

## ENGLISH EDUCATION STUDENTS' PERCEPTIONS OF TRANSLATOR PROFESSION IN THE ERA OF AI-ASSISTED TRANSLATION

Sunanda Alam Muliawan<sup>1\*</sup>, Iwan Fauzi<sup>2</sup>, Dellis Pratika<sup>3</sup>, Hikmal Maulana Nasution<sup>4</sup>,  
Sonia Vriska Yulinda Jami<sup>5</sup>  
Universitas Palangka Raya

\*sunandaalammuliawan@gmail.com

\*Corresponding author

### Article History

First Received:  
(February 24, 2026)

Revised:  
(March 16, 2026)

Accepted:  
(March 27, 2026)

Final Proof Received:  
(March 28, 2026)

Published:  
(March 30, 2026)

### ABSTRACT

The rapid development of artificial intelligence and translation technologies has transformed the translation landscape and raised questions about the future relevance and sustainability of the translator profession. As AI-assisted translation tools become increasingly embedded in language practices, understanding how future language professionals perceive this profession becomes important. This study explores English Education students' perceptions of the translator profession in the era of AI-assisted translation, focusing on familiarity, interest, perceived work prospects, and technological integration. Using a convergent parallel mixed-methods design, data were collected through questionnaires distributed to 30 English Education students selected through cluster sampling from a translation-related course at one of universities in Palangka Raya. Quantitative data from closed-ended items were summarized using descriptive statistics, while qualitative responses were analyzed thematically to identify recurring patterns in students' perceptions. The findings indicate that most students are familiar with the translator profession mainly through academic exposure and translated media rather than direct professional experience. Students generally express positive but cautious interest, acknowledging the linguistic demands and professional responsibilities involved. Artificial intelligence is largely viewed as a supportive tool that improves efficiency but does not replace human judgment, cultural sensitivity, or contextual understanding. These findings contribute to translator education and AI-related translation studies by highlighting the importance of integrating technological awareness and professional orientation in preparing students for AI-assisted translation practices.

**Keywords:** Translator profession, Artificial Intelligence, Student Perceptions



Copyright ©2026 The Author(s)

This is an open access article under the [CC-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.

## INTRODUCTION

The rapid development of technology and easier access to information have increased the need for translation across languages. Translation functions as a process that bridges cultural understanding and involves various types of texts, both literary and non-literary (Asi, Fauzan, Nugraha, Binti, & Vanesa, 2024b). It is not merely the transfer of words, but a complex act of cultural mediation in which translators interpret and recontextualize meaning to ensure messages remain coherent and culturally appropriate for the target audience (Nugraha, 2017; Riyanto & Aryanto, 2025).

In contemporary translation studies, translation is also viewed as a technology-mediated practice where human expertise interacts with machine translation systems through activities such as post-editing, quality evaluation, and adaptation of machine-generated output. Rather than replacing human translators, these technologies are integrated into professional workflows, while human intervention remains essential to maintain translation quality and address the limitations of automated systems (Kenny, 2022).

Within this context, students in language-related programs often consider translation a potential career path based on their linguistic and intercultural competencies, although their understanding of the profession is largely shaped by academic experiences and limited exposure to professional practice. Consequently, students' perceptions play an important role in shaping career awareness, professional identity, and interest in pursuing translation-related work, as professional identity in translation develops gradually through academic training and engagement with real-world translation environments

(Jamoussi, Khadim, Al Zharan, & Alaqad 2025).

The profession of translation continues to evolve and faces various challenges, especially in the era of globalization and digitalization. Today, professional translators are required to work with a wide range of texts and contexts, from legal documents and literary works to digital content such as websites and social media. A translator's ability to understand essence, nuance, and stylistic features (Asi, et al., 2024b). Is crucial, as translation errors may lead to misunderstandings or even legal issues. In addition, translators must adhere to professional ethics, such as maintaining confidentiality and ensuring high translation accuracy, including acceptability and readability (Nugraha, 2023).

In recent years, advances in technology have made machine translation (MT) increasingly relevant. Artificial intelligence (AI) based translation tools, such as Google Translate and DeepL, have become more sophisticated and can produce fast, relatively accurate translations across various languages. These technological developments have influenced the way translators work. Some translators utilize these tools to improve efficiency (Asi, Fauzan, Nugraha, Binti, & Vanesa, 2024a; Xiao, 2021). while others express concerns that machine translation may replace the role of human translators. However, many scholars argue that although machine translation can enhance speed and efficiency, it still has limitations in capturing linguistic nuance, cultural context, and contextual sensitivity, elements that can only be fully understood by human translators (Fiacre, 2022; Lambert & Walker, 2024; Mbotake, 2024). Consequently, the role of human translators



Copyright ©2026 The Author(s)

This is an open access article under the [CC-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.

remains essential, particularly in complex and critical contexts.

