological advancements. This literature review examines key themes and findings in existing studies regarding AI's influence on translation training, its pedagogical implications, and the associated benefits and challenges.

2.1 The Role of AI in Translation

AI technologies have greatly changed the translation industry. Researchers like Koehn (1) and O'Brien (2) note that the rise of machine translation (MT) systems has sped up translation workflows and increased accessibility. Tools such as Google Translate and DeepL offer immediate translations and suggestions, serving as useful aids for students and professional translators alike. Although these technologies enhance efficiency, they also pose significant concerns regarding the quality and accuracy of machine-generated translations, which are essential for training skilled translators (3).

2.2 AI in Translation Education

The incorporation of AI in translation courses has attracted interest due to its ability to improve educational outcomes. Baker and McMahon (4) suggest that AI tools can serve as additional resources, assisting students in navigating language obstacles and enhancing their real-time translation abilities. Likewise, Li and Xu (5) discovered that using AI tools in the classroom can increase student engagement and provide tailored learning experiences. Instant feedback on translations enables students to better grasp linguistic nuances and contextual meanings.

2.3 Pedagogical Implications

Educators need to take various pedagogical factors into account when integrating AI into translation programs. According to Schäffner (6), although AI tools can enhance the learning process, they might also lead to student dependency, which could impede the cultivation of essential analytical skills for successful translation.

---

(1) Koehn, P. (2020). Statistical machine translation. Cambridge University Press.
(2) O'Brien, S. (2021). The role of AI in professional translation: Current trends and future directions. *International Journal of Translation and Interpreting Research*, 17(2), 67-84.
(3) Baker, M., & McMahon, P. (2022). Teaching translation in the age of AI: Challenges and opportunities. *Translation and Technology Review*, 18(1), 45-67.
(4) Baker, M., & McMahon, P. (2022). Teaching translation in the age of AI: Challenges and opportunities. *Translation and Technology Review*, 18(1), 45-67.
(5) Li, J., & Xu, F. (2021). Enhancing student engagement through AI tools in translation education. *Journal of Educational Technology,* 27(4), 250-266.
(6) Schäffner, C. (2023). AI in translation education: A double-edged sword? Journal of Applied Linguistics and Language Research, 10(1), 205-220.

Furthermore, Gardner and Marek (7) highlight the necessity of teaching ethical considerations related to AI in translation, including concerns about authorship, plagiarism, and the potential loss of cultural subtleties.

2.4 Challenges of AI Integration

While AI offers advantages in translation education, there are several challenges that must be tackled. According to research by Zarei and Mansouri (8), students may develop an excessive dependence on AI tools, which could hinder their ability to translate on their own. Faculty might also find it difficult to adjust their teaching strategies to effectively integrate AI, often because of insufficient training or resources (9). Additionally, ongoing discussions emphasize the need to strike a balance in using AI to ensure students still master linguistic skills, cultural understanding, and critical thinking (**10**), (**11**).

2.5 Student and Faculty Perspectives

Grasping the perspectives of both students and faculty is essential for assessing the influence of AI on translation education. Research shows that many students appreciate AI tools for improving their learning, yet they also voice worries about how these tools might affect their skills and understanding (12). Faculty members tend to view AI tools as useful teaching resources but acknowledge the need for guidelines to avoid misuse and uphold academic integrity (13).

2.6 Future Directions

The existing literature shows an increasing interest in the role of AI in translation education, but there are still gaps in knowledge regarding the effective incorporation of these technologies into educational programs. Future studies should aim to establish best practices for using AI tools in teaching and develop strategies to prevent excessive dependence on them. Additionally, it is essential to assess the long-term impacts of AI integration on students' skills and job prospects in the translation field to guide curriculum design (14).

(7) Gardner, H., & Marek, S. (2020). Ethical considerations in AI-assisted translation education. *New Approaches to Language Education,* 6(1), 15-30.
(8) Zarei, R., & Mansouri, S. (2021). The impact of AI on translation education: Dependency vs. independence. *Translation Studies*, 14(3), 223-240.
(9) Meyer, S. (2020). Faculty perspectives on integrating AI into translation curricula. *Translation Review,* 15(2), 90-105.
(10) Baker, M. (2019). AI and the future of translation. Journal of Translation Studies, 25(3), 123-145.
(11) O'Brien, S. (2021). The role of AI in professional translation: Current trends and future directions. *International Journal of Translation and Interpreting Research*, 17(2), 67-84.
(12) Gao, W. (2022). Students' perceptions of AI in translation education: *A mixed-methods study. International Journal of Language and Linguistics,* 10(2), 79-95.
(13) Schäffner, C. (2023). AI in translation education: A double-edged sword? Journal of Applied Linguistics and Language Research, 10(1), 205-220.
(14) Gardner, H., & Marek, S. (2020). Ethical considerations in AI-assisted translation education. *New Approaches to Language Education,* 6(1), 15-30.
(15)

2.7 Related Studies

In his June 2023 study titled *"Potentialities of Applied Translation for Language Learning in the Era of Artificial Intelligence,"* Javier Muñoz-Basols explores the integration of AI-powered tools in language education. The study highlights the importance of fostering critical thinking and digital literacy among students to navigate the evolving technological landscape. It introduces the IMI+ framework, a model for incorporating Applied Translation (AT) into language curricula, aligning with the growing imperative for educators to adapt their teaching strategies to effectively utilize AI technologies .

The second related study, conducted by Yuhua Wang and published in April 2023, is titled *"Artificial Intelligence Technologies in College English Translation Teaching."* This research explores the practical application of AI technologies in English-Chinese translation education. It highlights the essential competencies required for translators in the digital age, examining the influence of AI on teaching methodologies and curriculum development. The study underscores the importance of a competency-based approach to translator training, emphasizing its role in equipping students for professional translation careers.

