

## Exploring the Challenges and Obstacles Encountered in Utilizing Artificial Intelligence Tools (AITs) in Translation Teaching from the Perspectives of Faculty Members at Saudi Universities

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### Abstract

*In our world today, the accelerated development of science and technology has elevated the use of artificial intelligence technologies, especially in the realm of translation where the application of artificial intelligence tools has yielded significant changes over the preceding decades. As the need for interpretation and translation rapidly grows, numerous translation tools are emerging; moreover, machine translation technology is growing even more quickly. This study aims to explore the challenges and obstacles encountered in using artificial intelligence tools in translation teaching from the perspective of faculty members at Saudi universities. To achieve the study's objectives, the author employed the qualitative research method due to its appropriateness. For collecting data, a 14-item questionnaire was dispersed among a purposive sample comprised of 50 faculty members of translation who were chosen at random from several Saudi universities during the first semester of 2023. The findings of this study showed that many faculty members had positive perspectives toward utilizing artificial intelligence tools (AITs) in teaching translation. Moreover, the perspectives of these faculty members on challenges and obstacles toward using artificial intelligence tools (AITs) in teaching translation were notably positive as they are seen by faculty members as something they can tackle as translation technologies become even more integral to translation. The finding also revealed that the faculty members tend to strongly hold the viewpoint that AI has started producing new teaching and learning solutions to translation teaching problems and obstacles that are now experiencing analysis in a variety of contexts in the field of education. Moreover, the findings of the study also verified that education level plays a significant role in the professional development of faculty members at Saudi universities when it comes to learning how to use artificial intelligence tools (AITs).*

**Keywords:** Saudi universities, artificial intelligence, AI, challenges and obstacles, faculty members, translation teaching, perspectives.

### 1. Introduction

In the digital age, the wide application of the Internet and other network technologies has caused enormous changes in the style of teaching and learning in general and translation teaching in particular. Artificial intelligence (AI) is a booming technological field that is changing every area of our knowledge and skills. In education, AI has begun producing new teaching and learning solutions that are now undergoing testing in different contexts which has required advanced infrastructures and an environment of budding innovators.

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Artificial intelligence (AI) is an innovative technology of the digital transformation lineup in the current digital age of the fourth industrial revolution and the age of automation (Ahn & Chen, 2022; Schwab, 2017; Kirov & Malamin, 2022; Wang, 2023). Indeed, AI has become one of the leading general purpose technologies (GPT) because of its significant potential for technological growth, its computerized developments, and its high standard of breadth and depth of extensiveness (Wu et al., 2022; Aithal & Aithal, 2018; Laino, 2019); for instance, it has much potential to be utilized in many applications. Considering the potential of digital tools and contemporary technologies, digital transformation is prevalent and has a great impact on the labor force and the job market. Furthermore, though artificial intelligence applications are most widely used in mundane activities of our daily lives, they are also used in the non-routine activities of imaginative careers, creative professions, and so on (Dellot & Wallace-Stephens, 2017; Tumai, 2021).

In our modern-day globalized world, the impact of artificial intelligence applications on professions such as translation has been huge (Cockburn, et al., 2018; Makridakis, 2017; Abdelkarim et al., 2023). Translation is in many ways an art form where it is difficult for artificial intelligence (AI) to replicate these human capabilities (Nunes et al., 2020; Pym & Torres-Simón, 2021) because it depends so much on creative thinking and requires innovative approaches to complete tasks (Bayer-Hohenwarter & Kussmaul, 2020; Gabsi, 2020; El Beheri, 2015). Hence, this is why the latest report by the Translation Automation User Society (TAUS) places a greater emphasis on creative tasks as the key to the practicability of translators (Chan, 2004; O'Hagan, 2013; O'Brien, 2012; Youdale, 2019).

In the context of globalization, the rapid development of science and technology further the development of artificial intelligence technology, virtual intelligence, and the domain of translation, and are tightly bound with the application of intelligent automation tools that have gone through drastic changes throughout the preceding decades (Wirtz et al., 2019; Stone et al., 2022). As the need for translation services grows, multiple rendering tools are appearing, and automated translation technology is growing even more quickly. Seemingly impossible years ago because of its many false renderings, the technology is now becoming more of a practical application used by translators to hasten the translating procedure (Mitchell-Schuitevoerder, 2020; Kornacki, 2018). Still, good language scholars are urgently needed for high-grade translation services, particularly in the processing of materials in specialized areas.