Recent studies in translation studies increasingly conceptualize translation as a professional and socio-cultural practice shaped by education, competence development, and technological change. Research on translator education shows that translator competence is perceived as multidimensional, encompassing linguistic, strategic, cultural, and instrumental skills, although mismatches often exist between students' perceptions and what is explicitly addressed in training (Kitanovska-Kimovska, Sazdovska-Pigulovska, & Popovska, 2025). However, English Education students commonly develop their linguistic awareness through classroom-based bilingual practices rather than professional experience, such academic exposure shapes how they conceptualize language-related professions, including translation (Fauzi, 2023). At the same time, they are viewed as active cultural mediators who negotiate meaning across languages and cultures, reinforcing the continued relevance of human agency in translation despite technological advances (Riyanto & Aryanto, 2025).

Alongside educational perspectives, technological developments have increasingly influenced translation learning and practice. Studies on machine translation in educational contexts indicate that students generally perceive MT tools as useful for efficiency and preliminary meaning-making, yet still recognize the need for human revision to ensure accuracy and contextual appropriateness (Sujarwo, 2020).

More recent research on generative artificial intelligence further suggests that students view AI-assisted translation as beneficial for improving efficiency,

linguistic quality, and access to contextual information, while simultaneously expressing concerns about overreliance, ethical issues, reduced creativity, and potential threats to future employment in the translation profession (Zhang, Li, & Wu, 2025). Beyond technological concerns, research on the translation profession consistently reports challenges related to professional recognition, occupational status, and sustainability, with translation often perceived as a semi-professional or low-status occupation in contexts with limited institutional support (Fiacre, 2022; Mbotake, 2024). Despite these challenges, translators frequently remain motivated by intrinsic satisfaction derived from the translation process, a phenomenon described as the motivation satisfaction paradox (Lambert & Walker, 2024).

While existing studies have examined translator competence, technology use, and professional sustainability, limited attention has been given to English education students' perceptions of the translator profession in the context of rapid AI-driven translation development, indicating a clear research gap addressed by the present study. The significance of this study lies in the rapid development of artificial intelligence and machine translation technologies, which present new challenges and uncertainties for the translator profession. As AI-based translation tools become increasingly reliable, debates over the future relevance, roles, and professional identity of human translators have gained prominence in translation studies, particularly regarding how translators' skills may evolve and whether new professional roles must be adopted in response to technological advances. In response to these developments, the present study explores



students' perceptions in the English Education Study Program at one of the universities in Palangka Raya regarding the prospects of the translator profession in an era marked by the increasing use of artificial intelligence in translation.

Specifically, this research addresses the following question: How do English Education students perceive the translator profession in the context of technological advancement and the increasing use of artificial intelligence? The findings are expected to provide insights for the development and adjustment of translator education and training, supporting the continued relevance and competitiveness of the human translator profession amid ongoing technological transformation.

## METHOD

This study employed a convergent parallel mixed-methods design (Creswell & Creswell, 2023). To explore English Education students' perceptions of the translator profession in the era of digital development. In this design, quantitative and qualitative data were collected simultaneously through a questionnaire. Quantitative data were obtained from closed-ended questionnaire items and summarized using descriptive statistics in percentage form. Meanwhile, qualitative data were collected through open-ended responses and analyzed thematically following Miles, Huberman, & Saldaña, (2013) to identify recurring patterns and themes. The two types of data were then interpreted together to provide a comprehensive understanding of students' perceptions.

The participant selection was conducted using cluster sampling (Makwana, Engineer, Dabhi, &

Chudasama, 2023), in which the cluster was defined as a class group consisting of 30 students from the 2024 batch who were enrolled in a translation course. This cluster was selected because the students had similar academic exposure to translation through the same course. Although translation is a distinct field, it is commonly integrated into the curriculum as part of the graduate profile. English Education students are considered to have bilingual competencies that enable them to engage in translation activities (Canlı & Sarıgül, 2024). Moreover, translation supports more effective and engaging foreign language learning in modern educational contexts (Kyzyrova, Gauriyeva, Kismetova, Dukembay, & Akkaliyeva, 2024). As a result of their academic exposure to translation through coursework, students in the English Education Study Program are familiar with translation practices, positioning the translator profession as a potential future career.

Data were collected through a questionnaire distributed to the participants. The questionnaire consisted of 10 open-ended questions designed to explore students' perceptions of translation and their interest in the translator profession in greater depth. Prior to distribution, the questionnaire was reviewed and validated by a lecturer with expertise in translation and language education to ensure the clarity and relevance of the questions. These questions encouraged participants to express their opinions, experiences, and concerns freely, allowing for more detailed and varied responses. The data obtained from the questionnaire were analyzed thematically following the qualitative data analysis procedures proposed by (Miles et al., 2013) to identify recurring patterns and



key themes emerging from the participants' responses.

Education Study Program. These results are presented in the table below.