The third related study, conducted by Nam Ju Kim and Min Kyu Kim and published in March 2022, is titled *"Teacher's Perceptions of Using an Artificial Intelligence-Based Educational Tool for Scientific Writing."* This study explores teachers' perceptions of AI tools in STEM education, highlighting both positive experiences and concerns. It addresses issues such as the evolving role of teachers and the transparency of AI systems. Although the focus is on scientific writing rather than translation, the study offers valuable insights into how educators perceive the integration of AI into their teaching practices.

2.7.1 Similarities

Focus on AI Integration: All three studies address the integration of AI technologies in educational contexts, emphasizing the need for educators and students to adapt to these changes which is similar to the current study.

Impact on Teaching Practices: Each study discusses how AI influences teaching methodologies and curriculum design, highlighting the necessity for educators to rethink their approaches in light of technological advancements which is similar to the purpose of this current study.

Competency Development: The studies underscore the importance of developing specific competencies among students, whether in translation skills or broader educational contexts, to effectively utilize AI tools. This is also similar to the current study.

2.7.2 Differences

Subject Focus: the present research specifically targets the translation curriculum, while the first study focuses on language learning more broadly, the second on English-Chinese translation education, and the third on scientific writing in STEM fields.

Stakeholder Perspectives: The current study emphasizes both teachers' and students' perspectives towards AI integration, whereas the third study primarily focuses on teachers' perceptions, providing a narrower view of the educational landscape.

Frameworks and Approaches: The first study introduces the IMI+ framework for integrating translation in language education, while the second study emphasizes a competency-based approach tailored to the needs of future translators. The current research may benefit from exploring these frameworks to enhance understanding of AI's role in translation education.

3. Methodology

3.1 Research Design

This study employs a quantitative data collection technique to gain comprehensive insights into the perception of teachers and students about the integration of AI in translation courses, which might lead to tremendous changes to the translation syllabus. Structured questionnaires are sent to students and faculty members via Google Forms to gather quantitative data on their experiences and perspectives with AI tools in translation.

3.2 Setting and Participants

The study involves a sample of 74 students who are registered in Translation I, Translation II and Translation III courses. Additionally, eight faculty members from the English Department participates in the research by answering the questionaries' questions expressing their view about the subject matter. All teachers involved in this study taught translation courses at the department and have teaching experience that ranges from 11 to 25 years.

3.3 Research Instrument

The current study employs a quantitative approach, utilizing two questionnaires for data collection. The first questionnaire, which is divided into two sections, is completed by teachers. The first section includes 10 multiple-choice questions, in which teachers select the option that best reflects their views. The second section consists of five closed-ended questions. The second questionnaire is filled out by students and contains 10 multiple-choice questions.

4. Data Analysis and Study Findings

After designing it, the questionnaire was distributed to the participants by means of Google Forms which collects and analyses responses automatically. The data analysis is divided into two sections where the first is for the teachers followed while the second analyses the students' responses.

4.1 Analysis of the Teacher's questionnaire

4.1.1 The teacher's questionnaire consists of 10 MCQ and five open-ended questions.

This section focuses on the teacher's questionnaire, designed to gather insights into educators' perspectives and experiences. The questionnaire consists of two parts: a multiple-choice question (MCQ) section with 10 questions and a section featuring five open-ended questions. The 10 MCQs aim to provide quantifiable data on key areas of interest, offering a foundation for analyzing trends and commonalities among respondents. Below is an in-depth analysis of the responses collected from the MCQ section, highlighting patterns, preferences, and significant observations derived from the data.

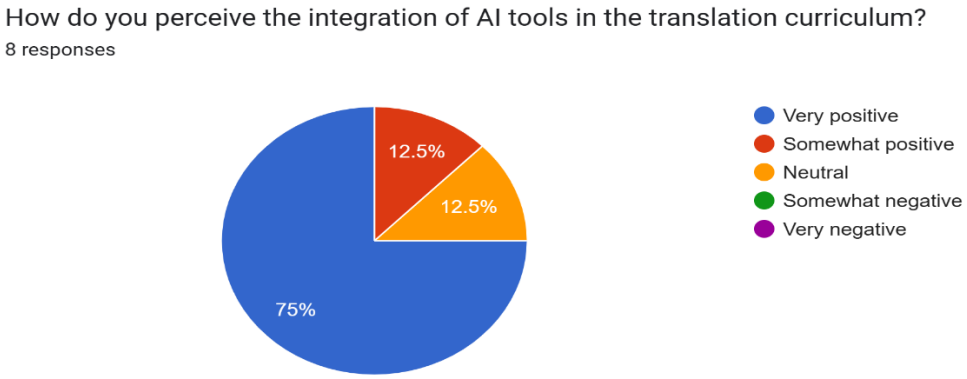

Figure (1): How do you perceive the integration of AI tools in the translation curriculum?

Figure (1) indicates that 6 out of the 8 teachers (75%) are "Very positive" about incorporating AI into the translation courses, while one teacher is "somewhat positive" and another remains "neutral".

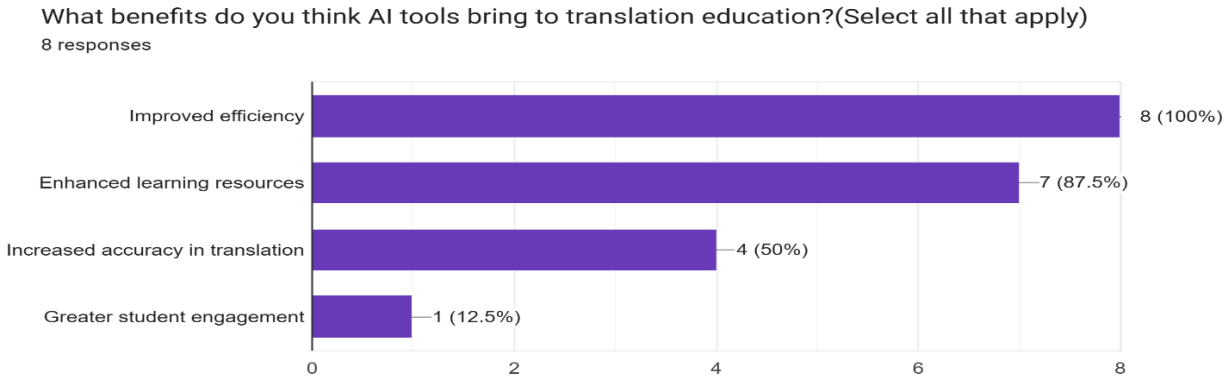

Figure (2): What benefits do you think AI tools bring to translation education?

