

CIUTI Conference 2026

Translation & Interpreting, AI, and the Language Industry: Research and Professional Practice

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Università IULM, Milan

BOOK OF ABSTRACTS

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KEYNOTE SPEECH 1

19 May 2026

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Revisiting interpreting quality in the age of AI: Challenges for evaluation frameworks

The evaluation of interpreting quality has long been recognised as a complex issue within Interpreting Studies, reflecting the inherently multidimensional and situated nature of interpreting. Drawing on established frameworks that emphasise functional and context-sensitive approaches to quality (Kalina 2002, 2005; Pöchhacker 2001), while foregrounding its socially constructed nature and the role of different stakeholder perspectives (Grbić 2008; Pöchhacker 2001), as well as shared responsibility among all actors (Ozolins & Hale 2009), I will begin by briefly revisiting the conceptual and methodological challenges involved in defining and assessing “good” interpreting. I will then examine how the expansion of technology-mediated modalities such as video-mediated and remote simultaneous interpreting has already led to evaluation frameworks being extended to include technological conditions as a factor shaping interpreting quality (Braun 2013, 2017; Moser-Mercer 2003; Roziner & Shlesinger 2010).

Against this backdrop, I will turn to the growing use of AI-assisted and fully automated interpreting, which has brought renewed urgency to questions of quality and its evaluation (Davitti et al. 2025). I will explore whether the problems observed in AI-mediated outputs, such as automatic speech recognition errors, latency, and hallucinations, are fundamentally different from those found in human interpreting, or whether they are comparable, for instance, to conditions of cognitive strain. I will further consider whether such problems can be adequately captured with traditional evaluation categories or whether the increasing human-AI collaboration in interpreting and the growing need to compare human and machine-generated outputs require more-fine-grained approaches (Tang et al. 2026). This will lead me to examine the strengths and limitations of existing evaluation methods, including human-centred and automated.

Drawing on recent empirical work, including institutional evaluations of automated interpreting, I will then consider broader questions arising from advances in automated interpreting. For example, should automated interpreting be assessed against the same standards as human interpreting, especially when it is used as a substitute for human interpreting? Can lower quality thresholds for automated interpreting be justified in contexts where interpreters are genuinely unavailable? Equally important, given that automated evaluation approaches have been shown to align more closely with machine-generated outputs, while struggling to account for situational aspects of quality and for human interpreting strategies (Lu & Han 2023; Wein et al. 2024), is it fair and methodologically justified to apply human-centred evaluation standards to both human and machine output?

I will conclude by arguing for the need for evaluation frameworks that remain rigorous, situation-specific, and ethically grounded in increasingly AI-mediated communication environments, and by considering how multi-method and multi-perspective approaches (see also Han 2025) can capture the respective strengths and limitations of human, AI-assisted and fully automated interpreting in both professional and educational settings.

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KEYNOTE SPEECH 2

20 May 2026

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Achievements, Shortcomings and Challenges in Translation Training

Throughout history, there has been some sporadic and dispersed training in translation; furthermore, translation has always been linked to educational institutions as a means of improving language skills or as part of philological studies. The establishment of translation teaching autonomy as training for a specific profession only began in the 1930s (due to the great revolution taking place in the world of translation); said training has evolved to adapt to social changes and the demands of the translation market. However, didactic research into this training began much later, starting in the late 1970s and becoming established from the year 2000 onwards; translation didactics is, therefore, a young discipline. Although some progress has been made in recent decades, many issues remain to be resolved and addressed, exacerbated in recent years by the rapid technological advances and the increasing rise of artificial intelligence.

In our presentation, we will first outline the achievements made from a didactic perspective and the areas that have been the focus of research. We will then highlight the existing shortcomings in terms of curriculum design and the methodology used in research. In this way, we will outline the challenges currently facing the field, arising from changes within the profession, constant academic and professional mobility, pedagogical renewal, and technological advances—in particular the impact of artificial intelligence and the consequences and debates it raises for training. In this regard, we will highlight existing problems and identify priority research needs, as well as the various challenges involved.

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PRESENTATIONS

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Translating for Children with AI: A Comparative Study on *Go Go and the Silver Shoes*

This study aims to explore how Artificial Intelligence (AI) handles the translation of children's literature into Turkish in comparison to human translation through a case study of the picture-book entitled *Go Go and the Silver Shoes* (2018). In doing so, first the source text and Turkish target text by a human translator are analyzed descriptively to determine their linguistic features, and translation strategies used in the case of the production of the latter. It is established that the source text contains sporadic rhyming, and quite a few repetitions and alliterations, and an assonance adding to musicality throughout the text. Target text, on the other hand, comprises a regular use of rhymes throughout the text as well as some additional figures of speech such as alliteration, repetition and onomatopoeia through the inclusion of extra lines that do not affect the plot. Additionally, the human translator seems to have opted for adaptation by domesticating people's names through alternative target language names.

Drawing on these findings, as well as theory on the translation of children's literature (Alvstad 2010; Lathey 2006, 2011, 2015; Oittinen 2000), a task-specific, zero-shot prompt is tailored to find whether AI will perform similar to a human translator. Using this prompt, ChatGPT Plus o1 (Model with Advanced Reasoning) is asked to translate the source text, which is then analyzed descriptively. Comparing target texts produced by the human and AI translators, strengths and weaknesses of the AI translator in the case of children's literature are discussed. Consequently, it is argued that, although AI attempts to employ the strategies laid out in detail in the prompt, it is not as plentiful as the human translator in its use of rhymes and figures of speech, and hence, is not equally adept at dealing with the nuances of language used in children's literature.

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AI-Assisted Sight Translation: Opportunities and Limitations in Interpreter Training

The rapid expansion of artificial intelligence in language technologies is transforming professional practices in translation and interpreting and raising new questions for translator and interpreter education. While AI-supported tools such as neural machine translation systems, large language models, and automatic speech recognition are increasingly integrated into translation workflows, their role in the development of sight translation competence remains relatively underexplored. Sight translation, which requires the immediate oral rendering of written texts, involves complex cognitive operations including rapid text comprehension, reformulation, and real-time linguistic decision-making. The introduction of AI tools into this process therefore has important pedagogical implications.

This study examines the potential benefits and limitations of AI-assisted sight translation in interpreter training through a classroom-based case study conducted in a university-level translation and interpreting programme. The research involved 38 undergraduate students who completed two comparable sight translation tasks using authentic informational texts. In the first condition, students performed the task using traditional sight translation procedures. In the second condition, students were allowed limited AI-supported preparation through machine-generated translation drafts and terminology suggestions. Student performances were recorded and evaluated using an analytic rubric measuring accuracy, fluency, terminological consistency, and pragmatic adequacy. In addition, students submitted short reflective commentaries describing their strategies and perceived cognitive effort.

The findings suggest that AI support can assist with terminology identification and preliminary text comprehension, contributing to increased lexical consistency and reduced preparation time. However, qualitative analysis of the recordings reveals that excessive reliance on machine-generated suggestions may lead to reduced flexibility in reformulation and difficulties in conveying contextual and pragmatic nuances. These results underline the continued importance of human interpretive competence in sight translation tasks.

The study argues that interpreter training should incorporate AI-supported exercises that encourage critical evaluation of machine output while reinforcing core interpreting skills. Such pedagogical integration can help prepare future professionals for increasingly hybrid human-machine translation and interpreting environments.

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Can AI Interpret Visual–Verbal Meaning in Comics Translation? A Comparative Study of Human and AI Retranslation

Recent advances in multimodal Artificial Intelligence have enabled AI systems to process and translate texts presented in image form, raising important questions about their ability to handle multimodal genres such as comics. Unlike conventional texts, comics construct meaning through the interaction between verbal and visual elements, where interpretation depends not only on linguistic content but also on visual context, tone, and genre conventions.

This study will investigate whether multimodal AI systems are able to adequately interpret and translate the visual–verbal relationship in comics, compared to human translators. The study adopts a qualitative comparative approach using selected comic panels originally written in English and officially translated into Arabic by professional publishing houses and scanlation websites. A purposive sample of panels featuring humour, culture-specific references, and context-dependent meaning will be selected. These same panels will be retranslated using multimodal AI systems capable of image- based translation, working from the original comic images. The analysis will compare human translations and AI-generated retranslations to examine how each mediates multimodal meaning. The evaluation will be guided by criteria drawn from translation studies, including semantic accuracy, pragmatic adequacy, cultural mediation, stylistic appropriateness, and multimodal coherence.

The study addresses the following research questions: (1) To what extent can AI systems interpret and translate meaning shaped by the interaction between text and image? (2) What differences emerge between professional human translations and AI retranslations in handling humour, tone, and context-dependent meaning? and (3) What do these differences reveal about the capabilities and limitations of AI in multimodal translation?

By comparing professional publishing-house and scanlation websites translations with AI-generated retranslations, this study will contribute to ongoing debates on human–machine collaboration in translation and highlight the continuing importance of human interpretive expertise in translating multimodal and culturally complex texts. It will also offer implications for translator training and the integration of AI tools in professional practice, particularly in workflows where human translators review or complement AI output.

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A Corpus-Based Approach to Literary Translation Strategies: Developing a Specialized Spanish-Ukrainian Parallel Corpus (Based on the Works of Yurii Andrukhovych)

In the contemporary landscape of Translation Studies, parallel corpora have emerged as indispensable linguistic resources for both contrastive analysis and the optimization of Machine Translation (MT) systems. However, low-resource language pairs, such as Spanish-Ukrainian, continue to face a significant deficit of high quality, representative datasets. Existing large-scale resources often rely on automated web-crawling, which inevitably introduces linguistic "noise" and alignment errors that compromise the pragmatic accuracy of the translated output.

This paper outlines a methodology for developing a specialized Spanish-Ukrainian parallel corpus focused on direct translation. The empirical foundation of this study is the prose of the prominent contemporary Ukrainian author Yurii Andrukhovych and its representative Spanish translations. A primary objective of the project is to bypass "relay translation" (via English or Russian), a practice that frequently distorts the subtle syntactic and pragmatic nuances of the Spanish target text.

The study advocates for a hybrid approach to corpus construction. While initial alignment is conducted using automated tools, the core of the project lies in meticulous manual verification and correction. Such human intervention is critical for literary texts characterized by complex idiosyncrasy and postmodern intertextuality—distinctive features of Andrukhovych's work—where non-literal equivalence, omissions, and structural shifts render automated alignment unreliable.

The resulting corpus serves as a robust framework for investigating cultural lacunae, polysemy, and the reception of Ukrainian postmodernism within the Hispanophone world. By bridging the gap between academic corpus linguistics and professional practice, the project supports the evolution of the translator's role toward that of a high-level quality assessment expert within AI-mediated workflows.

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Exploring the use of generative AI by interpreting students, trainers, and professionals

Technological developments have marked the history of professional interpreting, notably with the move from consecutive to simultaneous interpretation along with the use of the internet and computer programs that are employed in both the preparation and the execution stage of an interpreting assignment (e.g., to carry out terminological searches, create glossaries, get exposed to certain language varieties and so on). Every change entails both challenges and opportunities, and the advent of generative AI is no exception. This study aims to explore the current use of AI tools by different stakeholders in interpreting, namely interpreting students, trainers, and professionals from two distant geographical areas, i.e. Italy and China. Semi-structured interviews were conducted to shed light on current practices (or lack thereof) and the perception of labour prospects for a profession that is seemingly threatened to become redundant in the Translation industry.

Preliminary results highlight a variety of resources and practices among the different stakeholders, with greater interest in interpreter training and more limited use among active professionals. In interpreter education, trainees are keen on using generative AI tools for self-assessment, autonomous feedback and additional practice materials; among trainers, attempts are being made to take advantage of generative AI tools not only for the preparation of training materials (i.e. source speeches) but also for the evaluation of trainees' performance. In interpreter practice, a major focus is on terminological search along with the live transcription of names and figures to support simultaneous and consecutive interpreting. This small-scale study is meant to inform the design of a global survey that will measure possible differences among world regions.

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Benetello Claudia

Dropinka

Professional Transcreation Methodology Goes to University: A Multiple-Case Implementation Study

Technological progress creates documented strain for translators (e.g. Walker & Lambert 2024), yet translator education increasingly emphasises technological competence. This creates a paradox: Why prioritise what makes translation least rewarding—both personally and financially—for translators? Although underresearched in academic discourse, markets also exist (e.g. Jemielity 2018) where automation is not an option.

Representing one such example, the transcreation of marketing and advertising texts is a “hybrid practice halfway between translation and copywriting” (Benetello 2018, p. 41). Maximising appeal to and impact on target readers (Ho 2024, p. 19), whether through close renditions or entirely new creations, demands strategic thinking (conceptual direction, priorities, trade-offs) and decision-making (continuous evaluative judgement). These two cognitive dimensions are inadequately addressed in current transcreation pedagogy.

To fill this gap, the author created the Dropinka Deck, systematising a nine-step workflow (Benetello 2024) through 52 cards that provide cognitive scaffolding based on extensive practitioner and trainer experience. Primarily conceived as a professional tool, the deck soon attracted interest from university teaching contexts. This qualitative study explored how six instructors across four European institutions (Aarhus University; University of Calabria; University of Granada; Cologne University of Applied Sciences) integrated the tool into BA and MA modules with 161 students in autumn 2025. Its non-prescriptive design allowed instructors to use the deck as deemed appropriate. Data collection comprised pre-implementation questionnaires and post-implementation interviews examining instructor observations.

