



issue 1/2025

Journal

Translation in Software. Software in Translation



L10N Journal: Translation in Software, Software in Translation. 1/2025
Technological Advancements in Interpreting: Tools, Trends, and Training

Editors

Pavol Šveda and Ivo Poláček

Editor-in-Chief

Marián Kabát

Deputy Editor-in-Chief

Mária Koscelníková

Editorial Assistants

Zuzana Hudáková and Milan Velecký

Technical Editors

Milan Regec and Milan Velecký

Language Editors

Authors and Zuzana Hudáková

Cover design

Zuzana Hudáková

Editorial

editorial@l10njournal.net

Publisher

STIMUL: the publishing and advisory center of the Faculty of Arts, Comenius University, Gondova 2, Bratislava, Slovakia, fif.stimul@uniba.sk, <https://fphil.uniba.sk/stimul/>

© STIMUL and the authors of the articles, 2025



This work is published under Creative Commons CC BY-NC-ND 4.0 international license. This license permits distribution of this work in its original, unaltered form for non-commercial purposes, with the appropriate credit given to the author. For more information about the license and the use of this work, see: <https://creativecommons.org/licenses/by-nc-nd/4.0/>

The authors of individual articles are responsible for translating quotes from foreign languages.

ISSN 2730-0757

Sponsors

The publication of this article was financially supported by the Scientific Grant APVV-23-0539: Future-Proofing Translators and Interpreters: Establishing a Knowledge Platform for Language Professionals in Slovakia.

Scientific Committee

Marianna Bachledová, Matej Bel University, Slovakia
Miguel A. Bernal-Merino, University of Roehampton, United Kingdom
Oliver Carreira Martinez, Pablo de Olavide University, Spain
Dragoş Ioan Ciobanu, University of Vienna, Austria
Mikołaj Deckert, University of Lodz, Poland
Martin Djovčoš, Matej Bel University, Slovakia
Ugo Ellefsen, Concordia University, Canada
Miguel A. Jiménez-Crespo, Rutgers University, USA
Hendrik J. Kockaert, KU Leuven, Belgium
Ralph Krüger, University of Applied Sciences, Germany
Dominik Kudła, University of Warsaw, Poland
Carme Mangiron, Universitat Autònoma de Barcelona, Spain
Pascaline Merten, Université Libre de Bruxelles, Belgium
Kristijan Nikolić, University of Zagreb, Croatia
David Orrego-Carmona, University of Warwick, United Kingdom
Emília Perez, Constantine the Philosopher University, Slovakia
Tomáš Svoboda, Charles University, Czech Republic

Additional Reviews

Ivana Čenková, Charles University, Czech Republic
Jonathan Downie, Independent Reseracher
Soňa Hodáková, Constantine the Philosopher University, Slovakia
Ondřej Klbal, Palacký University, Czech Republic
Miroslava Melicherčíková, Matej Bel University, Slovakia

Contents

Pavol Šveda and Ivo Poláček	5
<i>Interpreter Training in the Age of AI</i>	

Amy Colman	21
<i>GenAI for Self-Directed Individual and Collaborative Learning in the Training of Conference Interpreters for the European Union Institutions</i>	

Patrícia Hatiarová	45
<i>AI in Interpreting Training</i>	

Karolína Kollárová and Lucia Tonková	67
<i>The Use of Generative Artificial Intelligence in Interpreter Preparation</i>	

Markéta Štefková and Michaela Krajčovič	110
<i>Remote Interpreting: How Can It Change the World of Public Service Interpreting in Slovakia?</i>	

Interpreter Training in the Age of AI

Pavol Šveda and Ivo Poláček

Comenius University in Bratislava

pavol.sveda@uniba.sk, polacek12@uniba.sk

Abstract

This article offers a critical examination of the rapidly evolving landscape of interpreter training in the era of artificial intelligence. This paper draws on current academic discourse, industry reports, and original survey data to examine how AI tools are reshaping pedagogical practices, industry expectations, and professional identities. The analysis highlights diverging perspectives: while some view AI as an enabler of efficiency and innovation, others raise concerns about ethical boundaries, terminology misuse, and the erosion of human-centric competencies. Special attention is given to how interpreter training institutions can respond to these shifts through critical AI literacy, revised curricula, and public awareness strategies. The paper also explores the paradox that AI may not replace interpreters directly but may still undermine the profession indirectly through declining enrolments and institutional disengagement. Ultimately, it advocates for a balanced, evidence-based integration of AI into interpreter education – one that safeguards professional standards and ensures long-term sustainability.

