

AI in Interpreting Training

Patrícia Hatiarová

Matej Bel University in Banská Bystrica

phatiarova@umb.sk

Abstract

This paper presents a structured protocol for integrating artificial intelligence (AI) into interpreter training, with a focus on ChatGPT, speech-to-text, and text-to-speech tools. It outlines a step-by-step methodology developed through practical experience and student feedback, aiming to enhance autonomous practice and real-time, detailed feedback among interpreting students. The paper contextualizes the use of AI in interpreter training by discussing the theoretical foundations of AI technologies and the evolving role of generative AI in the interpreter training process. A pedagogical framework is proposed for classroom implementation, including prompt engineering, ChatGPT-generated speech, and AI-based performance evaluation. Students' responses highlight key benefits such as flexibility, increased practice opportunities, and personalized feedback, while also acknowledging limitations related to emotional nuance and reliability. The study concludes with recommendations for the responsible use of AI and directions for future research on adaptive interpreter training.

Keywords: AI in Interpreting Studies, Artificial Intelligence in Education, Interpreter Training, AI-Based Evaluation in Interpreter Training

1 Introduction

The release of ChatGPT in November 2022 has had a significant impact on various sectors, including higher education. There is a growing belief that it might transform education, jobs, and how we interact with technology altogether (Shuhaiber et al. 2025). Despite the prevalence of numerous generative artificial intelligence chatbots, ChatGPT stands out as a leading model (Aydin & Karaarslan 2023; Bilal 2024). Its accessibility and adaptability make it a popular choice for students and educators.

The subject of AI in training is challenging to address due to the rapid pace of technological advancement. By the time this paper is published, new tools may have been introduced, altering the landscape once again. By noting each step of the process, we can better compare AI's past applications with what it may enable in the future.

The objective of this paper is to propose a classroom protocol for the integration of AI into interpreter training. The step-by-step guide was created based on practical

experience and student feedback to demonstrate how AI can be used to facilitate more effective training with more detailed feedback. We have created a practical manual that any trainer can easily adopt and adapt to their own needs. The paper also examines the perceived benefits and challenges of using AI in the classroom, as reported by students.

2 Theoretical background

Artificial intelligence is rapidly transforming the landscape of the interpreting profession, creating new possibilities for personalized learning and professional training. Among the most widely known and commonly used AI tools is ChatGPT, a generative language model capable of producing human-like responses across various contexts. This chapter explores the technologies behind ChatGPT, including natural language processing and large language models. It also examines ChatGPT's role in interpreter training. By clarifying key concepts such as training and education, and by reviewing current research on AI-assisted learning, this chapter aims to provide a comprehensive overview of AI's potential and limitations in higher education.

ChatGPT

ChatGPT is a generative artificial intelligence (GenAI) chatbot that utilizes natural language processing (NLP) to generate human-like conversational dialogue (Salvagno et al. 2023). The primary objective of NLP is to develop computer systems capable of comprehending and responding to human speech or written text. To this end, NLP integrates a range of technologies, including computational linguistics, machine learning, deep learning models, and artificial intelligence applications (Horváth 2022; Aydin & Karaarslan 2023; García-López et al. 2025). While NLP has achieved a notable level of proficiency in understanding human language, it continues to grapple with various challenges, including idiomatic expressions and grammatical inaccuracies (Aydin & Karaarslan 2023).

It is necessary to explain some additional concepts to fully understand the functionality of ChatGPT. A language model (LM) is an artificial intelligence system trained to predict the most probable word that will follow a given sequence of words. It is fed a substantial amount of text to learn how people speak and write (Aydin & Karaarslan 2023; Horváth 2022). Large Language Models (LLMs) are larger and more advanced, as they are trained on significantly larger datasets. The most substantial models have hundreds of billions of parameters that help them learn patterns in language (Aydin & Karaarslan 2023; Bilal 2024). These models have been shown to comprehend human communication on a profound level to accurately reflect how communication is structured (Bilal 2024). LLMs are capable of performing a wide range of tasks, including machine translation, natural language processing, data generation, chatbot and virtual assistant creation, code generation from basic text input, and evaluation of translation

and interpreting quality, among many others (Horváth 2022; Aydin & Karaarslan 2023; Siu 2024; García-López et al. 2025). ChatGPT uses LLMs as its foundation (García-López et al. 2025).

The categorization of AI can be approached through various lenses, including technological, functional, and capability-based frameworks (Betz 2024). However, there are three main categories of AI: (1) narrow or weak AI, (2) strong AI or Artificial General Intelligence (AGI), and (3) Artificial Superintelligence (Horváth 2022; Betz 2024). The current state of AI development is only limited to weak AI, which can take over and perform certain tasks with tremendous accuracy and speed, but cannot do anything else (Horváth 2022; García-López et al. 2025).

GenAI is an area of artificial intelligence that focuses on the creation of novel and original content by leveraging machine learning techniques trained on extensive datasets. GenAI tools often rely on a series of NLP algorithms (Govender 2024). This approach enables generative AI to synthesize diverse forms of data, including images, text, and music. Additionally, GenAI plays a significant role in various domains – most importantly for our purposes, in speech recognition (Aydin & Karaarslan 2023).

