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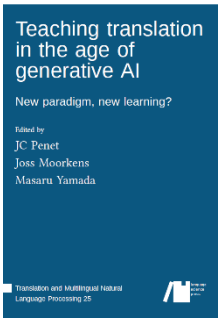

Penet, J.C., Joss Moorkens and Masaru Yamada (eds.)

Teaching translation in the age of generative AI: New paradigm, new learning?

Berlin: Language Science Press, 2026, 254 pp., ISBN: 978-3-96110-549-6

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Published in the Translation and Multilingual Natural Language Processing series, this volume edited by J.C. Penet, Joss Moorkens and Masaru Yamada reflects, on the one hand, the stringent need for reconsidering and redesigning translator training in the face of what Thomas Friedman called the "supernova" of our times—AI-powered tools—, and, on the other, the Open Science Movement taking hold lately around the globe, since, quite commendably, it was published and distributed, ahead of print, under a Creative Commons Attribution 4.0 Licence[1].

As mentioned in its title and introduction, the book focuses specifically on "GenAI", which the editors define as "machine learning tools that generate media, including chat-based Large Language Models (LLMs) like GPT-4." (iii) Integrating theoretical problematizing with hands-on classroom solutions, the twelve chapters in the volume are grouped into three parts, each of which focuses on different challenges: the new skills and competences needed for translators and interpreters, the new knowledge that both teachers and trainers need to

[1] The volume may be freely downloaded from the publisher's website: http://langsci-press.org/catalog/book/520.

acquire in this context, and the new GenAI-based and -related teaching approaches that might help educators in the classroom.

An important takeaway from the first contribution in the volume—"Translation competence in the age of generative AI: Debates, dilemmas, directions"—, signed by Gary Massey and Maureen Ehrensberger-Dow, is that critical thinking and prompt engineering will become essential skills for future translators. Noting the "volatility" of the translator sector today and the fact that "Competent – or ideally expert – leverage of GenAI is a must for all those aiming to work in the language industry." (6), the authors highlight the underrepresentation of technological skills in present translation curricula and consider that human-machine interaction (HMI)/ human-agent interaction (HAI) competence should become a key component of translator training in the future. Developing this competence should include designing effective prompts, critically evaluating and refining AI outputs, recognizing and mitigating cognitive biases, and understanding the limitations and data sources of LLMs.

The key concept in Erik Angelone's chapter, "Generative AI as a facilitator of deliberate practice in translator training", is "deliberate practice", i.e., a "self-directed metacognitive activity" in which students "reflect on and assess facets of their own performance" (28). In translator training, this requires educators to provide: "immediate, informative feedback", "error correction opportunities", consistent "trainer presence", "appropriate difficulty level", "conscious performance monitoring", and "intrinsic motivation". Agelone offers several hands-on solutions to how these core conditions of deliberate practice may be facilitated with ChatGPT and recommends using its educational capabilities as a More Knowledgeable Other (MKO) and conversational agent in the translation classroom.

Rather than focusing on correctness, new translation curricula should be concerned with target-text "suitability", argues Ramon Inglada in the third chapter in the volume, "AI Literacy: The concept of suitability and core translation skills". After defining and discussing the concept of "AI literacy" in translator training, Inglada provides examples of how ChatGPT may be used in such tasks as sentence reformulation, translation proper, terminology extraction, multilingual glossary creation, and the post-editing of machine translation output, concluding that "using GenAI chatbots is easy, but using their output critically requires thought" (63).

The main argument in the chapter signed by Lynne Bowker, "Teaching translation students about data in the age of generative AI", is that teaching translation students about the role of 'data', which in the case of this discipline encompasses corpora and LLMs, should become a key part of curricula. To achieve this goal, the author proposes borrowing strategies from science communication, like framing, analogies and visualisation. A further benefit for translator educators who would use these methods in their teaching would be that "they may be able to apply these science communication techniques to their research-oriented activities" (81), Bowker argues.

