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Improving English as Foreign Language Students' Translation Quality Using Artificial Intelligence

Case Study: 3rd Year English Students at the Department of English

Ibn Khaldoun University-Tiaret

A dissertation submitted to the department of English for the requirements of Master degree in Didactics

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Dedication

I dedicate this thesis to the most significant people in my life. To my parents, Ali and Meriem for their unconditional love, constant care, and financial and emotional support.

To the ones who always have my back, my brothers Tarek, Boubakeur, and Okba.

Without forgetting the ones who contributed to make this academic journey among the best, my dearest teachers in the English language department of Tiaret University, and my dear friends.

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Abstract

This research investigates the use of artificial intelligence (AI) to enhance the translation quality of EFL students, focusing on third-year bachelor English language students at Tiaret Ibn Khaldoun University. The primary aim of this research is to evaluate whether AI-generated translations can match or surpass the quality of human translations in terms of eloquence and clarity. The significance of this study lies in its potential to inform educational strategies and tools that can support EFL students in improving their translation skills. To achieve this, a mixed method approach was employed combining quantitative and qualitative data analysis. A quantitative questionnaire completed by 74 participants and a qualitative semi structured interview with 4 teachers of English in the same department. The findings revealed a slight preference for human translations that sounded more natural. However, AI translations possessed strengths in a formal tone, technical terms, and complex sentence structures. Confirming with the interviewed teachers, the study suggests that both AI and human translations contribute to improve students' translation quality based on the preference of the students. Considering these findings, it is recommended that both AI and human translation tools should be adopted in the English language department to enhance the students' translation skills, and translation quality.

Keywords: AI translation, EFL students, human translation, student preference, translation quality

List of Acronyms

AI: Artificial intelligence.

EFL: English as a foreign language.

GTM: Grammar translation method.

ML: Machine Learning.

MT: Machine Translation.

NLP: Natural Language Processing.

SL: Source language.

SLT: Source language text.

ST: Source text.

TL: Target language.

TLT: Target language text.

TT: Target text.

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General Introduction

General Introduction

1. Background of the Study

Language is commonly known as the foundation of communication since it helps us to communicate, share ideas, feelings and more. However, communication cannot always be effective due to language diversity, and here comes the role of translation. It serves as a crucial tool for interactions across languages enabling us to understand messages from different cultures. The role of translation does not end just here, it is useful for various purposes including business, traveling, education in general, and EFL students in particular. Although it can be challenging to learn English within a different culture, yet translation serves as an effective tool for EFL learners in which it helps them gain a good understanding of vocabulary through translating complex texts. Additionally, through analyzing (SLT) passages for the sake of translating them, it enables EFL students to train their critical thinking skills. Without forgetting the advantage of getting exposed to different cultural nuances which enables them to foster a deeper understanding of cultures.

As EFL students engage in translation activities, they may find difficulties in providing good translations since it requires conveying the meaning and having a good style of writing, thus they turn to AI tools as helpful mean. In this respect, this study investigates the potentials of AI tools in enhancing the quality of translation of EFL students. Much research was done on translation like Text book of translation by Peter Newmark in which he discusses techniques and procedures of translation. Also, "On Linguistic Aspects of Translation" by Jakobson (1959), and "Translation: Application and Research" by Brislin (1976) who have discussed different types of translation.

Lately, some scholars have also discussed researches on the AI within language translation context such as "Impact of Artificial Intelligence on Language Translation: A Review" by Mohamed et al (2024) in which they highlight the improvement of translation accuracy through AI by understanding context and working with the human experts.

2. Statement of the Problem

This study addresses the research gap concerning the use of AI in improving the translation quality of third-year bachelor English students at Ibn Khaldoun Tiaret University. AI

is currently the most popular topic, and the next decade will be the age of artificial intelligence, so understanding artificial intelligence and grasping its capacities is crucial for navigating the future. However, there is a research gap regarding if AI tools can be integrated as useful means for students, third-year bachelor English students in particular. This study seeks to investigate the effectiveness and eloquence of the AI generated translation compared to human generated one, this study will look also into the level of adoption and the extent to which students are receptive and embrace AI made translation.

The results of this study will provide a deeper understanding of the effectiveness of AI generated translation and its adoption among third-year bachelor English students at Ibn Khaldoun Tiaret University, by addressing these research questions and closing the research gap. This helps language educators and teachers dealing and enhancing the student's translation quality through the integration of AI as a helping tool.

3. Aim of the Study

The main aim of this study is to investigate the ability or the potential of the AI tools in enhancing the translation quality of EFL students, in the case of 3rd year bachelor English students at Tiaret University of Ibn Khaldoun. Furthermore, the primary aim of this research is to evaluate whether AI-generated translations can match or surpass the quality of human translations in terms of eloquence and clarity.

4. Research Questions

This study will focus on three research questions, one main question and two sub questions:

The main question:

1) Can AI-generated translations enhance the translation quality for EFL students compared to human-generated translations?

Sub questions:

1) How do EFL students perceive AI versus human translations in terms of eloquence?
2) What factors contribute to the effectiveness of AI in improving translation quality within the educational context?

5. Hypotheses

Following the above mentioned questions, we hypothesize that:

1) AI generated translations can enhance the translation quality for EFL students compared to human-generated translations.

2) EFL students may perceive AI translations better in terms of eloquence.

3) Many factors may contribute to the effectiveness of AI in improving translation quality within the educational context such as formality, and technical accuracy.

6. Significance of the Study

This study tackles a critical gap in the educational environment, especially EFL, through investigating the impact of AI on not the quality of translation of EFL students only, but also their preferences for the translations. This research provides valuable insights that can inform teaching practices through comparing how EFL students perceive AI made translations versus human made ones.

One significant is to understand whether participants choose clear and natural flow translations over formal accurate and a bit complex translations. If students prefer clear and natural sounding translations, educators can tailor their teaching methods to emphasize those aspects while making sure their students develop strong translation skills at the same time. In addition, the study has the potential to reveal some strengths and weaknesses of both AI and human translations, in which AI translations might demonstrate superiority in formal language, complex sentence structure, and technical accuracy, while human translations might demonstrate superiority in conveying the message within a natural flow. This can pave the way for educators, inspectors, and policy makers to develop strategies to enhance students' translation skills in all areas. Furthermore, students can be trained to use the strengths of AI tools for some tasks while keeping their touch to successfully achieve both technical accuracy and natural flow in their own translations that is readable to all levels.

Finally, this research has the potential to improve EFL translation education by equipping educators the tools to effectively use AI beside to traditional methods, which may lead to make learning more effective and interesting for EFL students. Besides, it could help students enhance different parts of their all translation skills, and finally it opens the door for more researches in this field.

7. Research Methodology

The research methodology employed in this study is mixed method approach combining a qualitative semi-structured interview, and a quantitative questionnaire relying on statistical analysis and objective interpretation of numerical data to obtain a deep understanding of the effectiveness of AI generated translation, and its adoption among third-year bachelor English students at Ibn Khaldoun Tiaret University.

8. Sample of the Study

The study's population consists of 318 third-year bachelor English students divided in 6 groups at Ibn Khaldoun Tiaret University. The sample of this research consists of 74 students chosen randomly from the general population. The population chose these students because they possess the necessary qualifications such as advanced critical thinking strategies, prior knowledge in English as a result to their exposure to the English language for eleven years, including two years studying translation as a module in the university which allows them to have a strong foundation in translation. Furthermore, their proficiency with modern technology enables them to interact and respond to an online questionnaire on Google forms.

Beside to that, 4 teachers at the department of English where chosen for the semi structured interview.

9. Data Collection Tools

In this study, a binary questionnaire beside to a semi structured interview were used as data gathering tools. The questionnaire aimed to determine the effectiveness and eloquence of the AI generated translation compared to human generated one. Therefore, it was quantitative. The focus of the study is to make the sample represent the larger population and reduce bias which is why random sampling is chosen as a technique. Beside to that, the semi structured qualitative interview conducted to teachers of the English department aimed to confirm the choice of students. It also aimed to gather more insights on the use of AI tools in the translation education.

10. Structure of the Dissertation

This dissertation is structured in three chapters in which two chapters tackle the literature review, and the last chapter is for the methodology and the data analysis. The first chapter covers all what concerns translation in general. It starts by presenting clear definitions of translation, moving to distinguishing its types by different scholars as highlighted by both of R Jakobson and R. W Brislin. After that, procedures of translation are presented by P Newmark. Then, it delves into a brief comparison of machine and human translation referred to as "modern versus traditional translation", after that it tackles the impact or the use of translation in EFL, to end with the interrelationship of translation and writing. Multiple resources including books contributed in providing the needed pieces of information about translation, such as P Newmark's famous book "Text Book of Translation".

The second chapter delves into the world of writing starting by the four skills, moving to different definitions of writing. After, it highlights the types and importance of writing firstly in general, secondly in EFL classes. Additionally, the chapter demonstrates how to improve writing skills to finally discuss the rise of machine translation and AI writings. Various books contributed to write this chapter, for instance Jeremy Harmer's book entitled "How to teach writing", "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour" by Lorena Manaj Sadiku.

The third chapter demonstrates the practical part, it includes all the elements of this research from design and methodology, to sample and data collection.

Chapter One

Concepts in Translation

Introduction

Translation, the linguistic act that has a wide ranging impact on the world, breaking down language barriers, enabling the exchange of ideas, and the spread of knowledge, promotes not only the global progress, but also the cross cultures understanding. Particularly in the field of education, translation also serves as bridge, providing resources to students in their mother tongue and enhancing their learning experience. In this sense, this chapter aims to explore the concept of translation. It begins by delving into various definitions of translation, and identifying its types by different scholars. The chapter then highlights the procedures of translation distinguished by Peter Newmark. Then it introduces both human and machine translation terms. Finally it moves to demonstrate translation as an EFL learning tool, ending up with translation as a writing process.

I.1. Overview of Translation

What distinguishes the human being from other creatures is the ability to generate unlimited thoughts from thoughts only into spoken expressive words. It is due to those words and language especially that the humankind keeps progressing in all domains, starting from sciences like social science, physical science and earth science to other domains. Accordingly, Keraf (1997, as cited in Rabiah, 2018) views language as a tool to interact between members of the community in a form of sounds produced by organ of speech. Some other theorists that agree to Keraf's definition perceive that language functions to help people communicate, interact, express, and share their ideas and feelings influenced by culture (Porter & Samovar in Mulyana and Grace, 2006, as cited in Rabiah, 2018). On top of that the way we learn, the way we produce language, the way we dress, our beliefs, feelings and thinking are all based on and affected by culture. Finally comes the main point, when people do not share the same language and the same culture comes the linguistic, cultural act of translation which can be called communication across cultures for involving both cultures and both languages (House, 2009).

I.1.1. Definition of Translation

Translation is defined in various ways, yet translators and linguists shared a common point which is transferring a text and its meaning from a language to another. For instance House (2016, p. 17) again defines translation saying *"Generally speaking, we can say that translation is a text-processing and text-reproducing activity which leads from a source text to a resulting text"*.

House's definition provides a basic explanation of translation as a text based practice that attempts to transfer meaning across languages. Besides, Newmark (1988, p.5) defines translation stating:

> *Often, though not by any means always, translation is rendering the meaning of a text into another language in the way that the author intended the text. Common sense tells us that this ought to be simple, as one ought to be able to say something as well in one language as in another. On the other hand, you may see it as complicated, artificial and fraudulent, since by using another language you are pretending to be someone you are not.*

The above definition demonstrates two points of view, the first one highlights that translation works to capture the intended message in another language. However, it also demonstrates how challenging and complex it is to accurately convert the meaning from a language to another. Another definition by Schjoldager (2008) that says *'A translation is a text that expresses what another text has expressed in another language.'*

Also following Lidaoui & Sekour(2019), translation is defined as *" the process to transfer written or spoken source language (SL) text equivalent written or spoken target language"(*Hleil, 1990). The author here highlights the translator's aim in the process of translation to create a new text in the second language that captures the original text's intended meaning. Similarly, Nida and Taber (1969, as cited in Le, 2016) conceptualize that translation involves reproducing the closest natural alternative of the original language message in the target language in terms of both style and meaning.

Through reading such definitions of translation, we agree that it is defined as the process of converting a spoken or a written text or a word from a language to another while maintaining the same style, context and meaning.

I.1.2. The Process of Translation

The process of translation involves some elements, as Catford (1995, as cited in Le, 2016) stated that translation involves replacing text in a language (SL) with an equivalent text in another language (TL). Here we understand that the translation process includes a source language (SL) which is the language of the original passage or word that we want to translate , the passage or the text to translate, and a target language (TL) in which a certain passage or word is translated. Finally, the process of translation is done through a translator.

Pulido (2016, p.245) defined the translator stating:

> *The translator is, in the first instance, a reader and, even more, a reader of translations. As an importer of problematics and with the will for linguistic hospitality deployed in his translation work, the translator transforms himself in a living surface over which exchange among human beings take place.*

The above quote emphasizes the translator's crucial role not only in converting words, but also in promoting understanding across cultures. Translators start by gaining understanding about the source text and any challenges in transferring ideas between languages, by this they become a platform for people to share ideas and communicate from different cultures. Source language, text, and target language can also be called source, message, and receptor as Nida(1981, as cited in Le, 2016) mentions in his definition *"Translation means communication because it has three essential elements to form a process of communication. The three essential elements are source, message, and receptor, and these elements must be found in all communication activities"*

Figure 1

Diagram of the Translation Process Le (2016)

```
A (Source Language)                                    B (Receptor Language)
        |                                                         ↑
        |                                                         |
        |                                                         |
   (Analysis)                                              (Restructuring)
        |                                                         |
        ↓                                                         |
        X  ——————————  (Transfer)  ——————————→  Y
```
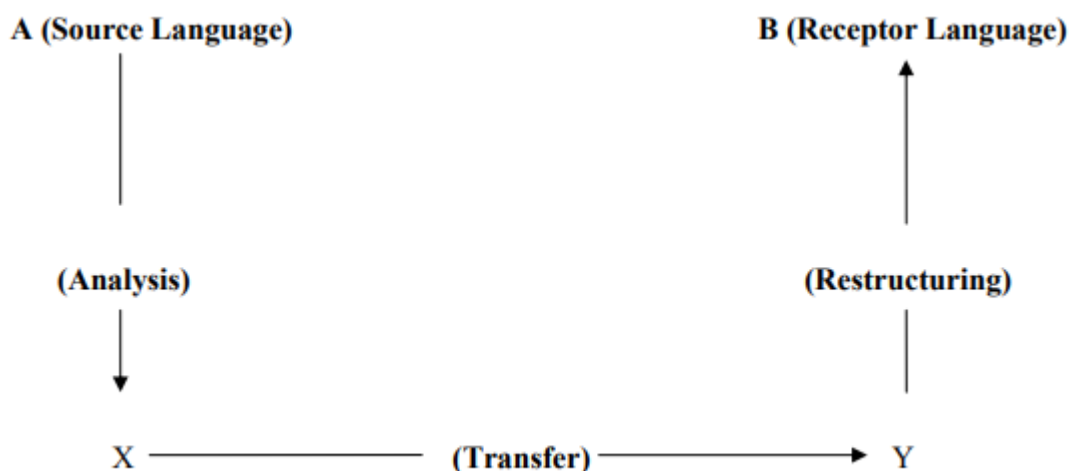
Following Le (2016) the process of translation involves three steps that start from analyzing the passage or the message given in the SL to translate, transferring it to the TL, then finally reshaping it in the target language (Nida and Taber, as cited in Munday, 2001).

I.1.3. The Aims, Importance, and Benefits of Translation

      Translation is essential in all over the world, as well as it serves for achieving various of aims. The main aim of translation is to transmit the (SL) text's meaning into the (TL) which provides an opportunity to communicate and understand what people from other cultures think, which facilitates the intercultural communication process. Newmark (1988, as cited in Ahmed, n.d) also stated the aims of translation as detecting a translation issues, searching for all ways to fix the issue by using the translation procedure then suggesting the proper procedure with the appropriate translation. If we raise the question of why we need translation or why it is important, countless responses will be received for its significance. Most of all translation is essential when someone wants to be familiar with vocabulary and expressions from other languages or countries for a certain objective, it could be for understanding cultures identities or differences, for working, for traveling or even for spreading awareness.

      According to Ahmed (n.d) translation opens a door for spreading business in unfamiliar markets in which it allows for reaching wider audience through providing websites' and products' accessibility to different language speakers. Besides, translation contributes in bridging the gap of any technical documentation through translating jargons into the users' native

language which makes it easier for them to understand. In addition to business, translation provides awareness of diverse cultures such as watching a foreign language movie with subtitles. Finally and most importantly, translation is essential in the tourism industry, for it allows visitors to enjoy and appreciate the culture and the natural beauty of new places.

I.2. Types of Translation

According to Jakobson (1959) verbal translation is distinguished into three categories: intra-lingual translation, inter-lingual translation, and inter-semiotic translation.

I.2.1. Intra-lingual Translation

This type specifically is called rewording for involving the interpretation of verbal signs by other verbal signs of the same language given that a verbal linguistic sign could be a word or an expression, in other words it is re-explaining through changing the vocabulary. We usually find such type in dictionaries and definitions for instance:

Keep a straight face: to maintain a serious or composed facial expression, especially when tempted to laugh.

