

Hosted by the Department of Arabic and Translation Studies (ATS) and  
the Centre of Arab Studies and Islamic Civilization (CASIC)

# HYPERLOCAL TO GLOBAL:

Cultural hybridity and translation in  
the age of artificial intelligence (AI)

**CONFERENCE PROGRAM AND ABSTRACTS**

Venue: LIB 011-AUS Library

February 19–20, 2025



Day (1): 19th February 2025	
9:00 - 9:30	<b>Registration / Coffee break</b>
9:30 - 10:00	<b>Opening remarks (Dr. Ahmed Ali)</b>
10:00 - 11:00	<b>Plenary Speaker: Dorothy Kenny (Chair: Said Faiq)</b> Last Bastions and Final Frontiers: On automation and literary translation
11:00 - 11:30	<b>Coffee break</b>
11:30 - 1:30	<p><b>Session (1) - Chair: Mai Zaki</b></p> <p><b>Anjad Mahasneh (AI Ain University, UAE)</b> Bridging Cultures in the Digital Age: Translating Saudi Female Short Stories</p> <p><b>Amer Al-Adwan (Hamad Bin Khalifa University, Qatar)</b> AI-Driven Translation: Investigating ChatGPT's Role in Generating Arabic-English Subtitling</p> <p><b>Aladdin Al-Kharabsheh &amp; Shamlan D. al-Qenaie (Kuwait University, Kuwait)</b> Technical Metaphorical Compounds in English-into-Arabic Translation: AI-driven Conceptual-blending Equivalence</p> <p><b>Ruqaya Sabeeh Al-Taie (University of Basrah, Iraq)</b> Assessing Diacritics in Arabic Machine and Human Translations</p>
1:30 - 2:45	<b>Lunch</b>
3:00 - 5:00	<p><b>Session (2) - Chair: Wesam Al-Asadi</b></p> <p><b>Lubna Abdul-Hadi (Mutah University, Jordan)</b> Teaching Translation Theory Through AI-Generated Case Studies</p> <p><b>Raja Lahiani (United Arab Emirates University, UAE)</b> Hyperlocal to Global: Cultural Hybridity and Translation in the Arabic Dubbing of The Smurfs</p> <p><b>Rania Al-Sabbagh (University of Sharjah, UAE) &amp; Moza Al Tenaijy (United Arab Emirates University, UAE)</b> AI Interpretation, Dialogue Creation, and Translation of Egyptian and Emirati Proverbs: An Exploratory Study</p> <p><b>Tharwat El-Sakran (American University of Sharjah, UAE)</b> Impact of AI-Generated Translations on Student-Professor Trust Dynamics</p>
7:30 - 9:30	<b>Conference dinner (Centro Sharjah)</b>

Day (2): 20th February 2025	
09:15 - 10:00	<b>Coffee break and registration</b>
10:00 - 12:00	<p><b>Session (1) - Chair: Said Hassan</b></p> <p><b>Hafid Ismaili Alaoui (University of Sharjah, UAE)</b> Human Translation vs. Machine Translation: A Comparative Evaluation Study of Translation Quality</p> <p><b>Bushra Ahmed Al-Akaishi (University of Sharjah, UAE) *** presenter</b> <b>Ali Ahmed Al-Barakat (University of Sharjah, UAE)</b> <b>Samih Mahmoud Al-Karasneh (University of Sharjah, UAE)</b> <b>Rommel Mahmoud Al-Ali (King Faisal University, KSA)</b> An Investigative Study of Linguistic Education Experts' Perspectives on the Quality Standards of AI-Generated Translations in Educational and Psychological Contexts</p> <p><b>Hajer Alaskar (Imam Mohammed Ibn Saud Islamic University, KSA)</b> Impact of employing mobile apps' AI translation during audiovisual translation classes</p> <p><b>Aysha Al Dhaheri (United Arab Emirates University UAE)</b> Using ChatGPT to Translate Cultural Texts from Arabic into English: Celestial Bodies as a Case Study</p>
12:00 - 12:15	<b>Closing Remarks: Ahmed Ali</b>
12:30 - 2:30	<b>Lunch</b>

# DAY 1 SESSION 1

## ABSTRACTS

### Last Bastions and Final Frontiers: On automation and literary translation

Plenary Speaker:

