

Students' Perceptions of Generative AI Use and Academic Integrity in Translation Learning

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Abstract

The increasing availability of Generative Artificial Intelligence (GenAI) tools, such as ChatGPT, DeepL, and Google Gemini, has transformed the way students approach translation tasks in higher education. While these technologies offer substantial support in terms of efficiency, language assistance, and accessibility, their use has also raised concerns regarding academic integrity and ethical learning practices. This study aims to explore students' perceptions of Generative AI use and academic integrity in translation classes. Employing a descriptive quantitative design, data were collected through a questionnaire administered to undergraduate students enrolled in a Translation course at an Indonesian university. The questionnaire examined four dimensions: perceived usefulness, perceived challenges, academic integrity, and responsible use of Generative AI. Descriptive statistical analysis was used to identify students' perceptions and experiences. The findings indicate that students generally view Generative AI as a beneficial tool that enhances translation efficiency, supports vocabulary acquisition, and assists in understanding complex texts. However, students also acknowledge potential risks, including overreliance on AI-generated outputs, reduced critical thinking, and ethical concerns related to plagiarism and uncritical submission of AI-assisted work. Furthermore, the results reveal that most students recognize the importance of revising AI-generated translations and maintaining academic integrity through responsible and transparent use of these technologies. The study highlights the need for educators to provide clear guidelines on ethical AI use and to foster students' critical evaluation skills in AI-assisted translation practices. These findings contribute to the growing discussion on the integration of Generative AI in translation education and its implications for academic integrity.

Keywords: *Generative AI, translation classes, academic integrity, students' perceptions, AI assisted translation, higher education*

Introduction

The rapid development of Generative Artificial Intelligence (GenAI) has transformed educational practices across various disciplines, including language learning and translation education. Tools such as ChatGPT, Google Gemini, and DeepL are increasingly used by students to support writing, language learning, and translation tasks. These tools provide immediate feedback, vocabulary assistance, and translation suggestions that may enhance learning efficiency and productivity (Chan, 2023; Tzirides et al., 2023). In translation classes, GenAI can assist students in understanding complex texts and producing translations more quickly. However, concerns have emerged regarding students' overreliance on AI-generated outputs, reduced critical engagement, and potential violations of academic integrity (Eaton, 2023; Lund et al., 2023).

Academic integrity has become one of the most frequently discussed issues in relation to the adoption of GenAI in higher education. Although AI tools can support learning, inappropriate use may lead to plagiarism, diminished learner autonomy, and a lack of critical evaluation of generated content (Perkins & Roe, 2024). Since translation learning requires students to develop linguistic competence, critical thinking, and decision-making skills, excessive dependence on AI-generated translations may negatively affect the development of these competencies.

Recent studies have reported generally positive perceptions of GenAI in educational settings. Barrett and Pack (2023) found that students viewed AI tools as useful resources that supported writing development and improved learning efficiency. Similarly, Wang et al. (2023) reported that students perceived GenAI as beneficial for completing academic tasks and accessing information more effectively. In language education, AI-assisted learning has been associated with increased motivation, personalized learning experiences, and enhanced learner autonomy (Chan, 2023).

Within translation studies, AI-assisted translation tools have received growing attention. Research suggests that AI tools can help students identify appropriate terminology, improve grammatical accuracy, and complete translation tasks more efficiently (Munday, 2022). However, scholars emphasize that AI-generated translations often require human revision because machine outputs may contain contextual, semantic, or stylistic inaccuracies (Pym, 2014). Consequently, translation competence involves not only producing translations but also critically evaluating and revising AI-generated outputs.

Despite the growing body of literature on GenAI in education, relatively few studies have examined the relationship between Generative AI use and academic integrity in translation classes. Most previous studies have focused on the usefulness, effectiveness, or acceptance of AI technologies in language learning (Barrett & Pack, 2023; Wang et al., 2023). Meanwhile, issues such as plagiarism, ethical awareness, responsible AI use, and academic honesty in translation learning remain underexplored. Furthermore, limited research has specifically investigated students' perceptions of academic integrity in AI-assisted translation contexts.