ChatGPT is an advanced natural language processing model developed by OpenAI and introduced in November 2022. It is trained on a large dataset, which allows it to generate coherent text that is contextually appropriate and often indistinguishable from human-written content. ChatGPT has the capacity to generate text in various languages and on a wide range of topics based on a specified prompt. With its robust design and adaptable algorithms, ChatGPT has significant potential across multiple industries, including medicine, education, and finance, making it a valuable tool for developing complex applications (Aydin & Karaarslan 2023; Govender 2024; Bilal 2024; Siu 2024; García-López et al. 2025).

AI in Education and Training

Firstly, it is important to make a clear distinction between education and training, particularly in the context of AI integration. Although these terms are often used interchangeably, a meaningful distinction exists. Education focuses on theories, history, and foundational knowledge, while training is practical and skill-based, designed to meet immediate job-related needs through structured, hands-on learning. Ultimately, the two are complementary: professionals require education to understand concepts and theories, while training enables them to apply this knowledge effectively in real-world scenarios (Blair & Serafini 2016). This distinction is crucial, as the paper explores how to use AI in interpreter training, not in interpreting education.

Table 1. *Angeleli (2017): Comparison Chart*

TRAINING	EDUCATION
Focuses on practical skills.	Transmission of knowledge, skills, values, and beliefs.
Typically short-term and task-specific.	Requires sustained engagement over time.
Often associated with learning to use equipment, software, or procedures.	Involves critical thinking, application, and evaluation of knowledge.
Includes shadowing or apprenticeships to learn job tasks.	Leads to formal academic degrees.
Defined as acquiring skill, knowledge or experience by doing.	Defined as the process of learning and teaching.
Used for upskilling in specific tools or processes.	Builds a broad foundation of understanding and professional identity.
Can be repeated as tools, laws, or contexts change.	Viewed as the starting point in a professional journey.
Typically associated with on-the-job learning.	Associated with academic institutions and curriculum.

AI is being used in education and training in a variety of ways, affecting both students and educators. Mironova et al. (2024) conducted a study on the application of AI in education. The study revealed that out of 360 respondents from five countries (Latvia, Lithuania, Ukraine, Bulgaria, and Uzbekistan), 54% reported using ChatGPT or similar tools as part of their daily study routine, while 46% indicated they did not (Mironova et al. 2024). The potential applications of AI in education are numerous: it can personalize the learning experience, act as a tutor, provide feedback and assess different types of assignments, assist with research, enhance various skills, increase engagement, automate repetitive tasks, support professional development for educators, aid in language learning, support academic writing, and more (Salvagno et al. 2023; Bilal 2024; Mironova et al. 2024; Msambwa et al. 2025).

AI can tailor learning to individual student needs; in other words, it can personalize learning experiences (Salvagno et al. 2023; Bilal 2024; Mironova et al. 2024; Msambwa et al. 2025). It can provide differentiated materials and adaptive feedback mechanisms that are not feasible in traditional classroom settings (Bilal 2024). By analyzing large volumes of learner data, AI can identify knowledge gaps and recommend resources, fostering more efficient and student-centered learning. ChatGPT, for instance, can function as a conversational learning assistant, as it offers explanations, generates practice questions, and summarizes content on demand. However, this level of

personalization raises ethical concerns, particularly around data privacy and algorithmic bias (García-López et al. 2025).

AI in Interpreting Training

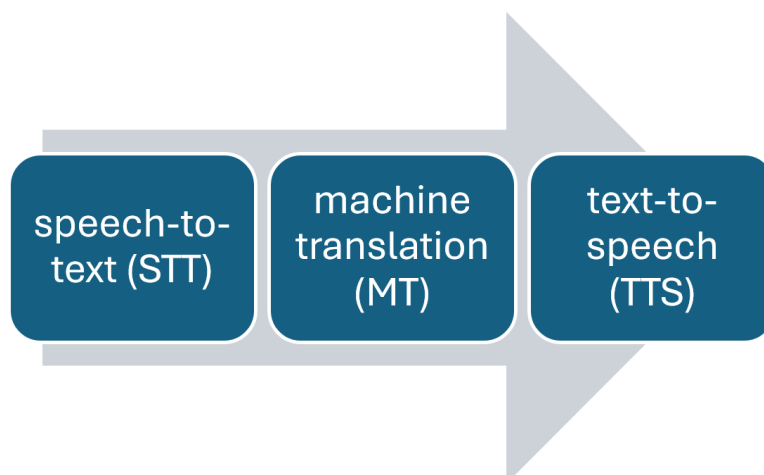
AI has been rapidly transforming professional workflows, including interpreting. Students of interpreting should adopt technological tools to optimize their preparation and performance, and it is our responsibility as trainers to prepare them for the job market. The following discussion explores the application of AI in the field of interpreting studies.

Computer-assisted interpreting (CAI) refers to the use of computer-based tools and technologies to assist interpreters in their professional activities (Ahmed 2022; Horváth 2022). CAI tools do not necessarily include AI, but most recent ones do. The most widely used CAI tools relate to terminology management, note-taking applications, and voice-to-text devices (Liu 2022).

The latest CAI tools can be utilized during the interpretation process; however, their reliability remains questionable. Ahmed (2022) suggests that CAI can help interpreters mostly during the preparation phase, and machine interpreting (MI) can be used in more informal settings. „*Therefore, complete MI seems to be totally an invalid idea at least for the present time and we should look for tools to help human interpreters through human-machine interaction rather than replacing them*“ (Ahmed 2022, 277).