Analysis reveals the methodology supported strategic thinking and decision-making without constraining creativity, with students taking ownership and agency over creative processes. They also progressed from intuitive preferences to professional rationales. When using GenAI, they either prioritised deck-guided reasoning or discontinued AI use upon discovering it could not maintain strategic coherence across interconnected copy. These findings show practitioner-developed methodology can systematically teach future-proof competences, indicating where translator education might productively focus in an AI-saturated market.

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Digitalizing Consecutive Interpreting Training: A didactic experiment integrating a new technology-based ecosystem

Technological innovation is redefining interpreters' training, demanding a shift from purely analog skills to hybrid digital competences (Fantinuoli 2018). While simultaneous interpreting has long integrated technology, consecutive interpreting (CI) has exhibited a marked reluctance regarding the adoption of digital tools within professional workflows, a tendency that is equally prevalent in the educational sphere (Goldsmith 2018, Chen 2020, Ahrens & Orlando 2022, Saina 2025). This presentation investigates the impact of digital integration on CI training, drawing on a case study from the "Self-training in Interpreting" online course (Unit 4 – "Consolidation of CI") at the University of Bologna.

This unit introduces a digital ecosystem designed to support the interpreter's skill acquisition through the use of digital applications, tablets and collaborative cloud-based platforms. Rather than merely replacing the "pen and paper" approach to CI training, this pedagogical model aims to enhance searchability and shareability, encouraging trainees to leverage technology for collaborative preparation, terminology management and peer feedback.

Data collected from questionnaires and focus groups offers insights into the students' reception of this digital shift in CI training. The results indicate a strong dichotomy in technology adoption and perception: while the integration of shared digital resources for preparatory tasks, including terminology management and brainstorming, is widely acknowledged as instrumental in optimizing efficiency and fostering collaboration, a complete transition to digitalization across the entire spectrum of the CI workflow remains, at present, a distant prospect. The preliminary findings suggest that effective training in CI requires a flexible curriculum that prioritizes digital literacy and collaborative competence alongside traditional interpreting techniques.

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Teaching Russian-to-Italian Translation in the Age of AI: Contrastive analysis of textual structure as a tool for post-editing neural machine translation and generative AI outputs

The aim of this work is to present a method for teaching translation from Russian into Italian that enhances awareness of the transformations carried out during the translation process and provides learners with scientific tools for a linguistic analysis aimed at post-editing the outputs of neural machine translation and generative AI.

In this study, particular attention is devoted to the reconfiguration of the overall architecture of the source text, which “must be translated like all other elements” because, as demonstrated by the works of the Basel School, “every language has its own textual logic and its own specific tools for expressing it” (Ferrari & Pecorari 2022, p. 11). This presupposes a global view of the text, a complex task for both human and machine translators.

The translation of textual architecture concerns phenomena such as text segmentation in utterances (Biagini 2023, p. 20), anaphoric chains, word order and the expression of logical-argumentative relationships (Biagini & Pecorari 2025).

The method is implemented with third-year undergraduate students enrolled in a BA programme in Languages, Technologies and Intercultural Communication. It involves the presentation of basic notions concerning functional equivalence (Salmon 2017), primary translation techniques, and elements of contrastive linguistic analysis specific to the Russian-Italian language pair. Single students’ translations, carried out without the aid of technological tools, are always accompanied by a commentary explaining which transformations have been applied to achieve functional equivalence. The commentaries are discussed collectively with the instructor; subsequently, one translation is selected and compared with the outputs of generative AI and machine translation to verify whether transformations similar to those carried out by human translators have been applied. In this way, students themselves are able to investigate the potentials of translation technologies rather than have the teacher explain conclusions (Pym 2025, p. 83).

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From Translation Theory to Prompt Design: A Case Study on the Effects of Brief-Enriched Prompting on the Quality of AI-Assisted Advertising Translation

The rapid emergence of large language models (LLMs) in professional translation practice is reshaping translation workflows in substantial ways (Kornacki & Pietrzak 2025). Their versatility in natural language processing tasks largely stems from the ability to steer outputs via specific instructions, commonly referred to as *prompts* (Hendy et al. 2023). Although several studies highlight the importance of prompting for translation quality, empirical evidence remains limited regarding the extent to which the information conveyed in a prompt impacts translation quality (He 2024). Conducted in collaboration with a language service provider (LSP), this study addresses questions that emerged from discussions with industry professionals, namely: (a) whether incrementally adding translation-brief information improves model performance (drawing on principles of *Skopos Theory* by Reiss & Vermeer 1984/2013); and (b) whether the effects of prompting on the generated translation are comparable between GPT-4o and GPT-5.2, or whether significant differences can be observed.

For the analysis, advertising texts originally written in Italian, Spanish, and English were selected, and translations were generated bidirectionally for the Italian<>Spanish and Italian<>English language pairs using ChatGPT 4-o and 5.3 with six different prompts. To capture model variability, five translations were generated for each prompt. The resulting corpus was then analysed using both quantitative and qualitative approaches. The quantitative analysis, based on computing similarity across translations, estimates (i) the model’s consistency across generations under the same prompt and (ii) the degree to which translations change as the prompt varies. The qualitative analysis consists of human evaluation based on *MQM* categories (Lommel et al. 2014), with the aim of identifying and describing differences across models and prompt conditions.

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Sustainability and Professional Retention in Sign Language Interpreting: Structural Challenges in the Italian Context

Simultaneous interpreting (SI) is a cognitively demanding activity requiring real-time coordination of language comprehension and production under temporal constraints. In recent years, interpreting practice has increasingly shifted towards technology-supported workflows involving AI-powered computer-assisted interpreting (CAI) tools and multimodal visual input. As a result, SI has become a highly multimodal activity in which auditory input competes with multiple streams of visual information. Yet the equation between the facilitating effect of these supports in terms of performance and the added cognitive load on information processing lacks empirical investigation, and theoretical models of multimodal processing have rarely been empirically validated.

A handful of studies based on experiments (e.g., Defrancq & Fantinuoli 2021; Desmet et al. 2018; Frittella 2023; Prandi 2023) indicate positive effects on performance. However, negative trends based on qualitative data and anecdotal observations are also noted and deserve further exploration (Prandi 2025). We attempt to fill this gap by investigating the effect of visual support on cognitive load, performance, visual attention, stress, and user experience in SI under controlled experimental conditions.

Using a within-subject design, 18 professional interpreters have completed interpreting tasks under six visual support conditions (SI – baseline; SI + CAI tool (Interpretbank); SI + slides; SI + slides + intralingual captioning; SI + CAI tool + slides; SI + CAI tool + slides + intralingual captioning). Speech rate, a major problem trigger in SI, was manipulated to measure its effect in relation to the support type. This project combines objective and subjective data collection and through mobile eye-tracking, physiological measures, performance metrics, and self-report instruments.

The future findings will contribute to fundamental knowledge on interpreting cognition and multimodality while informing evidence-based professional practice and training.

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Serious Games for Serious Skills: AI, Simulation and Translation Competence Development

This paper presents a simulation-based pedagogical model for translator education developed at the University of Parma within two ongoing projects centred on the serious games *Doctors Order!* and *Let's get down to business*. Positioned at the intersection of Translation and Interpreting, AI, and the language industry, the project explores how Virtual Learning Environments (VLEs) can foster both intralingual and interlingual translation skills through structured, scenario-based tasks.

Grounded in social-constructivist approaches to translator training (Kiraly 2000), experiential and situated learning theory (Lave and Wenger 1991), and recent research on translation pedagogy in the age of AI (Penet, Moorkens & Yamada 2026), the games simulate authentic professional workflows.

This presentation focuses in particular on one playable modality of *Doctors's Order!*, a healthcare communication module designed to train students in: 1. intralingual translation, especially expert-to-lay reformulation (e.g. rendering specialised medical discourse into accessible patient-oriented language), and 2. bidirectional interlingual translation between Italian and English.

The intralingual component responds to a growing demand within the language industry for plain-language adaptation, accessibility, and multimodal mediation. Learners reformulate technical diagnoses, informed consent documents, and procedural explanations into comprehensible lay discourse, thereby developing pragmatic awareness, register control, and audience design. (Hating & Mason 1997). The interlingual strand integrates Italian – English translation tasks embedded in realistic communicative exchanges, encouraging attention to domain-specific terminology, genre conventions, and ethical decision-making.

AI-driven dialogue variability enhances the depth of the simulation by generating dynamic prompts and alternative discourse trajectories, while instructor dashboards enable targeted feedback and structured reflective debriefing. Preliminary classroom implementation indicates increased learner engagement and heightened metal linguistic awareness, particularly in managing shifts in register and levels of expertise.

By presenting the design framework, a live demonstration, and initial pedagogical findings, this paper argues that simulation-based VLEs offer a sustainable way to integrate AI tools whilst strengthening translation skills essential to contemporary professional practice.

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From the Whale to the Algorithm. Cesare Pavese in the Era of Artificial Intelligence

Translation has always been essential to the dissemination of knowledge across languages and cultures. It is a profound hermeneutic act in which the intrinsic meaning of the source text is conveyed into the target text (Steiner 1975). Translation is not a mere transfer of words but a complex process of 're-creation' that goes beyond linguistic substitution to accommodate cultural nuances (Bassnett 2014).

While replicating the effect of the original text was traditionally a human prerogative, in recent years there has been a shift toward a hybrid model where translators integrate advanced information technologies to enhance their expertise, a transition that redefines the relationship between human agency and digital tools in the translation industry (Cronin 2013; Kenny 2025).

This work explores the aesthetic intersections between human translation and computational linguistic outputs in the field of literary translation. By providing a comparative analysis of selected passages from Herman Melville's *Moby Dick* (1851), the work examines the tension between Cesare Pavese's iconic translation (1932) and modern AI (Artificial Intelligence)-generated counterparts. The study explores how Pavese's literary craft could have been enhanced through modern computational tools, which effectively bridge the historical and informational gaps of his era. It discusses that while formal accuracy does not inherently imply artistic improvement, AI ensures unrivaled terminological precision and philological consistency. By liberating the translator from labor-intensive mechanical tasks, AI enables the translator to devote more cognitive energy and time to deep hermeneutics and to focus on the search for subtext and meaning.

Ultimately, this study argues that leveraging the full potential of AI does not mean proclaiming the death of the profession; rather, it paves the way for a renaissance of the translator, who reclaims their artistic and central role of creator of meaning in a new language.

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Designing Controlled AI Environments for Interpreter Training and Ergonomic Research

The rapid integration of AI-based visual assistance into simultaneous interpreting calls for structured environments that support empirical investigation and pedagogical exploration of its cognitive and ergonomic impact. Although commercial tools are increasingly used in training, they are not designed to allow systematic variation of reliability or error patterns. This limits both experimental control and the development of training scenarios based on controlled exposure to error. To overcome these constraints, this paper introduces a Unity-based simulated environment that enables investigation of the cognitive ergonomics of AI-assisted interpreting through calibrated variations in visual assistance quality.

The interface simulates a computer-assisted interpreting display presenting real-time captions and translation suggestions. Its core feature is the deliberate injection of errors affecting numerals, terminology and proper names, with parametrised manipulation of error type, strength and plausibility. This configuration regulates assistance reliability and creates conditions in which interpreters must engage with partially unreliable visual support, enabling examination of how attentional strategies and trust calibration evolve as reliability fluctuates.

An experimental study was conducted with 22 professional French–English interpreters to assess both research validity and training relevance. Participants performed a simultaneous interpreting task across five successive conditions combining visual support that was either congruent with, or incongruent with, the auditory input. Cognitive load was assessed using converging measures, including eye-tracking indicators of attentional distribution, physiological indices of activation, and analyses of interpreting output. Perceptual data was collected before and after the task to capture potential changes in perceived usefulness, trustworthiness and intrusiveness.

Preliminary results reveal relationships between assistance quality, cognitive effort and trust calibration. As exposure to unreliable suggestions increases, processing demands rise and attentional strategies are progressively reconfigured.

By combining technological simulation with measurable cognitive outcomes, this study demonstrates how mock-up environments can serve as dual-purpose platforms: advancing research while supporting interpreter education. Such tools provide a scalable framework for developing critical AI literacy, trust calibration skills and informed engagement with assistive technologies in contemporary training programmes.

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AI and the Trust Equation: Rethinking Education and Training in the Age of Intelligent Systems

As academics and practitioners, we must ensure that translators, interpreters and terminologists are not just surviving the AI shift but are actively shaping a trustworthy future for the profession. We must look at the effects of AI on training for the profession, and ways to equip the next generation to master AI tools, uphold professional ethics, remain essential voices in shaping a multilingual future, ensuring trustworthy communication and providing oversight to AI-generated text/speech and MT.

Since the release of ChatGPT the popularity of GenAI based on LLMs has increased dramatically. Technology companies are preaching a revolution and have created a buzz around General-purpose Artificial Intelligence (AGI), as a technology that is expected to be “most productive when its end results are neither predictable nor controllable.”

