

The Integration and Utilization of Artificial Intelligence (AI) in Supporting Older/Senior Lecturers to Adapt to the Changing Landscape in Translation Pedagogy

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Abstract

The incorporation of Artificial Intelligence (AI) in translation pedagogy has continued to change the intricacies of the field in such a way that translation educators are expected to frequently update themselves with current Artificial Intelligence (AI) translation tools. In the context of this dynamic pedagogical landscape, translation educators; especially, older/senior lecturers might find it difficult in adjusting to the changing requirements of instructional methods and educational processes. In the light of this identified challenge, the current research aims to explore the opinions of some selected translation lecturers to share their views on how AI can be utilized to support older/senior lecturers and aid them to adapt to the changing landscape of the domain of translation pedagogy. Using the Technology acceptability Model (TAM), this research strives to apply its fundamental principles and variables to understand the acceptability and adoption of artificial intelligence (AI)-driven tools among elderly educators within the framework of evolving translation pedagogy. In addition to this model, the research adopted a quantitative research methodology in gathering and analyzing the research data. An online survey item was used in collating the data. This online survey was conducted on seventy-nine (79) older/senior lecturers, who are also teaching translation courses in various universities. On the other hand, notable findings were made from the analysis conducted by the research. One among them is that these older lecturers find the utilization of AI tools in translation pedagogy is useful; as in these tools aid in effective teaching and learning of translation. Beyond the effectiveness of these tools, the research revealed that majority of older/senior lecturers affirmed that some of these tools are not easy to operate. Based on this finding, the research recommends training of translation educators on the use of these tools, and that the translation educators should adopt tools that are user friendly.

Keywords: Artificial Intelligence (AI), Translation Pedagogy, Translation Industry, Older/Senior Lecturers, Pedagogical Landscape, Translation Educators.

1. Introduction

Artificial Intelligence (AI) integration in the translation industry is one of the major factors that have brought a significant change in the field of translation pedagogy. This major change in translation industry extended not only beyond reformation of translation practices, but also how translation is being taught in the school curricula system. On the other hand, translation pedagogy is an academic discipline that encompasses the theoretical and practical aspects of instructing and acquiring translation skills. It centers

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on the educational processes involved in transferring textual content from a source language to a target language, while ensuring the preservation of the original text's meaning and contextual nuances. The field of translation pedagogy comprises a diverse array of subjects and practices that pertain to the education and training of translators and interpreters, as well as the cultivation of their translation abilities and proficiency, Liu et al. (2022).

Before the application of AI in the domain of translation pedagogy, translation education mostly used conventional methodologies that prioritized the development of human translation abilities and proficiency. According to Venuti (2012), conventional approaches to translation emphasized on the need of possessing a high level of proficiency in both the original language and the target language, specialized knowledge in the relevant subject matter, and a keen awareness of cultural conventions (Wang, 2023). Nevertheless, enhancement of language abilities and reading comprehension may be achieved by participation in training courses that prioritizes theoretical frameworks, linguistic analysis, and practical application. In this era, translators encountered difficulties when confronted with substantial volumes of content, specialist lexicon, and time-sensitive deliverables because of limited technological advancements and access to readily accessible digital resources (Alenezi, 2020; Awezbekova, 2022; Baker, 2000).

The technique of Artificial Intelligence (AI) found its way to the domain of translation pedagogy because of evolving demands of the translation industry. AI tools provide solution to several challenges faced in the traditional translation pedagogy, such as provision of appropriate translation teaching and learning tools, real-time feedback mechanism, efficiency, and speed, among others. While these tools prove to be beneficial to both translation teachers and learners, it is however, important to address the issue of adaptation to these tools; especially among those who teach translation. Some individuals tend to face challenges while using these tools as compared to others (Alordiah 2023; An et al. 2023; Chounta 2022). As such, this research utilized the Technology acceptability Model (TAM) to understand the acceptability and adoption of Artificial Intelligence (AI)-driven tools among elderly educators within the framework of evolving translation pedagogy (Snell-Hornby, 1995).

2. Literature Review

This section explores related literature on Artificial Intelligence (AI) in translation pedagogy. The essence of reviewing these works is to further provide a foundational understanding to this research.