I.2.2. Inter-lingual Translation

Or translation proper which means the interpretation of verbal signs by means of signs in another different language. As an illustration of inter-lingual translation, translating a book, a text or a word from English to Arabic or vice versa.

I.2.3. Inter-semiotic Translation

It is the use of non-verbal sign systems to interpret the verbal sign systems such as the gestural system, paralinguistic features (tone, pitch, rhythm), body language in general, and images.

An example of inter-semiotic translation is the traffic restriction no parking sign:

Figure 2

No Parking Sign

A black 'P' enclosed within a red circle with a diagonal line across it. If you want to park after you were driving and you see this sign, it means that parking here is prohibited so you understand that you cannot park.

I.3. Other Types of Translation

In addition to Jakobson and other linguists, researchers, and translators, Richard Brislin (1976:3-4) identified four types of translation in the book he edited, 'Translation: Application and Research': pragmatic translation, aesthetic-poetic, ethnographic, and linguistic translation.

I.3.1. Pragmatic Translation

When hearing the word 'pragmatic', it evokes the concept of hidden meaning in linguistic studies .In this context, what is meant by pragmatic translation is when a message is translated with the concern of accurately conveying the information that was intended to be expressed in the (SL). Besides, in pragmatic translation, there is no interest in other aspects of the (SL) version, such as aesthetic form, that are parts of the other three types. Bellow are some examples of pragmatic translation:

Table1.1:

Examples of Pragmatic Translation

Sentence	Pragmatic Translation
She is on cloud nine	*She is extremely happy*
I am feeling under the weather	*I am not feeling well*
He has got a chip on his shoulder	*He is easily offended*

In each of the three examples, pragmatic translation captures the intended meaning expressed in the original language, rather than translating literally.

I.3.2. Aesthetic-poetic Translation

Conversely, aesthetic-poetic translation emphasizes all aspects besides the information. In such type, the translator takes into consideration affect, emotion, and feelings of the source language piece. Additionally, the aesthetic form such as sonnet, heroic couplet, and dramatic dialogue, are also factored in. An illustration of this type is the Spanish poem by Pablo Neruda and its translated version: "Podrán cortar todas las flores, pero no podrán detener la primavera."
"They can cut all the flowers, but they can't stop the spring."
In this instance, the translator preserves the metaphorical meaning and poetic imagery of Neruda's original poem while adapting them to English with rhythmic and aesthetic appeal.

I.3.3. Ethnographic Translation

This type aims to convey not the literal meaning of words only but also the cultural context in which they are used. Additionally, ethnographic translation's purpose is to make the cultural context of both source and target language explicit. When translating using this type, translators have to be careful and be aware of the use of language, such as differences between similar words or phrases as "yes" versus "yea" in American English. Besides, translators also have to understand how these words fit into the cultures that use both the source and the target languages.

Thus, ethnographic translation involves translating words with taking into consideration the cultural context in which the translation will be done, making sure that it is meaningful and effective within that context. Brislin mentioned Nida's example in "Sociolinguistics and Translation". In this example students protested social injustice in Latin American country by translating the Bible. They translated it into common everyday language and spread it for their activist communications by printing it on mimeographed paper that was used in the past. Here both translation and form matched the cultural context.

I.3.4. Linguistic Translation

What characterizes this type is its concern with equivalent meanings of the constituent morphemes and grammatical form of the target language. We understand that linguistic

translation involves translating a text from one language to another while emphasizing linguistic aspects like grammatical structure, vocabulary, syntax…etc. Below are some examples of linguistic translation:

Table1.2:

Examples of Linguistic Translation

Sentence	Linguistic Translation
أهلاً وسهلاً	Hello and welcome
I love reading	أنا أحب القراءة
You speak English fluently	انت تتكلم الانجليزية بطلاقة

The three examples demonstrate that while translating using linguistic translation we should ensure that sentences in the target language maintain the same or maintain similar meanings and structures to sentences in the source language.

I.4. Procedures of Translation

In order to accomplish the act of translating, the translator should follow some steps that are called procedures and methods. Glancing readers may get some doubts about which is a method and which is a procedure, and if they function as one why would they have different names?

Newmark (1987) made a clear-cut on this matter in which he differentiated between a procedure and a method saying that procedures are used for small units of language; however, methods are used to translate the entire texts. In this prospect, below are eight common procedures of translation covered.

I.4.1. Transliteration

According to Bayar (2007, as cited in, Zakhir, 2009) transliteration involves transcribing the letters and sounds of the original language (SL) in the second language (TL). In other words, this procedure has to do with the translation of foreign language characters into the target language characters; besides, it usually has to deal with proper names that lack equivalents in the target language. An Important point is that transliteration is not regarded as proper translation by

some scholars and authorities for its reliance on transcribing instead of looking for the cultural and semantic equivalence in the target language, however, when translating specific nouns or words, transliteration remains the only way to preserve the original flavor.

Table.1.3:

Examples of Transliteration

Words	Transliteration
Internet	إنترنت Internat
Laser	ليزر (Layzer)
Michael	مايكل (Mika'il)
McDonald's	ماكدونالدز (Makdonalds)

Another example that will simplify converting source language characters into target language for you:

During the expulsion of the Moriscos from Spain era, the catholic church forced Moriscos to convert to Christianity ,not only this but also prohibited them from using or speaking Arabic and forced them to learn another language within a short period of time. A part of the conversion was forcing Moriscos to write the bible that was in romance Spanish, in Arabic letters because they did not know any language other than Arabic (Romero, 2023, 50:17).

I.4.2. Borrowing

This procedure involves adapting a word or an expression from the source language to the target language, naturalizing it to fit the grammar or pronunciation rules of the TL. For instance, the French suffix er is appended to the English verb mail, to fit in the French construction rules, which becomes mailer in Canadian French (Hardin & Riley; 1986, as cited in Zakhir, 2009). Additionally, borrowed words may have different meanings than in the SL. For example the word assassin, the thing that used to mean hashish eater in Arabic SL, now means professional killer in English TL. In fact translators do not always borrow words because there is no equivalent for them in the target language, yet they do to maintain their original flavor, or to protect their deeper meaning.

Table.1.4:

Examples of Borrowing

Word	Original Meaning	Meaning in TL"English"
Monsoon	in Arabic: Season "موسم"	Seasonal wind
Paparazzi	In Italian: Photographers who chase celebrities to take their photos aggressively.	Same meaning in English, French, Spanish, German, Chinese, Portuguese
Guru	In Sanskrit and Indian languages: Spiritual teacher	Advisor, mentor, or a guide

I.4.3. Calque

Or "*Through Translation*" (Newmark, p. 84, 1988), this procedure includes imitating the structure of the expression of source text within the target language. The crucial distinction is that borrowing transfers the entire word, but calque replicates a structure that may be unfamiliar in the target language. Below are some examples of calque to help you distinguish:

Table.1.5:

Examples of Calque

Source Language Text	Translation " Calque"
Forget me not	Ne m'oubiez mie
Souris d'ordinateur	Computer mouse
Marcheé aux puces	Flea market

Essentially, calque focuses on maintaining the structure and the style of the original text, even if it may not make sense or may result awkward wording in the target language.

I.4.4. Transposition

Transposition or shift as Catford calls, is all the grammatical changes made while translating from SL to TL. According to Newmark(1988) this procedure involves four types:

1. The first type is changing from singular to plural such as:

Table.1.6:

Examples of 1st Type of Transposition 01

Source Language Text	Translation
Furniture	Des meubles
Information	Des informations

Meanwhile, the shift can occur in the adjective placement like:

Table.1.7:

Examples of 1st Type of Transposition 02

Source Language Text	Translation
Red car	La voiture rouge
A Delicious cake	Un gâteau délicieux

2. The second type is used when the TL does not have the same grammatical structure as the SL. Here, translators are obliged to look for alternative ways to convey the meaning for example gerund to verb clause, such as:

Table.1.8:

Examples of 2nd Type of Transposition

Source Language Text	Translation
He likes reading novels	Il aime lire des romans
He enjoys swimming	Il aime nager

3. The third type describes cases where the literal translation is grammatically possible but it may not match the natural usage of the target language. In this situation, translators are given a box filled with options like:

Table.1.9:

Options and Examples of 3rd Type of Transposition

Options	SLT	Translation
Shifting SL verb into verb and noun	She is writing a novel	Elle travaille à l'écriture d'un romane
Replacing the adverbial phrase in SL with adverb in TL	Ils sont arrives de façon inattendue	They arrived unexpectedly

4. Finally, in this type, the grammatical structure of the TL is employed in order to replace a lexical gap, such as:

Table.1.10:

Examples of 4th Type of Transposition

Source Language Text	Translation
Il parle l'anglais couramment	He has been speaking English fluently for years
She is getting married	Elle va se marier

In conclusion, transposition aims to modify the grammatical structure if a SL expression lacks its equivalent in the TL. Additionally, it is the most used procedure by translators, because it provides range of options to convey the intended meaning without making the translation seem strange.

I.4.5. Modulation

Zakhir (2009, p. 116) quotes Hardin & Picot (1990) as stating that *"modulation is a change in point of view that allows us to explain the same phenomenon in a different way"*. In other words, modulation is targeting the intended meaning, but with a shift in all of the way thoughts are presented, the point of view, the focus, and the entire conceptualization.

Vinay and Darbelnet (1977; as cited in Zakhir, 2009) divide modulation into two types: standard or recorded modulation, and free modulation. The first type, which is commonly used in

bilingual dictionaries, is generally recognized, and it is considered as ready-made procedure. For example:

Table.1.11:

Examples of Recorded Modulation

Source Language Text	Translation
Police station	Commissariate de la police
Fire exist	Sortie de secours

In contrast, free modulation requires creative input from translators, and this type is used when literal translation fails to convey the intended meaning (Vinay and Darblenet, as cited in, Zakhir, 2009). Moreover, free modulation is distinguished into eleven category by Vilay and Darblenet; however, the only crucial one is negated contrary, which is from positive to negative or vice versa, for example: "he never lies, il est honnête," " it is difficult, ce n'est pas facile." Here, it should be noted that the context is important in the correctness of these free translations (Newmark, 1988).

Another category of free modulation is a part of the whole, for instance:

Table.1.12:

Examples of Free Modulation

Source Language Text	Translation
C'est un film d'action	It is a thrilling ride

Although free modulation includes many other categories, the most common, practical one is impersonal or active for passive modulation, such as: he is said to be serious. On dit qu'il est sérieux

Other free modulation categories examples by Newmark(1988):

Table.1.13:

Newmark Other Free Modulation Examples

The Free Modulation Category	Source Language Text	Target Language Text

Abstract For Concrete	Sleep in the open	Dormir à la belle étoile
Cause For Effect	You are quite a stranger	On ne vous voit plus
One Part For Another	From cover to cover	De la première à la dernière page
Reversal of Terms	Lebensgefahrlich	Danger de mort

I.4.6. Reduction and Expansion

When it comes to translating poor writing, these two procedures are required, the thing that results modifications in both style and lexical aspects of (SLT). Both reduction and expansion procedures have opposite use. In which, reduction procedure involves adding in the (TLT) lesser words than in the (SLT); however, the translator should ensure that the translated text covers all the important details of (SLT). The following examples demonstrate reduction.

Table.1.14:

Examples of Reduction

Source Language Text	**Translation**
Estoy muy content	I am happy, removing muy
C'est une très belle maison	It is a beautiful house, removing très

On the other hand, Expansion refers to using more words in (TLT) compared to the (SLT). In addition, it is applied when directly stating may not convey the meaning properly, so the translator should translate explicitly, for example:

Table.1.15:

Examples of Expansion

Source Language Text	**Translation**
Año Nuevo(new year)	It is time for celebrating the arrival of a new year
Allons-y(let us go)	Come on, let us get going

I.4.7. Adaptation

In this procedure, the translator seeks to modify the content and the SLT's structure, so it fits the TL rules and cultural norms. When it comes to dealing with culturally bound words or expressions, imagery, and metaphors, adaptation is the most effective procedure. This means that the translator tries rewriting the (SLT) with the TLT's features. Accordingly, adaptation involves three basic procedures: cultural substitution, paraphrase, and omission (Bayar, 2007; as cited in Zakhir, 2009). The first one is the process of using ready-made equivalent words from the (TL) that function the same as the (SL) ones. More precisely, the translator replaces (SL) cultural expressions by (TL) cultural expressions, for instance: a bird in the hand is worth two in the bush.

عصفور في اليد خير من عشرة على الشجرة

In the example above, the translator exchanges the (ST) by (TL) expression that conveys the same meaning and serves the (TL) culture. This procedure works until the translator is unable to find a cultural specific expression that replaces the SL cultural expression, in this case paraphrase should be resorted.

Paraphrase is a second adaptation procedure used to get over ST's cultural barriers. It involves providing explanations, additions, and shifting in the words order, for instance: He is barking up the wrong tree. انه يتبع المسار الخاطئ . Since the TL has no equivalent expression in this example, it was translated to (TL) through explanation.

Additionally, according to Newmark (1988) paraphrase is also used in anonymous poorly written texts, or in text with significant consequences and omissions. While paraphrase can be a valuable procedure, it should not be overused in the text if it is not necessary, otherwise the translation would deviate from the original meaning.

The final adaptation procedure, omission, includes omitting a word or more from the (SLT) while translating; moreover, it is often due to cultural differences between (SL) and (TL). Actually, omission's use is common in subtitling, in which the translator omits words that lack their equivalent, or words that carry the risk of misleading or offending the (TL) audience.

An illustration of omission is observed in subtitling English movies to Arabic, in which cursing, taboo words are often omitted to avoid disrespecting Arab receptors. Finally, adaptation is indeed a complicated translation procedure that aims to improve the (TT) readability, for it enables the (TL) audience understand the (ST) metaphors, ideas, images, and culture within their own culture and language. However, although adaptation procedures provide diverse options for

translators, paraphrase and omission remain a topic of debate for those who prioritize defending fidelity in translation.

I.4.8. Additions, notes and glosses

Translators generally use these procedures to explain technical term from a particular field, or culturally bound word/expression within the text. These explained terms may be placed inside the text between brackets, except if the brackets are a part of the (ST). They also can be placed on the bottom of the page as notes or at the end of the chapter if the chapter is not too long. Beyond that, explanations can be added at the end of the book as glosses with the references numbers; however, the last procedure is not that preferred, because readers will be forced to interrupt their reading constantly to check for each strange word/expression. In the end, what determines the use of these procedures is the reader, how much he is familiar with words, and the complexity between (TL) and (SLT). Additionally, these procedures should not be applied randomly, instead the translator should briefly address the difficulty of the terminology that the author used, and that the chosen procedures are the tool to convey that terminology's meaning.

I.5. Modern Vs Traditional Translation

The ability to translate across languages has been necessary for both knowledge sharing and human interaction over the ages. Human translators, besides, played a central role in the process of carefully rendering texts and their meanings from a language to another, maintaining the cultural aspects and differences. As for traditional translation, it is what I prefer to call all what was previously mentioned. It involved human translators putting efforts into this process, following traditional methods, techniques, and procedures to provide good, effective translation. However, the advent of machine translation (MT) that offers modern quick translations has completely altered the landscape, gaining widespread attention. Given that translation is a complicated task, human translation remains to be regarded as the best way of translation. Since the human translator uses a suitable tone and style to preserve for the TL reader both meaning and style of the original language. Intelligent machine on the other hand, is not able to bridge this gap (Day Translations, 2015; as cited in, Braha, 2016).

I.5.1. Artificial Intelligence and Machine Translation

In the domain of computer science McCarthy et al (1955) define artificial intelligence as the ability of machines to imitate the human cognitive functions. Furthermore, those human functions include activities like solving problems, thinking, and learning (Britannica, 2023). Speaking of learning both translation and machine translation are parts of EFL learning. In this respect, AI serves as the invisible force that pushes machine translation forward in which it applies bunch of techniques like natural language processing and deep learning to break down any human language complexities. NLP technique enables machines to decode language similarly to humans. Deep learning on the other hand uses artificial neural networks to learn and identify how different languages connect (Wu, et al. 2016).

I.5.2. Definition of Machine Translation

Modern translation here is referred to as machine translation for it emphasizes today's use of computers to translate. As many similar definitions, machine translation is considered as a sub-branch of computational linguistics, which involves the application of software to translate a written or a spoken passage from one language to another. Generally, it works through automatically substituting words from a language to another (Tilavov, 2023). In other definition, Irfan (2017) demonstrates that MT is an automatic computer program that translates a text from a language to another, with no human involvement required, aiming to provide a system to translate between languages, keeping the original meaning.

Conversely, Koerner and R.E Asher (1995, p. 432) state that:

> The term 'machine translation' (MT) refers to computerized systems responsible for the production of translations with or without human assistance. It excludes computer-based translation tools which support translators by providing access to on-line dictionaries, remote terminology databanks, transmission and reception of texts, etc. The boundaries between machine-aided human translation (MAHT) and humanaided machine translation (HAMT) are often uncertain and the term computer-aided

translation (CAT) can cover both, but the central core of MT

itself is the automation of the full translation process.

The quote illustrates the concept of machine translation (MT) and how it is linked to other computer-assisted translation methods. The most important point is machine translation's emphasis on pure computer automation generating translations with or without the human touch requirement, the point that Irfan's definition lacks. Another crucial point is that machine translation differs from online tools that simplify and support human translators like dictionaries. Additionally, the main core of (MT) and its systems is providing an entire translation automatically.