It is clear the conviction that technology is by definition an improvement, is too coarse-grained as it fails to account for ecological footprint, legal/ethical issues, anthropological and existential concerns. Despite the undeniable potential of AI, to many T&Is, adopting GenAI and post-editing NMT in their workflows feels like opening the gate to a Trojan horse, given the pressure on rates they already experience. They are also concerned about the language deskilling they feel is likely to occur, since people start to believe language learning is no longer needed, machines communicate effectively in any language.

The deceptive fluency of AI-generated texts have massive effects in educational contexts: the risks of neglecting and deskilling human communicative competences. The author analyzes several major research/reflection papers that contain statistics, contexts of using AI in professional T&I, feedback from practitioners and educators on how they integrate AI solutions in their work (European Language Council reflection papers, FIT position papers). A special attention is given to prospects of counter-balancing current challenges of using AI (especially copyright, trust/ethics connected) through the introduction of XAI (Explainable AI) and blending more analytical/critical thinking modules into study programs to implement the “trustworthy future” strategy.

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Governing Emerging Technologies in the Field of Public Sector Interpreting

This paper presents a policy-oriented analysis of emerging technologies in interpreting, situated within the concrete legal and institutional framework of Norway's Interpreting Act (MfLaSI 2022). While existing research has focused either on interpreters performance in a technologized setting (cf. Tan et al. 2024) or on professional attitudes toward AI in interpreting (cf. Zhong and Ma 2025), this study shifts the analytical lens toward governance: how should public authorities regulate, assess, and responsibly deploy technologies such as computer-assisted, remote, and machine interpreting within binding national legislation? The Norwegian case offers a particularly fertile context. Currently more than 1.2 million assignments are carried out annually, and the volume has been increasing in the last five years. The Interpreting Act regulates public bodies' responsibility to engage interpreters. However, except for explicitly allowing remote interpreting the Act does not substantively address the role of emerging technologies in the provision of interpreting services. The latter is a concern for the Directorate of Integration and Diversity (IMDi) that commissioned this study.

Drawing on research literature, market analyses, stakeholder interviews, and institutional workshops, the paper develops structured scenarios for public-sector interpreting under conditions of rapid AI-driven transformation. While the use of technological solutions, particularly, though not exclusively, machine interpreting, is likely to expand, adoption will unfold unevenly over the coming years and requires proactive regulatory attention. The paper therefore proposes a risk-based regulatory framework for AI-mediated interpreting and formulates policy recommendations grounded in technological affordances, institutional constraints, and existing legal obligations. In doing so, it advances a model of responsible innovation for multilingual communication in the public sector, aimed at safeguarding quality, accountability, and fundamental rights amid accelerating technological change.

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Augmented Interpreting: ASR to support human interpreting in VR

The rapid development of digital technologies is bringing about a radical transformation in professional workflows. Indeed, the last few years have “witnessed an unprecedented convergence of technologies, with Augmented Reality (AR), Virtual Reality (VR), and Artificial Intelligence (AI) poised at the forefront” (Hawkinson 2025, p. 22). In this groundbreaking and interactive landscape, a growing interest in the use of VR and Virtual Learning Environments (VLEs) has been observed in recent years also in conference interpreting and interpreter training (Baselli, Comoglio & Russello 2025; Braun, Davitti & Slater 2020; Gieshoff, Schuler & Jahany 2024; Hu, Gao & Li 2025). Against this background, the study focuses on testing different workflows and support tools for simultaneous interpreting (SI), i.e. automatic speech recognition (ASR), Speech Translation (ST) and a system integrating automatic speech recognition in VR/AR. 10 professional interpreters were involved in the study to test these technologies. They simultaneously interpreted four speeches in four conditions, i.e. traditional SI without any support and SI with the support of ASR, ST and wearing the Oculus Meta Quest 3 VR headsets that displayed the ASR.

The aim of the study was to evaluate the effectiveness of the tools in improving the quality of interpretation, while also assessing the usability of the AI-based and VR technologies adopted to support human interpreting. The study compared the performance of interpreters during the traditional SI assignment with their performance with ASR, ST and ASR in VR/AR and analysed the results of the survey administered to the participants to determine the usability levels of the VR support. The presentation will report preliminary findings on the usability of the tools, which are expected to optimise interpreters’ workflows and improve the overall experience of human interpreting in multilingual events, in line with previous findings (Defrancq & Fantinuoli 2020; Li & Chmiel 2024).

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Teaching digital sovereignty in translator training: a case-based approach

Technological innovation and the accelerating integration of AI-driven tools into translation workflows have intensified debates around efficiency, quality and human agency in language professions (e.g., Jiménez-Crespo 2025). While translator training programmes increasingly address digital literacy and tool competence (Rothwell et al. 2025), relatively little attention has been paid to digital sovereignty as a pedagogical objective, understood as the capacity of individuals and institutions to exercise meaningful control over digital infrastructures, data and technological dependencies (Floridi 2020; Roberts 2024).

This paper proposes the introduction of digital sovereignty as a structured component of postgraduate translator training through a case-based approach grounded in professional practice. The proposed case draws on a real-world migration of a translation workflow from a proprietary, vendor-dependent environment (Windows-based systems and commercial platforms) to a more sovereignty-oriented configuration relying on open-source software, GDPR-compliant European services and privacy-focused infrastructures. Rather than advocating a single prescriptive technological model, the case was designed to function as an analytical framework through which students can examine technical choices, constraints, trade-offs and professional responsibility.

The paper outlines how this case study could be integrated into existing curricula to support critical engagement with technological decision-making. It identifies key learning objectives, including the development of analytical understanding of system dependencies, basic infrastructural literacy, ethical and legal awareness and reflective professional agency in hybrid human-machine workflows. Special consideration should be given to anticipated pedagogical challenges, such as students' varying levels of technical confidence and the need to balance conceptual clarity with practical relevance.

By framing digital sovereignty as central to critical digital literacy, this paper positions it as a relevant dimension of translator training in the age of increasing automation. It contributes to broader discussions on how academic programmes can better prepare future translators for ethically, legally and technologically sustainable professional practice.

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From Cognition to Design: The Course-of-Experience Framework as a Foundation for Human-Centred Computer-Assisted Interpreting Tools

Technological advances in ASR, LLMs, and speech-to-speech machine translation are reshaping conference simultaneous interpreting and raising urgent questions about human–machine collaboration and tool design. Two trajectories emerge: full automation, or human-in-the-loop systems that augment the interpreter. This paper takes the second position and argues that augmentation must be understood precisely: CAI tools should support the interpreter where genuinely needed, without displacing human intelligence, overwhelming cognitive resources, or disrupting the concentration that the practice demands.

Designing human-centred CAI tools calls for an understanding of interpreting as an embodied, extended, culturally embedded, and enactive practice rather than as an information-processing operation. However, existing tool development has largely proceeded from an external paradigm oriented towards input-output model that leaves the interpreter’s lived experience and the actual workflow out of scope. We propose a practice-based approach to CAI design grounded in the course-of-experience framework — a semeiotic and phenomenological research framework that documents practice from the first-person perspective. The empirical basis is a corpus collected with conference interpreters working in a real assignment at an international organisation in Geneva.

The fine-grained documentation of what interpreters are attentive to in their environment, what they anticipate, and enact moment by moment defines the conditions a CAI interface should respect to function as a supplementing technology. A further design criterion concerns the appropriation and transparency of tools: a well-integrated CAI interface should progressively shift from being an object of attention in the interpreter's environment to becoming incorporated into their activity itself — transparent in use, as a familiar instrument becomes transparent to a skilled practitioner. We discuss the implications of this reorientation for the development of CAI tools that are grounded in the microdynamics of practice organisation.

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Enemy or Ally? Developing AI Literacy and Post-editing Skills in Translator Training

In the current translation landscape, technological developments are prompting a reconsideration of the role of professional translators and the need to integrate new skills with existing competences. In this context, university training cannot overlook the impact of technology on translation services. In this respect, Faes and Massey (2024) highlight the importance of combining linguistic and domain knowledge as key to employability. One issue that has sparked heated debate is the use of Artificial Intelligence (AI) in translation services. The most controversial aspects range from ethical concerns to the new skills translators will be required to develop in an increasingly technology-driven profession.

This paper draws on teaching experience in a Master’s degree programme in Translation and Interpreting, specifically within a course entitled *Translation Technologies and Post-editing*. Based on the premise that AI has emerged without clear guidelines for its use in translator training, the paper focuses on AI literacy and machine translation post-editing (MTPE). Classroom observations reveal that while most students show a general understanding of AI’s potential benefits as well as the “problems of hallucinations and bias” (Moorkens & Guerberof 2024), they often struggle to formulate effective prompts and tend to over-edit AI-generated MT output, treating post-editing as if it were a full translation task.

Starting from these observations, the paper discusses pedagogical strategies for integrating AI literacy into translator training and proposes a set of training tasks aimed at developing AI literacy and post-editing skills. These tasks focus on effective prompt formulation and on post-editing tasks that train students to leverage AI while drawing on their own expertise when addressing translation challenges. In doing so, the paper contributes to the ongoing discussion on how translator training programmes can effectively integrate AI while maintaining the central role of human expertise.

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Redéfinition d'un cours de traduction spécialisée fondée sur l'analyse de traductions humaines et automatiques

Dans cette communication, nous présentons notre expérience de redéfinition d'un cours en ligne de traduction économique, que nous avons fait évoluer d'un modèle traditionnel centré sur la production de traductions par les étudiant·es vers une approche fondée sur l'évaluation critique de traductions humaines et automatiques. Cette évolution s'inscrit dans un contexte marqué par la généralisation des systèmes de traduction automatique, qui transforment à la fois les pratiques professionnelles et les modalités d'apprentissage.

Ce dispositif pédagogique repose sur l'exploitation de corpus parallèles constitués de traductions humaines produites lors d'éditions antérieures du cours et de traductions automatiques générées par des outils neuronaux. À partir de ces matériaux, nous menons une analyse systématique qui nous permet d'identifier des choix communicationnels, des problèmes textuels et des enjeux linguistiques significatifs.

Sur cette base, nous concevons des activités qui ne visent plus la production de traductions, mais la compréhension du texte source et l'analyse critique de différentes solutions traductives. Les tâches proposées s'articulent autour de questions portant notamment sur l'adéquation terminologique, les interférences, les erreurs ou les reformulations.

Nous accompagnons ce repositionnement d'un modèle d'évaluation alternatif : au lieu d'évaluer des traductions produites à partir de systèmes automatiques, nous évaluons la capacité des étudiant·es à apprécier la qualité des traductions au regard de compétences traductives classiques, telles que les compétences thématique, instrumentale et stratégique.

Dans un contexte marqué par l'essor de la traduction automatique et de l'IA générative, nous visons ainsi à développer des compétences davantage alignées sur les pratiques professionnelles actuelles, centrées sur la révision et la prise de décision informée.

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False friends and LLMs within the scope of language teaching and translation Quality Estimation: a case study of English, Spanish and French

False friends are one of the common psycholinguistic learning problems faced by language, translation and interpreting students (Chacón Beltrán 2006). They are defined as “lexemes in at least two different languages with identical or similar graphic/spoken forms whose semantics overlap either partially or not at all” (Szpila 2006, p. 77). They hinder the comprehension and communication process and are associated with lack of linguistic competence. They are an obstacle in the learning process of languages and a difficult aspect to teach. Even advanced language speakers and experienced translators and interpreters may commit such mistakes. Clear evidence is the high rate of false friends that can be extracted automatically and manually from the UN corpus in different combinations (Haddad 2025).

In this paper, we carried out a case study to train a model on an annotated corpus of false friends, extracted from the English-Spanish and English-French UN corpus, with the objective of extracting false friends from parallel corpora and learner corpora (Lozano 2022). As a result, we: a) evaluate the LLMs on false friend detection task; b) evaluate sentence-level machine translation quality estimation models on translations with false friends; c) evaluate token-level quality estimation models on false friends; d) we use the result for the extraction of terms and neoterms based on false friends (Haddad 2025). The results are relevant and insightful within the scope of translation and language learning and teaching, as well as in the scope of machine learning, machine translation and quality estimation.

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Evaluating AI-Assisted Arabic–English Subtitling of Lebanese Vernacular Humor: A COMET-Based Study

The growing integration of artificial intelligence into audiovisual translation workflows has intensified debate about the reliability of automated subtitling, particularly for dialectal and humor-driven content. Recent research examining English–Arabic automated subtitling on social media platforms highlights persistent linguistic and pragmatic limitations, especially in colloquial and vernacular registers (Farghal & Ammari 2025). Similarly, studies on Egyptian dialect comedy demonstrate that machine translation systems frequently rely on literal strategies, leading to pragmatic loss and diminished humorous effect (Shawky 2025). These findings underscore the need for systematic evaluation of AI-assisted subtitling in dialect-rich audiovisual contexts.

This study presents an empirical evaluation of AI-assisted Arabic→English subtitling using a corpus of 80 short Lebanese YouTube comedy videos featuring vernacular dialogue and creator-produced English captions. The English captions are treated as reference subtitles, while Arabic speech is transcribed and machine-translated using AI-powered subtitling functions in Subtitle Edit. Quality is assessed using COMET, a neural reference-based machine translation metric, whose suitability for subtitle evaluation is considered in light of recent metric-driven subtitle assessment research (Egamberdieva et al. 2024).