As previously stated, machine interpretation is not yet at a stage where it can be widely utilized. However, this does not mean that it is not used in some cases, for example, when human interpreters are unavailable. The system is called speech-to-speech (S2S) and is based on a cascade model, which operates in three stages: converting speech to text using automatic speech recognition (ASR), translating the text via machine translation (MT), and generating speech output through text-to-speech (TTS) synthesis. While other models exist, this one remains the most prevalent (Horváth 2022).

Figure 1. *Horváth (2022): The cascade model of the automated S2S process*



ASR can also be used in training. The technology can transcribe interpreting students' spoken recordings into text for subsequent evaluation, and it can also retell a speech via text-to-speech tools, allowing students to interpret it (see the practical part of this paper for more detail).

Jia and Aryadoust (2024) conducted a study using ChatGPT to evaluate trainees' interpreting accuracy by analyzing text transcripts of their spoken Chinese-to-English interpretations. The researchers employed a Progressive-Hint Prompting (PHP)¹ strategy to guide ChatGPT-4 in evaluating the accuracy of 36 interpreting transcripts from 12 Chinese university trainees. They compared human ratings of the same interpretation with ChatGPT-4's ratings. The study found that ChatGPT-4 can be a useful support tool for assessing interpreting accuracy, especially when guided by clear rubrics and structured prompts. It showed a moderate level of agreement with expert human raters and was able to distinguish between high- and low-performing trainees. However, it struggled to accurately rate those at intermediate levels, and its individual ratings lacked consistency. The authors stated that although results were promising, ChatGPT-4 should not be used as a standalone evaluation (Jia & Aryadoust 2024).

It is argued that the implementation of artificial intelligence in higher education is crucial for preparing students for the 21st-century job market. AI enables personalized learning, allowing students to receive tailored content, feedback, and pacing suited to their individual needs, which may contribute to improved educational outcomes (Mironova et al. 2024; Msambwa et al. 2025). It also provides additional support beyond traditional instruction, fostering deeper understanding and learner autonomy (Mironova et al. 2024). Moreover, AI can enhance students' critical thinking and problem-solving skills by promoting active learning and engaging them with complex,

¹ Progressive-Hint Prompting (PHP) is a prompt design strategy used to guide large language models like ChatGPT through complex tasks by gradually providing context, role instructions, and feedback in a step-by-step manner. It's particularly useful when you need the model to align with human expectations or specific criteria, such as in educational assessments or test development (Zheng et al. 2024).

adaptive content (Msambwa et al. 2025; García-López et al. 2025). While the benefits are significant, it is also essential to consider emerging challenges, including plagiarism, overreliance on AI, and other ethical concerns, all of which call for responsible and balanced integration of these technologies into the education and training (García-López et al. 2025).

3 Step-by-Step Pedagogical Protocol of Integration of AI into Interpreter Training

This section of the paper outlines a replicable instructional model for integrating artificial intelligence tools into interpreter training. The protocol supports autonomous practice, AI-generated targeted feedback, and the overall integration of new technologies into interpreter training. The approach is designed for master's students of interpreting with sufficient interpreting skills, as well as interpreting trainers.

Competence Prerequisites and Ethical Considerations

Rather than expecting students to navigate AI independently and penalizing them for using it in unapproved ways, interpreter training (and other areas of education) should model responsible AI engagement. By introducing AI use within the training process, educators can ensure that students are not only aware of its pedagogical value but also understand the potential ethical and technical risks involved.

While AI can significantly enhance independent practice and serve as a feedback companion, the usefulness of its outputs largely depends on students' ability to engage with it critically and effectively. For this reason, AI-supported interpreting tasks should be introduced only after students have developed key interpreting competencies, which will be described later. I recommend incorporating AI into interpreter training during the first year of the master's program. This timing ensures that students are prepared to benefit from AI tools without substituting them for foundational skill acquisition.

One of the crucial competencies that should be achieved before beginning AI-enhanced training is mastery of interpreting fundamentals. Djovčoš et al. (2021), in their textbook on the training of future interpreters in Slovakia, describe the competencies that students should acquire at the bachelor's level. I believe that only with these competences are students prepared to integrate AI into their training. These competencies include: (1) learning the basics of public speaking and stress management, (2) active listening, visualization, and segmentation of speech (memory training), (3) basics of note-taking, (4) coordination of the first three skills so that the students are able to consecutively interpret simple spontaneous didactic speeches using notation, interpreting a more extensive segmented speech with an accompanying

presentation and basic preparation for simultaneous interpreting – shadowing, anticipation, splitting attention (Djovčoš et. al. 2021).

Students should also be digitally literate; they should have basic familiarity with text-based and audio-processing applications such as text-to-speech and speech-to-text tools. Trainers should inform students about AI's limitations – for example, hallucination or lack of context awareness, as well as the ethical and privacy issues associated with using modern technology. Free versions of tools used in the study may store or process user input; they do not guarantee privacy, so students should avoid entering any sensitive information.² They should also refrain from real names or client material. When working with sensitive content, students should be encouraged to use premium versions with privacy controls or offline alternatives.³

One of the most critical considerations for interpreting students is the cognitive impact of integrating AI tools into educational practice, particularly with regard to students' development of critical thinking skills. Although focused on essay writing, a recent study by Kosmyna et al. (2025) highlights that interacting with AI systems may incur a cognitive cost, potentially reducing active mental engagement when users become overly reliant on generated outputs. This insight is transferable to interpreter training, where intellectual autonomy and rapid judgment are essential. Therefore, AI tools should not be positioned as shortcuts to bypass cognitive effort but rather as complementary instruments that support skill refinement, provided that foundational competencies and reflective habits are firmly established.

