

FSP Beyond the Classroom: AI-Mediated Translation Practices of Algerian Economics Academics

Yamina BOUNOUARA*

University of Batna 1

Yamina.bounouara@univ-batna.dz

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Abstract:

This study examines the integration of artificial intelligence into French for Specific Purposes (FSP), with a focus on economic French, based on a survey of 64 academics in Algerian higher education. The research combines a psychometric questionnaire and a judgment task to analyze the relationships between academic literacy, intercultural mediation, critical stance, and professional seniority. Findings show that the pedagogical adaptation of AI enhances intercultural sensitivity and reveals an implicit learning of FSP by these academics outside formal training. The results highlight the role of human mediation and call for a reconsideration of didactic evaluation models.

Keywords: Higher Education in Algeria, Artificial Intelligence, French for Specific Purposes (FSP), Translational Performance, Intercultural Mediation.

Introduction

Artificial intelligence (AI), and more specifically neural machine translation tools, have become essential instruments in academic and professional language practices. Their integration into academic routines reflects broader dynamics of digitization and the reconfiguration of pedagogical mediation (Fantinuoli, 2018; Zawacki-Richter et al., 2019). Their rapid diffusion nevertheless raises fundamental questions about the skills mobilized, the quality of transmitted content, and the reflective stance of users. In didactic research, such issues remain underexplored, particularly in contexts where translation is not the primary professional activity but nevertheless constitutes an implicit dimension of teaching.

* - Corresponding author.

In Algeria, academics in economics work in a multilingual environment where Arabic is the main language of instruction, while French remains strategic for accessing scientific knowledge, international publications, and administrative documents (Mangiante & Parpette, 2004; Lahreche, 2021). This structural presence requires academics to navigate between languages and academic cultures, regularly confronting specialized texts in French that must be reformulated or translated for Arabic-speaking students. Such mediation, though rarely made explicit, constitutes a professional skill and directly shapes the transmission of knowledge. It also positions academics as out-of-classroom learners of French for Specific Purposes, since their engagement with specialized texts and AI tools fosters ongoing learning beyond the classroom.

Against this backdrop, the use of AI for specialized translation appears as an attractive solution: fast, accessible, and capable of producing relatively coherent texts. Yet its integration into pedagogical practices remains largely intuitive, unregulated, and seldom examined from a didactic perspective. The quality of generated translations, their terminological relevance, and their cultural adequacy depend heavily on the user's academic literacy in French and their critical stance (Bowker, 2020; Fastrez & Philippette, 2017). In addition, intercultural mediation practices and professional seniority influence how academics perceive and evaluate these outputs, conditioning both openness to innovation and reliance on established routines.

This study therefore examines the relationship that academics in economics maintain with academic French and analyzes how this perceived competence shapes their use of AI in specialized translation. Four variables are considered: academic literacy, which determines the ability to interpret and evaluate texts; intercultural mediation, which reflects the adaptation of content for Arabic-speaking students; critical stance, which ensures reflective engagement with AI outputs; and professional seniority, which captures the influence of experience on declared practices. By articulating these dimensions, the research addresses a gap in the literature by situating AI-mediated translation within French for Specific Purposes (FSP) didactics and by highlighting

how academics in non-linguistic disciplines develop implicit mediation strategies that shape the transmission of specialized knowledge.

1. Theoretical Framework

1.1. Specialized Translation as Didactic Mediation

In multilingual academic environments, specialized translation cannot be reduced to a technical operation: it constitutes an act of mediation between languages, knowledge, and academic cultures. For economics teachers, translating a scientific text from French and reformulating it in Arabic for pedagogical purposes requires a reflective stance, sensitivity to terminological nuances, and the ability to adapt discourse without distorting it (House, 1997; Kussmaul, 1995).

Specialized translation studies emphasize that translation quality lies not only in lexical fidelity but in communicative relevance and contextual coherence (Lavault-Olléon, 2007). For NLD teachers, this mediation takes on a strategic dimension: it involves making complex content accessible to Arabic-speaking students while preserving the scientific legitimacy of the discourse. This process engages skills in reformulation, cultural transposition, and terminological selection; skills that cannot be automated without loss of meaning.