Technological development has given rise to difficulties and challenges in teaching translation, and the preceding translation teaching method can no longer be used to nurture students of translation into professionals and meet their needs for further investigation. Therefore, it is pressing for universities to adapt English translation teaching methods to acclimatize their students to the technologically innovative atmosphere (Chou, et al., 2019; Laurillard, 2013). Indeed, translation instructors should make wider use of the benefits of modern technologies that allow them to use improved English translation teaching methods that will boost the linguistic proficiency and translation performance of students of translation while also creating a solid foundation for their potential development in the domain of translation.

Throughout the present-day world in general and the Arabian world in particular, most studies on translation are concerned with comparative research among texts or an independent researcher's discussion of his/her translations (Hanna, 2016; Abuelma'Atti, 2005). However, little information is available about the methodological problems in translation teaching, notably in the domain of translation between Arabic/English and vice versa. As a result, the study of methods for translation teaching is becoming a pressing matter.

The main objective of this study is to explore the perspectives of staff members of translation on the challenges and obstacles faced in employing artificial intelligence tools (AITs) in translation teaching. The following milestones are particularly advanced:

1. To explore the perspectives of staff members of translation at Saudi universities on the challenges and obstacles met in utilizing artificial intelligence tools (AIT) in translation teaching.
2. To identify how these challenges and obstacles can be managed from a different theoretical and practical perspective regarding artificial intelligence technology.

## 2. Literature Review

This section considers relevant literature on the concept of translation teaching and the use of Artificial Language Tools (AITs) in translation teaching from previous studies. The cruciality of pondering these tasks is to further stipulate a rudimentary grasp of the current study.

### 2.1 The Concept of Translation Teaching

At the dawn of the new millennium, the widespread presence of technology applications in all areas of life and the need for the founding of a knowledgeable society led many countries such as Saudi Arabia to introduce and expand the use of computer-aided learning in their educational systems to both reform education and establish technological societies.

The restructuring and development of the systems of education were established on the idea that technologies have the potential to boost and hasten teaching and learning, thus enhancing learning abilities across the college curriculum. Due to the dissemination and integration of technology applications, many countries worldwide expanded national strategies that ratify the use of technologies in education to offer innovative methods in which quality, efficacy, and adequacy can be enhanced in teaching and learning circles. Thus, the use of computers and other technology-related devices such as the digital e-blackboard in colleges by both instructors and students has become a preference for academia for many socio-cultural reasons.

Translation is one of the major contributing factors to the advancement of science and technology especially in countries where English is not the native language (Cronin, 2012; Amant, 2000). The explanation for this is that the perception of the overflow of new science and technology in these nations is obtained mainly by way of rendered texts (Cronin, 2012; Chisango et al., 2020). It is a widely known fact that equipping translators who are the bond between science and technology of the world and the university students or translator students with teaching methods adequate for inspiring their inner abilities and stimuli is of paramount importance (Laurillard, 2013; Laviosa, 2014). Moreover, a big proportion of teaching methods are the facilities employed in the teaching-learning process.

Today, instructors have heaps of modern technology and automated pedagogical and technological communication on hand that are considered the cornerstone of organizational reforms and effective agents for the advancement of new educational paradigms and material (Mukhari, 2016; Fu, 2013; Chounta et al., 2022). Moreover, present-day educators, researchers, teachers, and academics are concerned about the degree of knowledge of the younger generation and question if they can preserve their paces taken with the technological development of science and technology.

Indeed, the necessary skills of translators have greatly changed with an accelerating amount of technology incorporated into translation teaching. In former times, translators played the part of translators alone, so their expertise and skills were gathered in this

manner (Robinson, 2019; Cronin, 2012; Erton, 2022). Nevertheless, technology has provided them with a plentiful range of new skills, so their roles started getting identified by these new responsibilities such as application programming, software programming, and the like.