**Dorothy Kenny, Dublin City University (Ireland)**

Since at least the 1950s, scientists have sought ways to automate translation, but for most of this time literary translation remained untouched by their efforts. The advent of data-driven machine translation – and especially neural machine translation (NMT) – changed things, however, and the sudden rise of generative AI in the guise of large language models (LLMs) in late 2022 heralded a further wave of experimentation in the automation of literary translation. Much of the commentary in the area has been cloaked in the terminology of warfare and colonialism, with literature described as “the last bastion of human translation” or “the final frontier” for automatic translation. Literary translators have unsurprisingly taken defensive positions in a bid to protect important material, aesthetic and societal values. Against this antagonistic background, there has been relatively little room for consideration of applications of AI that human literary translators might find useful, or for studies that respond to new technological affordances by asking questions that might yield new theoretical insights. In this talk, I survey recent developments in the interaction between AI – in the form of both NMT and LLMs – and literary translation, as captured in the research literature, commercial outlets, and translators’ manifestos, among other sources, and ask what avenues we might pursue in future research, and why such research might be worth doing, despite the deeply problematic nature of much contemporary AI.

**Dorothy Kenny** is full professor of translation studies at Dublin City University (DCU), Ireland. She holds a BA in French and German from DCU and an MSc in machine translation and a PhD in language engineering, both from the University of Manchester in the UK. Her current research interests include corpus-based analyses of translation and translator style, the relationship between artificial intelligence and literary translation, and approaches to the teaching of translation technology. Her most recent book is the open-access edited volume *Machine translation for everyone: empowering users in the age of artificial intelligence* (Language Science Press, 2022). She is co-editor (with Joss Moorkens) of the journal *Translation Spaces* and an Honorary Fellow of the Chartered Institute of Linguists.

### 1. Bridging Cultures in the Digital Age: Translating Saudi Female Short Stories

**Anjad Mahasneh, Al Ain University (UAE)**

This paper explores the innovative integration of Artificial Intelligence (AI) and machine translation in the translation process of Saudi female-authored short stories. With a burgeoning literary scene led by talented female voices in Saudi Arabia, the need for effective translation methods to convey their narratives to a global audience becomes imperative. This study investigates the efficacy of human translation (HT), machine translation (MT), and artificial intelligence (AI) translation in rendering the complex linguistic and cultural elements inherent in two Saudi female-authored short stories; *Diary of a Respectable Woman* 2006 by Umaymah Al-Badri and *Family of Things* by Wafa Al-Harbi 2018. The findings revealed that despite the difficulty in translating Saudi short stories because they are connected to the region’s history, traditions, and socio-cultural context, AI started to produce accurate and natural literary translation compared to those produced by human translation. The study suggests that a combination of human expertise and technology is necessary to achieve large high-quality translations.

**Anjad Mahasneh** holds a PhD in Translation Studies from State University of New York at Binghamton, USA (2013). She is currently a Full Professor in the English language and Translation program at Al Ain University, UAE. Her research interests include Arabic-English translation, gender studies and translation, literary translation, translation education evaluation, curriculum evaluation in higher education, narrative theory and translation, interpretation in conflict zones, interpretation and memory, translation and AI, and translation history in Jordan and the Gulf Region.

# DAY 1 SESSION 1

## ABSTRACTS

### 2. AI-Driven Translation: Investigating ChatGPT's Role in Generating Arabic-English Subtitling

**Amer Al-Adwan, Hamad Bin Khalifa University (Qatar)**

The advancement in technology today is incredibly rapid, giving rise to new services and tools that allow users to accomplish more work with higher quality. It is evident that the AI field is highly competitive, with several key players emerging, including ChatGPT and Gemini. However, research on AI's application in translation, particularly in subtitling, remains limited. This paper examines using the ChatGPT tool in the Translation Technologies course, part of the MA program in Translation Studies at Hamad Bin Khalifa University in Qatar. Thirteen students were tasked with subtitling an Arabic excerpt from the Egyptian film *Fasel Wa Na'oud* using ChatGPT. They were also asked to reflect on the quality of the translation produced by the tool, highlighting any challenges, limitations, and advantages they encountered.