From a didactic perspective, this mediation resembles a form of “FSP beyond the classroom”: teachers are not learners of French, but professionals facing specific language needs within their disciplinary practice. Rakotonoelina (2015) suggests viewing these situations as spaces of implicit training, where language becomes a tool for legitimization, access to knowledge, and pedagogical transmission.

1.2. Academic Literacy and Reflective Stance

Academic literacy is a transversal competence essential in multilingual environments. It extends linguistic mastery to encompass the ability to understand argumentative logic, decode discursive conventions, and mobilize terminological resources specific to each discipline (Beacco, 2007). For economics academics, this literacy is

activated when accessing scientific texts in French, interpreting them precisely, and reformulating them in a different teaching language.

The use of AI tools in this context reconfigures reading and reformulation practices. Bowker (2020) notes that literacy in machine translation remains low in academia, exposing users to uncritical usage. Teachers may rely on generated translations without questioning their quality, coherence, or terminological relevance. Without critical training, this stance can lead to cognitive de-skilling or impoverished content transmission.

Critical digital literacy, as defined by Fastrez and Philippette (2017), refers to the ability to evaluate, critique, and use digital technologies reflectively. In the case of AI translation, it manifests through systematic critical behavior: verifying translations, recognizing potential biases, understanding tool limitations, and steering the output effectively. This competence becomes a training issue in itself, at the intersection of French didactics and digital education.

1.3. Critical Appropriation of AI in Multilingual Contexts

The integration of AI into higher education has accelerated in recent years, driven by promises of efficiency and time-saving (Zawacki-Richter et al., 2019). Yet, pedagogical uses of AI often remain informal, unregulated, and rarely examined from an epistemological standpoint. Economics teachers primarily use AI to access French texts, translate them, reformulate them, or adapt them to their student audience. These pragmatic uses reveal a tension between automation and judgment: AI tools help overcome linguistic barriers but may also flatten discourse, dilute terminological specificity, or produce formulations disconnected from disciplinary context.

AI appropriation must therefore be considered in light of teachers' social representations, professional trajectories, and linguistic competences. It involves a form of reflexivity about the role of language in knowledge construction, the legitimacy of digital tools in pedagogical mediation, and the ability to preserve disciplinary rigor in a technological environment. It also raises questions about the conditions for training in

critical digital literacy, which would transform spontaneous AI use into an informed professional practice.

2. Research Questions

This theoretical framework, at the intersection of specialized translation studies, French for Specific Purposes (FSP) didactics, and critical digital literacies, is structured around three complementary axes: academic literacy, translational mediation, and critical AI appropriation. It leads to the formulation of four main research questions:

1. **Academic Literacy and AI Appropriation:** How do academics in economics perceive their level of mastery in academic French, and how does this perception influence their use of AI for specialized translation?
2. **Intercultural Mediation and Pedagogical Adaptation:** To what extent is perceived competence in intercultural mediation associated with the ability to adapt AI-generated translations to student audiences?
3. **Professional Experience and Reflective Stance:** Is professional seniority associated with a more reflective and cautious stance in the use of AI for specialized translation?
4. **Modeling Translational Competence:** Which component (linguistic, intercultural, or critical) best predicts teachers' performance in the judgment task assessing the quality of AI-generated translations?

3. Method

To empirically explore the four research questions derived from the theoretical framework, a quantitative methodology was implemented. The protocol combines a structured questionnaire and a translation judgment task, allowing for the collection of both declarative data on teachers' perceptions, practices, and stances, and an objective indicator of translational discernment. This section presents the methodological

choices, measured dimensions, administration procedures, and analytical criteria used to test the associated hypotheses.

3.1. Participants

The study was conducted with 64 university teachers in economics from 12 Algerian institutions. Most respondents were affiliated with the University of Batna 1 (68.8%), followed by the University of Biskra (15.6%). The remaining institutions were each represented by one respondent (1.6%), reflecting geographic and institutional diversity: Bordj Bou Arreridj, University Center of Tipaza, Constantine 2, Higher School of Accounting and Finance in Constantine, Ghardaïa, Guelma, Jijel, Oum El Bouaghi, Relizane, and the University of Continuing Education (UFC).