Through the incorporation of the technology into translation studies in general and translation teaching in particular, translators have begun to experience and awareness of how they can tell the difference between the translatability and the untranslatability of a text in software programs to avert inaccurate translation which can postpone the release of the information (Venuti, 2009; Das, 2005; Albahiri et al., 2023). Possessing data intelligence or being well-informed of the overall subject matter in the technological age is not as significant as obtaining the needed skills since the former can today be accomplished today using computer-assisted translation tools (CATT systems), translation memories, electronic corpora, terminology databases, translation management systems, or Internet-based applications and other automated translation system for translators and students of translation (Odacıoğlu & Kokturk, 2015; Coban, 2015). Therefore, at this stage, it would be apt to point out that the one skill that should be taught in translation programs at universities is the utilization of technology in translation because it is an imminent reality of translation's future.

Artificial intelligence (AI) has now become a beneficial tool for enhancing translation effectiveness, and will also give rise to huge changes in the field. Furthermore, technology also continues to impact the transformation of education and evaluation concepts and models in all matters. Thus, the integration of technology in general and artificial intelligence (AI) in particular into translation teaching is needed for aspiring and determined translators to understand the potential effect of artificial intelligence (AI) on teaching and learning translation.

### 2.3 Previous Studies

Few studies have examined the perspectives of instructors of translation on the challenges and obstacles faced in utilizing artificial intelligence tools in translation teaching, and there is still no independent research that has closely explored the challenges and obstacles met when employing artificial intelligence tools in translation teaching from the perspectives of instructors of translation at Saudi universities. Indeed, there is a shortage in these studies because these authors have been limited to teaching translation in institutions abroad rather than in Saudi universities.

For example, Koka (2024) explored the inclusion and application of artificial intelligence (AI) in assisting instructors in acclimatizing to the evolution of translation teaching pedagogy. The results of the study indicated that experienced lecturers found that the employment of artificial intelligence tools (AIT) in translation pedagogy is effective and convenient since AITs are efficacious in teaching and learning translation. Also, the study showed that many experienced lecturers claimed that some of these (AITs) are arduous to operate.

He (2021) explored the challenges and countermeasures of translation teaching in the Era of Artificial Intelligence. The study revealed that setting up various translation evaluation systems may further develop students' post-translation editing skills and translation competence.

Sutopo & Hastuti (2020) examined the role of machine translators in academic translation teaching. The findings showed that machine translators have a much more substantial positive or negative effect on students. More than 50% of students utilize machine translation to help them render documents such as articles or additional tasks. However, there are also a lot of students who have never experienced the work system of this practice which renders word by word. Conversely, many students render the translation

by entering lengthy sentences into the device which creates a lot of linguistic errors. As a result, it needs authenticating, thus taking more time.

Maulida (2017) probed students' perceptions toward the use of Google Translate to translate English materials. The study showed that students' perceptions toward the use of online dictionaries in rendering English materials are positive. Students can do their homework more rapidly and completely. Although there is still a failure in rendering results employing Google Translate, the weakness is overcome through rereading and mending the rendering with context.

Kembaren (2018) explored the strategies for applying technology to teaching and learning translation theory/practice in the English Education Department of The State Islamic University of North Sumatra. The study showed that it is useful for conforming 21st-century skills by reinforcing students' translating competence in using computers as tools for assisting them in rendering text, promoting their own translation business (translation agency project) in SNS, and gaining experience in conducting translation research.

Kong (2022) researched the practice of teaching translation in college in the context of artificial intelligence. The study concluded that, in the context of artificial intelligence, teachers of translation must discover new and productive teaching techniques to improve the actual impact of translation teaching that has captured the attention of university teachers of translation in the last few years.

Nguyen, et al., (2023) carried out a study on how artificial intelligence (AI) may impact education in general and how AI has altered education's managerial, pedagogical, learning, and teaching elements in particular. The findings manifested that educational establishments have extensively chosen and utilized AI with embedded computer systems, android robots, and web-based chatbots to carry out instructor's tasks both alone or with human teachers. Instructors have effectively measured and reviewed students' tasks and enhanced their teaching by utilizing these platforms. Because of AI, the education system can adapt syllabi and materials to address students' demands and needs; this may develop teaching and academic achievement by raising endorsement and maintenance.

Finally, Liu (2022) probed the Internet of Things (IoT) based on English translation teaching from the perspective of Artificial Intelligence. The study revealed that in the framework of swift AI iteration, university translation teaching should also keep in step with the times. With the assistance of artificial intelligence tools such as artificial intelligence translation, those who have a special knack for English translation can be trained quickly and can competently apply AI technology dexterously so that they can keep abreast of the times and dominate the strength of AI.

