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PERSPECTIVES OF TRANSLATION STUDENTS ON ARTIFICIAL INTELLIGENCE-BASED TRANSLATION TOOLS[i]

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Abstract

Today, artificial intelligence (AI) has started to dominate many fields. This threatens the future of existing professions. One of the most striking of these fields is undoubtedly translation and interpreting. With the strengthening of AI, the use of AI-based translation tools is rapidly increasing as a faster, more efficient, and easily accessible alternative to traditional methods. This raises questions and problems about the skills that a translator should have in the world of AI, the practices and contents that need to be revised in higher education curricula that provide translation education and the readiness of translation students to practice their profession in the future. The aim of this study is to determine and compare the views of the 1st- and the 4th-grade students in the Department of English Translation and Interpreting on artificial intelligence-based translation tools. A questionnaire was administered to learn the future concerns and expectations of the students who are new to translation education and to examine the 4th-grade students' evaluation of the current education program and how ready they are to become translators in the world of artificial intelligence. The students were asked questions on three main topics. These can be listed as (1) the opinions of translation students on the curriculum and course contents in terms of AI applications, (2) students' self-evaluation of their level of using AI applications in translation, and (3) their positive or negative thoughts on how AI will affect their profession in the near future. The findings demonstrate that the 4th-grade students use AI more than the 1st-grade students, and trust the accuracy of AI more; however, they are indecisive about the ratio of courses on AI-based tools in the curriculum or find it more insufficient, and have more negative concerns about the future of the profession. The results of the study are expected to contribute to the field in terms of revising the current English Translation and Interpreting curricula and course contents and raising awareness about the effects of artificial intelligence on the future of the translation profession.

Keywords: *Artificial Intelligence, Translation Technologies, English Translation and Interpreting Students, Translator Education.*

Yapay Zekâ Temelli Çeviri Araçlarına İlişkin Mütercim ve Tercümanlık Öğrencilerinin Görüşleri

Öz

Günümüzde yapay zekâ pek çok alana hâkim hale gelmeye başlamıştır. Bu da mevcut mesleklerin geleceğini tehdit etmektedir. Bu alanlardan en dikkat çekenlerden biri de şüphesiz çeviridir. Yapay zekânın güçlenmesiyle geleneksel yöntemler yerine daha hızlı, verimli ve kolay ulaşılabilir bir alternatif olarak yapay zekâ destekli çeviri araçlarının kullanımı hızla artmaktadır. Bu da yapay zekâ dünyasında çevirmende olması gereken beceriler, çeviri eğitimi veren yükseköğretim müfredatlarında gözden

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geçirilmesi gereken uygulama ve içerikler, çeviri eğitimi gören öğrencilerin gelecekte mesleklerini icra etme noktasında hazır bulunuşlukları ile ilgili soru ve sorunları gündeme getirmektedir. Bu çalışmanın amacı İngilizce Mütercim ve Tercümanlık bölümünde eğitim gören 1. ve 4. sınıf öğrencilerinin yapay zekâ temelli çeviri araçlarına yönelik görüşlerini belirlemek ve karşılaştırmaktır. Çeviri eğitimine yeni adım atan öğrencilerin geleceğe yönelik kaygılarını ve eğitim programından beklentilerini öğrenmek, son sınıf öğrencilerinin ise mevcut eğitim programıyla ilgili değerlendirmelerini ve yapay zekâ dünyasında çevirmen olmaya ne kadar hazır olduklarını incelemek için anket uygulanmıştır. Öğrencilere üç ana kategoride sorular yöneltilmiştir. Bunlar; (1) yapay zekâ uygulamaları bakımından İngilizce Mütercim ve Tercümanlık öğrencilerinin müfredat ve ders içerikleri hakkındaki görüşleri, (2) öğrencilerin yapay zekâ uygulamalarını çeviride kullanma düzeylerine yönelik kendi kendilerini değerlendirmeleri ve (3) yapay zekânın yakın gelecekte mesleklerini ne yönde etkileyeceğine dair olumlu ya da olumsuz düşünceleri olarak sıralanabilir. Bulgular, 4. sınıf öğrencilerinin 1. sınıf öğrencilerine kıyasla yapay zekâ temelli çeviri araçlarını daha fazla kullandıklarını, yapay zekanın doğruluğuna daha fazla güvendiklerini, ancak müfredatta yapay zekâ temelli çeviri araçlarıyla ilgili derslerin oranı konusunda kararsız olduklarını ya da bu oranı daha yetersiz bulduklarını ve mesleğin geleceği hakkında daha olumsuz endişelere sahip olduklarını göstermektedir. Çalışmanın sonuçlarının, mevcut İngilizce Mütercim ve Tercümanlık müfredat ve ders içeriklerinin yeniden gözden geçirilmesi ve yapay zekânın çevirmenlik mesleğinin geleceğine etkileri ile ilgili farkındalık uyandırması bakımından alana katkı sağlaması beklenmektedir.