Demographically, the sample included 40 women (62.5%) and 24 men (37.5%), with a predominance of participants under 30 years old (62.5%), followed by those aged 30–39 (37.5%). Regarding professional status, over half were senior lecturers (54.7%), with adjuncts representing 21.9%, full professors 17.2%, and assistant lecturers 6.3%. Teaching experience in higher education ranged from “less than 5 years” (35.9%) to “more than 20 years” (1.6%), with notable concentrations in the “11–15 years” (32.8%) and “5–10 years” (20.3%) brackets.

3.2. Materials

The study materials consisted of a structured questionnaire comprising a sociodemographic and a psychometric component, along with a translation judgment task.

a. Sociodemographic Section

The first part of the questionnaire gathered sociodemographic data: gender, age, professional status, institutional affiliation, and years of experience in higher education. These variables helped characterize the sample and examine the influence of factors such as seniority on declared stances toward artificial intelligence.

b. Psychometric Section

The second part explored teachers' representations, practices, and reflective stances regarding the use of AI in specialized translation. It included six conceptual dimensions, each assessed through five items initially formulated in French and then translated into Arabic to ensure full comprehension by all respondents (see Appendix A for the complete item list).

The dimensions were as follows:

D0 – Linguistic Profile: Professional use of French in pedagogical and scientific practices.

D1 – Representations of AI in Translation: Perceptions of AI as a specialized translation tool.

D2 – Declared Practices of AI: Concrete uses of AI in creating pedagogical and scientific content.

D3 – Perceived Competence in Intercultural Mediation: Ability to adapt AI translations to cultural and terminological nuances.

D4 – Critical Attitude toward AI: Vigilance and reflective stance regarding automatically generated translations.

D5 – Perceived Impact of AI on Teaching: Declared effects of AI on the quality, clarity, and adaptability of pedagogical content.

Items were rated on a four-point Likert scale (1 = Strongly disagree to 4 = Strongly agree). A mean score was calculated for each psychometric dimension based on the five corresponding items.

Internal consistency of the six dimensions was assessed using Cronbach's alpha. The values ranged from 0.740 to 0.822, indicating satisfactory to very good reliability across subscales. The overall alpha for the 30-item instrument was 0.767.

c. Translation Judgment Task

In addition to the questionnaire, a judgment task was designed to evaluate participants' ability to discern the quality of AI-generated translations. Seven French sentences from the economics domain were

selected for their terminological relevance, syntactic complexity, and potential to generate translational or cultural ambiguities. These sentences simulate real pedagogical translation scenarios, such as those encountered in course preparation or academic writing.

The Arabic translations were generated by ChatGPT using a standard configuration without contextual adjustment. This choice allowed for an assessment of the tool's ability to render specialized content while respecting intercultural nuances specific to economics.

For each sentence, participants were asked to judge the acceptability of the translation using three options: Acceptable, Unacceptable, or I Don't Know. Implicit judgment criteria included terminological fidelity, syntactic clarity, disciplinary relevance, and cultural appropriateness.

Although participants were invited to suggest reformulations in case of negative judgments, only the binary evaluation was retained for analysis. Each response was coded numerically (1 = judgment aligned with expert evaluation, 0 = incorrect judgment or no response), allowing for the calculation of a global translational discernment score.

Translation quality was assessed by the researcher, drawing on her expertise in French for economics didactics. The evaluation was based on explicit and reproducible criteria, detailed in the table presented in Appendix B. This table includes the source sentences, their AI-generated Arabic translations, acceptability judgments, and associated intercultural comments.

This task serves as a direct indicator of contextualized translational competence, mobilizing linguistic, terminological, and reflective knowledge in connection with the intercultural mediation and academic literacy issues outlined in the theoretical framework.

3.3. Procedure

The survey was conducted between August 25 and September 1, 2025, as part of an exploratory data collection effort targeting economics teachers. The questionnaire, designed via Google Forms, was distributed

through professional networks: initially shared with colleagues from the Faculty of Economics at the University of Batna 1, it was then circulated via their institutional contacts. Participation was voluntary, with no incentives offered, and the introduction to the questionnaire explicitly stated that responses would remain anonymous and confidential. By completing the survey, participants provided their informed consent.