#### 2.4 Gap in the Literature

A profusion of previous studies on artificial intelligence (AITs) has focused on the perspectives of translation pedagogy to reap gain in the domain of learning and teaching translation. However, up to now, and to the best of the author's knowledge, no study has been conducted to explore the perspective of teachers at Saudi universities on the challenges and obstacles encountered when utilizing artificial intelligence tools (AITs) in translation teaching. Therefore, this study might impart useful support to instructors of translation and students of Saudi universities within the realm of translation. Also, this might afford a scholarly contribution by bridging the gap in research for translation teaching. To conclude, the results of the present research would make a significant contribution to the teaching of translation for not only teachers but also students of translation as novice translators.

### 2.5 Research Questions

- 1) What are the perspectives of faculty members on the challenges and obstacles encountered in utilizing artificial intelligence tools (AITs) in translation teaching?
- 2) How can these challenges and obstacles be managed from a different theoretical and practical perspective concerning artificial intelligence technology?

## 3. Research Methodology

### 3.1 Research Design

The research method used in this research is qualitative. The author intends to explore challenges and obstacles encountered in utilizing artificial intelligence tools (AIT) in translation teaching from the perspective of translation instructors at Saudi universities. The author gathered the data through the distribution of a questionnaire of 14 items to faculty members of translation at several Saudi universities.

### 3.2 Study Participants

The sample for the present study includes fifty (50) faculty members who teach translation courses in several Saudi universities including King Khalid University, Jazan University, Najran University, the University of Bisha and Albaha University. The purposive samples of the study were also chosen at random from various web platforms and web portals to share their perspectives on challenges and obstacles encountered in utilizing artificial intelligence tools (AIT) in translation teaching.

TABLE 1 DISTRIBUTION OF STUDY SAMPLE ACCORDING TO THE UNIVERSITY

The Universities	Frequency	Percentage
King Khalid University	10	20.0%
Jazan University	10	20.0%
Najran University	10	20.0%
Albaha University	10	20.0%
University of Bisha	10	20.0%
Total	50	100%

### 3.3 Instruments

Given the two objectives of this study and its two questions, a quantitative research methodology was considered to be the most appropriate for obtaining the perspectives of faculty members on the challenges and obstacles encountered in utilizing artificial intelligence tools (AIT) in translation teaching at Saudi universities. This methodology helps in the comparison, assessment, and comparison analysis of large amounts of data. A quantitative approach is adequate for this study as the data employed in this survey were collected using an electronic questionnaire that concentrates on a tangled comprehensive understanding of a problem searched, and thus qualitative measurements and analyses do not suit the study issues. Markedly, one of the essential features of this methodology is that the findings can be described in quantitative terms (Creswell, 2011; Albahiri et al., 2020).

The 14 survey items in the questionnaire were based on a 5-point Likert Scale. The Likert scale is a widely utilized method for evaluating the degree of acceptance among respondents of the statements provided in a questionnaire. However, the scale was established with the subsequent anchors: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly Agree. Moreover, written informed consent was collected from all the participants before the study was conducted by the author.

### 3.4 Data Collection Procedures

The required data was gathered through a questionnaire, the items of which related to the two objectives of this paper. The initial version of the questionnaire was distributed to eight translation experts to affirm the aptness of the questionnaire items and the extent to which they were suitable for the participants. The final version of the questionnaire was improved after considering the comments, explanations, and judgments conveyed by translation teaching experts. Moreover, the questionnaire was piloted by a group of 15 faculty members of translation at some chosen Saudi universities. The author conducted a pilot study before distributing the questionnaire to all the study’s participants and also delivered the questionnaire at random to a purposive sample of 50 respondents who were informed that the items were evident and appropriate to apprehend. Also, the pilot study allowed the author to determine the difference in the time between when the first participant finished the questionnaire and when the last participant concluded theirs which was 10 minutes. The reliability coefficient (Cronbach’s alpha) of 0.95 showed a reasonable degree of reliability.

