



The Use of AI Translators in Developing Reading Comprehension Performance: The Case of First-Year Students of English at Batna 2 University

Khawla SAIDOUNI

*University of Mostefa Benboulaïd, Batna 2,
(Algeria)*

k.saidouni@univ-batna2.dz

Abstract ;

This study investigates the attitudes of first-year students of English at Batna- 2 University towards the use of AI translators in improving their reading comprehension skills. A survey questionnaire was administered to 120 participants using a convenience sampling technique to gather data on their perceptions, experiences, and preferences regarding the use of AI translators in their English language learning. The results indicate that the majority of students have a positive attitude towards the use of AI translators, recognizing their potential benefits in enhancing reading comprehension, vocabulary acquisition, and overall language proficiency. However, the study also highlights the need for guidance and training to ensure the effective and responsible use of these tools. The findings suggest that integrating AI translators into the curriculum, while addressing potential challenges, could significantly improve the reading comprehension skills of first-year students of English at Batna 2 University.

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1. *Introduction*

The ability to comprehend written texts is a crucial component of language proficiency, particularly for students studying English as a foreign language (EFL). In EFL context, developing effective reading comprehension skills is essential for academic success. However, students often face challenges in understanding complex texts, which can hinder their overall language learning and academic performance. In recent years, the emergence of artificial intelligence (AI) translation tools has presented new opportunities for language learners to enhance their reading comprehension skills. These tools, such as Google Translate, DeepL, and various mobile applications, offer real-time translation and language assistance, potentially aiding students in overcoming linguistic barriers and improving their understanding of English texts.

Actually, the integration of AI and machine translation (MT) tools into language learning has gained significant attention in recent years. AI-powered MT systems have become increasingly accessible and widely used by language learners, including those studying EFL (Gaspari et al., 2015). These tools have the potential to assist EFL learners in overcoming linguistic barriers and enhancing their reading comprehension skills, which are crucial for academic and professional success (Niño,

2009). Several studies have explored the influence of AI translators on the reading comprehension skills of language learners, particularly in the context of EFL education. Alharbi (2020) investigated the impact of using Google Translate on the reading comprehension performance of EFL learners. The study found that students who utilized the AI translator demonstrated significantly higher scores on reading comprehension tests compared to those who did not use the tool. The researchers attributed this improvement to the students' ability to overcome vocabulary and grammatical barriers when reading in English. Similarly, Tsai (2019) examined the use of Google Translate in EFL reading comprehension tasks. The study reported that students perceived the AI translator as a valuable resource, helping them understand the content and context of challenging texts. The researchers highlighted the importance of providing guidance and training to students on the appropriate use of AI translators to maximize their benefits. Furthermore, Bani-Khaled (2021) explored the impact of machine translation on EFL students' reading comprehension. The findings indicated that the use of MT tools, such as Google Translate, had a positive effect on students' overall reading comprehension performance. However, the study also emphasized the need for students to develop critical evaluation skills to assess

the accuracy and reliability of the translations provided by these tools.

While several studies have explored the impact of AI translators on EFL learners' reading comprehension, the existing literature has primarily focused on the perceptions and experiences of students in specific contexts, such as in the United States (Tsai, 2019) and Jordan (Bani-Khaled, 2021). However, there is a lack of research examining the attitudes and preferences of EFL learners in the Algerian higher education context, where the use of AI translators in EFL learning is a relatively new phenomenon. To address this gap, the current study aims to investigate the attitudes of first-year students of English at Batna- 2 University towards the use of AI translators in improving their reading comprehension skills. By exploring students' perceptions, experiences, and preferences, the study seeks to provide insights into the potential benefits and challenges of integrating these tools into the language learning process.

The research questions guiding this study are:

1. What are the attitudes of first-year students of English at Batna 2 University towards the use of AI translators in improving their reading comprehension performance?
2. What are the perceived benefits and challenges of using AI translators for

reading comprehension, as reported by the students?