Anahtar Kelimeler: *Yapay Zekâ, Çeviri Teknolojileri, İngilizce Mütercim ve Tercümanlık Öğrencileri, Çevirmen Eğitimi.*

Introduction

In the age of artificial intelligence (AI), technological advancements are reshaping industries, and the field of translation is no exception. AI-based translation tools, including machine translation (MT) engines and computer-assisted translation (CAT) programs, are redefining how translations are produced and the role of the translator. While these tools enhance efficiency and accessibility, they also introduce challenges related to translation quality, cultural straints and professional identity (Charles-Kenechi, 2024; LeBlanc, 2017; Wells, 2022). As educators struggle with how best to prepare students for an AI-driven industry, understanding the perspectives of translation students becomes critical. This study explores the attitudes and readiness of translation students to utilize AI-based tools, their views on how such tools influence the profession, and whether current translation curricula sufficiently address these emerging technologies through questionnaires. More precisely, this study is focused on the undergraduate students' perspective on the AI-based translation tools, translation education curricula, and the future of profession. Furthermore, it attempts to provide a comparison between the 1st and 4th-grade students so that it might be possible to provide a better picture of how their perspectives are shaped by the current teaching methods, courses, and content.

To explain the concept of AI-based translation tools, which is the focus of this study, it would be required to mention the MT, CAT, assistant tools for translators, and integration of AI into translation tools briefly in the present study. Hutchins (1995) defined MT as "computerised systems responsible for the production of translations with or without human assistance" (p. 431). In other words, MT is the translation of a text from a source language to a target language through a computer program (Bowker, 2002). The Georgetown IBM experiment during the Cold War marked a turning point for the development of MT, but despite efforts to achieve "fully automatic high-quality translation," early MT systems fell short of expectations (Bowker, 2002). Over time, four key MT systems emerged: Rule-Based MT (1950s–1980s), Example-Based MT (1980s), Statistical MT (1990s), and Neural MT (2015-present), with Google Translate introducing NMT powered by machine learning and deep learning (Bowker, 2020). Today, MT tools including Google Translate, DeepL, and Microsoft Translator, etc. produce draft translations that merely require human post-editing to ensure quality. When we look into the studies conducted before NMT and integration of AI in MT, less reliance of these tools was observed (Man, 2019), however with increased performance of these tools and AI, users interaction with these tools might have also changed.

Alongside MT, CAT tools such as Trados, Memsource, and MemoQ enhance the translation process through features such as term banks and translation memories, enabling efficiency, consistency, and format compatibility (Bowker, 2002). With advances in AI, machine translation engines are now integrated into CAT tools, a process referred to as "artificial translation," and defined as "transferring a text from one language or sign to another without human intervention via algorithms by using a channel or communication means" (Şahin, 2023, p. 13). These advancements rely on technologies such as machine learning, deep

learning, and natural language processing (NLP), which mimic human decision-making and linguistic analysis to optimize translation tasks.

The abovementioned MT and CAT tools as well as chatbots such as ChatGPT, etc., and other AI-powered programs such as optical character recognition tools, voice recognition tools, corpus tools, paraphrasing tools, and grammar correction tools that facilitate the translation process are the AI-based translation tools.

AI-based translation tools have both advantages and disadvantages for the translators and the market. Because of globalisation and high demand for work, it is considered beneficial in terms of productivity and cost-saving (Bowker, 2015), LeBlanc (2017) highlighted translators feel a reduction in autonomy and a decline in their professional status due to the industrialisation of translation. When it comes to the disadvantages, it still raises ethical and cultural concerns in sensitive texts (Wells, 2022), and misinterpretations such as idiomatic expressions in literal texts as a result of loss of figurative meaning (Charles-Kenechi, 2024).

Furthermore, Bowker (2015, p. 92) stated that MT systems, once seen as tools that might replace human translators, are now viewed as complementary to CAT tools, requiring professional translators' involvement through tasks like pre- or post-editing; thus, previously overlooked or minimally covered in translator training programs due to their limited professional use, MT systems are now increasingly integrated into workflows, and incorporating MT into translation curricula has become increasingly important. He (2021) proposed to integrate MT usage to courses and strengthen the students' post-editing competence. On the other hand, On the other hand, Kenny (2022) highlighted that MT remains a process managed and trained by humans. The contributors to the volume Machine Translation for Everyone: Empowering Users in the Age of Artificial Intelligence (edited by Kenny) suggested that the integration of AI into MT has the potential to enhance and sustain multilingualism

Translation students, as future professionals, are at the forefront of this technological transformation. Their interaction with AI-based tools may not only influence their translation practices but also shape their perspectives on the evolving role of translators (LeBlanc, 2017). Understanding these perspectives is crucial for identifying gaps in translation education, addressing the concerns surrounding AI's impact on employment, and adapting curricula to better prepare students for the realities of the profession. In this context, it is essential to explore the existing literature on students' attitudes toward translation technology, the role of AI in professional translation, and the broader implications of AI integration in the field.