Step-by-Step Training Workflow

The following step-by-step workflow integrates artificial intelligence tools into interpreter training. It is designed to support the development of interpreting skills through autonomous practice and structured feedback. Each phase of the workflow aligns with key learning objectives and promotes ethical and critical use of AI technologies. This structured approach ensures that students engage with AI not as passive consumers but as reflective practitioners, actively shaping their own learning process.

Step 1: Topic selection, prompt crafting, and speech generation

Students begin by selecting a relevant interpreting topic, typically aligned with curricular themes or domain-specific materials. Using this topic, they craft a detailed AI

² Manufacturer notice: OpenAI guarantees that user data is excluded from model training processes when accessed through ChatGPT Enterprise, ChatGPT Edu, ChatGPT Team, or via the API platform only. Accessed on: <https://openai.com/business-data/>

³ I am fully aware, that students might not be in a financial situation, when they can afford subscribing ChatGPT. For that reason I recommend that students contribute to one paid model that they will use together as a group.

prompt, following instructional guidelines (e.g., specifying speaker role, audience, tone, and terminological load, as discussed in the next subchapter). The prompt is then entered into ChatGPT to generate a realistic, coherent speech that serves as the source text for the interpreting task.

Step 2: Speech simulation via Text-to-Speech (TTS) tools

The AI-generated text is converted into audio using a Text-to-Speech tool (e.g., NaturalReader). Students can modify TTS settings to reflect various interpreting conditions by adjusting speech rate, accent, or intonation to simulate different speaker profiles and difficulty levels. This flexibility supports adaptation to individual learner needs.

Step 3: Interpretation and recording

Students perform a simultaneous interpretation of the speech while listening to the TTS output. Their performance is recorded using any audio recording tool (e.g., mobile recording).

Step 4: Transcription of interpretation via Speech-to-Text (STT) tools

After recording, students upload their interpretation into a Speech-to-Text tool (e.g., Turboscribe.ai). The resulting transcript is reviewed and manually adjusted to ensure it accurately reflects the interpreted recording, with any transcription errors corrected and hesitation sounds restored if omitted.

Step 5: AI-based performance evaluation

Finally, students input both the original AI-generated speech and their corrected interpretation transcript into ChatGPT, accompanied by an evaluation prompt based on Djovčoš et al. (2021), which will be explained in the next subchapter. The model is instructed to assess key performance dimensions, such as false starts, omissions, additions, hesitation sounds, and negative meaning shifts, while offering targeted feedback for improvement.

Prompt Crafting

The effectiveness of AI-assisted interpreting tasks largely depends on the quality of the input prompt provided to the language model. As recent studies and practical experience demonstrate (e.g., see Marvin et al. 2024; Singh et al. 2024), vague or poorly constructed prompts often result in generic, superficial outputs, whereas well-crafted,

context-rich prompts produce texts that are more suitable for interpreter training. Consequently, teaching prompt engineering becomes an essential preparatory phase in this training model.

Prompts serve as the blueprint for the AI-generated speech that students will later interpret. In this context, prompt crafting is not a technical detail but a pedagogical act: it allows trainers to control speech complexity, topic relevance, terminological density, and tone, aligning the task with students’ proficiency level and training goals.

This study includes two types of prompts: one involves students learning to craft effective prompts to guide AI-generated speech production, while the other is designed by the trainer for evaluating the interpreted transcripts.

It is important to note that students do not create prompt content entirely from scratch. While various prompting strategies exist (e.g., Sahoo et al., 2025), students are encouraged to begin with widely accessible and well-established prompting techniques. Harvard University (2023) offers a clear and practical framework for prompt design, which includes the following recommendations: (1) be specific; (2) use role-based framing such as “Act as if...”; (3) define the desired format or structure of the output; (4) use explicit “do” and “don’t” instructions; (5) provide examples; (6) consider tone and target audience; (7) build on previous prompts; (8) identify and correct AI errors; and (9) prompt the model to co-create or refine the prompt further by asking what it needs for better results.

In addition to these general strategies, students in interpreter training are expected to incorporate task-specific criteria based on the research of Djovčoš et al. (2021). This ensures that generated speeches are pedagogically appropriate. These criteria include: (1) lexical density and terminological load (to match interpreting difficulty), (2) length of the speech (e.g., 2–3 minutes, 400 words), (3) structure and delivery style (e.g., logical progression, rhetorical devices, speaking tone), and (4) difficulty calibration (e.g., single vs. combined challenges such as vocabulary) (Djovčoš et. al. 2021).