3. How do students' attitudes and experiences with AI translators influence their preferences for incorporating these tools into their language learning activities?

To answer the aforementioned research questions, this exploratory study employed a quantitative research approach, utilizing a survey questionnaire to collect data from first-year students of English at Batna 2 University. In this regard, by examining the perspectives of EFL learners in the Algerian context, this research can provide valuable insights for educators and policymakers to better understand the role of AI translators in enhancing reading comprehension and inform the development of effective language learning strategies and resources.

2. Literature Review

2.1 AI Translators

AI has emerged as a transformative force across numerous fields, particularly in EFL learning. According to Chung and Ahn (2022, as cited in Lazuardiyyah et al., 2024: 198), "significant changes have occurred in the classroom due to swift progress in digital technology and wide access to online materials within educational settings". Hence, the teaching and learning processes cannot be occurred without the integration of modern

technologies, particularly, AI. Actually, AI refers to the development of computer systems and algorithms that can perform tasks typically requiring human intelligence, such as learning, problem-solving, decision-making, and language understanding. AI systems are designed to mimic and surpass human cognitive abilities, enabling them to perceive, process, and respond to information in ways that resemble or even exceed human intelligence (Russell & Norvig, 2021).

The field of AI encompasses a wide range of technologies, including machine learning, natural language processing, computer vision, robotics, and expert systems. AI systems can be trained on large datasets to recognize patterns, make predictions, and generate human-like responses, allowing them to tackle complex problems and automate various tasks (Goodfellow et al., 2016). In this respect, Lazuardiyyah et al., (2024: 198), denote that “Artificial Intelligence (AI) encompasses a wide array of applications, each app designed to address specific challenges and enhance various aspects of learning and communication”. The integration of AI technologies in education enhances personalised learning experiences, allowing for tailored instruction that meets individual students’ needs (Wang et al., 2020). AI- driven tools, such as language learning apps and intelligent tutoring systems, provide immediate feedback and adaptive learning

pathways, fostering greater engagement and motivation among learners (Li et al., 2021). Moreover, AI facilitates the development of conversational agents, which simulate real-life interactions, thereby improving students’ speaking and listening skills in safe environment (Kukulska-Hulme, 2020).

In EFL context, AI translators have gained significant importance in bridging language barriers. These advanced tools leverage sophisticated algorithms and machine learning to provide real-time translations, making it easier for individuals to engage with content in various languages (Gao et al., 2021). This capability is particularly beneficial in EFL learning, where students can access authentic materials and resources that were previously out of reach due to language constraints (Koehn, 2020). By enabling learners to interact with a wider array of texts and media, AI translators contribute to a richer educational experience, fostering greater cultural understanding and language proficiency in an increasingly globalized society.

Machine Translation (MT) is considered as a subfield of AI that focuses on the development of computer systems capable of automatically translating text or speech from one language to another. MT systems use advanced algorithms and language models to analyse the source text, understand its meaning, and generate an equivalent translation in the target

language (Koehn, 2017). There are two main approaches to machine translation:

- Rule-based MT: This approach relies on predefined linguistic rules, dictionaries, and grammar models to perform the translation. Rule-based MT systems require extensive linguistic knowledge and manual curation of translation rules (Hutchins & Somers, 1992).
- Statistical/Neural MT: This approach uses machine learning techniques, such as neural networks, to learn translation patterns from large parallel corpora of translated texts. Statistical/Neural MT systems can generate more fluent and contextually appropriate translations by identifying and exploiting statistical patterns in the data (Bahdanau et al., 2015).