Literature Review

There have been studies conducted on the attitudes of translation students towards translation technology such as computer-assisted translation, machine translation post-editing, sustainability and machine translation, roles and status, translation mindset, post-editor technology etc. (Çetiner, 2018; Çetiner, İşisağ, 2019; Liu, Kwok, Liu & Cheung, 2022;

Man et al., 2020; Pastor, 2021; Tian, Jia & Zhang, 2023; Tok, 2019; Türkmen & Can, 2019). However, AI-based translation tools are a new emerging area to study, it is less on the agenda to discuss the attitudes, opinions, or perspectives of translators and translation students on AI-based translation tools.

In one of the recent studies on AI and translation, Khasawneh and Al-Amrat (2023) recruited a total of 367 participants, including 167 professional translators, 100 graduate students, 50 lecturers, and 50 university administrative staff to obtain their opinions about the role of AI in translation in Saudi Arabia. To this end, they used a structured questionnaire including three parts, namely demographic information, the role of AI in translation, teaching and learning, and translation market. Their results showed that 64% of the participants think that AI improves the qualifications of graduates, 74% think that AI facilitates translation teaching and learning, and 70% think that AI provides accurate translations.

In another study on AI and translation students' views, Alifa, Hidayah, et al. (2021) stated that 89.5% of the participants were aware of AI, 52.6% of them frequently used translation tools, and 73.7% of them thought that translation tools had an 80% accuracy rate in Indonesia. Kirov and Malamin (2022) surveyed 188 translators in their study on translators' views on digital technology in Bulgaria. Their findings show that 86% of translators under the age of 40, 62% between the ages of 41-50, and 50% between the ages of 51-60 had a positive attitude toward digital technology. In addition, 69% of the participants stated that they used online tools, and 31% used desktop tools. It was stated that 64% of the participants saw AI as an advantage for their work. In addition, about 80% of the participants thought that AI would have the highest effect on the translation of technical and legal texts, while about 20% thought that it would affect subtitling and interpreting. Their findings revealed that 61% of the participants thought that AI would change the translation profession; some of the tasks would disappear and new tasks would be introduced; 17% of the participants were worried about the future of the profession due to AI; 52% were slightly worried; 17% thought that their profession would disappear in 5 years; 21% in 10 years; and 15% in 20 years.

Ayvazyan, Torres Simón and Pym (2024) examined the translation students;' trust on machine translation through their comments on machine translation output and their post-editing experiences in English-Spanish language pair. They found that machine translation improved 28 participants post-editing performance in the classroom while they had resistance against the use of machine translation. Laksana and Komara (2024) also investigated the perspectives of Indonesian learners of English as a foreign language about the use of the DeepL MT tool. Through a survey including both closed- and open-ended questions, they conducted a study with 293 subjects and obtained data about the use of DeepL, its advantages and disadvantages. The analysis revealed that the users benefitted from DeepL in terms of accuracy, speed, and its contribution to their language development. Nevertheless, the learners reported that DeepL might result in overreliance on the MT tool while translating. Expanding the focus to educational settings, Koka (2024) analysed the perspectives of 79 senior lecturers teaching translation courses at various universities in Saudi Arabia. He indicated that

older lecturers perceive AI tools as beneficial for enhancing the effectiveness of translation teaching and learning while many of these lecturers find certain AI tools challenging to operate. Also, Lee (2023) analyzed ChatGPT for its translation function in discourse level in Japanese-English language pair. The study suggested that ChatGPT can produce publishable translations when provided appropriate prompts while it still needs humans to post-editing.

These studies shed light on the use of AI-based translation tools by professional translators, translation educators, and translation students, their perspectives on the impact on their profession, and their concerns about the future. In Türkiye, empirical studies on AI and translation are limited. Nevertheless, there are a few studies on MT translation accuracy, which is another aspect of AI and translation in Türkiye. Bacaksız (2019) studied the translation performance of 3 machine translation tools (Google Translate, DeepL, Microsoft Translator) integrated with AI in Turkish-English language pair. Even though they generally function well in conveying meaning, it is stated that they were not sufficient in complex texts and in conveying style. Yaman (2023) studied the translation performance of 2 AI-integrated machine translation tools (DeepL, Google Translate). It was stated that these translation tools gave more accurate results in informative texts, yet had lower accuracy rates and significant deficiencies in narrative and functional texts in Turkish-English language pair. These are performance analysis and not examine the perception in this language pair.