Figure (2) shows that all respondents view "improved efficiency" and "enhanced learning resources" as the primary benefits of AI integration in translation education, with 100% and 87.5% agreement, respectively. In contrast, "increased accuracy" and "student engagement" are considered less important advantages, receiving support from only 50% and 12.5% of respondents.

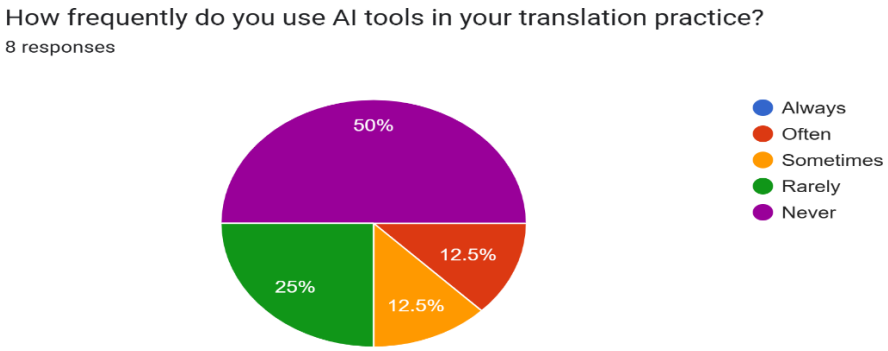

Figure (3): How frequently do you use AI tools in your translation practice?

Figure (3) shows that 50% of the respondents (4 teachers) "never" use AI tools in class, while 2 respondents "rarely" use them. The other two respondents "often" and "sometimes" use AI tools.

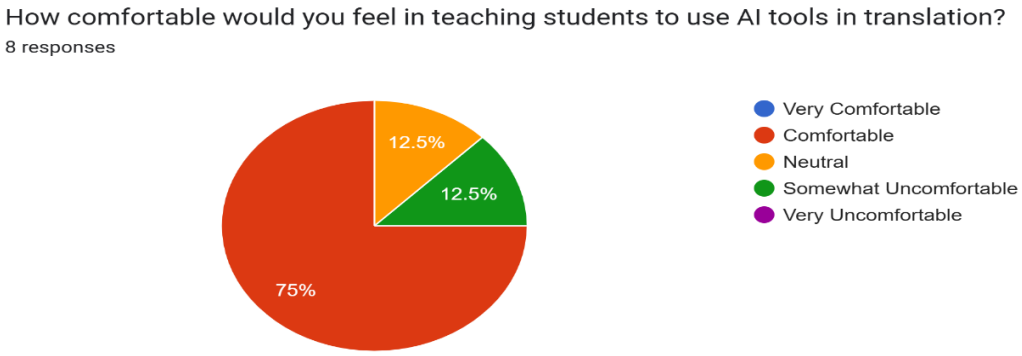

Figure (4): How comfortable would you feel in teaching students to use AI tools in translation?

Figure (4) indicates that most respondents (6 teachers), accounting for 75%, feel "comfortable" teaching students how to use AI tools. The remaining two respondents, each representing 12.5% of the total, identified as "Very Comfortable" and "Comfortable," respectively.

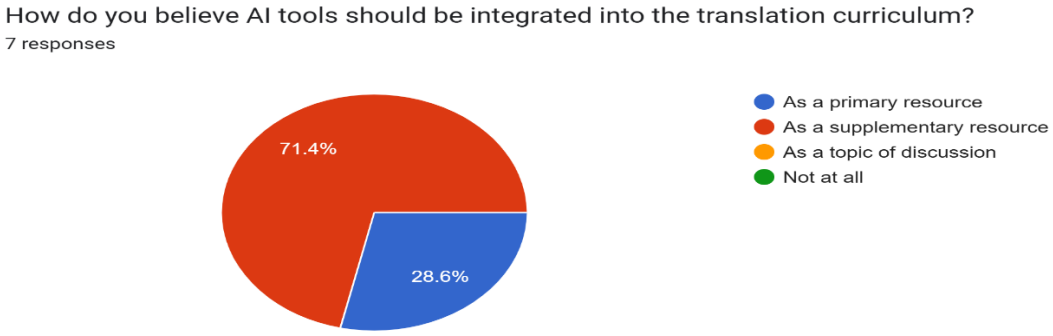

Figure (5): How do you believe AI tools should be integrated into the translation curriculum?

Figure (5) indicates that the majority of respondents 71.4% believe AI tools should be integrated into the translation curriculum as a "supplementary resource", while a significant portion 28.6% believe they should be used as a "primary resource".

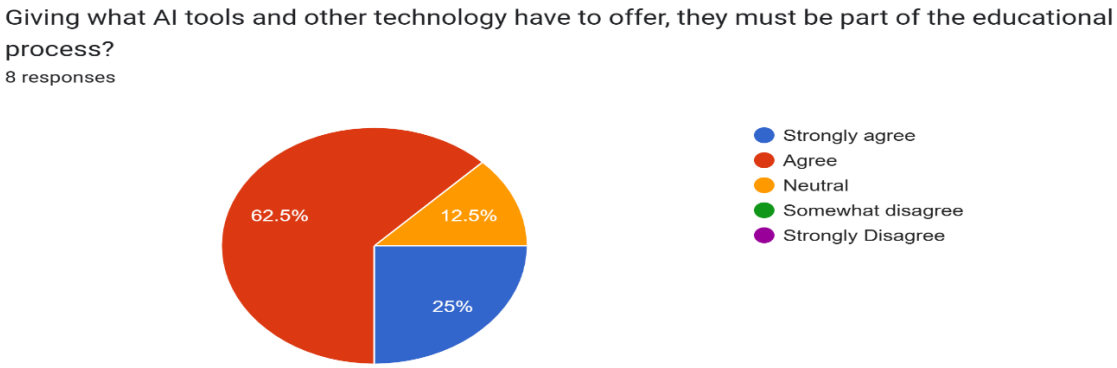

Figure (6): Giving what AI tools and other technology have to offer, they must be part of the educational process?