The analysis revealed that ChatGPT significantly reduced the time and effort required, providing students with an acceptable translation of the original dialogue that still required some editing. Moreover, the tool demonstrated strong potential in recognizing and translating the Egyptian dialect into English. Another important feature of ChatGPT is its interactivity, which enhances translation quality by prompting the software to refine its output when users provide additional context for the original sentence. Students also reported that the tool offered valuable information on specific cultural words and expressions, including relevant details about their origins and usage in various contexts. Finally, the findings suggest that incorporating AI tools into the curriculum could improve translation training by offering students hands-on experience and preparing them for the increasing demands of the field.

**Amer Al-Adwan** is an Associate Professor of Translation and Intercultural Studies in the Department of Language, Culture, and Communication at Hamad Bin Khalifa University (HBKU). He earned his BA in English Language and Literature from Yarmouk University, Jordan, in 2003, followed by an MA in Applied Translation from the University of Exeter, UK, in 2005. In 2009, he completed his doctorate in Translation and Intercultural Studies at the University of Manchester. Before joining HBKU in 2014, Dr. Al-Adwan served as an assistant professor at Jordan University and the Applied Science University in Jordan, where he taught various courses in translation and intercultural studies. Additionally, he worked with several international institutions, including BBC Arabic and Al Jazeera English, as a translator and subtitler.

### 3. Technical Metaphorical Compounds in English-into-Arabic Translation: AI-driven Conceptual-blending Equivalence

**Aladdin Al-Kharabsheh, (Kuwait University, Kuwait)  
Shamlan D. al-Qenaie, (Kuwait University, Kuwait)**

Cognitive Linguistics and AI provide 'high-resolution' modalities and models that are instrumental and central in 'unlocking' the semantics of a distinct category of compounds, i.e., metaphorical compounds, which have frequently been ill at ease with traditional linguistic approaches that tend to envisage them as semantically opaque, or perhaps, as blankly inscrutable occurrences. Embracing an integrative analytical framework that draws upon Langacker's (1987) Profile Determinacy, Lakoff and Johnson's (1980), Conceptual Metaphor Theory, and Fauconnier and Turner's (1998 & 2002) Conceptual Blending Theory, the paper, for translational purposes, probes the conceptual integration networks underlying two main sub-categories of technico-scientific metaphorical compounds: metaphor-based modifier and metaphor-based profile determinant.

The paper has not only demonstrated the ubiquity of metaphorical thinking in this class of compounds, but most importantly, it has also shown the spectacular utility of conflating cognitive algorithms in analyzing these remarkably innovative instances, and in scrutinizing their translation in terms of what can be labelled here as conceptual-blending equivalence.

**Aladdin Al-Kharabsheh** With more than 25 years of academic experience across the Middle East, the Gulf, and Great Britain, Professor Al-Kharabsheh is an established instructor and researcher in the interdisciplinary field of Translation Studies. He has been teaching English, translation, interpretation, and applied linguistics, and has supervised dozens of postgraduate students. Al-Kharabsheh is a practicing translator and conference-interpreter. His research lies at the crossroads of translation, intercultural communication, and applied linguistics, with a central focus on how meaning and culture can be effectively negotiated interlingually and interculturally. He has done a lot of reviewing for and acted as a member of the editorial board of various local, regional, and international journals of translation and linguistics.

**Shamlan D. al-Qenaie** is an Associate Professor of Applied Linguistics in the Department of English Language and Literature at Kuwait University. His areas of expertise include sociolinguistics, socio-phonology, World Englishes, and variationist sociolinguistics. He has published in peer-reviewed journals and presented at numerous international conferences. In addition to teaching a range of undergraduate and postgraduate courses, he actively engages in research exploring the interplay between language, society, and linguistic variation.



# DAY 1 SESSION 1

## ABSTRACTS

### 4. Assessing Diacritics in Arabic Machine and Human Translations

**Ruqaya Sabeeh Al-Taie, PhD, University of Basrah (Iraq)**

With the significant development of machine translation (MT) in converting Arabic to English and vice versa, translators increasingly rely on MT. However, errors in translation at various levels persist. Among these inaccuracies are errors in translating Arabic lexical items lacking diacritics. Diacritics in Arabic are crucial for understanding the meaning of words and producing accurate translations in English. In this sense, the non-appearance of diacritics in Arabic written texts might cause a real obstacle for Arabic natural language processing in addition to translation, leading to abstruseness.