The relevant studies focused on directly the use of AI and AI-based MT tools or concern of the effects of AI in the profession or role of it in translation education or the accuracy of the raw product of AI-based translation tools or the student, translator or educator perceptions on the accuracy of them. Moreover, there are some controversial ideas among the previous studies as some of them think these tools improve the qualification of graduates and help at work while they feel resistance to use them or have concerns about the future of the profession. As well as the perceptions on the usage of these tools, the perception on the accuracy of raw products obtained from these tools can differentiate in term of the language pair the translation is performed.

Unlike existing studies, our research focuses on comprehensively both on translation students' use, readiness and perspectives on integrating AI tools into their education and future professional practices, and their trust in the accuracy of AI-based translation tools in Turkish-English language pair. In addition, it attempts to provide a comparison between 1 and 4th-grade students, which is unique in terms of comparing the perceptions of newcomers before translation technology education and seniors after translation technology education to examine if there is a difference between their perceptions on the abovementioned issues. By addressing this gap, the study aims to contribute valuable insights into how translation curricula can adapt to equip students with the necessary skills for an AI-driven market.

Methods

The data collection tool of the study is a questionnaire designed to analyse students' views on their concerns about themselves, the curriculum, and the future of the profession in terms of AI-based translation tools.

Participants

The participants of this study were composed of 1st-grade (n = 38) and 4th-grade (n = 36) translation students at a public university in Türkiye. The group of the 1st-grade students consisted of 12 male and 26 female students. Fifteen of the 4th-grade students were male, and 21 were female. The medium of age was 20.92 in the 1st-grade and 22.92 in the 4th-grade.

The groups of 1st and 4th-grade students were chosen on purpose. While the 1st-grade students were new to the department, the 4th-grade students completed the translation technology courses, including Computer Assisted Translation and Translation Technologies, in addition to the courses in specialized text translation.

Data Collection and Analysis

The questionnaire included a total of 16 questions: 5 questions about the demographic information of the participants, 6 questions about the use of AI-based translation tools, 3 questions about the future of the translation and interpreting profession, and 2 questions about the curriculum of the department. The types of questions were multiple-choice, short-answer, and rating scales (disagree, agree, etc.). The data obtained was analysed quantitatively through percentages. The data was collected in the class environment. The questionnaire was distributed, and the students were asked to complete the task in pencil. The data was analysed manually by entering the essential information into Excel.

Findings

The first question was whether they had sufficient knowledge about the use of AI applications for translation purposes. As expected, 1st-grade students said they did not have sufficient knowledge (36.8% n = 14) yet, and some of them reported they did not know. Even though they were familiar with the technological equipment, they reported that they did not know how to use these tools for translation purposes (31.5%, n = 12). For the 4th-grade students, they believed that they had sufficient knowledge (47.2% n = 17) as they had received several courses related to translation technologies in the curriculum such as Computer Assisted Translation, Translation Technologies, Localization, and Terminology Management. However, there were still students (36.1% n = 13) who were not sure about whether their skills were enough.

Another question was which of the AI-based translation tools / AI-based translation applications used for translation purposes they had heard, and what kind of tools they were aware of. For the 1st-grade students, the top 5 included Google Translate (100% n = 38), ChatGPT (100% n = 38), Microsoft Translator (50% n = 19), DeepL (28.9% n = 11), and Smartcat

(26.3% n = 10). For the 4th-grade students, the top 5 included Smartcat (86.1% n = 31), Memsource (86.1% n = 31), Trados (86.1% n = 31), Google Translate (86.1% n = 31), and ChatGPT (83.3% n = 30). These were the top 5s that they had heard before, but whether they used these tools actively or not was the next question.

The next question was which of the AI-based translation tools / AI-based translation applications used for translation purposes they often used. Thus, for the 1st-grade students, the top 5 included Google Translate (73.6% n = 28), ChatGPT (60.5% n = 23), DeepL (13.1% n = 5), None*(13.1% n = 5), and Quillbot (10.5% n = 4). On the other hand, 4th-grade students used Google Translate (86.1% n = 31), Memsource (69.4% n = 25), DeepL (47.2% n = 17), ChatGPT (47.2% n = 17), and Smartcat (41.6% n = 15) respectively.

The following question was how often they used AI-based translation tools / AI applications for translation purposes while translating. Given that the 1st-grade students did not have translation-oriented courses yet, the answers varied between sometimes (36.8% n = 14) and rarely (34.2% n = 13), whereas the 4th-grade students used these tools sometimes (44.4% n = 16) or often (41.6% n = 15), the results of which are also presented in Figure 1.