2.1. Exploring Diverging Views on the Impact of AI on Translation Pedagogy

Undoubtedly, the incorporation of Artificial Intelligence (AI) in the translation pedagogy has set a paradigm shift to the domain of translation education. Nevertheless, divergent opinions on the impact of AI have surfaced, despite a growing consensus regarding its disruptive potential. According to Alordiah (2023), there's a chance that certain organizations and individuals will continue to hold the belief that integrating AI tools into higher education should be opposed. While using AI technology has numerous potential benefits, there are also justifiable worries and reasons for resistance. Regarding translation pedagogy, some translation teachers' reluctance to adopt AI technology in the classroom may be due to ethical concerns (Elbamna & Armstrong, 2023). In order words, certain individuals think that placing an excessive amount of value on artificial intelligence (AI) might eliminate the human element from the classroom, therefore diminishing the importance of one-on-one interaction, mentorship, and the cultivation of social and emotional skills (Jiang 2022; Seddik 2019). Supporting this proposition, Gibbs (2022) claimed that the usage of AI technology raises concerns that some duties within the educational system may become less valuable or employment may be lost.

Baidoo-Anu & Ansah (2023) expressed concern over lack of openness around the use of AI systems in terms of unequal access. The scholarly work posits that the reason why some people are reluctant to adopt AI-powered devices might be due to the growing disparity in educational opportunities. However, access to AI technology may be restricted by implementation challenges in underdeveloped countries or resource-constrained areas, widening the digital division and creating an uneven distribution of educational opportunities.

Another ethical issue addressed by the works of Bowker (2020), Ramírez-Polo & Vargas-Sierra (2023) and Üstünbaş (2023) is the issue of privacy. According to Üstünbaş (2023), utilization of these tools requires gathering of users' information to operate efficiently. The datasets in question have the potential to include sensitive or secret information. Artificial Intelligence (AI) technologies have the potential to compromise the secrecy of source texts by exposing them to external servers or cloud-based services.

Technology use may cause overreliance on AI tools by translation educators. According to Lim et al. (2023), a considerable number of educators have continued to depend on fundamental technologies, such as online game-based learning platforms and videoconferencing tools such as Microsoft Teams and Zoom, in order to simulate in-person instruction inside virtual environments. Since the objective is to use technology as a beneficial instrument in the field of translation pedagogy, it is therefore important to address these challenges associated with the utilizing AI tools. Nevertheless, the first step into tackling these issues as postulated by Alordiah (2023) is through inclusion of traditional translation pedagogy method along with the utilization of AI tools, while simultaneously upholding the ethical consciousness.

2.2. An insight into Technology Acceptance Model (TAM)

Whereas the integration of technology into the domain of translation pedagogy has proven beneficial to translation educators, there is a concern on how these educators perceive the usefulness of these tools. With the Technology Acceptance Model (TAM), perceptions of translation educators can be used to determine the degree to which they adapt and find these tools useful.

Technology Acceptance Model (TAM) is a widely acknowledged and significant theoretical model within the realm of technology adoption and use. However, it was created by Fred Davis during the latter part of the 1980s. Nevertheless, the model serves the purpose of elucidating and forecasting the adoption and utilization of information technology and systems by users. In other words, user attitudes towards system use are determined by their judgments of utility and convenience of use, Silva (2015).

Robert (2021) provided another perspective to the understanding of the framework. The scholarly work maintained that the said model provides practitioners with insights into the actions they may do before implementing technology. In order to achieve the goals, set out by the theory, a series of actions must be undertaken (Davis, 1989; Davis, 1993). According to Davis (1993), the first stage in the process involves a preliminary assessment known as 'technology acceptability'. This term refers to the appraisal of a product prior to any direct engagement with it (Erton, 2022). Nevertheless, this Technology Acceptance Model (TAM) mediates the connection between external elements, such as the qualities of information systems, and the actual use of these systems. The model was developed using the Theory of Reasoned Action (TRA), a psychological framework that was absent from the existing research on Information Systems at that period (Davis, 1989; Davis & Venkatesh 1995).

