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Perception of Takhar University EFL Students towards the Impact of Artificial Intelligence on Simplifying the Translation Process

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ABSTRACT

This study investigates the perceptions of English as a Foreign Language (EFL) students at Takhar University regarding the impact of Artificial Intelligence (AI) on simplifying the translation process. With the rapid advancement of AI technologies, tools like GPT and Deep Seek have become widely used in language learning. Using a quantitative method, data were collected through questionnaires from 100 male students in the English Department.The results Indicate that the majority of students have a positive view of AI translation tools. They find these tools helpful for completing assignments, understanding difficult words, and building vocabulary. However, the findings also highlight several limitations. Many students noted that AI often fails to accurately translate idiomatic expressions, cultural meanings, and complex grammatical structures. Some also reported technical issues and the need to verify translations with teachers or dictionaries. The study is limited by the absence of female participants and its focus on a single department at one university. Therefore, the findings may not be fully generalizable. Based on the results, it is recommended that future studies include more diverse samples and explore both perceptions and actual translation performance. Moreover, teachers should guide students in using AI effectively and critically, ensuring that it supports rather than replaces human learning. This research contributes to understanding how AI is shaping the translation experience of EFL students and offers useful insights for educators, curriculum developers, and policymakers in the field of language education.

KEYWORDS

Artificial Intelligence (AI); educational technology; EFL Students; language learning; machine translation; perceptions; translation tools; national identity.

INTRODUCTION

The rapid development of artificial intelligence (AI) has had significant implications for various domains, including translation and language learning. AI encompasses technologies designed to simulate human intelligence, allowing machines to perform complex tasks traditionally associated with human cognition (Russell & Norvig, 2016). In the context of translation, AI has transformed traditional processes, enabling immediate access to multilingual resources and automated translation tools. The rise of Artificial Intelligence (AI) In language translation has introduced new potential for bridging communication gaps, fostering deeper cross-cultural interactions. (Mohamed et al., 2024).

AI-powered translation tools, such as GPT and Deep seek, have fundamentally changed the translation landscape by providing instant and accessible language support. These advancements hold particular relevance for English as a Foreign Language (EFL) students, who frequently rely on translation resources to support their learning. Despite the growing reliance on AI in translation, understanding user perceptions especially among EFL students remains underexplored (Al-Khalifa, 2021). This study, therefore, seeks to bridge this knowledge gap by exploring the perceptions of EFL students at Takhar University regarding the impacts of AI on simplifying the translation process. Language translation is increasingly benefiting from advances in artificial intelligence (AI), as explored in recent studies. According to Mohamed et al. (2024), AI has shown transformative potential in the translation process by enhancing speed, accuracy, and accessibility. The shift towards machine translation, powered by deep learning algorithms, allows for real-time translation across diverse languages. This technological progress has significant implications for fields such as business and education, where timely and accurate communication across languages is essential. Artificial intelligence's impact on language translation does not come without challenges.

Mohamed et al. (2024) noted that while AI-driven translation systems offer valuable assistance, they may still face issues related to nuanced cultural expressions, idiomatic language, and context-specific understanding. Despite these limitations, AI continues to refine its capability to interpret and translate complex linguistic elements, suggesting a promising future for further integration of AI tools in professional and academic environments. Translating between languages is a complex process that demands a deep understanding of the nuances and intricacies in each language. Translators must be skilled in recognizing and interpreting both explicit and implicit aspects of language. This process involves adapting unique linguistic features from one language to another. Due to the Inherent differences between languages, translating presents numerous challenges, including issues related to vocabulary, syntax, phonetics, style, and various other linguistic aspects. (Mohamed et al., 2024).

Recent studies emphasize the role of block chain and artificial neural networks (ANNs) in enhancing financial transaction systems, particularly with deep learning applications. Zhao et al. (2020) explore the integration of block chain technology with ANNs, which could improve the efficiency and security of financial processes. This combination allows for greater data protection and transaction accuracy by utilizing decentralized structures to prevent fraud and optimize data processing. Block chain-ANN integration is seen as a promising solution for financial industries, offering a robust mechanism for secure and streamlined transactions. As noted by Zhao et al. (2020), advancements in these fields continue to show potential for developing optimized systems that address limitations in traditional financial models, such as data vulnerability and inefficiencies.

