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*Integrating Artificial Intelligence and Machine Translation for
better didactics practices.*
*Case study: Master 2 students at the English Departement of Ibn
Khaldoun University - Tiaret-*

*Dissertation Submitted in partial Fulfillment of the Requirement
for the Master Degree in Didactics*

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2023/2024

Dedication

In the name of ALLAH and his grace, I would like to dedicate this modest work to my mother may her soul rest in peace and my father who sacrificed for me to be here.

To my only brother who was by my side every time, and my sister who was with me in my journey and her encouragement in my bad moments.

And all my loving people who have supported me throughout my academic journey.

I would like to thank my supervisor for the efforts may Allah removes all his pain and get well soon.

And my best teacher of French who helped me with his advices and his support to achieve my purpose

Thank you so much I really appreciate your presence in my life.

IKHLAS

After ALLAH's guidance and blessing, I dedicate this humble work to my parents for all what they done and to me, I will never be able to repay them for all the opportunities they have provided me with, your love and belief in me have been my rock, and I will forever be indebted to you both. I hope to make both of you proud and one day give you the same support you have given me.

Thank you for everything you have done for me I love you both more than words can express.

To my beloved brothers Kada, Nadjmou, Zaki and my precious sister Rania

To my nieces Tania and Eva

To my supervisor Mr. Ayada Amine may god heal him

To my teacher of French Mr. Amani Lakhdar.

RADJAA

Acknowledgement

In the name of Allah the most Gracious the most merciful

We thank Allah for giving us the power to finish our journey and achieve our goal

A special thank to our supervisor Dr. Ayada Amine for all the support and his guidance

We would like to thank the board of examiners Dr. Djilali Belaidouni, Dr. Toubida

and Dr. Belarbi for taking from their precious time to discuss with us this thesis

We would like to thank all the teachers of our university for sharing with us their moments and knowledge.

Our deepest and gratitude go to all our friends who spent with us this journey, thank you for those precious memories.

Abstract

This study tries to explore the utilization of artificial intelligence (AI) translation within the field of didactics. Consequently, the primary objective is to address the challenges that may be encountered by and EFL students during their learning process of different modules and the potential implications of such technology. To check our research hypothesis, we employed a mixed-method to facilitate an in-depth investigation of these questions. The instrument for data collection comprises an online questionnaire and interview. The results indicate a notable awareness among second year master's students and teachers regarding the utilization of AI translation, also it sheds light on how master students depend on AI translation to navigate the difficulties and challenges posed by many learning modules to ease their comprehension only by the utilization of this tool within their didactic curriculum.

Keywords: Artificial intelligence translation, didactic curriculum, Tiaret University.

List of Abriviation

EFL: English as a Foreign Language.

ELT: English Language Teaching.

SW: Silent Way.

GTM: Grammar Translation Method.

ICT: Information and Communication Technology.

AI: Artificial Intelligence.

MT: Machine Translation.

AIT: Artificial Intelligence Translation.

NLP: Neuro-Linguistic Programming.

SL: Source Language.

TL: Target Language.

AIED: Artificial Intelligence in Education.

GT: Google Translate.

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General Introduction

General Introduction:

Translation is one of the richest fields that has a close relationship with language, because without the existence of language there would be no translation, this means that we can say that language is the way which translation was discovered, as we see nowadays there is a relationship between technology and translation such as the use of artificial intelligence and machine translation in education, here we can notice the trade of translation from classroom to computer because of technology there are many researchers who considered the use of artificial intelligence in classroom as a win and development, moreover, we cannot deny the truth that the use of artificial intelligence translation and machine translation is due to the appropriate conditions of didactics, because when we apply the conditions and the aspects of this field correctly, we can achieve the successful usage of these tools in this field. Furthermore, this study highlights the use of artificial intelligence translation and machine translation in the field of education, also it will also shed light on the role of artificial intelligence in two fields didactics through using such machines and tools and how to teach translation and the impact of this tool in the didactic field, and on the other hand we have the use of artificial intelligence in translation field, which means how it can affect the old translation methods and the atmosphere of translating, in addition, this study can also show us the impact of artificial intelligence translation and machine translation on courses and modules which means how it can affect the learner on his studies, also we can say that these tools can take a place on the translator because it undoubtedly affects the translator, because the person who wants to translate a word or sentence will not resort to a translator, he will resort to others tools such as artificial intelligence translation and machine translation.

In addition, there are many pioneers of translation who mentioned the process of translation such as Peter Newmark (1987) in his famous book “a textbook of translation” chapter 03 he discussed the about the relationship of translation to translating and this can help us to know the impact of translation and its aspect in context of the theoretical and practical side, there are another scholars who mentioned the machine translation in their book who called Peng Wang, David B and Sawyer (2023) their book is “ machine learning in translation” this book deals with tasks in translation through using machine translation also the other part deals with a combination between machine and human learning in this field and its impact, then we have the most famous scholar in didactic Jeremy Harmer (2001) in his book “the practice of English language teaching” this book helped us in researching about didactic , it has drawn up ways for us to learn about this field for instance the approaches and method of didactics which play

a huge role in didactics without them the teacher cannot continue because these ones are the guidance for him we mentioned them in the first chapter.

The literature review of this study shows us the challenges and the problems that may the students face and the teachers, because the use of artificial intelligence translation in didactics is not an easier task to do, the impact of these tools may be unfair but when the teachers and students use it correctly through following the scholars' tips it can affect differently.

Statement of the problem:

This study leads us to discover the gaps and the shortcomings that master students suffer from through using artificial intelligence translation and machine translation specifically in English language, as we have seen this tool is used in multiple fields but this time in this study it will take a place in the field of didactics. This field is so rich on the side of teaching and learning and we will see the impact of the technology on it as we said from classroom to computer, and there is translation which has a place also in didactic as a module we all know. Translation has a strong relationship with language and its skills. We can consider artificial intelligence as an option to master this field through involving the technology aspects, there is a research gap which is how can artificial intelligence and machine translation affect the students' daily life and their language use in their modules and courses, and how can master two students interact and react when they use it, this study will travel with us to guide and know how to take this tool into consideration and use it correctly by master two students and teachers at Ibn Khaldoun University, they shall include their relation, knowledge and their application of these tools in their context, to delve deeper we can say that this study aims to answer the following question to know exactly their opinion and their experience with artificial intelligence translation and machine translation and how they can be close to English to determine the nature of this relationship between students and English.

By treating these research questions and the gaps were filled we can understand that the problems and the challenges can be treated, the translators and the educators can lead their students to use the artificial intelligence wisely and correctly by delving deeper and using it in their context.

Aim of study:

Regarding on the research questions , the first target of this study is to discuss the benefits and the impact of artificial intelligence translation and machine translation to master two students and teachers at Ibn Khaldoun University to learn other modules, then the second aim which is find out how much can artificial intelligence and machine translation can take its place on their modules and how often students use these tools to understand their courses, finally the last purpose is to recognize and understand the challenges that may faced by master two student in using artificial intelligence translation. Moreover, the main purpose of this study is the challenges faced by master two students, so the findings lead us to fix it and use this tools wisely by providing such solutions and outcomes for addressing them carefully and provides an effective procedures for teaching and learning, regarding to the objectives of this study also to show the benefits of this tool and the overcomes of all challenges provided by the students and also to know the experience of students with artificial intelligence translation and the machine translation in the field of didactics.

Research question:

This study will highlight three research questions:

1. Can artificial intelligence translation be an assistant for master two students to understand such modules?
2. Do master two students rely on artificial intelligence translation to enhance them understanding course materials?
3. Have master two students encountered challenges in using artificial intelligence translation?

Hypotheses:

Based on the research question above, we speculate that the plurality of students can take the artificial intelligence translation as an assistant for them to understand modules because it has many ways to help them, however, we may face some students who are not agree and do not see it as an assistant because of many reasons I can suggest a reason which is they may focus on their studies through using other sources or because of its credibility. Moreover, the majority of students may face challenges but it varies from one to another because its use also varies from one student to another I can suggest the problem of credibility or the lack of references.

Significance of the study:

The significance of this study is a crucial part that can prove the importance of this research and lead the teachers to guide their learners and now the shortcomings of using these tools because the results and the findings of this study will help them to achieve new strategies and create a great atmosphere and tips for their teaching, moreover, this study will fill the gap of using artificial intelligence translation and machine translation in didactic classroom through involving them. Furthermore, this study showed us real results of a newcomer which is artificial intelligence translation in the field of didactic, this tool will open new horizons in this field, even though the students will face such challenges, but these challenges will help the educators to find outcomes for their students and guide them correctly.

In general, this study will open up a lot of opportunities to improve the field of didactics and developing it in a new form through using modern technologies such as artificial intelligence and machine translation, these tools will help the learner fix their problems by themselves without the need of human and fill the gap of teaching and learning such as helping the teacher to identify new strategies for teaching and dispense with old methods, and according to learners it makes them active and want to delve deeper to discover this new tool or method of learning.

Research methodology:

The research methodology we used in this study is the mixed method to acquire a great breadth of data, and this is done with the help of master two students because they already have an experience with this field and know about it, so we chose this method to delve deeper in the study and evaluate their efforts and opinions.

In addition, the mixed method is the way to emphasize the validity of findings and results and this method also will help us to manage this research study through using it correctly, also this research method will help us to analyze the findings of the questionnaire and the interview without difficulties and ensure them.

Sample of the study:

The sample of this study contains master two didactics students and teachers at department of English at Ibn Khaldoun Tiaret University, the selection of this sample because

of their experience in this field and they have full ability to share with us their opinion on this research study, they are going to include their knowledge and their overall idea about the use of artificial intelligence translation in their modules and courses, they also have the ability to answer the questionnaire and interview because of their previous usage of such technological devices in their studies unlike the other levels maybe they have the ability to answer but they did not reach that level of experiences with this field and English in general.

Data collection tools:

In this study there is one online questionnaire and interview through using the mixed method, this questionnaire involved 12 questions through using multiple choices but the majority of options were yes or no to facilitate and engage the study and gather data to because there are some students who are lazy to answer the long ones so we preferred yes no questions and other multiple choices that were easy to answer, then we have 08 questions in the interview, we chose the pie chart in the data analysis to treat the statistics of this study carefully and extract the real findings to ensure the credibility of this study. To sum up, this dissertation were structured to extract a very well organized and valid study, this study were divided into three chapters:

The first chapter included all what concerned didactics and its aspects from all directions, everything related to didactics has been mentioned in this dissertation starting from the definition of didactics to the other aspects such as approaches and language skills until assessment and evaluation who play a crucial role in didactics, then I finished this chapter with using translation in EFL classroom to give a sense and hints to the next chapter and create a relationship with the first chapter and the second one.

The second chapter, highlighted the translation in general with its types and usage then we moved to the use of artificial intelligence translation and machine translation in educational context, and more specifically the use of this tools in teaching English language.

After we finished with the theoretical part, we moved to the practical part that has a crucial role in our study because it ensure the validity and credibility our work, this chapter included the research methodology, the data collection tool, sample and the data analysis which is gathering the students opinions and data about this study to use it in our dissertation as a prove for our research.



Chapter One
Concepts in Didactics

Didactics could be a strategy or a technique to develop the learning and teaching process through following such tips that didactics provided, this field contains many aspects such as the methods and approaches that the teachers follow to reach an effective level of understanding, and the skills that are provided for learners to enhance their language skills, then we have the authentic materials which play an important role in the field of education, after that we have a crucial part to test the understanding and the knowledge of students through assessment and evaluation.

1. Definition of didactics:

Didactics is the skills and abilities of teaching and learning process which help the teacher distribute the knowledge through using such methods, strategies and some effective approaches to support the learner acquire the information without difficulties, which means the correct usage of these materials and those previous components can facilitate the transmitted of information for both (the teacher and learner).

As the scholar Muskhin (2016) defined didactics as an essential question of managing the class, design a curriculum and the application of methods and improve the learner ability.

In addition, we can notice that didactics stands on some basics to facilitate the learning and teaching environment through using some techniques to understand that knowledge is acquired correctly. Moreover, didactics is not only about how to exchange the knowledge between the teacher and learner, there is an essential question which is how do we deliver the information successfully, here we can say that it is up to the teacher, he can use an effective strategies and focuses on the right method to be flexible by creating an active setting that reinforces the positive engagement of classroom.

According to Florence and Jonas (2018) the didactics learning and teaching focused on the discussion about the objectives and strategies for deliver information and teaching content. Furthermore, from these words we can say that teaching cannot take a place without achieving the goals and the elements of didactics, because, it plays a crucial role in the era of educational content to guide the teacher facing any issues and help him to know what to do and how according to the use of steps. Other authors like Chatue and Mtago (2023) saw that didactics is holistic and needs to be specific this means regard to each cognition and field.

From my opinion, this saying is right because didactics is broad and everyone one applied it in his field through following the tips of teaching and acquiring such as: didactics in teaching language is not the same as teaching medicine there are some different methods.

2. Effective methods and approaches for teaching English as foreign language:

Teaching languages or whatever you teach is not easy as far as some people think , the teachers face a lot of problems every day , sometimes because of the bad conditions , the lack of respect from students , the learners that have a problems (special needs) ,active and slow learners, the lack of confidence in front of students... In the other hand, there are some students suffer from not receiving information or understanding what the teacher wants to say and the bad treatment. Let us take the essential role of the methods and approaches which is “ how do you treat your learners” these techniques can help the teacher discover the type of his learner , because , a classroom contains many types of learners (slow learner , active learner , confident learner , auditoy learner , tactile ..) these techniques of teaching can help the teacher how to take all these types into consideration by being eclectic , and follow the main tips of didactics which is the approaches and methods of teaching to facilitate the transmission of the knowledge without any doubt or any problem .