This paper specifically examines errors in MT of Arabic lexical items into English with and without vocalisation. Some unvocalised words in Arabic can have different meanings, which MT might not accurately detect. Thus, this paper evaluates the MT output of lexical items, extracted from Ghassan Kanafani's *A Pithy Maxim*, both vocalised or unvocalised, using Reverso and Google Translate. The analysis focuses on the lexical level and adopts Bojar's framework which includes missing words, word order, incorrect words, and unknown words. The results show that while MT sometimes correctly reads the presence of diacritics, it can also provide arbitrary outputs. Furthermore, the results reveal that the MT output varies depending on the type of MT and whether the lexical items are written with or without diacritics. The study concludes that pre-editing and post-editing are essential. Pre-editing involves vocalising words that might be interpreted differently when they are written without diacritics to produce more accurate MT output. Post-editing is necessary to refine the MT output for better results in English.

**Ruqaya Sabeeh Al-Taie** holds a PhD degree in Translation from Queen's University Belfast in the UK (2019). She is currently a lecturer at the Department of Translation / University of Basrah, Iraq. Also, she is a Chartered Linguist and a Member of the Editorial Board for the *Linguist* at The Chartered Institute of Linguists in the UK. In addition to that, she is an Editorial Board Member for the *Adab Al-Basrah Journal* in Iraq.

# DAY 1 SESSION 2

### 1. Teaching Translation Theory Through AI-Generated Case Studies

**Lubna Abdul-Hadi, Mutah University (Jordan)**

This paper examines the integration of artificial intelligence (AI) into the translation theory class, bridging the gap between theory and practice. The study was conducted in the Fall semester of 2024, involving 28 students from the Translation Theory class at Mutah University in Jordan, it showed that AI-generated examples enhanced students' understanding of the often abstract nature of translation theories.

Students reported improved engagement as AI tools motivated them to experiment with various translation approaches while applying these theories in practice. However, the study also highlighted certain challenges, particularly the risk of over-reliance on AI tools, which may limit students' critical thinking skills. Despite these concerns, integrating AI into the translation classroom has proven to be a highly engaging and effective pedagogical strategy, equipping students with important skills and strategies to address issues such as cultural nuances, ethical considerations, and text typologies.

**Lubna A. Abdul-Hadi** is an Assistant Professor of Translation Studies at Mutah University in Jordan. Her research interests include translation theory, gender studies, decolonial turn and oral history, and translation pedagogy.

# DAY 1 SESSION 2

## ABSTRACTS

### 2. Hyperlocal to Global: Cultural Hybridity and Translation in the Arabic Dubbing of The Smurfs

**Raja Lahiani, United Arab Emirates University (UAE)**

This study examines the localization strategies employed in the Arabic dubbing of the animated series The Smurfs, focusing on how cultural and linguistic adaptation techniques create a viewing experience that resonates deeply with Arab audiences while maintaining the spirit of the original content. Through a qualitative content analysis of 11 dubbed videos, we explore key areas of localization: cultural references and allusions, food localization, and idiomatic usage. Our findings reveal sophisticated localization techniques that go beyond mere translation. The integration of Arab cultural touchstones, from classical poetry to contemporary music, grounds the fantastical world of the Smurfs in a familiar cultural context. Creative adaptation of food references aligns with Arab culinary traditions, enhancing cultural authenticity.

The masterful use of Arabic idioms, proverbs, and colloquial expressions creates a linguistic landscape that feels authentically Arab while preserving the whimsical nature of the original dialogue. The study demonstrates how thoughtful cultural adaptation can transform global content into a locally resonant experience, contributing to cultural affirmation, language preservation, and cross-cultural dialogue. This research provides valuable insights for future localization efforts in children's media and beyond, suggesting that effective global content lies not in homogenization, but in celebrating and respecting local linguistic and cultural traditions.

**Raja Lahiani** holds a PhD from SOAS, University of London, and an MA in comparative literature from the University of La Manouba, Tunisia. She authored *Eastern Luminaries Disclosed to Western Eyes* (Peter Lang, 2008) and has published extensively in comparative literature and translation studies in high-indexed journals. Dr. Lahiani presents at international conferences and peer-reviews for translation journals. She has taught at universities in Tunisia, Saudi Arabia, and UAE, currently serving as associate professor in the Translation Studies Program at UAE University.