Problem Statement

This study seeks to address the gap in understanding regarding EFL students' perceptions of AI-powered translation tools, specifically focusing on students at Takhar University. As the integration of AI into translation continues to shape the language learning experience, it is essential to examine both the benefits and limitations perceived by users. This investigation is necessary to understand how effectively AI tools meet the needs of EFL students and the challenges that may arise from their use**.**

Propose of the study

To identify specific areas where AI tools may require improvement to better serve the needs of language learners in translation process. This study offers valuable insights into

how AI tools are reshaping the translation experience for EFL students. By documenting the experiences and perceptions of Takhar University students, this research contributes to a broader understanding of the practical implications of AI in educational contexts. The findings may assist educators and policymakers in designing AI-integrated curricula that support effective language acquisition, while also addressing any challenges posed by these technologies. The integration of AI into language learning has implications that extend beyond translation. AI tools can support vocabulary acquisition, grammar enhancement, and personalized learning, which are critical for EFL students. However, the dependence on AI technologies also raises concerns about over-reliance, the potential loss of traditional language skills, and ethical issues surrounding data privacy (Al-Khalifa, 2021). In conclusion, by examining EFL students' perceptions of AI translation tools, this study addresses a pressing issue in language education. As AI technologies continue to evolve, understanding student perspectives were essential to optimizing these tools for educational use.

LITERATURE REVIEWS

The integration of artificial intelligence AI in translation processes has gained considerable attention in recent years, particularly in the context of education and language learning. This literature review aims to explore the existing research on the impact of AI technologies on translation practices, especially from the perspective of English as a Foreign Language (EFL) students. AI tools, particularly those utilizing machine learning and deep learning, have demonstrated the potential to enhance translation efficiency and accuracy, thereby transforming traditional language learning paradigms.

AI powered translation tools such as GPT and Deep Seek have significantly changed how translations are conducted. These tools employ advanced algorithms that analyze large datasets to generate translations that are contextually relevant and grammatically correct. The application of AI in translation provides EFL students with immediate access to language resources, facilitating their engagement with foreign languages and enhancing their comprehension of complex linguistic structures (Zhao, 2021). This immediate access can be particularly beneficial in educational settings, where timely feedback is essential for language acquisition. Research indicates that EFL students often rely on AI translation tools to assist them in their studies, highlighting both the advantages and challenges of using these technologies. On one hand, students appreciate the convenience and speed of AI-generated translations, which enable them to overcome language barriers and access a broader range of materials (Al-Khalifa, 2021). On the other hand, there are growing concerns regarding the reliability of these translations. AI tools sometimes fail to capture idiomatic expressions, cultural nuances, and context-dependent meanings, which can lead to misunderstandings or oversimplifications in translation. Consequently, while AI tools can be valuable resources, they should not replace the development of traditional translation skills. In the article by Kolhar and Alameen (2021), the authors examine the application of artificial intelligence (AI) in language translation systems.

They highlight that AI-based systems, particularly those utilizing machine learning algorithms, can significantly enhance the efficiency and accuracy of the translation process. The article introduces a platform that leverages natural language processing (NLP) to automate language translation, reducing the time and effort required while improving translation quality. This system not only accelerates the translation process but also addresses limitations of previous technologies that struggled with idiomatic expressions and context (Kolhar & Alameen, 2021). Kolhar and Alameen (2021) also discuss the challenges associated with this technology. They emphasize the importance of continuous updates and human oversight to ensure the accuracy and cultural appropriateness of

translations. Despite its capabilities, they argue that AI-powered translation systems still require ongoing human intervention to prevent errors and ensure contextual relevance. Overall, the article presents AI-based translation as a major advancement in the field of linguistics, with the potential to improve over time through learning from large datasets, thereby reducing the need for manual input (Kolhar & Alameen, 2021).