Modern MT systems, particularly those powered by deep learning and neural networks, have made significant advancements in translation quality, fluency, and adaptability. AI-driven MT tools, like Google Translate, DeepL, and Microsoft Translator, have become widely accessible and are increasingly used in various applications, including language learning, business communication, and content localization (Castilho et al., 2018). As a matter of fact, the integration of AI translators has the potential to overcome language barriers, facilitate cross-cultural

communication, and enhance the accessibility of information and resources for individuals and organizations worldwide (Koehn, 2017). In this regard, Deng and Yu (2022) articulated that there is a rising intrigue concerning the prospective applications of Machine Translation tools to augment and streamline students' educational experiences. Therefore, machine translation can function as a mechanism to facilitate learning. Moreover, Carl and Way (2003) posited that Machine Translation emerged as a significant progression in computer hardware and software engineered to produce translated texts of enhanced quality. This procedure encompasses the methodical construction of semantic frameworks that correspond with the digital communication requirements of the target domain (Haouchi, 2024). Within educational environments, an array of tools has integrated these technologies. Neural translators like DeepL and Google Translate facilitate contextualized and adaptive translations while also offering practical usage illustrations. Virtual assistants, such as ChatGPT, which are developed on expansive language models, aid in text revision, the creation of exercises, and the simulation of interactive conversations (Brown et al., 2020, p. 11). By incorporating advanced algorithms, these tools diminish linguistic barriers and foster learner autonomy. A multitude of online machine translation resources is available for second language (L2)

learners, encompassing Translator Online, Foreign Word, Web Trance, Prompt, and Google Translate (Hampshire & Salvia, 2010).

2.2 Reading Comprehension

Reading comprehension is the ability to understand and extract meaning from written text. It involves a complex cognitive process that requires the reader to actively engage with the text, integrate prior knowledge, and construct an understanding of the content (Grabe & Stoller, 2020). Effective reading comprehension involves various skills, such as identifying the main idea, understanding vocabulary, making inferences, and drawing conclusions (Koda, 2005). In the context of English as a Foreign Language (EFL) learning, reading comprehension is a crucial skill that significantly impacts a learner's overall language proficiency and academic success (Jeon & Yamashita, 2014). Effective reading comprehension enables EFL learners to:

1. Access academic and professional content: EFL learners often need to comprehend complex texts, such as textbooks, research articles, and technical manuals, to succeed in their academic and professional endeavors (Grabe, 2009).
2. Develop vocabulary and language knowledge: Reading comprehension allows EFL learners to encounter and acquire new vocabulary, grammatical

structures, and language patterns, which are essential for improving their overall language proficiency (Nation, 2001).

3. Enhance critical thinking and problem-solving skills: The process of reading comprehension involves higher-order cognitive skills, such as analysis, synthesis, and evaluation, which are crucial for academic and professional success (Koda, 2005).

4. Facilitate language learning and acquisition: Reading comprehension is closely linked to other language skills, such as writing, speaking, and listening, and can positively influence the overall language learning process (Jeon & Yamashita, 2014).

Traditionally, language learners depended upon dictionaries to facilitate translation between languages and ascertain the meanings of unfamiliar lexicon. However, with the advent of machine translation, it has become evident that translation transcends the mere skill of human translators (Shahriar, 2023). Indeed, advancements in AI and natural language processing have led to the development of sophisticated machine MT systems that can provide real-time translation of text across various languages. AI-powered MT tools, such as Google Translate, DeepL, and Microsoft Translator, have become increasingly accessible and widely used by language learners and professionals alike (Gaspari et al., 2015). In point of fact, AI translators play a crucial role in enhancing

reading comprehension, especially for learners navigating foreign languages. By providing instant translations, these tools allow users to grasp the meaning of texts without the frustration of struggling through unfamiliar vocabulary or complex sentence structures (Huang, 2020). This immediate access to translated content can significantly reduce cognitive load, enabling learners to focus on understanding the overall message rather than getting bogged down by linguistic challenges (Chen et al., 2021). Furthermore, AI translators often incorporate contextual understanding, which helps ensure that idiomatic expressions and cultural nuances are accurately conveyed, thus enriching the reading experience (Zhou, 2019). As a result, students can engage more deeply with diverse materials, fostering not only language skills but also critical thinking and analytical abilities essential for effective comprehension in a global context.