### 3. AI Interpretation, Dialogue Creation, and Translation of Egyptian and Emirati Proverbs: An Exploratory Study

**Rania Al-Sabbagh, (University of Sharjah, UAE)  
Moza Al Tenaijy, (United Arab Emirates University, UAE)**

Proverbs are concise sayings that encapsulate complete ideas, offering ready-made responses to everyday situations and reflecting traditional knowledge and beliefs. This study quantitatively and qualitatively assesses ChatGPT's handling of 720 Egyptian and Emirati proverbs across three tasks: (1) interpreting proverbs by explaining their meanings and functions (e.g., advice, warning, comfort), (2) incorporating each proverb into a dialogue, and (3) providing suitable English equivalents. For the first two tasks, native Egyptian and Emirati speakers rated ChatGPT's performance on a simple 3-point Likert scale (1 = completely incorrect, 2 = partially correct, 3 = perfectly correct). For the translation task, ChatGPT's output is evaluated against reference translations from various Egyptian and Emirati proverb dictionaries using quantitative metrics such as BLEU, chrF++, and TER. Results from all three tasks are qualitatively analyzed to identify error patterns. Key research questions include: In what ways does ChatGPT perform across each task? How might the syntactic structure of a proverb (e.g., simple, compound, complex sentence) influence ChatGPT's effectiveness? To what extent does ChatGPT handle Egyptian proverbs more accurately than Emirati ones, potentially due to resource availability? What kinds of challenges arise when interpreting culturally specific proverbs compared to universal ones? For instance, while the Egyptian proverb "جيبا" (جيبا) has a direct English equivalent ("speak of the devil"), the proverb "الست تعشش وراجل يطفش" (suggesting that women build families while men disrupt them) is deeply embedded in specific cultural beliefs and lacks a straightforward English counterpart, especially in light of current sensitivities around gender roles. Findings from this exploratory study will provide insight into ChatGPT's current capabilities with culturally nuanced proverbs and guide future research on enhancing AI performance in cross-cultural linguistic contexts.

**Rania Al-Sabbagh** received her PhD in Linguistics from the University of Illinois at Urbana-Champaign. She is currently an Assistant Professor at Ain Shams University, with a secondment to the University of Sharjah. Her research interests include corpus linguistics, pragmatics, multimodal discourse analysis, and machine translation. Her most recent publication include articles in *Social Semiotics*, *Corpora*, the *Journal of Language and Discrimination*, *Data in Brief*, and the *International Journal of Arabic-English Studies*.

**Moza Al Tenaijy** is an Assistant Professor of Translation Studies at United Arab Emirates University. She is currently the Chair of Languages and Literature Department. She has a PhD degree in Translation and Interpreting Studies from Kent State University, Ohio. She holds an MA in Comparative Literature/Translation from State University of New York at Binghamton. Her main research interests include translator training, literary translation, media translation, and translation assessment. She published in peer-reviewed and international journals.

# DAY 1 SESSION 2

## ABSTRACTS

### 4. Impact of AI-Generated Translations on Student-Professor Trust Dynamics

**Tharwat El-Sakran, American University of Sharjah (UAE)**

Artificial Intelligence (AI) applications have raised growing concerns in academic contexts, yet their effects on relational trust between students and professors, particularly in translation courses, remain underexplored. This study examines how AI-generated translations impact students' trust in their professors. Framed within Self-Determination Theory (SDT) which emphasizes the fulfillment of autonomy, competence, and relatedness needs for optimal development—the research investigates the unintended consequences of AI tools on students' well-being and their relationships with educators across disciplines. Using a sample Arabic text translated both by AI (specifically, ChatGPT) and a qualified human translator, students were asked to choose between the two versions and complete a short survey comprising six true/false and multiple-choice questions about trust in AI tools and professors. Preliminary findings reveal that while students across various majors are familiar with and frequently utilize generative AI tools, their reliance on these technologies can diminish trust in professors, negatively impact their well-being, and disrupt motivational dynamics. Notably, although AI tools may enhance intrinsic motivation, they appear to simultaneously undermine extrinsic motivation and widen the relational gap between students and professors. The study recommends designing more trustworthy educational interfaces and adopting pedagogical strategies to effectively integrate AI tools across disciplines. Future research should explore gender differences, field-specific variations in trust, and the underlying factors driving students' trust in AI technologies.