The reliance on AI translation tools also raises critical questions about the impact on students' language learning processes. Studies have shown that over-reliance on these technologies can hinder the development of essential language competencies, such as critical thinking, analytical skills, and a deep understanding of grammar and vocabulary (Tao & Wu, 2022). Students may become dependent on AI for translations, leading to a decline in their ability to produce translations independently. This dependency underscores the importance of maintaining a balanced approach that incorporates AI tools while still emphasizing the need for traditional language learning strategies (Baker, 2021). Ethical considerations surrounding AI in translation are another area of concern. Issues such as data privacy, algorithmic bias, and the potential displacement of human translators highlight the complexities of integrating AI into language services

Scholars emphasize the need for transparency in AI systems to ensure that they operate fairly and without bias. The role of human oversight is critical to maintaining the quality and cultural relevance of translations. As AI continues to evolve, it is essential to address these ethical challenges to safeguard the integrity of language education and translation practices. The digital divide presents additional challenges in the widespread adoption of AI translation tools within educational contexts. Access to advanced technologies is not uniform across different socio-economic groups, which can exacerbate existing inequalities among students (Zhao et al, 2021).

For EFL students from underprivileged backgrounds, limited access to AI tools can hinder their ability to fully participate in language learning opportunities. Educational institutions must consider these disparities when integrating AI technologies, ensuring that all students have equal access to resources that enhance their language learning experiences. Future research is essential to evaluate the long-term implications of AI integration in language education. Understanding how EFL students interact with AI tools, along with the impact on their learning outcomes and attitudes towards language acquisition, provided valuable insights for educators and policymakers (Koehn, 2020). It Is crucial to investigate how the use of AI tools Influences students' motivation, engagement, and overall language proficiency. Additionally, exploring hybrid models that combine human expertise with AI capabilities may lead to innovative approaches in language education. These models could facilitate a more personalized learning experience by providing tailored feedback and support while maintaining the essential elements of human interaction in the learning process. The ongoing evolution of AI technologies in translation is expected to further enhance the potential for personalized learning experiences. As AI systems become increasingly sophisticated in analyzing individual learning styles and preferences, they can offer customized resources and exercises that align with each student's specific needs (Zhao et al, 2021). This customization has the potential to address varying levels of language proficiency among EFL students, allowing for a more effective and engaging learning environment. Moreover, personalized approaches can help mitigate some of the challenges students face in language learning, such as pacing and comprehension difficulties (Chen & Wang, 2022). In conclusion, while AI translation tools present numerous advantages for EFL students, they also pose significant challenges and ethical considerations that must be addressed. Ongoing research is crucial to understanding how these technologies can be effectively integrated into language education, ensuring that students are proficient not only in using AI tools but also in navigating the complexities of

language learning and translation. By fostering a critical understanding of AI's capabilities and limitations, educators can better prepare students for the demands of a technology-driven world. Through a balanced integration of AI tools in language education, we can empower students to become competent language users while also fostering essential linguistic and cognitive skills. In this paper, the authors analyze and examine artificial intelligence-based language translation platforms, highlighting the importance of utilizing modern technologies to simplify translation processes.

They emphasize that artificial intelligence, with its advanced algorithms and language models, can significantly improve the efficiency and accuracy of translations. These systems, through the use of large datasets and machine learning, are gradually becoming capable of understanding the complexities of language and producing translations that closely resemble human translations. The researchers also address the challenges and limitations of this technology and stress the need for further research and development to overcome these issues. (Kolhar & Alameen, 2021). In the article Translation and Artificial Intelligence: Where Are We Heading? by Alok Kumar Das (2018), the author delves into the current state and future prospects of integrating artificial intelligence (AI) into the field of translation. Das highlights that AI has already made significant strides in the translation industry, particularly through the development of machine translation (MT) systems that utilize deep learning and neural networks.

These advancements have led to improvements in translation quality, speed, and efficiency. However, the author notes that while AI systems have become increasingly proficient, they still face challenges in translating context-specific and idiomatic expressions, which require a level of understanding that current technology is yet to fully achieve (Das, 2018). Das (2018) also explores the potential future developments in AI-powered translation. He envisions a future where AI systems continued to evolve, potentially achieving near-human levels of translation accuracy. He stresses the importance of combining AI with human expertise to ensure the cultural and contextual relevance of translations. The author argues that, while AI continued to improve, human translators still played a crucial role in refining and supervising machine-generated translations, ensuring they meet the standards of quality and cultural sensitivity (Das, 2018).