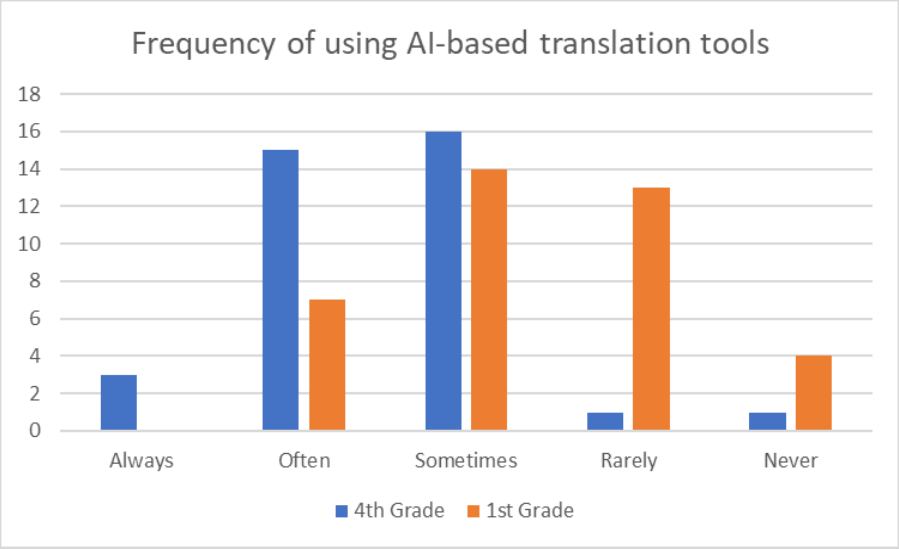

Figure 1. *Frequency of using AI-based translation tools*

When the purposes of using AI-based tools in translation were investigated, the 1st-grade students very often used them to look up words (30% n = 28), to do research (20% n = 19), or to prepare a terminology list (17% n = 16), whereas the 4th-grade students used them to look up words (20.72% n = 23), to prepare a terminology list (18.02% n = 19), and generally to translate sentences in some of their tasks or assignments (17.12% n = 19). Furthermore, these top 3s are followed by proofreading and controlling their sentences (17.12% n = 19), etc. These results are demonstrated in Figure 2, as well.

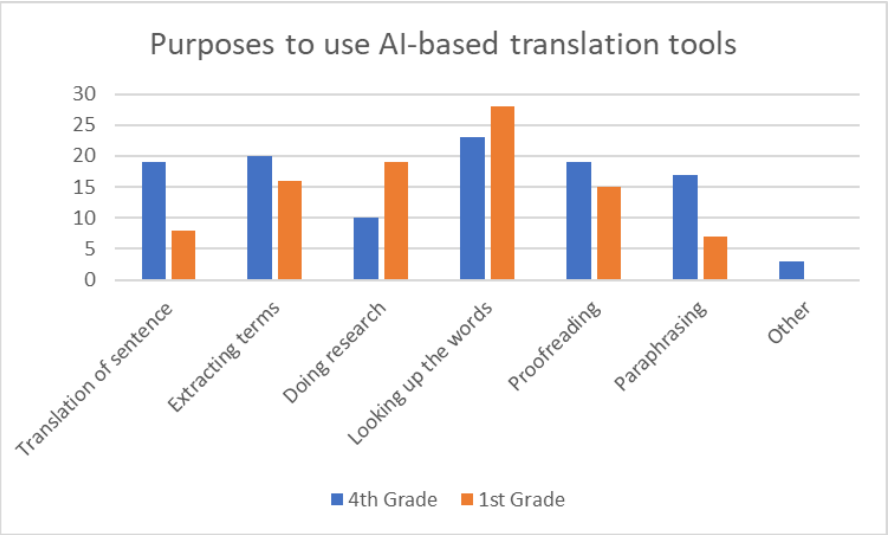

Figure 2. *Purpose of using AI-based translation tools*

Another question was what they thought about the accuracy rate of AI-based translation tools/AI applications used for translation purposes in machine translation. The 1st-grade students (47.3% n = 18) believed that they were generally accurate; however, 36.8% (n = 14) reported that they did not know, and the rest (13.1% n = 5) did not think that they were accurate. On the other hand, the 4th-grade students generally believed that they were accurate (with a higher percentage, 66.6% n = 24), which might imply that they trusted these tools for translation purposes as compared to the 1st-grade students. The results are demonstrated in Figure 3.

