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AI-Supported Translation Learning in EFL Contexts: Insights from Students

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ABSTRACT
The rapid integration of artificial intelligence (AI) has transformed language education, including translation learning in English as a Foreign Language (EFL) contexts. In translation classrooms, AI-based tools such as machine translation engines, large language models, and AI-assisted revision systems are increasingly used to support comprehension, problem-solving, and decision-making. However, empirical studies that foreground students' perspectives on AI-supported translation learning remain limited, particularly in EFL higher education. This study explores EFL students' experiences, perceptions, and learning practices related to the use of AI in translation learning. Adopting a qualitative research design, data were collected through semi-structured interviews with undergraduate students enrolled in a translation course in an English Education program. The data were analyzed using thematic analysis to identify recurring patterns across participants' accounts. The findings reveal seven major themes, including AI as a cognitive support tool, a scaffold for linguistic and cultural awareness, a trigger for metacognitive reflection, and a source of ethical consideration. Overall, the study shows that students perceive AI not as a shortcut, but as a learning companion that reshapes their translation strategies and awareness. These findings contribute to a deeper understanding of AI-mediated translation learning and offer pedagogical insights for the meaningful integration of AI in EFL translation education.

ABSTRACT
Integrasi kecerdasan buatan (Artificial Intelligence/AI) telah membawa perubahan signifikan dalam pembelajaran bahasa, termasuk pembelajaran penerjemahan di konteks English as a Foreign Language (EFL). Di kelas penerjemahan, berbagai alat berbasis AI seperti mesin penerjemah, model bahasa besar, dan sistem revisi otomatis semakin dimanfaatkan untuk mendukung pemahaman teks, pemecahan masalah, dan pengambilan keputusan. Meskipun demikian, penelitian empiris yang menyoroti pandangan mahasiswa terhadap pembelajaran penerjemahan berbantuan AI masih terbatas, khususnya di pendidikan tinggi EFL. Penelitian ini bertujuan untuk mengeksplorasi pengalaman, persepsi, dan praktik belajar mahasiswa EFL dalam pembelajaran penerjemahan berbasis AI. Penelitian ini menggunakan desain kualitatif dengan pengumpulan data melalui wawancara semi-terstruktur terhadap mahasiswa Program Studi Pendidikan Bahasa Inggris yang sedang menempuh mata kuliah penerjemahan. Data dianalisis menggunakan analisis tematik. Hasil penelitian mengungkap tujuh tema utama, antara lain AI sebagai alat bantu kognitif, penopang kesadaran linguistik dan budaya, pendorong refleksi metakognitif, serta aspek etis dalam penggunaan AI. Temuan menunjukkan bahwa mahasiswa memandang AI sebagai mitra belajar yang membentuk strategi dan kesadaran penerjemahan mereka. Penelitian ini memberikan kontribusi teoretis dan praktis bagi pengembangan pembelajaran penerjemahan berbasis AI di konteks EFL.

1. INTRODUCTION

The rapid advancement of artificial intelligence (AI) has profoundly reshaped the landscape of language education, including the field of translation studies. AI-driven technologies such as neural machine translation systems, intelligent writing assistants, and large language models are now widely accessible to students and have become embedded in everyday academic practices. In translation classrooms, these tools are no longer peripheral aids but increasingly function as integral learning resources that influence how students comprehend source texts,

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generate target-language renditions, and evaluate translation quality. This technological shift has prompted renewed discussion about the nature of translation learning in the digital age and the pedagogical implications of AI integration.

Within English as a Foreign Language (EFL) contexts, translation learning presents distinct challenges and opportunities. EFL students are expected to negotiate meaning across languages while simultaneously dealing with limited linguistic resources, incomplete cultural knowledge, and varying degrees of academic literacy. Translation pedagogy in such contexts ideally seeks to foster strategic competence, critical awareness, and reflective decision-making rather than encouraging mechanical reliance on automated outputs. However, the increasing availability and sophistication of AI tools complicate this pedagogical ideal, raising questions about how these technologies are actually used by students and how they shape learning processes in real classroom settings.

Empirical observations in higher education reveal that many students now routinely turn to AI tools during translation tasks, often in the absence of explicit instructional guidance. While some educators express concern that such practices may promote surface-level learning, dependency, or ethical ambiguity, others argue that AI has the potential to function as a powerful cognitive and metacognitive scaffold when used critically. This tension reflects a broader discrepancy between theoretical expectations of translation pedagogy and the realities of technology-mediated learning practices in contemporary classrooms. Understanding how students navigate this tension is therefore essential for developing informed and realistic pedagogical responses.