The study addresses three research questions:

- (1) How effectively can AI-powered subtitling approximate creator-produced English subtitles for Lebanese vernacular humor?
- (2) Which linguistic/pragmatic features (dialect, code-switching, humor type) correlate with lower quality?
- (3) To what extent can reference-based neural metrics adequately evaluate subtitle texts that are themselves condensed and pragmatically adapted?

By combining corpus-level COMET scoring with segment-level qualitative error analysis, the study contributes to discussions on hybrid human–machine subtitling workflows and the limits of AI in handling culturally embedded humor in Arabic audiovisual translation.

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Inverse (Spanish-French) Post-Editing in Translator Training: A Multi-Tool Pilot Study

Post-editing of machine translation (MT) outputs remains a somewhat controversial practice in both professional and educational contexts, with debates surrounding its impact on remuneration, professional fulfillment, translation quality, creativity and skill development. Despite this, it has become an increasingly demanded service and university translator training programs are progressively incorporating it into their curricula. Interest in post-editing has grown in academia for more than a decade, as researchers seek to gain a deeper understanding of the processes and strategies involved (Carl, Gutermuth & Hansen-Schirra 2015). Within this growing body of research, studies have addressed issues such as the integration of post-editing in foreign language instruction (Niño 2008) and directionality in MTPE (Toledo Báez 2018).

Despite this growing body of work, our understanding of how translation students carry out the post-editing process when working with outputs from multiple MT systems, and what this reveals about their MTPE skills, remains limited. The pilot study reported in this paper addresses this issue by focusing on inverse post-editing (L1→L2), a professionally relevant yet still underexplored practice in both research and translator training. Through a qualitative analysis, it provides preliminary insights into students' MTPE strategies across multiple systems, extending prior research in the field and laying the groundwork for larger-scale investigations into MTPE competence.

A cohort of twelve bachelor-level students translating from Spanish into French (L2) was asked to post-edit outputs provided from four widely used MT systems (Google Translate, DeepL, ChatGPT and Reverso) and to explain the reasoning behind their edits, in order to investigate how they adapt their post-editing strategies across different tools. To establish a baseline prior to post-editing, participants first translated a short, straightforward source text without MT support, yielding a total corpus of 60 translations. Because each MT system produces outputs with distinct strengths and weaknesses, we anticipated there would be variations in accuracy and style which would require different types of edits and yield final translations of unequal quality. Annotation and analysis were conducted using Bodart, Piette & Lefer's (2024) Machine Translation Post-Editing Annotation System (MTPEAS).

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A Multi-Stakeholder Framework for Resilient and Sustainable T&I Training: Integrating Research, Practice, and Professional Standards

The impact of technological innovation on translation and interpreting (T&I) has made it imperative to reassess the processes, assumptions and paradigms that underpin both research and training. In a context where AI-driven solutions are being tested even at the institutional level (Council of Europe, the WHO), and well-established programmes are facing closure, with concerns being raised about their ability to prepare graduates for this evolving professional landscape, timing seems more urgent than ever before.

This paper argues that sustainability of T&I training can be linked to moving beyond the binary model that tends to separate academia from professional practice. Instead, we propose to make a case for a multi-layered system built on four pillars: academic research, professional practice, national and international professional association and international institutions.

Drawing on concrete examples from postgraduate curricula, continuous professional development (CPD) initiatives, and institutional collaborations, this paper examines how deeper integration across these four domains can enhance T&I resilience and relevance. Professional associations such as AIIC, through their advocacy, research and standard setting work, can function as crucial intermediaries between academic innovation and real market challenges and concerns (including data protection and confidentiality). International institutions, meanwhile, have a vital role in shaping competence frameworks reflecting not only local market needs but also transnational and sector-wide developments.

This paper contends that AI literacy, while indispensable, represents only one element of a broader competence shift. Sustainable T&I programmes must cultivate soft skills, ethical and interdisciplinary awareness, and institutional literacy. Through a comparative analysis of selected postgraduate programmes and CPD initiatives, this paper aims to identify emerging best practices and outline actionable strategies for embedding these competences structurally within curricula. By articulating a four-pillar model of collaboration and competence development, this contribution will aim to provide a forward-looking framework for maintaining the academic integrity, professional relevance, and long-term sustainability of T&I training in the second quarter of the 21st century.

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Is it ‘just’ Post-Editing? Trainees’ attitudes shape MTPE vs. Human Translation performance

The Language Service Providing (LSP) industry has undergone a significant transformation due to technological advances, notably impacting professionals in the field. A substantial portion of translation tasks, traditionally managed by human translators, now sees automation through services such as AI and Post-Editing (MTPE). The adoption of these automated systems has notably risen within Language Service Companies to cut costs and replace or minimize human translation work, even when technology produces sub-standard output (EUATC, 2025). In response to these industry shifts, translation training institutes and universities emphasize their commitment to aligning and developing programs with market needs, although this struggles to occur in the Italian landscape (Latorraca, 2022). Furthermore, both the professional and academic realms harbor beliefs and biased assumptions about the seemingly straightforward and nonspecialized nature of MTPE as a professional task, often underestimating the required competencies and effort (Briggs 2018; Wang et al. 2021; Latorraca 2023). This study aims to explore translation trainees’ attitudes and performance towards MTPE as compared to traditional HT.

Previous results elicited by conducting Rasch analysis of pre-post Likert scale questionnaires highlight the prejudicial value of attitudes toward MTPE and show how the lack of proper metacognitive skills correlates with the misvaluation of task difficulty (Latorraca 2025). In this study, the performance of 28 participants enrolled in their last year of a MD course in Specialized translation was analyzed in terms of the amount of errors as per an adapted version of Mossop’s revision changes (2014). Then, correlation analysis and t-test of performance scores and attitudes showed how the prejudicial attitudes toward MTPE strongly affect outcomes in performance.

Findings raise critical questions about the necessity for more AI-targeted and specialized translation training curricula to address specific challenges in the ever-evolving landscape of translation services.

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Are Multilingual Sentence Embeddings Reliable Judges of Interpreting Adequacy? Evidence from World Table Tennis In-Field Interviews

Sports interpreting remains under-examined in interpreting studies despite its visibility in live-broadcast media settings. At the same time, while embedding-based representations have been widely used in translation and NLP research, evidence on whether multilingual sentence embeddings can serve as valid proxies for interpreting adequacy is still limited. This study addresses these gaps by analyzing 207 Chinese–English athlete–response segments from in-field post-match interviews at 2025 World Table Tennis (WTT) events. Cosine similarity scores produced by four multilingual sentence-embedding models (LaBSE, paraphrase-multilingual-MiniLM-L12-v2, distiluse-base-multilingual-cased-v2, and multilingual-e5-base) were compared against professional human adequacy ratings on a four-point scale.

Results show moderate inter-model agreement (Spearman $\rho = .52-.71$), indicating partially convergent similarity-based rankings across embedding spaces. However, model–human correlations are weak ($\rho = .11-.20$), and low-adequacy detection performance is modest (AUC = $.55-.62$; AP = $.15-.26$). These findings suggest that sentence-level semantic proximity provides an internally coherent but limited signal of meaning-transfer adequacy in spontaneous sports interview interpreting. We argue that the divergence reflects a construct gap: cosine similarity primarily captures sentence-level propositional proximity, whereas professional adequacy judgments also incorporate discourse organization and pragmatic stance. By testing embedding-based metrics on ecologically grounded sports media interpreting data, this study clarifies both the promise and current limitations of sentence embeddings for automatic interpreting quality assessment.

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Large Language Models in Audio Description Translation: System Performance and Human–AI Interaction

Recent advances in large language models (LLMs) have driven progress in written translation research (Zhang & Zhao 2025; Robison et al. 2024), yet their application in multimodal translation remains comparatively underexplored. Audio description (AD), a multimodal and audiovisual translation practice, renders visual information verbally to enhance accessibility for persons with visual impairments. As AD script production is labor-intensive and costly, AD translation has been proposed as a more economical alternative (Jankowska 2015). However, empirical evidence on LLM-based AD translation in the Chinese context remains limited. This study therefore compares different LLMs for English–Chinese AD translation and examines how AI-generated AD drafts impacts audio describers’ interaction with the technology.

This study adopts a two-stage design. First, selected English AD scripts were translated into Chinese by four LLMs (DeepSeek; Kimi; Gemini; ERNIE 4.5) and two neural machine translation (NMT) systems (DeepL; Google Translate). The outputs were evaluated using automatic metrics (BLEU, TER, chrF++, and BERTScore) and human assessment (adequacy, fluency, and overall quality), from which the best-performing draft was identified. Audio describers then completed AD translation tasks under two conditions, with and without the AI-generated draft while their screen activities were recorded. Interaction data—including the frequency, duration, and types of AI-related queries—were analyzed to examine how AI-generated drafts shape describers’ interaction patterns.

The findings indicate that DeepSeek outperforms both NMT systems and other LLMs in terms of both automatic metrics and human assessment. When AI-generated drafts were available, audio describers posed fewer queries, spent less time interacting with the AI, and focused more on language refinement and condensation. This study provides empirical evidence for the application of LLMs in multimodal translation and contributes to the growing dialogue between AI and translation studies.

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From Assistance to Expertise: A Human-Centric AI Agent for Interpreter Development

The rapid development of artificial intelligence is transforming interpreting practice. However, existing computer-assisted interpreting (CAI) tools primarily enhance task efficiency (e.g., automatic speech recognition and terminology support), while offering limited support for interpreters' long-term expertise development, particularly in reflective learning and knowledge accumulation.

Drawing on research in interpreter expertise and technology-enhanced learning, this study proposes IDEA, a human-centric AI agent designed to support interpreters across the entire interpreting process. Unlike conventional human-in-the-loop systems, IDEA adopts a human-centered design and integrates three key components: (1) a closed-loop workflow linking pre-, intra-, and post-interpreting phases; (2) a dynamic memory architecture that incrementally learns from user interactions to enable personalized knowledge retrieval; and (3) multimodal analytics combining acoustic, visual, and contextual information to provide structured feedback.

A pilot study was conducted with six professional interpreters who completed simulated interpreting tasks using the agent. A mixed-methods approach was employed, including usability testing, a questionnaire based on the Unified Theory of Acceptance and Use of Technology (UTAUT), and semi-structured interviews. Results provide preliminary evidence of user acceptance ($M = 4.33$, $SD = 0.52$). Among the UTAUT constructs, performance expectancy ($M = 4.50$) and social influence ($M = 4.61$) were rated highest, while effort expectancy ($M = 3.94$) and facilitating conditions ($M = 3.88$) suggest areas for further improvement. Qualitative findings indicate that the memory component supports reflective learning by linking current performance with prior cases, thereby facilitating the internalization of feedback.

The findings suggest that AI can move beyond task assistance toward supporting interpreter development. Future research will examine adoption intention in larger samples and employ structural equation modeling to further validate the model.

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Safe AI

Responsible AI in Interpreting: Policy, Practice, and Ethical Guardrails for Meaningful Access

The rapid adoption of generative AI and automated speech-to-speech technologies has fundamentally altered interpreting practice across healthcare, legal, and public service settings. This paper presents the evolving work of the Interpreting SAFE-AI Task Force (Stakeholders Advocating for Fair and Ethical AI in Interpreting), an international, multi-stakeholder initiative formed to guide the responsible adoption of AI, while safeguarding quality, accountability, and meaningful access for linguistically diverse communities.

Building on prior analyses of AI capabilities and risks, the presentation examines how shifting policy signals intersect with persistent legal and ethical obligations, particularly in high-stakes contexts such as healthcare.

It introduces the SAFE-AI Guidance framework and the AI Interpreting Solutions Evaluation Toolkit, outlining how organizations can systematically assess readiness, risk, oversight, and implementation models, including hybrid human-AI approaches.

Drawing on recent research into automated interpreting and real-world decision points faced by professionals, the paper highlights where AI may support language access—and where qualified human interpreters remain essential. The discussion emphasizes client education, documentation, and governance as critical components of ethical AI integration, positioning interpreters and institutions to navigate technological change without compromising safety, equity, or professional standards.

How Can AI Subtitle? AI-Generated Subtitles for d/Deaf Accessibility Under the Microscope

The use of AI tools in audiovisual accessibility has represented a significant step forward in advancing the rights of individuals with sensory and cognitive disabilities. However, accessibility remains an underexplored dimension in the design and development of many of these technologies. Recent advances in transformer-based architectures (Vaswani et al. 2017) and large-scale language models (Brown et al. 2020; Devlin et al. 2018) have significantly improved the performance of speech recognition and machine translation systems, opening new possibilities for accessible media production.

This study examines the application of AI tools in the process of making audiovisual content accessible. Specifically, WhisperAI is employed to transcribe the audio content through automatic speech recognition (ASR). These transcripts are subsequently processed using Claude and ChatGPT (Bahdanau, Cho & Bengio 2014) to generate interlingual subtitles for d/Deaf and hard-of-hearing audiences, incorporating conventions such as speaker identification, sound description, and prosodic cues. In addition, RaskAI is incorporated as a complementary tool to support the translation and adaptation workflow.

The study evaluates the outputs produced by these systems based on four selected excerpts from Netflix series with varying levels of linguistic and narrative complexity. The analysis focuses on translation accuracy, textual cohesion and coherence, segmentation strategies, handling of prosodic and paralinguistic markers, and adaptation to specialized or context-specific registers.