Given the significance of reading comprehension in EFL learning, it is essential for educators to develop effective instructional strategies and provide appropriate support to help EFL learners enhance their reading comprehension skills (Grabe & Stoller, 2020). The integration of AI-based MT into language learning has been a topic of growing interest among researchers and educators. These tools have the potential to assist language learners in overcoming linguistic barriers and

enhancing their reading comprehension skills, which are crucial for academic and professional success (Niño, 2009). Alharbi (2020) investigated the impact of using Google Translate on the reading comprehension performance of EFL learners. The study found that students who utilized the AI translator demonstrated significantly higher scores on reading comprehension tests compared to those who did not use the tool. The researchers attributed this improvement to the students' ability to overcome vocabulary and grammatical barriers when reading in English. Similarly, Tsai (2019) examined the use of Google Translate in EFL reading comprehension tasks. The study reported that students perceived the AI translator as a valuable resource, helping them understand the content and context of challenging texts. The researchers highlighted the importance of providing guidance and training to students on the appropriate use of AI translators to maximize their benefits. Bani-Khaled (2021) explored the impact of machine translation on EFL students' reading comprehension. The findings indicated that the use of MT tools, such as Google Translate, had a positive effect on students' overall reading comprehension performance. However, the study also emphasized the need for students to develop critical evaluation skills to assess the accuracy and reliability of the translations provided by these tools.

3. Research Methodology and Design

3.1 Research Method

The research under investigation targets to explore the attitudes of first - year EFL students at Batna-2 university focusing on their experiences, and preferences in using AI translators for reading comprehension activities. To reach the study aims, this exploratory descriptive research employed a mixed -methods approach, utilizing a survey questionnaire to collect the needed data from first-year students of English at Batna 2 University.

3.2 Population and Sampling

The study involved 120 first-year students of English at Batna 2 University, selected through a convenience sampling technique. The participants were enrolled in the Department of English Language and Literature and were between the ages of 18 and 21.

3.3 Data Gathering Tool

The survey questionnaire was administered to 120 participants, and it consisted of three main sections:

- Demographic information: This section collected data on the participants' age, gender, and prior experience with AI translators.
- Attitudes towards the use of AI translators: This section assessed the students' perceptions of the benefits

and challenges of using AI translators for reading comprehension, as well as their overall attitudes towards the integration of these tools into their language learning activities.

- Preferences for using AI translators: This section explored the students' preferences for the frequency, context, and specific features of AI translators they would like to incorporate into their language learning.

The questionnaire utilized a combination of closed-ended and open-ended questions, allowing for both quantitative and qualitative data collection.

3.4 Reliability and Validity

To ensure the reliability and validity of the questionnaire on students' attitudes towards the use of AI translators in improving reading comprehension performances, the following measures were taken:

- Reliability: The questionnaire utilized a combination of Likert-scale and multiple-choice questions to measure the same underlying constructs (e.g., perceived benefits, concerns, preferences). Cronbach's alpha was calculated for the Likert-scale items to assess the internal consistency of the scale. The overall Cronbach's alpha was 0.82,

indicating a high level of internal consistency.

- **Retest Reliability:** A pilot study was conducted with a small sample of 20 first-year English students at Batna 2 University. The same questionnaire was administered to the same participants twice, with a two-week interval between the administrations. The correlation coefficient between the two sets of responses was 0.87, suggesting a high level of test-retest reliability.
- **Validity:** The questionnaire items were developed based on a comprehensive review of the literature on the use of AI translators in language learning, particularly in the context of reading comprehension. The questionnaire was reviewed by a panel of experts, including language learning researchers and English language instructors at Batna 2 University, to ensure the relevance and appropriateness of the items. Feedback from the expert panel was incorporated to refine the questionnaire and ensure it adequately covered the key aspects of the research topic.