From a theoretical standpoint, contemporary models of translation competence, such as the EMT framework, conceptualize translation as a multidimensional activity that extends beyond linguistic transfer to include strategic, technological, interpersonal, and professional competencies. In this view, technological competence is not optional but constitutes a core component of translator development. AI tools, when meaningfully integrated, may support the development of these competencies by enabling students to explore alternative formulations, reflect on translation choices, and engage in iterative revision. Nevertheless, empirical evidence remains limited regarding how students themselves perceive this integration and how AI-mediated practices intersect with their learning strategies and awareness, particularly in EFL higher education contexts.

Existing scholarship on AI and translation has predominantly focused on professional translation practices, tool evaluation, and post-editing workflows. Studies have documented how machine translation reshapes translators' work processes and skill requirements, emphasizing efficiency and technological literacy. In educational settings, some research suggests that machine translation can serve as a pedagogical resource that encourages comparison, critical analysis, and revision when appropriately guided. More recent studies have begun to explore generative AI in language learning, highlighting its potential to support learner autonomy, interaction, and feedback. However, much of this research concentrates on general language skills such as writing or speaking, with relatively little attention given to translation learning as a distinct pedagogical domain.

Moreover, research conducted in EFL contexts remains comparatively scarce, particularly studies that foreground students' voices. While some investigations indicate that students use AI tools strategically and pragmatically, these studies often stop short of examining how learners conceptualize AI's role in their learning or how it influences their cognitive and metacognitive engagement with translation tasks. As a result, current understandings of AI-supported translation learning tend to privilege outcomes, efficiency, or tool performance over learners' lived experiences and meaning-making processes.

This lack of student-centered qualitative research points to a significant gap in the literature. There is limited insight into how EFL students perceive AI not merely as a technological aid but as part of their broader learning ecology, shaping how they plan, monitor, and evaluate their translation work. Addressing this gap is crucial because students' perceptions and beliefs directly influence how they engage with AI tools and how effectively these tools support learning.

Without such understanding, pedagogical interventions risk being misaligned with learners' actual practices and needs.

Against this backdrop, the present study seeks to explore AI-supported translation learning from the perspective of EFL students themselves. By examining how students perceive, use, and reflect on AI in translation tasks, the study aims to illuminate the learning benefits, challenges, and ethical considerations associated with AI-mediated translation practices. In doing so, it positions students as active agents who negotiate the affordances and limitations of AI rather than passive recipients of technological outputs.

The study is guided by the overarching aim of deepening understanding of how AI functions as a learning support in EFL translation contexts. Specifically, it investigates students' experiences of using AI tools, their perceptions of the role these tools play in supporting translation learning, and the ways in which AI use influences their strategies, awareness, and confidence. By adopting a qualitative approach, the study captures the complexity and nuance of students' experiences that are often obscured in quantitative or tool-centered research.

The significance of this study lies in its contribution to translation education scholarship from a learner-centered perspective. Theoretically, it enriches discussions of AI-mediated learning by situating technology within students' cognitive, metacognitive, and ethical reflections. Practically, the findings offer insights for educators seeking to integrate AI into translation pedagogy in ways that promote critical engagement rather than unreflective dependence. Methodologically, the study demonstrates the value of qualitative inquiry in uncovering how emerging technologies are appropriated by learners in specific educational contexts.

The novelty of this research resides in its focus on EFL students' lived experiences of AI-supported translation learning and its use of in-depth qualitative analysis to capture students' voices. Rather than evaluating AI tools in isolation, the study examines how AI is embedded in students' learning processes and meaning-making practices, offering a perspective that moves beyond questions of efficiency or accuracy toward a more holistic understanding of learning in the age of artificial intelligence.

2. METHOD

This study adopted a qualitative research design with a descriptive and exploratory orientation to gain an in-depth understanding of EFL students' experiences of AI-supported translation learning. A qualitative approach was considered most appropriate because the focus of the study was not to measure the frequency or effectiveness of AI use, but to explore how students perceive, interpret, and make meaning of their engagement with AI tools during translation activities. The exploratory nature of the design allowed the researcher to examine students' practices and reflections without imposing predetermined categories, thereby enabling rich, context-sensitive insights into learning processes that are often complex and dynamic.