This gap highlights the need for research that examines both technological and ethical dimensions of GenAI use in translation education. Therefore, this study aims to explore students' perceptions of Generative AI use and academic integrity in translation classes. Specifically, this study seeks to answer the following research questions: (1) How do students perceive the use of Generative AI in translation classes? (2) What benefits and challenges do students experience when using Generative AI for translation tasks? (3) How do students perceive academic integrity in the use of Generative AI for translation learning? and (4) How do students use Generative AI responsibly in translation classes? The novelty of this study lies in its integration of students' perceptions of Generative AI with issues of academic integrity within the specific context of translation education, an area that has received limited scholarly attention.

Method

This study employed a descriptive mixed-method design to investigate students' perceptions of Generative Artificial Intelligence (GenAI) use and academic integrity in translation classes. The mixed-method approach was selected because it enabled the researcher to obtain both quantitative and qualitative data regarding students' experiences, attitudes, and ethical considerations related to the use of GenAI tools in translation learning. Quantitative data provided a general overview of students'

perceptions, while qualitative responses offered deeper insights into their experiences and viewpoints.

The participants of this study were 43 undergraduate students enrolled in a Translation course in the English Literature Department at an Indonesian university. The participants were selected using convenience sampling because they were readily accessible to the researcher and had experience using Generative AI tools such as ChatGPT, Google Gemini, and DeepL for translation-related tasks. As members of a translation course, the participants represented the target population for examining perceptions of GenAI use in translation learning.

Data were collected through an online questionnaire administered via Google Forms. The questionnaire consisted of 24 items divided into two sections. The first section contained 20 close-ended statements measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). These statements were grouped into four dimensions: perceived usefulness of Generative AI (Items 1–5), challenges of Generative AI use (Items 6–10), academic integrity (Items 11–15), and responsible use of Generative AI (Items 16–20). The second section consisted of four open-ended questions that explored students' perceptions of the benefits, challenges, ethical considerations, and impact of Generative AI on translation skills.

The questionnaire was developed based on the literature related to Generative AI in education, AI-assisted translation, and academic integrity. The items were designed to capture students' perceptions of the advantages and challenges of using GenAI as well as their awareness of ethical issues in translation learning. The questionnaire was distributed online, and participation was voluntary. All responses were collected anonymously to ensure confidentiality and encourage honest responses.

The quantitative data obtained from the Likert-scale items were analyzed using descriptive statistics. Frequencies, percentages, means, and standard deviations were calculated to identify trends and patterns in students' perceptions across the four dimensions. Meanwhile, responses to the open-ended questions were analyzed using thematic analysis. The responses were read repeatedly, coded, and categorized into recurring themes related to perceived benefits, challenges, ethical practices, and the influence of GenAI on translation learning. The findings from both quantitative and qualitative analyses were then integrated to provide a comprehensive understanding of students' perceptions of Generative AI use and academic integrity in translation classes.

Results

A total of 43 students participated in this study. The questionnaire consisted of 20 Likert-scale items grouped into four dimensions: perceived usefulness of Generative AI, challenges of Generative AI use, academic integrity, and responsible use of Generative AI in translation classes. The responses were analyzed using descriptive statistics to determine the mean scores for each item and dimension.

Table 1 presents the mean scores of students' perceptions of Generative AI use and academic integrity in translation classes.

Table 1. Mean Scores of Questionnaire Items

Item	Mean
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Generative AI helps me complete translation tasks more quickly.	3.79
Generative AI improves the quality of my translations.	3.77
Generative AI helps me understand difficult vocabulary and terminology.	3.81
Using Generative AI increases my confidence in translating academic texts.	3.56
Generative AI makes translation learning more efficient.	3.49
I sometimes rely too much on Generative AI when translating texts.	3.30
Generative AI occasionally produces inaccurate translations.	3.49
Using Generative AI reduces my critical thinking during translation tasks.	3.58
I find it difficult to identify mistakes in AI-generated translations.	3.47
Excessive use of Generative AI may negatively affect students' translation skills	3.79
Students should revise AI-generated translations before submitting them.	4.33
Using AI-generated translations without revision is unethical.	4.33
Students should acknowledge the use of Generative AI in translation assignments.	4.07
Academic integrity is important when using Generative AI for translation tasks.	3.98
Plagiarism can occur when students directly copy AI-generated translations.	4.21
I critically evaluate AI-generated translations before using them.	3.86
I use Generative AI as a supporting tool rather than a replacement for my own work.	3.93
I compare AI-generated translations with my own translations.	3.86
I try to improve AI-generated translations to make them more accurate and academic.	3.88
Generative AI should be used responsibly in translation classes.	3.88

The overall mean score across all questionnaire items was 3.82. The highest mean score was obtained by the statement "Students should revise AI-generated translations before submitting them" ($M = 4.33$), while the lowest mean score was found in the statement "I sometimes rely too much on Generative AI when translating texts" ($M = 3.30$).