Table 2. *Prompt Creation Template for Students*

Section	Student Input (Fill in Each Field)
1. Speaker Role <i>(e.g., a UN climate delegate with 20 years of experience)</i>	<i>Who is speaking?</i>
2. Topic and Theme <i>(e.g., sustainable fashion, digital education, mental health awareness)</i>	<i>What is the main subject?</i>
3. Intended Audience	<i>Who is the speech for?</i>

<i>(e.g., non-native students, policymakers, youth audience, interpreting trainees)</i>	
4. Speech Tone	<i>What should the style be?</i>
<i>(e.g., formal, semi-formal, motivational, informative, persuasive)</i>	
5. Speech Structure	<i>How should it be organized?</i>
<i>(e.g., introduction – main points – conclusion)</i>	
6. Lexical Density and Terminology	<i>What is the expected complexity?</i>
<i>(e.g., high terminological load, B2 level language, field-specific terms)</i>	
7. Length of Speech	<i>How long should the speech be?</i>
<i>(e.g., 3 minutes or approx. 400 words)</i>	
8. Combined Difficulty Factors	<i>What additional challenges?</i>
<i>(e.g., technical terms, emotionally loaded content)</i>	
9. “Do” Instructions	<i>What must the AI include?</i>
<i>(e.g., include a personal anecdote, use rhetorical questions, mention three policy solutions)</i>	
10. “Don’t” Instructions	<i>What must the AI avoid?</i>
<i>(e.g., avoid technical jargon, don’t quote statistics, no overly emotional tone)</i>	
11. Example Input (Optional)	<i>Provide a sample sentence, hook, or phrase to guide the style.</i>

Students can submit a completed template alongside the AI output to allow trainers to evaluate both the quality of the prompt and the suitability of the interpreting task. By explicitly teaching prompt construction, trainers can help students move beyond vague instructions, such as “create a speech on books”, toward more sophisticated, context-rich prompts that specify role, audience, tone, structure, and cognitive complexity:

Figure 2. *Sufficient prompt example*

Act as if you are a literary historian giving a 2–3 minute formal speech at an international book festival. Your goal is to persuade a general but educated audience about the cultural and transformative power of books in shaping societies.

Do:

Use a structured format: Introduction – Main Body – Conclusion. Include at least two rhetorical tools (e.g., metaphor, alliteration, rhetorical questions). Integrate specific historical or cultural examples, such as Gutenberg's printing press or the banning of books in authoritarian regimes. Maintain a moderately high lexical density, suitable for advanced interpreting students (C1–C2). Use a persuasive and formal tone, appropriate for an audience of academics, writers, and publishers. Ensure terminological richness (e.g., "dissemination of knowledge," "intellectual emancipation," "cultural preservation").

Don't:

Avoid overly technical jargon from publishing science or literary theory. Do not exceed 400–450 words. Avoid casual or humorous expressions — no jokes or slang.

Example of style:
"Books are the vessels of human memory. From the clay tablets of Mesopotamia to the digital libraries of today, each page turned is a defiance of forgetting..."



Another essential prompt in this training protocol is designed for the evaluation of interpreted speeches. This prompt is adapted from the evaluation framework proposed by Djovčoš et al. (2021), which systematically assesses specific interpreting errors. The language model is instructed to identify and comment on the following categories: false starts (when an interpreter begins a sentence incorrectly and restarts), hesitation sounds that interrupt fluency, incomplete sentences, on-the-fly corrections, redundant filler sounds, as well as omissions, additions, and negative meaning shifts. These categories provide a structured basis for AI-assisted feedback that aligns with established pedagogical standards.

For more reliable and customizable interaction, we strongly recommend using the paid version of ChatGPT, which grants access to custom GPTs. In the context of ChatGPT, GPTs refer to customized versions of the ChatGPT assistant. These are programmable agents that can be designed to behave in specific ways, serve specific audiences, or follow specialized instructions. They can act as personal tutors, writing assistants,

coders, or, in our case, interpreting trainers. A GPT programmed with Djovčoš et al.'s error taxonomy could be used to evaluate student transcripts.

To ensure greater precision in the evaluation prompt, we utilized a specialized custom GPT, *SAM, The Prompt Creator*, through which we articulated our instructional requirements in detail, specifying the evaluative criteria and desired feedback structure. The prompt for the interpreting trainer is six pages long and includes numerous specific symbols that help ChatGPT decode the information:

Interpretation Quality Feedback Prompt

Introduction

- **YOU ARE** a **PROFESSIONAL LINGUIST AND INTERPRETER TRAINER** with expertise in evaluating interpretation performance based on fidelity, fluency, and communicative accuracy.

(Context: "Your expert-level insight will help identify specific interpreting flaws and provide precise improvement advice to students learning interpretation techniques.")

Task Description

- **YOUR TASK IS** to **COMPARE TWO TRANSCRIPTS**: the first is the **original or source-language transcript**, and the second is the **interpreted version**.

- **ANALYZE** the interpretation line-by-line and **ANNOTATE** the errors using standardized linguistic evaluation codes.

(Context: "This evaluation is part of interpreter training curriculum and should provide actionable insight for student improvement.")

Error Categories to Identify and Mark

- **False Starts [FS]** → Speaker begins a phrase then restarts the sentence.

- **Example**: I think we should... we should [FS] consider alternatives.

- **Hesitation Sounds [HZ]** → Unnatural or excessive sounds like "uh", "umm", or prolonged syllables.
 - **Example***: The findings were uh [HZ] statistically significant.

- **Unfinished Sentences [...]** → Student starts a thought but doesn't finish it.
 - **Example***: The survey found that people... [Unfinished]

- **Corrections [C]** → The speaker replaces a previously spoken word or thought.
 - **Example***: We met on Monday—sorry, Tuesday [C].

- **Redundant Sounds [RZ]** → Inserted filler phrases or noises that add no value.
 - **Example***: It was—like—I don't know [RZ]—really strange.

- **Omissions [V]** → Missing important words, phrases, or sentences from the original transcript.
 - **Example***: Dear [V], I would like to...