Keywords: AI in Interpreting, Interpreter Training, Remote Simultaneous Interpreting (RSI), AI Literacy, Professional Sustainability, AI in Education

1 Introduction

In his book *Interpreters vs Machines* (2019), Jonathan Downie outlined four possible future scenarios describing the evolving relationship between human interpreters and technological advancements. The scenarios presented ranged from the complete replacement of human interpreters by machines, through the augmentation of interpreters' capabilities via technology, to a segmented future where human interpreters and machines clearly divide roles based on task complexity, and, finally, to a scenario involving active resistance from interpreters aimed at preserving traditional interpreting methods. Downie's analysis, while insightful and provocative, was notably conducted before two major transformative events: the global COVID-19 pandemic and the widespread public release of advanced AI models such as ChatGPT and other large language models (LLMs).

Indeed, interpreting, as noted by Pöchhacker and Liu (2024), is a profession deeply shaped by technological transformations throughout its history. From the 1930s, when the advent of simultaneous interpreting was enabled by telephone and other early technological innovations, interpreting has continually adapted to technological advancements. Currently, the interpreting profession is undergoing two concurrent transformations. On one side, remote interpreting has rapidly proliferated, driven primarily by the global need induced by the COVID-19 pandemic and facilitated through internet and videoconferencing technologies. This mode of interpreting, while solving logistical challenges and expanding accessibility, also introduces cognitive, psychological, and communicative complexities previously unknown or less prevalent in traditional face-to-face settings (see Mouzourakis 2006; Ahrens et al. 2021; Roziner & Schlesinger 2022).

At the same time, interpreters face the potentially disruptive arrival of sophisticated AI-driven tools. These emerging technologies have sparked concern within the interpreting community, where some fear a possible erosion of professional roles, while also giving rise to arguably exaggerated expectations outside the profession that AI-driven tools could eventually replace human interpreters in certain settings. The potential impact of AI-driven tools ranges from automating simpler interpreting tasks to providing advanced, real-time support in simultaneous interpreting scenarios (see Horváth 2024). This creates a technological landscape that challenges traditional notions of interpreter roles and competencies.

As these technologies evolve and capture the interest of professionals within and outside the field, the discourse surrounding their capabilities has expanded, often accompanied by significant conceptual ambiguity. One contributing factor is the institutional lag often observed in the development of professional standards and terminological clarity. For instance, it required several years for AIIC to develop and adopt its *Guidelines for Distance Interpreting* (AIIC, 2025), despite the exponential increase in the use of RSI at the onset of the COVID-19 pandemic in 2020. At the time of publication of these guidelines, the discourse had already shifted toward the implications of AI in interpreting, thereby underscoring the sluggish response of institutional frameworks to the accelerating pace of technological development.

To address the emerging challenges posed by AI in interpreting, recent initiatives such as the *Checklist for Clients Using AI Tools in Interpreting Contexts and the AI Decision Tree* developed by the AIIC Science Hub AI Workstream (AIIC 2024a; 2024b) represent important steps in promoting client awareness and fostering greater transparency. However, these resources primarily target external stakeholders. What remains urgently needed is a broader, profession-wide effort to engage with the ethical, pedagogical, and conceptual implications of AI use within the interpreting community itself. A particularly pressing issue is the need for more consistent and accurate

terminology. As Pöchhacker (2024) argues, there is an increasing tendency to describe AI-based tools as performing “interpreting,” despite the absence of key human characteristics such as context-sensitive meaning negotiation, pragmatic adaptation, and dialogic responsiveness. Without terminological precision, there is a real risk of conflating fundamentally different processes – leading not only to public misunderstanding but also to confusion in training and professional practice. A more nuanced classification of AI-enabled speech-to-speech technologies is therefore needed – one that clearly distinguishes between simulation and genuine interpretation, and supports interpreters and interpreter trainees in developing a critical, informed, and ethically grounded approach to working with these tools.