I.5.3. Effectiveness of Machine Translation

It should be highlighted that machine translation may not achieve its aim by maintaining the meaning of the source language. More precisely, Tilavov (2023) explained that it is rarely effective to produce an effective good translation. Since a good translation requires recognizing the entire sentences and their closest equivalent in the TL, the thing that is not achievable by MT, for it emphasizes transferring word for word. Additionally, words have multiple meanings, as some words may not have their equivalent meaning in (TL). (MT) is able to transfer texts from (SL) to (TL), but it is not able to do the human translator's work, which is doing the process of translation preserving the closest meaning to (SLT), also, taking into consideration idioms, grammar and context of (SLT).

I.6. Translation as a Pedagogical tool for English as a Foreign Language (EFL)

Despite its importance in social life, translation has played a crucial role in both teaching and learning English as a foreign language (EFL) for centuries. As we, didactics students already know, the most prominent example is the traditional teaching method of grammar translation (GTM). This method relied on translation, which contributed to facilitating the learning process in the pre method era. Accordingly, Lidaoui & Sekour(2019) highlight the usefulness of translation in the teaching process and in enhancing the proficiency of foreign languages, beside to (GTM) that helps students to observe the differences and promotes their comprehension of the language system. Additionally, foreign language into native language translations are helpful for

students in class, as Dilkova (2010, as cited in, Liadoui and Sekour, 2019) sees that allowing students to use their mother tongue in classroom makes them distinguish and compare the similarities and the differences between their own language and the language they are learning.

I.7. Translation as Writing Process

Writing and translation are two interrelated elements because in translation, the translator transmits the meaning from (SL) to the (TL) using essential elements of writing that are structure, vocabulary, and grammar. Accordingly, Aksoy (2001) emphasizes that writing is an important component in any translation, given that translation occurs in a context and involves converting (SLT) into (TLT) while following the exact writing rules as an original text written directly in the (TL). Additionally, it is necessary for the translator to have a good knowledge of the source and the target language writing systems in order to correctly decode a message. Besides, translators should be aware of all the use of punctuation marks. It should be noted that both writing and reading are important. As for writing, it helps expressing the (SL) ideas; reading on the other hand, helps grasping the entire message and its understanding. Furthermore, writing is not only putting words on a page; it is about organizing thoughts into sentences using a specific writing style. Although languages may differ in word order or sentence structure, but they share some core common elements such as: agreement, coherence, and cohesion. Precisely, any text lacking one of the three elements becomes harder to understand, which makes the translator's task more challenging. Traditionally, three elements were believed to be essential for translators: familiarity with both source and target language, and knowledge of the subject matter. A good translator deciphers meaning behind the source language then recreates it in the target language using its specific forms and structures as Larson(1984, as cited in, Melouk, n.d.) said, the forms and code change, however the meaning and the message remain the same. (Melouk, n.d.).

In short, Melouk highlights that a competent translator is the one who thinks like a writer, and uses his knowledge to recreate an understandable and a meaningful piece of writing for different audience, besides, clear writing in the source language is also important to prevent any confusion for all of readers and translators.

Conclusion

The above chapter has provided clear overview of translation and the most essential elements to read in the field. It began by highlighting different definitions of translation, moving to its process and its importance. This chapter also tackled various types of translation by different linguists, and its procedures as well. Moreover, it highlighted the concept of machine translation as a comparison with human translation, the use of translation in EFL, and concluded with discussing the relationship between translation and writing to introduce the 2nd chapter that will deal with "translation quality", specifically the writing skill.

Chapter Two

Writing Skill

Introduction

Across ages and cultures, human beings were always in need to write and leave their mark in this world, starting from writing in walls with rock till writing in smart phones nowadays. For various motives, such as transmitting history and knowledge to future generations, administration and low, education and scholarship, and even for personal communication, we cannot live without the written language. In the context of communication for instance, we cannot always be physically present and use our voices to express ourselves, so mastering writing skills is no less important than the other language skills, in order to be able to ensure clear effective communication. Not only in communication, but it has also significant potential in boosting the learning process and achieving the academic success which makes it vital for foreign language learners to learn. Writing is one of the four macro skills, which are the essence of any language. It refers to a set of abilities an individual should master to express himself clearly and correctly. As the rest of the four macro skills, writing is an ongoing process that has stages and steps that should be followed in order to become a good writer.

II.1. The Four Skills

Language is one of the features which differentiate us as human beings from the other creatures and contribute to the complexity and the uniqueness of the human nature. Language serves for many purposes, we need language to express our feelings and thoughts, to connect with each other and build relationships, to ask for our needs, to understand each other, to discuss and solve problems, to learn and teach knowledge, to persuade and manipulate people around us. All these functions fall under the umbrella of communication which is the essence and the heart of language simply because all the rest of functions depend on communication, only through it that they will have meaning, and the absence of communication means the vanishing of the language, and that is why languages die as a result of not using them for communication in daily life such as Latin and ancient Greek. In order that communication takes place, the mastery of the four macro skills is vital; we use these four skills interchangeably to generate, transfer, receive, and interpret the code, so all the language functions are related to communication and the latter is related to the four language skills.

II.1.1. The Importance of Communication in Language Evolution

The four language skills refer to a set of fundamental abilities through which the individual can use the language and communicate effectively with others. Since the main aim of learning a language is not only having the knowledge but also being able to use that knowledge in real-life situations, taking into consideration all the daily tasks we do from the simplest such as writing an SMS message, greeting people we meet, reading traffic signals, listening to a podcast, to the most complicated tasks such as writing an academic article, delivering a speech, analyzing a philosophical text, and negotiating with a seller. In every daily task, be it simple or complicated, the four language skills are involved and work combined to help us navigate in this complex world. The four skills are also called the "macro skills," signifying their importance and their relationship with the "micro skills," which are grammar, vocabulary, phonology, and semantics.

II.1.2. The Evolution of Language Skills: Perspectives and Divisions

The four macro skills have been divided through different perspectives and viewpoints; one of the most notable divisions is breaking them up into productive skills (speaking & writing) and receptive skills (listening & reading). This division was made based on the direction of communication, whether it is going in or going out. It is like a two-ways road, sometimes we take the left side and we create language to be sent to the receivers, and sometimes we take the right side and we consume what is being sent to us. Another partitioning based on the method used in communication divided the macro skills into spoken (speaking & listening) and written (writing & reading). Since we do not always deliver messages the same way but it depends on the context or even based on our will, so sometimes we express ourselves using our voice and sometimes we write the message we want to transfer, which makes even the way you receive the feedback different. When you are talking, your ears will be the receivers which will catch the sounds and translate them into meaningful ideas, while when you write, your eyes will take the role of scanning and interpreting what is written to you. The third important division split the macro skills based on the actual production of language to active skills (speaking and writing) where the individual is producing and sending language, and passive skills (listening and reading) where the individual is just receiving and interpreting what is being transferred to him. For instance, having a face-to-face conversation with your friend telling him about your day or writing a supportive

comment to your favorite blogger are all considered as an output since you are the one who is producing the language. In contrast, listening to your favorite music or reading a novel is considered as an input since you are just consuming the language which has been produced by another individual.

II.1.3. Historical Development of Language Skills

The precise origin of the four language skills cannot be attributed to a certain person or a certain entity being the only responsible for this concept; it is rather the shaping of an idea through history by scholars and specialists. Romans were the earliest that came with the four language skills framework even though they didn't use the exact same terminology but it was the emergence of this concept. They gave much more importance to the competency than the competence, which means they did not focus only on the mastery of language but also on the learner's ability to use the target language in everyday contexts and interact with others using it. An English linguist named Harold Palmer also had a significant contribution to the evolution of this framework with his concept "the dualism." He divided language skills into two categories: active skills which are speaking and writing where the language production is done, and passive skills which are listening and reading where the information is just received and interpreted. Palmer's dualism focused on the active skills and their use, emphasizing their importance, which helped to understand more the mechanisms of the language learning process contributing to the development of teaching methods. And till date, this framework is still being developed and improved, bringing it not only to the educational context but also to real-world application.

II.1.4. Scholars' conceptualizations of the four skills

Many scholars from different fields including linguistics, educational psychology, and communication studies conceptualized the four language skills to provide more understanding and make the image clearer. Ken Hyland said that: *"The four skills are not watertight compartments but rather complex, interrelated processes that involve knowledge, skills, attitudes, successful academic literacy ... requires the ability to move among all four skills in an integrated and flexible way."*(Hyland, 2006, p. 14)

The author is against using each language skill separately isolating it from the rest of skills and says that they work together and have a very strong interconnection between them, because even if you try to put the language into practice through using just one of the skills you're unconsciously using another, he emphasizes also on the importance of focusing on all the four skills equally without neglecting any skills thinking that it is less important. He claims also that the academic success requires mastering all the core language skills similarly and having the ability to switch between their use not only in the educational context even in our daily life, the different situations we encounter requires from us using the appropriate skill for every context, we do not communicate the same way with all people, all the time, and everywhere. The variety of the situations we face in our social life and the different activities we do, necessitate from us switching between the use of the four language skills, for instance the language skill we use to write an email is not the same language skill we use to ask for directions from a stranger in the street. So it's like constructing a car, all the parts (engine, suspension, wheels, body, and breaks) are crucial and work together to make the final structure of the car, only one missing part can lead to a dysfunction or an imbalance in the final product, similarly to the four skills, all of them work together and go hand in hand with the mastery of language and even the academic success. Today after decades of research and development in the field of didactics, it is proven that separating the four skills in teaching leads to less effective outcomes than dealing with them as a whole.

There are other theorists who conceptualized this framework such Cummins (2014, p. 39) who said: *"The four skills are not discrete but rather interdependent and mutually reinforcing.... Language acquisition proceeds primarily through the use of language in meaningful contexts rather than through the learning of discrete rules and skills."*

This quote is saying that the four language skills can never be independent units and we cannot deal with them isolated from each other, and the development of one skills leads in a way or another to the development of the others, for instance if you are working on the improvement of your writing skill and you are writing an essay as an activity, you will read carefully what you have written in the previous paragraph in order to carry on expressing your ideas, and this way you are not only targeting your writing skill but also your reading skill unconsciously. The author emphasizes also on the importance and the urge to take the language to the real world context, and that language is effective the most when it is employed to serve for communicating with the others not only memorizing and learning rules by heart, especially when it comes to foreign

languages the supreme aim why people learn them is to communicate, which makes foreign languages learning meaningless without putting them into application.

II.1.5. The Importance of the Four Skills

The acquisition and the mastery of the four skills is very crucial, every single one of us should have these fundamental capabilities to better understand the world around us and connect with the others, and since today's global approach for second language learning is shifting the focus to the actual use of language and integrating it into everyday communication, so mastering the four skills which are considered as the four pillars of communication is the most important step in learning English as a second language.

Anne Burns and Joseph Siegel state that *"The four language skills are at the heart of current practice in English language teaching"* (Burns & Siegel, 2018, p. xiii).

The quote compares the four skills in the acquisition and practice of the language with the heart in the human body indicating the importance of these skills and the role they play as helping tools in learning the English language, without the heart the human body cannot function properly which leads to death, the same thing for the four skills without these abilities it is impossible for the learner to acquire the English language.

Listening skill goes beyond the ability to just hear the sounds being produced around you, it involves receiving and decoding the transmitted messages with a high level of concentration which is called "active listening", and it involves even asking questions about the transmitted message for more clarity and a good understanding, listening is also a crucial element in the communication process since it represents the input

Speaking is the ability to use language to express oneself, being a skillful speaker goes beyond the ability to express ideas, feelings, and needs, but it is being able to persuade and convince the receiver, to better explain and make him understand, and even manipulate and change his mind, we can do wonders with language and the most powerful and effective tool to do so is speaking since the words being said carry a feeling with them, and that's what makes the speaking skill that useful in our daily life , as a native American proverb *says "The tongue can be a sword or a bridge"* which indicates the powerful impact of speaking be it negative or positive.

Reading is traditionally defined as the ability to decode written language and transform it into ideas and thoughts, but in fact this definition is too narrow because the reading skill is not

concerned only with written language but also reading signs and symbols and understand their meaning, reading images which means analyzing them and understand their meaning, and reading visual aids including graphs and collect information from them. So reading skill is required not only for the second language learner but for any human to read and interpret the langue being produced around him with its various forms

Writing is no less important than the three previous language skills, we cants always express ourselves through speaking in some cases writing is the best way or the only way to communicate which is the case of writing letters, stories, or even our dairies and journals .Through writing we can transfer messages with total clarity and coherence, a good writer can well structure his ideas and thoughts which will make the receiver grasp the exact message without misunderstandings and make it even easier to comprehend.

II.2. Definition of Writing

Being one of the four macro skills, writing is not less important than the other language skills, for a various reasons we cannot always be physically present and use our voice to express ourselves so we use the written language to transfer messages, that is why the task becomes a bit harder when the elements that helps the receiver understand the message appropriately are absent, such as the facial expression, the tone, and the body language, therefore, communication through written language is more sensitive and can be tricky, which can lead easily to misunderstandings and misconceptions.

Actually the writing skill does not refer only to being able to produce a piece of writing, but to a set of abilities the individual should master to express himself clearly and correctly. Writing has the power to transmit not just ideas and thoughts, but also the feelings and emotions that words carry, a perfect instance of this is poems and songs which are also pieces of writing in the first place, some of them make us feel an enormous amount of sadness and chaos, and some of them transfer happiness and hope to the reader making him feel optimistic. Transferring an emotion is not necessary in every piece of writing, but in need, it is up to the writer to determine what emotion he wants the reader to feel when reading his text, then choose carefully the most suitable words to serve as a homing pigeon to carry his feelings for the lecturer .

Alister Cumming (2010: 61) states that the word "writing" refers not only to text in written script but also to the acts of thinking, composing, and encoding language …etc. The saying emphasizes that the concept of writing is broader than what we think and it goes beyond the words we put on paper, and that it should be seen from a holistic perspective. All the steps and mental activities we go through even before we start writing the final product are included, starting from the stage of choosing the topic we are going to write about, moving to generating the ideas and putting them on draft, to choosing the appropriate style and level of formality, so even before we put pen to paper, we have already begun the writing process.

According to Bell and Burnaby in Nunan (1989) writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously.

At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, and spelling, so writing can be a solitary and a challenging endeavor, as the writer must anticipate and address the reactions of their audience without the benefit of immediate feedback (Samuel, 1989).

Writing is a complex procedure that we go through to reach the final product, it is a challenging operation that requires managing many tasks at once, it is like when the clown jiggles multiple balls without dropping any, he should focus not only with one ball but the overall, writing is a multifaceted process that encompasses the creation of text, the act of composing, and the social construction of meaning (Cumming, 1998).

Writing can even serve as a learning tool, because through the process we are check information, put our ideas in form of coherent correct sentences, link between our ideas and preserve the harmony and flow of ideas, and present the final product to the reader. All these procedures and steps we go through allow us to learn new thing in addition to developing our cognitive skills, especially when we do a literature review about a specific topic we want to write about , it is through that process of searching that we learn new things (Boucher, 2006).

Writing is a vital tool for communication, requiring a range of cognitive skills and being influenced by social factors (McNamara, 2019), it involves the use of a set of cognitive skills and abilities, including the process of thinking about the topic we are going to write about, the target audience, the purpose, choosing the appropriate vocabulary, language register, the layout, and reviewing the piece of writing to spot any error before presenting it to the reader, all these mental

skills should be used to achieve the final outcome, which is writing a correct, coherent, and clear piece of writing which fulfill the purpose for which the text is written in the first place.

According to Harris (1993: 10), writing is a process that needs over a time frame; particularly if the writer takes account the sometimes extended periods of thinking that precede initial draft. In writing, the writer needs a time to do some processes inside. The length of the time is different among writers. Some need a longer time to just think about what to write before making the initial draft. So the process of writing cannot be done at once or in a very short period of time, the writer needs an amount of time to go through the steps and stages of writing, even before putting pen on paper, he needs a considerable amount of time to reflect about the topic, to generate his ideas and thoughts, to decide how to link between them, to choose the right register and level of formality. The thing is that these cognitive operations take a different amount of time from a writer to another, many factors determine this difference such as the writing style, the experience, the nature of the research and its complexity, and the motivation. So writing a text is a complex task that needs a coordinated implementation of a large set of mental activities (Alamargot & Chanquoy, 2001).

A satisfactory text is very rarely produced during the first trial. It is often the result of an important number of drafts, corrections, scratches, additions… (Alamargot & Chanquoy, 2001). So creating a clear and well-structured piece of writing which is , with a good harmony and flow of ideas, which is original and creative, and meets the purpose at the same time, is never a one-shot process , the write go through many stages to get the final product, starting from the prewriting stage to the proofreading stage.