In his chapter, "Teaching translation with AI: Bridging theory and practice through prompt engineering", Masaru Yamada uses a plethora of concrete examples to illustrate how "few-shot prompts" and "chain-of-thought prompting"—taken from the Prompt Engineering Guide—may be employed in the classroom to foster critical analyses of the translation process. Rejecting overcautious approaches to teaching translation in this GenAI environment, which he compares with "focusing solely on avoiding accidents or problems when planning an enjoyable trip" (101), Yamada maintains that integrating prompt-based activities in teaching "could potentially make the learning process more interactive and engaging for students, allowing them to explore various translation strategies and their implications in a more hands-on manner" (101).

Placing ethics-oriented translation teaching within "the call for critical and democratised education from authors such as Freire, or Giroux and McLaren" (106), Joss Moorkens and Gökhan Doğru—the authors of the sixth chapter in the volume, "Teaching AI ethics for translation students"— present two hands-on methodologies that might help integrating discussions about GenAI ethical issues in the classroom. After an overview of the main topics in translation-related AI ethics (e.g., diminishing job quality, pay and representation, rising negative mental health impact, GenAi and NMT systems bias, political censorship), Moorkens and Doğru suggest that today's translation ethics classes should include "carefully chosen case studies with accompanying support material to help students talk through ethical issues" and "images and mindmapping to visualise and understand our own place within the tangle of beneficiaries and perpetrators of the system within which GenAI is developed and marketed". (117)

The six chapters in the third part of the volume, titled *New Paradigm: New Teaching Approaches*, present concrete studies and experimental applications that integrate GenAI in translation curricula. In "Computer-assisted language mediation in teaching human-centred augmented translation", Maria Zimina-Poirot shows how GenAI and Dynamic Translation Memory (DTM) systems may be used to extract information and terms, as well as to teach students to "critically evaluate AI-generated content and manage hybrid translation workflows that combine AI output with human expertise" (148). In his chapter, "Teaching subtitling in the times of generative AI", David Orrego-Carmona discusses and illustrates several "strategies for designing and delivering training courses that empower future subtitling professionals to work effectively in an AI-shaped industry" (168). Very useful to educators working with lesser-known and technologized mother tongues, the chapter signed by Sonia Vandepitte, "AI in an L2 translation class", showcases the findings of a classroom experiment in which GenAI was used to revise student output and concludes that "quality control will remain an ongoing effort that users need to be aware of" (207). "Gamification as a pedagogical instrument in interpreter training" by Sahar Othmani and Nermin Sharman is the only chapter in the volume that focuses exclusively on interpreting. The authors present a pilot project, [AI]Phra, in which custom software was used to create "a virtual reality environment, simulating various scenarios where interpreters can practice" (212), underlining that "gamified, simulation-based training could effectively transform interpreting education especially where interpreting training programs and regulatory frameworks are underdeveloped" (227). The final contribution in the volume, Atsushi Mizumoto's "Embracing machine translation in L2 education: Bridging theory and practice in the AI Age" discuses several (Augmented) Machine Translation models of instruction and proposes a new teaching methodology, the Metacognitive Resource Use (MRU) framework, aiming to instill in learners both "metacognitive knowledge and metacognitive regulation" (243). One of the Mizumoto's concluding remarks might be used as a conclusion to the entire volume: "as AI language models become more sophisticated, practitioners and researchers will need to continually adapt their approaches, balancing the benefits of these tools with the core objectives of language learning" (245).

Integrating AI-related knowledge in translation curricula, promoting critical thinking capabilities in trainees, and using human-AI collaborative workflows in the classroom are the three overarching strategies proposed by the contributions in the volume as solutions to the challenges brought about by the rise of GenAI in the language services industry. Several concrete examples of how these strategies might be implemented in practice are also offered, so that *Teaching translation in the age of generative AI: New paradigm, new learning?* might be said to have achieved its aim of helping "fellow translator educators better understand the new skills and competences that we need to foster in our teaching, scaffolded by new knowledge" (viii).