## FINDINGS AND DISCUSSION

The questionnaire results indicate diverse responses from students in the English

**Table 1.** Questionnaire Results

No.	Questionnaire Items	Yes	Maybe	No
1	Are you familiar with the translator profession?	80%	16,7%	3,3%
2	As a student of the English Education Study Program, have you ever considered becoming a translator?	56,7%	26,7%	16,7%
3	Do you perceive the translator profession as being socially respected?	76,7%	20%	3,3%
4	Do you have any particular concerns about becoming a translator, such as time pressure or a lack of job stability?	63,3%	33,3%	3,3%
5	Do you have any concrete examples or personal experiences that influence your views on the translator profession?	36,7%	30%	33,3%
6	Do you believe that the translator profession has good career prospects in the future?	63,3%	0%	36,7%
7	Do you believe that the language skills acquired from the translation class can be effectively applied in the translator profession?	73,3%	0%	26,7%
8	Do you think that technological developments such as artificial intelligence will affect the translator profession in the future?	60%	30%	10%
9	Do you think that translation applications such as Google Translate, DeepL, and ChatGPT function more as tools that support translators or as substitutes for the translator profession?	46,7%	36,7%	16,7%
10	In your opinion, how does the use of translation applications influence the long-term professional development of translators?	50%	40%	10%

Based on the questionnaire results, four main themes emerged from the data analysis: (1) familiarity with the translator profession, (2) interest in the translator profession, (3) perceived work prospects of the translator profession, and (4) technological integration in the translator profession.

### 1. Familiarity with the Translator Profession

The findings indicate that most students demonstrated familiarity with the translator profession. As shown in Table 1, 80% of participants reported familiarity with the profession, 16.7% partial familiarity, and 3.3% unfamiliarity.

Insights from the open-ended responses show that students' familiarity



was largely influenced by media exposure and academic experiences. 24 participants reported learning about the translator profession through films, television programs, social media, and online content, particularly subtitles, translated books, and digital media. As one participant explained, *“I learned about the translator profession from social media and from hearing other people talk about it. Translators help companies or organizations translate from one language to another, for example from Indonesian into English, and they can also translate documents or create subtitles.”* These experiences helped participants associate the profession with tangible translation products commonly encountered in everyday contexts.

In addition, formal education also contributed to participants’ familiarity with the translator profession. For example, participants 9 and 17 reported that their understanding of the profession increased through English language learning and translation-related courses during their studies. These participants described translation as a process that involves maintaining meaning, context, and accuracy rather than literal translation, indicating a more developed understanding of professional translation. One participant stated, *“A translator does not only translate word for word but must also understand culture, specific terms, and language structure so that the translation sounds natural and accurate.”*

By contrast, one participant reported only partial familiarity and explained that their limited understanding stemmed from a lack of direct interaction with professional translators. The absence of personal exposure restricted their awareness of the profession to general assumptions rather than practical insight. Overall, the results

suggest that students’ familiarity with the translator profession is shaped primarily by indirect exposure through media and academic contexts, while direct professional engagement remains limited.

## 2. Interest in the Translator Profession

The findings indicate varied levels of interest in the translator profession among participants. As shown in Table 1, 56.7% of participants reported considering becoming a translator, 26.7% were uncertain, and 16.7% had not considered the profession (Item 2). Regarding social perception, 76.7% viewed the translator profession as socially respected, 20% were unsure, and 3.3% perceived it as not respected (Item 3). In addition, 36.7% of participants reported having personal experiences that influenced their views, 30% indicated partial influence, and 33.3% reported no such experiences (Item 5).

Participants who expressed interest were mainly motivated by their enthusiasm for languages and the relevance of translation to their academic background. 17 Participants explained that they had considered becoming translators because they enjoy learning languages, reading English texts, and applying their linguistic knowledge in practical contexts. Translation was perceived as a profession closely aligned with their studies in English Education. This perception is reflected in one participant’s statement: *“I have considered becoming a translator because I am interested in English and enjoy reading and understanding English texts. The profession also looks flexible and closely related to the language skills that I study.”* However, some participants also expressed hesitation, as one participant explained: *“I have considered becoming a translator, but I realize that it requires high accuracy, a*



*wide vocabulary, and a deep understanding of context, so I still need to improve my language ability before seriously pursuing this profession.”*

Career-related factors also influenced participants' interest. Nineteen participants found the translator profession attractive due to its flexible working conditions, freelance opportunities, and career prospects. Some also associated the profession with opportunities for international exposure and cross-cultural interaction. However, the relatively high proportion of “maybe” responses indicates hesitation. Despite considering the profession, several participants reported uncertainty due to the high demands of linguistic competence, accuracy, and cultural understanding. Concerns about confidence and personal readiness also contributed to this ambivalence.