The results indicate that WhisperAI delivers high-quality transcriptions, although human intervention remains necessary to refine segmentation and incorporate relevant sound labels. Claude and ChatGPT demonstrate strong performance in generating interlingual subtitles, particularly in terms of fluency and structural coherence, while RaskAI supports workflow efficiency. Nevertheless, limitations persist in the treatment of cultural references, stylistic subtleties, and pragmatic nuances.

Based on these findings, a hybrid model is proposed that combines AI-assisted processing with professional human revision to ensure that accessible audiovisual products meet both technical standards and the communicative, cultural, and contextual expectations of end users.

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THEMATIC SESSION on BigSistah

Sixty years ago, the ALPAC report argued that understanding translation required, first and foremost, understanding human translators (ALPAC 1966). That imperative has never been more urgent. As the field rushes to measure how AI and LLMs affect translator behavior, it does so with limited empirical knowledge of translators' practices, cognition, and experience independent of such tools. We cannot meaningfully assess what technology changes if we do not understand what is there with and without MT, LLMs, and CAT tools.

Built on that premise, BigSistah is a free, open-source, online/offline modular software suite for empirical research on multilectal mediated communication—not only translation. Its four components—Saga, Taylor, Echo, and Munio—address complementary research aspects, from workflow management through participant profiling and multimodal data collection to data cleaning and analytical modeling. The design of the suite, including aspects of the user interface, was supported by AI-assisted prototyping workflows that helped explore alternative solutions and accelerate iterative refinement.

BigSistah (1): Knowing the translator before the machine — Research management and participant profiling

This presentation introduces Saga and Taylor.

Saga is the researcher interface. It supports pre-registration, participant recruitment, ethics protocols, flexible task assignment, and scheduling. By structuring progression through the research workflow, Saga standardizes methodology within projects, enhances cross-study comparability without constraining experimental flexibility, and supports privacy policies.

Taylor is the participant interface. It provides a gamified, standardized environment for administering more than twenty cognitive, linguistic, and typing tests used in CTIS, alongside survey instruments. Researchers select which measures to include, and Taylor administers only those. Taylor is personified as a pop-art research assistant, and each test module is themed around a famous film. Taylor guides participants in a comic-book visual idiom, capturing responses and timing data at millisecond resolution. The gamified framing is not decorative but strategic: it reduces test anxiety, stabilizes engagement, and improves behavioral data reliability in both remote and on-site contexts.

This presentation demonstrates Saga and Taylor using preliminary implementation data, illustrating how standardized cognitive measurement embedded within a structured, low-friction workflow can enhance data quality without compromising empirical rigor.

BigSistah (2): Knowing the translator before the machine — Multimodal observation and analytical modeling

This presentation introduces the latter two: Echo and Munio.

Echo is the cross-platform, language-agnostic multimodal data-collection environment. It operates unobtrusively, synchronizing variable combinations of keylogging, screen capturing and recording, and audio capture streams to enable fine-grained reconstruction of HCI, while prioritising privacy safeguards.

Munio imports and profiles source and target texts, supports manual alignment of texts and logs, and enables tagging variable text spans. It converts synchronized logs into structured datasets and derives process indicators — pause behavior, drafting dynamics, and revision patterns. Preliminary stages coding workflows were supported by AI-assisted exploratory operationalization. Time-aligned data are segmented into behavioral units following the Task Segment Framework (Muñoz Martín & Apfelthaler 2022), and prepared for annotation, dataset linking, and cross-participant comparison. Quantitative modeling is complemented by qualitative inspection and interpretive analysis of individual translator behavior, supporting the full methodological spectrum from fine-grained process metrics to naturalistic, workplace-situated observation (Rojo López & Muñoz Martín 2025).

BigSistah (3): Knowing the translator before the machine — logging text production in non-alphabetic scripts

Sixty years ago, the ALPAC report argued that understanding translation required, first and foremost, understanding human translators (ALPAC 1966). That imperative has never been more urgent. As the field rushes to measure how AI and large language models affect translator behavior, it does so with remarkably thin knowledge of what translators do, think, and experience without those tools. We cannot meaningfully assess what technology changes if we do not understand what is there with and without MT, LLMs, and CAT tools.

Built on that premise, BigSistah is a free, open-source, online/offline modular software suite for empirical research on multilectal mediated communication — not only translation. Its four components — Saga, Taylor, Echo, and Munio — address complementary research aspects, from workflow management through participant profiling and multimodal data collection to data cleaning and analytical modeling.

Echo performs screen and audio recording, jointly with keylogging, providing additional sources that go beyond the bare keystroke trace, valuable to observe the production of non-alphabetic texts, to date the subject of very few studies (Muñoz Martín & Apfelthaler 2022). In fact, non-alphabetic strings cannot be captured by unobtrusive loggers recording keystrokes, as they result from Input Method Editors (IMEs), interposed applications which mediate between the alphabetic keyboard and the symbols of the target script.

This presentation introduces Hylog, an ecological keylogging approach and a prototypical tool that runs simultaneously with a keystroke logger and records non-alphabetic text, laying the groundwork for future integration with BigSistah suite.

Hylog captures the text as it appears on the screen while being produced, through unobtrusive application-specific plugins and a smart algorithm that focuses only on the relevant portion of text. Then, it complements keystroke data with the information derived from the text trace, enabling typical analyses that have already been performed on the alphabetic counterpart. Furthermore, it facilitates findings that have remained unexplored until now, through novel measurements tailored to non-alphabetic features.

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AI-supported intralinguistic, interlinguistic and intersemiotic translation of specialised texts from German: an empirical study with NotebookLM

In his renowned essay *On Linguistic Aspects of Translation* (1959), Roman Jakobson identified three types of translation according to the way verbal signs are interpreted: *intralingual* translation, which involves the exploitation of other signs from the same language; *interlingual* translation, which uses the verbal signs of another language; *intersemiotic* translation, which draws on non-verbal sign systems to move from one code to another. With the technological evolution of recent decades, more and more systems able to automate these processes have been developed. In particular, with the advent of artificial intelligence, there has been a proliferation of applications that allow texts to be paraphrased (*rewording*), translated between different languages (*translation proper*) and converted from one medium to another (*transmutation*). There are some AI applications that enable two or even three of these translation dimensions to be combined simultaneously. This is the case, for example, with NotebookLM, an AI-powered assistant that can transform texts into realistic AI-generated overview videos or podcasts, thus intertwining the written, oral and visual dimensions of communication.

The purpose of this paper is to analyse how specialist texts are processed by this application, seeking to answer some fundamental research questions. What communicative mechanisms come to be implemented? What changes occur with regard to text types? What are the implications in terms of syntax and terminology? What are the strengths and weaknesses of such a technology? What level of quality is offered by the output? What practical opportunities may arise from a professional and educational perspective? The empirical study is based on a sample of three specialised texts in German relating to the fields of economics, medicine and automotive industry.

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Dissolving Disciplinary Silos: Translational Work in International Corporate Communications

As the roles of translation professionals continue to evolve, recent scholarship argues that Translation and Interpreting (T&I) Studies should engage more actively in transdisciplinary collaborations to generate new knowledge and researchbased solutions to realworld challenges (Massey 2021). In a bid to help dismantle disciplinary silos, this paper echoes recent literature suggesting that collaboration between T&I Studies and International Business (IB) and Organisation Studies is mutually beneficial (Schedlitzki et al. 2025).

This paper proposes that the communication department within MNCs constitutes a particularly rich setting for such transdisciplinary inquiry and exploration into the under-researched intersection between translation and organisational communication in international settings (Massey & Wieder 2019). Using multilingual ethnographic data (semistructured interviews, meeting observations, corporate documents, and emails) from a French multilingual MNC, the study investigates the roles of subsidiary corporate communication practitioners when implementing a new corporate project from headquarters locally.

The findings show that these practitioners engage in a wide range of translational tasks, from interlingual translation to metaphorical translation. Their work can therefore be conceptualised as paraprofessional translation (Koskinen 2025). The author uses these findings as a starting point to reflect upon and offer insights regarding the fuzzy borders between the two professional roles in addition to proposing corporate communication work as a potentially stimulating and rewarding pathway for translation professionals.

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Assessing the effects of ASR-generated captions on L2 speakers’ comprehension in an educational setting: a mixed methods study

Recent developments in Artificial Intelligence have resulted in an increased use of captions generated by speaker-independent automatic speech recognition (ASR) systems in higher education to support students during lectures delivered in a language different from their native one (e.g., Chan et al. 2019; Locke et al. 2024). Compared to professionals, ASR systems are known to underperform in real-world settings, where recognition is often hindered by noise, speakers’ high speech rate or non-native accents (Alharbi et al. 2021). In this context, errors in the ASR-generated captions may not only disrupt language processing, but also increase cognitive processing costs (Pucci 2023; Romero-Fresco & Fresno 2023).

To assess the effects of ASR-generated captions in this setting, we conducted a mixed-methods quantitative and qualitative study comparing the effects of different audiovisual translation (AVT) modes on content comprehension among L2 speakers of English. Twelve native speakers of Italian (intermediate and high-proficient in English) watched a 9-minute lecture in one of three conditions (no captions, human-made captions, ASR-generated captions) while their eye movements were monitored. They subsequently answered ten comprehension questions and then completed a questionnaire regarding their opinions on the use of ASR-generated captions in educational settings. Behavioral results indicated no significant comprehension benefits for L2 speakers in either AVT mode compared to the no-captions control group. An analysis of the eye-tracking data revealed greater pupil dilation for L2 speakers reading automatic captions and an interaction between caption type and the characteristics of the speakers in the video, potentially suggesting that textual errors and the incremental, word-by-word display format increase processing load and attentional demands. These findings also align with participants’ answers in the questionnaire. Ultimately, these results highlight the limitations of fully automated workflows and underline the need for a human-centered approach to evaluating and implementing this type of tool in educational settings.

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Confidence or Competence in the Age of AI? An Awareness-Raising Activity about Trust, Perception, and Performance in Translator Trainees

The integration of Generative AI (Gen-AI) into translation workflows requires training programmes to develop technological competence and critical awareness. Understanding students' attitudes toward AI and their post-editing practices is essential for effective pedagogy. While existing research has largely focused on machine translation (e.g., Scansani et al. 2019), empirical studies on the pedagogical application of Gen-AI remain scarce (e.g., Yang et al. 2026).

This paper reports the findings of a preliminary learning activity conducted at the beginning of a second-year MA course in specialised legal translation. Students were tasked with post-editing the Italian translation of an English power of attorney as generated by ChatGPT. Two questionnaires were administered via Wooclap: a pre-task questionnaire investigating participants' educational background and attitudes toward machine translation and AI, and a post-task questionnaire exploring perceptions of the raw output, confidence levels during the task, self-assessment of performance, quality and trust in AI. The post-task questionnaire also required students to detail the solutions they adopted for four selected rich points (PACTE 2009), which involved key legal terminological and phraseological items. The activity, complemented by class discussion, was designed as a diagnostic tool to evaluate trainees' AI literacy and post-editing behaviour within a specialised domain, as well as to inform subsequent learning practices. Participants described the source text as complex and reported uncertainty during the task, while acknowledging AI's invaluable supportive role. Nonetheless, most students rated their post-edited translations significantly higher than the raw output and expressed confidence in their self-assessments.

Qualitative analysis of the selected items revealed mainly surface-level revisions based on quick bilingual dictionary consultations with limited domain-specific research. Necessary corrections were sometimes overlooked, and correct solutions were occasionally replaced with inaccurate ones. No students reported using AI for further research. Implementing similar diagnostic activities could foster responsible tool use, critical reflection and self-awareness, and ultimately promote human agency in the learning process (Peeters et al. 2025, pp. 16–17).

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AI versus Human Translation in Clinical Contexts: A Mixed-Methods Approach to Accuracy and Acceptability

Clinical trials in the UK should recruit representative participants from the UK diverse population. However, language barriers often exclude culturally diverse populations and minority ethnic groups from clinical trials, hindering equitable research (Rooney et al. 2011; Hughson et al. 2016). While machine translation accuracy is continuously improving (Aiken 2019), its application in high-stakes healthcare remains debated, as AI translators still exhibit semantic and contextual deficiencies when processing complex medical terminology (Al-Jarf 2024).

This study involving a UKCRC clinical trial unit evaluates AI versus professional translators for existing patient-facing clinical trial documents (e.g., Participant Information Sheets, Consent Forms, and video subtitles). Texts were translated from English into Polish, Mandarin, and Punjabi using available AI applications and professional translators, then reverse-translated. A dual-layered qualitative evaluation followed: (1) Linguistic Coding Analysis: Five independent reviewers compared the reverse-translated documents against the original English texts for accuracy, tone, and loss of nuance, with findings validated by a sixth reviewer; (2) End-User Acceptability: Native speakers evaluated the translated documents, providing experiential feedback through online surveys and qualitative interviews.

Ongoing analysis confirms the necessity of a user-centric, dual-layered evaluation. The linguistic coding identified machine-specific limitations, including syntax degradation and minor semantic errors while native-speaker interviews and surveys demonstrated that these technical flaws do not critically hinder end-user understanding. The AI-translated materials remain accessible, understandable, and potentially acceptable. The conference presentation will feature the full integration of these methodological findings.