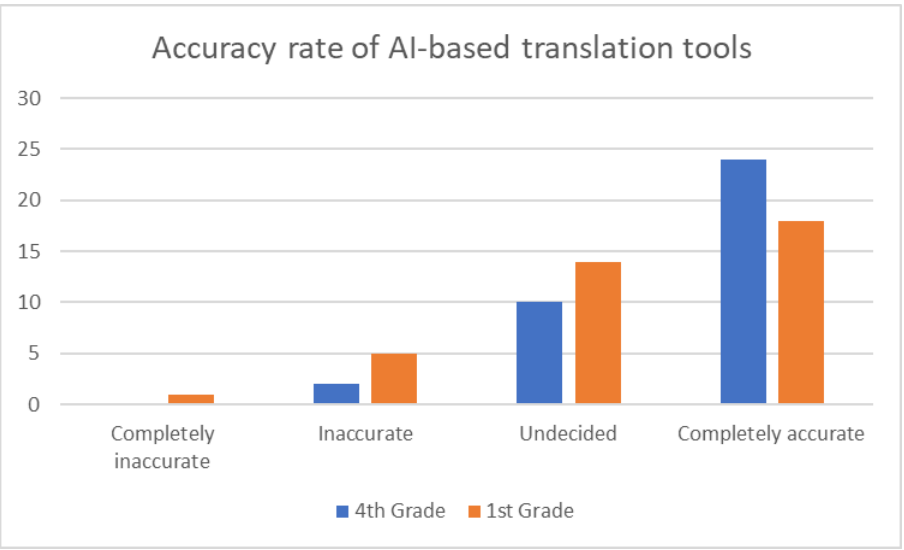

Figure 3. *Accuracy rate of AI-based translation tools*

The next question was whether they would like to work professionally as translators in the future. 39.4% (n = 15) of the 1st-grade students reported that they definitely would like to, and there was another group of students (39.4% n = 15) who said that they would like to, and there was only 7.8% who were undecided about working as a translator in the future. Likewise, 38.8% (n = 14) of the 4th-grade students reported that they definitely would like to, and 30.5% (n = 12) said they would like to. Nevertheless, for the 4th-grade students, there was

a slightly higher number of students who said they were undecided about working as a translator in the future (16.6% n = 6).

To what extent they would use AI in their profession as a translator was the following question. Accordingly, 42.1% (n = 16) of the 1st-grade students reported that they would use, but 26.3% (n = 10) said they did not know, and 18.4% (n = 7) said they would not use them, whereas for the 4th-grade students, 36.1% (n = 13) said they would definitely use, 47.2% (n = 17) said they would use, and 11.1% (n = 4) reported that they did not know.

Another question was whether they thought AI would negatively affect their profession in the near future. Given that the 1st-grade students did not expect to use AI in their future profession, they said that they did not agree that AI would negatively affect their profession (39.4%, n = 15), suggesting that they were more positive about the human role in their profession even though they were born into the digital world. However, there were still some students who believed that AI would have negative effects (26.3%, n = 10). On the contrary, the 4th-grade students agreed that AI would negatively affect their profession in the near future (38.8%, n = 14), yet there was still a high percentage who reported that they did not know whether AI would have any negative effects (33.3%, n = 12). This comparison is presented in Figure 4.

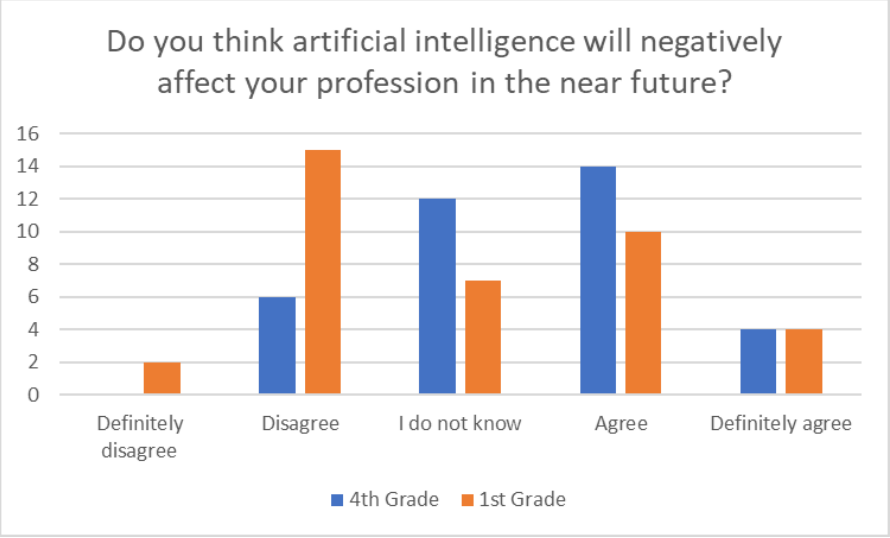

Figure 4. *Responses to Q9: Do you think artificial intelligence will negatively affect your profession in the near future?*

The last question was whether they thought the curriculum and the course content were sufficient in terms of learning AI applications for translation purposes or not. The 1st-grade students mainly stated that they did not know (68.4% n = 26), as they had not taken these courses yet. For instance, one of the relevant responses was as follows:

"There may be course content that we can learn about AI and how we can use it more useful." (I do not know)

Some students reported that they thought the courses were not sufficient (15.7% n = 6) given that they expected to have more AI or technology-related courses.