TABLE 2 CRONBACH'S ALPHA FOR THE RELIABILITY OF THE QUESTIONNAIRE (ALL SAMPLES: N=50)

Statement	No. of Items	Alpha
The overall reliability of the questionnaire	14	0.95

## 4. Result and Discussion

The analysis of research data enabled the author to obtain the perspectives of faculty members of translation on the challenges and obstacles encountered in utilizing artificial intelligence tools (AITs) in translation teaching at some selected Saudi universities. Statistical evaluations and analyses were applied to calculate the percentages of each item.

TABLE 3 RATING SCALE

Strongly Agree,	Agree	Neutral	Strongly Disagree	Disagree.
5	4	3	2	1

TABLE 4 Perspectives of University Teachers on Challenges and Obstacles Encountered in Utilizing Artificial Intelligence Tools (AITs) in Translation Teaching

Survey item	SA 5	A 4	N 3	SD 2	D 1	Mean	St.d.
Perceived Use Aspect							
1. I view that through the utilization of artificial intelligent tools (AITs), teaching and learning of	27.00%	31.96%	10.60%	11.65%	18.70%	3.01	1.11

translation is facilitated and advanced.							
2. I view that artificial intelligence tools (AITs) boost translation students' overall performance	32.42%	30.57%	10.10%	6.70%	20.21%	3.02	1.07
3. Artificial intelligence tools (AITs) can improve my skills and expertise to adjust to changes in translation teaching.	29.85%	23.80%	18.90%	8.95%	18.50%	3.10	1.09
4. I view that the challenges and obstacles in using artificial intelligence tools (AITs) can be tackled and translation technologies will become even more integral.	27.27%	23.30%	20.30%	16.73%	12.40%	2.70	1.15
1. The decrease in translation student contentment and enthusiasm for utilizing artificial intelligence and the experiential education translation teaching model is one of the commonly noted problems.	26.62%	24.15%	18.70%	12.33%	18.20%	3.03	1.20
<b>A. Perceived Simplicity of the Utilization of AITs.</b>							
2. I believe that AITs are user-friendly in the teaching of translation.	28.42%	28.15%	10.28%	16.35%	16.80%	3.04	1.20
3. I believe that AITs are user-friendly in the learning of translation.	31.38%	28.58%	13.40%	10.18%	16.46%	3.05	1.15
4. I can go through AITs without outside instruction.	20.42%	20.09%	20.09%	19.10%	20.30%	2.80	1.20
5. I view that in the field of education, AI has started producing new teaching and learning solutions to translation teaching problems and obstacles that are now experiencing analysis in a variety of contexts	26.00%	24.85%	18.76%	17.68%	12.71%	3.03	1.15



6. I view AITs are very effective supporting tools because they can free teachers from tiring and time-consuming activities such as grammar or pronunciation drills.	27.27%	32.17%	18.81%	11.38%	10.37%	3.04	1.12
<b>B. Behavioral Objective Aspect</b>							
7. I view that artificial intelligence technologies like neural machine translation have enhanced the quality of machine translation greatly such as Google Translate.	24.62%	24.80%	16.26%	17.17%	17.15%	3.01	1.18
8. I view that the incorporation of AI tools in translation teaching can promote adaptation to alterations in translation pedagogy.	27.00%	25.84%	16.77%	16.68%	13.71%	3.07%	1.16
<b>C. Actual Utilization Aspect</b>							
9. I often utilize these AI tools in teaching translation.	22.42%	23.09%	17.09%	19.10%	18.30%	2.70	1.20
10. I often involved students in translation practices concerning AI tools.	25.40%	25.17%	12.23%	18.3%8	18.82%	2.95	1.25

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

In response to the statement, "I view that through the utilization of artificial intelligent tools (AITs), teaching and learning of translation is facilitated and advanced", 31.96% of respondents agreed, and 27.00% strongly agreed. This finding indicated that the utilization of artificial intelligence tools (AITs) can facilitate and advance the teaching and learning of translation. This is evident in the mean score (3.01) which shows that it transcends the objective value of 3.0 on the 5-point Likert scale. Although most of the respondents are apt to agree with the statement, the dispersion of answers proposes that a subcategory of individuals have high opinions on two points of view. This may be seen in the calculated standard deviation of 1.11 which suggests an average level of variability in the responses.

In response to the statement "I view that artificial intelligence tools (AITs) boost translation students' overall performance", 30.57% of respondents agreed, and 32.42% strongly agreed. This finding proved that artificial intelligence tools (AITs) can boost translation students' overall performance. This is manifest in the mean score of 3.02 which reveals that it exceeds the neutral value of 3.0 in the same vein as the first item on the 5-point Likert scale.