II.3. Types of writing

As we have seen in the previous title**,** writing skills are all about effectively using language to communicate and ensuring that others receive your message clearly and accurately**,** this effectiveness is related to many parameters mainly the purpose which determines which type we should adapt while writing. The purpose is the overall goal or the intention of the writer which serves to drive him towards a specific style to follow in order to meet his objective, and a student may be required to utilize multiple text types to meet the purpose of that genre (Hardy.J & Friginal.E, 2016) , so more than one type of writing can be combined together in the same

piece of writing .For many reasons, such as: target audience, personal style, social context, and nature of content. The purpose of writing differs, Hardy.J claims that "text types are categories by their shared linguistic features" (2016), so we may write an article to inform and share knowledge, to persuade and make the reader adopt a certain viewpoint, to entertain the reader through a story or a poem, to document events for future generations, to describe something in detail. Each one of these purposes requires taking some elements into consideration, and following a specific way to reach the target and achieve successfully the predetermined goal., While there are many reasons why you might be putting pen to paper or tapping away on the keyboard, there are really only four main types of writing: expository, descriptive, persuasive, and narrative (Traffis, 2019). Each of these four writing genres has a distinct aim, and they all require different types of writing skills. In the following subtitles, we are going to tackle the four main types of writing, their definitions and their main characteristics.

II.3.1. The Four Major Types of Writing

II.3.1.1. Expository Writing

From the verb "to expose", which simply means to reveal something and make it clear, that is to say the writer's supreme aim is to explain a concept or share information with the audience. It is a subject-oriented writing style, in which authors focus on telling researchers about a given topic or subject without voicing their personal opinions (Abdulaziz, 2022). This type is one of the most common, and it can be present even in other writing types whenever the author is providing the reader with a new information or concept. Perfect examples for this type are: non-editorial articles in newspapers and magazines, manuals, textbooks, instructional guides, nonfiction books writing, how-to books, cookbooks, recipes, self-help books, scientific research, educational resources, business books, technical write-ups, medical journals, research, and others (Bouchrika, 2024).

II.3.1.2 Narrative Writing

Telling a story is the main purpose of the author; it includes usually characters and dialogue, the story can be real or fictional which means the author creates characters and the events happened or narrates about something which happened for real, he can even narrates from the viewpoint of one of the characters which is called first person narration. Narrative writing can

be one of the easiest for the readers and the most difficult for the writers. That is because readers will be prodded by their imagination and understanding in order to get the narrative. Writers, on the other hand, will have to pen it in a way that will bring readers to the world in their story while keeping them engaged and captivated (Bouchrika, 2024). Perfect examples for this type are: Novels, short stories, novellas, poetry, fable, myth, and biographies.

II.3.1.3. Persuasive Writing

The main aim of the writer in this type is to persuade, convince, or change the reader's opinion towards someone or something. To reinforce his opinion, the writer uses arguments and justifications which serve as a helping tool in shaping the opinion of the reader. Also the writer's point of view includes an argument, recommendation, evaluation or interpretation. Each claim needs to be supported by some evidence, source, and reference (Abdulaziz, 2022). It is often used in letters, advertisements or commercials, newspaper opinions and editorial pieces, reviews of books, movies, music, argumentative essays, letters of complaint, and letters of recommendation all along the text; the writer works on building a certain connection with the reader to be able to influence him, this strong connection is not formed through facts and evidences only, but the writer work on manipulating the reader's emotions and feelings to persuade him.

II.3.1.4. Descriptive Writing

A descriptive text aims mainly at describing something or someone just like its name indicates, Descriptive writing is akin to painting a picture with words that attempt to provide readers with a firsthand and detailed impression (Bouchrika, 2024). The author uses a specific language which comprises the use of adjectives, adverbs, figures of speech to make the image clearer for the reader and make him feel what he is reading. Descriptive writing style can be found in poems, diaries, short stories, novels, scripts, travel writing, memoirs, reviews, articles, song lyrics, speeches, advertising, marketing, biographies, autobiographies, journals, and even product descriptions.

II.3.1. Additional Types of Writing

The four types of writing we tackled in the previous titles play a fundamental role in communication across various situations and meet almost all its needs, but this does not mean that these four major types are the only ones**,** There a vast and diverse landscape of writing types that serve a specific purpose, such as creative writing including drama and poetry, technical writing that guides the reader step by step, professional writing which has to do with all what is business, blogs and articles, letters, and even social media posts are considered as a writing type , despite the fact that they are short and informal but they involve the intentional creation of language.

II.4. Importance of Writing

From the moment we write our first letter we learn at school, until we learn how to develop long complex essays, writing is always a part of our life, a part of our identity, someone's writings can reveal who they are, the way he thinks, the way he sees life. Writing is more than a set of symbols we put on paper, just like spoken language, written language can be very powerful having an incredible impact on the reader, a sad story can make you feel chaos and gloom, Those words can affect your psychological state just like they have been said to you. Reading something, be it long or short, can cause a transformative shift on your mood, your vision, your decision, and even your whole understanding of the world surrounding you. Writing is an extremely versatile tool that can be used to accomplish a variety of goals (Graham, 2006), not only the academic context, but it in all the aspects of our daily life. Moreover, we cannot always be present and use our voice to express ourselves, sometimes writing the message we want to transfer is all we have, so mastering writing skills is not less important than the other language skills, in order to be able to ensure clear effective communication.

II.4.1. Writing as a Means to Express One Self

For most of people, writing is the optimal mean to translate what is inside them, People use written language to share their daily experience, to reveal what they feel, to release accumulations, to expose share their thoughts, to express their opinion towards someone or

something. Writing about one's feelings and experiences can be beneficial psychologically and physiologically (Smyth, 1998).

Writing benefits us too, not just our readers, this is done through what is called "explicitation" which means shifting something from implicit to explicit, this is very effective helping tool to understand ourselves and figure out what's happening inside, in some cases we cannot figure out what we are feeling exactly until we transform it to words, Boucher says *"Writing is a means for re-examining our beliefs"* (1972, p. 230-232), it is like a sort of therapy which we can use to overcome that confusion which is the first obstacle which prevents us from dealing with our feelings as we should, we cannot solve a problem we did not even determined.

II.4.2 Written Communication

Imagine you want to tell your friend something very important, but he is unavailable. In that case, you would simply leave him a written message so that he can read it when he is free. Writing is very important in our daily life even if we do not actually realize its importance, it provides a medium for maintaining personal links with family, friends, and colleagues, even when we are unable to be with them (Graham, Harris, & Hebert, 2011). This is just a small example of a situation we face daily, where written language is the only way to communicate without being aware that it is. In social media era and despite the growing adoption of audio and video features, written language is still the most used feature which has a wide spread thanks to its traditional dominance; everyone is using written language to chat, to comment, to search for things. With the increasing presence of the virtual world in our daily lives, mastering written language became a crucial thing in order to ride the wave of civilization. Another cool thing about written communication is that it leaves marks, unlike spoken communication. When we communicate through written language, it lasts, and we can go back to it later, whether to reread a beautiful message or to laugh at a funny thing again, or even to take a proof.

II.4.3 Writing in the Educational Context

Developing strong writing skills is an essential component of academic success. Students who master writing can significantly enhance their learning outcomes, in many ways, being a skillful writer is an advantage in achieving learning objectives. Teaching of writing is important

since, not only does it provide students with academic English capabilities, but it also prepares them for life in an interconnected world that requires them to write for different purposes and to use different genres (Burns & Siegel, 2018). Writing is an activity to express ideas, information, knowledge, or experience and understand the writing to acquire the knowledge or some information to share and learn (Khasanah, 2015), through writing we can organize our thoughts and arguments, they may be unorganized in our mind, and just the fact of putting them in form of words on paper is a sort of arrangement. According to Harmer (2004: 31-33) cited by Khasanah (2015), writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind. Writing is often used as a means of reinforcing language that has been thought. Students use writing skill to make a note about what they have learnt while learning, it is also frequently useful as preparation for some other activity and an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. Writing is also used in questionnaire-type of activities, as it is important to face questionnaire test. In the examination, students are asked their answer in the form of written. Writing is also a great way to keep things from being forgotten, sometimes it is very hard to remember and retrieve things from our memories, writing it on a notebook, a phone, or even just a scrap of paper, that idea is preserved, just by making it explicit on a paper is already a preservation for it. Writing encourages students to reflect on and explore their reasoning and to extend their thinking and understanding (Quealy, 2014). Moreover, the permanence of writing makes ideas readily available for review and evaluation; its explicitness encourages establishing connections between ideas and its active nature fosters the exploration of unexamined assumptions (Applebee, 1984).

II.4.4. Writing in the Professional World

In any job, you have to communicate with colleagues, clients, or even your boss, be it an email, a proposal, or a report, good writing skill can be an advantage that makes you a unique employee, and through written language we ensure a clear and effective communication in the workplace. When everyone understands each other clearly, the business runs smoothly, and mistakes are less likely to occur, which ensures the smooth flow of things.

II.4.5. Writing: A Bridge to the Past

Implicit thoughts and ideas in our mind can't last forever, while words on paper can, and an undeniable evidence for this is the piece of writing we still have to date of our ancestors, Manuscripts that ancient civilization let are still in our museums (Hieratic writing, Hieroglyphs, Cuneiform, Demotic writing, and Papyri) carrying with them all the knowledge and thoughts and emotions those populations had. Writing does not only allow us to connect with people across vast distances, but across time too, it is like a bridge to the past , which allows us to discover ancient civilizations , learn about them, and even learn from them.

II.4.6. Beyond Classroom: Writing for Fun

Although we often associate writing with the academic context, it goes far beyond that. We can write to entertain ourselves, especially for those who find joy in writing as a hobby. Just like some people find joy in playing in a music instrument, or playing with ball, others find their passion in writing poems and novels, writing is a mean to create art, which allows writers to craft masterpieces which makes you travel to another world and feel things just by reading those words.

II.5. Writing in EFL Classes

In this title, we will discuss the importance of writing skills in the academic context for EFL learners, the challenges instructors may face, and how to effectively teach writing to this specific group of learners.

EFL stands for "English as a Foreign Language", this refers to studying English in a country where it is not the first language and is not spoken by the majority of the population. They may learn English for various reasons whether it is a professional requirement, for scientific purpose, for communication, for academic purpose, or simply to learn new things and enrich their knowledge about other cultures.

II.5.1. Importance of Teaching Writing for EFL Students

The positive impact of writing on learning was captured in two meta-analyses (Bangert-Drowns, Hurley, & Wilkinson, 2004; Graham & Perin, 2007), which found that writing about content material enhances student learning. This is because writing goes hand in hand with learning, allowing students to solidify their understanding as they express it and discover new things when searching about a certain topic to write about (Graham, Gillespie, & McKeown, 2012).

Harmer.j (2004) stated that:

> *Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds ... Writing has always been used as a means of reinforcing language that has been taught.*

This means that during the writing process, other cognitive operations occur, such as generating ideas, reflecting on the notions to tackle, finding the right vocabulary. All these mental processes lead to the development of the student's cognitive skills and knowledge about the target language.

II.5.2. Challenges of Teaching Writing to EFL Students

It can be very challenging to teach someone how to put language into practice when he is still building his knowledge base, most of EFL students find learning the rest of the language skills easier than learning writing. Additionally, Senel,E insists that: "Writing is regarded as the most challenging task and the most difficult language skill among EFL students"(2018).

Writing is a form of self-expression, even when its content is purely objective, our writing style still represents and reflects us, and since not everyone is good at expressing themselves, using written language can also be an obstacle for students. Students may worry about not being able to express themselves clearly or being misunderstood.

Srikandi.E claims that*: "Writing is considered the most difficult and complicated language skill to be learned compared to other language skills. Learning to write fluently and expressively is the most difficult of four language skills for all students"* (2019).

The process of writing involves combining many tasks at once, such as generating ideas, organizing them, selecting the right vocabulary, and adopting the appropriate style and register… managing all these elements together can be a challenging task for a learner still building his knowledge base. In addition, it is important to mention that students receive less training in writing compared to other language skills. This lack of practice limits their opportunities to improve their writing skills, which affects negatively their motivation to study it.

II.5.3. Types of Tasks to Teach

The class should be covering writing tasks that they will likely use in their life, and focuses on "real tasks" instead of "made up tasks", which means focusing on practical writing skills rather than hypothetical tasks. The class should engage with real-world situations and have students practice writing for scenarios they may face someday, whether in their personal lives such as writing a birthday card or letter, in their professional careers such as drafting an email or creating a presentation, or even in their studies such as writing an essay or taking notes.

In this way, the student will gain confidence and feel comfortable and prepared when encountering a situation in life that requires them to use their writing skills (Harmer, 2004).

II.5.4. The Instructor's Role

A good teacher isn't someone who simply sits at his desk the whole session, there are some tasks he should undertake and some elements he should take in consideration to ensure students reach their academic goals and achieve the desired learning outcomes.

Among the tasks to consider when helping EFL students become good writers is demonstrating, the instructor need to teach his students the different rules and styles to write different types of texts correctly, for instance adopting the appropriate style and register.

A teacher also acts as a facilitator for his students, helping them understand difficult concepts without making the class teacher-centered. It is the teacher's responsibility to make a balance between providing learners with the information they need ready and encouraging them to independently explore and learn, to reinforce their autonomy and creating a learner-centered environment.

Another task to consider is motivating and provoking, students may struggle generating ideas or finding the right words to use to express themselves, which may influence their learning motivation negatively and here comes the role of the teacher. Every teacher has to find his own way to engage his learners. Writing class shouldn't be dull, the instructor should make writing fun and enjoyable, which will positively affect the learners' motivation and make them more engaged. Teachers also need to be supportive and ready to help their students whenever they need it, this will reassure students and give them more confidence while doing their tasks.

Moreover, one of the tasks which should be taken into consideration, and which has a very important importance is evaluation and assessment. The way the teacher response to his students writing is very important. He should respond with a constructive feedback rather than judging the student paper with grades. Even if the work is full of mistakes, the teacher should respond supportively besides indicating where they wrote well and where they made mistakes, he may even provide them with suggestions and recommendation to improve their writing.

II.5.5. The Lesson Content

In the journey of making from his learners good writers, the instructor should follow a certain stages. Anticipating or skipping a step may complicate the process for the learners.

First things first, the teacher needs to reinforce students' linguistic repertoire and lexicon. This way, he will be sure to have enough vocabulary in the target language to start writing. As the famous Japanese proverb says, "You cannot draw water from an empty well".

Secondly, the teacher needs to equip his students with all the necessary knowledge about writing skills, including the different types of texts, how to use appropriate vocabulary for each type, how to link sentences and ideas, organization and outlining, revision and self-assessment, the stages of writing. By providing students with this crucial knowledge, they will be prepared to start creating their first piece of writing.

Thirdly, it is important to mention that teaching the learner to create his own writing style is vial. By training students to use language in a way that is unique to them, writing becomes a tool for free expression, they will become more engaged and motivated when they feel that their own voice is valued, and their creativity and critical thinking will be developed through time.

Additionally, the teacher has to create plenty of opportunities for the learners to practice what they have learned. Graham, S emphasizes that: *"The purpose of writing instruction is to*

teach students to write skillfully. We contend that this can only be accomplished if students write frequently" (2012, p. 14).

That is to say that becoming a good writer requires practice, and gaining knowledge about writing without putting it into practice is meaningless. For the learner, the more he does it, the more he becomes good at it.

II.6. Improving Writing Skills

We saw in the previous titles the value of writing skills, their benefits in different fields of life, not only in the academic context, and how important it is to master them.

Now, the question to ask is: How can we achieve this? What makes us good writers? The response is: by identifying the areas of development and working on them, as simple as that. By doing so your writing style can be elevated to a whole new level.

II.6.1. Characteristics of a Good Writer

We do not all write the same way. Each one of us has something that differentiates his writing style from the others. These characteristics can be either constructive or destructive. A writer needs to have certain features that make him a successful writer and make his pieces of writing good and well-received by his readers.

One of these hallmarks is being clear and concise. Vannest emphasizes that "No matter what format your written communication takes, it needs to be clear and concise. Misunderstandings can lead to costly mistakes" (2018). Which means expressing ideas in a way that the reader finds it easy to understand, avoiding to making it complicated or ambiguous, after all the main concern of the writer is that his message to be well received by the reader.

Another hallmark is having the passion of writing. As we mentioned above, some people possess a natural predisposition towards certain activities, this enthusiasm plays a positive role by boosting the individual's motivation to learn and work more to develop his writing skills. On the other hand, someone who does not love what he is doing, can easily give up or at least remain in the same level. A good writer is also someone who masters the language in question, correct and accurate language makes the text look professional and more polished. The writer has to acquire a strong grasp of vocabulary, grammar, syntax, punctuation, spelling, formatting… He should be aware of all the mechanics of the language in the first place, with a vast rich lexicon, this way the

pieces of writing he produces will be of higher quality. Being a "Thick skin person" is also one feature of being a good writer, it means accepting criticism and taking it positively. Feedback is very important in the writer's journey to improve himself, he should neither take it personally, nor get upset or offended. A good writer deals with a rejection from a publisher, a bad review, or even not meeting sales expectations   professionally, by being open to feedback of the audience and maintaining a healthy perspective towards it.

Another vital characteristic for being a good writer is being a good reader. By doing so, the writer absorbs new terminology, new structures, new concepts, and new lines of thought every time. By exploring new texts by various authors, the writer will stay updated and acquire the knowledge with which he will enhance his writing style and take it to another level.