Figure (6) shows a strong positive sentiment among the respondents regarding the need to incorporate AI tools and other technology into the educational process, with over 87.5% either "Strongly agreeing" or "Agreeing" with this idea. The remaining respondents are " Neutral " (12.5%). Noone disagreed with having AI tools in the curriculum.

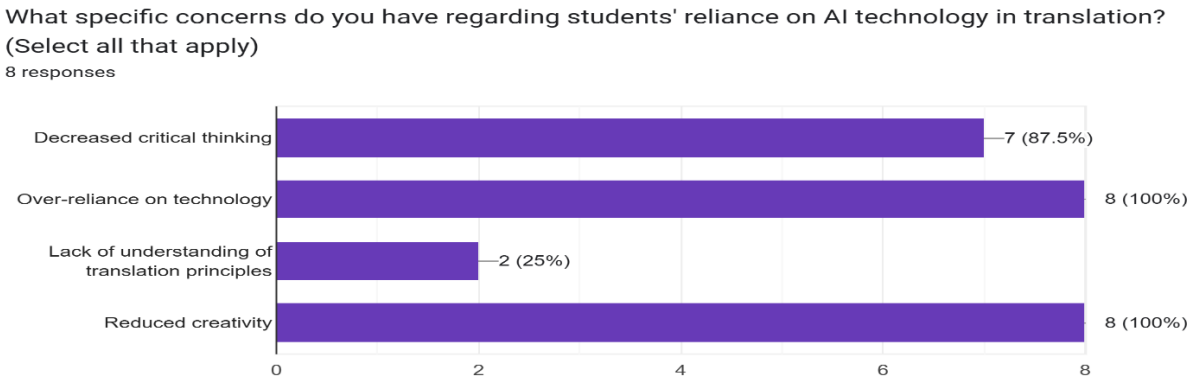

Figure (7): What specific concerns do you have regarding students' reliance on AI technology in translation?

Figure (7) indicates all respondents 100% believe that the primary concerns of students' reliance on AI tools are "over-dependence on AI technology", which can lead to a reduction in critical thinking and creativity among students in the translation process. The potential loss of fundamental translation skills and principles is also noted as a lesser, but still significant, concern

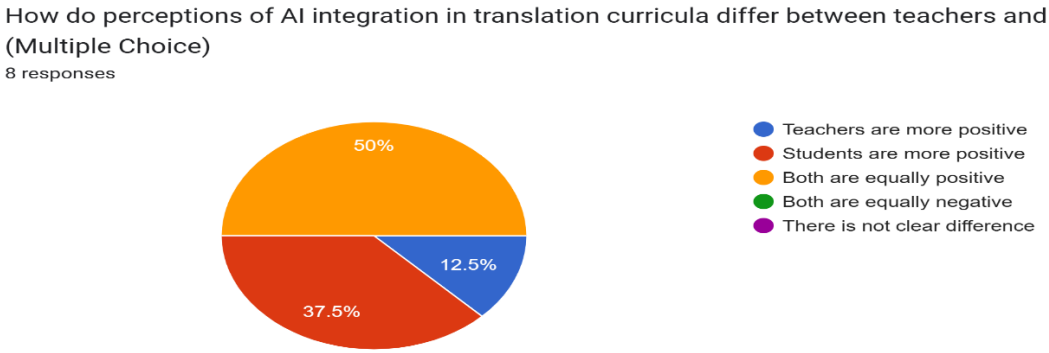

Figure (8): How do perceptions of AI integration in translation curricula differ between teachers and students?

Figure (8) shows that 50% of the respondents think that "teachers and students are both positive: about the integration of AI tools in the translation courses while 37.5% think that "students are mor positive".

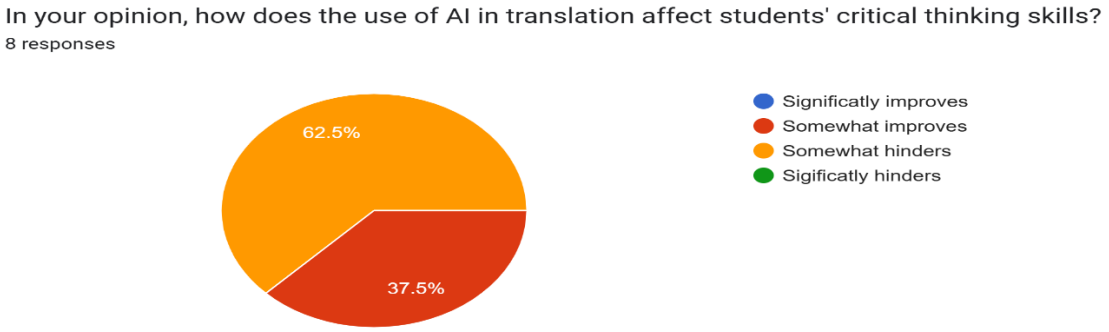

Figure (9): In your opinion, how does the use of AI in translation affect students' critical thinking skills?

Figure (9) indicates that the majority of respondents 62.5% believe that the use of AI in translation has a negative impact on students' critical thinking abilities, with a significant percentage 37.5% seeing it as a significant improvement. This implies that the integration of AI-powered translation tools in educational settings may be hindering students' analytical and problem-solving capabilities due to the reliance on the production of AI tools without having to think about the problems.