Participants completed the protocol in two stages: first the sociodemographic and psychometric sections, followed by the AI translation evaluation task. All content was translated into Arabic to ensure optimal comprehension of instructions and items by all respondents. To ensure validity, a back-translation procedure was conducted by bilingual experts to verify semantic equivalence, and the instrument was reviewed by four economics professors to check clarity and cultural adequacy before full administration. Minor wording adjustments were made based on their feedback.

3.4. Theoretical Hypotheses and Statistical Tests

The following hypotheses extend the conceptual tensions of the theoretical framework, articulating the three selected axes: academic literacy, intercultural mediation, and critical stance toward artificial intelligence. They translate the research questions into testable relationships, using the psychometric dimensions measured by the questionnaire and the discernment score from the translation judgment task. All hypotheses were tested using SPSS version 25, applying linear regression models suited to the nature of the variables and the study's objectives.

The expected relationships were as follows:

H1: Perceived mastery of academic French is associated with more targeted use of AI in specialized translation.

H2: Perceived competence in intercultural mediation supports the adaptation of AI translations to student audiences.

H3: Professional seniority is linked to a more reflective stance toward digital tools.

H4: Critical stance is the best predictor of performance in the judgment task, surpassing linguistic and intercultural components.

4. Results

In line with the hypotheses stated above, the results are presented in a structured manner. For each hypothesis, descriptive statistics of the relevant variables are followed by a statistical test and a concise interpretation indicating whether the hypothesis is confirmed or not.

H1 – Academic Literacy and Targeted Use of Artificial Intelligence

Hypothesis H1 posited that a high level of perceived mastery in academic French would be associated with more targeted use of artificial intelligence in specialized translation practices. Before examining this relationship, descriptive statistics for the two relevant variables are presented in Table 1.

Table 1: Descriptive Statistics for Hypothesis H1 Variables

Variable	Mean	Standard Deviation	N
Linguistic Profile in Academic French	2.78	0.44	64
Declared Use of AI in Specialized Translation	2.52	0.54	64

These data indicate a moderate perception of both dimensions, with relatively homogeneous dispersion across the sample.

To test Hypothesis H1, a simple linear regression was conducted, using the academic literacy score as the independent variable and the declared use of artificial intelligence score as the dependent variable. The resulting model was not significant ($F(1,62) = 0.002$; $p = .967$), with a null coefficient of determination ($R^2 = .000$). The standardized coefficient was very low ($\beta = .005$), and the associated p-value confirmed the absence of a statistical relationship between the two variables.

These results do not support Hypothesis H1. Perceived academic literacy does not appear to directly influence declared practices of using artificial intelligence in specialized translation. This finding suggests the need to

consider other explanatory factors, such as contextual variables, differentiated representations of the tool, or more implicit uses not captured by declarative responses.

H2 – Intercultural Mediation and Pedagogical Adaptation

Hypothesis H2 posited that a high level of sensitivity to intercultural mediation would be associated with a greater tendency to adapt the use of artificial intelligence to specific pedagogical needs. Before examining this relationship, descriptive statistics for the two relevant variables are presented in Table 2.

Table 2: Descriptive Statistics for Hypothesis H2 Variables

Variable	Mean	Standard Deviation	N
Perceived Intercultural Mediation	2.71	0.24	64
Pedagogical Adaptation of AI	2.99	0.35	64

These data indicate a relatively high perception of both dimensions, with moderate dispersion across the sample.

A simple linear regression was conducted, using the intercultural mediation score as the independent variable and the pedagogical adaptation of AI score as the dependent variable. The model was significant ($F(1,62) = 4.783$; $p = .033$), with a modest coefficient of determination ($R^2 = .072$), indicating that 7.2% of the variance in pedagogical adaptation of AI is explained by perceived intercultural mediation. The standardized coefficient was moderate ($\beta = .268$), and the p-value confirmed the significance of the relationship. Figure 1 below visually illustrates this relationship, showing the linear trend between the two dimensions.