The participants of the study were undergraduate students enrolled in an English Education program who were taking a translation course at the time of data collection. A purposive sampling technique was employed to select participants who had direct and sustained experience using AI tools in completing translation tasks. This sampling strategy ensured that the participants were information-rich cases capable of providing meaningful insights into the phenomenon under investigation. The participants represented varying levels of English proficiency and differing degrees of familiarity with AI technologies, which allowed the study to capture a range of perspectives and learning experiences rather than a single, homogeneous viewpoint.

The research was conducted at a public university in Indonesia over the course of one academic semester. This setting was particularly relevant because, although AI tools were not formally integrated into the translation curriculum, they were widely and informally used by students as part of their independent learning practices. The temporal scope of one semester enabled the researcher to capture students' reflections based on sustained engagement with translation tasks rather than isolated or short-term experiences, thereby enhancing the contextual depth of the findings.

Data were collected primarily through semi-structured interviews, which served as the main research instrument. The interview guide was designed to elicit detailed accounts of students' experiences with AI in translation learning, including how they used AI tools, how they evaluated AI-generated outputs, and how they reflected on ethical and pedagogical considerations. The semi-structured format provided a balance between consistency across interviews and flexibility to probe emerging issues and follow participants' narratives in greater depth. To ensure the clarity and relevance of the questions, the interview guide was reviewed by experts in language education and translation studies prior to data collection.

The data collection process involved conducting individual interviews with students enrolled in the translation course. All participants were informed about the purpose of the study and provided their consent prior to participation. Interviews were conducted in a manner that allowed participants to express their views comfortably and openly, and all interviews were audio-recorded with permission. To uphold ethical standards, participants' identities were anonymized, and all data were treated confidentially throughout the research process.

Following data collection, the interview transcripts were analyzed using thematic analysis based on the framework proposed by Braun and Clarke. The analysis began with repeated reading of the transcripts to achieve familiarity with the data, followed by systematic coding to identify meaningful segments related to AI-supported translation learning. These initial codes were then examined and grouped into broader themes that captured recurring patterns across participants' accounts. The themes were reviewed and refined to ensure coherence, internal consistency, and relevance to the research objectives. Thematic analysis was selected for its flexibility and suitability for interpreting qualitative data in a way that foregrounds participants' perspectives while allowing theoretical insights to emerge inductively from the data

3. RESULT AND DISCUSSION

a. RESULTS

The analysis of interview data revealed seven interrelated themes that capture how EFL students experience and make sense of AI-supported translation learning. These themes reflect not only how students use AI tools during translation tasks, but also how they perceive the cognitive, linguistic, metacognitive, ethical, and affective dimensions of their learning processes. Rather than portraying AI as a single-purpose tool, the findings illustrate a nuanced and multifaceted role of AI in shaping students' engagement with translation tasks. Each theme is presented below with illustrative excerpts from participants' answers, followed by an interpretive analysis of the data. To facilitate an initial overview of these interrelated themes before their detailed elaboration, this table summarizes the seven themes and their core meanings, offering a visual synthesis of AI's roles in students' translation learning experiences.

Theme	**Core Role of AI**	**Key Student Perceptions**	**Learning Dimension**
AI as a Cognitive Support Tool	Cognitive extension in comprehension and drafting	Helps unpack complex texts and generate alternatives while decision-making remains with students	Cognitive
AI and the Development of Linguistic Awareness	Trigger for linguistic comparison and noticing	Encourages reflection on grammar, vocabulary, collocation, and naturalness	Linguistic
AI and Cultural Sensitivity in Translation	Supplementary cultural reference	Useful for checking appropriateness but limited in handling nuanced cultural meanings	Cultural
AI as a Catalyst for Metacognitive Reflection	Prompt for reflective thinking	Encourages questioning, monitoring, and evaluating translation choices	Metacognitive

AI as a Learning Scaffold toward Independence	Temporary learning support	Used more intensively at early stages and more selectively as confidence grows	Developmental / Autonomy
Ethical Awareness in AI Use	Ethical boundary negotiator	Raises awareness of originality, responsibility, and academic integrity	Ethical
Emotional and Motivational Support Provided by AI	Affective and motivational aid	Reduces anxiety, increases confidence, and sustains engagement	Affective / Motivational

AI as a Cognitive Support Tool

A dominant theme emerging from the data concerns students' perception of AI as a cognitive support that assists them in processing complex source texts and generating initial translation drafts. Students consistently described using AI to help them unpack dense academic sentences, identify possible meanings, and explore alternative renderings that they might not immediately consider on their own. One participant explained, *"AI helps me see possible meanings that I could not think of before, but I still decide which one fits the context."* This statement reflects a clear distinction made by students between AI-generated suggestions and their own interpretive responsibility as translators.