2.1. Approaches:

There are some famous scholars sees the approach as a guide to the teacher, for that we can consider the approach as an essential step to the teacher. According to the scholar Harmer, j. (2001) “An approach describes how acquire their knowledge of language and makes statements about the conditions which will promote successful language learning” (p.78). Moving to the next crucial opinion of the most important scholars of didactics Richard and Rodgers who have seen the approach as a theories that seen the acquiring of language and the language nature as the basis of norms and the use in language teaching. (1986). In this prospect, we can say that the approach is a group of theories and opinions that introduce the style of learning and teaching languages, the teachers should know the aim of being in the classroom and how they must treat their students in such situations ,because, teacher can face many types of learners such as learners with special needs , also he can face many obstacles, so here we can define an approach as a guide for teachers to know the usage of methods for better treating and knowledge transmitting , then the learner can acquire the information of language without struggling.

2.2. Method:

Method is an important step in teaching and learning process, it gives a sense of flow that makes the teacher wants to teach and the learner wants to carry on. Harmer (2001) described the methods as an application of the approaches. According that we can say that methods include any practical activity to apply the theories of teaching and learning process, when the teachers take to heart the approaches and learn about it he can easily apply it in the setting . The application of the method in classroom is difficult, there are many teachers facing a huge problem of practicing it and how he can choose an effective method, to be clear there is no effective method the teacher should be eclectic and here is the difficult role and the answer is he should follow the theories.

To sum up, methods and approaches play an important role in teaching, so without the correct utilization of them the teacher cannot manage his classroom or be an excellent teacher moving to the next tip which is the teacher cannot choose one method or one approach to apply it in the classroom, he should be eclectic which means he must take all them into consideration for better transferring and receiving the data.

2.3 The features of approaches and methods in teaching:

2.3.1 The Grammar-Translation Method:

The grammar translation method is a method that the teachers use to translate sentences or words to explain the lesson and get the idea, so he can use it to translate the native language to the non-native or the opposite. The two authors (Sukramp and Viebrock 2018) stated that the grammar translation method focused on the value of learning the analytical language and the written terms that mentioned in the most exact translation inside the nonnative language or from it. In this method, the learners follow what the teacher says and wants, using medium of instruction, the errors not tolerated, the evaluation as formal written test, the grammar is deductive and lastly the interaction is between both (teacher and learner). This method considered as an old method to teach as i believe because nowadays there are many modern methods to teach but there are some teachers still use it as a guide especially in teaching foreign language.

2.3.2 Audio-lingual method:

From the title we can notice the function as we see there is the term ‘ Audio’ , as far as we all know this term related to oral which means it focuses on speaking and listening .

The behavioral model has occupied an important place in the audio lingual method (Harmer, 2001)

Again Jermy Harmer provided an example about the drills in this method

Harmer (2001):

“The following example shows a typical audio-lingual drill :

Teacher: there’s a cup on the table .. repeat

Students: there’s a cup on the table

Teacher: spoon

Students: there’s a spoon on the table

Teacher: book

Students: there’s a book on the table

Teacher: on the teacher

Students: there’s a book on the chair Ect”. (p. 79-80)

As we have seen in this example of the writer, the teacher provided the word and the students repeated this means that the teacher is the director and the learner imitates, follows then respond, it is a good method because it helps the students improve their fluency and memorizing the language but the writing and the forms is neglected and this can lead the teacher to neglect the side of errors, the students cannot know the structure or writing the word correctly by just repeating.

2.3.3 The silent way (SW):

Harmer (2001) discussed about this method that the manners of the teacher play a crucial role in the silent way in order to get into conversation with the learners, it is better to keep him-self silent.

In addition, from the name we can think about its meaning, the teacher should be silent as possible as he can when the students are doing an activity such as presenting a work or

answering a question, as we see this method works on forming a strong personality and abilities for the students. This statements do not mean that the teacher role is neglected or the students have the absolute freedom to say whatever they want, the teacher is silent but he can manage his classroom by acting such as clap his hands or he moves his finger to say you are wrong ...

2.3.4 Task-based Language Teaching:

Richard and Rodgers (2016) see that the task based language teaching stands on task because it is the key of organizing and schooling (organizing your way of teaching and follow the instruction). This method focuses on activities to facilitate learning, the objectives of this method are to improve the ability of learners to understand and use the language, also to develop the connection between them. Task based-language teaching gives the opportunities to the learners to participate in such tasks to achieve the communication basics, also it provides the teacher the opportunity to use such authentic materials in the tasks to facilitate learning. The teacher is the monitor and the evaluation of the language use, moreover, the interaction is between both the teacher and the learners. To conclude, this method based on planning tasks and this is so beneficial to improve language.

2.3.5 The neuro-linguistic programming (NLP):

The neuro-linguistic programming is a modern method in teaching it has a strong relationship with the psychological side from the name we can notice the function

Einspruch .E & L.,&Forman.B.D. (1985) said that:

“ Neuro-Linguistic Programming (NLP)
 is a way of organizing and understanding
 the structure of subjective experience
 and is concerned with the ways
 in which people process information
 but not necessarily with the specific
 content of that information.” (p.589).

As we have seen in the previous quote the (NLP) based on the structure and the way people use their language, reflect and lastly how the people react .The neuro is the process of the mind, linguistic as we all know when we see the word linguistic we go directly to language, and programming is related to thinking and organizing the ideas.We can use this method in various fields such as: teaching, business ...It is a beneficial method to control our thoughts and how do we behave in various situations.

This method is useful in teaching and learning process, it applied to achieve a powerful understanding such as goals, questions and outcomes, these methods can control the learner minds and feelings, this method can help the teachers know how they teach the learning styles and support them to carry on searching and participating in the movement of the classroom.

2.3.6 Suggestopedia:

This method stands on relaxing and chilling to gain a huge number of participation Schuster , Bordon and Gridon (1976) describe the suggestopedia as a wacky technique and a new style of presenting the lesson to engage the learning .This method is very helpful in studying especially when the teacher use it in the classroom, it creates a sense of relaxing and chilling , also it is a supportive way to make the learner want to learn and participate , this method can help the teacher control his classroom by giving such activities to interact his students by using videos , games , songs , drawing and playing some games related to the lesson ...etc In my respectful opinion , this way of teaching make the learners understand the lesson well ,because, there are some learners cannot understand by dictate the lesson or just talking foreign language here we cannot be sure that all learners understood the lesson so suggestopedia can confirm that the knowledge is transmitted clearly because the teacher use gestures , colors .. ect. Thus, there is so much time consuming I think it is specific to the beginners who wants to learn a foreign language or something new .

2.3.7 Total physical response:

According to (Asher,1969) Defined the total physical response as a option to make the learners or the pupils listen to a part or something that is related to another language (foreign) then directly follow the orders and doing what they heard with a physical

movements. As we have seen in the previous statement we comment that the total physical response is a tool that can improve the fluency of the learners and their understanding by gestures, also we can notice that this method is so helpful to the learning styles exactly the kinesthetic type who can understand by doing things, touching ..

In this method the learner is an imitator because he imitates what the teacher said and then they do what he said which means the interaction is between the teacher and learner then the learner to the teacher, this method also can help the learner be a good listener, and doing such movement can lead him to fight the stress, this method belongs to the behaviorist learning theory

2.3.8 The lexical approach:

The lexical approach is the most useful approach the scholar Amelia stated that the lexical approach classifies lexis as the essential of the language and believes that language contains a grammatical terms (2012). For that, we can notice that this approach is helpful to improve the ability of learning language, this can help also to use vocabulary but as we saw this approach neglected the grammar rules and structures it stands only on words and how do we discover these words, it considers the words and sentences as the primary step of using them in language. In my proper opinion, this approach is neglected because we cannot learn language or something new without following the rules, forms.. Knowing the meaning of word or sentence is not enough to use it in formal situation, the result is the learner will just use the words randomly without using grammar rules.

In the end, the teaching and learning process cannot carry on without the correct usage of the approaches and methods that play a crucial role in accelerating the learning and teaching process, we mentioned some of them this is not all the techniques, they are just to take some hints about these procedures of teaching, so the result is every method and approach has its drawbacks the teacher should be eclectic which means he should know all of them and apply it in the right moments with the right students, as we all know there are various types of learners so there is no effective method all methods are effective in the right place.

3. Integrating language skills in EFL lessons:

Language is so important according to the writers Yashima, Zenuk-nishide and Shimizu (2004) the foreign language and the second language as an option to transmit the idea

of our brain without difficulties especially when we communicate with someone from another culture and speaks another language. From the opinion of those writers we can say that the language skills is the key of enhancing the learning and the communication with people as we all know the English language is the most commonly used in the earth, when you can speak English you can communicate with any person that is why the English language and its skills are important to learn because it enhances the ability of understanding, and it has also a crucial role in the field of education it helps the learner improves his writing , listening , speaking and reading skills that lead him being an active listener , a good speaker , expressor and develop his fluency by practicing some tasks which are provided by the teacher . All those components can be improved by using two materials the modern and the old let us take the ICTs as the first example the novice teachers nowadays are more friendly with the technologies so they automatically use them without wasting time, they can provide their learner with a variety of tasks, videos and examples, but the experienced teachers or the old teachers will only use the old methods of writing paragraphs or reading text from paper..the teacher will waste time and the knowledge will be limited to the learner because our generation the most generation that has a strong relationship with technology, also the teacher will be bored because of the repetition of that method or program and the lack of attention.

As we have seen in the previous paragraphs, the language skills are more effective when the teacher know how to use it wisely and when, because those skills work together which means it is a collaborative work and each one of them cannot work effectively without the other.

3.1 Listening skills:

This skill is crucial part of language skills as the humble scholar who called Harmer (2001) said that the listening skill gives the chance to hear sounds and gain good habits for speaking the language and help them achieve the pronunciation goals. However, Thomas stated that hearing is innate but being a good listener is developed by training and applying (1991). The previous scholars inform us that we can improve our listening skills through practicing some exercises such as videos, audios, discussion or debate between people, the learner will acquire the words and expressions easily, so this step will lead him to be an active listener. Pearce, Johnson and Barker (1995) stated some methods to enhance the listening skill in the classroom: use the multimedia, design a different types of questions to know how to treat your student energy, create a sense of real life situation between the subject matter and

the learner. The listening skill will help the learner acquire accents, information and how the person pronounced the word, so it is up to the teacher which type of material he will use, in the end of this process the teacher will assess his method and the understanding of his students by asking them multiple questions.

The teacher will notice the change especially the auditory type will acquire new things because it is their preferable method to learn new language or to acquire new things, this video or this audio will improve their vocabulary automatically, because while the teacher dictate or putting the audio, the learner will take note and it activate them and push them to participate at the same time the teacher must know that the learners are not the same there are many types, so he should choose his activity or the video carefully, to give the chance for the other types and fight the boredom.

3.2 Reading skill:

Reading skill is very known on the education platform which help the learners improve their fluency and the way they should pronounce the words, it could be by repetition which means the teacher say an expression or word and the learners will repeat it, or it is through reading text such as in the lecture session when the teacher asked them to read the text then they should extract the key words and the answer of question that is provided in the textbook, As Bojovic (2010) stated the reading skills is the reaction that the person use while he is reading a text which called the cognitive capacities. Moving to Mart (2012) stated that the written message it can be translated by reading it. From that, we can notice that when we read we can acquire the meaning of the text which means the text will be effective and understandable when we read it. In addition, Harmer (2007) stated that there is a strong relationship between reading and language, once the learner read too much it is going to be better. Which means, the teacher should use multiple tools to create a sense of flow and engage the process of this skill, because, when the teacher uses only long texts for example, the learner will get bored and tired, so the teacher should take this step into consideration. When the learner is reading the teacher should take the mistakes into consideration because, it is so beneficial to give the learner a correct pronunciation of the word, as we all know the teacher is the role model of his learners it is also a must to guide them without embarrassed them while they are reading, the teacher should give them a positive feedbacks to support them.

3.3 Speaking skill:

Speaking is the main part of the learning process when the teacher taught his learner how to speak it will be a good thing to do, from my previous knowledge the teacher can improve the speaking skills through oral session, the teacher can ask his learners about their real situation to make the learner involves in the discussion and form what he is going to say , it can be as a presentation , debate between two or three students, interview , asking questions and respond or through discussion between teacher and his learner. (Nunan, 2003) stated that:”Speaking is the productive aural/oral skill and it consists of producing a systematic verbal utterance to convey meaning” (p.48). Which means the speaking is verbal and the speaking stands on the oral skills which help the learner share a correct information. The lecturer Parupalli (2019) stated in his study, the English language contains four skills but the most important is the speaking skill because main connections completed through speaking. From here, we can notice the importance of the speaking skills on communication, it helps the learner to express his thoughts, ideas and feelings without obstacles or any doubts.

The teacher should develop his learning techniques by using modern and effective ones to support his teaching and engage his learning, the learner should take all the effort of his teacher into consideration through applying his instructions and tips to learn how to speak and how to be motivated, the teacher role here is crucial in choosing the effective activities and be friendly with his students to fight the problem of shyness, when the teacher creates a soft relationship with his learners and teach them how to be the same with each other like a family they can succeed in enhancing their speaking skills without any problems.

3.4 Writing skill:

Writing as we all know it is the first thing the individual does when he is learning new language, we all did because when you know how to speak without knowing how to write a word or how to express in a paper here we can say that the learning or the language acquisition is not complete. According to my understanding we can say that writing is the complementary of the other skills and they fit each other. The researchers Kristine and Susan (1989) talked about the first stage of writing which is drafting they described it as the first thing the learner does without taking the spelling and grammar mistakes into consideration, he just focuses on the idea. Moving to the next stage which is revising as they stated the learner will check if his content is clear and relevant to the topic, revising the mistakes, also you check out if you said what your brain want to express which means organizing your ideas. So, we dealt with the main stages of writing with the two respectful researchers, we noticed that

writing focuses on the structure and the vocabulary which means what did you learn or your previous knowledge to know what do you write and how do you write what do you know. Let us say that writing is a crucial because it can help them improve their vocabulary and know how to analyze their mistakes, from my experience as a student my teachers used to teach us how to write through dictation and tasks of writing paragraphs, such as write a paragraph no more than 5 lines and tell the reader how did you spend your vacation.. So, the purpose here is the learner will focus about the words that are suitable to the paragraph the role of the vocabulary is crucial in this part, then the learner will focus on how to organize the sentences in this part the structure play its role.