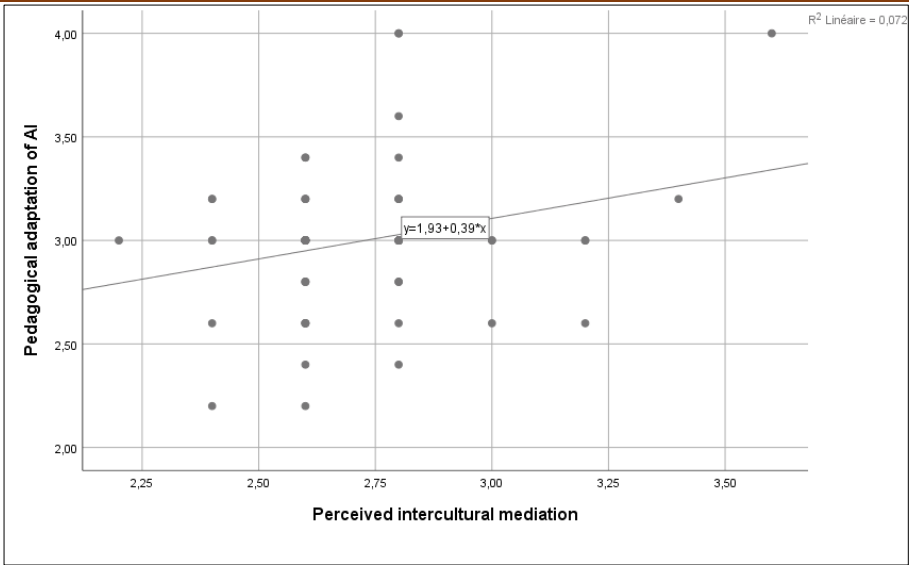


Figure 1: Relationship Between Perceived Intercultural Mediation and Pedagogical Adaptation of AI

These results confirm Hypothesis H2. They suggest that academics who adapt the use of artificial intelligence to specific pedagogical objectives tend to demonstrate heightened sensitivity to issues of intercultural mediation. This relationship highlights a reflective stance in the appropriation of digital tools, where pedagogical adaptation appears to foster awareness of transmission and reformulation processes.

H3 – Professional Seniority and Reflective Stance toward Artificial Intelligence

Hypothesis H3 posited that greater professional seniority would be associated with a more reflective stance toward digital tools, particularly in the use of artificial intelligence for specialized translation. Before examining this relationship, descriptive statistics for the two relevant variables are presented in Table 3.

Table 3: Descriptive Statistics for Hypothesis H3 Variables

Variable	Mean	Standard Deviation	N
Critical stance toward AI	2.70	0.26	64
Seniority in Higher Education	2.20	1.09	64

These data indicate a moderately affirmed critical stance within the sample, and seniority distributed across several ordinal brackets.

A simple linear regression was conducted, using seniority in higher education as the independent variable and the critical stance score as the dependent variable. The model was not significant ($F(1,62) = 0.104$; $p = .748$), with a near-zero coefficient of determination ($R^2 = .002$). The standardized coefficient was very low ($\beta = -0.041$), and the p-value confirmed the absence of a statistical relationship between the two variables.

These results do not support Hypothesis H3. Professional seniority does not appear to influence the reflective stance toward digital tools, at least as measured in this study. This finding suggests that critical stance toward artificial intelligence may be more closely related to transversal factors — such as disciplinary training, technological representations, or pedagogical practices — than to professional experience per se.

H4 – Critical Stance and Performance in the Judgment Task

Hypothesis H4 posited that critical stance toward artificial intelligence would be the strongest predictor of performance in the judgment task, surpassing linguistic and intercultural components. Before examining this relationship, descriptive statistics for the relevant variables are presented in Table 4.

Table 4: Descriptive Statistics for Hypothesis H4 Variables

Variable	Mean	Standard Deviation	N
Judgment Score for AI Translations	1.13	0.48	64
Linguistic Profile in Academic French	2.52	0.54	64
Intercultural Mediation	2.99	0.35	64
Critical Stance toward AI	2.70	0.26	64

These data indicate moderate to high perceptions across the three declarative dimensions, with relatively low dispersion, particularly for critical stance.

To test Hypothesis H4, a multiple linear regression was conducted, using the judgment score for AI translations as the dependent variable, and the scores for critical stance, linguistic profile, and intercultural mediation as independent variables. The resulting model was not significant ($F(3,60) = 0.914$; $p = .440$), with a very low coefficient of determination ($R^2 = .044$). None of the predictors were statistically significant: critical stance ($\beta = .023$; $p = .858$), linguistic profile ($\beta = -.202$; $p = .117$), and intercultural mediation ($\beta = .066$; $p = .611$).