In terms of social respect, most participants regarded translators as respected professionals because of their role in facilitating cross-linguistic and cross-cultural communication. Some participants (Participants 13, 14, and 16) emphasized the importance of translators in fields such as education, business, media, and international communication. One participant explained, *“The translator profession is respected because they help people from different languages understand each other. They do not only translate words but also meaning and culture.”* However, some participants (for example, participant 22 and 29) suggested that translators may be undervalued, as their work often remains behind the scenes or is perceived as replaceable by technology, as two participants stated, *“Sometimes translators are less appreciated because they work behind the scenes and people think the job is only about changing words.”*

Personal experiences also played a significant role in shaping participants' interest and perceptions. Academic exposure was particularly influential, as several participants (2, 6, 7, and 11) referred to insights from their lecturer, who emphasized the complexity and responsibility of professional translation. For example, one participant noted, *“Our lecturer once shared his experience in class, and I realized that being a translator is not easy.”* Other participants (15, 16, and 20) described experiences such as translating academic texts, watching subtitled films, or noticing translation credits in media, which increased their appreciation of translation skills. Participant 16 explained, *“When I watch movies with subtitles, I realize that translators must think carefully about how to express the meaning clearly in another language.”* Another participant mentioned noticing translation credits in films or online content, which raised awareness of the role of translation in making information accessible to wider audiences. Additionally, participants 5 and 12 reported hearing stories from acquaintances working as translators, highlighting both the challenges and potential rewards of the profession. However, about one-third of the participants reported having no direct experience with translation and relied mainly on general knowledge or indirect exposure.

Overall, the findings indicate that students generally hold positive perceptions of the translator profession and recognize its social value. Nevertheless, uncertainty remains due to concerns about professional demands, personal competence, and long-term career suitability.



### 3. Perceived Work Prospects of the Translator Profession

The results indicate mixed perceptions among participants regarding the work prospects of the translator profession. For Item 4, 63.3% of participants reported concerns about becoming a translator, 33.3% were uncertain, and only 3.3% reported no concerns, reflecting worries about professional demands such as time pressure and job stability. At the same time, perceptions of future career prospects (Item 6) were divided: 63.3% believed the profession has good prospects, while 36.7% viewed it as lacking long-term promise; notably, no participants selected the “maybe” option, indicating a clear polarization of views regarding its sustainability. Regarding preparedness (Item 7), 73.3% of participants believed that the language and translation skills acquired in translation classes can be applied effectively in professional practice, whereas 26.7% considered these skills insufficient, again with no “maybe” responses. Overall, the findings suggest that although many students view the translator profession as viable and feel confident in their foundational skills, concerns remain about professional challenges and readiness for real-world translation work.

The responses reveal that participants’ concerns about becoming translators mainly relate to accuracy, workload, job stability, and technological competition. 19 participants expressed anxiety about making translation errors, particularly when handling important documents, as mistakes could alter meaning and lead to serious consequences. As one participant stated, *“If I translate something incorrectly, especially an important document, the impact could be very serious.”* Time pressure and strict deadlines

were also frequently mentioned, as translation requires careful analysis, research, and multitasking within limited time. One participant explained, *“As a translator, the work often has to be completed within a certain time limit, and if the topic is unfamiliar, we need to conduct research first, which can take a lot of time.”* Concerns about linguistic competence were also evident, with several participants (e.g., Participants 8 and 14) reporting limited vocabulary, lack of confidence, or difficulty understanding fast-paced native speech as barriers to pursuing the profession. For instance, two participants admitted, *“My concern is the lack of vocabulary, which sometimes makes me blank for a while when trying to find the right word.”* Job instability was another recurring concern, particularly related to freelance work and inconsistent income. One participant noted, *“If I become a translator, I worry about having an unstable income.”* In addition, some participants (e.g., Participants 10 and 23) viewed the rapid development of artificial intelligence and machine translation as a potential threat, fearing that human translators may be replaced or undervalued in the future, as one participant explained: *“With the development of AI, I am concerned that the translator profession could one day be replaced.”* Overall, these concerns show that while students recognize the potential of the translator profession, they are also aware of the technical, cognitive, and structural challenges of professional translation work.

Despite these concerns, responses indicate that most participants perceived the translator profession as having positive future career prospects, primarily due to increasing global interaction and cross-border communication. 20 participants emphasized that globalization, international



cooperation, tourism, business, education, and digital information exchange will continue to increase the demand for translators. It can be seen from one participant stating, *“The world is becoming more global, so communication between countries will increase, and translators will still be needed.”* Several participants viewed translators as essential bridges between languages and cultures, particularly in fields that require accuracy and contextual understanding, such as law, medicine, academia, and diplomacy. Although technological developments, especially artificial intelligence and machine translation, were frequently mentioned, most participants did not perceive them as complete replacements for human translators. Instead, participants (Participants 9, 12, 13, and others) highlighted that human translators remain necessary for handling cultural nuance, contextual meaning, emotional tone, and specialized terminology. One participant emphasized, *“Even though there is AI, humans are still needed because translators understand context, emotion, and cultural meaning better.”* Nevertheless, a smaller group of participants (Participants 10, and 16) expressed uncertainty or skepticism, suggesting that rapid technological advancement and the profession’s social undervaluation could limit future opportunities.