The 4th-grade students also reported that the course content was not sufficient (50% n = 18), which was followed by the statements of "I do not know" (19.4% n = 7) and "sufficient" (19.4% n = 7). For instance, one of the students explained why the courses were sufficient for him with the following words:

"We have at least 3 lectures on this subject during our education period, and this subject is also mentioned in other lectures." (Sufficient)

However, there were students who reported that they were not sufficient. The quote from one of the students is as follows:

"I believe that the translation and post-translation support of CAT tools is more than what is taught in the curriculum. With the developing technology, its importance will increase even more, and it will offer more opportunities than what we learn in the lessons." (Not Sufficient)

The findings underscored the differences in use, the future effects on the profession and the accuracy rate of the raw product of AI-based translation tools. The discussion and conclusion section will delve deeper into the implications and comparison of these findings, exploring their significance for translation education, proposing solutions for overcoming challenges, and identifying areas for further research.

Discussion, Conclusion and Suggestions

The present study aimed to provide a comparison between the 1st- and 4th-grade students at the department of English translation and interpreting in terms of their opinions on the use of AI-based tools or applications used for translation purposes. The questions were collected under three main categories investigating the translation students: (i) the use of AI-based translation tools, (ii) the future of the translation and interpreting profession, and (iii) the curriculum of the department. This study provided a general picture of how the current curriculum is relevant to translator education in the world of AI.

To start with, when the 1st and 4th-grade students were compared in terms of their perspectives regarding the use of AI and their curriculum in the department, the analysis revealed that the 4th-grade students had more knowledge about the use of AI applications in translation, and thus they utilised these applications for a wider variety of purposes when compared to the 1st-grade students, which is an expected outcome, given that the 1st-grade students had not taken the courses related to translation technology in the curriculum yet. The literature has not pointed out this distinction between the perspectives of freshman and senior students; thus, the present study provides invaluable insights in this respect.

Furthermore, when compared to the 1st-grade students, the 4th-grade students trust AI applications more in translation. Nonetheless, this trust also leads to the perception that AI will negatively affect their profession in the future. The findings are parallel with the studies on the perception of accuracy rate and awareness of AI-based translation tools (Khasawneh & Al-Amrat, 2023; Alifa, Hidayah et al., 2021; Kirov & Malamin, 2022); however, in terms of the

perception of the effect of AI, there appear to be differences between the previous studies in other countries, as the findings revealed that most of the participants believed AI facilitates the learning and teaching of translation and it would improve the qualification of the translators in Khasawneh & Al-Amrat's study in 2023 in Saudi Arabia, and as the findings showed that half of the participants were slightly worried about the future of the profession in Kirov & Malamin's study in 2022 in Bulgaria. Furthermore, this aligns with Laksana and Komara's (2024) study, which observed increased use of MT among their participants, despite concerns about overreliance on the tool. On the contrary, the participants in Ayvazyan, Torres Simón, and Pym's (2024) study exhibited resistance to using MT, despite recognizing its effectiveness in enhancing post-editing skills.

While the 1st-grade students stated that they were not yet familiar with the complete curriculum of their department, the 4th-grade students thought that their courses on AI were not sufficient or that they were undecided about whether it was or not. This might be related to the 4th-grade students' concerns and uncertainties about the impact of AI on their professions in the future. Even though there are such concerns, scholars today are of the opinion that AI-based translation tools will need human intervention and empower users; they are complementary to their work, requiring involvement, particularly during pre- and post-editing processes (Bowker, 2015; LeBlanc, 2017; Kenny, 2022).

Considering the internship and professional translation experiences of the students in general, it is observed that very few 4th-grade students had experience. Increasing these experiences may be useful for translation students to see the use of AI applications in their professional lives and thus eliminate their concerns and uncertainties; therefore, they can also find what kind of skills they need to be equipped with. It might help them acquire the essential skills and knowledge for the near future, as well.