- **Additions [D]** → Extra details that were not part of the original message.
 - **Example***: We visited Rome, Florence, and Venice [D] (original only mentioned Rome).

- **Negative Shifts [NP]** → Mistranslation or distortion of meaning.
 - **Example***: "The summit was held in Prague" interpreted as "The summit was held in Bratislava [NP]".

(Context: "These markings serve as objective tools for identifying frequent patterns of error in student interpretations.")

Action Steps

1. Transcript Comparison

- **READ** the source transcript sentence by sentence.
- **COMPARE** each section with the interpreted transcript.
- **ANNOTATE** errors with the appropriate error code in square brackets next to the error.

2. Feedback & Recommendations

- **SUMMARIZE** the types of errors found and their frequency.
- **PROVIDE** clear, actionable advice for improving each type of issue.
- **SUGGEST** focused training strategies based on patterns observed (e.g., breathing techniques for hesitation, memory drills for omissions).

Output Format

- Annotated interpreted transcript with embedded error markers.
- A short summary of key problem areas.
- A bullet list of suggested improvements for the interpreter.

Goals and Constraints

- **FOCUS** on **objective** linguistic evaluation that promotes **awareness and improvement**.
- **AVOID** making assumptions about the student's intent unless the error is clearly identifiable.

Outcome Expectations

- A corrected and marked-up transcript of the interpretation.
- Insightful summary highlighting which areas need focus (e.g., fluency, completeness, or accuracy).
- Actionable training tips customized to the specific weaknesses identified.

(Context: "This evaluation helps students master interpretation by providing rigorous, clear feedback on common interpreting challenges.")

IMPORTANT

- "This work will help students grow into professional interpreters. Your feedback matters!"
- "Be analytical and kind—students rely on your evaluation to improve real-world communication skills."

EXAMPLES of required response

<examples>

<example1>

Interpreter: I was... I was... [FS] going to the meeting.

Interpreter: Cognitive psychology um [HZ] studies the mind.

Interpreter: The meeting was held on... [Unfinished] Anyway, it was important.

Interpreter: The meeting happened yesterday—no, actually [C], it was two days ago.

Interpreter: The presentation was very I don't know [RZ] interesting.

Interpreter: Hello [V], thank you for coming.

Interpreter: They researched in Prague, Brno, and Bratislava [D].

Interpreter: The report was written in Polish [NP] (original was Spanish).

</example1>

<example2>

Summary:

- **False starts**: 1
- **Hesitations**: 1
- **Unfinished**: 1
- **Corrections**: 1
- **Redundant Sounds**: 1
- **Omissions**: 1
- **Additions**: 1
- **Negative Shifts**: 1

Suggestions:

- Practice shadowing exercises to reduce false starts and hesitations.
- Use breathing pauses instead of filler words.
- Train on sentence completion and memory recall tasks to prevent omissions and unfinished sentences.
- Focus on meaning preservation to avoid negative shifts.

When implemented in classroom settings, ChatGPT's feedback proved to be both detailed and pedagogically meaningful. The model analyzed the interpreted text on a sentence-by-sentence basis and provided a categorized breakdown of errors, along with targeted strategies for improvement:

Figure 3. *Summary of errors with examples made by ChatGPT*

✔ Summary of Errors with Examples

False Starts [FS] – 6 instances

The interpreter begins a thought but restarts or self-corrects mid-sentence.

Examples:

- "mal pár, mal veľa..." → [FS] Interrupted phrase about Richard's injuries.
- "15 storočie bolo veľmi zlým zlým obdobím v bratislavsk.. eeee.. v.. anglickej histórie" → [FS] confusion between "Bratislava" and "Anglická história".
- "jedn.. jedno dielo o ňom" → [FS] trying to say "one play" by Shakespeare.

Hesitation Sounds [HS] – 6 instances

Includes "eee", "mmm", laughter, or vocal tics.

Examples:

- "veľmi veľa, eee, zaujímavých vecí o minulosti" → [HS]
- "haha" after attempting to recall who led the rebellion → [HS]
- "mfask" while discussing legal reforms → [HS]

Corrections [C] – 1 instance

A word or phrase is corrected mid-sentence.

Example:

- "niekto viedol, haha, Richard bol..." → [C] Starts with "niekto" (someone) but corrects to "Richard".

Redundant Sounds [RS] – 1 instance

Repeated words or filler expressions that distract.

Example:

- "zlým zlým obdobím" → [RS] Unnecessary repetition of "zlým".

Unfinished Sentences [...] – 0

There were no truly incomplete ideas that trailed off without resolution.

Omissions [O] – Several

Key details omitted or oversimplified from the original.

Examples:

- Left out that an *arrowhead* was found in the skeleton's back.
- Skipped the *comparative DNA analysis with Richard's sister's descendants*.
- Did not mention *Greyfriars Church* or the historical reason it disappeared.

Additions [A] – 1

Interpreter adds information not in the original.

Example:

- "bolo zobraté do múzea" → [A] Body was buried, not taken to a museum.

Negative Shifts [NS] – 9

Meaning is distorted or incorrect.

Examples:

- "v centre Londýna" → [NS] Leicester is in central England, not London.
- "Richard si najal túto smrť brata" → [NS] He was suspected of killing nephews, not his brother.