Furthermore, participants generally viewed the skills acquired in translation classes as relevant to the translator profession. 22 participants emphasized learning key translation techniques, such as avoiding literal translation, selecting appropriate lexical equivalents, and maintaining meaning and context in the target language. Many participants highlighted this idea, as reflected in one

response: *“In translation class, I learned that translation is not just word-for-word but must consider context and choose the most appropriate words.”* Participants also highlighted the importance of contextual analysis, semantic understanding, and cultural awareness, along with supporting skills such as linguistic competence, vocabulary development, grammar awareness, text analysis, and editing.

Overall, the findings indicate that students generally acknowledge the translator profession as having potential and relevance in the future, particularly due to increasing global communication and the applicability of translation skills learned in academic settings. However, this positive outlook is accompanied by notable concerns related to professional demands, including accuracy, workload, job stability, and the growing influence of technology. These mixed perceptions suggest that, while students feel conceptually prepared and recognize the profession’s importance, uncertainty persists about long-term career sustainability and readiness to face real-world challenges in the translator profession.

#### **4. The Impact of Technology on the Translator Profession**

The results show that participants generally recognize the influence of technology on the translator profession. For Item 8, 60% believed that technological developments such as artificial intelligence will affect the profession in the future, 30% were uncertain, and 10% believed technology would not have a significant impact. This indicates that although most students acknowledge technology as an influential factor, some remain unsure about how strongly it will shape the profession. Responses regarding translation applications were more divided. For Item 9, 46.7% perceived tools such as



Google Translate, DeepL, and ChatGPT as supportive rather than substitutive tools, while 36.7% selected “maybe,” and 16.7% viewed them as replacements for human translators. Regarding long-term professional development (Item 10), 50% believed that translation applications positively influence translators’ long-term development, 40% were uncertain, and 10% perceived a negative influence. Overall, the findings suggest cautious optimism toward translation technology, accompanied by considerable uncertainty about its long-term impact on the translator profession.

The responses show that many participants expressed concern about the impact of artificial intelligence on the translator profession. Although some acknowledged that AI can improve efficiency and speed in the translation process, a considerable number (e.g., Participants 1 and 28) expressed uncertainty and apprehension about its long-term effects. As one participant explained, “*AI can make the translation process faster and more efficient, but it cannot fully replace humans because it has limitations in understanding context and language nuance.*” Participants also noted that the widespread availability, low cost, and rapid performance of AI may reduce opportunities for human translators, particularly for routine translation tasks. One participant stated, “*AI can easily cover the work done by humans, including translation. It can translate languages very easily.*” Several participants (e.g., Participants 10, 13, and 23) further expressed concern that increasing reliance on AI could lead to the profession being undervalued or perceived as less necessary. While most participants agreed that human translators remain important for ensuring accuracy, cultural understanding, and contextual

appropriateness, the “maybe” and “no” responses reflect anxiety that translators may need to compete with technology or significantly adapt their roles in the future. Overall, these responses suggest that technological development is viewed not only as a supportive tool but also as a source of uncertainty and potential risk for the sustainability of the translator profession.

Responses reveal a critical awareness that participants view translation technologies such as Google Translate, DeepL, and ChatGPT mainly as supportive tools rather than substitutes for human translators. As one participant stated, “*Applications like Google Translate, DeepL, and ChatGPT are more like supporting tools rather than replacements for translators.*” Although participants acknowledged the efficiency of these technologies for quick or preliminary translation tasks, 14 participants emphasized that AI-generated translations often lack sensitivity to context, cultural nuance, emotional tone, and implicit meaning. One participant explained, “*AI does not always understand context, culture, or emotional nuance, so human translators are still needed to ensure the meaning is accurate.*” Participants also noted that relying solely on technology may be risky, particularly in high-stakes areas such as legal, medical, academic, and literary translation. As another participant stated, “*Human translators are still needed, especially for complex texts such as legal, medical, or academic documents.*” Overall, participants viewed technology as a helpful aid that still requires human oversight, critical judgment, and professional expertise.

Regarding the influence of translation applications on the long-term professional development of translators, responses suggest that participants held



divided but nuanced views. 15 participants (for example participants 1, 6, 8, and others) perceived these technologies as having the potential to enhance professional competence, particularly when used as supportive tools for drafting, editing, revising, and conducting lexical or contextual analysis. They argued that AI encourages translators to become more critical, adaptive, and skilled in post-editing. Some participants stated, *“AI encourages translators to develop skills such as editing and evaluating machine translation so that the final result becomes more accurate.”* thereby shifting professional roles from purely technical translation to more analytical and quality-oriented work. However, a contrasting group of participants (Participants 10, 13, and others) expressed concern that excessive reliance on translation applications could limit professional growth, weaken fundamental language skills, and reduce sensitivity to cultural nuance and creative problem-solving. One participant even warned, *“If translators depend too much on translation tools, it can limit their skills and reduce their ability to analyze language independently.”* emphasized that dependence on automated tools may lead to stagnation if translators neglect continuous skill development. These responses may indicate that translation technologies are viewed neither as inherently beneficial nor as inherently harmful as it can be seen from some participant responses, *“The impact depends on how translators use the technology if it is used wisely, it can help improve competence, but if we rely on it too much it can limit our skills.”* Rather, their impact on professional development depends largely on how critically and strategically translators engage with them.