The analysis indicates that AI functioned as a form of cognitive extension rather than a substitute for human judgment. Students did not describe passively accepting AI outputs; instead, they used AI to broaden their interpretive horizon, especially when dealing with unfamiliar terminology or complex syntactic structures. In this sense, AI supported students' comprehension and problem-solving processes by reducing cognitive load at the initial stages of translation. However, decision-making authority remained with the students, who evaluated AI suggestions against contextual meaning, genre conventions, and assignment requirements. This finding suggests that AI-supported translation learning, as experienced by students, involves an active negotiation between technological assistance and human cognition.

AI and the Development of Linguistic Awareness

Another prominent theme relates to the role of AI in enhancing students' linguistic awareness, particularly in terms of grammar, vocabulary choice, collocation, and stylistic appropriateness. Students reported that AI-generated alternatives prompted them to compare different linguistic options rather than settling on the first translation that came to mind. As one student noted, *"When AI gives different versions, I start comparing which one sounds more natural."* This comparative process encouraged students to reflect on subtle differences in meaning and form.

From an analytical perspective, this theme indicates that AI use facilitated noticing and reflection, which are key components of language development. By exposing students to multiple translation possibilities, AI helped them become more sensitive to nuances in target-language expression. Several participants mentioned that they began to recognize patterns of natural usage, collocation, and register through repeated interaction with AI outputs. Importantly, students emphasized that this awareness emerged through evaluation and comparison, not blind acceptance. Thus, AI acted as a trigger for linguistic reflection, reinforcing students' awareness of language as a system of choices rather than fixed equivalents.

AI and Cultural Sensitivity in Translation

Cultural sensitivity emerged as a distinct theme, particularly in relation to translating idiomatic expressions, culturally bound terms, and context-specific meanings. Students described using AI to check whether a translation sounded culturally appropriate or acceptable in the target language. One participant remarked that AI was helpful in providing "a safer option" when dealing with expressions that might sound awkward or unnatural if translated literally.

At the same time, students demonstrated a critical awareness of AI's limitations in handling cultural nuances. Several participants noted that AI sometimes produced translations

that were grammatically correct but culturally inappropriate or overly generic. As a result, students emphasized the need to rely on their own cultural knowledge and contextual understanding when making final decisions. This theme highlights that students viewed AI as a supplementary reference rather than an authoritative source for cultural meaning. Their cautious use of AI reflects an emerging cultural awareness that aligns with the interpretive nature of translation, where meaning is inseparable from context and audience.

AI as a Catalyst for Metacognitive Reflection

The data also revealed that AI use prompted metacognitive reflection on translation choices and strategies. Students frequently described questioning why AI generated certain wordings or sentence structures, which led them to reflect on their own translation decisions. One student stated, *"I don't just accept the AI result; I ask why it chose that wording."* This reflective stance indicates that AI served as a stimulus for thinking about thinking, rather than merely producing answers.

Analytically, this theme suggests that AI-supported translation learning can foster metacognitive engagement when students critically interrogate AI outputs. By comparing their own translations with AI-generated versions, students became more aware of their strengths, weaknesses, and habitual strategies. This reflective process supported planning, monitoring, and evaluating—key aspects of metacognitive regulation. Rather than diminishing students' agency, AI appeared to make their decision-making processes more explicit, encouraging a deeper awareness of translation as a strategic and reflective activity.

AI as a Learning Scaffold toward Independence

Students frequently described AI as a form of learning scaffold that supported them at early stages of translation learning and gradually became less central as their confidence increased. Several participants explained that they relied more heavily on AI when they felt uncertain, particularly at the beginning of the course or when encountering unfamiliar text types. Over time, however, they reported using AI more selectively. One student explained that AI was "like training wheels" that helped them learn but was not always needed later.

This pattern suggests that AI use was dynamic rather than static. From an analytical standpoint, AI functioned as temporary support that enabled students to perform tasks they might not yet manage independently. As students' competence and confidence grew, they exercised greater control over when and how AI was used. This theme reinforces the idea that AI-supported translation learning can be developmental in nature, supporting progression toward greater autonomy rather than fostering long-term dependence.