By addressing both the reliability and validity of the questionnaire, the research team ensured that the data collected from the first-year English students at Batna 2

University accurately reflects their attitudes, perceptions, and preferences regarding the use of AI translators in improving their reading comprehension skills.

3.5 Data Collection and Analysis

The questionnaire was administered to the participants during their regular class sessions, with the researcher providing instructions and clarifying any questions. The collected data was then analysed using descriptive statistics, including frequencies, percentages, and measures of central tendency, to identify patterns and trends in the students' attitudes and preferences.

4. Results of the Study

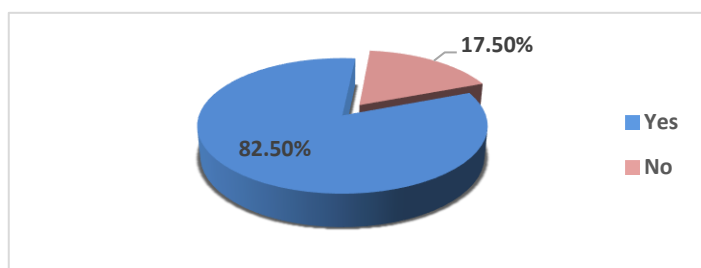
The study surveyed 120 first-year English students at Batna 2 University in Algeria to investigate their attitudes towards the use of AI translators in improving their reading comprehension skills.

- **Demographic Information**

As showed in table 1, the study involved 120 first-year students of English at Batna 2 University, with 82 (68,30 %) aged between 18-20 years old, and 38 (31.70%) of the participants are between 21 and 23 years old. The majority of the students (82.50%) reported having prior experience with using AI translators including mobile applications (see Figure 1).

Table 1. Participants' Age

Age	18 - 20	21-23	Above 24 years old
Number of Participants	82	38	0
Percentages	68,30%	31,70 %	0%

Fig.1. Students' Use of AI Translators

• Perceived Benefits of AI Translators

To what extent do you agree or disagree with the following statements regarding the use of AI translators for improving reading comprehension skills?

a. AI translators help me understand the meaning of unfamiliar words and phrases, which enhances my vocabulary development.

b. AI translators assist me in understanding the content and context of challenging English texts.

c. Using AI translators makes me feel more confident in my reading abilities, as I can overcome linguistic barriers.

d. AI translators save me time during my reading tasks, as I can quickly obtain translations and clarifications.

e. I am concerned about the accuracy and reliability of the translations provided by AI translators.

f. I worry that excessive use of AI translators may lead to over-reliance and hinder my independent language learning and development.

g. I have concerns about the ethical implications of using AI translators, such as potential plagiarism or academic dishonesty.

As revealed in Figure 2, the majority of the participants reported that they found AI translators to be beneficial in enhancing their reading comprehension. The students highlighted several key advantages of using these tools, including:

1. Overcoming vocabulary barriers: The vast majority of the respondents (55 % strongly agree, and 37,50 % agree) stated that AI translators helped them understand

unfamiliar words and phrases, which facilitated their comprehension of the reading material. However, 2,50% of the participants did not agree with this clue. Six (5 %) participants prefer to remain neutral.

2. Improving text understanding: Concerning the efficiency of AI translators in understanding challenging texts, almost all the participants (43,30% strongly agree, and 42,50% agree) indicated that the translations provided by the AI tools allowed them to better grasp the overall meaning and context of the texts they were reading. By contrast, only 5 participants showed their disagreement with this idea. In addition, 10% of the participants stay neutral.

3. Overcoming linguistic barriers: As showed in figure 2, the majority of the students (37,50% strongly agree, and 41,70% agree) confirmed that the AI machine translators leverage their confidence and helped them to overcome the linguistic barriers. Nevertheless, 15% of the participants neither agree nor disagree with this idea.