To sum up, to improve your language you must learn the language skills because they are so helpful to facilitate the learning, and i noticed from the researchers and the scholars that the language skills fit each other, so to complete it and to work with it effectively you should learn all of them and analyze every skill to know the function because when you know the function here i can say congratulation you win, moreover, learning language skills is so important because it helps the individual acquire the language effectively unlike the ones who take the language from the nature or the environment, because they do not know how to structure a text or paragraph they can only speak without revising their mistakes they speak to speak, that is why I said integrating the language skills in the EFL classroom is a must, because the learner can take all the mistakes and the knowledge into consideration and learning from the teacher to avoid the random usage of language.

4. Integrating authentic materials and technological devices in EFL classroom:

Authentic materials are very known in the classroom as the respectful scholar Rogers (1988) said that the authentic materials are used in the classroom according to the purpose, the learner interest and the quality of the connection. From that, I can say that the authentic material included in the learner preferable because it deals with how the learner want to understand the lesson which means the way or delivering the information, then we have the purpose in this prospect the teacher cannot use any material just to present it, the teacher should take the objective of the course into consideration and of course the quality of the connection between each other. According to Rivers (1987) stated that the learners who use and take the authentic materials into consideration are the ones who want to acquire language effectively.

Which means learning language also deals with using the authentic materials to engage the process and facilitate the reception of information. The teacher can use those materials to better understanding and be more modern because learners of nowadays are more friendly with technologies and learning through them. The authentic materials could be (spoken or written) spoken such as videos, movies or podcasts and the written ones such as the textbook and novels. Starting with the text according to Berardo (2006) the use of texts should be related and fit the learner previous experience. From that, we can notice that the teacher should choose a text that is related to the real situation of the learner to make him more creative and grab his attention to participate and enter deeply to the meaning or the aim of the subject matter, the teacher can use the text as material to show them such things for example he shows them an idea and ask them to illustrate, also textbook is so beneficial to engage the learning process such as showing pictures or debate between two students in a form of pictures the learners can take a view or guess the hidden meaning, we can consider the textbook as traditional way to teach but it is one of the materials that the teacher uses in his classroom, according to Litz (2005) the textbook is the source of facilitating the learning and teaching operation. Moreover, Klickaya (2004) said that the authentic material represent the real life which helps the individual know the usage in the target language. The most famous authentic material in teaching is the board, according to Harmer (2001) the board gives the sense of supporting the learning during the whole class-grouping. This means that the board is helpful in teaching because it motivates the learner to participate and clarify what the teacher want to explain or say because the board is considered as a traditional tool to teach, it suits the visual type because they prefer to study and learn with observing and seeing, when the teacher will explain the lesson he automatically use some slashes, lines, diagrams and maps to explain very well and deliver the knowledge, the board is useful also to make the learner goes up to the board and answer the task here the teacher will motivate the other to participate and want to go up also. Moving to the movies, the teacher can use the data show to show them the movie and all the group can see it is a good tool also for improving the listening skills and the vocabulary, because when the learner is listening the words they are saying in the video he will automatically take notes.

The internet play a global role in searching when the teacher asks his learners to search for something this is a good tool to teach them how they can reformulate or form a sentence while searching and the internet is a famous tool nowadays especially with this generation they prefer to use it just for facilitate everything especially learning there are a

huge number of sources and websites to learn and teach according to Dryli and Kinnaman (1996) the internet provides to the learners a chance to find the knowledge that fits them and make them think critically and being creative to work collaboratively, collectively and fix issues. Which means the internet can take place in the teaching and learning process because it allows the learner improves his capacities and want to learn more, and gives the teacher the opportunity to work without difficulties.

In addition, there are many other authentic materials can be used in the classroom i just mentioned those ones to clarify the function and give an overlook about them, now I am going to mention another ones which are also essential and it has a very important role in the teaching and learning process such as: the computers which have a positive effect when the students have a computer science so the presence of this material is obligatory this just an example, we can consider it as a technological devices also we have the tablet as we have seen in Europe they neglected the board because they only use the tablet and computer in teaching and learning with all modules.

The authentic materials and the technological devices can develop the ability of understanding because children of this generation are more motivated in manipulation and searching without making efforts, but the technological devices have negative aspects such as the laziness the learner will depend on the information that is ready to acquire and it causes eye diseases because of radiation. This does not mean that the technology is not effective but we are talking about the overuse of these materials, the teacher should know the right place and the right moments of the use for example he can use it while he is explaining something he cannot draw it or make the learner imagine it so here the job of the technological devices such as data show or tablet, here we can notice that the technological devices can save time and can motivate the learner to get into the process, and we can say that these materials can present real cases.

5. Assessment and evaluation in EFL context:

The assessment and evaluation take a crucial place in the education because it helps the teacher measures and judges the understanding of his learners, we can say also that the assessment and evaluation is the final stage of teaching because the didactic stands on these two main characters, from those characters the teacher can know the level and the efforts of his learners, which means this stage is the final results of all those methods and the delivering of knowledge so at the end the teacher will expect the result.

5.1 Assessment:

There are many opinions and point of views about the assessment in the EFL classroom one of them the respectful scholar Hill (2008) who defined the role of the assessment as an option to ameliorate the teaching and learning process to attain to high the level of individual abilities. However, William and black (1998) determined the assessment widely to contain and deal with all tasks that the learners and teachers do to obtain knowledge that can be utilized in the diagnostic to change the teaching and learning. The previous information about the assessment can lead to the importance of the assessment in the education field to support the learner and teacher, there are many types of the assessment in EFL context here are the main types:

5.1.1 Assessment of learning:

Also known as a summative assessment, from the name we can take an overlook about the function let us see the opinion of the scholars who called Moreland, Jones and Chambers (2001) mentioned that the summative assessment refers to the previous learning, and it should include the gathered data over time. Which means the summative assessment is the first stage of assessing the knowledge and the previous learning of the learners, the teacher will ask them question and measure their understanding.

5.1.2 Assessment for learning:

Harlen (1996) said that the formative assessment stands on the feedback of the teacher and the learner about the current comprehension and improve the skills for choosing the road. From this opinion we can say that the formative assessment or the assessment for learning is repetitive because the teacher will always assess their understanding to provide feedbacks and guide them, this type is a supportive method to check out the students information. Moving to the feedback as i believe the feedback is necessary in the education field because it supports and creates a sense of flow and belonging, especially when the teacher provide them with a positive feedback, the road will be easier and short for learning new things and beneficial, according to Cross (1996) learning stands on the feedback, it is one of the main principle that the learner needs to know what to do and how relative he is to the target.

From that, we can say that feedback plays crucial role in learning and assessing to guide the learner to the right path and give him some tips to avoid the mistakes and fix them

for better understanding, when the teacher is going to assess his learner orally he will use feedbacks so these feedback must be useful and helpful to build and develop the career of the learner, so the main character in this type of assessment is providing feedbacks. In addition, there are another types of assessment such as the diagnostic which ask the learners to present and provide their prior knowledge to measure their level and what they have learnt in the previous years and also to assess their ability, this type can help the teacher in designing the lesson or the syllabus of the semester, sometimes the teachers face the problem of understanding as we all know the every teacher has his own way to deliver the information, there are some students who cannot understand that lesson so they passed the year without understanding the lesson or the title, so in the other year the teacher must ask them what they already did and ask them multiple questions to know if he can carry on or he must repeat the lesson or the information because there are some lesson that are related to each other and there is the two types which are useful in the middle of teaching and there is the assessment as learning which is the last step and the last thing that teacher do to finish the process.

Moreover, assessment is a good method to acquire knowledge effectively and ensure the process and the engagement of the learning and the teaching, which means the teacher will be sure that the way of delivering the knowledge is correct and the understanding of the learners is on the right road, because the teachers will assess them by asking them questions to test them, the assessment is broad because there are a lot of types and a lot of methods to assess the students. However, assessment is not related only to the teacher which means the interaction is not only between the teacher and the learners, it could be between the learners between them, for instance the teacher gives them a task or a question to do, then he asks them to answer, after they finish the work he will ask them to assess the work of each other, such as the peer assessment as the humble pioneer Topping (1998) who debated that peer assessment cannot replace the classic way of assessment but it can give an importance and worth to engage the teaching and learning procedures.

The students can also apply the procedures of self assessment, which means the learners can do the assessment individually and check out their work through following the condition and the tips of the correction, this method is so beneficial for learners and the teacher because it makes them more confident and lead them to build a strong personality, because the ability of assessing a work individually breaks the weakness and makes the learner fix the problems to develop his abilities of understanding and discover a good ways to answer the questions and acquire knowledge with using an effective way.

5.2 Evaluation:

Evaluation is the result of the hard work that the teacher and the learners made to get marks, it means the evaluation stands on marks and grades to set the level and the shortcomings of lessons, or information. When we say grades we mean testing or examining the learner knowledge, and when we say testing also we mean that the teacher will follow some tips of evaluation, because teacher will not evaluate the work of his learner randomly of course, he will follow some tips such as the checklist that is already made with the subject of the test or the exam to give everyone what he deserves to have so that no one is wronged. We can use evaluation in any field but the most known is the education field, even in the education it has a lot of objectives this means that we can use it with ourselves, learners and the evaluation of the text book.

The evaluation can be used in multiple things such as textbook, the policy makers can evaluate the textbook to see if it is relevant and helpful, so from that we can notice that evaluation in EFL context is broad and useful, also the self-evaluation can help the individual to take a look about his level, such as in education the teacher can give his learners a checklist or the typical correction to evaluate their work, or there is another way which is the peer evaluation, as I said the evaluation plays an important role in the education field. The teacher also can evaluate himself through attending the conferences and forums to evaluate and develop his level to fix the shortcomings, then we can say that evaluation can be a source o developing the career and the personality of both the teacher and learner, because the teacher will make a research and effort to know the right method to evaluate correctly, and in the other hand the learner will also take an important place in this effort and knowledge because from the learner the teacher will know his abilities of teaching, and the other point is the learner will make an effort to reach the right level and the target.

According to Pauline and Kevin (1992) evaluation should counted as an option of improving the teaching and learning to confirm the goodness. From the previous quote we can notice that evaluation is the key of teaching and learning because from my previous knowledge I can say that evaluation reveal the intention of this process, all the previous components of didactics it can be evaluated and it can be measured by grades ,which means if you want to know how educated you are or where are you from all this knowledge and lessons you can take the evaluation as an option to reach your goal and test yourself if there are a shortcomings you can fix them.

To sum up, the evaluation plays a fateful role in the didactics because it continues the role of those components, also it makes the teacher recall what was presented to the students in their own way, this means that the teacher will evaluate his method and approach if it was effective and relevant to his learner's level or shall he change it, in this purpose the evaluation and assessment are both a tools of engaging the teaching and learning process to the positive path, so that the teacher will know how to manage his classroom and be friendly with his students to create a soft environment full of development and ongoing learning.

6. Using translation in EFL classroom:

Translation is a very rich field especially for improving the knowledge and development to help the people explore their skills and abilities in other fields such as the use of translation in EFL classroom. According to Cook (2010) translation includes educational features for learner and teacher, it is a motivation and help in the cognitive aspect mission to gain unprecedented language, there are many users who considered it as a very functional and wanted skill. In this respect, we can consider the translation in EFL as a very needed specialty because it contains many positive aspects that help the learner and the teacher want to get into the process and learn a new language, the teacher will use it in classroom especially when he will present a lesson of grammar or vocabulary, it is a must to use it because there are many types of learners such as the slow learners who did not acquire the language in the foreign modules such English or French, the translation will help them know a new language and learn about it more, and the teacher will use it to clarify such things about the lesson of course.

In addition, the teacher will use many methods in explaining his idea such as grammar he will use the method of grammar translation method, this method is an old method but it is still exist nowadays because of its positive feedbacks and results of acquiring language and understand the general idea of the lesson. Moreover, translation is the most useful in EFL classroom especially in the grammar translation method, here is the prove Liao (2006) stated that the grammar translation method is necessary in the stranger languages because it helps them in the guidance and learning. This words are a prove about the importance of using this method in the foreign language classroom, because it gives a sense o flow that makes the teacher and the learner want to delve deeper in the process of teaching and learning.

Furthermore, translation provides a positive energy in the EFL classroom because it helps the teacher deliver his thoughts successfully without difficulties, at the same time it gives the students the opportunity to search and want to learn this language and know about it more, especially for the beginners it seems good if the teacher uses this method. The translation could be verbal or non verbal because the teacher can translation through gestures, the body language is a good way to transfer the knowledge which means the teacher can do some gestures to make the learners know what he is going to say, and he can also use the verbal which means by words and talking the original language of that country to translate his thought and understand well. Translation is being famous nowadays especially the last years when the scholars and the pioneers integrated the technology of the artificial intelligence and the machine translation those components made it the most famous tool to know how to speak another language and change a word from the original to the target language, the learners nowadays will use their tablet or phones to translation and know the target of the teacher without making efforts, integrating technology to this specialty was a good choice and bad at the same time, bad for the ones who do not know how to use it especially when they only rely on it for making tasks but it is good for the learners who want to improve their language skills, because translation is the most friendly with language skills because it plays an important role for this field.