As a foundational pilot study, this research establishes a user-centric framework for evaluating AI translation in healthcare. The findings will inform future large-scale clinical trial use of AI translation, offering an evidence-based pathway to ethically deploy AI when resources for professional human translation are limited. This methodology will provide a scalable blueprint to dismantle systemic language barriers, driving a critical shift towards inclusive and equitable global clinical research.

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Automatic Speech Recognition as a Supporting Tool in Consecutive Interpreting: A Survey-based Study on Current Practices and Perceptions among Italian Conference Interpreters

The purpose of this study is to investigate the uptake of Computer-Assisted Consecutive Interpreting (CACI) among professional interpreters based in Italy. Over the past few years, CACI, or Automatic Speech Recognition (ASR)-based consecutive interpreting or Sight Consec, has emerged as a promising interpreting technique (Goldsmith 2023), and the first tailor-made Computer-Assisted Interpreting (CAI) tools for consecutive interpreting have been developed, including Cymo Note, Sight-Terp, and the ASR function of InterpretBank. While early experimental studies underscore that the use of an automatic transcription tool leads to increased accuracy in the output of interpreter trainees (Chen & Kruger 2023, Restuccia 2024, Ünlü 2024), accounts of real-life applications of this technique remain scarce.

To fill this gap, an exploratory survey was conducted to investigate how CAI tools, and specifically those designed for consecutive interpreting, are perceived and used by practitioners. A self-administered questionnaire featuring conditional logic was employed. For the sake of representativeness, participants were recruited from the members of three Italian Associations of Conference Interpreters (AIIC Italy, AITI, and Assointerpreti). Participants were prompted to answer questions structured into three sections: general use of CAI tools, adoption of and experience related to ASR-based consecutive interpreting, and demographic information. The first and third sections mainly included close-ended questions, while a Likert scale was adopted in the second section to gather data on users' experiences or non-users' opinions regarding the adoption of ASR in consecutive interpreting settings.

Preliminary findings indicate that only a minority of respondents regularly integrate CAI tools into their workflow, with only one respondent reporting consistent use of ASR during consecutive interpreting assignments. Although experimental research points out potential benefits, the adoption of ASR in consecutive interpreting currently seems to remain a marginal phenomenon among conference interpreters.

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How Student-Engineers in Apprenticeship-Based Degree Programs Use Machine Translation Tools to Comprehend Professional English Texts

This study examines how student-engineers in apprenticeship programs use machine translation (MT) tools to understand English technical *datasheets*, a central yet underexplored genre in English for Specific Purposes (ESP) research. It situates the research at the intersection of AI-enhanced translation technologies, professional workflows, and ESP pedagogy, highlighting implications for hybrid human–machine work.

The study was conducted at the Conservatoire national des arts et métiers (CNAM) in France, and its engineering school, EICNAM, where students regularly work with *datasheets* in coursework and workplace tasks. The dataset includes authentic English *datasheets* and French translations produced under two conditions: unaided translation and MT-assisted translation.

Analysis uses a multicriteria evaluation grid (Toudic et al., 2014), assessing terminological accuracy, syntactic restructuring, information condensation, cohesion, and genre conventions. Results show that MT-assisted translations enhance lexical precision and terminological consistency, while unaided translations exhibit more interpretive reformulation and genre awareness, though with higher cognitive demands.

These findings highlight the opportunities and limits of MT tools in technical translation. They suggest that integrating MT literacy, critical evaluation of MT outputs, and translation-informed pedagogy into ESP instruction can prepare students for professional roles in transition to AI-mediated workflows, supporting skills such as pre- and post-editing, quality assessment, and hybrid human–machine collaboration.

For the future, by connecting apprenticeship-based learning with the evolving AI-driven landscape of translation, this study contributes to discussions on bridging academic research, professional practice, and technology-enhanced training. It underscores the need to equip future engineers with both genre expertise and critical AI literacy, ensuring effective communication and professional adaptability in increasingly automated environments.

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Translators and Interpreters in Complex Human-Machine Workflows: Roles, Skills and Accountability

The rapid integration of artificial intelligence and language technologies is fundamentally reshaping professional translation and interpreting practices. Rather than replacing human language professionals, these technologies increasingly give rise to complex forms of hybrid human–machine workflows in which translators and interpreters collaborate with machine translation systems, large language models, and speech technologies at different levels. This paper reflects on the evolving role of translators and interpreters within such environments, focusing on how professional expertise is redistributed, redefined, and, in some cases, rendered invisible.

Drawing on insights from Translation Studies, labor sociology, and recent empirical findings on language-based job tasks, the paper challenges reductive narratives of automation and efficiency in translation and interpreting. It proposes a reframing of complex hybrid workflows that foregrounds human expertise as a structural necessity for quality, accountability, and trust in multilingual communication, and, on this basis, reflects on the skills and competencies expected of translators and interpreters.

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Terminology, Cognition, and AI Mediation in Interpreter Education: Using GPT Chatbots to Support Conceptual and Lexical Development

This paper presents a pedagogical and research-oriented study on the use of an ad hoc chatbot to support the acquisition and conceptual development of medical terminology among Conference Interpreting students enrolled in the master's degree program of Conference Interpreting at IULM University.

The study is situated at the intersection of terminology studies, cognitive approaches to language learning, and artificial intelligence. It conceptualizes human–AI interaction as a form of semiotic and epistemic mediation through which learners identify, structure, and negotiate specialized knowledge in a second language. In this framework, the chatbot functions as an interactive interface that supports meaning-making, knowledge organization, and disciplinary enculturation.

The pedagogical design integrates four core activities: (1) terminology extraction from authentic texts, (2) iterative definition refinement and contextualization, (3) collaborative glossary compilation, and (4) reflective discourse practices using specialized language. Students are encouraged to evaluate AI-generated outputs against authoritative sources critically, fostering conceptual accuracy, metalinguistic awareness, and responsible use of generative technologies.

Methodologically, the study adopts a mixed-methods approach, combining pre- and post-intervention assessments of terminological knowledge with qualitative analysis of student-generated glossaries, and focus group data. The paper reports on patterns of learner engagement, epistemic positioning toward AI-generated content, and the role of AI in terminology acquisition.

The contribution addresses current debates in terminology acquisition and digital mediation, offering a theoretically informed and empirically grounded account of how large language models can reshape the cognitive and communicative ecology of professional language learning in interpreter training and education.

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ASR-generated Number Cues in Simultaneous Interpreting: Measuring cognitive load in a multi-modal working environment

We will present the results of an experiment designed to explore the impact ASR-generated cues on the cognitive load experienced by simultaneous interpreters. In a controlled laboratory environment, 24 professional interpreters completed two SI tasks, one with and one without ASR-cued numbers. Cognitive load was measured subjectively (NASA TLX) and objectively (pupil dilation, blink frequency, skin conductance, heart rate). Performance was assessed by blind judges.

The preliminary analysis of our results, based on half of our sample, shows that participants are not consciously aware of any additional cognitive load due to ASR stimuli, which is consistent with results from Li and Chmiel (2024). As expected, and in line with previous research on this topic (Defrancq & Fantinuoli 2020; Desmet et al. 2018), interpreters make fewer mistakes in number rendition with ASR prompts. As for the overall quality of simultaneous interpreters' output, content was scored higher for the condition with ASR cues, indicating that ASR prompts for numbers improve accuracy not only for numbers but also for the content in general. Scores for style and presentation do not differ significantly between conditions.

Our preliminary results suggest no significant difference in pupil size-based load between ASR and NoASR conditions at the speech level. However, at the sentence and cue level, we can observe higher load in NoASR. It is worth noting that on the cue level after approximately 1s, when the number appears on the screen, pupil size decreases significantly. It might indicate a local decrease in cognitive load, but it could also indicate the pupillary light reflex. Blink rate increases with ASR at the cue level but not at the sentence level which also indicates a local increase in cognitive load. Similar results were obtained for heart rate.

GSR tonic data showed an increase in the ASR condition on the speech and on the cue level. This suggests an increase in interpreters' engagement, however, it is impossible to determine the valency of this engagement (positive or negative) given the null result of the subjective evaluation of load and its sub-categories using the NASA TLX.

In summing up, our physiological data obtained so far do not indicate any ASR-cue related changes in cognitive load at the macro level, thus across entire speeches or entire sentences. However, at the cue level we observed an increase in local cognitive load when ASR prompts are provided. We will present the final results of the experiment at the conference.

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Mixed Classrooms Revisited: Four Years of Equitable Training for Sign and Spoken Language Interpreters at ENALLT-UNAM

In 2022, at CIUTI Lima, I presented early results of designing oral production training programs for sign language interpreters (SLIs) working into Spanish — a field where curriculum design tools were nearly nonexistent. Four years later, I return with a longitudinal account of what happened next: a sustained experiment in equitable, mixed-classroom interpreter training at ENALLT-UNAM that has grown from hypothesis into a replicable model.

Since 2023, I have integrated SLIs into undergraduate-level practicum courses, progressively moving from parallel to adapted to fully integrated practice. Over seven consecutive semesters (2023-02 through 2026-02), fourteen experienced SLIs have trained alongside spoken language interpreters in a hybrid, mixed classroom, with demand continuing to grow.

The model draws on three pedagogical strategies adapted from spoken-language conference interpreter training: the lesser-diffused language (LDL) principle, bidirectional/retour interpretation, and relay interpreting in mixed teams. The reflexive classroom — structured peer feedback using the SPARK model — has been essential in building professional identity and self-regulation across both communities.

Key achievements include integrated team practice, shared quality criteria, and real-world deployment in some university events. Ongoing challenges include designing activities that are genuinely equitable rather than merely inclusive.

This presentation outlines the pedagogical framework, documents its semester-by-semester evolution, and reflects critically on what true inclusion — as opposed to performative *inclusionismo* — demands of trainers, institutions, and professional associations. Almost ten years after AIIC Resolution R402 that recognizes all conference interpreters as peers regardless of language modality, training programs face an urgent obligation to build classrooms that reflect that equality in practice.

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Empowering translation students in the AI era – developing a linguistic toolkit framework for teaching post-editing

The introduction of AI has been reshaping the landscape of translation, creating an increasing demand for post-editing of machine-generated texts in the industry. While professional translators may use AI as an assisting tool, student translators could over-rely on its output while their translation skills are yet to be developed. Although critical thinking is widely recognised as essential for effective use of AI, limited work has focused on equipping students with tools to evaluate and post-edit AI translation.

This study aims to address the need for critical engagement with AI by developing a toolkit framework based on Systemic Functional Linguistics (SFL) and the researcher's professional experience in post-editing AI translations. Drawing on SFL and adapting the generic 4×4 framework (Humphrey 2015), the framework guides students to analyse both the source text and AI-generated translation across different levels and layers of meaning, enabling students to systematically identify AI errors and to explain their post-editing decisions. To examine the framework's impact, a quasi-experimental design was implemented on students with and without exposure to the framework. Data included a PE task completed by the students, written justifications for their post-editing decisions, as well as surveys and focus groups exploring the students' experience.

Findings reveal that although students missed most of the translation errors in the AI translation due to excessive trust in AI, the SFL-informed students corrected more errors, made more informed decisions, and demonstrated broader awareness of the source and target (AI) texts. Challenges also emerged, including difficulties applying theoretical concepts to language-specific practice in reasoning and varied personal challenges related to language proficiency and prior training. Based on the findings, pedagogical recommendations for teaching post-editing of AI translations are made, contributing to preparing future translators to work critically and effectively with AI-generated texts.

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Teaching how to make the most of distance interpreting - the InTeCo experience

Distance interpreting – a broader concept than remote interpreting (Braun 2024) – has been used for decades in business and extreme settings where in-presence interpreting was impossible, such as sparse communities and/or in emergencies (Hlavac et al. 2018), and more recently, as a way to streamline community interpreting services, especially for languages of limited diffusion (Russo, Fernández & González 2019). The rise of videoconferencing platforms and videocall apps ensured it became a widespread reality even before the general lockdowns due to the COVID-19 pandemic made it the only possibility for an extended period of time (Braun 2015, Napier et al. 2018). At the same time, research has shown that interpreting in this mode has specific affordances and drawbacks (Ceccoli & Torresi 2022, Davitti & Braun 2020). In this light, providing specific training in distance interpreting appears a necessity in a master’s programme, especially if it features interpreting technologies as one of its core subjects.

This presentation will illustrate how the subject is deployed in the InTeCo curriculum of the Interpreting MA of the University of Bologna in Forlì, where students are encouraged to familiarize both with the constraints and the affordances of the medium through instructor-led roleplays. In the roleplays, the dialogue mode is interspersed with longer and denser turns that require consecutive note taking, and with sight translation, a mode that is closely related to simultaneous interpreting (Li 2026). Students are also encouraged to deploy technological resources that are normally not a possibility when interpreting in-person, e.g. editing in real time (while interpreting) the outputs of ASR for running transcripts, machine translation for sight translations and transcript translation, and AI for summaries/gist translation or information retrieval. Different settings – split screen, multiple screens, multiple devices, paper+digital – and platforms – Zoom, Teams, Google Meet, Webex – are explored. The effectiveness, cognitive load, and ethical aspects of using technological aids are discussed at length during class debriefing sessions after each roleplay.