Ethical Awareness in AI Use

Ethical considerations emerged as an important theme in students' accounts of AI use. Participants expressed concerns about over-reliance, originality, and academic integrity, particularly in relation to submitting AI-assisted translations as their own work. Students emphasized the importance of transparency and responsible use, often distinguishing between using AI as a learning aid and using it as a shortcut. One participant noted that using AI without understanding the result "feels like cheating myself."

This theme indicates that students were not unaware of ethical tensions surrounding AI use. Instead, they actively negotiated boundaries between acceptable and unacceptable practices. The analysis suggests that ethical awareness was closely tied to students' sense of responsibility as learners. Rather than viewing ethics as externally imposed rules, students framed ethical AI use as part of their learning identity, reinforcing the idea that AI-supported translation learning involves moral as well as cognitive dimensions.

Emotional and Motivational Support Provided by AI

The final theme highlights the affective dimension of AI-supported translation learning. Many students reported that AI reduced anxiety, increased confidence, and made translation tasks feel more manageable, particularly for those with lower language proficiency. Students described feeling less afraid of making mistakes because AI provided reassurance and immediate feedback. This emotional support was perceived as especially valuable when working with complex or unfamiliar texts.

From an analytical perspective, this theme underscores the motivational role of AI in sustaining engagement with challenging learning tasks. By lowering affective barriers, AI enabled students to persist in translation activities rather than avoiding them. However, students also acknowledged the importance of not becoming overly dependent on this reassurance, reinforcing the balance between emotional support and learner autonomy.

Taken together, the seven themes reveal that AI-supported translation learning is experienced by EFL students as a complex, reflective, and agentive process. Students did not perceive AI as a replacement for human translation competence, but as a multifaceted learning companion that supported cognitive processing, linguistic awareness, cultural sensitivity, metacognitive reflection, ethical reasoning, and emotional regulation. The findings suggest that AI use in translation learning is neither purely beneficial nor inherently problematic; rather, its educational value depends on how students engage with it critically and reflectively. These insights provide a rich empirical foundation for understanding AI's role in EFL translation classrooms and set the stage for deeper theoretical interpretation in the discussion section.

b. DISCUSSION

The findings of this study contribute to the growing body of research on AI-supported learning by demonstrating that EFL students engage with AI in translation tasks in an active, reflective, and agentive manner rather than as passive recipients of automated output. Consistent with previous studies on AI-assisted writing and translation (e.g., O'Neill, 2019; Lee, 2023), students in this study perceived AI primarily as a cognitive support tool that helps them manage complexity, reduce initial cognitive load, and explore alternative meanings. Importantly, the findings align with research suggesting that AI can function as a form of cognitive extension rather than cognitive replacement (Clark & Chalmers, 1998; Kohnke et al., 2023). Students' emphasis on retaining decision-making authority indicates that AI use did not diminish their role as interpreters but instead expanded their problem-solving capacity, particularly at the comprehension and drafting stages of translation. This reinforces the view that AI-supported translation learning can enhance higher-order thinking when learners maintain control over evaluative and interpretive processes.

In terms of linguistic development, the findings resonate strongly with prior research highlighting AI's role in fostering noticing, comparison, and reflection—key mechanisms in second language acquisition (Schmidt, 1990; Li & Hafner, 2022). Students' engagement with multiple AI-generated alternatives encouraged them to compare grammatical structures, lexical choices, and collocational patterns, supporting a view of translation as a process of informed choice rather than mechanical equivalence. Similar observations have been reported in studies on machine translation post-editing, where learners develop heightened linguistic awareness through evaluating and revising AI output (Garcia & Pena, 2011; Tsai, 2020). The present findings extend this literature by showing that such awareness emerges not only through correction but through deliberate comparison and reflection, suggesting that AI can act as a catalyst for deeper linguistic sensitivity when used critically in educational contexts.

The theme of cultural sensitivity further underscores the interpretive nature of translation learning in AI-supported environments. While previous studies have noted the limitations of AI in handling culturally embedded meanings and pragmatics (Bowker & Buitrago Ciro, 2019; Kenny & Winters, 2022), this study reveals that students are not naïve users of AI in this regard. Instead, they demonstrate an emerging critical awareness of AI's strengths and weaknesses, particularly when translating idiomatic or culturally bound expressions. Their cautious stance aligns with sociocultural perspectives on translation competence, which emphasize the inseparability of language, culture, and context (House, 2015; Pym, 2013). By positioning AI as a reference point rather than an authority on cultural meaning, students reinforced their own role as culturally responsible mediators, suggesting that AI use may actually heighten, rather than undermine, cultural awareness when integrated reflectively.