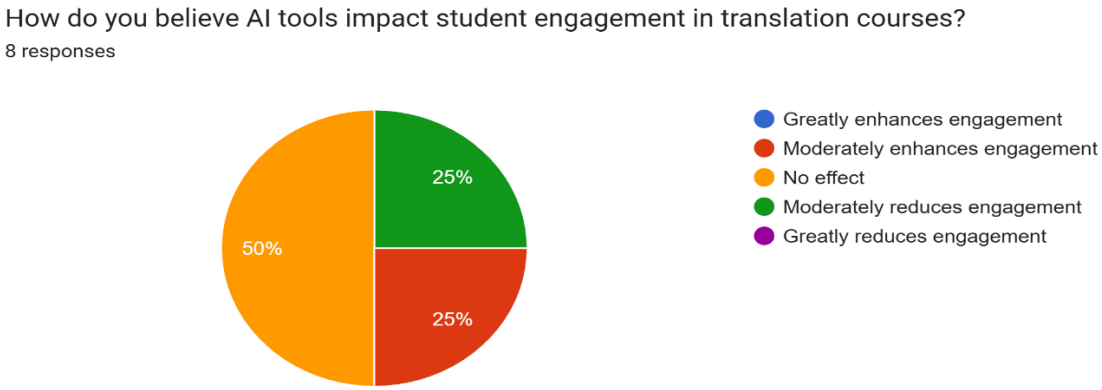

Figure (10): How do you believe AI tools impact student engagement in translation courses?

Figure (10) shows that 50% of respondents think AI tools have "no effect" on student engagement. Interestingly, the remaining respondents are divided, with 25% believing these tools "moderately enhance engagement" and another 25% feeling they "moderately reduce engagement."

4.1.2 Open-Ended Questions

The second section of the questionnaire consists of five open-ended questions designed to gather qualitative insights. Unlike multiple-choice or scaled questions, open-ended responses allow participants to express their thoughts, experiences, and opinions in their own words. This approach enables the collection of nuanced data that can provide a deeper understanding of the topic under investigation. The questions are intentionally broad to encourage diverse perspectives and unfiltered feedback, which can be analyzed to identify themes, patterns, and unique viewpoints.

Q1- How do you think the role of AI in translation education will evolve in the next five years?

All respondents expressed positive sentiments about the evolution of AI tools over the next five years. As one respondent noted, AI tools "*would save time and effort, making them more in demand and leading to further advancements in their capabilities*."

Q2- In your opinion, how can AI tools be used to support the development of critical thinking and problem-solving skills in translation?

Respondents have slightly different view on this matter as four of them believe that AI tools would have negative impact on critical thinking and problem solving in translation due to the reliance on AI tools to do all the work for them. In contrast, other teachers argue that, with appropriate planning, AI tools can be used effectively without compromising these skills by teaching students to analyze texts prior to utilizing AI. All teachers state that students have to learn how to translate and solve problems on their own based one the theories they were taught. Teachers believe that integration of AI tools need to be delayed to the final course of translation so students get a chance to have two courses in which they learn to apply what they have learnt from the translation theories and challenge themselves to analyze and think about solutions for the problems they face in the translation instead of relying on AI tools so soon.

Q3- What technical challenges would you face if you decide to use AI tools in translation courses?

Respondents have all agreed that the main challenge would be the lack of a proper infrastructure. One respondent said "*Small class sizes and good internet connection and even a language lab is needed to have a proper learning class".* While another respondent said "*not having access to professional AI tools as the good ones are costly".*

Q4- How do you propose improving the technical infrastructure to better support the use of AI tools in translation education?

All respondents stressed on fact that in order to successfully integrate AI tools into the courses, it is a must to have the right infrastructure of language labs, good internet access, access

to good AI tools and having small class sizes One respondent suggested that *"Implement training sessions for both educators and students on how to effectively use AI tools"*.

Q5- What recommendations would you make for future research on AI integration in translation education?

There is a consensus among respondents that further research is needed on the use of AI tools in translation. Two respondents specifically suggested conducting studies to explore the impact of AI tools on students. Another respondent emphasized the importance of "reading more on computational linguistics to better understand how machines process language."

4.2 Analysis of the students' questionnaire

The student's questionnaire consists of 10 MCQs. Here is the analysis of the items:

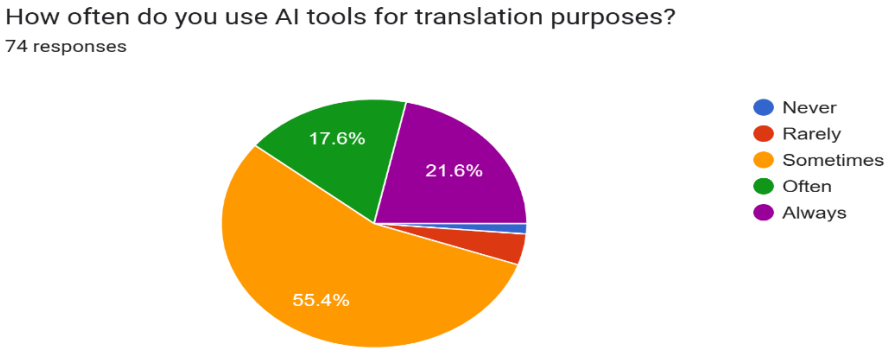

Figure (11): How often do you use AI tools for translation purposes?

Figure (11) suggests that the 55.4% of respondents sometimes use AI tools for translation purposes, while 21.6% always use them and 17.6% often use AI for translation. The remaining participants are more skewed towards occasional or rare.