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Translating Gender & Inclusivity: A Comparative Study of AI vs. Human Renditions in EN–IT Political Discourse

This presentation aims at showing how gender is constructed and negotiated in English–Italian translation when human translators and AI systems render gender-sensitive political discourse. Building on a rhetorical and discourse-analytic study of speeches by Kamala Harris, Theresa May and Emma Watson, the study focuses on segments where inclusive or gender-marked language is central to the speakers’ political and ideological positioning. The research question is about how far current AI tools can reproduce, distort or erase these gendered meanings in comparison with human solutions informed by research on gender bias in Neural Machine Translation and LLM-based systems.

The corpus combines official English transcripts with multiple Italian versions: human translations that adopt strategies such as lexical neutralisation, explicit feminine forms and avoidance of androcentric defaults, and outputs generated by state-of-the-art AI systems. The analysis adopts a mixed qualitative–quantitative approach, examining patterns in pronoun choice, references to minorities and non-binary identities, as well as typical error patterns in AI gender rendering discussed in recent Translation Studies literature.

Preliminary findings suggest that AI systems tend to default to masculine generics, under-represent feminine professional titles, and struggle with non-binary or politically contested forms, thereby weakening the inclusive and activist potential of the source texts. The study concludes by presenting the implications for hybrid human–machine workflows in the language industry, arguing that “translating gender” should be treated as a high-risk area requiring explicit human oversight, specialised training and task design, rather than being delegated to fully automated pipelines.

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Singing Across Algorithms: Human and AI Song Translation in a Multimodal Context

The rapid integration of Artificial Intelligence into Translation and Interpreting (T&I) has intensified debates concerning the limits of automation in culturally and aesthetically complex domains. While AI systems, including Large Language Models (LLMs), demonstrate strong performance in general translation tasks, the translation of multimodal and performative texts such as songs remains insufficiently examined. This study compares human-produced song translations with AI-generated outputs, focusing on singability and poetic features.

The research draws on translations of selected songs produced by professional human translators and on outputs generated by leading LLM-based systems for comparative analysis. A qualitative and multimodal analytical framework grounded in Low's Pentathlon Principle (2003) and Franzon's model of song translation (2008) is adopted. Evaluation criteria draw on Low's dimensions of singability, sense, naturalness, rhythm, and rhyme, alongside Franzon's strategic options concerning lyric–music alignment and degrees of adaptation. Selected excerpts are further examined through read-aloud and sung performance sessions to evaluate rhythmic fluency and vocal feasibility, highlighting the performative and embodied dimensions central to song translation.

Results indicate that AI-generated outputs often achieve lexical fluency and semantic coherence at the textual level but encounter difficulties in rhythm-sensitive restructuring, culturally embedded metaphor, and the integration of musical constraints into translation decisions. Human translators demonstrate greater flexibility in balancing semantic compression, expansion, and performative adaptation when negotiating rhyme and melodic phrasing. From a multimodal perspective, song translation reveals structural limitations of text-based AI systems, as musical composition, vocal articulation, and audience reception co-construct meaning.

The study contributes to ongoing discussions on AI literacy, multimodality, and curriculum design in T&I training. Song translation serves as a critical site for examining how human expertise operates within increasingly automated workflows and how translator competence can be reconceptualised in relation to linguistic, musical, and technological systems.

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From insight to impact: repositioning T&I research to serve practitioners and the language industry

The ever-increasing technological and platform-based trends within the language industry have changed the way translation and interpreting (T&I) are practised, from neural machine translations to AI assisted workflows and even data driven quality assessments in localisation ecosystems. However, there is still a significant gap between what is researched in academia and what is experienced by the T&I professionals and their clients in the commercial language services sector.

This paper will focus on how T&I research can be used to help meet the changing needs of T&I professionals and the commercial language services providers they serve, arguing that a new, reciprocal and impact-oriented research model is needed to create a closer relationship between T&I research and the T&I profession. Using literature from translation process research, sociological perspectives of translation, and studies of the language industry, the paper will describe three specific areas where research can directly support T&I professional practice, specifically:

- (1) Evidence-based workflow design and technology integration;
- (2) Competence models that are relevant to actual market requirements; and,
- (3) Quality assessment frameworks that reflect both client requirements and the expertise of translators and interpreters.

The paper will propose a collaborative framework that is based on co-creation, which includes researchers, professional associations, language service providers, and freelancers working together to identify research questions, methods, and dissemination strategies. In doing so, the paper will position T&I research as not just an applied research method, but as a socially embedded research method that has the potential to inform training programs, shape standards, and provide the foundation for sustainable professional practices.

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AI, Genre Colonisation and the Risk of Invisible Expertise: Rethinking Mediation in Translator Training

The integration of translation workflows with AI tools has primarily been assessed in terms of productivity, fluency, and post-editing effort. Nonetheless, the impact of AI-mediated specialised translation on professional genres, their visibility and epistemic infrastructures remains a neglected area of inquiry.

Drawing on the concepts of occluded genres and genre colonisation, this paper proposes the conceptual distinction between popularisation – intended as a practice aimed at accessibility – and de-occlusion – understood as a process of making visible the institutional, inferential, and discursive structures underlying professional communication – in AI-supported translation.

The study is based on a small corpus of economic and policy-oriented articles from *The Economist*, a genre characterised by the hybridisation of journalistic, analytical and institutional discourse. AI-generated translations are compared with student translations and guided post-edited versions produced within a third-year undergraduate course in Foreign Languages. The analysis focuses on how AI output handles implicit statistical reasoning, institutional voice, and macroeconomic framing, and whether these elements are flattened through implicit popularisation.

The paper then presents an operative pedagogical framework designed to train students not only to correct linguistic inaccuracies, but also to detect and address genre flattening and epistemic re-occlusion in AI-generated drafts. In this model, translators are reconceptualised as epistemic mediators capable of regulating genre visibility in hybrid human–AI workflows.

By integrating genre analysis with AI-supported practice and curriculum design, the findings aim at contributing to the discussion on the professional evolution of modern translators and the still decisive role of human expertise in the language and translation industry.

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Bridging Academia and Profession through ‘Enterprise-Grade Localization 101’: An Advanced Localization Project held at IULM University

The adoption of generative artificial intelligence, neural machine translation, and workflow automation in localization market is propelling the sector forward (Moorkens & Guerberof-Arenas 2024). Consequently, companies are seeking professionals with advanced skills in managing multilingual projects, utilizing specialist technologies, and optimizing localization processes. To keep pace with this evolution, universities must engage in collaborative training projects grounded in real-world industry practices for translator and interpreter education. This approach offers more than what a student might gain during a simple internship, placement, or work experience.

With this contribution, we aim to introduce the ‘Enterprise-Grade Localization 101’ project, a course held at IULM University in Milan during October-November 2025, which seeks to specifically connect industry and academia, and to show some preliminary results about the usefulness of collaborative translation and AI applied to translation.

Enterprise-Grade Localization 101 is an innovative academic course designed to address the challenges of enterprise localization, including both theoretical and practical modules covering large-scale localization project management, automation using artificial intelligence and machine translation, advanced use of CAT tools such as MemoQ, localization of multi-format content, and quality and post-editing strategies. The course was developed in collaboration with memoQ and Creative Words. It received support from industry bodies AITI and ANITI, as well as partners such as Federlingue, MET, LIND Expert Group, EMT (DGT Brussels), and ELIA (European Language Industry Association). It was delivered through a blended learning model (in-person at IULM University + online) and taught by internationally renowned lecturers, all recognized experts in collaborative translation and localization.

The course was officially presented at the 2025 Translating Europe Forum, sparking interest and curiosity among students and institutions. As mentioned at the forum, it is hoped that the course will serve as a model for use at universities within the European Master’s in Translation network.

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Developing Critical Cultural Awareness in GenAI-assisted Post-editing: A Pedagogical Intervention on an MTI Program of a Chinese University

This empirical study investigates how GenAI-assisted post-editing functions for developing student translators' critical cultural awareness. Drawing on van Lier's ecological perspective on affordances in language learning and Byram's refined model of critical cultural awareness, this study reframes GenAI translation outputs not merely as texts to be fixed, but as the dynamic cultural-semiotic resources that invite critical engagement. The study involved 30 Master of Translation and Interpreting students at a Chinese university, collecting data from post-editing assignments, reflective translation journals, focus group interviews and group discussion.

This study provides empirical evidence that the affordances provided by GenAI translation environments, with sustained pedagogical support, contribute to the development of student translators' Critical Cultural Awareness. Such awareness enhances student translators' abilities to identify and question the cultural values and political stances encoded in GenAI translation outputs, and hence improves their post-editing performances. This study argues that the growing Critical Cultural Awareness also boosts student translators' agency and efficacy in interacting with GenAI, and shifts their engagement from passive reliance to proactive orchestration of a symbiotic human-AI ecology.

The findings indicate that GenAI-assisted translation environments can foster student translators' higher-order thinking, critical reflection and professional responsibility when supported by appropriate pedagogical scaffolding.

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Emerging Professional Roles in Human–Machine Collaboration: Reconfiguring Translation Expertise in the Age of AI

Recent advances in Artificial Intelligence have not merely introduced new tools into translation workflows; they have redefined the translator’s professional identity. Within human–machine collaboration, translation is no longer a linear act of linguistic transfer but an interactive process of orchestration, supervision, correction, and system design. New professional roles are emerging: the translator as AI trainer, post-editor, prompt engineer, workflow designer, epistemic supervisor, and quality strategist. The contemporary translator increasingly “teaches” the machine—curating corpora, refining outputs, correcting semantic drift, and aligning AI-generated text with pragmatic, cultural, and disciplinary norms.

This shift introduces a new professional discourse requiring expanded competencies. Translators must understand how machine translation systems operate, including statistical representations of language, tokenisation, probability distributions, alignment mechanisms, and large language model architectures.

Foundational knowledge in translation theory—equivalence, skopos, functionalism, discourse analysis—remains central but must now be integrated with data literacy and AI literacy. Training paradigms must therefore evolve: future translators must learn not only how to translate, but how machines translate.

Simultaneously, a second transformation is unfolding. With the rise of knowledge graphs, domain adaptation techniques, and AI-agent systems, a single translator can operate across multiple specialized domains—literary, financial, political, technical, scientific—by architecting structured knowledge environments. Mastery of knowledge graph construction, AI-agent orchestration, and prompt-based system design enables translators to function as interdisciplinary language strategists. In this model, the translator becomes an “orchestra conductor,” coordinating specialised AI agents while maintaining epistemic, stylistic, and ethical control.

This paper conceptualises these developments as a paradigmatic shift in Translation Studies and professional practice. It argues that translation is evolving from text production to system governance, from linguistic mediation to epistemic orchestration. The emerging translator is not replaced by AI, but repositioned as a hybrid professional whose expertise lies in managing, shaping, and critically supervising human–machine linguistic ecosystems.

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PANELS

Panel 1

Trends in employment: What profiles are (different types of) employers looking for?

As we witness rapid AI advancements, and as some narratives suggest that language professionals will soon be replaced by ever more intelligent machines, translation and interpreting curricula are being called to rethink their programs in fundamental ways. On the one hand, there is a need to reinforce the core competences of translation and interpreting, especially those that bring significant added value beyond AI, such as quality assurance and work in high-stakes settings. On the other hand, programs are opening up to emerging professional profiles, requiring not only strong linguistic expertise but also the ability to engage critically with technology—from evaluating AI systems to managing complex multilingual workflows and contributing to the development of new tools. Against this background, this panel invites representatives from industry to share their insights on the current state of the language services market, discussing whether and how translation and interpreting graduates are adapting (or should adapt) to a rapidly evolving landscape.

Moderator: Adriano Ferraresi (UNIBO), *online*

Co-moderator: Mariachiara Russo (UNIBO)

Panelists: Adam Wooten (director of MA in Localization Project Management, Middlebury Institute of International Studies), Diego Cresceri (CEO, Creative Words and member of LIND) (online), Vera Cabarrao (Senior AI Quality Manager, Unbabel) (online), Vera Arma (CEO, Artis Project)

Panel 2

Quality assessment of machine interpreting

Machine interpreting is creating a market of its own. Whether it will ever replace human interpreting and to what extent is unsure. Quality issues remain significant. The panel will take stock of the current initiatives in the area of quality assessment of machine interpreting. The discussion will focus on 3 questions: (1) how can we reliably test the quality of machine interpreting? (2) should human and machine interpreting be assessed with the same parameters? (3) what is the role of ideology in the assessment process?

Moderator: Bart Defrancq (UGent)

Panelists: Maida Nieves (WHO), Anja Rütten (TH Köln and member of the AIIC AI workstream), Isabel Olmos Canovás (KUDO AI), Marjana Rupnik [European Commission (DG SCIC)], Karen Whittle (AITI)

Panel 3

Communicating about the future of T&I

This will be an open brainstorming session to explore ways in which we're communicating about the future of the T&I profession with varied stakeholders, including future students of T&I, our academic administrations, and users of language services.

Moderator: Renee Jourdenais (MIIS)

Panel 4

Re-imagining T&I training programs

Given the rapid changes in the translation and interpretation fields, training programs must be nimble and adaptive. Educators from around the globe will discuss changes being made to T&I training programs in order to both attract and train future language professionals.