Figure 4. *Recommendations to further practice made by ChatGPT*

Recommendations

- **Reduce False Starts and Hesitations:**
 - Practice *shadowing* fluent speech to internalize smoother phrasing.
 - Use controlled breathing to manage pacing and avoid filler noises.
- **Improve Factual Accuracy:**
 - Train in active listening and note-taking to retain and reproduce key historical details.
 - Review background knowledge of recurring historical contexts for better conceptual mapping.
- **Clarify Vocabulary and Word Choice:**
 - Practice terminology matching in both languages to avoid mismatches (e.g., skull vs. skeleton).
- **Work on Sentence Completion:**
 - Use drills that require paraphrasing or summarizing complex sentences to ensure delivery of complete thoughts.
- **Memory Enhancement:**
 - Engage in chunking exercises and guided recall to improve retention of names, dates, and sequences.

I implemented a similar AI-based training workflow in the classroom, and students' feedback revealed how they perceived its practical value and potential challenges. The research sample consisted of 20 students enrolled in translation and interpreting studies at the University of Matej Bel in Banská Bystrica, Slovakia. Participants were selected based on their study plan, and all agreed to provide feedback for scientific purposes.

Of the 20 participants, 15 were master's students and 5 were bachelor's students. The group included 11 full-time master's students and 9 part-time students, comprising 5 bachelor's and 4 master's level participants. Despite differences in study level and form of study, no major differences among students were observed.

Respondents identified several key advantages of using AI in interpreter training. The most frequently mentioned benefit was the ability to engage in individual practice without the need for a partner, allowing for flexible and self-directed learning. Participants appreciated AI's capacity to generate a variety of exercises aimed at improving interpreting skills, as well as its contribution to saving time during training. They also highlighted the opportunity to work with diverse text types and scenarios, which expanded the range of practice situations. Overall, AI was seen as an effective tool for independent practice at anytime and anywhere.

Perceived disadvantages were relatively few. Some students expressed concerns about AI's occasional inaccuracy, as well as its inability to simulate emotional nuances that can affect communication and comprehension in real interpreting contexts. Interestingly, two respondents noted that they either saw no disadvantages in using AI

for interpreter training or felt they did not yet have enough experience to evaluate its drawbacks. This suggests that, overall, students viewed AI as a helpful supplement to traditional training methods, with relatively minor limitations.

4 Recommendations and Future Research

The world is changing rapidly, and interpreter training should not lag behind. With AI tools becoming part of many professional and educational environments, we believe it is necessary to teach students how to use them responsibly and effectively. These tools are not intended to replace classroom training or real-life interpreting experience. Instead, they can help students train more independently and more frequently, offering additional opportunities for improvement beyond the classroom.

By introducing students to tools like ChatGPT, text-to-speech, and speech-to-text software, we can help them make better use of their independent study time. With proper training, especially in prompt creation, they will be able to engage in interpreting practice more meaningfully at home and develop habits that support long-term skill growth.

Looking ahead, one area worth exploring is how to track students' progress more systematically over time. With help from ChatGPT, we could begin comparing students' outputs across multiple sessions, identifying patterns, and offering more personalized feedback. Another promising direction would be to upload entire interpreting textbooks, exercises, and glossaries into custom GPTs. That way, students could interact with the content, ask questions, and go beyond interpreting exercises by actively revising theory and terminology in a more active and accessible way.

The goal is not to replace traditional training methods, but to strengthen them. When used effectively, AI can accelerate students' progress and allow teachers to focus on the aspects of training that still require human expertise.

Acknowledgement

Several AI tools were used to support the preparation of this paper. ChatGPT and DeepL Write were used to reformulate and refine the language of the text, as the author is not a native speaker of English. Manus was used for data analysis and to assist in identifying patterns in questionnaire responses. Consensus was consulted to find relevant academic references and summarize research findings. The author maintained full control over the final content, critical thinking, and interpretation of data.