4. Saving time and effort: 73,30 % of the participants appreciated the convenience and time-saving aspect of using AI translators, as they could quickly obtain translations without having to consult dictionaries or other reference materials. Though, 9,20 % of the participants

disagree, and 17,50% of them have a neutral position.

• Perceived Limitations of AI Translators

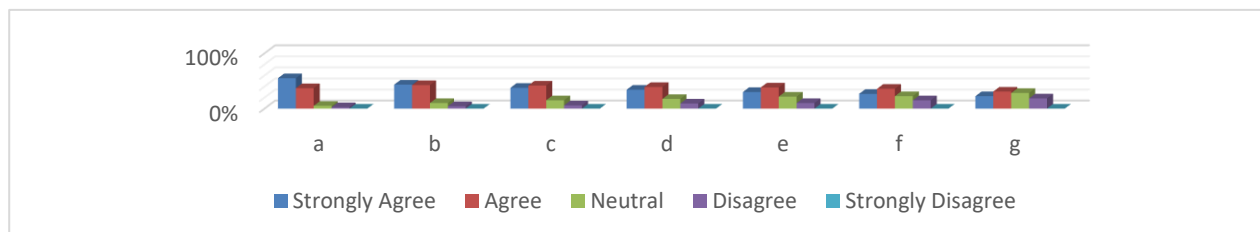
While the majority of the students recognized the benefits of AI translators, they also acknowledged certain limitations of these tools. The key concerns raised by the participants include:

1. Accuracy and reliability issues: 68,30 % (30% Strongly agree, 38,30% disagree) of the respondents expressed concerns about the accuracy and reliability of the translations provided by the AI tools, which could lead to misunderstandings or inaccurate interpretations of the reading material. Still, 10% of the students showed disagreement with this issue, and the rest of the participants 21,70 % remained neutral.
2. Dependence on technology: 62,50% of the students were worried about becoming overly reliant on AI translators, which could hinder the development of their independent language skills and reading comprehension abilities. 22,50% stayed neutral, and 15% thought that the excessive use of AI translators may not have a negative effect on linguistic competence.

3. Lack of contextual understanding: 53,30% of the participants noted that the translations generated by the AI tools sometimes lacked the necessary contextual understanding,

resulting in translations that did not fully capture the nuances and subtleties of the original text. Still, some of the remaining participants 28,30% stayed neutral

Fig 2. AI Translators and the development of reading comprehension skills

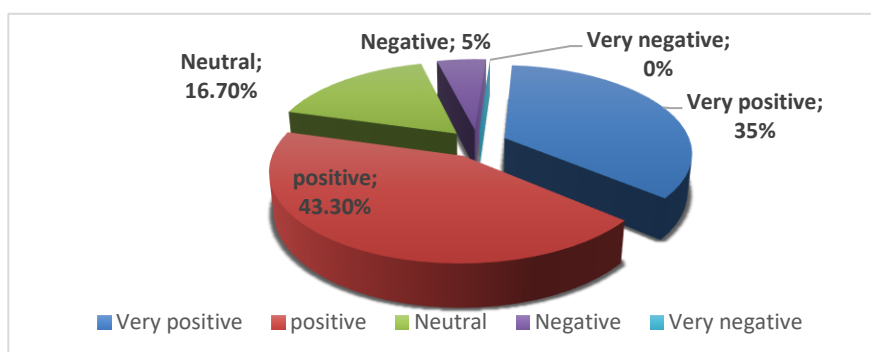


- Students' overall attitudes towards the use of AI translators in improving reading comprehension skills**

The survey results indicate that the majority of the students (78.30%) have a positive attitude towards the use of AI translators in improving their reading comprehension skills. They perceive these tools as beneficial as they help them to understand the meaning of unfamiliar words and phrases, which enhances their vocabulary development. In addition, students believe that AI

translators assist them in understanding the content and context of challenging English texts, and they feel more confident when using AI translators, as they can overcome linguistic barriers. As far as time-saving is concerned, the majority of the participants appreciate the time-saving aspect of AI translators, as they can quickly obtain translations and clarifications during their reading tasks.