RESEARCH METHODS

This study employs a quantitative research method, which enables the researcher to collect and analyze measurable, numerical data (Creswell, 2014). The quantitative approach is suitable for this research because It provides a structured framework for measuring the perceptions of EFL students on the role of artificial intelligence (AI) in simplifying the translation process (Bryman, 2016). By using this method, the study seeks to quantitatively capture students' views and provide a comprehensive analysis based on statistical measures. This method also enables the researcher to remain objective and maintain consistency across the responses. The goal Is to produce generalized findings that reflect the larger population of EFL students at Takhar University, which added to the body of knowledge regarding the application of AI in translation processes.

Research Design

The design of this study is a survey design, which allows data collection from a specified group of participants through a structured questionnaire (Fowler, 2014). The survey design selected due to its effectiveness in gathering information from a large sample and its efficiency in capturing attitudes and opinions (Dillman et al., 2014). This design aligns with the study's aim to understand the perceptions of students in the English Department of Takhar University toward AI in translation. Survey design is particularly effective for

studies that focus on exploring views across a specific demographic, providing reliable data that can be quantified and analyzed statistically (Groves et al., 2009). By using a survey design, the study allows for consistent data collection and ensures that each participant responds to the same set of questions. This uniformity minimizes variation in the data due to differing question formats or response processes. Surveys also facilitate the collection of data in a short period, making it suitable for large-scale studies where the researcher aims to gather comprehensive insights quickly and efficiently (Dillman et al., 2014). This structured approach also helped ensure that the responses remain focused on the research questions and objectives.

Sample and Participants

The sample for this study consists of 100 EFL students from the English Department at Takhar University. These students purposefully selected as they represent individuals actively engaged in learning English as a foreign language, likely encountering translation challenges and possibly interacting with AI tools in the learning process (Patton, 2015). The sample size of 100 was chosen to allow for sufficient diversity of responses while ensuring manageable data collection. By focusing on this group, the study aimed to capture insights specifically from students who may benefit from AI technologies in language acquisition and translation tasks (Mason, 2010). The choice of a sample size of 100 Is intended to ensure diversity in the responses, while still being manageable in terms of data collection and analysis. This sample size strikes a balance between statistical power and practical constraints. The aim is to ensure that the sample is large enough to generate reliable data that can reflect the varied experiences and perceptions of EFL students at Takhar University. Furthermore, the use of a relatively large sample helps improves the generalizability of the study's findings to other similar contexts.

Data Collection Instrument

A questionnaire used as the primary data collection instrument for this study. The questionnaire consists of a series of closed-ended and Likert-scale questions designed to measure students' attitudes and perceptions regarding the role of AI in facilitating translation tasks (Krosnick & Presser, 2010). The questionnaire constructed to ensure reliability and validity, aiming to gather accurate data on the participants' viewpoints. Each item on the questionnaire was carefully formulated to minimize bias and maximize clarity (Oppenheim, 2000). The questions that used in this research were inspired and adapted from the research conducted by (Al-Karaki, 2021).

The questionnaire divided into sections, with each section targeting specific aspects of AI's Impact on translation, such as ease of use, perceived reliability, and the extent to which AI assists in language comprehension and accuracy. This structure helped ensure that the responses were comprehensive, covering multiple dimensions of the perceived effects of AI.

Data Collection Procedure

To collect the data, the questionnaires administered in person. Each participant gave a printed copy of the questionnaire and asked to complete it independently to prevent external influence on their responses (Dillman et al., 2014). Completing the questionnaire required approximately 15–20 minutes, providing enough time for students to reflect carefully on their answers. Clear instructions provided, and participants encouraged to answer all questions accurately and thoughtfully.

The decision to conduct the survey in a supervised, face-to-face setting made to enhance response rates and clarify any misunderstandings participants may have had regarding the

questions. Additionally, this approach ensured that the data collected reflected each student's personal views without potential distractions or pressure to conform to the opinions of others.