In response to the statement "Artificial intelligence tools (AITs) can improve my skill and expertise to adjust to changes in translation teaching", 23.80 % of respondents agreed, and 29.85% strongly agreed. This finding illustrated that artificial intelligence tools

(AITs) can improve staff member's skills and expertise to adjust to changes in translation teaching. The mean score of this item is a little bit higher than the other items in the preceding table. Nevertheless, this suggests that a considerable percentage of participants firmly believe that artificial intelligence tools (AITs) can improve their skills and expertise to adjust to changes in translation teaching.

In response to the statement, "I view that challenges and obstacles in using artificial intelligence tools (AITs) can be tackled and translation technologies will become even more integral", 23.30% of respondents agreed, and 27.27% strongly agreed. This finding exhibited that most of the respondents view that challenges and obstacles in using artificial intelligence tools (AITs) can be tackled and translation technologies will become even more integral. Moreover, the dispersion of answers suggested that a subset of individuals have strong opinions on a wide range of possibilities. This can be viewed in the calculated standard deviation of 1.15 which indicates a fair level of variability in the responses.

In response to the statement, "The decrease of translation student contentment and enthusiasm in utilizing artificial intelligence and the experiential education translation teaching model is one of the commonly noted problems", 24.15 % of respondents agreed, and 26.62% strongly agreed. This finding displayed that the majority of respondents believe that the decrease in translation student contentment and enthusiasm in utilizing artificial intelligence and the experiential education translation teaching model is one of the commonly noted problems. This is apparent in the mean score of 3.03 which confirms that it exceeds the objective value of 3.00 in the same vein as some other items on the 5-point Likert scale.

In response to the statement "I believe that AITs are user-friendly in the teaching of translation", 28.15 % of respondents agreed, and 28.42% strongly agreed. This finding posited that the majority of participants believe that AITs are user-friendly in teaching translation. This is evident in the mean score of 3.04 which signifies that it exceeds the neutral value of 3.00 in the same vein as some other items on the 5-point Likert scale.

In response to the statement "I believe that AITs are user-friendly in the learning of translation", 28.58% of respondents agreed, and 31.38% strongly agreed. This finding exposed the majority of participants' belief that AITs are user-friendly in learning translation. This is clear in the mean score of 3.05 which signifies that it surpasses the neutral value of 3.00 in the same vein as some other items on the 5-point Likert scale.

In response to the statement, "I can go through AITs without outside instruction", 20.09% of respondents agreed, and 20.42% strongly agreed. The standard score gained from this item is 2.80, demonstrating a value below the neutral value of 3.0 on the 5-point Likert scale. This finding suggests that the participants tend to almost always strongly believe that they can use AITs without outside instruction. On the contrary, the calculated standard deviation of 1.20 implies that there is an existing tendency towards agreement where a variety of perspectives among participants prevails, and with certain individuals using AITs without outside instruction.

In response to the statement "I view that in the field of education, AI has started producing new teaching and learning solutions to translation teaching problems that are now experiencing analysis in a variety of contexts", 24.85 % of respondents agreed, and 26.00% strongly agreed. This finding revealed that the participants tend to strongly view that AI has started producing new teaching and learning solutions to translation teaching problems that are now experiencing analysis in a variety of contexts in the field of education. This is evident in the mean score of 3.03, showing that it exceeds the objective value of 3.0 in the same vein as the first item on the 5-point Likert scale.

In response to the statement, "I view that AITs are very effective supporting tools because they can free teachers from tiring, time-consuming activities such as grammar or

pronunciation drills”, 32.17% of respondents agreed, and 27.27% strongly agreed. This finding revealed that the participants tend to believe firmly that AITs are very effective supporting tools because they can free teachers from tiring and protracted activities such as grammar or pronunciation drills. This is evident in the mean score of 3.04, illustrating that it surpasses the neutral value of 3.0 in the same vein as the first item on the 5-point Likert scale.