Conclusion:

To sum up, didactic is an important field we need to delve deeper on it, because it is a good field for teachers and learners to know how the treatment is and how they should do their job without problems, didactics creates a soft environment in the classroom, and we cannot deny the truth that didactics is the head or the agent of teaching and learning that aims to create an effortless way to understand and gain knowledge.

***Chapter Two:
Concepts in Artificial Intelligence Translation
and Machine Translation.***

Introduction

Translation has recently become a strong relationship with technological inventions and development, in this chapter we will tackle the use of artificial intelligence and machine translation in education and how it is applied for better practices, we will see also what artificial intelligence and machine translation are and their impact in this field, with making the differences between these two tools.

1. The definition of translation:

Translation is the process of changing text or speech from the original content to the target content, emphasizing the importance of conserving the meaning, intent and style to guarantee the transmission is precise and appropriate. Nida (1969) stated that “ translating consists in reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and secondly in terms of style”. (p.12). It can be said preserving the content’s intended meaning is the main goal of translation. When a text is translated from English to French, for example, the French translation should be done correctly to represent the same concepts and details as the original English text, furthermore, the translator aims to accurately translate the written language while also maintaining its meaning, it is necessary to reproduce the original tone the small difference, and even cultural hints. This quote emphasizes that translation is not just about exchanging words between languages. It is like an art where you have to carefully balance two things: getting the message correct and keeping the original writing style. An effective translation guarantees that the target audience comprehends the content in the same way as the original audience.

Larsen (1984) views translation as a procedure based on the idea of abstracting the meaning of a text from its source language and expressed in the target language. In this prospect, we can understand that translation process involves transferring the meaning from one language to another one for instance from the originated language to a foreign language here we can notice that the term of meaning is a crucial component while translating, an appropriate translation requires comprehending the meaning of the original language, the procedure of extracting the meaning includes abstracting the crux of the original text it entails comprehending the content and intent of the original text and then when the meaning is removed the expression needs to be transported precisely into the intended language.

Thierry (2017) posits that text translation needs to respect the fundamental features and maintain true of the source text, the general structure, the details of the idea, the tone and style. We can understand that while translating a text from one language to another needs to make an efforts to maintain the closest similarity to the original material its tone, style, details and structure all these elements play a part on how it appear, furthermore, the original text's content should be precisely maintained during the process and the primary features that distinguished the source material is different, this components are essential during a text interpretation, text translation can be used in many situations like travelling studying or chatting with foreign people.

1.2. The role of translation:

The majority of people rely on translation, because it is more than exchanging words, it permits inter-lingual interaction and comprehension, moreover, it can be used to reduce linguistics obstacles and increase understanding in a variety of environments including business, literary work and daily life.

2. Types of translation:

First of all, before delving to types of translation, it is important to make the distinction between methods of translation and its types.

Jacobson proposes a difference between three primary types of translation:

- a. Intra-lingual translation.
- b. Inter-lingual translation.
- c. Inter-semiotic translation.

2.1 Intra-lingual translation:

It is also known with “rewording”, which stands for switching linguistic indications using other indications in the same language, that type of translation would be found in a dictionary which can involve summarizing, clarifying and paraphrasing in a single language.

Example:

- a. English sentence: I reckon it is going to rain.

b. Can be translated to: I think it is going to rain.

2.2 Inter-lingual translation:

It is known as “translation proper”, a comprehension of spoken sign in an alternate language, generally speaking it is the interpretation between two different languages why not different cultures, for instance Arabic word into English or an English word into French, during the interpretation process the meaning should be interpreted accurately.

Example:

a. Thank you (English) شكرا (Arabic).

b. Bonne journée (French) have a good day (English).

2.3. Inter-semiotic translation:

Known with “transmutation”, the act of interpreting verbal signals by non-verbal signals. Inter-semiotic translation occurs when written content is converted to a visual or audio medium, instead of a direct one-to-one interaction between the components of two systems, it incorporates a transfer of meaning from one medium to another.

Example:

a. Film adaptation of a specific book:

Then a book is adapted into a film, the story and the main characters are converted from text to visual and auditory components.

b. Piece of music interprets literary work:

Transforming a poem, novel or other literary work into a song or musical composition includes transferring written material into lyrics and music. Each of these instances illustrate that the translation process demands more than linguistics translation, it also requires the transformation of meaning and expression through a variety of mediums.

2.4 Methods of translation:

The primary challenge with translation has always been whether to translate freely or literally. Since at least the first century ago, there has been an argument about this, many writers preferred some version of free translation till the start of the nineteenth century, the

essence not the text, the meaning not words, the message over the format, the matter not the manner, there are several methods of translation that translators might use. The following are some methods that Peter Newmark provides in his book “A textbook of translation” are provided below:

2.4.1 Word-for-word translation:

Sometimes, this is displayed as interlinear translation, where words from the TL appear immediately below the SL terms. Every word is translated individually according to its meaning while preserving the source language word-order. Translating cultural terms is done literally. The primary purposes of word-for-word translation are either to interpret a challenging text as a first step in the translation process or to comprehend the linguistic workings of the source language, additionally this method ignores the context, which is crucial to determine the meaning of a particular sentence. Likewise, it neglects how words are used metaphorically, which is a representation of language culture.

Example:

English: I am going to the park

Direct translation to French: Je vais au parc

2.4.2 Literal Translation:

This method of translation maintains the grammatical structures of the source language when they are translated into their closest target language equivalents. It takes place when parallel structures are shared by the SL and TL. Words are translated out of context without considering their connotative meanings.

Example:

Ich habe hunger (German)

I have hunger (English)

This method of translation is similar to the first one (Word-for-word translation) in two aspects :

- a. It takes into account the source language's word order.

- b. It emphasizes using the same kind and quantity of words.

2.4.3 Faithful Translation

This method balances the literal meaning of the SL term with the TL syntactic structures. A faithful translation captures the original context meaning within restrictions of the target language grammatical structure. It “transfers” cultural concepts while maintaining the degree of grammatical and lexical “abnormality” (deviation from the source language norms) in the translation process. It makes an effort to be entirely faithful to the writer’s intentions and text realization in the original language. It makes more sense because it takes the context into consideration, trying to provide a more precise understanding of the SL texts.

2.4.4 Semantic Translation

Semantic translation varies from “faithful translation” only in that it needs to give greater consideration to the aesthetic value (that is, the beautiful and natural sounds of the source language text), compromising on “meaning” where it is needed so that there is no assonance, wordplay, or repetition jars in the final written content. The translator may use unimportant cultural terms to culturally neutral third or functional words instead of cultural equivalents. This method provides clear, smooth, and concise translations. As mentioned by Newmark (1988) distinguishes between “faithful”, and “semantic” translation , that the former method is uncompromising and dogmatic, whilst semantic translation is more flexible and allows for creative exceptions to 100% precision and the translator’s intuitive empathy with the original piece of writing.

2.4.5 Adaptation:

Adaptation, which is often known as the “freest”, sort of translation, this method is commonly employed to translate plays (comedies and poetry) themes, characters, and plots usually are preserved, the SL culture transformed to the TL culture and the text is shifted.

2.4.6. Free translation:

Free translation recreates the subject matter without the manner, or the form of the source material. Generally, it provides a paraphrase much longer than the original. Commonly known as intra-lingual translation, which is basically pretentious and it is not translation at all.

2.4.7. Idiomatic translation:

Idiomatic translation recreates the original message but it also has a tendency to deform some distinctions of meaning by prioritizing colloquialisms and idioms that are not present in the original.

Example:

English: She looked daggers at me.

Idiomatic translation to French: Elle m'a fusillé du regard.

2.4.8 Communicative translation:

Communicative translation intends to transmit the original's accurate contextual meaning in a way that the intended audience can comprehend and find both the subject matter and the language obvious and acceptable.

3. Machine translation:

Machine translation is a modern tool that is used to change a text from the original language to the target language, with MT we can do this process successfully through using such programs, thanks to the technology that gives us the opportunity to facilitate the communication and connections with others. According to the humble researcher Irfan (2017) the machine translation is a computer platform which is drawing to interpret the text from the original language to the target language without human intervention. From that, we can understand that the machine translation is a part from the artificial intelligence because they share the same point in the intervention of the human, both of them they can be useful without the need of human, this means we can consider the machine translation one of the modern tools.

Moreover, the machine translation helps the individual to take the text ready without research and without effort, also it helps us when we are traveling there are many people who use it in travel because it facilitates the connections with other, from that we can notice that we can do it without the tour guide, this was a slight example about the function of the machine translation and a prove that we can use the machine translation without the need of human. In addition, according to Thierry (2017) the target of the machine translation is to give the correct meaning of the text not the translation or the treatment of the literature or

poems. The objective of the machine translation is to focus only on the meaning of the word or the text not on the culture or poems it deals with the correct meaning only. As we all know, there is a very known type of machine translation which is the google translation that helps the individual to build their self-confidence without the need of help from others, it saves the maximum of time and helps the person to take what he wants without difficulties and moves on to the next stage of their work.

The machine translation helps the people to improve their fluency because it has a feature of sound, this means when you write something to translate you can see it and hear it by clicking on the audio, this can help the one who wants to translate engage his capacities and abilities to learn a new language, also as we all know there are many types of person such as the auditory this type when he manipulates with the google translation it could help him because it is his preferable way to acquire the knowledge or the new information. The machine translation is still late and not effective for translation because the translation has many aspects and features, there are some expressions which has a hidden meaning which means we write thing but we mean another thing, so when we write it for instance in the program it does not give us the hidden meaning, it gives us the literal translation which is the meaning the translation will be word by word, so that is why I said it is not effective.

There are many people who make the mistake of literal translation because they rely on what the machine wrote, therefore, there remains a gap in these machines, and we cannot use them in important studies because they could make us suffer from this gap, because every language has its own characteristics, we cannot translate Arabic into English except by literal translation, because the machine writes what we wrote to translate, from that we can notice that the machine translation cannot know or learn what the hidden meaning is. There is a gap between the literal meaning and the hidden meaning such as the famous example of break a leg, the literal meaning is fracture of the leg but the hidden meaning is good luck, that is why we cannot compare between two languages the right solution is learning it through dictionary because the machine translation is not credible all moment. However, we cannot deny the truth that the machine translation plays a crucial role in engaging the process of learning new language by providing such opportunities to learn it and acquiring new words, the machine translation also takes a place in facilitating to the person how to manipulate in computer and how the technology nowadays works and how the world has become with the development of technology.

To sum up, nothing is perfect everything in this world has the negative side such the machine translation it has a negative side which is that they make people depend on them and not resort to old methods such as the dictionary, which plays a major role in learning the language and take the correct form o translation, it will also contribute to making people ignore research and will rely on the technology which make them a lazy persons, and gives them a negative habits, also it keeps them in the same level with limited creativity, all I can say to this generation is be careful of how you use the technology and when because the over usage of this methods will keep you limited and nor creative, because creativity plays an important role in our days and the machine translation will help you to complete your learning and keep your process ongoing but it cannot show you the basis of language, you learn the language but the machine translation will help you only to jump to the next step, so the wise use of it will give you a sense of flow that will make you want to carry.

4. The notion of artificial intelligence (AI):

The artificial intelligence or (AI) as we all know is a very helpful system nowadays, it helps the individual fix the problems and engaging the process in any field, we can use it in multiple situation such as education, business, research, studies of scientists, or psychology, to be clear we can consider the role of artificial intelligence as one of the broadest systems in technology nowadays, technology is so crucial and rich these days because it always leaves an effective mark on society and contributes to its development, and the best example is the emergence of artificial intelligence, which has contributed to solving many problems including helping people delve deeper into their scientific studies. According to the humble scholar McCarthy (1955) the target of the artificial intelligence is to improve the machine that conducts smartly. From that we can understand that the artificial intelligence plays an important role in managing the work of the old machine that pretend to be intelligent, this means that the artificial intelligence complete or continue the work of those machines to be modern and carry on the process, also we can notice that artificial intelligence can make the work easier for the ones who manipulate, also we can say that artificial intelligence got into the machines positively to contribute to the development of machines and make them better than before.

Moreover, there are many opinions and point of views about the role or the notion of artificial intelligence such as Amicus (2019) who stated in his article about the Oxford computer who defined the artificial intelligence as a piece of data technology that goes with

producing plans that are able to fix problems demanding human brainpower. From that we can take a look about the role of artificial intelligence in the process of human brain, it deals with solving such problems that demand the effort from the individual, this means that we can replace the intelligence or the mind process of a human with a smart computer that includes the artificial intelligence programs, here is the point of the power of this program through using it, we can abandon human participation in these tasks because the artificial intelligence can solve them without human intervention. As we have observed in several areas of education, in the past a person could serve his mind by using many means, including research in books, but the current generation has abandon it because artificial intelligence cam in its place. Therefore, the person began to use the AI to facilitate the research process and save time to obtain what he wants for his study or his question without making efforts or delving into the subject to valid his knowledge and information.

However, the artificial intelligence has a negative aspects one of them it will make the people lazy to search and develop their capacities of creativity which means it will limit their creativity and their ability of enhancing their skills, it will make people depend on it only because it gives them ready-made data without any potential. This program is a double-edged sword, positive for those who use it well in times of necessity and for things that require its use, and negative when used excessively , it can cause many problems especially for those about to graduate they will face a problem of plagiarism because of its fake information.

5. Artificial Intelligence (AI) and Machine translation (MT) in educational practice:

AI and machine translation are rapidly affecting educational practices worldwide. As AI technologies advance, they are increasingly being incorporated into different aspects of education, including language learning and translation. Machine translation is a subset of AI that uses computer software to translate text or speech from one language to another. This technology has the potential to transform how languages are taught and learned in educational institutions. Machine translation tools have improved in accuracy and accessibility in recent years, especially to advances in deep learning and natural language processing. In certain situations, these tools can now translate text and speech more accurately than human translators. This has great implications for language education given that it allows learners to access a variety of educational resources in both their native language and foreign languages. Artificial intelligence (AI) and machine translation are being used to enhance accessibility in education in addition to learning a language. For instance, students with hearing problems

may find it easier to access educational content with the use of AI-powered and transcription tools. In the same way, machine translation enables learners who speak minority languages to interact with educational materials in their mother tongue.