Furthermore, Robert (2021) identified two fundamental ideas that influence the TAM framework: perceived utility (PU) and perceived ease of use (PEOU). Whereas Perceived Usefulness (PU) refers to an individual's perception of the degree to which the use of a certain technology would improve their work performance or facilitates the completion of

tasks, Perceived Ease of Use (PEOU), on the other hand pertains to an individual's subjective evaluation of the level of user-friendliness shown by a given technology. If AI technologies are seen as user-friendly by translation instructors, there is a higher likelihood of their acceptance and integration into their teaching methodologies.

Another key component of the Technology Acceptance Model (TAM) framework, as identified in the works of Ibrahim et al. (2017), Abu-Dalbouh (2013) and Robert (2021), is Behavioral intention (BI) and Actual System Usage (ASU). BI refers to an individual's inclination or preparedness to use a certain technology. The phenomenon is impacted by the perception of utility (PU), and the perception of ease of use (POEU), Abu-Dalbouh (2013). On the other hand, Actual System Usage (ASU) refers to the real-world adoption and application of the technology. Within the realm of translation pedagogy, the assessment pertains to the extent to which instructors and learners are actively using artificial intelligence (AI) technologies into their instructional practices and translation assignments.

The Technology Acceptance Model (TAM) has been extensively used across diverse disciplines, settings, and geographical regions. These applications have shown the significant value of TAM as a theoretical framework for forecasting user behavior. In addition to its use in the area of information systems management, technology acceptance models have been employed in several other disciplines, such as marketing and advertising (Gefen, Karahanna & Straub, 2003; Dabholkar & Bagozzi, 2002; Gentry & Calantone, 2002).

2.3. Gap in the Literature

Existing literature on AI integration in translation pedagogy have seemingly explored the benefits and limitations of AI tools in translation teaching and learning. Nevertheless, plethora of studies has also investigated adaptation strategies that enable efficient utilization of technological tools by both translation teachers and learners. These studies have undoubtedly focused on the overall perspectives of artificial intelligence (AI) in the field of education. However, there is a scarcity of studies that specifically investigate as how Artificial Intelligence (AI) might provide effective assistance to older/senior lecturers within the field of translation pedagogy. This research hinges its aim upon this identified gap.

2.4. Research Questions

The following research questions guide the main objective of this research.

- A. To what extent do older/senior lecturers utilize AI in translation pedagogy?
- B. To what extend does AI support older/senior lecturers in adapting to changes in translation pedagogy?
- C. What are the factors that affect effective adaptation of AI by older/senior lecturers in their teaching activities?

3. Research Methodology

3.1. Research Approach

The present study used a quantitative research methodology. This methodology facilitates the collation, evaluation and description of large data, Creswell (2011). The data used in this investigation were obtained using an online questionnaire. The survey items in the questionnaire were based on a 5-point Likert Scale. The Likert scale is a widely used method for assessing the degree of agreement among respondents on the statements presented in a questionnaire. However, the scale was established with the following anchors: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly

agree. In order to achieve the study's purpose, the survey items were based on the fundamental principles of Technology acceptability Model (TAM).

3.2. Study Sample

The sample for the current research includes seventy-nine (79) older/senior lecturers, who are also teaching translation courses in various universities. These participants were also randomly selected from various online platforms to share their views regarding the provided research questions. However, the choice of selecting them was mostly determined by the duration of their professional experience and their academic credentials. Based on the demographic information of the respondents, the research observed disparity in the allocation of demographic variables, including gender, age, and years of professional background, among the individuals. Ethical considerations, such as informing the participants before gathering their information were also duly observed by the research.

Table 1: Demographic Variable

Category	Variable	Frequency	Percentage
Gender	Male	45	56.96%
	Female	34	43.04%
Age	Less than 45 years	4	5.06%
	46-55 years	32	40.51%
	56-65 years	34	43.04%
	66+ above	9	11.39%
Years of Experience	Less than 10 years	7	8.86%
	11-20 years	10	12.66%
	21-30 years	30	37.97%
	30+ above	32	40.51%
Academic Rank	Professor	12	15.19%
	Associate Prof.	31	39.24%
	Assistant Prof.	28	35.44%
	Lecturer	8	10.13%
Academic Qualification	Bachelors	11	13.92%
	Masters	22	27.85%
	PhD	46	58.23%

The above table depicts the demographic information of the research participants, which is summarized as follows.