While such calls for terminological clarity and critical reflection have gained traction among scholars, parallel visions within the professional discourse offer a more optimistic view of AI's potential. Notably, Fantinuoli (2025) proposes a “3-Phase Roadmap of AI Interpreting,” outlining a trajectory from basic automation (Phase 1) to real-time human–machine collaboration (Phase 2), and ultimately to autonomous AI-based interpreting systems (Phase 3). This phased model envisions AI as a progressively more capable partner in interpreting workflows, culminating in systems that could perform (some) interpreting tasks independently. However, this aspirational outlook must be weighed against emerging evidence of the current limitations of such technologies in real-world settings.

Indeed, the challenges of implementing AI in complex multilingual environments are already becoming apparent. A recent internal report by the World Health Organization (WHO 2025), following pilot deployments of AI-generated interpretation during institutional meetings, raises serious concerns about the reliability, accuracy, and ethical implications of using these tools. The report documents issues such as misinterpretation of key terms, loss of contextual nuance, and insufficient transparency.

This paper, intended both as an introduction to a special issue dedicated to technological advances in interpreting and as a reflective snapshot of current debates and industry perspectives, seeks to address these transformations. It aims to contextualize recent technological shifts, critically evaluate the relevance of Downie's scenarios in the post-pandemic, AI-enabled world, and identify potential pathways forward for interpreter education and practice in an increasingly technologized interpreting landscape. In addition, this special issue aims to answer critical questions about the evolving interpreting technology landscape and provide inspiration for integrating new technologies into interpreting education. Through a close examination of current attitudes and industry practices in 2025, this paper attempts to provide a snapshot of the situation and assess which, if any, of Downie's scenarios may already be taking shape.

2 Current State of Interpreter Training and Technological Integration

Interpreter education has always been shaped by developments in communication technology, but the last five years have seen an unprecedented acceleration. The twin drivers of the COVID-19 pandemic and the rapid emergence of AI-based tools, particularly generative AI, have significantly changed both the content and delivery of interpreter training. In the broader academic debate, scholars such as Mouzourakis (2006), Roziner and Schlesinger (2010), and Braun (2019) laid important groundwork prior to the COVID-19 pandemic and the rise of generative AI by examining the pedagogical, cognitive, and technological dimensions of interpreting. More recent contributions, such as Pöchhacker and Liu (2024) and Davitti et al. (2025), have continued this exploration in light of the profound shifts triggered by remote interpreting and AI-driven tools. The shift to remote interpreting, the RSI platforms, and the growing presence of AI tools in interpreter preparation have raised questions not only about technological adaptation but also about the long-term viability of traditional training models.

Remote interpreting has been particularly prominent since the onset of the pandemic, with literature documenting the transition from on-site to online training and the associated pedagogical challenges (Čeňková 2020; Ahrens et al. 2021). These include managing cognitive load, maintaining synchrony, and ensuring equitable access to learning. The technical and pedagogical limitations of popular platforms, such as Zoom and Microsoft Teams, have led to the exploration of alternative solutions, such as the use of RSI training platforms (see e.g. Šveda 2025).

Artificial intelligence, particularly generative AI, has introduced a further layer of complexity into interpreter training. Recent research, such as that by Jia and Aryadoust (2024) and Defrancq (2024), has begun to explore the extent to which AI can assist or even automate certain aspects of interpreting and its evaluation. These technologies promise increased efficiency and new opportunities for both teaching and learning, but they also raise important ethical and pedagogical concerns. In this issue, Colman proposes an expanded classification of digital tools used in interpreter training by identifying generative AI (GenAI) as a fifth, distinct category, and presents piloted GenAI-based tasks that promote critical AI literacy and self-directed learning, particularly in the context of EU institutional interpreter training. Complementing this perspective, Kollárová and Tonková adopt a practitioner-oriented perspective, offering strategies for the integration of GenAI tools into interpreter preparation. In addition to practical implementation, their study also maps how LLMs have evolved in their responses to typical interpreting-related prompts over recent months, highlighting both progress and persisting limitations.