These results do not support Hypothesis H4. Critical stance does not constitute a significant predictor of performance in the judgment task and does not outperform the other components in the model. This finding suggests that the competence mobilized in the translation judgment task relies on mechanisms distinct from declarative stances toward artificial intelligence. It invites consideration of complementary approaches, including qualitative analyses or indicators of implicit performance.

5. Discussion

This section discusses the results obtained in light of the hypotheses formulated in the study, by confronting them with the empirical data collected and the theoretical frameworks mobilized. The aim is to analyze the relationships between academic literacy, declarative stances toward artificial intelligence, and the translational competencies activated in a judgment task, within the context of French for Specific Purposes (FSP).

The participants, academics in economics, were considered “beyond-the-classroom” FSP users: although not formally engaged in language training, they regularly interact with specialized content in French as part of their professional practice. This methodological positioning allows for the examination of translational appropriation dynamics in non-linguistic but highly contextualized environments, where French is used as a language of work, publication, and pedagogical mediation.

However, the small and skewed sample (n=64, with a predominance of younger lecturers from one institution) and the declarative nature of the data must be acknowledged as key limitations. These constraints restricted the variability of responses and limited the ability to capture tacit strategies or experiential factors. Nevertheless, the results provide valuable insights into how academics engage with Economic French and AI tools beyond the classroom.

H1 – Academic Literacy and Targeted Use of Artificial Intelligence

Hypothesis H1 is not confirmed: perceived academic literacy does not predict targeted use of artificial intelligence in specialized translation. This result calls for a reconsideration of the relationship between linguistic mastery and technological appropriation. It aligns with the findings of Zhang and Doherty (2023), who show that translation students may use AI as a support tool without necessarily mobilizing deep academic literacy.

In our case, participants reported their practices rather than demonstrating them, which may have amplified the gap between literacy and AI use. This suggests that AI usage is guided more by pragmatic, intuitive logics than by formalized linguistic competencies.

This distinction between declarative stance and operational skill aligns with the idea that critical digital literacy is enacted in practice, not merely self-reported. Long and Magerko (2020) define this literacy as a set of skills enabling users to interrogate the mechanisms, biases, and purposes of digital tools. In short, mastery of academic French alone does not guarantee responsible AI use; other factors such as technological training, representations of the tool, or pedagogical objectives must be considered.

H2 – Intercultural Mediation and Pedagogical Adaptation

Hypothesis H2 is confirmed: academics who adapt AI use to specific pedagogical objectives demonstrate heightened sensitivity to intercultural mediation. This relationship reveals a reflective stance in

the appropriation of digital tools, where pedagogical adaptation fosters awareness of transmission and reformulation processes.

This result echoes Chatzichristofis et al. (2023), who showed that pedagogical integration of AI in literary education promotes nuanced and ethical intercultural mediation. In our study, teachers' ability to articulate pedagogical objectives made this dimension more salient, despite sample limitations. Neves Couto (2023) further defines intercultural mediation as the meaningful human intervention that fosters respect for diversity and contextualized adaptation of digital tools. In this sense, our findings confirm that intercultural mediation is not solely linguistic, but also involves the pedagogical capacity to adapt digital tools to audiences, objectives, and transmission challenges.

H3 – Professional Seniority and Reflective Stance

Hypothesis H3 is not confirmed: professional seniority does not predict a critical stance toward artificial intelligence. This result invites reflection on the actual factors influencing digital reflexivity. It aligns with the observations of Lee et al. (2025), who show that critical stance toward AI depends less on experience than on self-confidence, disciplinary training, and awareness of ethical issues.

In our study, the skewed sample—with a majority of younger lecturers—may have reduced the variability needed to detect a relationship between seniority and reflexivity. Moreover, declarative data may not fully capture the subtle forms of critical stance that emerge in practice, such as questioning outputs or resisting overreliance on AI.

In the FSP field, this suggests that critical stance is a transversal skill, mobilizable regardless of years of teaching experience. It may be more closely linked to innovative pedagogical practices, exposure to technological debates, or ongoing training in AI usage. This finding reinforces the idea that digital reflexivity must be cultivated and supported, and cannot be assumed based solely on seniority.