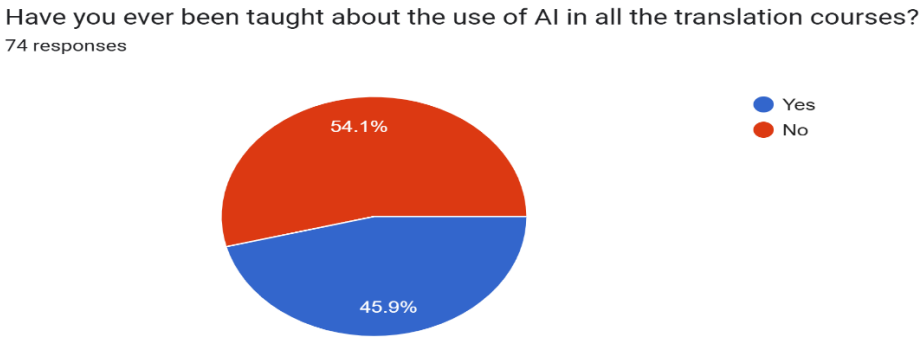

Figure (12): Have you ever been taught about the use of AI in all the translation courses?

Figure (12) shows that 45.9% of respondents answered "Yes", 54.1% answered "No" which indicates that the majority are not aware of the AI tools.

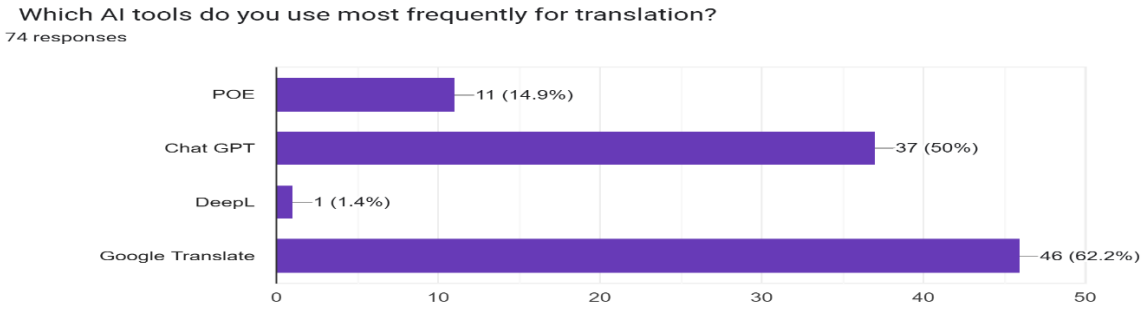

Figure (13): Which AI tools do you use most frequently for translation?

Figure (13) shows that Google Translate is the most frequently used AI tool, with 46 respondents (62.2%) while Chat GPT is the second most frequently used AI tool, with 37 respondents (50%). POE is used by 11 respondents (14.9%) and finally DeepL is only used by only 1 respondent (1.4%).

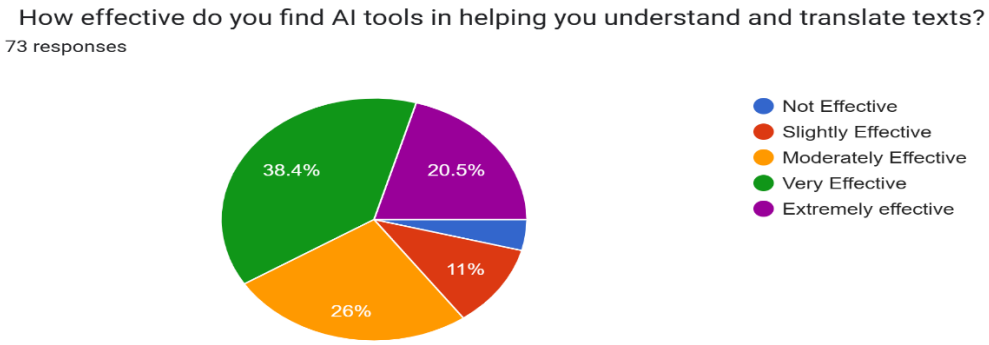

Figure (14): How effective do you find AI tools in helping you understand and translate texts?

Figure (14) illustrates the responses to the question, revealing that 38.4% of respondents consider AI tools to be "Very Effective" for understanding and translating texts, while 26% view them as "Moderately Effective." Additionally, 20.5% rate the tools as "Slightly Effective," and another 20.5% find them "Extremely Effective." Conversely, 11% of participants believe that AI tools are "Not Effective."

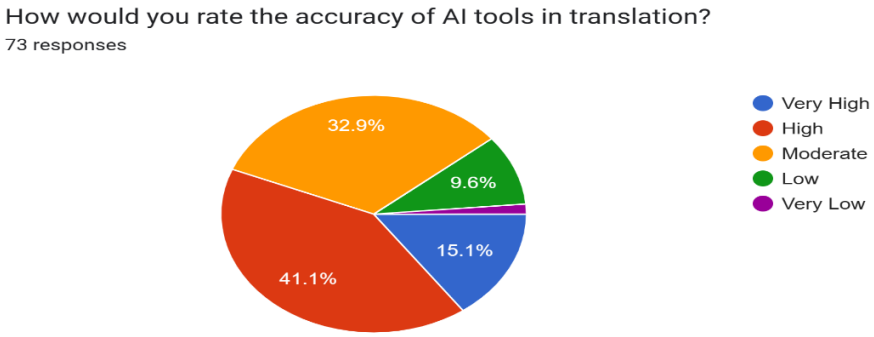

Figure (15): How would you rate the accuracy of AI tools in translation?

Figure (15) provides a clear overview of the perceived accuracy of AI tools in translation, with the majority of respondents (74%) rating the accuracy as either "High" or "Very High". This suggests that a significant portion of the surveyed population finds the translation accuracy of AI tools to be satisfactory.