- i. More than 50% male makes up the study participants, while the females make up the remaining percentage.
- ii. While the participants within the age range of 56-65 years are larger in number, the participants less than 45 years are smaller in number.
- iii. In terms of years of experience, majority of the participants (40.51%) have more than 30 years of experience in the field of translation pedagogy while 8.86% of them have less than 10 years' experience.

iv. Majority of the participants are associate professors by academic rank. Nevertheless, 35.44% are assistant professors while 15.19% of them are professors, and the remaining participants are lecturers.

v. Based on the provided demographic information, the participants are mostly PhD degree holders.

3.3. Data Collection Procedure

The research made use of an online questionnaire as its research tool. However, this survey contained two prominent parts. The first part contains the participants' demographic information, while the second part centers on the main objective of this research. The survey items that are contained in the second part of the questionnaire were developed based on the four constructs of the Technology Acceptance Model (TAM) framework, which includes Perceived Usefulness (PU), Perceived Ease of Use (PEU), Behavioral Intention to Use (BI), and Attitude (AT). These constructs were adjusted to align with the specific setting of the research. Additionally, this research offers a comprehensive elucidation of each construct and its pertinence to the matter under investigation.

3.4. Data Analysis Procedure

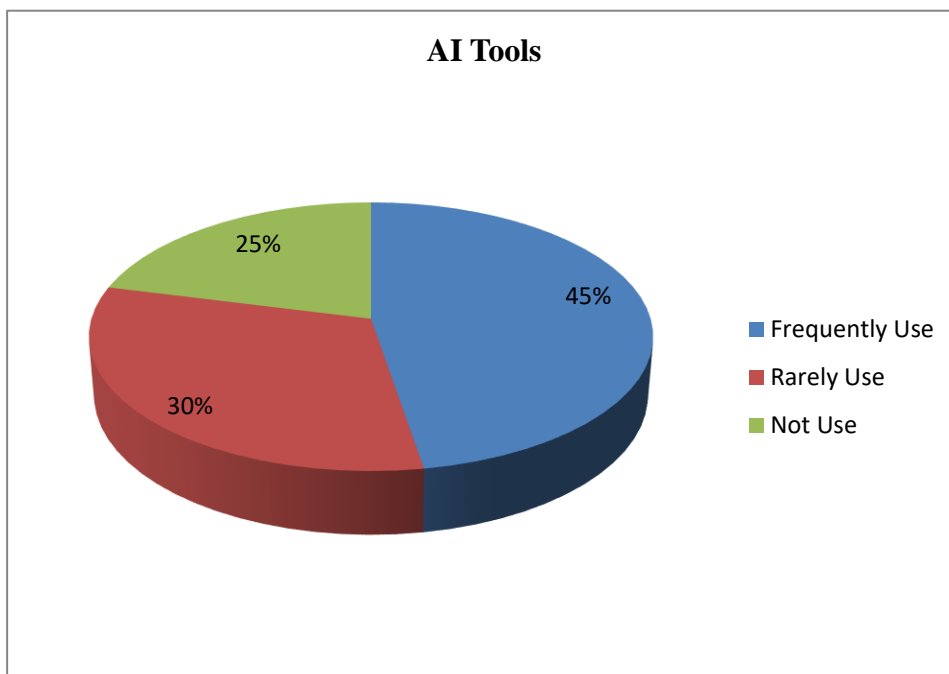
The study data, derived from the responses of the participants, were subjected to analysis using several statistical approaches, including the calculation of frequencies, percentages, mean values, and standard deviations.

3.5. Data Presentation and Analysis

The aim of this section is centered on the presentation of the research data. Subsequently, the research data would be analyzed based on the three identified research questions.

I). To what extent does the older/senior lecturers utilize AI in translation pedagogy?

Figure 1: Distribution of the responses of Older/Senior s' AI Use



The pie chart above represents the data on the extent the research participants make use of AI tools in translation pedagogical activities.