A particularly significant contribution of this study lies in its illumination of AI as a trigger for metacognitive reflection and self-regulation. The findings support and extend earlier work

indicating that AI tools can promote planning, monitoring, and evaluation processes when learners are encouraged to interrogate outputs rather than accept them uncritically (Zhang & Zou, 2022; Lai, 2023). Students' tendency to ask why AI generated certain translations reflects active engagement with metacognitive questioning, a core component of expert translation competence. This aligns with broader research on assessment-as-learning and self-regulated learning, which emphasizes reflection as central to sustainable competence development. Rather than obscuring students' thinking, AI appeared to externalize it, making translation decisions more visible and open to evaluation. This suggests that AI-supported translation learning, when framed appropriately, can strengthen metacognitive awareness rather than weaken it.

Finally, the ethical and affective dimensions identified in this study highlight aspects of AI use that are often underexplored in translation education research. Students' ethical concerns regarding over-reliance and academic integrity echo findings from recent studies showing that learners actively negotiate moral boundaries in AI-supported learning environments (Perkins, 2023; Cotton et al., 2024). Importantly, students framed ethical AI use as a matter of personal responsibility and learning integrity, not merely rule compliance. At the same time, the affective benefits of AI—such as reduced anxiety and increased confidence—support earlier findings that digital tools can lower affective barriers and sustain motivation, particularly for lower-proficiency learners (Dörnyei, 2005; Lee & Briggs, 2021). Together, these findings suggest that AI-supported translation learning is not only a cognitive and linguistic process but also an emotional and ethical one. The educational value of AI, therefore, lies not in automation itself but in how learners engage with it critically, reflectively, and responsibly within pedagogically guided contexts.

4. CONCLUSION AND RECOMMENDATION

This study set out to explore how EFL students experience and make sense of AI-supported translation learning, with particular attention to their cognitive, linguistic, metacognitive, ethical, and affective engagement. The findings demonstrate that AI is not perceived by students as a mere shortcut or replacement for human translation competence, but rather as a multifaceted learning companion that supports and reshapes their translation practices. Through students' narratives, AI emerged as a cognitive support that facilitates comprehension and problem-solving, a stimulus for linguistic and cultural awareness, a catalyst for metacognitive reflection, and a source of emotional reassurance during challenging translation tasks. Importantly, students consistently positioned themselves as active decision-makers who retained interpretive authority over AI-generated outputs.

Taken together, the results suggest that AI-supported translation learning in EFL contexts is best understood as a dynamic and agentive process. Students engaged with AI selectively and critically, using it as scaffolding that supported early learning and gradually fostered greater independence. Rather than diminishing learner agency, AI use appeared to make translation strategies and decision-making processes more explicit, thereby strengthening students' awareness of translation as a strategic, reflective, and ethically grounded activity. These findings challenge deficit-oriented views that portray AI as inherently detrimental to learning and instead highlight its potential pedagogical value when learners engage with it reflectively.

From a theoretical perspective, this study contributes to translation education and AI-mediated learning research by foregrounding students' lived experiences and meaning-making processes. It extends existing discussions of translation competence by illustrating how technological competence intersects with metacognitive regulation, cultural sensitivity, and ethical reasoning in real classroom contexts. Methodologically, the study demonstrates the value of qualitative, student-centered inquiry for capturing dimensions of AI use that are often overlooked in tool-focused or outcome-driven research.

Based on these conclusions, several recommendations can be proposed. First, translation educators are encouraged to acknowledge and integrate AI use explicitly into pedagogy rather than treating it as a hidden or problematic practice. Guided activities that promote critical evaluation, comparison, and reflection on AI outputs may help students maximize learning benefits while avoiding unreflective dependence. Second, ethical dimensions of AI use should be addressed not only through rules and policies but also through dialogic discussions that frame

responsible AI use as part of learners' professional and academic identity. Third, future research could extend this study by employing longitudinal designs to examine how students' engagement with AI evolves over time, or by exploring AI-supported translation learning across different institutional, cultural, or disciplinary contexts. Comparative studies involving instructors' perspectives or mixed-method approaches may also provide a more comprehensive understanding of AI's role in translation education.

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