INTEGRATING SCIENCE, THOUGHT, AND TECHNOLOGY: TOWARD AN ARTIFICIAL INTELLIGENT ENVIRONMENT

17/11/2025

Improving Students' Translation Skills Using AI

Author:

Makhliyo Vokhidova

Assistant Teacher, Department of Applied Aspects of English Language, Faculty of English Philology, Uzbekistan State World Languages University, Tashkent, Uzbekistan

Keywords:

Artificial intelligence; translation skills; AI tools; Google Translate; ChatGPT; classroom practice; feedback; vocabulary; cultural awareness; learner autonomy

Abstract:

The emergence of artificial intelligence (AI) has created new opportunities for translation training. Tools such as Google Translate, DeepL, and ChatGPT give learners rapid access to authentic language and instant feedback, making translation practice more interactive and effective. This paper presents practical classroom strategies for using AI to develop vocabulary, grammar, and cultural awareness; to analyze and improve AI-generated translations; and to design collaborative tasks that combine human judgment with machine output. While AI cannot replace human translators, it functions as a useful assistant that boosts motivation, accuracy, and learner autonomy. The thoughtful integration of AI into translation pedagogy—focused on error analysis, comparative tasks, culturally aware revision, and independent practice—prepares students for real-world linguistic challenges.

The rise of AI makes translation pedagogy more immediate and practice-oriented. Translation requires linguistic precision and cultural sensitivity; AI tools reduce initial cognitive load by producing draft translations that students can critique, compare, and refine. Used pedagogically, these tools help learners notice patterns, test hypotheses about usage, and internalize grammatical contrasts between source and target languages.

Practical classroom applications begin with vocabulary and grammar exercises. Teachers can present lists of commonly mistranslated words or idioms and have students generate AI translations in varied contexts; subsequent discussion focuses on register, collocation, and appropriateness. AI outputs also expose grammatical shifts (word order, tense, prepositions), which can form the basis of targeted practice and teacher-led explanation. AI can supply numerous example sentences for consolidation and automated drills that reinforce correct structures.

Comparative translation activities are highly productive. Students first translate a short text manually, then compare their version with an AI translation. Group discussion centers on differences in meaning, style, and target-audience fit, prompting learners to justify choices and to propose improved renderings. This positions AI as a critical partner rather than an unquestioned authority.

Error-detection tasks convert AI imperfections into learning moments. Instructors can present flawed AI translations and ask students to identify literalisms, mistranslated idioms, culturally inappropriate choices, or unnatural phrasing. Analyzing such errors sharpens students' awareness that translation mediates culture as well as language.

Collaborative projects that combine AI drafts with collective revision cultivate teamwork and decision-making. Small groups can produce an AI-assisted draft, refine style and register through negotiation, and present a final version explaining revision decisions. Creative assignments—translating song lyrics, short films, or promotional texts—encourage cultural interpretation and increase engagement.

Cultural and contextual awareness must be foregrounded. AI often fails to supply culturally equivalent expressions; classroom tasks should require students to search for functional equivalents, explain pragmatic constraints, and reflect on audience expectations. Comparative cultural projects using AI translations of different genres promote sensitivity to how culture shapes language choices.

To foster autonomy, teachers should encourage regular out-of-class AI practice: vocabulary logs generated from AI interactions, weekly translation journals, or personal projects (e.g., translating a short article). Over time, learners develop stylistic preferences and an internalized sense of naturalness. Teachers guide goal-setting, formative self-assessment, and reflection on AI output quality.

Ethical and methodological cautions are essential. Teachers must stress that AI is an aid, not a substitute for professional judgment. Students require training in verifying facts, protecting data privacy when using online tools, and recognizing algorithmic limitations. Educators should scaffold AI use with clear rubrics for accuracy, fluency, and cultural appropriateness.

In sum, well-designed classroom procedures—vocabulary/grammar practice, comparative translation, error correction, collaborative revision, cultural analysis, and independent projects—allow AI to enhance translation instruction without supplanting human expertise. When combined with critical reflection and teacher mediation, AI-assisted pedagogy increases

motivation, accuracy, and cultural competence, equipping students for contemporary translational tasks.

References:

1. Budiharjo, B. (2024). Artificial intelligence in translation: The menace, promise, and response to technology and superseded practice. In *Proceedings of the Third International Conference on Communication, Language, Literature, and Culture (ICCoLliC 2024)*. Atlantis Press. https://doi.org/10.2991/978-2-38476-321-4_52

2. Chen, X. (2024). Research on the application of artificial intelligence in translation courses. *International Journal of Education and Humanities, 12*(1).

3. Duan, H., Gao, X., & Zhang, Y. (2025). The application of AI translation tools in improving students' translation fidelity and accuracy. *Arab World English Journal (AWEJ)*. https://dx.doi.org/10.24093/awej/AI.16

4. Hartono, R. (2024). Artificial intelligence in translation education: A combination of Google Translate and Grammarly for students' accurate translation products. In *Proceedings of the International Conference on Innovation & Entrepreneurship in Computing, Engineering & Science Education (InvENT 2024)*. Atlantis Press. https://doi.org/10.2991/978-94-6463-589-8_37

5. Taher, R. S. H. (2025). The effectiveness of AI-driven translation technologies in mediating cultural understanding: A case study of English language teaching practices in Libyan higher education. *Libyan Journal of Educational Research and E-Learning (LJERE), 1*(2), 1–16.

6. Xu, S., Su, Y., & Liu, K. (2024). Integrating AI for enhanced feedback in translation revision: A mixed-methods investigation of student engagement. *arXiv*. https://arxiv.org/abs/2410.08581

7. Yao, C. (2024). Research on English translation teaching mode based on artificial intelligence. *Journal of Computing and Electronic Information Management, 14*(1), 69–74. https://doi.org/10.54097/Xcgt9gXa

8. Usmonova Sh. A Publicist Discource As A Conceptual Linguistic Unit Forming The Base Of The Text. Philology Matters. 2019. 39-45.

9. Makhsudkhon, Ismatullaev. "EMPOWERING EDUCATION THROUGH AI: TRANSFORMING LEARNING WITH INTELLIGENT TECHNOLOGIES." In *UniPublish Conference Proceedings*, vol. 1, no. 1, pp. 435-436. 2025.