The data provided above, indicate that out of the seventy-nine (79) research participants, only 40% of them make use of AI tools during translation pedagogical activities.

However, 30% of the participants affirmed that they rarely use these tools while the remaining 25% of the participants confirmed that they do not integrate AI use while teaching the students.

Nevertheless, there could be possible reasons why majority of these lecturers do not frequently use these tools. However, factors that are responsible for this are discussed in the third research question.

II). To what extent does AI support the older/senior lecturers in adapting to changes in translation pedagogy?

The survey items that are contained in the above research questionnaire were created based on the four core components of the TAM framework. They are listed as under.

- A. Perceived Utility
 - a. Teaching and learning of translation is made easier with the use of AI tools.
 - b. Do AI tools increase translation educators' productivity?
 - c. Can AI tools enhance your ability to adapt to changes in translation pedagogy?
- B. Perceived Ease of Use
 - d. Are AI tools easy to use in teaching and learning of translation?
 - e. Can you navigate through AI tools without external guidance?
- C. Behavioral Intention
 - f. Do you intend to frequently use AI tools teaching translation?
 - g. Can the integration of AI tools in translation teaching facilitate adaptation to changes in translation pedagogy?
- D. Actual Usage
 - h. Do you frequently use these tools in teaching translation?
 - i. Do you frequently engage students to practice with these tools?

Table 2: Adaptation towards AI Tools by Older/Senior Lecturers

Survey Items	SA	A	N	SD	D	Mean	St.D
a.	18.99%	37.97%	12.66%	7.59%	22.79%	3.02	1.12
b.	25.32%	31.64%	10.13%	8.86%	24.05%	3.03	1.11
c.	22.78%	27.85%	18.99%	8.86%	21.52%	3.14	1.09
d.	15.19%	30.38%	25.32%	12.66%	16.45%	2.75	1.18
e.	12.66%	29.11%	22.78%	15.19%	20.26%	2.81	1.21
f.	21.52%	24.05%	15.19%	11.39%	27.85%	2.96	1.15
g.	25.32%	26.58%	16.46%	10.13%	21.51%	3.06	1.14
h.	16.46%	24.05%	18.99%	10.13%	30.37%	2.85	1.22
i.	18.99%	27.85%	22.78%	12.66%	17.72%	3.03	1.13

SA=Strongly Agree, A=Agree, N=Neutral, SD=Strongly Disagree, A=Agree,

The findings of the table above are summarized as under.

1. In the first item, there is a high agreement among the participants that AI technologies facilitate the process of teaching and learning translation. This is evident in the mean score, which is 3.02, indicating that it surpasses the neutral value of 3.0 on the 5-point Likert scale. Although most of the respondents tend to agree with the statement, the distribution of answers suggests that a subset of individuals have strong opinions on both ends of the spectrum. This is seen in the calculated standard deviation of 1.12 (which indicates a moderate level of variability in the responses).
2. In the second survey item, over 50% of the respondents affirmed that AI tools increase translation educators' productivity. Just like the first item, the mean score of this item also surpasses the neutral value on the 5-point Likert-scale.
3. The mean score of the third item is higher as compared to other items on the table above. However, this suggests that a considerable majority of participants hold the belief that AI technologies have the potential to improve their capacity to adjust to changes in translation pedagogy.
4. While the participants affirm the usefulness of these tools, majority of them believe that they are not easy to use. This is evident in the low mean score (2.75) of the fourth item. The analysis of this item suggests that there exists a diverse range of perspectives on the level of convenience associated with using AI technologies in the context of teaching and learning translation. Nevertheless, the presence of a standard deviation suggests the existence of a spectrum of viewpoints, whereby some participants see the tools as more user-friendly than others.
5. While 41.77% of the participants confirmed that they cannot navigate through these tools without external assistance, 45.35% of them refuted this claim. However, the average score of 2.81 indicates that, on average, participants tend to lean towards the belief that they lack the capacity to do so. The presence of a significant standard deviation suggests a considerable variability in views across participants. Some individuals exhibit a higher level of confidence in their capacity to independently use AI technologies, while others demonstrate a lower level of confidence.
6. For the sixth item, 25.55% of the participants affirmed that they intend to frequently utilize these tools while teaching. Meanwhile, the average score obtained is 2.96, indicating that it falls below the neutral threshold of 3.0 on the 5-point Likert scale. This finding indicates that, on an average, participants tend to hold the belief that they do not possess a strong inclination to use AI technologies regularly in the context of teaching translation.
7. There is a high agreement among the participants that AI tools can support educators in adapting to changes in the domain translation pedagogy. This is evident in the mean score which is 3.06.
8. The average score obtained from the eighth item is 2.75, indicating a value below the neutral threshold of 3.0 on the 5-point Likert scale. This finding indicates that, on average, participants tend to hold the belief that they do not use AI technologies often in the context of teaching translation. On the other hand, the calculated standard deviation of 1.18 suggests that there is a prevailing inclination towards consensus, that there exists a spectrum of viewpoints among participants, with certain individuals using AI technologies on a regular basis while others utilize them less often. Meanwhile, the frequency of usage may be influenced by several factors, such as the perceived benefit, convenience of use, and individual teaching techniques and preferences.
9. The last item assesses the frequency to which participants engage students in practicing with AI tools. While less than 50% of the participants affirmed to this, 22.78% refuted this claim. Additionally, the average score obtained from this item is 2.81, indicating a value below the neutral threshold of 3.0 on the 5-point Likert scale. This