Fig3. Students' Attitudes towards the use of AI translators in improving reading comprehension performance

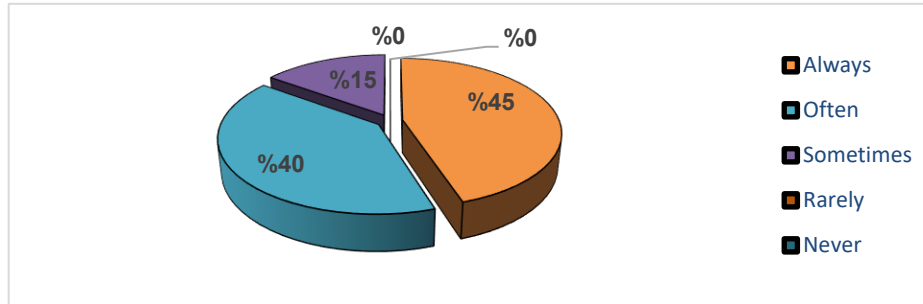


• Frequency of Use

The figure (4) below shows that 45% of the students would like to use AI translators very frequently (Always) or

usually 40 % during their reading comprehension tasks. The rest of participants 15% noted that they sometimes rely on AI translation machines in reading comprehension activities.

Fig 4. The Frequency of Using AI translators by students



• Preferences for Using AI Translators

As far as the context of using AI translators is concerned, 92.50% of the students prefer to use AI translators when encountering unfamiliar vocabulary or complex grammatical structures, while 78.30% would like to use them when reading academic or technical texts. Moreover, a considerable number of participants 60,80% use them to prepare for exams (See figure 5).

a. Context A: when encountering unfamiliar vocabulary

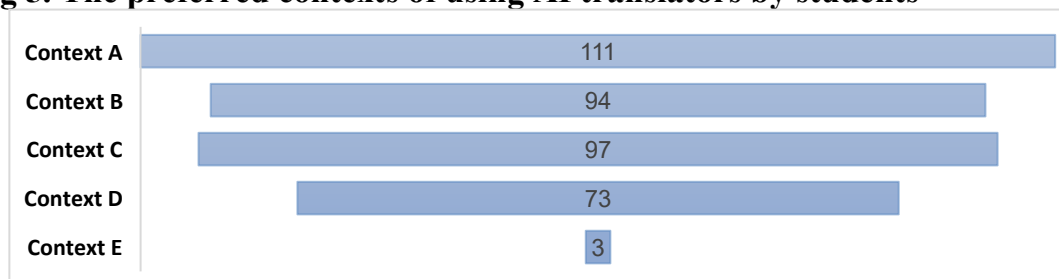
b. Context B: when dealing with complex grammatical structures

c. Context C: when reading academic or technical texts

d. Context D: when preparing for exams or assessments

e. Context E: others

Fig 5. The preferred contexts of using AI translators by students



- **Desired features**

The survey results indicated that the students have a strong preference for incorporating AI translators into their language learning activities, generally, and reading comprehension, particularly with

more additional features. The students expressed a preference for AI translators with features such as real-time translation (92.50%), explanations of word meanings (88.30%), and the ability to highlight or annotate translated text (83.30%) (See table 2)

Table 2. Additional suggested features in Ai Translators

Features	Number of participants	Percentages
real-time translation	111	92.5%
explanations of word meanings	106	88.3%
ability to highlight or annotate translated text	100	83.3%
integration with online dictionaries or reference materials	89	74.2%
customizable settings (e.g., language, tone, formality)	72	60.0%

- **Do you have any additional comments or suggestions regarding the use of AI translators in improving your reading comprehension skills?**

1. Several students expressed the need for guidance and training on the effective and responsible use of AI translators, highlighting the importance of maintaining academic integrity and developing independent language skills.
2. Some students suggested incorporating AI translators into the curriculum and providing resources on best practices to ensure a balanced approach to their use.
3. A few students mentioned the potential for AI translators to be integrated with other language learning tools, such as online dictionaries and reference

materials, to enhance the overall learning experience.