II.6.2. Struggles That Writers Face

We all experienced at a certain level being afraid of having a written exam or even a task on the board. As Brown, HD believed that: *"It is possible that you felt a certain level of anxiety within you, as you felt pressured to write an essay in class, which was assessed by the teacher, graded and returned without further review"* (2001). The reason of that concern differs from a student to another, but the result is the same, a mixture of hesitation and fear emotions from writing something

On our journey to become a better writer starts by identifying your weaknesses. Most students face some issue in writing class and find it difficult, and it can be rewarding or punitive (Byrne, 1992b), it is either a blessing or a curse for the learner. By mastering writing skills the student can get a step closer to the academic success, and vice versa. Harmer.j emphasizes: *"Some students are always happy to have a go at writing in English, others can be less keen. This unwillingness may derive from anxieties they have about their handwriting, their spelling, or their ability to construct sentences and paragraphs"* (2004, p. 61). The difficulties that students face are like an obstacle for which makes them demotivated for writing class. Harmer.j insists that *"If these insecurities are reinforced because they are unable to complete writing tasks successfully, then the students' attitude to writing is likely to become more and more negative"* (2004, p. 61).

For Khom (2012), the most common challenges students face in writing class are caused by sentence structure, spelling, capitalization, punctuation, and language use. All these

weaknesses, which are caused by limited exposure to reading, a weak foundation in grammar and mechanics in the first place, or even a poor vocabulary repertoire, clip their wings and prevent students from expressing themselves freely and producing good pieces of writing.

II.6.3. Tips to Improve Writing Skills

It is true that some people possess a natural talent when it comes to writing, but the good news is that everyone can learn how to become a better writer. By following some suggestions and recommendations of experts in this field, and the hard work, anyone can improve his writing style and make it much better.

1. Develop a daily writing habit: as we all know practice makes perfect, so the more you do it the more you will be good at it. It does not always have to be something official or something to publish, it is the act of writing that matters not the content. It can be simply writing how your day was or putting your thoughts on paper towards a certain topic for instance.

2. Read more: a daily reading habit is also very beneficial to improve your vocabulary and expand your writing repertoire (Vannest, 2018b). Every time you read something, besides the new information you obtain, you will learn new things that will benefit you in enhancing your writing style, be it a new structures, new terminology, or even new ways of expressing thoughts.

3. Keep it simple and concise: Becoming a better writer often means learning to make your messages more concise and easier to understand for the reader (Krosel, 2023). Regardless the type of the text, it is preferable to keep the language used clear for the reader and avoid making it ambiguous or complicated to being understood.

4. Reinforce language basics: Experts (Aguirre-Munoz et al., 2015; Crossley et al., 2014; Cutler & Graham, 2008; Shaw, 1986) affirm that by having a strong base of correct grammar and mechanics of language the final product of the writer will be clear and accessible by the readers. Meisani emphasizes that: *"The importance of grammar and mechanics cannot be overstated because they directly impact the success or failure of communicating ideas from writer to reader"*. That is to say without the correct use of the grammar and language mechanics the message will not be transferred properly. He adds that *"Without them, written language is unable to identify or replicate some distinct and distinct characteristics of speech"* (2022b). Rules of

capitalization are also crucial to learn to in order to preserve the good organization and layout of the text.

5. Match your tone to the audience: it is depending on your audience that you will select the level of formality and the register to use in your piece of writing. Vannest insists: "*keep in mind that "formal" doesn't necessarily mean old-fashioned. Rather it asks that you use contractions sparingly, pick your greeting words, and choose your humor wisely*" (2018). So we can be casual with our friend or coworkers using informal expressions such as "hey there!" or "what's up!" but when it comes to contacting the boss or a teacher we should use another tone with a high level of formality.

II.6.4. Human Vs Machine Writing

The embracement of technology in the educational setting, and the widespread adoption of AI in all fields, including the pedagogical context, is going very fast day by day. One aspect of education that has been influenced by this digital revolution is writing. The internet is full of writing AI-powered writing tools such as text generation tools, grammar and style checkers, paraphrasing and rewriting tools, fact-checking and plagiarism detection, and machine translation tools. Be it free or paid, these tools are widely used by both learners and educators.

II.6.5. Definition of Machine Writing

The term "machine writing" predates the digital age, going back to the 17th century, originally it referred to the early typewriter invented by the American William Austin Burt in 1829. The term "machine writing" has evolved over time, and nowadays it refers to what is called "automated writing" or "AI writing" (Simón, 2023).

Nixon stated that: "This technology involves training machines to produce original text that can be indistinguishable from human-written content. Machine writing operates on code that is programmed by individuals providing the foundation for creating unique and coherent articles" (2018).

This technology is programmed to produce human-like writing, and it is done so successfully that in some cases it is almost impossible to tell whether it is written by a machine.

Trivedi claims that: *"Artificial Intelligence is a field of computer science that enables computers and machines to simulate human intelligence. It involves development of systems that are capable of collecting, analyzing, and interpreting data to make decisions autonomously, based on programmed algorithms"* (2023). So Artificial Intelligence is a branch of computer science which focuses on making machines smarter, and enabling them to think in ways that simulate human intelligence. Computers nowadays are not limited to the traditional tasks to which we are used to. In fact, computers are now capable of performing very complex tasks that were once only done by humans.

Another important point to mention is that AI is not only doing tasks traditionally done by humans, but it is also completing them with a great speed and accuracy. A task that takes human days of work can now be accomplished in a couple of seconds thanks to AI.

II.6.6. How Does Machine Writing Work

The technique is based on what is called the algorithm. The algorithm is a set of clear and specific instructions that are followed in a certain order to solve a problem or achieve a certain goal. In other words, it is similar to a sequence of steps that are carried out in a particular method to reach a specific point (Cambridge Dictionary). This algorithm predicts the words that are most likely to be used together in a sentence by humans in order to generate a text. This prediction is made based on input of data and statistical information that is integrated by the inventors in the system (Grey, 2020).

Gluska, J. (2023) stated that "artificial intelligence writing refers to the production of text by algorithms that have been trained on large datasets of human-written content. These algorithms, referred to as language models, use statistical methods to generate text that is grammatically correct and contextually relevant". Therefore, the essence of AI writing is the algorithm, which depends on the language models integrated within it. This is why AI sometimes produces content that is incorrect or not relevant. It is because the only source that it depends on is the language models and statistical data integrated within it.

II.6.7. Strengths of Human Writing

The human touch in writing is something that artificial intelligence could not achieve until this date. The human being has an incredible ability for creativity and originality. He can create stories and generate ideas that machines struggle to replicate. Nixon (2018) insisted*: "AI-generated text can sometimes sound fluent and well-educated on the surface due to the training data it uses, but it may lack coherence and human elements like metaphors and humor."* For instance, humor is a trait that cannot be imitated by a machine. It can be programmed to produce human-like humorous sentences, but it can never produce something funny or jokes by itself. Even if it does one day, it would never be as original and funny as the ones produced by humans.

Another feature that makes favorite human writing special is its involvement of emotions. When a human being writes, he can engage his emotions and empathy, the thing that a machine cannot do. Scientists in the domain of machine learning (ML) and natural language processing (NLP) have put a lot of effort into developing this quality in machines, but up to now, a machine is not yet able to interact with real human emotions. The matter is that the machine is not just incapable of producing true emotions, it is also very difficult for it to understand the complex nature of human emotions, something which is difficult even for the human being himself.

Adaptability depending on the audience is also a human quality. We human beings are flexible in adapting our style, tone, register... depending on the receiver. Machines cannot do so. They can only do it by following instructions, only if you set the suitable language parameters to be used depending on a certain audience for it. Other features like critical thinking and subjectivity are also human strengths. Humans can analyze information critically and read between the lines, understand the hidden messages, and understand what is meant but not said, and express their opinions subjectively while machines cannot do so.

II.6.8. Challenges of Using AI Writing

One of the biggest obstacles to using artificial intelligence for writing is the difficulty in understanding context. Gluska (2023) emphasizes that "AI can struggle with context, especially when nuances or cultural references are involved. It might generate grammatically correct sentences but fail to capture the deeper context or sentiment. It's basically just a word printer that has read a ton of textbooks". Even though this technology is meant to think by itself and reflect

to improve understanding, most of the time it struggles to grasp the meaning and interpret the situation.

Another issue is accuracy and reliability. Even though AI tools provide accurate results, this does not mean that we should omit human manual verification and review. Completely wrong results can be produced, which is why even founders insist on verifying the reliability and accuracy of the information provided by artificial intelligence before using it.

Job displacement is also one of the drawbacks. A lot of writers and editors will lose their jobs as a result of adopting machine writing. This means that these jobs will not be needed to be accomplished by humans, since the machine does it faster in a couple of seconds, and with fewer efforts.

Ownership and copyright is also a problem when it comes to machine writing, when a human write is always guided by the ethical principles, but when artificial intelligence write it does not respect these principals and can easily violate the ethical guidelines or the societal norms.

Conclusion

As previously stated, we reach the conclusion that writing is not limited to the academic context only. However, it is a fundamental part of our life, and mastering it is very crucial considering the enormous potential it unlocks in culture and knowledge transmission, feelings and thoughts expression, clear communication, information documentation, persuading people around us, knowledge retention. Becoming a good writer is not an easy task, and it is not achievable overnight, it is a long journey that we should undertake, the road may seem very long and we may face some obstacles during the process. However, with practice we will be able to write skillfully. We will be able to write clear emails and reports at work, take organized notes in class, learn and remember new things, communicate clearly across distance, therefore, mastering this crucial skill has a positive impact not only on the academic context, but in our life in general.

Chapter Three

Research Methodology and Data Analysis

Introduction

This chapter presents the research design and methodology, the sample of our study, and the data collection tool used in this research. It also includes the analysis and discussion of the findings of this study.

The purpose of this study is to investigate the AI's ability in improving the translation quality of English language students at the department of the English, Ibn Khaldoun University of Tiaret. Artificial intelligence, a branch in computer science that is able to mimic the human capacities including activities such as learning, understanding language, and doing educational tasks. AI tools are commonly used by students for educational purposes including writing tasks and translation. In our context we want to explore if AI can improve the translation quality of students. What is meant by translation quality is all the well written translations starting from vocabulary, structure of sentences, to achieving effectiveness in conveying the meaning.

To achieve this objective a mixed method approach combining quantitative questionnaire and qualitative semi structured interview. The questionnaire was presented to a sample of 3rd year bachelor English students. It aimed to investigate the AI's ability in improving the quality of translation of English students. For that reason, participants were asked to choose the translation that they find as more eloquent, between AI and human translation. The qualitative semi structured interview on the other hand was presented to teachers of English in the English department. It aimed to provide more insights of AI tools in the educational context, EFL and on translation exactly.

The results of this study will provide insights into the effectiveness of AI tools in improving or enhancing the quality of English translations made by University students of English.

1. Research Design

This study employs a mixed method approach, joining both quantitative and qualitative research designs. While it relies on the collection and analysis of numerical data to address the research questions and test the hypotheses, it also uses semi-structured interviews to gain in-depth insights. By using a quantitative research design, we aimed to gain a clear understanding of the research topic through the analysis of quantifiable data. Simultaneously, the semi-structured

interviews provide a comprehensive and nuanced understanding of the experiences, perceptions, and suggestions related to the use of AI tools in translation education.

2. Research Methodology

This study employs an online questionnaire developed using Google Forms to collect data from the target audience. The questionnaire is designed to gather quantitative information that is relevant to the research objectives, from the sample third-year bachelor English students. Additionally, semi-structured interviews were conducted with four teachers from the English department to provide qualitative data.

3. Population and Sample

The sample of this study is 74 third-year bachelor English students from the population of 318 students at Ibn Khaldoun Tiaret University. Our focus is to make the sample represent the larger population which is why we chose the random sampling technique. Furthermore, four teachers from the department of English were chosen for the semi-structured interviews.

The choice of the students' population was due to their prior knowledge in English as a result to their exposure to the English language for eleven years, including two years studying translation as a module in the university which allows them to have a strong foundation in translation. Furthermore, their proficiency with modern technology enables them to interact and respond to an online questionnaire on Google forms.

3.1. Student's Profile

To ensures the participants have the necessary cognitive skills to engage with the research strategy, third-year bachelor English students were chosen as a case of study .Responding on the questions requires advanced critical thinking strategies and a strong foundation in translation, third-year students study translation as a module for four semesters, which allows them to have the ability to analyze the two types of translation they are provided with. This aligns the research with a particular educational stage where the participant's interventions are most relevant. Demographic information such as age range and gender were not determined and collected to avoid collecting unnecessary data which are not relevant to the research. The sample size was not

determined; we kept going and collecting data until we reached the data saturation with the number of 74 participants.

The sample is heterogeneous, the students have various learning styles, and represent diverse backgrounds for generalizable results as the sample reflects a broader population, and captures the full picture in case there are subgroups which might have experiences that differ from the overall group or even each other. The inclusive criteria were not set because of time constraints because excluding participants can further limit the available data by decreasing the number and as a result affects the research quality, while a broader inclusion will allow for a more diverse and large sample.

3.2. Teachers' Profile

Four teachers from the English department with significant experience in translation and EFL education were selected for the semi-structured interviews. Each teacher brings a unique perspective and a wealth of experience in the field of EFL and translation, contributing valuable insights to the study.

4. Data Collection Tools

In this study, a binary questionnaire and semi-structured interviews were used as data gathering tools. The questionnaire aimed to determine the effectiveness and eloquence of AI-generated translations compared to human-generated ones. The semi-structured interviews were conducted to gather more insights on the use of AI tools in translation education.

4.1. Questionnaire

An online questionnaire developed using Google Forms and posted online serves as the first data collection tool. It contains 10 statements in Arabic from different fields, every statement has two translations in English, and participants are asked to compare the two English translations with their equivalent in Arabic and choose the one they find more eloquent. Blinding technique is used by not revealing the origin of the translation whether it is human or AI generated to focus on quality and reduce bias. We wanted to ensure the results are based on the actual content of the translations, not participants' assumptions about who produced them, because revealing the origin could introduce bias in participant responses. The question format was multiple choices with only two options, they focus on attitudes and opinions, since eloquence

is a subjective concept related to the individual judgment and there is no definitive single correct answer to it. Each participant will make a choice based on his own understanding and preferences.

4.2. Semi-Structured Interview

To gain a comprehensive understanding of AI's role in translation education, semi-structured interviews explored the experiences of four English department teachers. These discussions aimed to delve into the teachers' perspectives on AI tools, including their benefits and challenges in the classroom, student reactions observed by the teachers, and potential improvements based on practical teaching realities.

5. Data Analysis

The data collected from both the questionnaire and the semi-structured interviews were analyzed to draw meaningful conclusions regarding the effectiveness of AI tools in improving translation quality among EFL students. This comprehensive approach ensures that the research captures both the measurable outcomes and the experiential insights necessary to understand the impact of AI in translation education fully.

5. 1. Questionnaire

This questionnaire aimed to investigate whether AI improves the quality of translation. It consisted of 10 Arabic texts from different fields, with two options for participants to choose from in a single choice. Each text provided two translations, one by an advanced AI tool named GEMINI and one by human (students from the same participants' level). Participants were asked to choose the translation they thought was more eloquent (effective and expressive).

Number of Respondents: 74

TEXT.1:

بناء منهج تدريس فعال يتطلب مراعاة الأساليب التعليمية المتنوعة التي تلبي أنماط التعلم المختلفة وتعزز المشاركة الفعالة للطلاب في عملية التعلم.

1- Building an effective teaching method requires considering diverse teaching styles that cater to different learning styles and foster active student participation in the learning process. **34, (45.9%)**

2- Creating an effective teaching method requires taking into consideration different educational styles that meet the needs of different learning styles and promote the active participation of learners in the learning process. **40, (54.1%)**

Graph 1

Pie Chart of Responses for the First Question

بناء منهج تدريس فعال يتطلب مراعاة الأساليب التعليمية المتنوعة التي تلبي أنماط التعلم المختلفة وتعزز المشاركة الفعالة للطلاب في عملية التعلم.

74 réponses

● 1- Building an effective teaching method requires considering diverse teaching styles that cater to different learning styles and foster active student participation in the learning process.

● 2- Creating an effective teaching method requires taking into consideration different educational styles that meet the needs of different learning styles and promote the active participation of learners in the learning process.

The above text belongs to the field of didactics. It highlights the necessity for variety in teaching methods to achieve effectiveness. The text was sent to participants with two different translations: the first by AI, and the second by human. It is important to note that participants did not know which translation was human and which was AI.

The results show that a slight majority of students chose the human translation as more eloquent (54.1%), while the others (45.9%) chose the 1st translation which is AI-made as more eloquent. This indicates that students preferred the human translation, possibly due to some factors. For example different words choice was used in the human translation such as creating instead of building, meet the needs instead of cater to, and learners instead of students, the things that might have caught the students' attention. We can say that students chose the human translation because it used a simpler vocabulary and structure, which better matches their level as 3rd year students.

AI translation on the other hand was also eloquent, accurate, and it did not lack anything significant, which explains the small difference (8.2%) between the two choices.

TEXT.2:

يعتبر التعليم عن بعد أداة قيمة لتعزيز فرص التعلم مدى الحياة ، حيث يتيح للطلاب من مختلف الأماكن والخلفيات متابعة الدراسة بشكل مرن.