Student perspectives on AI are also increasingly being explored. Zhang et al. (2025) and Özmat and Akkoyunlu (2024) report mixed reactions: while students appreciate the efficiency and support offered by AI, concerns about skill erosion and over-reliance are widespread. Hatiarová (this issue) contributes to this discussion by presenting original research on interpreting students in Slovakia, highlighting the benefits and limitations of AI tools such as ChatGPT in real-life training environments.

The use of generative AI is not the only factor influencing the transformation of interpreter education; evolving approaches to computer-assisted interpreting (CAI) tools are also contributing to this evolution. As the distinction between human and AI-supported interpreting becomes increasingly indistinct, researchers have initiated explorations into the manner in which interpreters engage with CAI interfaces and the potential for these interactions to be integrated into pedagogical frameworks. Frittella (2024) is an example of an author who has built upon the Four-Component Instructional Design (4C/ID) model, proposing a structured and differentiated approach to CAI training. The model distinguishes between recurrent CAI skills, which are routine tasks such as tool navigation and visual aid fixation, and non-recurrent skills, which require adaptive behaviors such as strategic décalage modulation and selective processing.

Finally, Public Service Interpreting (PSI) is an area where technological disruption is particularly consequential. Existing research has shown that remote interpreting – through video remote interpreting (VRI) or telephone interpreting (TI) – can affect the multimodal and interactional nature of PSI, with significant consequences for both quality and accessibility (Braun & Taylor 2012; De Boe 2020). Building on this, Štefková and Krajčovič (this issue) examine the Slovak PSI context and identify institutional, technological, and educational factors that influence the successful implementation of remote technologies.

Taken together, these papers paint a comprehensive picture of a rapidly evolving interpreter training landscape. The shift towards technological integration – particularly through AI and remote communication – requires educators, students and institutions alike to rethink how interpreters are trained and supported. The following section explores how these changes are perceived and received by practicing interpreters, industry stakeholders and institutional actors.

3 Perspectives and Debates on AI in Interpreting

The rapid evolution of artificial intelligence tools has presented opportunities, but mainly uncertainties for the interpreting profession and training. In the face of this large-scale technological change, the responses of various stakeholders – interpreters, academic institutions, and language service providers – have been largely reactive,

except perhaps for those language subjects directly involved in the development or integration of AI technologies. Smaller LSPs, freelance interpreters, and even universities often find themselves adapting to tools and practices after their emergence, rather than shaping their trajectories. This section examines how these different actors perceive and respond to AI in the field of interpreting. Relying mainly on industry surveys (e.g., ELIS) and studies addressing the impact of AI on the language profession, we seek to provide an overview of the current debates surrounding AI in interpreting.

To begin, we turn to the European Language Industry Survey (ELIS), which provides consistent year-on-year data and a reliable framework for tracking developments in the sector. Among freelance language professionals, technological change and the rise of AI-powered translation and interpreting tools stand out as the fastest-growing sources of stress. While concerns such as pay rates, the economic climate, or the cost of living show relatively moderate increases, stress attributed to technological change has risen from 20% in 2023 to 56% in 2025. Similarly, anxiety related to the rise of AI-powered tools has increased markedly, from 29% in 2023 to 50% in 2025. This shift underscores the growing pressure on interpreters and translators to adapt to rapidly evolving technologies, often without clear guidance or institutional support (ELIS 2025).

The pressure is further reflected in the actual usage patterns of generative AI tools. While the ELIS data in this area primarily concern translators, it is important to note that in smaller markets, interpreters often engage in translation. For example, in Slovakia, a survey conducted by Djovčoš and Šveda (2023) found that 0% of respondents identified as pure interpreters, and only 4.27% as primarily interpreters, compared to 14.25% who reported interpreting and translating in equal measure. According to the 2025 ELIS figures, 42% of independent professionals report using generative AI as an alternative to machine translation, with approximately 35% employing it for editing and translation quality assurance. 17% also utilize these tools for content creation, and smaller proportions for tasks such as content or terminology research, audiovisual localization, or text restyling (ELIS 2025, 21). These figures suggest that although generative AI is not yet a standard requirement from clients, most usage remains driven by personal initiative – it is becoming an increasingly common feature of professional workflows.