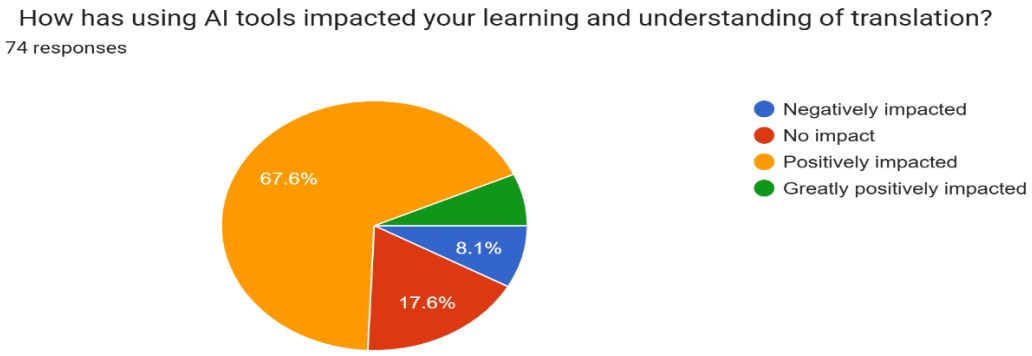

Figure (16): How has using AI tools impacted your learning and understanding of translation?

Figure (16) shows that the majority of participants, 67.6%, believe AI tools have had a "positive impact" on them. Additionally, 6.8% of respondents feel the tools have had a "greatly positive impact." However, 17.6% of participants reported that AI tools had no impact on them. Furthermore, 8.1% of respondents indicated the tools have had a "negative impact."

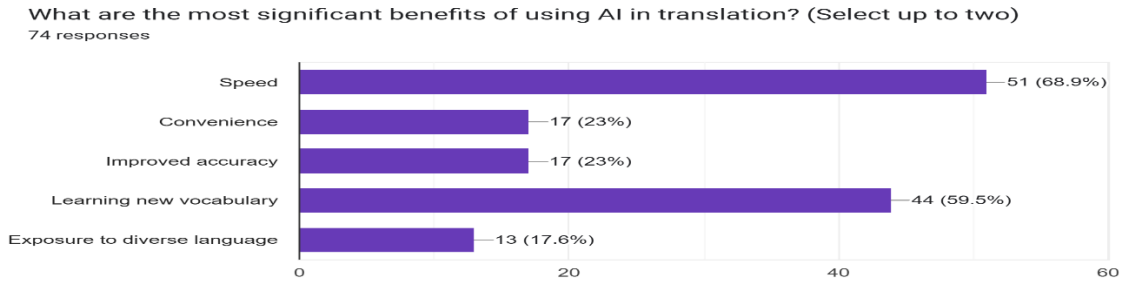

Figure (17): What are the most significant benefits of using AI in translation?

Figure (17) highlights that the primary benefits of using AI in translation, as perceived by the respondents, are related to efficiency “speed” with 68.9% and “learning new vocabulary” with 59.5%.

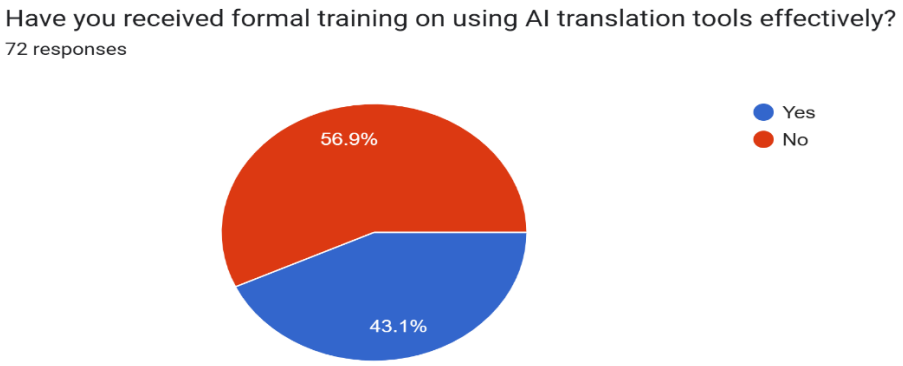

Figure (18): Have you received formal training on using AI translation tools effectively?

Based on the data shown in Figure (18), the majority of respondents (56.9%) have not received formal training on using AI translation tools effectively, while a smaller percentage (43.1%) have received such training.

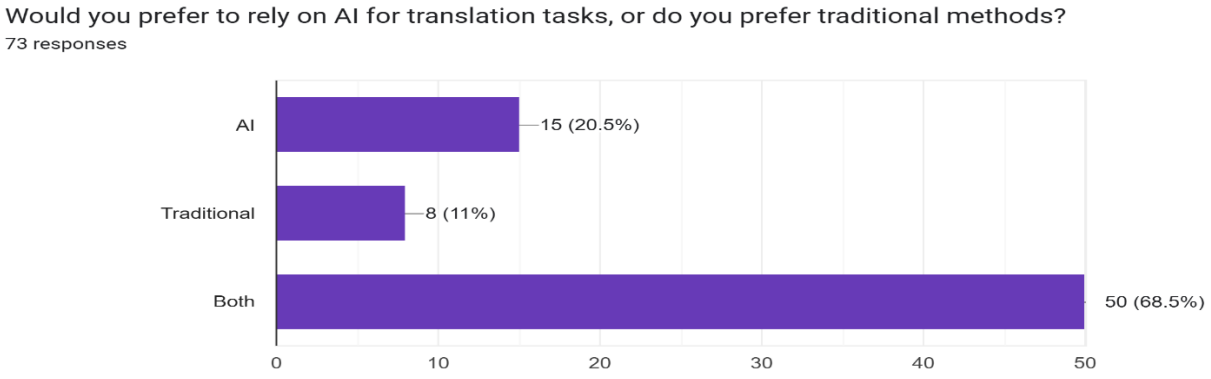

Figure (19): Would you prefer to rely on AI for translation tasks, or do you prefer traditional methods?