Holmes, Bialik and Fadel (2023) stated that AI may be able to help provide opportunities for teaching and learning that would otherwise be harder to reach, that would challenge current pedagogies, or that improve the effectiveness of teachers. The quote by Holmes, Bialik and Fadel indicates that AIED can facilitate teaching and learning in ways that would be challenging without it. For example, AI can personalize learning, which means it can adapt to each student's preferred learning style. Suppose a computer program that provides extra support with math difficulties when a student is failing but progresses to more difficult issues when they are performing well. This allows learners to learn at their own level. AI tools can help teachers by doing activities such as answering basic student questions and organizing data. This implies that teachers will have more time to interact with students individually and create courses that are more effective for everyone. AI can also analyze a bunch of data on how students are performing in class to determine what is working well and what needs to be changed. This helps teachers to make better choices about what to teach and how to support their students's learning. Overall, AIED may help teachers do their jobs better and improve student learning.

(Colchester et al ., 2017) and (yang& Bai , 2020) suggest that AI can enhance learning by always finding ways to improve how students learn. It can also inspire learners to be more engaged, take initiative, and be innovative in their learning process. So, AI might make learning more enjoyable and successful for everyone. Artificial intelligence has the potential for better learning in multiple ways. They believe AI can always seek new ways to help students learn more successfully. Furthermore, AI may motivate students to become more interested and involved in their studies. This suggests that they can take more initiative and create new ideas as they learn. In short, artificial intelligence has the potential to make learning more fun and efficient for everyone through improving how people learn and inspiring them to be more engaged and innovative. From Kengam's view of AIED (2020) AI tools can be used in classrooms all over the world, including people with visual or hearing impairments to participate. AI tools have the opportunity to be used in classrooms around the world, benefiting everyone, including students with visual or hearing disabilities. This means that AI technology can assist students who have trouble seeing or hearing to interact and participate in learning activities just like their peers. For example, AI-powered tools could

offer alternative learning methods such as speech-to-text function for students with hearing impairments, as well as software that recognize images for those with visual impairments. Essentially, these AI technologies attempt to make education more inclusive by providing personalized assistance to students with different needs, therefore enhancing the way they learn and opportunities of success in the classroom.

Machine translation has significance in education because it fosters communication and comprehension across linguistic barriers. In the absence of such technology, language differences could prevent knowledge and idea sharing, limiting non-native speakers' access to educational resources. MT has many benefits when it involves language learning, it motivates language learners on their journey of language acquisition, for instance the use of machine translation is able to help language learners in dealing with difficult to understand content such as news, music lyrics, and social media posts that provide important cultural information about the intended language, furthermore students can use MT to practice reading, writing, and speaking in their target language because it can translate text rapidly and easily. For example, it can be used as a reading comprehension tool, helping readers to quickly look up words they don't understand and even develop personal dictionaries of the target and source words. This may help students grow and develop their confidence and fluency in the language, which is important in everyday conversations. Translation practices help increase vocabulary knowledge and overall language competencies. As a result, using MT can help language learners develop their language skills, cultural knowledge, and communication ability.

6. How Artificial intelligence (AI) and Machine translation (MT) used in English language teaching:

The integration of artificial intelligence and machine translation into English language teaching provides creative solutions to traditional problems, making language learning accessible, exciting and effective for learners. Teachers can take advantage of MT software to translate new or challenging words, on the other side AI tools offer new ways of teaching and enable students construct goals and manage their own learning. According to (Xu et al.,2019) claim that AI has contributed to language teaching and learning, with studies showing that it can help with language specific skills such as reading comprehension, repetitive language practice on a machine, and correcting English pronunciation. It may additionally help with more general teaching and learning activities, including

automatic correction and giving feedback. We can notice that AI helps you improve your reading comprehension by providing stories and questions to test your understanding. It allows you to practice speaking and writing again until you get it correctly. If you say a word incorrectly, AI may show you how to pronounce it right. It can also fix your writing problems, such as spelling and grammar. Machine learning can tell you where you are good and where you need to improve. For example, it might suggest extra practice on specific topics or give you suggestions on how to improve. Overall, This automatic technology is similar to having a virtual teacher who listens to your English and helps you in pronouncing words like a native speaker. Ribeiro (2020) considers Artificial intelligence in English language teaching (ELT) as the most practical way for English language teachers. From the above suggestion, we can understand that incorporating artificial intelligence into ELT can tailor learning materials and exercises for each student based on their needs and performance. So, if someone struggles with grammar, AI can provide them with additional grammar practice, furthermore it can immediately tell learners of any mistakes they make, allowing them to learn more effectively. Imagine a language app that corrects your pronunciation as soon as you make a mistake. AI-powered tools are always available, day or night, permitting students to learn whenever they want. This is good for people who learn at their own schedule and have busy lives. Moreover, this automatic technology makes learning enjoyable by incorporating videos, games. It keeps students involved and excited about learning. AI tools can analyze large amounts of student data to determine what works and what does not. This helps teachers improve their teaching methods and provide additional assistance to learners who need it. Basically, using AI to teach English enhances learning and makes it easy for everyone.

Tsai (2019) found that “ The utilization of Google Translation leads to a remarkable improvement in writing quality, evidenced by the incorporation of a more sophisticated vocabulary, fewer spelling errors, and more sound grammatical structures ”. (n.p). This shows how great the role of GT in improving writing quality, one important aspect is the development of a more sophisticated vocabulary, which allows users to use advanced and impressive words to convey their viewpoints more effectively. For example Instead of using a simple adjective like happy, writers may choose deeper synonyms such as overjoyed or delighted. Additionally, Google Translation helps to reduce spelling problems by making precise suggestions and corrections. This helps that writers produce content with fewer spelling errors, such as replacing berrys with the right spelling berries. Furthermore, the tool serves to achieve improved grammatical structures by encouraging writers to follow proper

grammar rules. For example, it promotes users to utilize subject-verb, such as she eats apples instead of the grammatically incorrect She eats apples. Overall, GT is a useful tool for enhancing writing quality by providing accurate translations, proposing better word choices, correcting spelling problems, and increasing grammatical accuracy.

Another study by Muzdalifah et al.(2020) indicates that “ There is an increase in the ability of students to speak through the use of automatic dictionary ”. (n.p). This study reveals that when students use an automatic dictionary on their phones or computers, such as the reverso-context app or the most commonly used GT, they improve their speaking skills. It means that having easy access to word meanings and translations helps learners become more confident and skilled at expressing themselves. For example, if they come across a word they don't recognize while speaking, they can easily look it up and carry on their conversation smoothly. As a result, using automatic dictionaries helps students become more fluent speakers by increasing their vocabulary and making them feel more comfortable using new words.

7. Artificial intelligence translation (AIT):

Artificial intelligence (AI) has a great impact on the educational side because it is rich in knowledge and development, it has a function in such fields such as the translation, they have recently incorporated the artificial intelligence (AI) into translation, and this is something that encourages its development and positive use. As we know as students the artificial intelligence translation will take us to a world full of technology and self-development, because through this tool we can develop ourselves without a translator, the learner will use it in translation because it is specifically for it, there are many fields we can use the artificial intelligence in it, but this time is for translation. We can consider the artificial intelligence translation as a side of machine translation because both of them there are similarities between them, such as the usage of both the artificial intelligence translation we can use to translate as well machine translation which is the name of the platforms and the tools that we use to translate. Artificial intelligence translation (AIT) can be used in translating such expressions and words but it cannot take the place of human because translation is not easy that much to just translate the word or the phrase it is a field which is rich with tips and aspects that make the human delves into it and make research, there are a lot of scholars an pioneer in this field who made a deep studies an discovered a lot of results and

things in translation, there are some attitudes in life we can replace the human with this tool but not all the time.

According to Gang Shen, Tao Feng and Yu Cheng (2022) the artificial intelligence translation (AIT) is limited even if it has many features but it is still not enough because it does not have feeling or mind and it has a variations with the translation of human. From the saying of the research above, we can say that the artificial intelligence translation cannot have the empathy or the mind to think and create a new thing, it is about how the programming is which means it is like a robot, also this is a sign that the artificial intelligence translation cannot replace the human in all side because it is limited. Moreover, Gang Shen, Tao Feng and Yu Cheng (2022) stated that using the artificial intelligence translation helps the students be active in learning and revising, also cut the limitation of classic learning. In this prospect, here we can notice the positive side of using artificial intelligence translation in the field of education because it is beneficial to create a new methods of learning, and break down the classical techniques and strategies of learning, and also from that we can consider it to the teacher it can help the teacher to develop his methods of teaching through using it, because the technology nowadays can build a positive and encourage atmosphere in education to not be a boring teacher who use only one method or two, because when use technology correctly and with full awareness, you can open closed horizons.

To conclude, the artificial intelligence translation has two side the positive side and the negative side, it is all by conscious use only because there is no one hundred percent good tool, all tools such as AIT have advantages and disadvantages, the students should use it to develop his skills and searching for something benefits to improve his language and the teacher should use to develop his strategies and methods of teaching through creating something new.

8. The difference between Artificial Intelligence (AI) and Machine Translation (MT):

From my previous knowledge and my personal opinion, the artificial intelligence is broad and holistic it can tackle all the smart inventions one of them the machine translation, because the artificial intelligence can be anything related to technology.

There are some differences between the AI and MT which are:

- a. Machine translation is specific it can treat one field which is translation.

- b. Artificial intelligence is broad and it has multiple uses.
- c. We can use artificial intelligence in such fields such as education, scientific studies which means it is not specialized.
- d. Machine translation such as google translate has one function which is translating words or expressions.
- e. Artificial intelligence modern and rich in new ideas.
- f. Machine translation the same purpose and program.

To highlight the differences more and provide a powerful prove we chose the saying of the researcher Linghui Kong (2022) machine translation (MT) considered as a technology that switch and transmit the data from language to another through the strength of computer. From the opinion of the researcher above, we can take a look about the function of the MT which translation and computer these two keywords can lead us to the relationship between this tool and technology. The machine translation (MT) its work is clear and beneficial when we use it wisely, and in the correct time, especially the service that make the learner wants to search more and got deeper because it does not make the researcher or the one who want to translate something feel bored. However, the artificial intelligence (AI) because of its positive features it leads to take it into consideration because we can use it in any field we want, it is not limited as we know about machine translation, the AI has highlighted the ability of technology to overcome many old things, such as learning, teaching and searching, we mentioned searching because before the invention of this tool the people were searching through using the dictionary or traditional ways, however, nowadays the artificial intelligence facilitated it.

Conclusion

To conclude, this chapter tackled the concepts of translation and the use of artificial intelligence (AI) and machine translation (MT) in the field of education, and the types of translation to know about it since we mentioned the (MT) and (AIT) we are obliged to highlight its types and defined it to the reader, especially the ones who want to know about it, so as we have seen we encouraged our statements and opinions with the sayings of such researchers and scholars of this field, their opinions reveal that this tool should be used in many fields to develop the abilities of learners in enhancing their goals and skills to save their

times for other things to do, but they should use it correctly also the teachers can develop their ways of teaching through using it in classrooms or tasks.



Chapter Three
Methodology & Data analysis

This chapter will differently introduce the research methodology which is the practice, unlike the prior chapters that focused on the theoretical part, we dealt with the first chapter which was about the didactics and its aspects, then the next chapter which was about concepts in artificial intelligence translation and the machine translation. This chapter is the most important because it will provide the results of this study, we chose the students of master two didactic at Ibn Khaldoun University to join our research and teachers of English department, they will help us to answer an online questionnaire and interview which are about the role of artificial intelligence translation in their teaching and learning process and the main target of these tools is to know the opinion of the students and teachers about this tool and the way they see it. This collected data will show us the challenges and the problems that may the students faced and how they can fix them to ensure its credibility and its positive aspects, in these tools also we will know the function of artificial intelligence translation.

1. Research design:

The research design of this study were about mixed method to collect data, we will use a pie chart which includes statistics of questionnaire questions and interview, it will be a clear the students will tick the right answer for them there are some question which includes yes no questions and the other will be multiple choices which means, then the interview will highlighted the opinion of teachers about this tool, to be clear the interview is just a complimentary for this investigation, it will help us to confirm our study.

2. Research methodology:

The research methodology of this study will be the easiest because of its simple questions, this methodology will be designed for collecting a quantitative and qualitative data from master two students and teachers of English departement because they already have an experience about this subject.

3. Sample:

The sample of our study are master two students specialty of didactics and teachers at Ibn Khaldoun University, we suggested this sample because they already have an experience and learnt English for a long time from the middle school until now so they have experience more than other levels of the university, also our research title deals with didactics and translation these two modules are so important in our university we already have an idea about them, so that is why we chose this sample because they will help us more than ever.

4. Data collection:

The data collection of this study will be an online questionnaire and interview, it will be posted in the official group of master two students and delivered on their accounts for the ones who did not join the group, the interview will be with teachers to collect data.

5. Data collection tools:

The data collection tools of this study will be as an online questionnaire and interview to collect a quantitative and qualitative data for this study, we will take into consideration the use of artificial intelligence translation for those participants and how they can use it in English courses and move from classes to computer we will see it in the next step of data analysis.

6. Data analysis:

6.1. Student's Questionnaire:

Question 01: what is your level in English?