Moderator: Renee Jourdenais (MIIS)

Panelists: Adam Wooten (Middlebury Institute), Wen Ren (Beijing Foreign Studies), Ekaterina Pokholkova (Moscow State Linguistic University), Marc Orlando (Macquarie)

Panel 5

Beyond degrees

Panelists representing different organisations and perspectives will reflect and discuss the value of Continuing Education, Professional Development, Lifelong Learning in T&I and will share ideas and experiences about what their organisations offer in this area.

Moderator: Marc Orlando (Macquarie)

Panelists: Denise de Vasconcelos Araujo [AIIC (ATPD)], Karen Whittle (AITI), Mark Painting (NAATI)

POSTERS

The Bridge - IULM 6

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Redesigning Translator and Interpreter Education: Universal Design for Learning in the age of AI

The rapid transformation of translation and interpreting (T&I) education under the influence of artificial intelligence (AI) and digital technologies requires more than curricular updates or the addition of technological competences. It calls for a reconfiguration of pedagogical design capable of responding to structural learner diversity, evolving professional standards, and increasingly hybrid human-machine workflows.

Across educational contexts, numerous scholars have re-examined traditional teacher-centred models and adopted Universal Design for Learning (UDL) principles as a systemic framework for inclusive curriculum development. Rooted in educational neuroscience and widely implemented in education, UDL is based on the premise that learner variability is the norm rather than the exception. It promotes the proactive design of learning environments through multiple means of engagement, representation, and action and expression, ensuring that all learners can access and demonstrate complex competencies through diversified yet rigorous pathways.

This paper argues that these principles can be meaningfully extended also to translator and interpreter education, a field traditionally characterised by performance-driven assessment models and relatively standardised training formats. In written translation courses, a UDL approach may integrate multimodal source materials, structured strategic choices, and diversified assessment formats (i.e. reflective portfolios, process documentation, collaborative translation tasks, and AI-assisted post-editing) to foreground metacognitive awareness and strategic competence. In interpreting education, UDL principles structure task progression, adjustable performance parameters, conceptual mapping, segmented practice, and multimodal feedback mechanisms that foster cognitive flexibility, resilience, and autonomous skill development.

Embedding UDL within translator and interpreter education thus advances two complementary objectives: strengthening inclusion while reinforcing teaching effectiveness. By repositioning pedagogy as intentional architectural design rather than reactive accommodation, this contribution frames UDL as a strategic model for sustaining human agency and adaptability in the age of AI.

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Risk-Aware Post-Editing of Legal Texts with Domain-Adapted LLMs and Retrieval-Augmented Generation: Quality, Explainability, and Cognitive Implications

The growing integration of Neural Machine Translation and Large Language Models into legal translation workflows raises significant questions regarding quality, professional responsibility, and the redefinition of translator competences. While artificial intelligence tools promise increased efficiency and speed, legal texts (including legislative instruments, contracts, and notarial documents) require terminological precision, intertextual coherence, and compliance with normative and functional constraints that go beyond mere linguistic correctness.

This contribution offers a state-of-the-art reflection on AI-assisted post-editing in the legal domain, with particular attention to recent developments involving domain-adapted LLMs and Retrieval-Augmented Generation (RAG) systems. These architectures, which combine language generation with document retrieval mechanisms, are examined in relation to established professional practices, quality standards (e.g., ISO 18587), and norm-oriented evaluation models.

The analysis develops along two main axes. On the one hand, it considers transformations in the translated product by comparing outputs produced through human translation, NMT integrated into CAT environments, general-purpose LLMs, and systems enhanced with retrieval mechanisms and controlled terminology. On the other hand, it explores the implications for the professional post-editing process, drawing on insights from Translation Process Research and on current operational methodologies adopted by legal translators, such as risk-oriented revision, source verification, and systematic terminological validation.

The paper seeks to provide a comparative overview of current technologies and emerging professional methodologies, with the aim of fostering a critical assessment of how human–machine collaboration is reshaping the epistemic and operational boundaries of legal post-editing.

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From Structured Progression to Competence Development: A Longitudinal Multimodal Framework for Interpreter Training

Interpreter training relies on progressive increases in task complexity. However, methodologically robust frameworks capable of empirically documenting the development and stabilization of interpreting competence across training stages remain underdeveloped. The present project addresses this gap by implementing a longitudinal experimental architecture that operationalizes pedagogical progression as a controlled variable and aligns it with synchronized multimodal measurement.

Sight translation is adopted as an intermediate experimental condition positioned between reading and simultaneous interpreting. It preserves continuous oral reformulation while enabling systematic observation of the reading–production lag between source-text processing and target-language output, thereby approximating core coordination demands of simultaneous interpreting under experimentally controlled conditions.

The framework is implemented in a four-month protocol involving two trainee cohorts (French–Spanish and English–Spanish; $n = 13$ each). Participants complete four sessions at one-month intervals, during which task presentation is progressively manipulated across four predefined conditions: (1) static sight translation; (2) static with embedded gaps; (3) moving-text; and (4) moving-text with embedded gaps. In parallel, texts embed controlled sources of lexical, syntactic, and semantic interference, such as false friends, passive constructions, and double negations, thereby operationalizing cross-linguistic conflict as an experimental factor.

Executive functioning (cognitive flexibility, inhibition, working memory, dual-task coordination) is assessed once at baseline and modeled as an individual predictor variable. Dependent measures include resolution strategies in response to controlled conflict, overall translation quality, behavioral indices of cognitive effort (pauses, overt verbalizations, self-corrections), oculomotor indicators of attentional allocation, and physiological activation (heart rate and electrodermal activity).

By relating executive profiles to longitudinal performance across calibrated constraints, the design supports the systematic examination of how strategic regulation stabilizes and reorganizes over time. The poster outlines the methodological implications of this architecture for empirically grounded descriptions of competence development and for the principled sequencing of complexity in interpreter training.

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Foreignisation and Domestication of Proper Names in the Era of AI

This case study, using the example of the localization of the website of the *Istituto Lombardo, Accademia di Scienze e Lettere* from Italian into English, considers the translation of proper names in the era of generative AI and LLMs. Now somewhat considered a controversial practice (Venuti 1995), the paper aims to evaluate to what extent, and in which instances, proper names, in this case, of cultural, historical and academic institutions, are translated with domestication or foreignisation strategies (Ibidem). The widely available AI systems considered in the study (DeepL, ChatGPT, Google Translate) are compared via a qualitative analysis of the linguistic accuracy and cultural appropriateness of the output, with the translation decisions (Baker 1992, Malone 1988, Nord 1997) of the human translator, which were approved by the translation commissioner.

What emerges is the evolving role of the translator not only as a post-editor (Pudjiati et al. 2022), but as a pre-editor and as the personification of the translation brief. In this framework, AI functions as a tool to facilitate the translator's job and be malleable in one's favour, when appropriately prompted and informed. However, it ultimately remains fallible, especially when removed from the wider context of the specific translation task, the commissioner's instructions, and standard translation industry practice. The paper therefore considers the possible consequences of the AI translation decisions on readability, clarity, and legality, and the potential challenge it represents for translators and translation practice, especially in the field of cultural heritage.

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Evolving Competencies and AI Literacy in Translator and Interpreter Training: Insights from a Comparative Analysis of AI Tools

The rapid emergence of artificial intelligence (AI) in translation and interpreting (T&I) workflows is reshaping professional profiles, thus challenging established training paradigms. Neural machine translation, large language models, computer-assisted translation and interpreting tools, and AI-powered subtitling platforms are increasingly integrated into professional practices, with empirical data hinting that translators and interpreters exhibit high automation rates, delegating initial task execution to AI while concentrating human agency on revision, quality assurance, and problem-solving (Appel et al. 2026; Costa-Gomes et al. 2025).

This contribution presents a comparative feature-based analysis of over 20 language AI tools, conducted within a European collaborative project on AI-assisted foreign language education, translation, and interpreting. Tools are assessed through a systematic framework encompassing functional features, evaluation criteria, and ethical considerations, highlighting implications for T&I programmes and curriculum design.

Findings indicate that the question for language professionals is no longer whether to engage with AI, but how to do so effectively while maintaining quality standards and preserving professional ethics. Traditional pillars (language knowledge, translation ability, cultural expertise) remain necessary, but further competency areas emerge as essential: AI literacy, understood as the capacity to purposefully leverage AI, critically evaluate output, and acknowledge system limitations; and suitability, the judgement to select appropriate tools for specific tasks and assess whether AI output meets functional requirements (Penet et al. 2026). Indeed, risk profiles vary not by tool but by interaction pattern, demanding nuanced pedagogical approaches.

The work maintains that T&I curricula should prepare students for hybrid human–machine environments by systematically developing these competencies, complementing rather than replacing foundational expertise (Sarkar et al. 2024).

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Artificial Intelligence and Literary Translation: A Prompt-Sensitive Comparative Analysis of LLMs and Human Translation in Renaissance Italian Poetry

The increasing integration of Large Language Models (LLMs) into translation workflows raises important questions about their effectiveness in literary contexts. While these systems perform well in general and technical translation, their ability to handle poetic language remains limited and underexplored.

This study investigates how LLMs perform in the translation of Renaissance Italian poetry, using Francesco Petrarca's sonnet "Erano i capei d'oro a l'aura sparsi" as a case study. The analysis compares AI-generated translations with a human reference translation by Joseph Tusiani, considered as a literary "gold standard". The methodology combines qualitative and quantitative approaches. Automatic metrics (such as BLEU) are used alongside a detailed linguistic and stylistic analysis, focusing on semantic accuracy, fluency, metrical structure, and the rendering of rhetorical devices. Particular attention is given to the role of prompt design, examining how different input languages (Italian vs. English) influence the translation output.

The results show that LLMs produce fluent and semantically coherent translations, but struggle to reproduce key poetic features such as rhythm, meter, and imagery. Prompt variation significantly affects translation strategies: Italian prompts tend to produce more literal outputs, while English prompts encourage more adaptive and creative solutions, often at the expense of formal accuracy. The study highlights the limitations of current evaluation metrics in literary translation and supports the need for hybrid approaches that integrate computational tools with human interpretative expertise.

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Social Media as a Tool for Building Professional Identity in Interpreter Training

Technological innovation is transforming the relationship between Translation and Interpreting (T&I) trainers, professionals and the language industry. As trainers there is an endless need to updating training and curriculum design. Training in conference interpreting involves a high cognitive load, demands sustained attention, and early exposure to professional stress factors. These characteristics make it necessary to design activities that promote self-regulated learning, reduce anxiety and enhance student well-being, topics that have been the subject of numerous studies (Dabbagh & Kitsantas 2012, García Magro & Martín Peña 2021).

This contribution reports on a learning activity implemented in the Master's Degree in Business Conference Interpreting (MICONE in Spanish) (UAH, Madrid, Spain) that integrates digital competencies and employability skills into university training. Students were tasked with creating or updating professional profiles on LinkedIn and Twitter (X), as well as systematically following active interpreters, professional associations, and international news sources, and producing a short reflective video on their experience. The activity aimed to foster personal branding, networking, and ongoing domain awareness while prompting reflection on how social platforms shape the professional identity of novice interpreters. The approach aligns with research showing that interpreter identity is co-constructed within educational settings and professional communities (Runcieman 2018) and that online social media can both motivate and distract learners in self-regulated learning processes (Cai & Yang 2025).

The analysis revealed a strengthening of the sense of belonging to a professional community and a decrease in anxiety linked to the idealisation of the profession. The main conclusion derived from the study is that integrating teaching innovation and well-being reinforces a more sustainable and realistic university education.

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Bridging the Gap Between Traditional Interpreter Training and Virtual Learning Environments (VLEs): The Role of Virtual Speech in Enhancing Multimodal Competence

Interpreter training is increasingly confronted with a widening gap between traditional classroom-based pedagogy and the evolving demands of professional practice in digitally mediated environments. Contemporary interpreters are required to master advanced linguistic competence while managing multimodal input, audience interaction, technological interfaces, and performance-related stress within hybrid settings. This misalignment calls for renewed reflection on how interpreter education can adequately prepare students for cognitively demanding contexts shaped by technological innovation (Carl & Braun 2018).

This contribution explores the potential of Virtual Learning Environments (VLEs) in interpreter training (Braun, Slater, Gittins & Roberts, 2013), focusing on Virtual Speech for VR headsets. Research on immersive environments highlights their capacity to replicate authentic professional scenarios and foster situated learning (Braun et al. 2013; Liu 2023). The platform enables interpreters to practise in conference, medical or business settings, engaging with multimodal input and interacting with virtual audiences in controlled yet immersive conditions, in line with recent discussions on VR-enhanced interpreting pedagogy (Nwankwo et al. 2025).

A pilot study will involve MA students of Translation, Interpreting and Digital Communication at IULM University to investigate how these tools support the development of interpreters' ability to navigate multimodal input and collaborate within digitally mediated workflows. Participants will perform sight translation and a simulated interview both in a traditional classroom setting and in a VR conference environment using Meta Quest 3 or 3s headsets. Adopting a mixed-method design, the study compares performance quality, cognitive load and engagement across conditions using structured assessment grids and validated questionnaires such as NASA TLX (Hart 2006).

By exploring the integration of VR platforms into interpreter curricula, the research aims to determine whether immersive VR enhances students' ability to manage cognitive load and interactional dynamics more effectively than conventional training. The poster or presentation will outline the preliminary results and reflect on their implications for interpreter education.

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