**Tharwat El-Sakran's** research interests are in the fields of Teaching English as a Foreign Language (TEFL), Teaching English to Speakers of Other Languages (TESOL), Teaching English for Specific Purposes (ESP), Discourse Analysis, intercultural communication and forensic linguistics. He has published four books and a substantial number of research papers in peer-reviewed journals. Dr. EL-Sakran has been engaged in the teaching of communication skills through engineering and business research projects. In such projects the focus is on teamwork, personality management and development, and student-centered learning. Dr. EL-Sakran is also a Certified Fraud Examiner.

# DAY 2 SESSION 1

### 1. Human Translation vs. Machine Translation: A Comparative Evaluation Study of Translation Quality

**Hafid Ismaili Alaoui, University of Sharjah (UAE)**

the early speculations about neural networks in the 1940s to the language models that challenge human understanding, the history of artificial intelligence (AI) is a captivating tale of innovation, remarkable progress, and profound questions. AI's applications have permeated every field, including translation. Translation, in its simplest terms, is the process of conveying the meaning of a text from one language to another while considering accuracy and style. It requires understanding the original text and expressing its content and style in another language. A translator must master both the source and target languages.

This definition leads us to question whether AI, with its diverse and varied applications, can perform all these tasks: •Conveying meaning; Understanding the text; Ensuring accuracy and style; Expressing content clearly and correctly; Mastering both languages (source and target). These are tasks that humans sometimes find challenging, even specialists. Can a machine accomplish them with the required efficiency? Does this not represent a challenge to human capabilities?

The competition between humans and machines has been a continuous challenge since the 1980s, yielding valuable lessons. In 1997, Deep Blue, a computer designed by IBM, defeated world chess champion Garry Kasparov, demonstrating that AI could surpass human expertise in specific areas. The competition also opened new horizons for the capabilities of these systems. In 2011, Watson, developed by IBM, won the television quiz show Jeopardy!, revealing an advanced understanding of natural language and placing AI at the forefront of practical applications. Another milestone came in 2012 when Geoff Hinton and his team won the ImageNet competition, signalling the dominance of neural networks in creating large-scale language models. The history of AI is a story of persistence, innovation, and continuous evolution. Each previous milestone, whether it involved defeating human champions or achieving breakthroughs in specific fields, has contributed to a continually evolving domain to expand the possibilities of what machines can do. So, are we witnessing another challenge where AI could surpass humans in translation?

**Hafid Ismaili Alaoui** is a Full Professor of Linguistics and Discourse Analysis in the Department of Arabic Language, College of Humanities and Social Sciences, Sharjah University (2022 until now). Alaoui obtained his PhD degree in Linguistics (2004) from Hassan II University, Casablanca, Morocco. He has worked at many different universities (Ibn Zouhr University, Agadir, Morocco; Qatar University, Doha, Qatar; Mohamed V University, Rabat, Morocco, (2020- until now)). Alaoui Was a Fellow of Zukunftsphilologie in Berlin, where his work was about: German Linguistic Orientalism and the Study of Arabi A Historical-Critical Study. Alaoui obtained the Abdul Hameed Shoman Award for Arab Researchers (2011) and Ibn Zouhr Award for scientific research (2012). Alaoui has published seven books and more than thirty articles. His research interests include Linguistics, Language and law, Mental Lexicon, Argumentation, Critical Discourse Analysis.

# DAY 2 SESSION 1

## ABSTRACTS

### 2. An Investigative Study of Linguistic Education Experts' Perspectives on the Quality Standards of AI-Generated Translations in Educational and Psychological Contexts

**Bushra Ahmed Al-Akaishi, (University of Sharjah, UAE) \*\*\* presenter**  
**Ali Ahmed Al-Barakat, (University of Sharjah, UAE)**  
**Samih Mahmoud Al-Karasneh, (University of Sharjah, UAE)**  
**Rommel Mahmoud Al-Ali, (King Faisal University, KSA)**