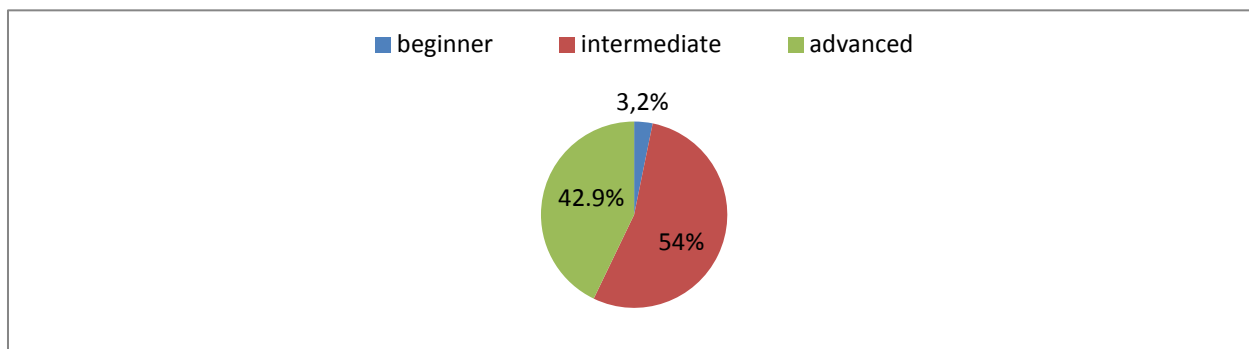
- Beginner
- Intermediate
- Advanced

Number and percentage of participants by level

Beginner 3,2%

Intermediate 54%

Advanced 42,9%



Graph 01:

Based on the information collected of the first question, the total number of participants in this question was 63 responses, the plurality of this participants were intermediate (54%). However, the advanced (42.9%) and the beginner (3.2 %) these two options have got a smaller percentage than intermediate, this result could be helpful to carry on with the other questions which have a relationship with Artificial intelligence translation because the participants should know about English , as we all know the level of English can impact the answers of the following questions and deal with them without struggles because language and translation are related together.

Question 02: Have you ever heard of Artificial Intelligence before?

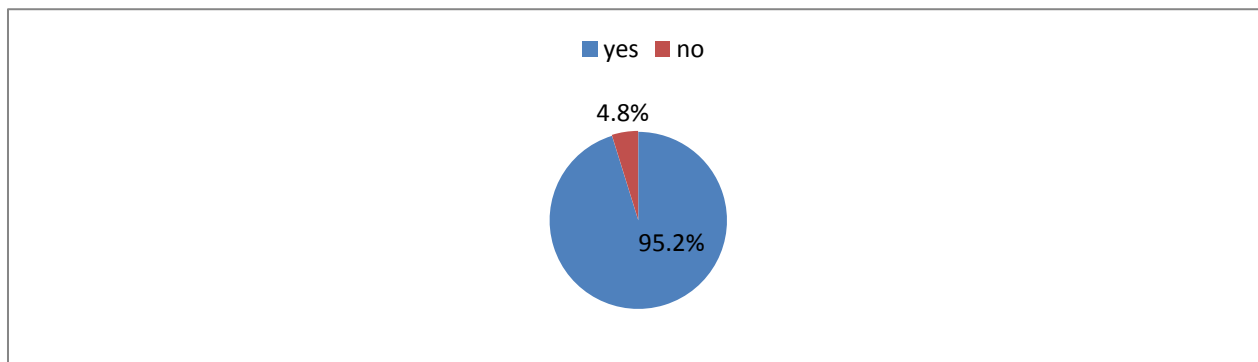
Yes

No

Number of percentage and participants by level:

Yes 95,2%

No 4,8%



Graph 02:

The total result of this question were **63**, the majority heard about the artificial intelligence and the number of the participants who choose yes in this question were (**95.2%**) and the ones who did not heard of this tool were (**4.8%**), this result will help and lead us to the next questions because the highest number of participants know about this tool so this will facilitate to them answering the following questions, from this we can also notice the popularity of this tool nowadays because of its beneficial aspects, the humble participants will share with us their experience with this tool and take us far away to know about it more and collect a large number of statistics about this study.

Question 03: Do you actually use this tool?

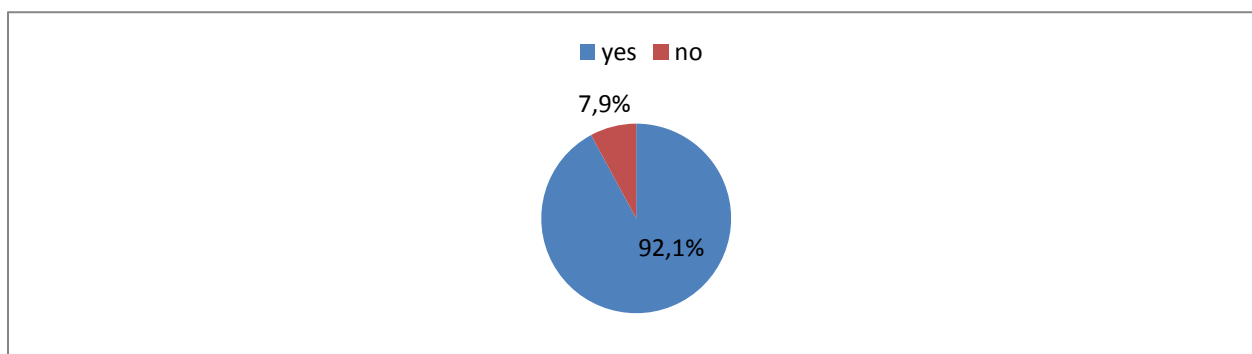
Yes

No

The number of percentage and participants by level:

Yes 92,1%

No 7,9%



Graph 03:

The highest percentage was yes (**92.1%**) participants use this tool, however, there are (**7.9%**) of them did not use this tool so they choose the option no, there are a big different between the total number of participants who choose yes and the participants who choose no. The respectful students have used this tool but the point is we cannot decide wether it is useful or not until we see the result of the next question which is do you think it has the potential to improve your skills, from this question we can take a look about the opinion of the participants of this tool because every student has its own experience, the next result will show us the function and the benefits of this tool. Moreover, the students who said no maybe they are not friendly with technology, not because there are some of them did no use it we consider this tool as a negative one.

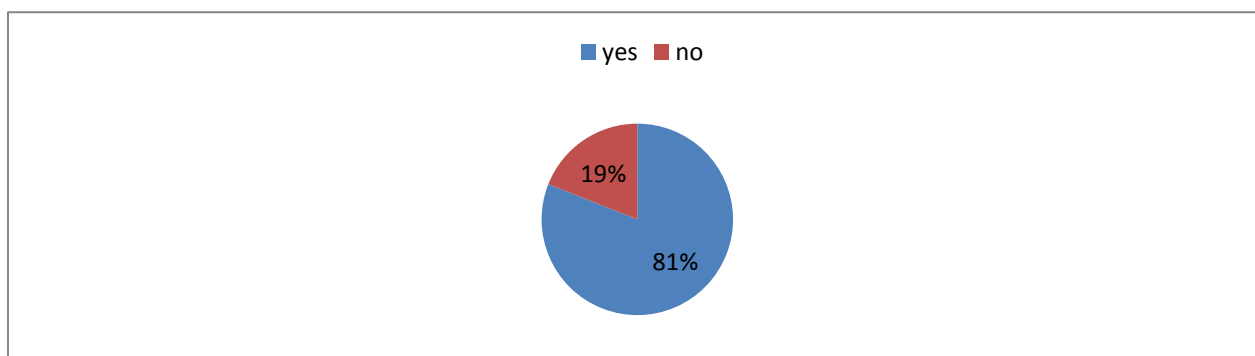
Question 04: Do you think it has the potential to improve your skills?

- Yes
- No

Number and percentage of participants by level:

Yes 81%

No 19%



Graph 04:

The aim of this question is to know the positive side of this tool and how it can be beneficial to build and achieve the students skills, the majority of participants voted yes (**81%**) until now we can say that this tool is useful, because of this positive result and according to the participants we can consider this tool as an option to improve their skill. However, the rest of participants choose to say no (**19%**) those participants voted no maybe because they did not find it fits their habits or skills, as we notice there is a huge different between the number of participants who voted yes and the others, this study until now is positive.

Question 05: have you ever used Artificial Intelligence translation tools to assist you in understanding content from modules in a language different from your native language?

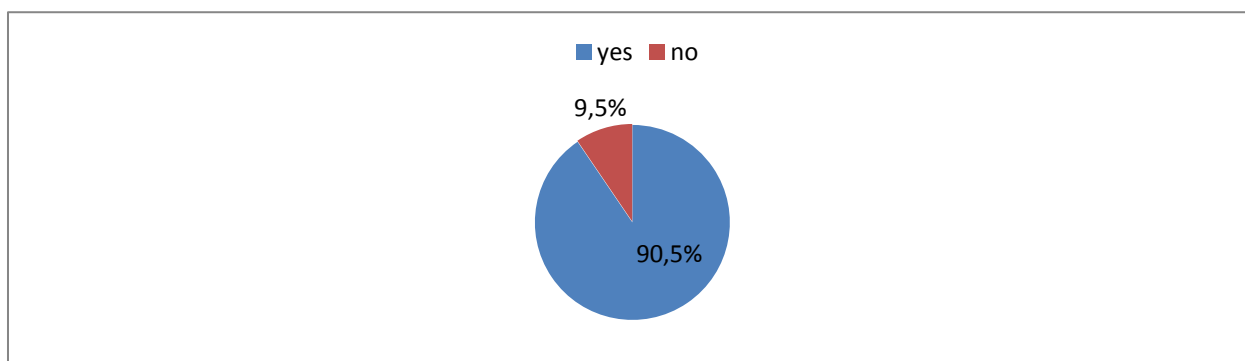
Yes

No

Number of percentage by level:

Yes 90,5%

No 9,5%



Graph 05:

The purpose of this question is to highlight the function and the role of artificial intelligence translation in understanding content from modules in a language different from your native language, the total number of this question is (71.82%) and the option yes were the winner option (90.5%) and the ones who did not use it to assist them in understanding such modules (9.5%), as we see there is a huge divergence between the two numbers. The statistics of this question show us one of the most beneficial aspects of this tool which has a relationship with studying, the ones who said no maybe they did not use it yet, but from their opinion we cannot judge this tool and consider it as an useless tool because the statistics show the opposite.

Question 06: if yes, which Artificial intelligence translation tool have you used?

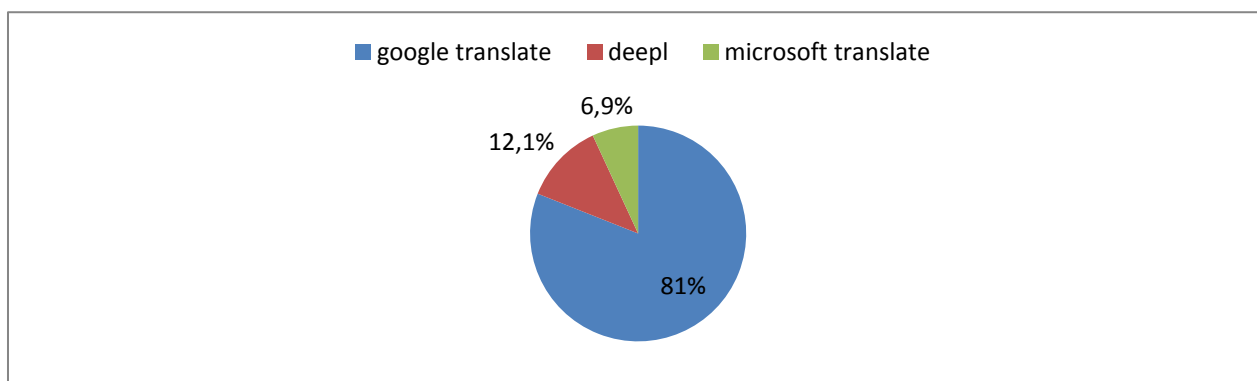
- Google translate
- Deepl
- Microsoft translate

Number of percentage by level:

Google translate 81%

Deepl 12.1 %

Microsoft translate 6,9 %



Graph 06:

The total number of participants in this question was (66.12%) and the majority of them voted google translate (81%), the second place is deepl that collected (12.1%) participants, and the last place is Microsoft translate only (6.9%), this result shows us that google translate is the most useful and from the design of this pie chart we see the large different of the numbers between the participants who used google translate and the others options also we can notice from this result that the other options are neglected maybe because of the popularity of google translate or the opportunities, personally I also use this tool because it is the most famous on the side of translation and the most easier one you can search quickly without any difficulties especially the ones who are beginners or do not know how to manipulate with these tools, from this result we can take an overlook about the other questions and it will be helpful to us to collect data about this study.

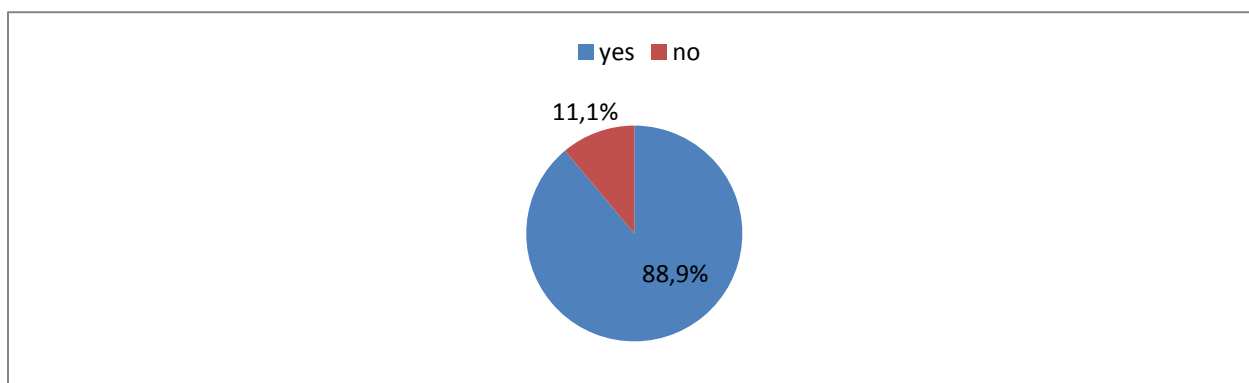
Question 07: do you feel that artificial intelligence translation tool enhances your understanding of course materials?