The findings indicate that students perceive technology as an influential and unavoidable force in the translator profession, bringing both opportunities and challenges. While translation technologies and AI are widely viewed as supportive tools that improve efficiency and assist professional practice, they are also associated with uncertainty about job sustainability, professional value, and long-term skill development. Students generally believe that human translators remain essential for ensuring accuracy, cultural sensitivity, and contextual interpretation. However, the presence of many “maybe” responses reflect continuing anxiety about how far technology may reshape the profession. Overall, these perceptions suggest that technology is not seen as a complete replacement for translators but as a factor requiring adaptation, critical engagement, and ongoing professional development.

Based on the findings, the discussion focuses on how students perceive the translator profession in terms of familiarity, interest, perceived work prospects, and technological integration, highlighting both positive orientations toward the profession and persistent concerns related to professional demands, career sustainability, and the growing influence of translation technologies.

The students’ familiarity with the translator profession is predominantly shaped by indirect exposure through media and academic contexts rather than direct professional experience. A substantial majority of students felt familiar with the profession, and open-ended responses revealed that this familiarity often stemmed from encounters with translated media, such as films, television content, social media, and translated literature. In addition, formal



education, especially translation-related coursework, contributed to a more nuanced understanding of translation as a process that involves preserving meaning, context, and accuracy. However, limited direct engagement with practicing translators suggests that students' understanding remains largely conceptual. It aligns with Husain and Bahar (2020) who reported that English majors tend to show only moderate consideration of the translator profession as a career, due to reliance on academic exposure rather than hands-on professional engagement. While students are generally aware of what the translator profession entails, their familiarity is mediated by education and media representation rather than experiential interaction with the profession itself.

Furthermore, students' interest in the translator profession appears generally positive but cautious, shaped by academic exposure, personal confidence, and perceptions of professional demands. The students were motivated by their enthusiasm for languages and the relevance of translation to their English Education background, whereas others expressed hesitation due to concerns about linguistic competence and professional readiness. This pattern is consistent with Mbotake (2024), who found that students often value translation as an intellectually meaningful profession but hesitate to pursue it as a career due to perceived skill demands and self-efficacy issues. Similarly, participants' views of translators as socially respected professionals facilitating cross-cultural communication align with Riyanto and Aryanto (2025), who emphasize the role of translators as cultural mediators responsible for adapting meaning and context between languages, particularly in Indonesian–English translation practices. At the same

time, concerns about professional recognition and technological replace ability reflect broader uncertainties about the sustainability of the translation profession, as discussed by Lambert and Walker (2024) who argue that technological change reshapes translators' roles, visibility, and long-term professional security rather than simply eliminating the profession. While students recognize the value and relevance of the translator profession, their interest remains conditional and influenced by perceived competence, professional challenges, and future career security.

Moreover, students' perceptions of the translator profession's work prospects reflect a balance between optimism and concern. While many participants believed the profession offers promising prospects and that the skills gained from translation classes apply to professional practice, significant anxieties remain about accuracy, workload, job stability, and technological competition. Concerns about making critical translation errors under time pressure, along with doubts related to linguistic competence and self-confidence, highlight students' awareness of the demanding nature of professional translation work. It confirms Mbotake's idea (2024), who found that students often recognize translation as a meaningful and viable profession while simultaneously expressing apprehension about the high levels of skill, responsibility, and self-efficacy it requires. In addition, worries about freelance instability and inconsistent income reflect uncertainty regarding long-term career sustainability. Despite these concerns, many participants viewed globalization and cross-border communication as factors that will continue to sustain demand for translators. They emphasized the ongoing need for human translators to handle cultural nuance,



contextual meaning, and specialized discourse. This perception aligns with Lambert and Walker (2024), who argue that technological developments, including machine translation, tend to transform rather than fully replace the translator profession. Nevertheless, students' skepticism indicates that confidence in the profession's future remains divided. Overall, although students feel conceptually prepared and acknowledge the relevance of the translator profession, their perceptions of work prospects are strongly shaped by concerns about professional pressure, economic security, and the need to adapt to technological change.