H4 – Critical Stance and Translational Performance

Hypothesis H4 is not confirmed: critical stance is not a significant predictor of performance in the judgment task, and does not outperform other components in the model. Although this result may seem counterintuitive, it reveals that the competence mobilized in the translational judgment task relies on mechanisms distinct from declarative stances.

This finding aligns with the work of Cheng (2022), who shows that translational performance is influenced by complex cognitive factors such as emotional regulation, intuition, and professional expertise, in interaction with critical thinking. Similarly, Saud (2020) observed that students with high critical stance do not necessarily translate better, unless that stance is activated in contextualized tasks and supported by specific training.

In our case, the declarative nature of the critical stance measure may explain the null result: participants expressed attitudes but were not observed in authentic translational reasoning. These results suggest the need for complementary approaches, including qualitative analyses of translational reasoning, process observations, or indicators of implicit performance. They indicate that critical stance, to be effectively mobilized, must be integrated into active pedagogical frameworks where learners are invited to justify their choices, confront alternatives, and interrogate AI-generated outputs.

Conclusion

This study aimed to explore the relationships between declarative stances toward artificial intelligence and the translational competencies mobilized in a judgment task, within the context of French for Specific Purposes (FSP). By considering non-linguist teachers as “beyond-the-classroom” FSP learners, it enabled an investigation of translational appropriation dynamics in specialized professional environments, where French is used as a working language but without dedicated language training.

Data analysis revealed contrasting trends. Pedagogical adaptation of AI appears to foster increased sensitivity to intercultural mediation, while

perceived academic literacy, critical stance, and professional seniority do not significantly predict targeted usage or translational performance. These findings offer a nuanced response to the initial research questions. They suggest that translational competencies activated in interpretative evaluation situations cannot be anticipated by isolated declarative stances. The observed dissociation between representations and performance invites a reconsideration of FSP evaluation models, integrating implicit, strategic, and situated dimensions.

Pedagogically, the study highlights the structuring role of pedagogical adaptation in the critical appropriation of digital tools. It encourages the design of training frameworks that link technological usage to objectives of reformulation, justification, and mediation. More specifically, the findings call for systematic FSP teacher training in AI literacy, including modules on critical digital literacy, ethical evaluation of AI outputs, and strategies for integrating AI into pedagogical mediation. Such training would help non-linguist teachers develop reflective practices, interrogate the biases of digital tools, and design learning activities that foster intercultural awareness and discursive responsibility. The translational judgment task, although experimental in this study, emerges as a relevant tool for assessing interpretative and ethical competencies often invisible in conventional formats, and could be incorporated into teacher training programs as a practical exercise.

Scientifically, this research contributes to enriching reflections on digital literacy in language didactics, by examining the conditions for activating critical skills in techno-mediated environments. It proposes an integrative methodological approach, combining declarative data and observed performance, and opens the way for investigations combining quantitative and qualitative analyses. It also invites an expansion of FSP analytical frameworks, by including profiles of non-linguist users who nonetheless face specialized discursive demands.

However, certain limitations must be acknowledged. The declarative nature of the data, the sample size, and the absence of direct measurement of actual AI usage are points of caution. Moreover, the judgment task, although innovative, remains limited and does not allow

observation of translational processes in real situations. These elements call for cautious interpretation of the results and suggest more refined methodological extensions, including process observation, analysis of translational outputs, or longitudinal studies of usage.

Finally, this study opens perspectives for interdisciplinary FSP training. It calls for supporting non-linguist teachers in developing critical and contextualized practices, by considering them as learners actively appropriating specialized French. In interaction with technical or professional content, these users are required to mobilize translational competencies in complex digital environments, which demands a reflective, ethical, and situated stance. Training for this stance means recognizing that specialized translation is not solely a linguistic skill, but a capacity to negotiate meaning, interrogate tools, and construct mediations adapted to usage contexts. Thus, the study demonstrates that “FSP beyond the classroom” is a tangible reality: Algerian economics academics, through AI-mediated translation practices, embody the dual role of learners and mediators of specialized French outside formal training.