- Yes
- No

Number of percentage by level:

Yes 88,9 %

No 11,1 %



Graph 07:

From the options provided, the highest number of participants found that artificial intelligence translation can be helpful in understanding course material, which means the majority of the participants voted yes (**88.9%**), however there are (**11.1%**) participants who voted no. This result suggests that the plurality of students used this tool and found it helpful in enhancing their understanding, also this question aims to show the role of artificial intelligence translation in course materials, this result proved to us the positive relationship between this tool and course materials. This result also shows us the benefits of this tool because of the personal experience of our participants.

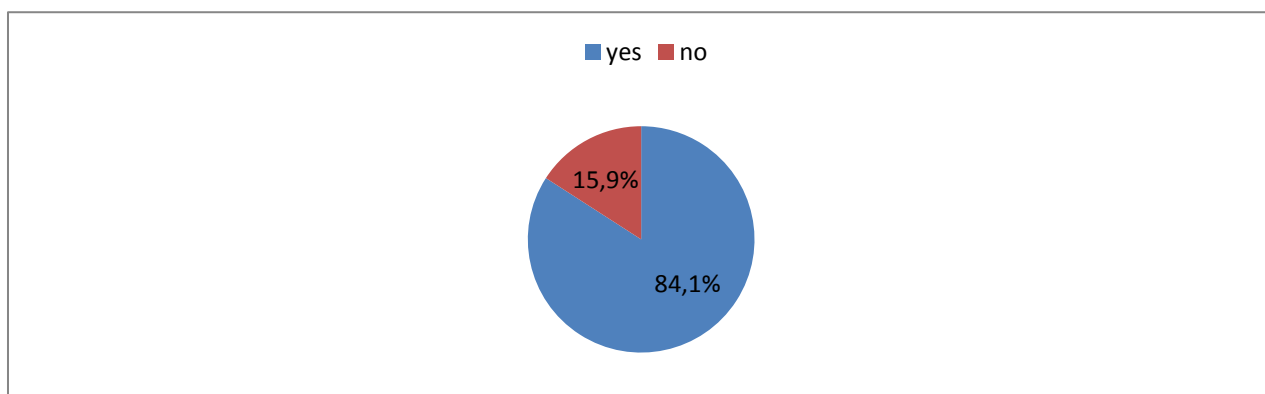
Question 08: would you recommend the use of artificial intelligence translation tools to other students for understanding modules in a different language?

- Yes
- No

Number of percentage by level:

Yes 84,1%

No 15,9 %

**Graph 08:**

Based on the results, the majority of our participants would recommended the use of this tool to other students to help them understanding modules in a different language the result of this question were positive the one who voted yes (**84.1%**). The other participants voted no (**15.9%**) they were against this idea, we cannot judge them but maybe of their bad experience with this tool, but until now the result is positive.

Question 09: have you encountered any challenges or problems when using artificial intelligence translation tools or understanding course materials?

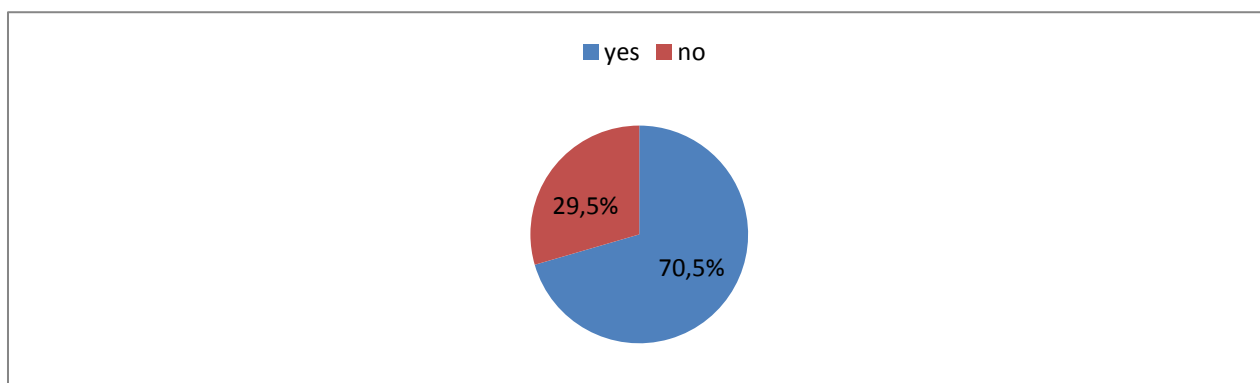
Yes

No

Number of percentage by level:

Yes 70,5%

No 29,5%



Graph 09:

According to the result the total number of respondents in these questions were (69.54%) the majority of the participants voted yes (70.5%) and the ones who did not find any challenges were (29.5%), this time there is a contradiction between the results of the prior questions and this question.

This results prove that this method has both positives and negatives, because this time the statistics were reversed, and from here we conclude that the students used this method but we did not know its negative aspects, in the following question we will know the kind of challenges and problems that the students faced to understand their courses.

Question 10: if yes, check one of the problem bellow:

- The overuse of jargons
- Lack of the established equivalent in the target language
- The repetition
- Unknown sources
- Other problems

Number of percentage by level:

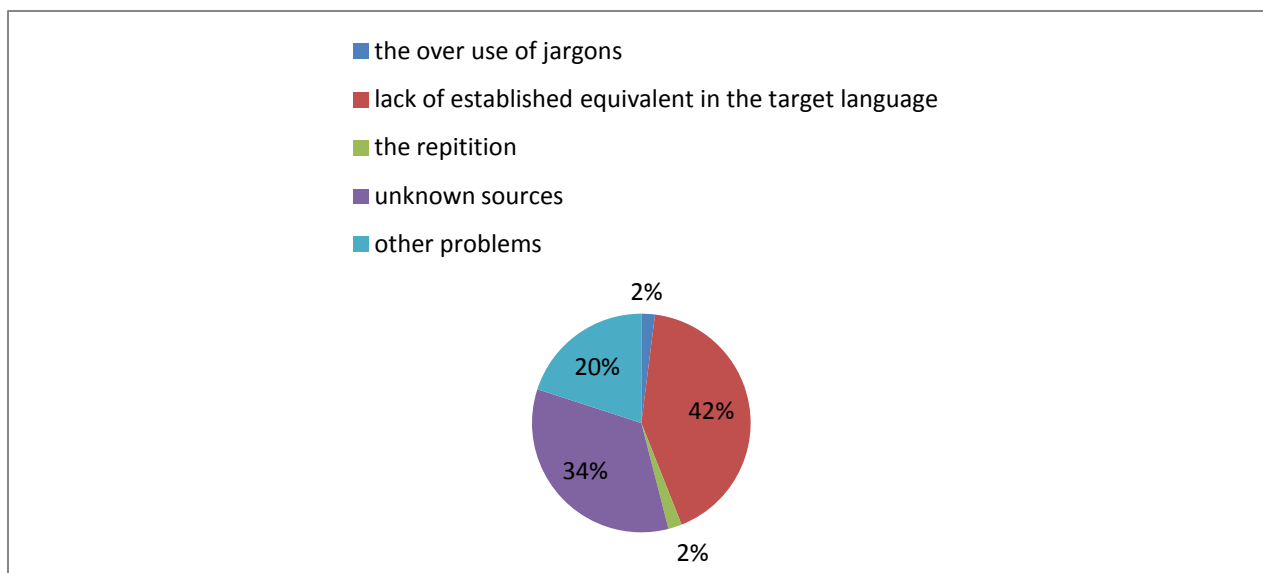
The over use of jargons 2%

Lack of the established equivalent in the target language 42%

The repetition 2%

Unknown sources 34%

Other problems 20%



Graph 10:

As we see in this question there are a multiple choices in this question there are more than four options, there are a challenge between two choices which are lack of the established equivalent in the target language (**42%**) then the second choice which is unknown sources (**34%**) there is not a huge different of number in these two option like we used to see in the previous results, these two problems get the highest score in the artificial intelligence translation tools which means that students frequently encounter this problem. Moving to the other challenges or problems which are the repetition (**2%**) there is one of the participant who chose this option as well the overuse of jargons which means these two options cannot affect this tool, also there is another option which is other problem which get (**20%**) participants this number is not a normal number because it is closer to the others maybe they had another problem of credibility it is still a personal experiences.

Question 11: how can you ensure that artificial intelligence translation delivered correct information?

- Check out the references
- Using another sources

- Using dictionary
- Other

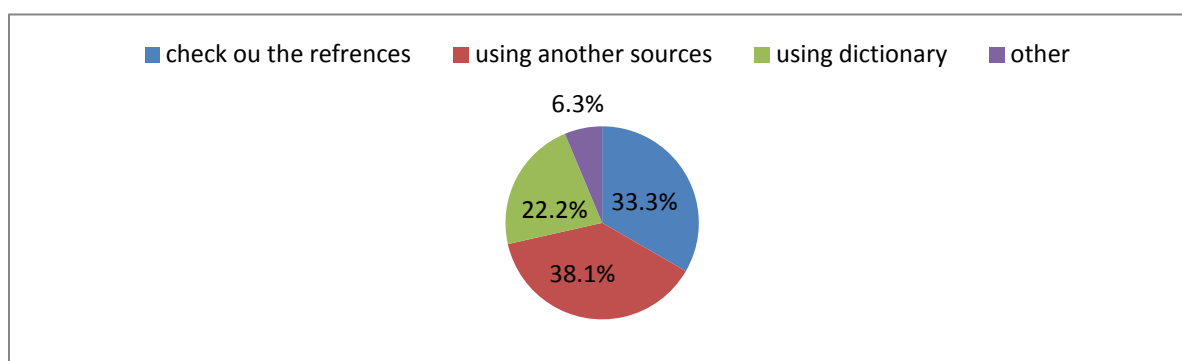
Number of percentage by level:

Check out the references 33.3%

Using another sources 38.1%

Using dictionary 22.2%

Other 6.3%



Graph 11:

In these statistics, there is a change from the previous statistics, because the results are close to each other, there is no significant difference here as we have seen in the previous results, so the option number two obtained the highest number (**38.1%**) participants prefer to use another sources to ensure that this tool deliver correct data, however the first option obtained (**33.3%**) participants there is a different of two participants only so this can prove that there is a solution to those problems, also the third option collected (**22.2%**) participants who wanted to ensure the credibility of this data through using dictionary, then the last option is other (**6.3%**) participants have their own way to check and ensure it.

Question 12: how do you rate using artificial intelligence translation as your translating assistant?

- Super
- Above standard

- Bellow standard
- Unworthy

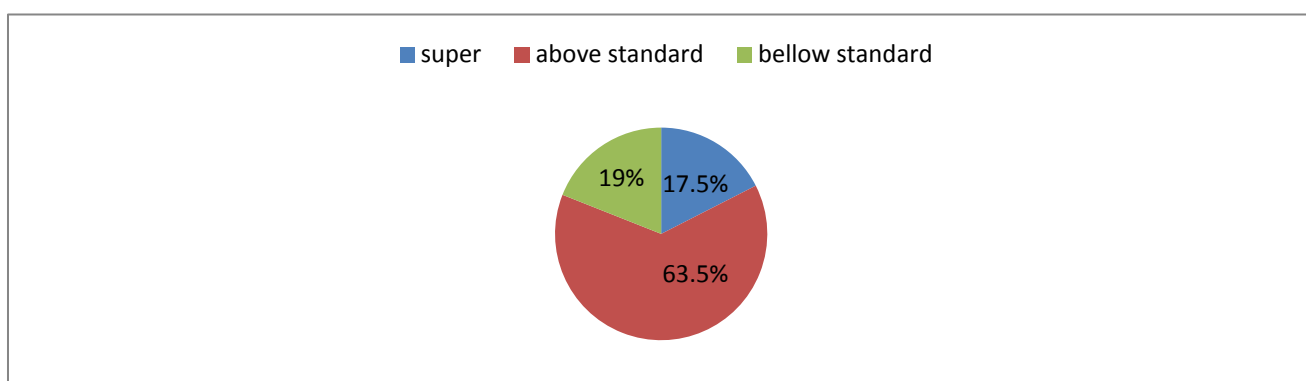
Number of percentage by level:

Super 17.5 %

Above standard 63.5 %

Bellow standard 19 %

Unworthy 0 %



Graph 12:

As the results of this question showed us, the majority see that the artificial intelligence translation will be a good assistant for translation, so that the option of above standard collected the highest result (**63.5%**) participants, then (**17.5%**) participants see that this tool is super for helping in translation, moving to the next option which is bellow standard (**19%**) participants, as we see here there is not a big difference between super and above standard, at the end everyone free to choose and express his experience with using this tool. The last choice which is unworthy obtained (**0%**) so we can notice the positivity of this tool according to the students opinions and the statistics that we collected.

7.2. Teacher's interview:

NB: Teachers are represented by the symbol (T). So, T1 represents teacher one.. etc.

Question 01: How do you think AI can benefits you as a teacher?

T1 stated that this tool saves time and energy, the same point of view with T5 who said that this tool is beneficial and very much, T3 stated that this tool is personalized learning and saving time, T2 indicated that the AI can hugely lead any learner or student to do his introspection (analysis look about himself and his skills), then we have T4 who affirmed that AI helps with lesson planning especially when it comes to setting time for different parts of lesson, then we have T6 who said that this tool can be seen as an opportunity to gain time and collect information quickly T7 also shared with us his view which is AI is ubiquitous in education and not just today. So from these opinions we can notice that there is a convergence between the answers and all the participants agreed about the benefits of this tool and its helpful tricks.