5. Discussion

The findings of this study suggest that first-year students of English at Batna 2 University have a generally positive attitude towards the use of AI translators in improving their reading comprehension skills. The students recognize the potential benefits of these tools, particularly in enhancing vocabulary acquisition, comprehending complex texts, and boosting their confidence in reading.

The students' preferences for frequently using AI translators, especially when encountering unfamiliar vocabulary or complex texts, indicate a strong desire to leverage these tools to overcome linguistic barriers and improve their overall reading comprehension. The preference for

features like real-time translation, word meaning explanations, and annotation capabilities further suggests that students value the functionality and user-friendliness of AI translators in supporting their language learning. The finding aligns with the results of several other studies. Niño (2009) found that language learners generally perceive machine translation tools as beneficial in supporting their language learning, particularly in enhancing vocabulary and comprehension. Similarly, Tsai (2019) reported that EFL students recognized the advantages of using Google Translate in improving their reading comprehension skills.

However, the study also highlights the students' awareness of the potential challenges and concerns associated with the use of AI translators. Concerns about accuracy, reliability, and over-reliance suggest the need for guidance and training to ensure the responsible and effective integration of these tools into the language learning process. Additionally, the ethical considerations raised by the students underline the importance of addressing issues related to academic integrity and plagiarism. The current study's finding is consistent with the findings of Gaspari et al. (2015) and Bani-Khaled (2021). These studies also highlighted the need for caution and critical evaluation when using machine translation tools, as the quality of the translations can vary and may not

always be reliable. Actually, the current study uniquely identified the students' concerns about the ethical implications of using AI translators, such as potential plagiarism or academic dishonesty. This finding suggests that the students at Batna 2 University are aware of the potential misuse of these tools and the need for guidance on responsible usage.

The students' preferences for AI translator features, such as real-time translation, word meaning explanations, and annotation capabilities, are similar to the findings of Alharbi (2020) and Tsai (2019). These studies also emphasized the importance of user-friendly features and integration with other language learning resources to enhance the effectiveness of AI translators. The students' strong preference for frequently using AI translators during their reading comprehension tasks, as well as their desire for the integration of these tools into the language learning curriculum, is a unique finding of this study. This suggests that the students at Batna 2 University are eager to leverage AI translators as an integral part of their language learning process, rather than viewing them as a supplementary or occasional resource.

The comparison with other studies highlights the need for a balanced and well-informed approach to the integration of AI translators into language learning, particularly in the context of reading comprehension. The unique findings of the

current study, such as the ethical considerations and preferences for curricular integration, provide valuable insights for educators and policymakers in the Algerian higher education context. Future research could explore the effectiveness of AI translator integration into language learning curricula, as well as the development of training programs and resources to address the concerns raised by the students. Additionally, longitudinal studies could investigate the long-term impact of AI translator use on students' language proficiency and academic performance.

6. Conclusion

This study provides valuable insights into the attitudes and preferences of first-year students of English at Batna 2 University towards the use of AI translators in improving their reading comprehension skills. The findings suggest that the majority of students have a positive attitude towards these tools, recognizing their potential benefits in enhancing vocabulary, comprehension, and confidence. However, the study also highlights the need for guidance and training to address concerns about accuracy, reliability, and ethical considerations.

By integrating AI translators into the language learning curriculum, providing training and resources, and promoting a balanced approach, educators can leverage

these tools to significantly improve the reading comprehension skills of first-year English students at Batna 2 University. This study serves as a foundation for further research and implementation of AI-assisted language learning strategies in the Algerian higher education context.

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