Bibliography

- Ahmed, Safa'a. 2022. Artificial Intelligence in Simultaneous Interpreting Training: An Experimental Study of Speech-To-Text Technology. In: CDELT Occasional Papers in the Development of English Education. 79(1): pp. 271-300. <https://doi.org/10.21608/OPDE.2022.265693>.
- Angeleli, Claudia V. 2017. Anchoring Dialogue Interpreting in Principles of Teaching and Learning. In: Valdeón, Roberto A. (ed.). Teaching, Dialogue, Interpreting. Amsterdam and Philadelphia: John Benjamins Publishing Company. pp 29 – 45.
- Aydin, Ömer and Karaarslan, Enis. 2023. Is ChatGPT Leading Generative AI? What is Beyond Expectations? In: Academic Platform Journal of Engineering and Smart Systems. 11(3): pp. 118–134. <https://doi.org/10.21541/apjess.1293702>.
- Betz, Sunny. 2024. 7 Types of Artificial Intelligence. In: Built In. <https://builtin.com/artificial-intelligence/types-of-artificial-intelligence>. Accessed on: 19 March 2025.
- Bilal, Mushtaq. 2024. Beyond Boundaries: Generative AI for Sustainable Academic Advancements. In: Actas del Congreso Internacional de Ingeniería de Sistemas. pp. 17-20. <https://doi.org/10.26439/ciis2023.7076>.
- Blair, Risa and Serafcini, Tina M. 2016. Training versus Education: eLearning, Hybrid, and Face-to-Face Modalities – A Participatory Debate. In: Systemics, Cybernetics and Informatics. 14(5). pp. 37–41. Consensus. 2025. <https://consensus.app/>. Accessed on: 19 March 2025.
- DeepL. 2025. DeepL Write. <https://www.deepl.com/write>. Accessed on: 19 March 2025.
- Djovčoš, Martin and Melicherčíková, Miroslava and Vilímek, Vítězslav. 2021. Učebnica tlmočenia: Skúsenosti a dôkazy. Banská Bystrica: Belianum, Univerzita Mateja Bela. <https://doi.org/10.24040/2021.9788055719030>.
- García-López, Ivan M. and González González, Carina S. and Ramírez-Montoya, María S. and Molina-Espinosa, José M. 2025. Challenges of Implementing ChatGPT on Education: Systematic Literature Review. In: International Journal of Educational Research Open. 8: <https://doi.org/10.1016/j.ijedro.2024.100401>.
- Harvard University Information Technology. 2023. Getting Started with Prompts for Text-Based Generative AI Tools. <https://www.huit.harvard.edu/news/ai-prompts>. Accessed on: 24 June 2025.
- Govender, Reginald G. 2024. My AI Students: Evaluating the Proficiency of Three AI Chatbots in Completeness and Accuracy. In: Contemporary Educational Technology. 16(2): ep509. <https://doi.org/10.30935/cedtech/14564>.
- Horváth, Ildikó. 2022. AI in Interpreting: Ethical Considerations. In: Across Languages and Cultures. 23(1): pp. 1–13. <https://doi.org/10.1556/084.2022.00108>.
- Jia, Yichen and Aryadoust, Vahid. 2024. The Utility of Generative Artificial Intelligence in Rating Interpreters' Accuracy: A Case Study of ChatGPT-4. In: Exploring AI in Applied Linguistics. pp. 59–72. <https://doi.org/10.31274/isudp.2024>.
- Kosmyna, Nataliya et. al. 2025. Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task. In: arXiv. <https://arxiv.org/abs/2506.08872>.
- Liu, Jin. 2022. The Impact of Technology on Interpreting: An Interpreter and Trainer's Perspective. In: International Journal of Chinese and English Translation & Interpreting. 1: <https://doi.org/10.56395/ijceti.v1i1.14>.
- Marvin, Ggaliwango and Raudha, Hellen N. and Jjingo, Daudi and Nakatumba-Nabende, Joyce. 2024. Prompt Engineering in Large Language Models. In: Jacob, Jeena I. and Shanmugam, Selvanayagi K. and Izonin, Ivan (eds.), Data Intelligence and Cognitive Informatics. New York: Springer. pp. 387-402. 10.1007/978-981-99-7962-2_30.

Hatiarová, Patrícia. 2025. AI in Interpreting Training. In: L10N Journal 1(4), pp. 45–66.

- Mironova, Julija and Riiascschenko, Viktoria and Bondarenko, Andrey and Kinderis, Remigijus and Verdenhofa, Olga. 2024. Generative Tools of AI in Education. In: 14th International Scientific Conference “Business and Management 2024”. Vilnius: Vilnius Gediminas Technical University. <https://doi.org/10.3846/bm.2024.1241>.
- Msambwa, Msafiri M. and Wen, Zhang and Daniel, Kangwa. 2025. The Impact of AI on the Personal and Collaborative Learning Environments in Higher Education. In: European Journal of Education. 60(1): e12909. <https://doi.org/10.1111/ejed.12909>.
- OpenAI. 2023. ChatGPT. <https://chat.openai.com/>. Accessed on: 31 October 2023.
- OpenAI. 2025. What Is the ChatGPT Model Selector? <https://help.openai.com/en/articles/7864572-what-is-the-chatgpt-model-selector>. Accessed on: 17 March 2025.
- Sahoo, Pranab et al. 2024. A Systematic Survey of Prompt Engineering in Large Language Models: Techniques and Applications. In: arXiv. <https://arxiv.org/abs/2402.07927>. Accessed on: 24 June 2025.
- Salvagno, Michele, Taccone, Fabio S., Gerli, Alberto G. 2023. Can Artificial Intelligence Help for Scientific Writing? In: Critical Care 27(75). <https://doi.org/10.1186/s13054-023-04380-2>. Accessed on: 19 Jun 2025.
- Schulhoff, Sander et al. 2024. The Prompt Report: A Systematic Survey of Prompting Techniques. In: arXiv. <https://arxiv.org/abs/2406.06608>.
- Shuhaiber, Agned and Kuhail Mohammad A. and Salman, Sinan. 2025. ChatGPT in Higher Education – A Student’s Perspective. In: Computers in Human Behavior Reports. 17. <https://www.sciencedirect.com/science/article/pii/S2451958824001982>.
- Singh, Aditi and Ehtesham, Abul and Gupta, Gaurav K. and Chatta, Nikhil K. and Kumar, Saket and Khoei, Tala T. 2024. Exploring Prompt Engineering: A Systematic Review with SWOT Analysis. In: arXiv. <https://arxiv.org/abs/2410.12843>.
- Siu, Sai C. 2024. Employing ChatGPT in the Evaluation of Translation Quality. In: SSRN Electronic Journal. <https://doi.org/10.2139/ssrn.4842272>.
- Zheng, Chuanyang, Liu, Zhengying, Xie, Enze, Li, Zhenguo and Li, Yu. 2024. Progressive-Hint Prompting Improves Reasoning in Large Language Models. In: arXiv. <https://doi.org/10.48550/arXiv.2304.09797>.