Data Analysis Method

Following data collection, descriptive statistical methods used to analyze the results (Field, 2018). Descriptive statistics, including means, standard deviations, and frequency distributions, calculated to provide a clear summary of the students' perceptions of AI in translation (Cohen et al., 2007). These methods allowed the researcher to illustrate the overall trends in the data, identify common patterns, and highlight significant variations in responses among participants.

The analysis conducted using the SPSS (Statistical Package for the Social Sciences) software, chosen for its efficiency in handling large data sets and its capacity to generate accurate statistical outputs (Pallant, 2020). SPSS facilitated the calculation of key descriptive statistics and enabled the researcher to present the findings in a structured format. The use of SPSS further ensured that the analysis was both rigorous and reliable, providing a basis for interpreting the study's findings.

In conclusion, this methodology section outlines the quantitative approach, survey design, sample characteristics, data collection tool, procedure, and analysis techniques employed in this study. These methods chose to yield accurate, objective, and comprehensive insights into the perceptions of Takhar University's EFL students on AI's role in simplifying translation processes.

RESULTS AND DISCUSSION

Table 1. Demographic profile, Age of Participant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	13-17	4	4.0	4.0	4.0
	18-21	48	48.0	48.0	52.0
	22-25	43	43.0	43.0	95.0
	30+	5	5.0	5.0	100.0
	Total	100	100.0	100.0	

Above Table demonstrates, there were 100 participants in the current study, all of them there were males, accounting for 100% of the total.

In this study, the participants were from different age groups. The largest group aged 18-21 years old with 48%. The second group is between 22-25 years old with 43%. The smallest group is between 13-17 years old only 4%. And 5 students with the valid percent of 5% were more than 30 age group. This means that most of the participants are young learners.

Table 2. Demographic profile, calss of participant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	19	19.0	19.0	19.0
	Sophomore	20	20.0	20.0	39.0
	Junior	32	32.0	32.0	71.0
	Senior	29	29.0	29.0	100.0
	Total	100	100.0	100.0	

As the above table the participants in the study were across the four academic levels of university. Each class contributed (Freshman, 25 participants, Sophomore, 25 participants, Junior 25 participants, Senior, 25 participants ensuring balance representation from all stages of undergraduate education.

Table 3. Demographic profile, First language of participant

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Dari	52	52.0	52.0	52.0
	Pashto	17	17.0	17.0	69.0
	Uzbek	25	25.0	25.0	94.0
	Other	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

As table 4 shows, the majority of the participants were Dari speakers with a number of 52. to the number of 52 speak Dari as their first language with 52%. Some participants to the number of 17 speak Pashto only 17%. Many participants are Uzbek to the number of 21 with 18%. A small number of participants to the percentage of 6% speak other languages.

The entire statements of the following tables searched to find out the impacts of using AI in translation So, the result of this study demonstrated that the positive Impact of AI on translation proses.

Table 4. I often use AI translators like Chat GPT and Deep seek for learning languages.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.0
	Disagree	14	14.0	14.0	17.0
	Agree	56	56.0	56.0	73.0
	Strongly agree	27	27.0	27.0	100.0
	Total	100	100.0	100.0	

The above table indicates that nearly 56% of the participants agreed that use AI translators like AI or Deep seek for learning languages. Additionally, 3% of them were strongly disagree with this idea.

Table 5. AI translators make my Homework Translations quicker.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	9	9.0	9.0	10.0
	Agree	50	50.0	50.0	60.0
	Strongly agree	40	40.0	40.0	100.0
	Total	100	100.0	100.0	

In this case, the most students say that AI translators make my homework translations quicker. 50% agreed with this statement to the number of 50 participants, and almost 40% strongly agreed 40 people of them. and 1% EFL learners disagreed with the number of 1 people. This shows that using AI is an effective way to do the home works.

Table 6. I use AI to change English academic texts into my own language..