Students perceive technology, particularly artificial intelligence and translation applications, as a powerful yet ambivalent force in the translator profession. While many participants recognized that AI tools can increase efficiency, speed, and practicality in translation tasks, they also expressed uncertainty and concern regarding job sustainability, professional value, and long-term skill development. This perception aligns with Nguyen, Tran, Nguyen, Lam, Nguyen, and Tran (2025), who found that AI translation tools in higher education offer clear benefits in terms of efficiency and learning support but also pose challenges, such as overreliance and reduced development of core translation competencies. Similarly, participants' views that AI primarily serves as a supportive tool rather than a full substitute align with Zhang et al. (2025), who found that university students generally accept generative AI as a practical aid in translation practices while remaining cautious about its implications for professional identity and competence. Furthermore, participants' emphasis on the irreplaceability of human translators in handling cultural nuance, contextual

meaning, and responsibility reflects Xiao's (2021) argument that artificial intelligence translation differs fundamentally from human translation in its limited capacity for deep semantic interpretation and contextual judgment. Importantly, students' divided views on long-term professional development, in which AI is seen as potentially enhancing skills when used critically but limiting growth when relied upon excessively, suggest that technology is perceived as neither inherently beneficial nor harmful. Instead, consistent with these studies, the findings indicate that the impact of AI on the translator profession depends largely on how strategically and critically it is integrated into translation practice and education, reinforcing the need for adaptability, post-editing competence, and continuous professional development rather than simple technical reliance.

The students' mixed perceptions of the translator profession stem from the intersection of academic exposure, limited professional experience, and rapid technological change. Because most students encounter translation primarily through coursework and translated media rather than direct professional practice, their understanding of the profession tends to remain conceptual, which may explain why their interest is generally positive yet cautious. This pattern aligns with research in translator education indicating that students often value the intellectual aspects of translation but hesitate to pursue it professionally due to perceived skill demands and limited exposure to real-world practice (Husain & Bahar, 2020; Mbotake, 2024).

In addition, concerns about artificial intelligence and job stability suggest that students are forming expectations within a technological landscape in which machine



translation is increasingly visible. Rather than viewing AI as a full replacement, students tend to perceive it as a supportive tool while emphasizing the continued importance of human judgment, cultural interpretation, and contextual sensitivity, supporting arguments that technology reshapes rather than replaces the translator profession (Lambert & Walker, 2024; Zhang et al., 2025).

From an educational perspective, these perceptions highlight the need for translation training that strengthens not only linguistic competence but also professional awareness and technological literacy. Integrating authentic translation projects, industry exposure, and critical engagement with AI-assisted translation tools may help students better understand the evolving role of translators and build greater confidence in pursuing translation-related careers.

## CONCLUSION

This study shows that English Education students generally perceive the translator profession as relevant and meaningful in the context of rapid technological development, although their interest remains cautious. Students recognize translation as intellectually valuable and aligned with their linguistic and intercultural competencies, yet they also associate the profession with high demands related to accuracy, workload, and professional responsibility. Technological developments, particularly artificial intelligence and translation applications are viewed ambivalently: they are considered supportive tools that improve efficiency but also raise concerns about job stability, professional value, and long-term career prospects. These findings contribute to translation studies by providing empirical insight into how students in English Education programs form perceptions of the

translator profession in an AI-assisted translation landscape, highlighting the roles of technological awareness and limited professional exposure in shaping career expectations. Practically, the study suggests that translation education should strengthen not only linguistic competence but also professional orientation, technological literacy, and engagement with authentic translation practice to enhance students' confidence and career readiness. However, this study has several limitations, including a relatively small sample size, a single institutional context, and reliance on self-reported perceptions, which may limit the generalizability of the findings. Future research is therefore encouraged to involve larger and more diverse participant groups, compare multiple institutional contexts, and examine how sustained interaction with translation technologies influences students' professional development and career decisions over time.

## REFERENCES

- Asi, N., Fauzan, A., Nugraha, R. F., Binti, J. A. Y. P., & Vanesa, N. (2024)a. Students' strategies and errors in journalistic text translation. *Journal of English Educational Study*, 7(1), 27–36. <https://doi.org/10.31932/jees.v7i1.2897>
- Asi, N., Fauzan, A., Nugraha, R. F., Binti, J. A. Y. P., & Vanesa, N. (2024)b. Culturally distinctive features in journalistic text: A case study on students' vs. AI-generated translations. *Yavana Bhasha: Journal of English Language Education*, 7(1), 54–67. <https://doi.org/10.25078/yb.v7i1.3212>
- Canlı, B., & Sarıgül, S. (2024). Pre-service EFL teachers' experiences of translation