To provide a clearer overview of students' perceptions, the questionnaire items were grouped into four dimensions. Table 2 presents the mean scores for each dimension.

Table 2. Mean Scores by Dimension

Dimension	Mean Score
Perceived Usefulness of Generative AI	3.68
Challenges of Generative AI Use	3.54
Academic Integrity	4.16
Responsible Use of Generative AI	3.88
Overall Mean	3.82

In addition to the quantitative data, students responded to four open-ended questions regarding their experiences with Generative AI in translation classes. The responses revealed several recurring themes. Regarding the benefits of Generative AI, students frequently mentioned faster translation processes, assistance with vocabulary and terminology, improved sentence construction, and increased efficiency in completing translation tasks.

Concerning the challenges of Generative AI use, students reported issues related to inaccurate translations, inappropriate word choices, overly formal language, contextual misunderstandings, and difficulties in identifying errors in AI-generated outputs. Several respondents also indicated concerns about becoming overly dependent on AI tools.

For the question regarding ethical use of Generative AI, many students emphasized the importance of reviewing and revising AI-generated translations before submission. Students also stated that AI should be used as a supporting tool rather than as a substitute for their own work. Furthermore, respondents highlighted the importance of avoiding

direct copy-and-paste practices and maintaining academic honesty when using AI-assisted translations.

When asked whether Generative AI improves or weakens translation skills, students provided varied responses. Some participants reported that AI could improve translation skills when used as a learning aid and revision tool. Others stated that excessive dependence on AI might reduce critical thinking, analytical abilities, and independent translation practice.

Discussion

Students' Perceptions of Generative AI Use in Translation Classes

The findings indicate that students generally hold positive perceptions toward the use of Generative Artificial Intelligence (GenAI) in translation classes. The mean scores for the perceived usefulness dimension demonstrate that students believe GenAI assists them in completing translation tasks more efficiently, understanding difficult vocabulary, and improving the overall quality of their translations. Among the usefulness-related items, the highest mean score was obtained by the statement that GenAI helps students understand difficult vocabulary and terminology. This finding suggests that students primarily perceive AI tools as linguistic support systems that facilitate comprehension and translation processes.

These findings are consistent with previous studies reporting positive student attitudes toward AI-assisted learning. Barrett and Pack (2023) found that students viewed AI tools as useful resources that enhanced learning efficiency and provided immediate assistance during academic tasks. Similarly, Chan (2023) argued that AI technologies can support personalized learning by providing timely feedback and learning assistance. In the context of translation learning, the present findings suggest that students perceive GenAI as a practical tool that helps them overcome linguistic challenges and complete translation assignments more effectively.

However, despite these positive perceptions, students did not report exceptionally high levels of confidence in AI-assisted translation. This finding indicates that although students acknowledge the usefulness of GenAI, they remain aware that AI-generated translations may require further revision and critical evaluation. Such awareness is important because translation competence involves not only producing target-language texts but also evaluating the appropriateness, accuracy, and contextual suitability of translation choices (Pym, 2014).

Challenges of Generative AI Use in Translation Learning

The findings also reveal that students recognize several challenges associated with the use of GenAI in translation tasks. Participants acknowledged that AI-generated translations occasionally contain inaccuracies and that excessive use of AI may negatively affect translation skills. Furthermore, students expressed concerns about becoming overly dependent on AI tools and reported difficulties in identifying errors within AI-generated outputs.

These findings support concerns raised by previous scholars regarding the limitations of Generative AI in educational contexts. Lund et al. (2023) noted that AI-generated content can appear convincing despite containing factual, linguistic, or contextual inaccuracies. Likewise, Wang et al. (2023) emphasized that students may develop excessive reliance on AI tools if they are used without sufficient critical evaluation. The

present study extends these concerns to translation education, where critical judgment is essential for producing accurate and contextually appropriate translations.