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	5.0	5.0	5.0
	Disagree	14	14.0	14.0	19.0
	Agree	43	43.0	43.0	62.0
	Strongly agree	38	38.0	38.0	100.0
	Total	100	100.0	100.0	

The following table notices that many students believe that using AI can change English academic text. 43% agreed with this idea with a number of 53, only 5% strongly disagreed with a number of 5 learners. it means that most students think used AI to change English academic texts.

Table 7. I like using AI tools more than old dictionaaries or word lists.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	9	9.0	9.0	11.0
	Agree	52	52.0	52.0	63.0
	Strongly agree	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

This statement said that, many students used AI more than old dictionaries. Among 100 participants, about 5 learners with 52% agreed to this statement, while 2% strongly disagreed with a number of 2 people, this shows that student used AI more than dictionaries.

Table 8. I have usesd AI translators for school activities or assignments.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	11	11.0	11.0	13.0
	Agree	49	49.0	49.0	62.0
	Strongly agree	38	38.0	38.0	100.0
	Total	100	100.0	100.0	

A large number of students used AI translators for school activities or assignments. 49% agreed with this, and about 2% strongly disagreed. This means that most students have used AI translators for school activities or assignments.

Table 9. I feel sure when usign AI to understand hard words or phrases.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	11	11.0	11.0	13.0
	Agree	55	55.0	55.0	68.0
	Strongly agree	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Many students believed that AI is better to understand hard words and phrases. almost 55% agreed, about 2% strongly disagreed. This shows AI was better to understanding hard words and phrases.

Table 10. I have shown my classmates how to use AI translators for help.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	5.0	5.0	5.0
	Disagree	14	14.0	14.0	19.0
	Agree	55	55.0	55.0	74.0
	Strongly agree	26	26.0	26.0	100.0
	Total	100	100.0	100.0	

Some students thought that using AI translators for help and they used. 55% agreed with this statement, and 5% strongly disagreed. This shows that many students used and asked others to use.

Table 11. AI translators make translating easier for me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.0
	Disagree	10	10.0	10.0	13.0
	Agree	63	63.0	63.0	76.0
	Strongly agree	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

As mentioned on the above table, the majority of students said that AI translators make translating easier. 63% agreed with this idea, about 3% strongly disagreed. This suggests that AI was better tool to make the translating easier.

Table 12. . I think AI gives correct translations most of the time.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	6	6.0	6.0	8.0
	Agree	57	57.0	57.0	65.0
	Strongly agree	35	35.0	35.0	100.0
	Total	100	100.0	100.0	

Most students believed that AI gives correct translations most of the time. 57% agreed with this, about 2% strongly disagreed. This means that AI gives correct translations most of the time.

Table 13. Even if some words are wrong, AI helps me get the main idea of a text.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	9	9.0	9.0	10.0
	Agree	58	58.0	58.0	68.0
	Strongly agree	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

Many students said that Even if some words are wrong, AI helps me get the main idea. 58% of them agreed with this, while 1% strongly disagreed. This shows that AI helps me get the main idea of a text.

Table 14. I think AI translators are good tools for learning.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	7	7.0	7.0	9.0
	Agree	46	46.0	46.0	55.0
	Strongly agree	45	45.0	45.0	100.0
	Total	100	100.0	100.0	

A large number of students in this statement, said AI translators are good tools for learning. 46% agreed with this, while 2% strongly disagreed. This means that students believed AI translators are good tools for learning.

Table 15. I trust AI translations for personal and school work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	10	10.0	10.0	11.0
	Agree	56	56.0	56.0	67.0
	Strongly agree	33	33.0	33.0	100.0
	Total	100	100.0	100.0	

A large number of students trust that AI translations for personal and school work. Almost 56% agreed, while 1% strongly disagreed. This shows that students trust AI translations for personal and school work.

Table 16. AI translators help me learn sentence building and improve my language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	9	9.0	9.0	11.0
	Agree	54	54.0	54.0	65.0
	Strongly agree	35	35.0	35.0	100.0
	Total	100	100.0	100.0	

Many students felt more motivated to improve their language by using AI and believed that AI translators help me learn sentence building. 54% of them agreed, additionally, 2% strongly disagreed. This means that AI translators help them to learn sentence building and improve their language.