1- Distance learning is considered a valuable tool for enhancing lifelong learning opportunities, as it allows students from diverse backgrounds and locations to pursue their studies in a flexible manner. **36, (48.6%)**

2- E-learning is a priceless tool to enhance learning chances forever, in which it provides to students from different places and backgrounds the chance to continue studying in a flexible way. **38, (51.4%)**

Graph 2

Pie Chart of Responses for the Second Question

يعتبر التعليم عن بعد أداة قيمة لتعزيز فرص التعلم مدى الحياة ، حيث يتيح للطلاب من مختلف الأماكن والخلفيات متابعة الدراسة بشكل مرن.
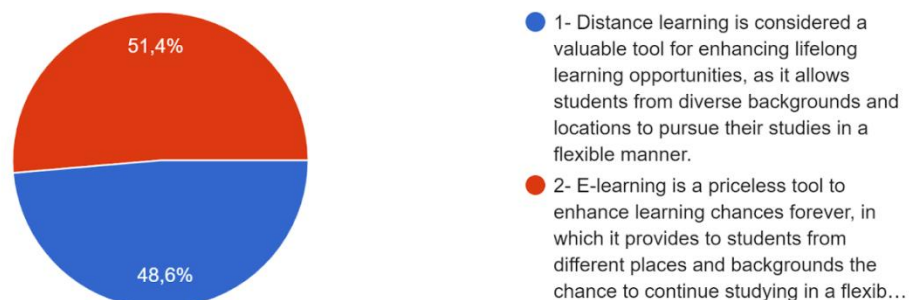74 réponses

- 1- Distance learning is considered a valuable tool for enhancing lifelong learning opportunities, as it allows students from diverse backgrounds and locations to pursue their studies in a flexible manner.
- 2- E-learning is a priceless tool to enhance learning chances forever, in which it provides to students from different places and backgrounds the chance to continue studying in a flexib…

51,4%
48,6%

This text also belongs to the field of didactics. It emphasizes the advantages of distance learning for encouraging lifelong education. It described distance learning as a valuable tool because it serves huge range of students such as those who work, or even students who have different learning preferences than the traditional one.

The findings show that narrow majority of the participants (51.4%) selected the human translation as more eloquent, while (48.6%) selected the AI translation as more eloquent, expressive, and effective. This small difference suggests that, although the human translation was not perfect, yet students still chose it. Perhaps this is because it was less formal than the AI translation, added an original touch, and used a simpler vocabulary and structure, which matches their level of English. For instance it used "priceless" instead of "valuable", "chances" instead of

"opportunities", "different" instead of "diverse", "continue" instead of "pursue", and "flexible way" instead of "flexible manner".

The left of participants might have chosen the AI translation because it was more formal, precise, and included some more advanced vocabulary than the human translation. Additionally, this is reflected in the minor difference of percentage between the two translations, which suggests that AI can contribute in having a good tone of translation.

TEXT.3:

لا ينبغي أن تقتصر ممارسات التقويم في التعليم على الحفظ الآلي ، بل يجب أن تهدف إلى تقييم مهارات التفكير النقدي لدى الطلاب وقدرتهم على تطبيق المعرفة في سياقات واقعية.

1- Assessment practices in didactics should move beyond rote memorization, aiming to evaluate students' critical thinking skills and their ability to apply knowledge in real-world contexts**. 21, (28.4%)**

2- In education, assessment should not be based on memorization, it should aim to evaluate the students' critical thinking and their ability to apply knowledge in real life contexts. **53, (71.6%)**

 Graph 3

A Pie Chart of Responses for the Third Question

لا ينبغي أن تقتصر ممارسات التقويم في التعليم على الحفظ الآلي ، بل يجب أن تهدف إلى تقييم مهارات التفكير النقدي لدى الطلاب وقدرتهم على تطبيق المعرفة في سياقات واقعية.

74 réponses

- 1- Assessment practices in didactics should move beyond rote memorization, aiming to evaluate students' critical thinking skills and their ability to apply knowledge in real-world contexts.
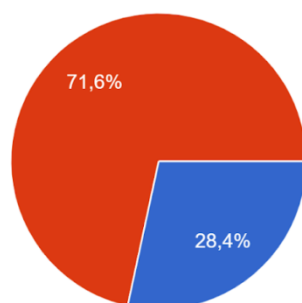- 2- In education, assessment should not be based on memorization, it should aim to evaluate the students' critical thinking and their ability to apply knowledge in real life contexts.

71,6%

28,4%

The above text is also related to the field of didactics. It criticizes assessments that focus on rote memorization. It suggests focusing on evaluating the critical thinking skills and the capacity to use the knowledge in everyday life.

It is noticeable from the results that majority of participants 53 (71.6%) found the human translation to be more eloquent, while 21 (28.4%) picked the AI translation. This might be

Due to the way the human translation captured the essence of the TLT using a simpler sentence structure and a simpler vocabulary. For instance, the human translation involved vocabulary like "should not be based on memorization" instead of "should move beyond rote memorization". It can be said that (71.6%) of participants prefer translations or sentences that convey the intended message in a simple style, providing a natural touch.

While the majority preferred the human translation, it is worth noting that a minority of participants (28.4%) chose the AI translation. This suggests that they might have preferred it for it used more formal style and complex structure.

TEXT.4:

قد يكون للصدمات النفسية التي نتعرض لها في مرحلة الطفولة تأثير دائم على صحتنا العقلية والجسدية في المستقبل.

1- Traumatic experiences we encounter in childhood may have a lasting impact on our mental and physical health in the future. **40, (54.1%)**

2- The traumas we get in childhood may affect our mental and physical health in future permanently. **34, (45.9%)**

Graph 4

A Pie Chart of Responses for the Fourth Question

.قد يكون للصدمات النفسية التي نتعرض لها في مرحلة الطفولة تأثير دائم على صحتنا العقلية والجسدية في المستقبل
74 réponses

- 1- Traumatic experiences we encounter in childhood may have a lasting impact on our mental and physical health in the future.
- 2- The traumas we get in childhood may affect our mental and physical health in future permanently .
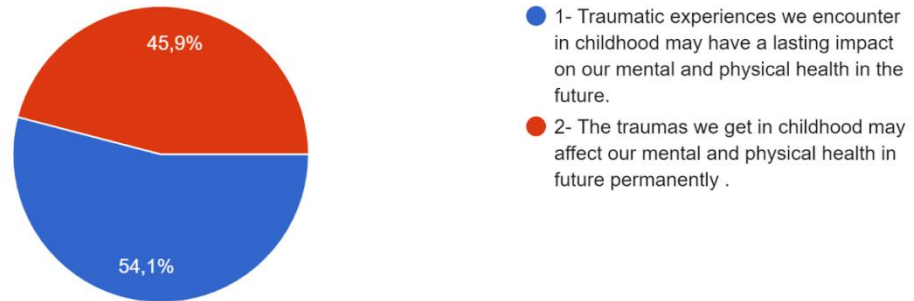
The used text is from the field of psychology. It sheds light on how childhood trauma can leave a long term effect on both one's mental and physical health.

The results show that 54.1% of participants found the AI translation to be more eloquent. This could be to several factors including the use of vocabulary and formality, unlike the previous texts' results. We see that the AI translation followed a formal tone using good vocabulary like "traumatic" instead of "trauma", "encounter" instead of "get" which is considered informal in this context. It also followed a more formal sentence structure. This suggests that 54.1% of participants may prefer formal texts with academic vocabulary.

On the other hand, 45.9% of participants found the human translation to be more eloquent. This indicates that nearly half of participants (34 out of 74) seemed to find informal texts clearer and expressive. This can be due to their background knowledge. For example not all students understand the word "encounter", yet they understand "get". Or they might see the human translation as more natural.

Overall, this result suggests that the AI translation can achieve eloquence comparing to human translation, especially when aiming for a formal tone of writing.

TEXT.5:

تعرض وسائل التواصل الاجتماعي، رغم تعزيزها للتواصل، إلى إمكانية المساهمة في نشر المعلومات المضللة وتكوين غرف الصدى التي تُعزز التحيزَات المسبقة.

1- Social media platforms, while fostering connection, can also contribute to the spread of misinformation and the formation of echo chambers, reinforcing existing biases**. 31, (41.9%)**

2- Although social media fosters communication, it leads to spread false information and forms echo chambers that reinforce previous biases. **43, (58.1%)**

Graph 5

A Pie Chart of Responses for the Fifth Question

تعرض وسائل التواصل الاجتماعي، رغم تعزيزها للتواصل، إلى إمكانية المساهمة في نشر المعلومات المضللة وتكوين غرف الصدى التي تُعزز التحيزات المسبقة.
74 réponses

● 1- Social media platforms, while fostering connection, can also contribute to the spread of misinformation and the formation of echo chambers, reinforcing existing biases.

● 2- Although social media fosters communication, it leads to spread false information and forms echo chambers that reinforce previous biases.
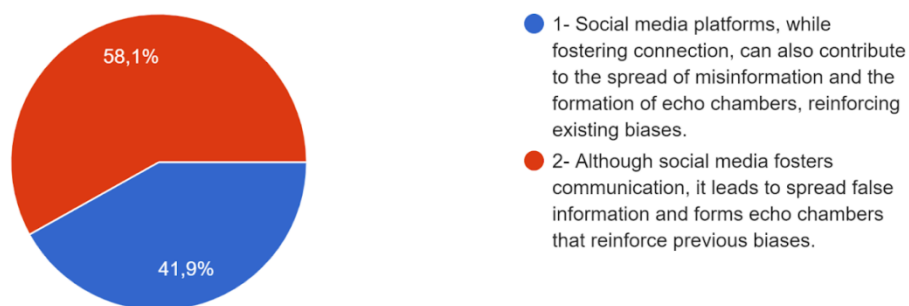
The above text falls within the subfield of sociology, from the field of social sciences. It delves into the drawbacks of social media platforms.

The results of this text show that slight majority of participants (58.1%) found the human translation to be more eloquent, while (41.9%) preferred the AI translation. The choice suggests that 43 among 74 participants preferred the human translation and this choice might be influenced several factors. One of these factors might be the sentence structure of the human translation in which we see that it used a simpler sentence structure of a single independent clause and a dependent clause starting with although. And this might have been easier to understand compared to the AI translation. Another factor for choosing the human translation might be the use of simple vocabulary which avoids any misconceptions such as "false information" instead of "misinformation". Briefly, the previous elements (structure, word choice) contribute in the formality of the text, and in the human translation of this text less formal tone was used, in which vocabulary like "contribute", "formation" were replaced by "leads", "forms" the thing that brought a simpler style to the text which means that those (58.1%) preferred a simpler style.

For the remaining 38 (41.9%) who preferred the AI translation, perhaps because the AI translation was accurate and it provided the intended message without any subjectivity. Also

those (41.9%) might simply prefer a writing style that utilizes complex sentences and more formal language.

TEXT 6:

ـ قدرتك على إيصال رسالتك بشكل فعال أمام الجمهور تتطلب مهارات عديدة منها: تنظيم أفكارك بطريقة واضحة، ومخاطبة الجمهور بما يتناسب مع اهتماماته، وعرض المعلومات بثقة ووضوح. كل ذلك يساعد على جذب انتباه الجمهور ويساهم في تحقيق أهدافك.

1- Effective public speaking requires the ability to organize information, tailor your message to the audience, and deliver it with confidence and clarity, fostering audience engagement and achieving desired outcomes. **35, (47.3 %)**

2- Your ability to deliver your message in an effective way in front of the audience requires multiple skills such as: organizing your thoughts in a clear way, speak to the audience with what fits their interests, and introduce your information with confidence and clearness. All this helps to attract the audience attention and contributes in achieving your goals. **39, (52.7 %)**

Graph 6

A Pie Chart of Responses for the Sixth Question

The text above deals with communication, more specifically with communication skills, it discusses public speaking and demonstrates the skills needed to deliver a successful message to

the audience in a clear way that they understand and remember, and grab their attention to achieve the desired outcomes.

Based on the results, **39** participants, representing a majority **(52.7%)**, chose the human translation as more eloquent. This result may be due to the use of clearer and more engaging style, Or maybe due to using simpler language that caught their attention and was easy for them to understand, such as using "speak to the audience with what fits their interests" which is easier to understand than "tailor your message to the audience"

In spite of this, AI generated translation also provided an accurate meaning and it was judged to be fine. This is reflected in the **35** participants who chose it, representing a minority **(47.3 %)**.

TEXT 7:

مع ظهور منصات التعلم الإلكتروني، التي من شأنها زيادة المرونة وإمكانية الوصول للطلاب، أصبح من الضروري التفكير مليًا في تصميم التعليم، والمحتوى الإلكتروني الجذاب، وأنظمة دعم الطلاب القوية لضمان تجربة تعليمية صارمة ومجزية.

1- The rise of online learning platforms, while increasing flexibility and accessibility for students, necessitates careful consideration of instructional design, engaging online content, and robust student support systems to ensure a rigorous and fulfilling learning experience**. 34, (45.9 %)**

2- With the appearance of online learning platforms, that increase flexibility and ability to reach students, it became a must planning attractive electronic content, and strong students' supporting systems to guarantee a strict, rewarding educational experience. **40, (54.1 %)**

Graph 7

A Pie Chart of Responses for the Seventh Question

مع ظهور منصات التعلم الإلكتروني، التي من شأنها زيادة المرونة وإمكانية الوصول للطلاب، أصبح من الضروري التفكير مليًا في تصميم التعليم، والمحتوى الإلكتروني الجذاب، وأنظمة دعم الطلاب القوية لضمان تجربة تعليمية صارمة ومجزية.

- 1- The rise of online learning platforms, while increasing flexibility and accessibility for students, necessitates careful consideration of instructional design, engaging online content, and robust student support systems to ens...
- 2- With the appearance of online learning platforms, that increase flexibility and ability to reach students, it became a must planning attractive electronic content, and strong student...

The text focuses on the topic of educational technology (Ed Tech), it explains that even though online learning is flexible and has a lot to add to the learning experience, but it still have challenges and difficulties just like the traditional education, that is why e teacher is required to make the lesson well-designed, interesting and engaging.

Based on the results, **40** participants, representing a majority (**54.1 %**), chose the human translation as more eloquent. This result may be due to the use of Simpler vocabulary such as using "appearance" instead of "rise" ,and the use of simpler sentence structure such as using the active voice "platforms increase flexibility" which is easier to read and understand than the passive voice "flexibility and accessibility for students are increased".

Regardless, The AI translation was accurate and considered acceptable. This is reflected in the **34** participants who chose it, representing a minority **(45.9 %).**

TEXT 8:

يسعى مفهوم التنمية المستدامة لتلبية احتياجات الجيل الحالي دون المساس بقدرة الأجيال القادمة على تلبية احتياجاتها الخاصة، حيث يدعو إلى تحقيق التوازن بين النمو الاقتصادي وحماية البيئة والعدالة الاجتماعية.

1- The concept of sustainable development seeks to meet the needs of the present generation without compromising the ability of future generations to meet their own needs, advocating for a balance between economic growth, environmental protection, and social equity. **44, (59.5 %)**

2- Sustainable development is a term that stands for meeting the current generation's needs without touching the coming generation's ability to meet their own needs, which leads to achieving a balance between economic growth, environment protection, and social equity. **30, (40.5 %)**

Graph 8

A Pie Chart of Responses for the Eighth Question

يسعى مفهوم التنمية المستدامة لتلبية احتياجات الجيل الحالي دون المساس بقدرة الأجيال القادمة على تلبية احتياجاتها الخاصة، حيث يدعو إلى تحقيق التوازن بين النمو الاقتصادي وحماية البيئة والعدالة الاجتماعية.

- 40.5%
- 59.5%

- 1- The concept of sustainable development seeks to meet the needs of the present generation without compromising the ability of future generations to meet their own needs, advocating for a balance between eco...
- 2- Sustainable development is a term that stands for meeting the current generation's needs without touching the coming generation's ability to meet their own needs, which leads to achieving...

The text above deals with Sustainable Development and Long-term well-being, it explains that it is all about meeting the needs of the present generation without harming our environment or the future generations, keeping a balance between economic growths, protection of the environment, and providing a fair chance for everyone.

Based on the results, unlike what we have seen before, **44** participants, representing a majority **(59.5 %)**, chose the AI translation as more eloquent. This result may be due to cohesive flow of sentence which made it smoother and clearer to read, or maybe due to the use of formal vocabulary like using "concept" instead of "advocating" which make it sound more professional.

Even though the machine translation was more chosen, the human translation gave an expressive and effective meaning too. This is reflected in the **30** participants who chose it, representing a minority **(40.5 %)**

TEXT 9:

الدافع، وهو عامل رئيسي في علم النفس التربوي، يشمل رغبة الطالب في التعلم وإحساسه بالكفاءة الذاتية والقيمة التي يضعها على التعليم. يستخدم المعلمون الفعالون استراتيجيات لتعزيز الدافع الداخلي، مما يشجع الطلاب على التعلم من أجل متعة الاكتشاف بدلاً من المكافآت الخارجية فقط.