According to the survey results shown in figure (19) above, the majority of respondents (68.5%) prefer to rely on both AI and traditional methods for translation tasks. Only 20.5% prefer to rely solely on AI, while 11% prefer to rely on traditional methods alone**.**

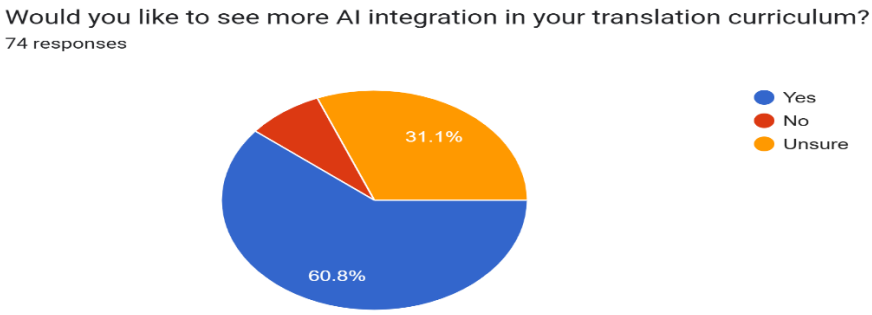

Figure (20): Would you like to see more AI integration in your translation curriculum?

Figure (20) shows that the majority of respondents, 60.8%, are in favor of incorporating more AI integration into their translation curriculum. Meanwhile, 31.1% of respondents are unsure about whether they would like to see more AI integration in their translation studies. The remaining 8.1% do not want to see increased AI integration

6. Discussion of the findings

This study's findings underscore positive perceptions of both teachers and students on having AI tools integrated into the translation courses curriculum. Both teachers and students are excited about the idea of integrating AI Tools into the translation curriculum and they acknowledge that the world is heading towards a world-lead AI. However, teachers are more vigilant than students regarding disadvantages of the AI tools. Teachers expressed clear concerns about how students might use AI tools without paying attention to the flaws of such technology. Teachers expressed that reliance on AI could negatively impact critical thinking and problem-solving skills of the students. According to the teachers, if these tools are available to students and they are encouraged to use them, they might over rely on these tools which would likely have a negative impact on their critical thinking and problem-solving skills. Students might depend entirely and solely on the AI tools which would hinder their critical thinking and their problem-solving skills. In other words, students might stop thinking about analyzing the translation texts and stop thinking about finding solutions for the problems they face in the translation of texts because AI tools do that on their behalf. Teachers state that there is a need to create an environment that emphasizes critical thinking and that students are trained to the translation principles and taught theories. Teachers advise that training students on AI tools could be delayed to the last course of translation and give a space for students to learn how to translate on their own in the first two courses. Once that is achieved, training of AI tools could be conducted in the final course of translation. Achieving this balance may require adjustments to the curriculum, including targeted training on the ethical use of AI in translation. Additionally, teachers unanimously stated that adequate infrastructure needs to be put in place as this would be the primary challenge. Small class sizes and the necessity of a reliable internet connection and provision of a language lab would facilitate the learning process.

The findings indicate a prevalent use of AI tools among students for translation, with a strong preference for combining AI and traditional methods. However, there is a clear need for enhanced education and formal training regarding AI tools to maximize their potential benefits in translation studies. The desire for greater integration of AI into the curriculum reflects an acknowledgment of its growing importance in the field.

The use of AI in translation courses offers a valuable opportunity to improve learning experiences for students in English departments. While the benefits of increased accuracy are evident, it is essential to address the risks associated with over-reliance on technology. Future research should aim to establish best practices for effectively integrating these tools into translation curricula, ensuring that students are well-prepared for the challenges of modern translation while developing crucial cognitive skills. Further research needs to be conducted to investigate the impact of using AI tools by students to assist teachers and the department to draw a plan of how AI tools are utilized in the course so students can get the benefits of these tools and be vigilant of the flaws.

To sum up, the study clearly shows the positive attitudes of teachers and students about the integration of AI tools into the translation courses. Despite the teachers' concerns, the study shows that such integration is doable giving that a clear teaching methodology and training is in place where students get the benefits of the AI. Further research is recommended to closely investigate the impact that AI tools would have on students.

6. Recommendations

1. **Enhanced Training Programs:**

It is crucial for translation courses to incorporate training on AI tools. This could include workshops, online courses, or interactive modules that provide practical experience with AI technologies.

2. **Focus on AI Tool Limitations:**

Teachers should address the limitations of AI tools in translation and teach students how to critically assess and complement AI-generated translations with human expertise.

3. **Encourage Research:**

Further research into the effectiveness of various AI tools and their impact on learning should be conducted. This can help in refining the tools and improving their integration into translation workflows.

4. **Develop Best Practices:**

Establish best practices for using AI in translation, which can guide translators in making the most of these tools while being aware of their limitations.

Bibliography

Baker, M. (2019). AI and the future of translation. Journal of Translation Studies, 25(3), 123-145.

Baker, M., & McMahon, P. (2022). Teaching translation in the age of AI: Challenges and opportunities. *Translation and Technology Review*, 18(1), 45-67.

Gardner, H., & Marek, S. (2020). Ethical considerations in AI-assisted translation education. *New Approaches to Language Education,* 6(1), 15-30.

Gao, W. (2022). Students' perceptions of AI in translation education: *A mixed-methods study. International Journal of Language and Linguistics,* 10(2), 79-95.

Koehn, P. (2020). Statistical machine translation. Cambridge University Press.

Li, J., & Xu, F. (2021). Enhancing student engagement through AI tools in translation education. *Journal of Educational Technology,* 27(4), 250-266.

Meyer, S. (2020). Faculty perspectives on integrating AI into translation curricula. *Translation Review,* 15(2), 90-105.

O'Brien, S. (2021). The role of AI in professional translation: Current trends and future directions. *International Journal of Translation and Interpreting Research*, 17(2), 67-84.

Schäffner, C. (2023). AI in translation education: A double-edged sword? Journal of Applied Linguistics and Language Research, 10(1), 205-220.

Zarei, R., & Mansouri, S. (2021). The impact of AI on translation education: Dependency vs. independence. *Translation Studies*, 14(3), 223-240.