- studies before and after a translation course. *EKEV Akademi Dergisi*, 99, 23–36.  
<https://doi.org/10.17753/sosekev.1476079>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.  
<https://lccn.loc.gov/2022032270>
- Fauzi, I. (2023). Code-switching in EFL classroom settings: A review from teachers' and students' outlook. *Journal of English Teaching and Learning Issues*, 6(2), 107–120.  
<https://doi.org/10.21043/jetli.v6i2.19681>
- Fiacre, I. (2022). Contribution of teachers of translation in promoting the public recognition of the translation profession in Burundi. *Journal of Languages, Linguistics and Literary Studies*, 2(3), 119–123.  
<https://doi.org/10.57040/jlls.v2i3.284>
- Husain, D., & Bahar, B. (2020). English major students' self-concept perspective on viewing translator as a profession. *New Language Dimensions*, 1(2), 49–54.  
<https://doi.org/10.26740/nld.v1n2.p49-54>
- Jamoussi, R., Khadim, K. A., Al Zahran, A., & Alaqad, M. H. (2025). Profiling professional identity among translation students: A binational study. *Translation & Interpreting: The International Journal of Translation and Interpreting Research*, 17(1), 73–93.  
<https://doi.org/10.12807/ti.117201.2025.a04>
- Kenny, D. (2022). *Machine translation for everyone*. BoD–Books on Demand.  
<https://doi.org/10.17234/HIERONYMUS9.5>
- Kitanovska-Kimovska, S., Sazdovska-Pigulovska, M., & Popovska, S. (2025). Beliefs about translator competence and training practices: Teachers' and students' perspectives. *Journal of Teaching English for Specific and Academic Purposes*, 69–80.  
<https://doi.org/10.22190/JTESAP241125006K>
- Kyzyrova, A., Gauriyeva, G., Kismetova, G., Dukembay, G., & Akkaliyeva, A. (2024). Using translation by students in foreign (English) language lessons. *Scientific Herald of Uzhhorod University Series Physics*, 276–283.  
<https://doi.org/10.54919/physics/56.2024.27ewp6>
- Lambert, J., & Walker, C. (2024). Thriving or surviving: Motivation, satisfaction, and existential sustainability in the translation profession. *Mikael: Käätämisen ja tulkkauksen tutkimuksen aikakauslehti*, 17(1), 89–104.  
<https://doi.org/10.61200/mikael.136209>
- Makwana, D., Engineer, P., Dabhi, A., & Chudasama, H. (2023). Sampling methods in research: A review. *International Journal of Trend in Scientific Research and Development*, 7(3), 762–768.  
<https://www.researchgate.net/publicatio>



- n/371985656\_Sampling\_Methods\_in\_Research\_A\_Review
- Mbotake, S. (2024). The translation profession in Cameroon today: Focus on status and identity. *European Journal of Multilingualism and Translation Studies*, 4(2). <https://doi.org/10.46827/ejmts.v4i2.542>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). *Qualitative data analysis: A methods sourcebook*. [https://www.researchgate.net/publication/272566756\\_Qualitative\\_Data\\_Analysis\\_A\\_Methods\\_Sourcebook](https://www.researchgate.net/publication/272566756_Qualitative_Data_Analysis_A_Methods_Sourcebook)
- Nguyen, T. N. N., Tran, T. T., Nguyen, N. H. A., Lam, H. P., Nguyen, H. M. S., & Tran, N. A. T. (2025). The benefits and challenges of AI translation tools in translation education at the tertiary level: A systematic review. *International Journal of TESOL & Education*, 5(2), 132–148. <https://doi.org/10.54855/ijte.25527>
- Nugraha, R. F. (2017). Difficulties and strategies of idioms translation: Case study of *Supernatural* US television series subtitle. *The 10th International Conference*, 185–190. [https://www.researchgate.net/publication/372289559\\_Difficulties\\_and\\_Strategies\\_of\\_Idioms\\_Translation\\_Case\\_Study\\_of\\_Supernatural\\_US\\_Television\\_Series\\_Subtitle](https://www.researchgate.net/publication/372289559_Difficulties_and_Strategies_of_Idioms_Translation_Case_Study_of_Supernatural_US_Television_Series_Subtitle)
- Nugraha, R. F. (2023). Idiom translation quality assessment on “Landline” novel by Rainbow Rowell. *EBONY: Journal of English Language Teaching, Linguistics, and Literature*, 3(2), 119–128. <https://doi.org/10.37304/ebony.v3i2.9468>
- Riyanto, F. H., & Aryanto, M. (2025). Translation strategies and cross-cultural communication: A study of Indonesian English text adaptations. *Journal of Multilingual and Applied Linguistics*, 1(1), 10–17. <https://multilingualjournal.org/index.php/jmal/article/view/31>
- Sujarwo, S. (2020). Students’ perceptions of using machine translation tools in the EFL classroom. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 5(2), 230–241. <https://doi.org/10.30603/al.v6i2.1333>
- Xiao, C. (2021). Comparison of differences between artificial intelligence translation and artificial translation. *Journal of Physics: Conference Series*, 1992(2), 022079. <https://doi.org/10.1088/1742-6596/1992/2/022079>
- Zhang, W., Li, A. W., & Wu, C. (2025). University students’ perceptions of using generative AI in translation practices. *Instructional Science*, 53(4), 633–655. <https://doi.org/10.1007/s11251-025-09705-y>