shows that, on average, participants incline toward the impression that they do not regularly involve students in practicing with AI technologies.

III). What are the factors that affect effective adaptation of AI by the older/senior lecturers in their teaching activities?

The survey items that are contained in the above research question are listed below.

j. Do age-related challenges affect effective adaptation of AI tools by older/senior lecturers in their translation teaching activities?

k. Can ethical issues hinder effective integration of AI in translation teaching pedagogy?

l. Do you believe that inadequate training can hinder proper utilization of AI tools by translation educators?

Table 3: Factors that Affect Effective Adaptation towards AI by Older/ Senior Lecturers in their Teaching Activities

Survey Items	SA	A	N	SD	D	Mean	St.d
j.	20.25%	34.19%	22.78%	11.39%	11.39%	3.06	1.03
k.	17.72%	27.85%	20.24%	15.19%	19.00%	2.94	1.20
l.	17.72%	22.78%	21.52%	13.93%	24.05%	2.74	1.26

The above table represents the responses of the research participants on factors that affect the effective adaptation of AI tools by older lecturers. Nevertheless, the findings of the table above are summarized as under.

1. Approximately 54.43% of the participants express agreement or strong agreement on the notion that age-related issues might really influence the successful integration of Artificial Intelligence (AI) in educational practices. A minority of individuals express significant opposition to this concept. However, the calculated mean score of 3.06 suggests a prevailing inclination towards agreement among the respondents. Additionally, the comparatively low standard deviation implies a higher level of consistency in the replies provided.

2. In the second item, 45.57% of the participants approximately express agreement or strong agreement on the notion that ethical concerns have the potential to impede the successful incorporation of artificial intelligence (AI) in the pedagogy of translation training. On the other hand, the calculated mean score of 2.94 suggests a tendency towards agreement among the respondents.

3. For the third item, considerable proportion of the participants, (40.50%) holds the belief that insufficient training might impede the optimal usage of AI technologies. Conversely, about 37.98% of respondents (comprising those who selected "Strongly Disagree," and "Disagree") hold the view that insufficient training does not provide a substantial obstacle. This underscores the need of implementing thorough and effective training programs for instructors.

4. Discussion

The main objective of this research which hinges on the investigation of how Artificial Intelligence (AI) can be utilized to support older/senior lecturers and aid them to adapt to the changing landscape of the domain of translation pedagogy which has been answered through the analysis of the responses of the research participants.

First and foremost, integration of Artificial Intelligence (AI) tools in the domain of translation pedagogy has positively altered the way translation has been taught and learned. The productivity of translation teachers is increased by using Artificial Intelligence (AI) tools in translation teaching.