To put it in a nutshell, this study sheds light on the perceptions and preparedness of 1st- and 4th-grade English translation and interpreting students regarding AI-based translation tools. While the 4th-grade students show broader knowledge and trust in AI, they also exhibit concerns about its potential impact on their future careers. On the contrary, the 1st-grade students view AI more optimistically, apparently due to limited exposure to the curriculum and professional applications. These findings suggest a need for curriculum enhancements, particularly through increased internship opportunities and hands-on experiences with AI tools, such that future translators can be better equipped for the evolving demands of the profession. Ultimately, fostering a balanced understanding of AI's role in translation could support students in confidently navigating an AI-influenced future.

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Appendix

Anket

1. Yaşınız: …
2. Sınıfınız: ...
3. Cinsiyetiniz:

☐ Erkek ☐ Kadın

4. Daha önce staj yaptınız mı?

Evet Hayır

5. Profesyonel çeviri deneyiminiz var mı?

☐ Hayır ☐ 1 yıldan az ☐ 1-3 yıl ☐ 3 yıldan fazla

6. Yapay zekanın uygulamalarının çeviri amaçlı kullanımı hakkında yeterli bilgiye sahip olduğunuzu düşünüyor musunuz?

☐ Kesinlikle yeterli bilgiye sahip değilim

☐ Yeterli bilgiye sahip değilim

☐ Kararsızım

☐ Yeterli bilgiye sahibim

☐ Kesinlikle yeterli bilgiye sahibim

7. Yapay zekâ temelli çeviri araçlarından/çeviri amaçlı kullanılan yapay zekâ uygulamalarından aşağıdakilerden hangilerini **duydunuz**? (Birden fazla seçenek işaretleyebilirsiniz.)

☐ ChatGPT

☐ Quillbot

☐ DeepL

☐ Google Translate

☐ Microsoft Translator

☐ Smartcat

☐ Memsource

☐ Trados

☐ Corpus Tools such as Voyant

☐ Hepsi

☐ Hiçbiri

☐ Diğer (yazınız)……

8. Yapay zekâ temelli çeviri araçlarından/ çeviri amaçlı kullanılan yapay zekâ uygulamalarından hangilerini **kullanıyorsunuz**? (Birden fazla seçenek işaretleyebilirsiniz.)

☐ ChatGPT

☐ Quillbot

☐ DeepL

☐ Google Translate

☐ Microsoft Translator

☐ Smartcat

☐ Memsource

☐ Trados

☐ Corpus Tools such as Voyant

☐ Hepsi

☐ Hiçbiri

☐ Diğer (yazınız)……

9. Çeviri yaparken yapay zekâ temelli çeviri araçlarını/ çeviri amaçlı kullanılan yapay zekâ uygulamalarını kullanma sıklığınız nedir?

☐ Asla

☐ Kısmen

☐ Ara sıra

☐ Sıklıkla

☐ Her zaman

10. Yapay zekâ temelli araçları çeviri yaparken hangi amaçlarla kullanıyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

☐ Cümleleri çevirmek için

☐ Terim çıkarmak için

☐ Araştırma yapmak için

☐ Kelimenin anlamına bakmak için

☐ Son düzeltme (proofreading) yapmak için

☐ Yeniden yazmak (paraphrasing) için

☐ Diğer (yazınız)……

11. Yapay zekâ temelli çeviri araçlarının/ çeviri amaçlı kullanılan yapay zeka uygulamalarının makine çevirisinde doğruluk oranı ile ilgili ne düşünüyorsunuz?

☐ Hiç doğru değil

☐ Doğru değil

☐ Kararsızım

☐ Genellikle doğru

☐ Her zaman doğru

12. Gelecekte profesyonel olarak yazılı çevirmenlik yapmak istiyor musunuz?

☐ Kesinlikle istemiyorum

☐ İstemiyorum

☐ Kararsızım

☐ İstiyorum

☐ Kesinlikle istiyorum

13. Yapay zekayı çevirmen olarak mesleğinizde ne derece kullanacağınızı düşünüyorsunuz?

☐ Kesinlikle kullanmayacağım

☐ Kullanmayacağım

☐ Kararsızım

☐ Kullanacağım

☐ Kesinlikle Kullanacağım

14. Yapay zekanın yakın gelecekte mesleğinizi olumsuz etkileyeceğini düşünüyor musunuz?

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Kararsızım

☐ Katılıyorum

☐ Kesinlikle katılıyorum

15. İngilizce Mütercim ve Tercümanlık öğrencilerinin müfredat ve ders içeriklerinin yapay zekâ uygulamaları bakımından yeterli olduğunu düşünüyor musunuz?

☐ Hiç yeterli değil

☐ Yeterli değil

☐ Bilmiyorum

☐ Yeterli

☐ Çok Yeterli

16. **Lütfen 15. Soruya verdiğiniz cevabı nedenlerinizle açıklayınız.**