1 - Motivation, a key factor in educational psychology, encompasses a student's desire to learn, their sense of self-efficacy, and the value they place on education. Effective teachers utilize strategies to foster intrinsic motivation, encouraging students to learn for the joy of discovery rather than solely for external rewards. **39, (52.7 %)**

2 - Motivation is the essential part in educational psychology, it includes the student's desire to learn and his feeling of self-competence and the way he values education. Effective teachers use strategies to foster the internal motivation, which encourages students to learn for the joy of discovering instead of the external rewards only. **35, (47.3 %)**

Graph 9

A Pie Chart of Responses for the Ninth Question

الدافع، وهو عامل رئيسي في علم النفس التربوي، يشمل رغبة الطالب في التعلم وإحساسه بالكفاءة الذاتية والقيمة التي يضعها على التعليم. يستخدم المعلمون الفعالون استراتيجيات لتعزيز الدافع الداخلي، مما يشجع الطلاب على التعلم من أجل متعة الاكتشاف بدلاً من المكافآت الخارجية فقط.
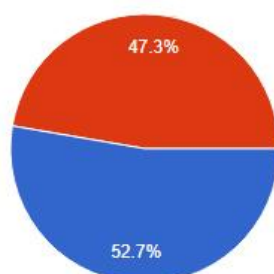
- 1- Motivation, a key factor in educational psychology, encompasses a student's desire to learn, their sense of self-efficacy, and the value they place on education. Effective teachers utilize strategies to foster intrinsic motivation,...
- 2- Motivation is the essential part in educational psychology, it includes the student's desire to learn and his feeling of self competence and the way he values education. Effective teachers u...

47.3%

52.7%

The text above focuses on educational psychology, more precisely on the student's desire to learn and his self-confidence, it emphasizes the importance of this motivation and how it can influence the student's efficiency. The text also highlights the importance for the teacher to stimulate the intrinsic motivation of the learner and encourage him to be more autonomous and learn independently.

Based on the results, **39** participants, representing a majority **(52.7 %)**, chose the AI translation as more eloquent just like the previous text. This result may be due to the Choice of words which sounds more informative and less repetitive and grab the reader's attention.

Regardless, the human translation also made sure the meaning was clear. This is why the difference in percentage between the two sentences is not very large by only 5.4% (4 participants).

TEXT 10:

التفضيلات البصرية والسمعية والحركية، تؤثر على كيفية امتصاص الطلاب ومعالجة المعلومات بأفضل طريقة. تركز الإرشادات الفعالة على أنماط التعلم المتنوعة من خلال طرق تدريس متنوعة ومصادر الوسائط المتعددة والأنشطة العملية.

1 - Learning styles, encompassing visual, auditory, and kinesthetic preferences, influence how students absorb and process information. Effective instruction caters to diverse learning styles through varied teaching methods, multimedia resources, and hands-on activities. **29, (39.2 %)**

2 - Visual, Auditory, and kinesthetic learning styles effect on how the student acquires and treats information in the best possible way. Effective instructions focus on the diverse learning preferences through different teaching techniques, multimedia resources and the practical activities. **45, (60.8 %)**

Graph 10

A Pie Chart of Responses for the Tenth Question

التفضيلات البصرية والسمعية والحركية، تؤثر على كيفية امتصاص الطلاب ومعالجة المعلومات بأفضل طريقة. تركز
الإرشادات الفعالة على أنماط التعلم المتنوعة من خلال طرق تدريس متنوعة ومصادر الوسائط المتعددة والأنشطة العملية.


- 1- Learning styles, encompassing visual, auditory, and kinesthetic preferences, influence how students best absorb and process information. Effective instruction caters to diverse learning styles through varied teaching methods, multimedia r...
- 2- Visual, Auditory, and kinesthetic learning styles affect on how the student acquires and treats information in the best possible way. Effective instructions focus on the diverse learning preferen...
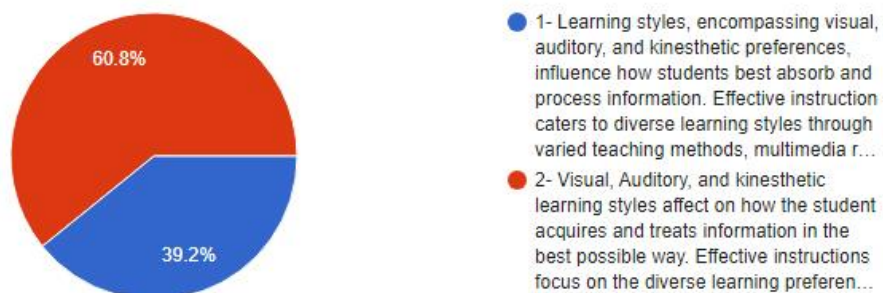
The text above deals with education, more specifically with the concept of learning styles. It discusses the differences among students in their learning preferences, and how it is important for the teacher to vary the types of activities (visual, auditory, kinesthetic...) to meet the needs of the different learners with their different learning preferences.

Based on the results, **45** participants, representing a majority **(60.8 %),** chose the human translation as more eloquent. This result may be due to the use of simpler vocabulary, for instances "effect" is easier to grasp than "encompassing". Or maybe because it is more concise and more direct, for example "acquires" is more specific to gaining knowledge than "absorb".
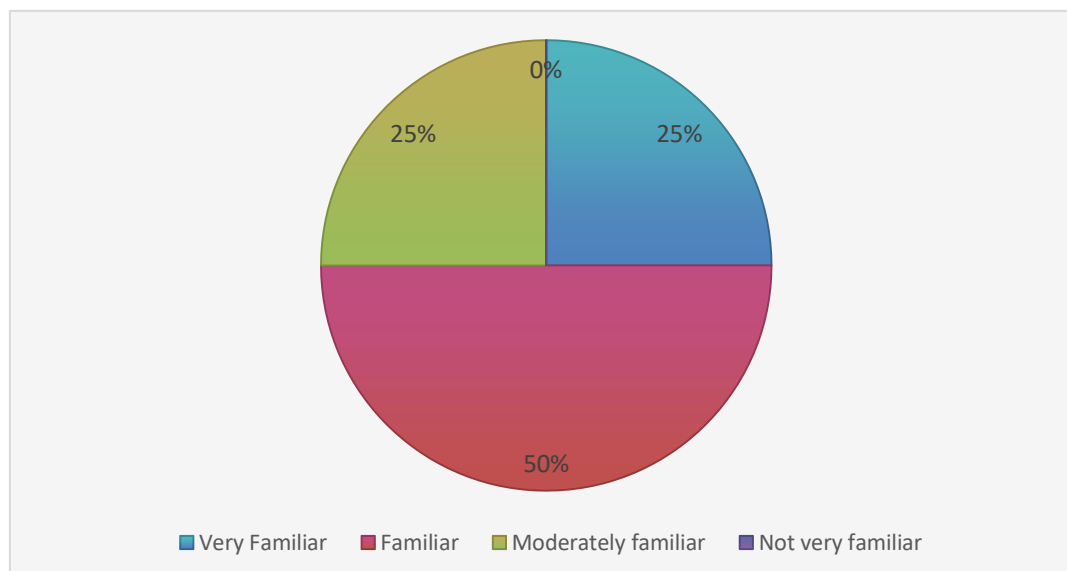
In spite of this, AI generated translation also provided an accurate meaning and it was judged to be fine. This is reflected in the **29** participants who chose it, representing a minority **(39.2 %).**

5.2. Analysis of Teachers' Interview

Question 1   How familiar are you with the use of AI tools in translation?

Graph 11

Teachers' Familiarity with AI Tools in Translation

Graph 11 presents teachers' familiarity with AI tools in translation, it reveals a positive trend. One teacher (25%) reported being very familiar, indicating a high level of confidence and expertise. Two teachers (50%) described themselves as familiar, suggesting they have a good understanding and are comfortable using these tools, though not necessarily experts. Another teacher (25%) identified as moderately familiar, indicating some knowledge and experience. Notably, no teachers reported being unfamiliar with AI translation tools. This distribution implies that all surveyed teachers possess at least a basic familiarity with these tools.

Question. 2: Have you integrated AI tools in your teaching methods for translation? If yes, how?
Teachers' Answers
-Yes, through machine translation tools and error detection tools.
-Yes, I have integrated AI tools by using them to provide initial translations which students then refine and improve.

□-Yes, I use AI tools to provide students with examples of translated texts which they can critique and improve upon.
-Yes, I have used AI tools to generate draft translations which students then revise and correct.

The data from Question 2 shows that all surveyed teachers have integrated AI tools into their teaching methods for translation. One teacher uses AI for machine translation and error detection, helping students identify and correct mistakes. Another employs AI to provide initial translations

that students refine, promoting hands-on engagement and skill development. A third teacher uses AI to generate examples of translated texts for students to critique and improve upon, fostering critical analysis. The fourth teacher also uses AI to create draft translations which students then revise, emphasizing the importance of editing and accuracy. These responses highlight a common theme of using AI to facilitate active learning and improve translation skills, demonstrating a proactive approach to leveraging technology in education.

Question. 3: What benefits do you perceive AI tools bring to the translation learning process for students?

Teachers' Answers

-Efficiency, accuracy and practicality

-AI tools provide immediate translations for analysis and learning, exposing students to various styles.

-They offer a diverse range of translation examples, which can be useful for learning and comparison.

-AI tools serve as a starting point for translations, aiding in understanding different techniques.

The teachers' responses to Question 3 highlight several perceived benefits of AI tools in the translation learning process for students. They emphasize that AI tools enhance efficiency, accuracy, and practicality, streamlining the translation process and helping students produce more precise translations. Additionally, AI tools provide immediate translations for analysis and learning, exposing students to a variety of translation styles and approaches. This exposure allows students to broaden their understanding and refine their skills through comparison with diverse translation examples. Moreover, AI tools serve as valuable starting points for translations, enabling students to grasp and experiment with different techniques effectively. Thus, these benefits underscore the role of AI tools in enhancing both the educational experience and the proficiency of students in translation studies.

Question 4 What challenges have you encountered when using AI tools in translation education?

Teachers' Answers

-Decontextualized data, dependence on AI generated tools and lack of training in using some AI driver tools

-AI tools can sometimes provide incorrect or overly literal translations, which can be misleading for students.

-AI sometimes struggles with nuanced cultural contexts and accurately conveying the intended meaning behind certain phrases or idioms

-Students may become overly dependent on AI for translations, potentially neglecting their own critical thinking and language skills development.

The teachers' responses to Question 4 outline several critical challenges when utilizing AI tools in translation education. They highlight concerns about decontextualized data and the risk of students becoming overly reliant on AI-generated translations, potentially hindering their own critical thinking and language skills development. Additionally, teachers noted the issue of AI sometimes producing inaccurate or overly literal translations, which can mislead students and compromise their understanding of nuanced language and cultural contexts. Furthermore, AI's difficulty in capturing and conveying nuanced cultural nuances and the intended meaning behind idiomatic expressions poses another significant challenge. These challenges collectively underscore the need for educators to balance the benefits of AI tools with comprehensive training and guidance to ensure students develop both technical proficiency and critical interpretive skills in translation studies.

Question. 5: How do your students react to using AI tools for translation tasks?

Graph 12

Teachers' Feedback on Students' Reactions to AI Tools in Translation Tasks
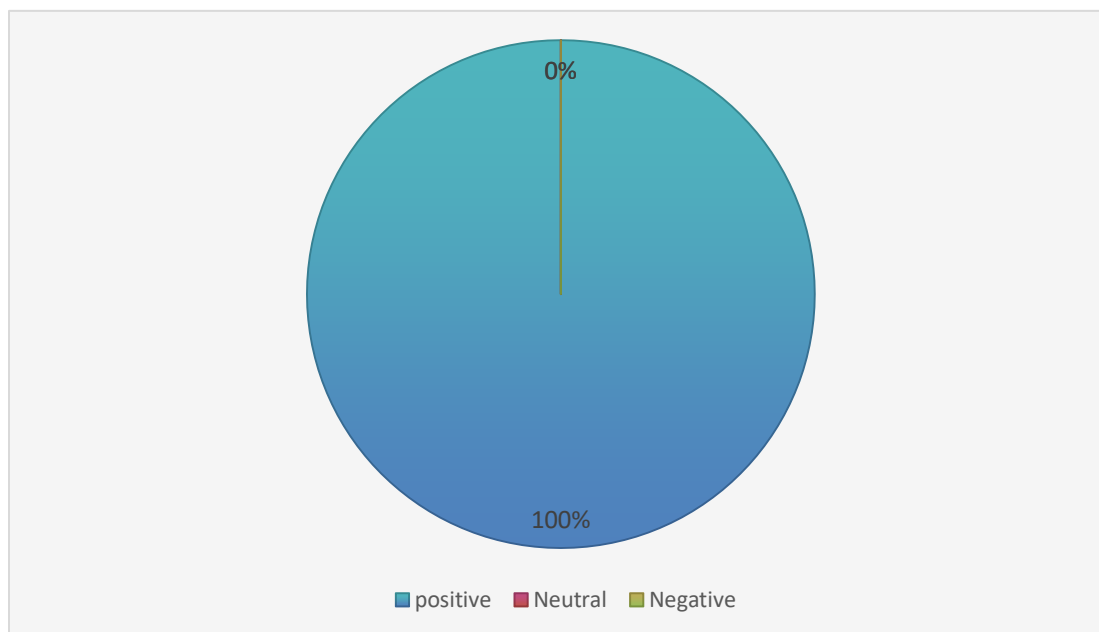
The vast majority of positive reaction from all teachers regarding their students' response to using AI tools for translation tasks indicates a strong acceptance and approval among students. This suggests that students generally find AI tools beneficial and effective in their translation work. The positive reception likely stems from the tools' ability to enhance efficiency, provide immediate feedback, and offer support in navigating complex translation tasks. Moreover, students may appreciate the opportunity to use advanced technology that aids their learning process and improves their translation accuracy.

Question.6: Do you believe AI-generated translations can surpass human translations in quality? Why or why not?

Teachers' Answers

-I believe it is still early to reach abfirp conclusion. AI generated translation can surpass human translation in technical and fixed context where translation is quick and error free. In other contexts; however, human translation outperforms AI generated translation as it is deeper, creative culturally sensitive and context dependent.

-No, because AI lacks the ability to fully understand context, culture, and subtleties of language which are crucial for high-quality translations.

-No, AI-generated translations often lack the nuanced understanding and creativity that human translators bring.

-No, because AI cannot fully replicate the depth of understanding and cultural awareness that human translators have.

Teachers' responses to Question 6 provide a balanced perspective on the capabilities of AI-generated translations compared to human translations. One teacher suggests that AI can excel in technical and fixed contexts where speed and accuracy are crucial but acknowledges that human translators outperform AI in contexts requiring deeper understanding, creativity, cultural sensitivity, and context dependency. Others express skepticism, pointing out AI's limitations in understanding context, culture, and the subtleties of language, which they deem essential for high-quality translations. Additionally, teachers emphasize the inherent human qualities of understanding and creativity that AI-generated translations often lack, noting that AI cannot fully replicate the depth of cultural awareness and nuanced interpretation that human translators bring to their work. These insights collectively highlight the ongoing debate over AI's role in translation, emphasizing its strengths in certain domains while underscoring the irreplaceable value of human expertise in delivering nuanced and culturally sensitive translations.

Question.7: In your experience, how do AI translations compare to human translations in terms of clarity and eloquence?

Teachers' Answers

-AI translations are often clear and grammatically correct but lack the eloquence and natural flow of human translations.

-AI translations are clear but often lack the stylistic elements and natural flow that human translations possess.

-AI translations are often clear but can be too formal or rigid compared to the more fluid and natural human translations.

-In terms of clarity, I believe AI translation has reached an impressive advanced level, especially with the latest versions. In terms of eloquence on the other hand, AI translation hasn't reached the required level of creativity and adaptability. Thus human translation remains superior in eloquence.

Teachers' responses to Question 7 highlight a consensus on the strengths and limitations of AI translations compared to human translations in terms of clarity and eloquence. While AI translations are generally acknowledged for their clarity and grammatical correctness, teachers note a consistent lack of eloquence, stylistic elements, and natural flow that characterize human translations. This gap suggests that while AI can produce technically accurate renderings, it struggles to capture the nuanced linguistic and cultural nuances essential for conveying eloquence and naturalness in language. Additionally, AI translations are sometimes perceived as overly formal or rigid, reflecting their reliance on predefined rules and algorithms. Despite advancements in achieving clarity, particularly noted with recent technology, AI has not yet matched the creativity and adaptability inherent in human translation, which remains superior in producing expressive and culturally resonant translations. This analysis underscores the ongoing challenge for AI to bridge this gap, emphasizing the enduring value of human expertise in translation for tasks requiring linguistic nuance and cultural sensitivity.

Question. 8: What improvements or changes would you like to see in AI translation tools to better support educational purposes?

Teachers' Answers

-Improved understanding of context and culture, and better handling of idiomatic expressions and nuanced language.

-Enhanced ability to understand and translate idiomatic expressions and more intuitive handling of context-specific language.

-Better contextual understanding and more flexible language use to match the nuances of human translation.

-Cultural and contextual awareness, Improvements in error detection and interaction patterns, Differentiated input features (audio, images ...)

The teachers' responses to Question 8 reveal a common desire for improvements in AI translation tools to better support educational purposes. Key themes include the need for AI tools to improve their understanding of context, culture, and nuanced language. Teachers emphasize the importance of AI enhancing its ability to handle idiomatic expressions and context-specific language more intuitively, reflecting a critical aspect of human translation that

AI currently struggles to replicate. Additionally, there is a call for AI tools to develop better cultural and contextual awareness, improve error detection capabilities, and accommodate different types of input such as audio and images. These suggestions collectively highlight the educators' aspiration for AI to evolve beyond mere technical accuracy and become more adept at capturing the subtleties and complexities inherent in human communication and educational settings. Addressing these areas could significantly enhance AI's utility in educational contexts, facilitating more effective language learning and translation skills development.