As a means to measure how older/senior lecturers can adapt to the changing nature of the domain of translation pedagogy, the research employed a framework known as the Technology Acceptability Model (TAM). This framework is used to determine the degree to which individuals adapt and find these AI tools useful. Through the application of this framework, notable findings were derived from the responses of the research participants.

One of the notable findings is 'perceived utility (PU)'. Majority of the participants affirmed the advantages of integration of this AI tool in translation pedagogy. This is also in tandem to the findings of Wang (2023). Summarizing the benefits of the integration of digital technology into translation education, the scholarly work attests that AI educational technologies offer educators the opportunity to facilitate active social learning, deliver interactive and immersive training courses in a virtual setting, monitor student progress, analyze both qualitative and quantitative data, and identify optimal teaching approaches based on students' knowledge levels.

The second finding unveiled in this study is 'perceived ease of use (PEOU)'. Nevertheless, despite the affirmed benefits of the utilization of these tools by the participants, majority of them believe that these tools are not easy to use. However, this finding highlights the importance of training older lectures on how to operate these tools, to effectively maximize their benefits. The third findings center on the 'behavioral intention (BI)' of the participants towards the use of Artificial Intelligence (AI) tools in translation teaching. As noted in this research, the behavior of individual towards the use of AI tools is determined by the perceived usefulness and ease of use of these tools (which has already been pointed out as the research findings). So, from the findings, the participants believe that integrating these tools in translation pedagogy enhances to effective adaptation.

The fourth finding centers on the actual usage of these tools. Despite positive affirmation of the utilization of these tools, there seem to be a low usage among other participants. Just it has been indicated in this research, that one's behaviors towards utilization of AI tools is determine by perceived usage and perceived ease of use. Since there is a low turnout of participants who frequently use these tools in teaching or engage students with it during translation teaching activities, there is a possibility of the presence of barriers that instigate this challenge. These factors are listed as age-related issue, ethical issue, and inadequate training. In terms of age-related issue, older/senior professors may have had a little experience to digital technologies as compared to newer generations. Some individuals may possess little familiarity with digital equipment and software, including artificial intelligence (AI) technologies. Moreover, previous studies in the domain of technology adoption have shown that persons of advanced age may have a higher propensity for resistance towards change. Certain senior educators may have lacked the chance to use technology into their pedagogical approaches throughout their professional trajectories, Mays et al. (2021). Ethical issues include privacy of data and stereotype. Gibbs (2022) claimed that the usage of AI technology raises concerns that some duties within the educational system may become less valuable or employment may be lost.

For 'inadequate training', Bowker (2020) advocated for technological literacy for educators. In other words, it is essential for educational institutions and organizations to provide resources towards the development of training programs that cater to the unique requirements of educators, particularly those who are more advanced in age. The training programs should include not only the technical dimensions of AI technologies, but also their pedagogical uses. Conclusively, the TAM framework employed in this study has shown that AI tools can aid older/senior lecturers adapt to the changing landscape of the

domain of translation pedagogy. The effective adaptation to these tools is generally attained when these older lecturers have positive perception on the utilization of these tools. Based on these findings, the research recommends training of translation educators on the use of these tools. Also, it is important that older/senior translation educators adopt tools that are user friendly.

5. Conclusion

This study involving the integration of artificial intelligence (AI) into translation pedagogy has brought about significant transformations in the complexities of the discipline. As a result, translation educators are now required to regularly refresh their knowledge and skills to keep up with the latest advancements in AI translation technologies. Within the framework of this ever-evolving pedagogical environment, educators specializing in translation, particularly those of advanced age may have challenges while adapting to the evolving demands of instructional approaches and educational procedures. In the light of this identified challenge, the current research explored the opinions of some selected translation lecturers to share their views on how AI can be utilized to support older/senior lecturers and aid them to adapt to the changing landscape of the domain of translation pedagogy. Using the Technology Acceptance Model (TAM) this study highlighted that AI tools enhances adaptability to dynamic nature of translation pedagogy by older lectures. In addition to the identified solution to the factors limiting effective integration of these tools, there is need for Continuous professional development (CPD) for older/senior lecturers to assure their proficiency in the newest advancements in Artificial Intelligence (AI)technology and pedagogical approaches.

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