Question 02: How do you imagine the relationship between using AI and the teacher creativity in education?

T1 and T3 shared the same answer which is useful, then we have T2 who stated that the relationship between them must be supposed on the collaboration, moreover, T4 declared that it helps us think of the box sometimes through showing us different perspectives and different ways on how to explain things, then T5 shared with that it depends on the teacher, but I believe it depends on the natural intelligence, moving to T6 who commented wit Ai can easily supports the creative process of both teachers and learners, we end up with T7 who confirmed that the teacher must use AI to create pedagogical activity in his classroom, however, he can use digital tools to enhance language skills.

As we see here T6 defended the teacher creativity and neglected the AI because he stated that it depends on the natural intelligence, unlike the other teachers who supported a little beat the AI.

Question 03: How do you describe the use of AI and machine translation in your teaching process?

The answer of T3 is so attractive he stated that AI translation can be a very useful tool for teachers but it is important to use it thoughtfully and judiciously, however T4 said that not much as my work in all English purely, we move to the next point of view T1 stated that it is useful, however the second teacher did not understand the aim, now we move to T5 who stated a very interested point of view which is AI and machine translation can give faster and more accurate translation to difficult words, as they can also bridge the language gaps and

foster any communication, then T6 continued with the use of translation is often used, maybe to understand some articles or to write for English students.

In this question there are four teachers who shared similar opinions, however, the other teacher I think he did not use it in his teaching process maybe because he can do without it because of his competences.

Question 04: How do you help students develop a sense of when it is worthwhile to use AI?

In this question there are multiple answers, we start with T1 who stated online classroom interaction, moreover, T2 his answer shed light on explain the importance of the AI definition, function and using, T3 affirmed his answer by discussing the strengths and limitations of it, furthermore, T4 emphasized that you cannot, it is rare to find a student who does not completely depend on AI, it can be helpful yes but their over dependency on it leads to them towards being lazy and not even learning their lessons properly, T5 stated that I do not recommend it for my students, except for increasing their understanding, then the last teacher provided his opinion with usually our students have not any ethics for the AI and the role of the teacher is to give tasks when using AI.

This question was full of different opinions, all the teachers commented consciously and this does not deny that artificial intelligence is not positive but it must be used consciously.

Question 05: How do you actually rate using AI translation as an assistant?

T1 and T3 confirmed their answers with very good, moving to T2 said that it is good while the using is limited, T4 evaluated it (6/10) and he stated that it is helpful but not always accurate, T5 assured that using this tool as an assistant is very high, T6 said that nowadays the translation tools are used by all of us specially when we communicate with others and when we want to get some idea from articles of thesis.

About the fourth teacher I think he is right because sometimes AI translation represents a fake references and lack of sources maybe because of this he shared this answer, however the other answers were a positive answers maybe because of their experiences.

Question 06: In what ways do you think AI can enhance the teaching and learning process?

T1 noticed the positive aspects of this tool so he said that it makes learning easy and available, T2 highlighted that the enhancing is sure because the AI has got everything as resources, T3 mentioned the intelligent classroom management and intelligent tutoring systems, T4 answered with through facilitating lesson planning and helping learners discover in which ways they learn better this answer is similar with T6 who confirmed that Ai helps teachers by giving personalized learning experiences as well as administrative issues and it can also make the professional improvement easy to be realized, T7 the opinion of this teacher is close to the others which was AI has always enhance teaching and learning, the problem is that our colleagues did not know that the AI tools was created since 50 years ago and the challenge is to integrate it , however, T5 stated that the enhancing of this tool depends on the use and it is like a weapon. So, (T1, T2, T3, T4, T6 and T7) shared the same answers as we noticed they mentioned the positive features of this tool especially the T7 defended this tool with power, however, the last teacher stated that it is a weapon maybe because as it has positive impact it has negative impact and this is logical because all the technology and the modern inventions shared two faces.

Question 07: What concerns do you have about the integration of AI in education?

There are multiple answers but T1, T2 and T5 mentioned laziness, dependence, numbness and it can generate nonchalance (disinterest and lack of will), T3 commented with privacy and data security, T4 emphasized that there are many teachers who are already depending way too much on it and students also, and they are over depending on it, also T6 his answer was security, privacy and plagiarism are the main concerns about the integration of AI in education. So, as we noticed all the answers were a little beat the same and the point of views were logic especially the last answer of plagiarism nowadays there are a lot of this phenomenon.

Question 08: In which specific areas of education do you envision AI making the biggest impact?

T1 mentioned creativity, then T2 said that the impact will be in all areas of knowledge and especially the learning process, T3 answered with personalized learning, T4 simplifying lessons, time management and gamification, however, T5 answer was in all domains except for religious ones, the last teacher which is T6 stated especially in evaluation like classroom or moodle so the best example to use AI in the best way is to work and to teach with digital

platform like moodle, Tacit and others. Finally, all the answers were positive and support the use of AI but the teachers and the students should be aware of using it all time.

At the end, the results of this interview was positive because the teacher supported this tool especially in the first question which is about the benefits of this tool in education all the teachers shared with us their opinions which are a positive feedbacks to enhance the use of artificial intelligence in the field of didactics, the question four has a relationship with students we mentioned this question to create a relationship between the students and teachers to use this tool in classroom the majority of teachers shed light on the huge awareness of using this tool in education, then we have question 07 which plays an important role in teaching process the question is about the concerns of integrating this tool in education the majority of our teachers mentioned the laziness, privacy and security maybe because their experience in their classrooms with their students showed this results, so as we have seen the findings shed lights on how these teachers depend on this tool in their classrooms, the results were positive and the impact of this tool is depending on the users and the tasks also so we cannot deny the truth that this tool is beneficial but the students must use it in the right moments.

Conclusion:

To sum up, this chapter included the practical part of this research study, and it going to be a prove to valid this study through taking the data analysis as an option to fill the gaps of this study, also the online student's questionnaire and interview helped us to know the main goals of artificial intelligence translation and its use in the field of didactic, the students of master two English students at Ibn khaldoun University and the teachers were the guide to these results and findings which were about realizing that artificial intelligence translation can help the learners in their studies even though they may faced some challenges but these challenges can be treated through using this tool correctly and in its place and the teachers showed us that using this tool in the right place will be beneficial and helpful for the development of education.



General Conclusion

At the end of this scientific study, we divided this research study into two sections the first section tackled the theoretical part which addressed two chapters, the first chapter classify the concepts in didactics, we defined the main aspects and titles in didactics and we supported it with the sayings of the scholars of this field such as “ Jermy harmer”.

Moreover, the second chapter was about concepts in artificial intelligence translation and machine translation, first of all we defined translation and its types then we treated the notion of artificial intelligence translation and machine translation and we have included this tools in the educational context. In addition, the following process we addressed the next section which was about the practical side of this study we tackled the methodology and the way we collected data through using an online questionnaire and interview which have an important role to ensure the validity and credibility of this research study, then we have the data collection tool we find out that the mixed approachs are going to be useful and helpful for this study and the data analysis was about using a pie chart to analyze the answers of master two English students at Ibn khldoun university who were our sample in this study and the teacher of the same university. In this research study all spotlight is on how to use artificial intelligence translation in the field of didactics, and its role in enhancing the ability of using this tool in the learners courses and modules from another language, then the challenges that may be encountered through using this tool by master two students, the challenges that may the students encountered in using this tool are:

1. The over use of jargons and the words are not easy to understand.
2. The lack of established equivalent in target language which means the students sometimes wants to understand a word from another language and translate it to the native language it seemed difficult for them to replace word by word
3. The repetition of the same idea in multiple questions this may because of their way of searching.
4. The artificial intelligence used the unknown sources in its data so this may doubts its credibility that is why the students faced a lot of problem of trusting this tool.

And there are some challenges that we encountered while collecting data from master two students at Ibn Khaldoun University such as:

1. The ignorance of our post of the online survey it was so hard to convince them answering and participate because of previous survey from our classmates.
2. They did not answer all of questions because we required them to answer all the questions of survey because their responses are mandatory because each one is related to the following question especially the ones that start with “if yes” or “if no”.

This study showed us the challenges and the problems that the students of master two encountered, these difficulties help us to fix such situations for my opinion the recommendations are:

1. Teach them how to deal with technology to create a successful integration in education
2. Allocate a full session to build their understanding and rely on them-selves to solve study problems because the artificial intelligence translation is not an effective solution for it.
3. Making a specific AI translation tool in their curriculum.
4. Provide students centered AI environment to encourage them manipulating and develop the learning atmosphere for teachers.

The result of this study will take us to notice how students of master two use the artificial intelligence translation such as:

1. We noticed through our research that there is a huge awareness of AI translation among students.
2. Students use AI widely not only to search for extra information but also to translate the information that was provided to them.
3. The AI is not only for quick service in searching for something specific it is also about building skills and understanding courses.
4. The artificial intelligence can provide a sense of technology which means it could develop the technique of learning.

In general, this study is an opportunity to help teachers identify some of the problems that could affect their students, and also help them work hard to help their students solve these difficulties to make it easier for them and deal with modern technology wisely. After treating the findings and the difficulties that master two students and teachers at Ibn

Khaldoun University were a part from it we can say that they can use the artificial intelligence translation successfully.

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Appendences

QUESTIONNAIRE:

You are kindly invited to fill out this questionnaire which is part of research project at IBN KHALDOUN University Tiaret. Your response will be used only on the purpose of using AI translation in didactics. Please make sure to answer all of them.

1. what is your level in English?

Beginner Intermediate Advanced

2. have you ever heard of artificial intelligence before?

Yes No

3. Do you actually use this tool?

Yes No

4. Do you think it has the potential to improve your skills?

Yes No

5. Have you ever used AI translation tools to assist you in understanding content from modules in a language different from your native language?

Yes No

6. If yes, which AI translation tool have you used?

Google translate Deepl Microsoft translate

7. Do you feel that AI translation tool enhances your understanding of course material?

Yes No

8. Would you recommend the use of AI translation tools to other students for understanding modules in a different language?

Yes No

9. Have you encountered any challenges or problems when using AI translation tools or understanding course material?

- Yes No

10. If yes, check one of the problem bellow

- The over use of jargons
- Lack of the established equivalent in the target language
- The repetition
- Unknown sources
- Other problems

11. How can you ensure that AI translation delivered correct information?

- Check out the referenes Using another sources Using dictionary Other

12. How do you actually rate using AI translation as your translating assistant?

- Super Above standard Bellow standard Unworthy

13. Are you interested in learning more about AI translation?

- Yes No

14. Do you think that integrating AI will improve the learning experience for students?

- Yes No

15. Do you see that AI can replace human teachers in the future?

- Yes No

16. Are you comfortable with AI collecting and analyzing your personal data for educational purposes?

- Yes No

17. Which of the following areas do you think AI can benefit students?

- Personalized learning

- Automated grading
- Tutoring support career

18. Would you like to see more AI conduction in your educational institution?

- Yes
- No

INTERVIEW :

Question 01: How do you think AI can benefits you as a teacher?

Question 02: How do you imagine the relationship between using AI and and the teacher creativity in education?

Question 03: How do you describe the use of AI and machine translation in your teaching process?

Question 04: How do you help students develop a sense of when it is worthwhile to use AI?

Question 05: How do you actually rate using AI translation as an assistant?

Question 06: In what ways do you think AI can enhance the teaching and learning process?

Question 07: What concerns do you have about the integration of AI in education?

Question 08: In which specific areas of education do you envision AI making the biggest impact?

Résumé

Cette étude tente d'explorer l'utilisation de la traduction par intelligence artificielle (IA) dans le domaine de la didactique. Par conséquent, l'objectif principal est de répondre aux défis qui peuvent être rencontrés par les étudiants EFL au cours de leur processus d'apprentissage des différents modules et aux implications potentielles d'une telle technologie. Pour vérifier notre hypothèse de recherche, nous avons utilisé une méthode mixte pour faciliter une enquête approfondie sur ces questions. L'instrument de collecte de données comprend un questionnaire en ligne et un entretien. Les résultats indiquent une prise de conscience notable parmi les étudiants et les enseignants de deuxième année de master concernant l'utilisation de la traduction par l'IA. Ils mettent également en lumière la façon dont les étudiants en master dépendent de la traduction par l'IA pour surmonter les difficultés et les défis posés par de nombreux modules d'apprentissage afin de faciliter leur compréhension uniquement par le utilisation de cet outil dans le cadre de leur programme didactique.

الملخص

تحاول هذه الدراسة استكشاف استخدام ترجمة الذكاء الاصطناعي في مجال التعليمية. وبالتالي، فإن الهدف الأساسي هو معالجة التحديات التي قد يواجهها طلاب اللغة الإنجليزية كلغة أجنبية أثناء عملية تعلمهم للوحدات المختلفة والآثار المحتملة لهذه التكنولوجيا. للتحقق من فرضية بحثنا، استخدمنا طريقة مختلطة لتسهيل إجراء تحقيق متعمق لهذه الأسئلة. تتكون أداة جمع البيانات من استبيان عبر الإنترنت ومقابلة. تشير النتائج إلى وجود وعي ملحوظ بين طلاب ومدرسي السنة الثانية ماجستير فيما يتعلق باستخدام ترجمة الذكاء الاصطناعي، كما أنها تلقي الضوء على كيفية اعتماد طلاب الماجستير على ترجمة الذكاء الاصطناعي للتغلب على الصعوبات والتحديات التي تفرضها العديد من وحدات التعلم لتسهيل فهمهم فقط من خلال استخدام هذه الأداة ضمن مناهجهم التعليمية