This study aimed to investigate the perspectives of linguistic education experts regarding the quality standards of AI-generated translations in educational and psychological contexts. To achieve this aim, a convenient sample of linguistic education experts from universities in the UAE, Saudi Arabia, and Jordan was selected. Data were gathered using a qualitative research approach, specifically through semi-structured interviews, and analyzed using the Grounded Theory Approach. The findings revealed the importance of ensuring the effectiveness of this tool and maximizing its benefits by adhering to the standard of accuracy in translation when conveying the original meaning of the text. This requires the presence of context, which aids in understanding the cultural and linguistic background of the text, contributing to the prevention of misinterpretation and enhancing translation accuracy. The results also highlighted the importance of fluency in translation, which is a crucial factor for the success of the process. The translation should be easy to understand and flexible enough to conform to the grammatical rules of the target language. Furthermore, the translation requires precise use of terminology according to the relevant field (educational and psychological). In this context, maintaining consistency in translated texts is essential to facilitate comprehension and increase clarity. Translations that do not maintain consistency between terminology and style can lead to ambiguity in the conveyed message. Additionally, the educationalists highlighted the significance of human proofreading, especially since experts have the ability to identify errors, ensuring the highest level of accuracy and quality in the translated text. The findings further established the importance of flexibility, as technological systems must be capable of adapting to any modifications that may arise in the original text, in line with linguistic or thematic changes.

#### **Bushra Ahmed Al-Akaishi**

Professor of Educational Psychology, currently serving as the Head of the Department of Education at the College of Arts, Humanities, and Social Sciences at the University of Sharjah. She previously worked at the University of Baghdad as the

Graduate Studies Coordinator and representative of the Head of the Department of Education and Psychology. Her research interests span educational, psychological, and social aspects, in addition to measurement, evaluation, and the construction of measurement tools. She has published over 100 research papers in Arab and international peer-reviewed journals, as well as applied institutional research supporting the community and contributions to scientific conferences. She has served as a judge for several prestigious educational awards over the years and is a member of the American Psychiatric Association and the UAE Association for Senior Citizens' Friends. She also contributes to the development of student quality and well-being evaluation strategies within the Sharjah Education Council.

#### **Ali Ahmed Al-Barakat**

Expert in Early Childhood Education Curriculum and Teaching Methods, currently serving as a professor at the University of Sharjah. He holds a Ph.D. in Early Childhood Education Curriculum and Teaching Methods from the University of Huddersfield in the UK. He has extensive experience in curriculum development, having chaired the Early Childhood Education Curriculum Development Team in Jordan from 2018 to 2020. He is the Editor-in-Chief and a member of the editorial boards of international and regional journals. He has received several international awards, including the 17th Khalifa Educational Award in 2024 and the Hamdan bin Rashid Al Maktoum Award for Distinguished Educational Research in cooperation with ALECSO in 2022.

#### **Samih Mahmoud Al-Karasneh**

Professor at the University of Sharjah, holding a Ph.D. in Philosophy of Education/Social Studies Education from Exeter University, UK (2001). He has more than eight years of administrative experience and over twenty years of teaching experience at several universities. His research experience includes more than forty published research papers in high-ranking, peer-reviewed, indexed scientific journals, such as Scopus. He has supervised graduate students at the PhD and Master's levels and has served as the chair and member of editorial boards of renowned global and Arab journals. He has participated in several international and Arab conferences.

#### **Rommel Mahmoud Al-Ali**

Associate Professor with over 13 years of experience in educational and psychological measurement and evaluation, with a distinguished record in teaching and research in Jordan and Saudi Arabia. He is currently an Associate Professor at the Center for Talent and Creativity Research at King Faisal University, Saudi Arabia. He is focused on enhancing talent and creativity among students and has extensive experience in statistical analysis, curriculum development, and teacher training. He serves as a member of the editorial boards for numerous ISI & Scopus-indexed journals, contributing to ensuring the quality of academic research. He has published over 70 research papers in prestigious, indexed scientific journals. Dr. Al-Ali strives to nurture the next generation of educational leaders by developing innovative teaching practices that support students and enhance their capabilities.