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Appendix A: Dimensions and Items of the Psychometric Section of the Questionnaire

D0 – Linguistic Profile

1. I read in French to prepare my courses and teaching materials.
2. I consult texts in French for research and academic publication.
3. I participate in academic events conducted in French (conferences, scientific workshops...).
4. I write in French in academic contexts.
5. I believe I have a good level of comprehension of written texts in French.

D1 – Representations of Artificial Intelligence in Translation

1. Artificial intelligence is a useful tool for translating specialized documents.
2. Artificial intelligence can improve the quality of translations in the field of economics.
3. Artificial intelligence may reduce the role of human skills in translation.
4. Artificial intelligence enables faster translation.
5. The use of artificial intelligence in translation may lead to a loss of cultural nuances.

D2 – Declared Practices of Artificial Intelligence

1. I use artificial intelligence to translate documents related to my courses.
2. I rely on artificial intelligence to reformulate scientific texts.
3. I use artificial intelligence to adapt my teaching materials to different audiences.
4. I use artificial intelligence to check the clarity of my formulations.
5. I mobilize artificial intelligence in my research or publication activities.

D3 – Perceived Competence in Intercultural Mediation

1. I am able to identify cultural errors in AI-generated translations.
2. I know how to reformulate an AI translation by considering the disciplinary context.
3. I can adapt an AI translation to make it understandable for a specific audience.
4. I pay attention to implicit cultural references in automatically translated texts.
5. I consider intercultural mediation essential in the use of AI for translation.

D4 – Critical Attitude toward Artificial Intelligence

1. I systematically verify translations produced by artificial intelligence.
2. I believe AI can produce mistranslations in specialized texts.
3. I am aware of AI's limitations in conveying terminological nuances.

4. I think it is risky to rely solely on AI to translate teaching content.
5. I take time to analyze the linguistic choices proposed by AI.

D5 – Perceived Impact of Artificial Intelligence on Teaching

1. Artificial intelligence helps me produce clearer content for my students.
2. AI facilitates the adaptation of teaching materials to different levels.
3. The use of AI improves the linguistic quality of my documents.
4. Artificial intelligence saves me time in course preparation.
5. AI contributes to making my content more accessible to non-French-speaking students.

Appendix B: Translation Judgment Task – Source Sentences, AI Translations, and Intercultural Comments

N	French Source Sentence	AI Translation (Arabic)	Acceptability	Intercultural Comment
1	Le pays connaît une forte inflation importée.	يشهد البلد تضخمًا مستوردًا	Acceptable	The concept of “imported inflation” is well rendered, with no loss of economic meaning or cultural distortion.
2	Les marchés financiers traversent une zone de turbulences.	الأسواق المالية تمر بمنطقة اضطرابات	Not acceptable	The term اضطرابات evokes political or social unrest, which is inappropriate in a financial context. The translation fails to preserve the economic connotations of “turbulences.”
3	La banque centrale a relevé son taux directeur.	رفعت البنك المركزي معدلها الرئيسي	Not acceptable	Grammatical mismatch and terminological imprecision. The term “taux directeur” is not rendered in its institutional sense, obscuring the reference to monetary policy.
4	La société mère a transféré ses actifs vers une filiale offshore.	حولت الشركة الأم أصولها إلى فرع خارجي	Acceptable	The notion of “offshore” is correctly transposed, without altering the economic and legal implications.
5	Le pays a connu une dépréciation de sa monnaie nationale.	شهدت البلاد إهانة عملتها الوطنية	Not acceptable	The word إهانة means “insult,” introducing an inappropriate moral

				connotation. The translation fails to convey the economic nuance of “dépréciation.”
6	L'entreprise a déposé le bilan après une grave crise de trésorerie.	قدمت الشركة ميزانيتها بعد أزمة خزينة	Not acceptable	“Déposer le bilan” is interpreted literally as “present the budget,” erasing the cultural reference to bankruptcy. The translation overlooks the implicit legal framework of the term.
7	Le gouvernement a émis un emprunt obligataire.	أصدرت الحكومة قرضًا إجباريًا	Not acceptable	The word إجباريًا suggests coercion, distorting the technical meaning of “obligatoire.” The translation fails to respect the financial register and conventions of the bond market.