Table 17. I believe AI translators are useful for language education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	6	6.0	6.0	7.0
	Agree	56	56.0	56.0	63.0

	Strongly agree	37	37.0	37.0	100.0
	Total	100	100.0	100.0	

Many students believed that AI translators are useful for language education. 56% of them agreed, while 1% strongly disagreed. This means that students believed that AI translators are useful for language education.

Table 18. Sometimes AI translators make grammar mistakes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	19	19.0	19.0	23.0
	Agree	42	42.0	42.0	65.0
	Strongly agree	35	35.0	35.0	100.0
	Total	100	100.0	100.0	

A majority of students believed that Sometimes AI translators make grammar mistakes. 42% agreed, almost 4% strongly disagreed. This means that AI translators make grammar mistakes.

Table 19. AI does not always understand cultural or context meanings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	24	24.0	24.0	26.0
	Agree	31	31.0	31.0	57.0
	Strongly agree	43	43.0	43.0	100.0
	Total	100	100.0	100.0	

An excessive number of students said that AI does not always understand cultural or context meanings. Nearly, 43% strongly agreed. while 2%, strongly disagreed. This means that AI does not always understand cultural meaning.

Table 20. I feel I need to double-check AI translations with a teacher or dictionary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	6.0	6.0	6.0
	Disagree	13	13.0	13.0	19.0
	Agree	42	42.0	42.0	61.0
	Strongly agree	39	39.0	39.0	100.0
	Total	100	100.0	100.0	

According to above table, most of EFL learners believed that they needed to double-check AI translations with a teacher or dictionary. Almost 42% agreed, about 6% strongly disagreed with this statement. This shows that students needed to double-check AI translations with a teacher or dictionary.

Table 21. AI outputs are sometimes too literal or strange, which confuses me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	23	23.0	23.0	27.0
	Agree	27	27.0	27.0	54.0
	Strongly agree	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

Most students said that AI outputs are sometimes too literal or strange, which confuses them. 46% strongly agreed with this. Additionally, almost 4%strongly disagreed. This suggests that AI outputs are sometimes too literal or strange, which confuses them.

Table 22. AI tools often have trouble with idioms or casual phrases

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.0
	Disagree	18	18.0	18.0	21.0
	Agree	47	47.0	47.0	68.0
	Strongly agree	32	32.0	32.0	100.0
	Total	100	100.0	100.0	

A large number of students said that AI tools often had trouble with idioms or casual phrases. 47% agreed. nearly 3% strongly agreed. This shows that AI tools often had trouble with idioms or casual phrases.

Table 23. I have had problems with technology or internet while using AI translators.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	12	12.0	12.0	16.0
	Agree	32	32.0	32.0	48.0
	Strongly agree	52	52.0	52.0	100.0
	Total	100	100.0	100.0	

Fifty-two people selected the option of “strongly agree” which shows had problems with technology or internet while using AI translators, 52%, 4 people have selected strongly disagree. it means they have had problems with technology or internet while using AI translators.

The findings of this study clearly show that the majority of EFL students at Takhar University have a positive perception of artificial intelligence (AI) in the translation process. Most participants reported that they frequently use AI tools such as AI and deep seek in their daily academic activities. These tools are appreciated for their speed, convenience, and ability to help students understand difficult words or texts.

The survey results support the idea that AI has become an essential tool for language learners. Around 63% of participants agreed that AI translators make the translation process easier, and 55% said that AI helps them understand hard words or phrases. This suggests that students trust AI tools as a reliable support in their learning journey. Additionally, over 80% of students either agreed or strongly agreed that they use AI for

homework and school assignments. These findings align with previous studies, such as those by Mohamed et al. (2024) and Kolhar & Alameen (2021), who highlighted the increasing role of AI in language learning and translation.

However, this study also found that students are aware of the limitations of AI translation. For example, 73% of participants believe that AI does not always understand cultural or context-based meanings. Moreover, a significant number of students agreed that AI often struggles with idioms or casual phrases, and that they sometimes need to double-check AI translations with a teacher or dictionary. These results are consistent with earlier research (Das, 2018) which reported that AI translators can be too literal and may fail to capture cultural nuances.