# DAY 2 SESSION 1

## ABSTRACTS

### 3. Impact of employing mobile apps' AI translation during audiovisual translation classes

**Hajer Alaskar, Imam Mohammed Ibn Saud Islamic University (KSA)**

This study examines the effects of mobile apps' machine-generated subtitles on translation students' subtitle training during audiovisual translation (AVT) classes, and the students' perceived benefits and limitations of such tools on their output, so as to understand the balance between technological advantages and translation students' training. Using a sample of 25 students who participated in a Level 9 AVT course, this study used a questionnaire to assess the efficacy of four mobile apps (Captions, CapCut, Veed, and Translate Add Subtitles Video) during participants' translation and subtitling of TikTok videos from English to Arabic and vice versa. Interviews were also conducted with participants to obtain their perceptions of the tools' efficiency.

The results revealed that 56% of participants agreed that such tools should be included in AVT classes, 73.7% agreed that such tools improved their translation skills, and most participants strongly agreed (42.1%) or agreed (57.9%) that such tools saved them time and assisted their translation efficiency and accuracy during the AVT classes. Finally, all participants agreed that the tools' artificial intelligence (AI) translation accuracy needed to be improved. Overall, this study contributes to the lack of research on the effects of mobile apps on AVT output and quality, particularly regarding subtitling. Based on the results, this study proposes the need for further research on the use of mobile apps during AVT training programs and suggests integrating such tools into the AVT curricula.

**Hajer Alaskar** is an Associate Professor of Translation Studies at Imam Muhammad Ibn Saud Islamic University (IMSIU), Riyadh, Saudi Arabia. She teaches at the College of Languages and Translation. She authored several research articles on translation and translated a book about artificial intelligence in education. Her research interests include CAT and CAI tools, technical translation, translation quality assessment, and translator education and training. She has almost 15 years of experience teaching translation in various Saudi colleges. You can reach Hajer Alaskar at [hajerksa@gmail.com](mailto:hajerksa@gmail.com) or [hfiaskar@imamu.edu.sa](mailto:hfiaskar@imamu.edu.sa).

### 4. Using ChatGPT to Translate Cultural Texts from Arabic into English: Celestial Bodies as a Case Study

**Aysha Al Dhaheri, United Arab Emirates University (UAE)**

Language is the main way people communicate with each other, where they organize their thoughts by putting together words and phrases that have meaning. Words are often combined to form sentences that express ideas, but some phrases have fixed meanings that people agree on, like slang or expressions tied to a specific culture. These phrases, known as cultural realia, don't get their meaning from the individual words but from how they are used and understood in the culture. This makes translating them from one language to another difficult because their meaning doesn't come directly from the words themselves. Moreover, translation serves as a means of communication across different languages and cultures, but it is affected by linguistic and cultural differences. As a result, translators must navigate these gaps to accurately convey the meaning and sometimes the style of the original text. Additionally, because of these differences, achieving exact equivalence is often impossible. As a result, one type of equivalence may need to be sacrificed to emphasize another. Typically, sense-based equivalence is prioritized, but this can be influenced by external factors such as the type of text and the target audience. When translating cultural realia, it is best to strike a balance between style and meaning; however, when achieving this balance is difficult, meaning should take precedence.

In this context, this paper examines the accuracy of using ChatGPT to translate cultural excerpts from *Celestial Bodies*, an Omani novel by Jokha Al-Harthy. The paper explores the historical context and highlights specific cultural concepts of the novel. The study assesses ChatGPT translation of selected passages, comparing them with Marilyn Booth's professional translation of the same texts. Findings reveal that ChatGPT is inadequate in accurately conveying cultural realia from Arabic to English. Additionally, ChatGPT struggles with translating Arabic vernacular and cultural elements like proverbs and aphorisms. The paper argues that relying on ChatGPT to translate colloquial and slang expressions from the novel is risky. Recommendations are provided for students and novice translators using ChatGPT for translation tasks.

**Aysha Al Dhaheri** is a PhD student at the United Arab Emirates University (UAEU), where she is currently working on her dissertation, which focuses on literary translation. Her academic journey has been deeply rooted in English literature, and she is passionate about exploring the intersections between language, culture, and translation. Prior to pursuing her PhD, she earned a Master's degree in English Literature from Colorado University at Denver. This program solidified her interest in literature and translation studies and has equipped her with a good foundation in critical analysis and literary theory. Her research aims to contribute to the growing field of literary translation, particularly in relation to Arabic and English literature. She is also the author of two collections of short stories (2019 and 2016) in Arabic.



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