In response to the statement, "I view that artificial intelligence technologies like neural machine translation have enhanced the quality of machine translation greatly such as Google Translate”, 24.80% of respondents agreed, and 24.62% strongly agreed. This finding illustrated that the majority of participants believe that artificial intelligence technologies like neural machine translation have enhanced the quality of machine translation greatly such as Google Translation. This is observable in the mean score of 3.01, implying that it exceeds the neutral value of 3.00 in the same vein as some other items on the 5-point Likert scale.

In response to the statement, "I view that the incorporation of AI tools in translation teaching can promote adaptation to alterations in translation pedagogy”, 25.84 % of respondents agreed, and 27.00% strongly agreed. This finding showed that the participants tend to believe without hesitation that the incorporation of AI tools in translation teaching can promote adaptation to alterations in translation pedagogy. This is noticeable in the mean score of 3.07, proving that it surpasses the neutral value of 3.0 in the same vein as the first item on the 5-point Likert scale.

In response to the statement “I often utilize these AI tools in teaching translation”, 23.09 % of respondents agreed, and 22.42% strongly agreed. The mean score attained from this item is 2.70, signifying a value below the neutral value of 3.0 on the 5-point Likert scale. This finding displays that, on average, participants tend to have a strong conviction that they often utilize these AI tools in teaching translation. At the same time, the calculated standard deviation of 1.20 proposes that there is an existing predisposition towards concurrence that there are several perspectives among participants with certain individuals utilizing these AI tools in translation teaching.

In response to the statement "I often involved students of translation practice concerning AI tools”, 25.17% of respondents agreed, and 25.40% strongly agreed. The mean score attained from this item is 2.95, confirming that a value below the neutral value of 3.0 on the 5-point Likert scale. This finding shows that, on average, participants tend to have a profound belief that they often involved students of translation to practice using AI tools. Concurrently, the calculated standard deviation of 1.25 reveals that there is an existing tendency towards accordance and that a variety of standpoints among participants arises with specific individuals involving students of translation to practice using AI tools.

To answer research question 1, “What are the perspectives of faculty members on the challenges and obstacles encountered when utilizing artificial intelligence tools (AITs) in translation teaching?” the qualitative information showed that many faculty members had positive perspectives on utilizing artificial intelligence tools (AITs) in translation teaching. The findings of the study also indicated faculty members' perspectives on the challenges and obstacles in using artificial intelligence tools (AITs) in translation teaching were significantly positive, and perceived they can be tackled, and translation technologies will become even more integral in the future. The findings of this question affirmed the results of previous investigations that examined the incorporation of artificial intelligence tools (AITs) in translation teaching (Koka, 2024; He, 2021; Kong, 2022; Liu, 2022; Sutopo & Hastuti, 2020).

To answer research question 2, "How can these challenges and obstacles be handled from a different theoretical and practical perspective regarding artificial intelligent technology" the findings indicated that faculty members had positive perspectives and tended to have strong views about the fact that AI has started producing new teaching and learning

solutions to translation teaching problems and obstacles that are now experiencing analysis in a variety of contexts in the field of education.

## **5. Conclusion**

### **5.1 Study Findings**

The findings of this study revealed that many faculty members had positive perspectives on utilizing artificial intelligence tools AITs in teaching translation. Moreover, the perspectives of these faculty members on the challenges and obstacles in using artificial intelligence tools (AITs) in teaching translation were notably positive as faculty members perceived that these problems can be tackled, and translation technologies will become even more integral. The findings also revealed that the faculty members tend to strongly view that AI has started producing new teaching and learning solutions to translation teaching problems and obstacles that are now experiencing analysis in a variety of contexts in the field of education. Markedly, this study emphasized that artificial intelligence tools (AITs) improve applicability to the vigorous nature of translation education in general and translation teaching in particular by faculty members.

### **5.2 Study Implications**

This study may have implications that faculty members of translation today need to constantly keep updated on their knowledge and skills to cope with the latest improvements in AI translation technologies and strengthen their knowledge and skills to attain professional skills and professional training.

### **5.3 Recommendations for Future Studies**

A recommendation resulting from the findings was that faculty members of translation must be obliged to change their traditional translation teaching to artificial intelligence technologies. Beyond this perspective, the Ministry of Education should concentrate on supplying Saudi universities with education informatics, digital learning tools, e-learning software, and novice and experienced instructors of translation with effective technological training.

## **DISCLOSURE STATEMENT**

No potential conflict of interest was reported by the authors.

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