The responses to the open-ended questions further support this interpretation. Several students reported that AI-generated translations occasionally fail to capture contextual meaning or provide appropriate word choices. Others noted that relying too heavily on AI may reduce opportunities to practice independent translation skills. These findings suggest that while GenAI can serve as a valuable support tool, it cannot completely replace the analytical and decision-making processes required in translation learning.

Academic Integrity and Ethical Considerations

One of the most notable findings of this study is the high level of agreement regarding academic integrity. The academic integrity dimension obtained the highest mean score among all dimensions, indicating that students recognize the importance of ethical practices when using Generative AI in translation classes. Specifically, students strongly agreed that AI-generated translations should be revised before submission and that directly submitting AI-generated work without revision is unethical.

This finding aligns with the growing literature emphasizing the importance of maintaining academic integrity in AI-assisted learning environments. Eaton (2023) argued that the emergence of Generative AI requires educators and students to reconsider traditional understandings of academic honesty while preserving fundamental principles of integrity and responsible scholarship. Similarly, Perkins and Roe (2024) highlighted the increasing need for clear guidelines regarding acceptable and ethical AI use in higher education.

The open-ended responses further illustrate students' awareness of ethical issues. One participant stated:

"AI can help us translate faster, but we still need to check and revise the results because submitting them directly would not reflect our own effort."

Another participant commented:

"Using AI is acceptable as long as it is used as a tool to support learning, not as a shortcut to complete assignments without understanding the content."

These responses indicate that students generally understand the distinction between responsible AI assistance and inappropriate dependence on AI-generated outputs. Such awareness is encouraging because academic integrity remains a crucial component of translation education, where students are expected to develop independent analytical and linguistic skills.

Responsible Use of Generative AI in Translation Classes

The findings demonstrate that students generally support the responsible use of Generative AI in translation learning. Most participants reported critically evaluating AI-generated outputs, comparing AI-generated translations with their own work, and revising AI suggestions before finalizing their translations. These practices indicate that students do not view GenAI as a replacement for human translators but rather as a supplementary tool that can support the translation process.

This finding is consistent with Munday's (2022) view that translation competence involves a series of informed decisions regarding meaning, style, context, and linguistic appropriateness. While AI tools may provide initial translation suggestions, human translators remain responsible for evaluating and refining the final output. Therefore, effective translation learning requires students to develop both technological literacy and critical translation skills.

Overall, the findings suggest that students perceive Generative AI as a valuable educational resource while simultaneously recognizing the importance of academic integrity and responsible use. The results support previous research emphasizing the educational benefits of AI technologies while also highlighting the need for ethical awareness and critical evaluation in AI-assisted translation learning. Consequently, translation educators should consider integrating explicit instruction on responsible AI use, critical revision strategies, and academic integrity into translation courses to ensure that students can benefit from technological advancements without compromising essential translation competencies.

Conclusion

This study explored students' perceptions of Generative Artificial Intelligence (GenAI) use and academic integrity in translation classes. The findings indicate that students generally perceive GenAI as a beneficial tool that supports translation learning by improving efficiency, assisting with vocabulary and terminology, and facilitating the completion of translation tasks. At the same time, students recognize several challenges associated with AI-assisted translation, including the possibility of inaccurate translations, overreliance on AI-generated outputs, and the potential reduction of critical thinking and independent translation practice.

The findings further reveal that students demonstrate a strong awareness of academic integrity in the use of GenAI. Most participants agreed that AI-generated translations should be critically reviewed and revised before submission and that directly submitting AI-generated work without modification is unethical. Moreover, students viewed GenAI as a supporting tool rather than a replacement for human effort and judgment in translation tasks. These findings suggest that students are generally aware of the ethical responsibilities associated with AI-assisted translation and understand the importance of maintaining academic honesty.

This study contributes to the growing body of knowledge on AI-assisted translation by examining both technological and ethical dimensions of GenAI use within the specific context of translation classes. While previous studies have primarily focused on the usefulness and effectiveness of Generative AI, this study extends existing research by highlighting students' perceptions of academic integrity and responsible AI use in translation learning.

However, this study has several limitations. First, the participants were limited to 43 students from a single university, which may restrict the generalizability of the findings to other educational contexts. Second, the study relied on self-reported perceptions collected through questionnaires, which may not fully reflect students' actual practices when using Generative AI for translation tasks. Therefore, the findings should be interpreted within the context of the study.

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