The survey also revealed that while AI helps in sentence building and vocabulary learning, students still experience technical problems such as poor internet connection or software issues. About 52% of students strongly agreed that they have faced such challenges. This shows that although AI tools are powerful, their effectiveness still depends on reliable access to technology, which may not be available to all students equally.

Another important observation is that while students like using AI tools more than traditional dictionaries or word lists, they do not fully rely on AI. A large number of students felt the need to double-check AI outputs and use human assistance to make sure their translations are correct. This reflects the understanding that AI is a helpful assistant, but not a complete replacement for human judgment.

In conclusion, the results show that AI has a strong and mostly positive impact on simplifying translation for EFL students at Takhar University. While students benefit from its speed and convenience, they are also aware of its weaknesses and use it with caution. These findings support the idea that AI can be an effective tool in language learning, but it must be used carefully, alongside traditional learning methods and human feedback. Future educational strategies should focus on training students not only how to use AI tools, but also how to critically evaluate their results to improve translation accuracy and language proficiency.

CONCLUSION

This study explored the perceptions of Takhar University EFL students about the role of Artificial Intelligence (AI) in making translation easier. The research showed that most students have a positive attitude towards using AI tools like AI and deep seek in their language learning. These tools help students translate homework, understand difficult texts, and build vocabulary and sentences more easily.

The results also revealed that AI is widely used among students for academic purposes. Many students prefer using AI over traditional dictionaries because it is faster and easier. They trust AI for general understanding, even though they know it sometimes makes mistakes. This shows that students are becoming more comfortable with technology in their learning process.

However, the study also found some challenges. AI translators are not always perfect. They may not understand cultural meanings, idioms, or the context of a sentence. Also, some students face internet or technical issues when using these tools. Many students said they need to double-check AI translations with teachers or dictionaries to make sure they are correct. This means that AI should be used as a helpful tool, not as a complete replacement for human learning and understanding.

In general, this research shows that AI can play a big role in helping EFL students improve their translation skills. But it also reminds us that human knowledge and guidance are still very important. Teachers, students, and educational leaders should work together

to find the best way to combine AI tools with traditional methods to improve language education. With the right balance, AI can support students to become more confident and independent in their language learning journey.

Limitations

While this study provides useful insights into the perceptions of Takhar University EFL students regarding AI translation tools, it also faced several limitations. First, the sample of this study included only male students. Female students were not part of the research due to certain cultural and logistical barriers. As a result, the findings may not fully represent the views of all EFL learners at the university, especially female students who might have different experiences or challenges when using AI tools.

Second, the research was limited to one university and only one department (English Department). Therefore, the results may not reflect the perspectives of students in other departments or universities. In addition, the data collection relied on self-reported questionnaires, which may not always provide completely accurate or deep insights, as some students might not fully express their thoughts or experiences.

Finally, the study focused only on students' perceptions, without testing their actual translation performance before and after using AI tools. This makes it difficult to measure the direct impact of AI on translation skills.

Recommendations

Based on the findings and limitations of this study, several recommendations are suggested for future research and educational practice:

1. Include female participants in future studies to make the findings more balanced and inclusive. Understanding both male and female perspectives w gave a clearer picture of how all students use and experience AI tools in translation.
2. Expand the study to other faculties or universities to compare perceptions across different educational contexts. This would help in creating general guidelines for using AI tools in language education.
3. Use a mixed-methods approach by combining questionnaires with interviews or classroom observations. This can give deeper insights into how students use AI and what challenges they actually face.
4. Provide training workshops on how to use AI tools effectively. Many students use these tools, but they may not know how to use them critically or improve their own translation skills with AI support.
5. Encourage balance between AI and traditional learning methods. Students should be guided to use AI as a helper, not a replacement for learning. Teachers can play a key role in showing when and how to rely on AI, and when to use dictionaries, grammar rules, and human feedback.

In conclusion, AI has great potential to support EFL students in translation, but its use must be guided, inclusive, and well understood. Future studies and policies should consider these factors to make the learning experience more effective for everyone.

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