6. Discussion of the Findings

In the final analysis, based on the findings of the quantitative questionnaire, a slight majority of students prefer and see the human translation as more eloquent and effective, the left minority on the other hand prefer and see the AI translation as more eloquent and effective.

Based on the questions' analysis above, we interpret the results as follows:

Participants' choice of human translation may be due to the use of simple terms, vocabulary, and structure, in which we notice that most of the chosen human translations involve simpler words and simpler sentence structure which probably suits the majority of participants' level, beside to less formality compared to the AI translations for instance:

- "Meets the needs" in the 1st question versus "cater"
- "Continue" in the 2nd question versus "pursue"
- "Should not be based on" in the 3rd question versus "should move beyond rote"
- "Traumas" in the 4th question versus "traumatic experiences"
- "Misinformation" in the 5th question versus "false information"
- "Attract the audience attention" in the 6th question versus "fostering audience engagement"
- "Guarantee a strict, rewarding" in the 7th question versus "ensure a rigorous and fulfilling"
- "Touching" in the 8th question versus "compromising"
- "Includes" in the 9th question versus "encompasses"
- "Practical activities" in the 10th question versus "hands-on activities"

It is noticeable that the human translation succeeded in conveying the intended meaning using less formal tone, simpler structure and simpler words choice. Even if not all the words were synonyms, yet they provided a clear meaning, and provided a natural flow. The other minority's

choice of the AI translation may be due to its formal tone, precise vocabulary and technical terms, complex sentence structure, and a good cohesion in the sentence flow.

It is worth mentioning that the sentences were given from different fields such as didactics, psychology, sociology…etc. Besides, most of sentences were from the field of didactics because participants deal with the module which means they have a background about it and all such details influence their choice.

Overall, it can be said that both AI and human translations achieve eloquence. However, regarding the slight difference in the case of 3rd year bachelor in the English department, Tiaret university of Ibn Khaldoun, the preferences of participants may vary based on the choice of wording in each single sentence and the field of the sentence in the translation. Human translations provide a natural and original touch, and use a simple clear vocabulary. AI translations provide a formal academic tone. They also use much more technical terms, and more complex sentence structures.

In some cases, participants chose what they found clear through an informal or an average vocabulary in some fields. In other cases, they chose what they found clear through a more formal and a precise academic vocabulary.

Furthermore, from the perspective of teachers, it is found that AI tools are beneficial in enhancing efficiency and exposure to different translation styles. However students may rely a lot on them, which affects their critical thinking. Also, it is found by teachers that AI tools may be able to translate all cultural nuances which makes the translation sound awkward. Finally, interviewed teachers perceive human translations win when it comes to creativity and natural flow.

Conclusion

The results of this study reveal that both human and AI translations can achieve eloquence yet students' preferences lean slightly on human translations. The students' preference is likely based on the human translations' use of simpler vocabulary, sentence structures, and a more informal tone which makes the translations easier for participants to understand. Nevertheless, AI translations reveal their ability in achieving eloquence due to the use of formal tone, academic vocabulary, complex structure, and a smooth flow in sentences. Significantly, the

participants preference appears to differ based on the specific context and the degree of clarity attained through formal or informal language.

General Conclusion

General Conclusion

  AI has been identified as a valuable asset in the field of language learning, specifically in translating, since it possesses certain features that can benefit learners. This study specifically investigates the impact of AI on the translation quality of third-year English language students at Tiaret Ibn Khaldoun University. This study seeks to establish the possibility of using AI technologies in enhancing the translation proficiency among EFL learners. The population of this study was limited to the third-year bachelor English students at Tiaret University of Ibn Khaldoun. Thus, the sample of this study was (74) students, who were chosen randomly from the general population in order to answer the questionnaire. A mixed-method approach was adopted, combining quantitative and qualitative research designs. Data was collected from 74 participants via an online questionnaire and through semi-structured interviews with four teachers from the English department. The questionnaire presented Arabic source texts with two English translations: one produced by GEMINI and the other by a human being.

  The purpose of this research is to examine the extent to which the usage of artificial intelligence (AI) enhances the translation quality of the third-year bachelor English students at Ibn Khaldoun Tiaret University. It aimed at evaluating whether AI-generated translations can match or surpass the quality of human translations in terms of eloquence and clarity. Furthermore, the study also sought to establish the extent of students' willingness to incorporate AI-based translation tools in language learning processes. The first question was designed to establish the extent to which the usage of AI translation tools can affect the quality of translations done by English students, compared to human translations. The near-tie results with a slight majority favoring human translations indicate that the use of AI tools can affect the quality of translation by providing translations with a formal academic tone, technical vocabulary, and complex sentence structure. The second question aimed to investigate how EFL students perceive translations generated by artificial intelligence (AI) compared to those produced by humans in terms of eloquence. The results indicate that while both AI and human translations have the potential to be advanced, students lean slightly more toward human translations. This preference may be attributed to the fact that human translations use simpler vocabulary and sentence construction as opposed to that of the original texts, thus making it easier for students to comprehend.

Finally, the third question was designed to identify and understand the various factors that play a role in determining the effectiveness of AI in enhancing translation quality, specifically within the educational context. The results show that there are several factors that are likely to improve the effectiveness of AI in enhancing translation quality in the context of education. Some of these factors are the use of formal language and academic language in AI translations because this makes the translated text more accurate and technical.

In conclusion, this study seeks to contribute to the field of language education and more specifically to the effects of AI on the translation quality of third-year English language students of Tiaret Ibn Khaldoun University. Using a mixed-method approach, the study highlighted the comparison between AI translations and human translations and identified that students tend to favor the translations done by people due to the simplicity and clearness of the language used by human translators. The semi-structured interviews provided additional insights, revealing teachers' experiences with AI tools, their perceptions of benefits and challenges, and their suggestions for improvements.

Few challenges were faced while conducting this research. The first challenge was finding the exact appropriate resources for the literature review, particularly when it comes to AI and MT (machine translation) due to the vast amount of information available. The second challenge was convincing third-year English students to answer the questionnaire, especially since it was online and during Ramadan, when participants might be too tired to participate. Another significant challenge was the limited number of teachers in the English department who are specialized in translation, making it difficult to find suitable participants for the semi-structured interviews. Based on the results of this research we suggest and recommend the below solutions:

- On the top of the suggestions, respecting learners' preferences by providing them student centered EFL environment.
- Conducting focus groups with learners to explore the specific factors that influence their preference in translation for simplicity and clarity or vice versa.
- Integrating AI tools paired with traditional translating methods, in which teachers can use AI for activities that require technical accuracy and complex structures while keeping the human translators' abilities and touch. Additionally, this will lead to building more effective translations.

- Developing evaluation criteria for translations that are simple and easy to understand (readable), not the correct meaning only.

- Encouraging students to analyze and compare between human and AI translation in order to foster their critical thinking.

- Creating a specific AI translation tool in the educational environment and providing its accessibility for EFL learners, beside to the ethical consideration.

- Creating courses for EFL teachers on how to exactly use AI tools in classrooms to benefit the learners, without depending fully on them.

- Promoting more research on how AI tools can be integrated in the educational environment, their impact on students, and how to use them as tools to complement the human skills, and not to replace them.

Finally, through taking these recommendations into consideration, the English Language Department at Ibn Khaldoun Tiaret University can use the advantages of both human and AI translation to help their students improve their translation competency which will lead to improve their level of English and contribute to achieve their academic success as EFL students. Besides, it spotted the necessity for further researches that investigate the factors behind students' preference for informality and simplicity, and in which way this will affect the educational practices.

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Appendices

1. Appendices

1.1. Students' Questionnaire

Dear students

You are kindly invited to fill out this questionnaire which is a part of research study at Ibn Khaldoun University. This investigation tool aims to explore the use of AI in improving the quality of translation of EFL students.

Which of the two translations do you find as more eloquent (expressive and effective)?

Q 01:

بناء منهج تدريس فعال يتطلب مراعاة الأساليب التعليمية المتنوعة التي تلبي أنماط التعلم المختلفة وتعزز المشاركة الفعالة للطلاب في عملية التعلم.

□ 1- Building an effective teaching method requires considering diverse teaching styles that cater to different learning styles and foster active student participation in the learning process.

□ 2- Creating an effective teaching method requires taking into consideration different educational styles that meet the needs of different learning styles and promote the active participation of learners in the learning process.

Q 02:

يعتبر التعليم عن بعد أداة قيمة لتعزيز فرص التعلم مدى الحياة ، حيث يتيح للطلاب من مختلف الأماكن والخلفيات متابعة الدراسة بشكل مرن.

□ 1- Distance learning is considered a valuable tool for enhancing lifelong learning opportunities, as it allows students from diverse backgrounds and locations to pursue their studies in a flexible manner.

□ 2- E-learning is a priceless tool to enhance learning chances forever, in which it provides to students from different places and backgrounds the chance to continue studying in a flexible way.

Q 03:

لا ينبغي أن تقتصر ممارسات التقويم في التعليم على الحفظ الآلي ، بل يجب أن تهدف إلى تقييم مهارات التفكير النقدي لدى الطلاب وقدرتهم على تطبيق المعرفة في سياقات واقعية.

□ 1- Assessment practices in didactics should move beyond rote memorization, aiming to evaluate students' critical thinking skills and their ability to apply knowledge in real-world context.

□ 2- In education, assessment should not be based on memorization, it should aim to evaluate the students' critical thinking and their ability to apply knowledge in real life contexts.

Q 04:

. قد يكون للصدمات النفسية التي نتعرض لها في مرحلة الطفولة تأثير دائم على صحتنا العقلية والجسدية في المستقبل

□ 1- Traumatic experiences we encounter in childhood may have a lasting impact on our mental and physical health in the future.

□ 2- The traumas we get in childhood may affect our mental and physical health in future permanently.

Q 05:

تعرض وسائل التواصل الاجتماعي، رغم تعزيزها للتواصل، إلى إمكانية المساهمة في نشر المعلومات المضللة
وتكوين غرف الصدى التي تُعزز التحيزَات المسبقة.

□ 1- Social media platforms, while fostering connection, can also contribute to the spread of misinformation and the formation of echo chambers, reinforcing existing biases.

□ 2- Although social media fosters communication, it leads to spread false information and forms echo chambers that reinforce previous biases.

Q 06:

قدرتك على إيصال رسالتك بشكل فعال أمام الجمهور تتطلب مهارات عديدة منها: تنظيم أفكارك بطريقة واضحة، ومخاطبة الجمهور بما يتناسب مع اهتماماته، وعرض المعلومات بثقة ووضوح. كل ذلك يساعد على جذب انتباه الجمهور ويساهم في تحقيق أهدافك.

□ 1- Effective public speaking requires the ability to organize information, tailor your message to the audience, and deliver it with confidence and clarity, fostering audience engagement and achieving desired outcomes.

□ 2- Your ability to deliver your message in an effective way in front of the audience requires multiple skills such as: organizing your thoughts in a clear way, speak to the audience with what fits their interests, and introduce your information with confidence and clearness. All this helps to attract the audience attention and contributes in achieving your goals.

Q 07:

مع ظهور منصات التعلم الإلكتروني، التي من شأنها زيادة المرونة وإمكانية الوصول للطلاب، أصبح من الضروري التفكير ملِيًا في تصميم التعليم، والمحتوى الإلكتروني الجذاب، وأنظمة دعم الطلاب القوية لضمان تجربة تعليمية صارمة ومجزية.

□ 1- The rise of online learning platforms, while increasing flexibility and accessibility for students, necessitates careful consideration of instructional design, engaging online content, and robust student support systems to ensure a rigorous and fulfilling learning experience.

□ 2- With the appearance of online learning platforms, that increase flexibility and ability to reach students, it became a must planning attractive electronic content, and strong students' supporting systems to guarantee a strict, rewarding educational experience.

Q 08:

يسعى مفهوم التنمية المستدامة لتلبية احتياجات الجيل الحالي دون المساس بقدرة الأجيال القادمة على تلبية احتياجاتها الخاصة، حيث يدعو إلى تحقيق التوازن بين النمو الاقتصادي وحماية البيئة والعدالة الاجتماعية.

□ 1- The concept of sustainable development seeks to meet the needs of the present generation without compromising the ability of future generations to meet their own needs, advocating for a balance between economic growth, environmental protection, and social equity.

□ 2- Sustainable development is a term that stands for meeting the current generation's needs without touching the coming generation's ability to meet their own needs, which leads to achieving a balance between economic growth, environment protection, and social equity.

Q 09:

الدافع، وهو عامل رئيسي في علم النفس التربوي، يشمل رغبة الطالب في التعلم وإحساسه بالكفاءة الذاتية والقيمة التي يضعها على التعليم. يستخدم المعلمون الفعالون استراتيجيات لتعزيز الدافع الداخلي، مما يشجع الطلاب على التعلم من أجل متعة الاكتشاف بدلاً من المكافآت الخارجية فقط.

□ 1- Motivation, a key factor in educational psychology, encompasses a student's desire to learn, their sense of self-efficacy, and the value they place on education. Effective teachers utilize strategies to foster intrinsic motivation, encouraging students to learn for the joy of discovery rather than solely for external rewards.

□ 2- Motivation is the essential part in educational psychology, it includes the student's desire to learn and his feeling of self competence and the way he values education. Effective teachers use strategies to foster the internal motivation, which encourages students to learn for the joy of discovering instead of the external rewards only.

Q 10:

التفضيلات البصرية والسمعية والحركية، تؤثر على كيفية امتصاص الطلاب ومعالجة المعلومات بأفضل طريقة. تركز الإرشادات الفعالة على أنماط التعلم المتنوعة من خلال طرق تدريس متنوعة ومصادر الوسائط المتعددة والأنشطة العملية.

□ 1- Learning styles, encompassing visual, auditory, and kinesthetic preferences, influence how students best absorb and process information. Effective instruction caters to diverse learning styles through varied teaching methods, multimedia resources, and hands-on activities.

□ 2- Visual, Auditory, and kinesthetic learning styles affect on how the student acquires and treats information in the best possible way. Effective instructions focus on the diverse learning preferences through different teaching techniques, multimedia resources and the practical activities.

1.2. Teachers Interview

Q 01:
How familiar are you with the use of AI tools in translation?
□Very familiar

□Not very familiar

□Not familiar at all

Q 02:
 Have you integrated AI tools in your teaching methods for translation? If yes, how?

Q 03:
 What benefits do you perceive AI tools bring to the translation learning process for students?

Q 04:
 What challenges have you encountered when using AI tools in translation education?

Q 05:
 How do your students react to using AI tools for translation tasks?
□Positive
□Neutral
□Negative

Q 06:
 Do you believe AI-generated translations can surpass human translations in quality? Why or why not?

Q 07:
In your experience, how do AI translations compare to human translations in terms of clarity and eloquence?

Q 08:
 What improvements or changes would you like to see in AI translation tools to better support educational purposes?

Summary

Summary

This dissertation aimed to see if AI tools could improve the translation quality of EFL students (focusing on third year students at Tiaret Ibn Khaldoun University). The primary objective was to evaluate whether AI-generated translations can match or surpass the quality of human translations in terms of eloquence and clarity. This research applied a mixed method approach combining two research methods. Quantitative online questionnaire answered by 74 participants and a qualitative semi structured interview with 4 teachers of English in the same department. While students slightly preferred human translations for clarity and simplicity, AI translations offered exposure to formal language and technical terms.

الملخص

سعت هذه الدراسة البحثية إلى معرفة ما إذا كانت أدوات الذكاء الاصطناعي و الترجمة الآلية قادرة على تحسين جودة ترجمة طلاب اللغة الإنجليزية كلغة أجنبية، مع التركيز على طلاب السنة الثالثة في قسم اللغة الإنجليزية بجامعة تيارت ابن خلدون. أما الهدف الأساسي فكان تقييم مدى قدرة الترجمات التي ينشئها الذكاء الاصطناعي على مضاهاة أو تفوق جودة الترجمات البشرية من حيث بلاغتها ووضوحها. اعتمدت الدراسة على منهجية البحث المختلط التي تجمع بين طريقتي بحث الأولى استبيان كمّي عبر الإنترنت أجابه 74 مشاركًا، والثانية مقابلة نوعية نصف مُبنية أجريت مع 4 معلمين للغة الإنجليزية في نفس القسم وبينما أبدى الطلاب ميلاً بسيطًا للترجمات البشرية من أجل الوضوح والبساطة، إلا أن ترجمات الذكاء الاصطناعي أتاحت لهم التعرّض للغة الرسمية والمصطلحات الفنّية.

Résumé

Cette dissertation visait à voir si les outils d'IA pouvaient améliorer la qualité de traduction des étudiants d'anglais langue étrangère (en se concentrant sur les étudiants de troisième année de l'Université Tiaret Ibn Khaldoun). L'objectif principal était d'évaluer si les traductions générées par l'IA pouvaient égaler ou surpasser la qualité des traductions humaines en termes d'éloquence et de clarté. Cette recherche a adopté une approche par méthodes mixtes, combinant deux méthodes de recherche. La première consistait en un questionnaire quantitatif en ligne auquel ont répondu 74 participants. La seconde était un entretien semi-dirigé qualitatif mené auprès de 4 professeurs d'anglais du même département. Si les étudiants ont légèrement préféré les traductions humaines pour leur clarté et leur simplicité, les traductions par intelligence artificielle leur ont offert une exposition à un langage formel et à des termes techniques.