In parallel with mounting technological pressure, interpreters have reported a consistent decline in the perceived adequacy of their remuneration. According to the ELIS data, the percentage of interpreters who felt they earned enough as freelancers decreased from 80% in 2022 to 65% in 2025 (ELIS 2025, 22). Although causality remains unproven, and no definitive correlation has been demonstrated between the adoption of AI tools and declining earnings, the timing of this decline, coinciding with the rapid propagation of generative AI and remote interpreting technologies, is of particular interest. This finding suggests that interpreters may encounter difficulties in preserving

their negotiating power within a novel context. As we will see in a subsequent part of this paper, similar results are emerging from the Slovak market surveys.

On the other hand, among Language Service Providers, the mood has become markedly pessimistic, with many reporting a decline in both turnover and profitability (for FY 2024), according to the ELIS 2025 survey. The number of active providers is shrinking, accompanied by a decline in investment and staffing levels. Expectations for the near future remain cautious, with only modest optimism expressed in areas such as recruitment and procurement. This sentiment is reinforced by the fact that 65% of LSPs report either direct or indirect negative impacts of AI, primarily driven by client uncertainty and downward price pressure (ELIS 2025, 13). While some providers note benefits such as increased efficiency and new service options, the overall perception remains cautious (*ibid*).

On the other hand, NIMDZI – a market research and consulting firm that specializes in the language services industry (NIMDZI 2025, 7) and is known for its annual 'Nimdzi 100' ranking of the top 100 language service providers worldwide – reports that companies have largely integrated AI into their workflows and have trained staff to improve AI readiness. The report also indicates that the outlook on AI having a negative impact has improved slightly, shifting from 2024 to 2025 (NIMDZI 2025, 75–76). However, despite the widespread adoption of AI, many people still lack a comprehensive understanding of its typical roles, and its applications beyond language tasks – particularly in marketing and communication – remain relatively limited (ELIS 2025, 13). NIMDZI, though, has a different take on how companies feel about AI interpreting. The so-called machine interpreting, for example, is becoming more popular in certain situations, like internal company meetings, customer service, and some interactions with patients, such as booking appointments. This effectively opens up new markets where human interpreters were previously unavailable or too expensive (NIMDZI 2025, 77).

Similarly, AI dubbing is creating a new market, particularly for social media content, e-learning videos, and corporate presentations, by offering speed and cost-effectiveness that traditional human dubbing cannot match (*ibid*, 78). The report emphasizes that while major tech companies are integrating LLMs into their Software-as-a-Service (SaaS) platforms, these solutions are not yet 'localization-ready' for enterprise purposes, creating a continuing opportunity for LSPs to provide on-demand human verification services (*ibid*, 74). Furthermore, automation and orchestration are becoming crucial for simplifying complex enterprise localization workflows, connecting language activities to strategic business outcomes like faster time-to-market and increased revenue. Despite these advancements and the blurring lines between technology and service providers, the value of human cultural and language expertise in supply chains remains more critical than ever, and success for LSPs is

increasingly defined by their scale and ability to harness and invest in technology effectively (ibid, 72).

While students continue to express interest in language-related careers, particularly within language service providers, the industry's staffing outlook remains bleak (ELIS 2025, 8). Recruitment levels at LSPs (as well as at internal language departments) are expected to decline further by 2025, with traditional language roles gradually being replaced by positions requiring AI, data, and marketing skills. Consequently, students entering the field must prepare for a new environment characterized by technological disruption and evolving expectations (ibid., 8). Despite the widespread integration of language technologies into academic curricula, particularly within EMT-affiliated institutions, there is a noticeable gap between students' exposure to these tools and their actual use, especially in areas such as generative AI (ibid., 27). Overall, students rely on their teachers for information about the industry, highlighting the important role of academic institutions in aligning student expectations with industry realities and equipping students with the necessary skills.

Beyond the academic discourse and general industry trends as outlined by ELIS and NIMDZI in 2025, the perspectives of selected leading language technology companies in 2025 offer a more forward-looking view of AI's impact, often highlighting opportunities over threats. Interviews with the CEOs of companies Unbabel, Translated, and DeepL in MultiLingual Magazine, May 2025 issue, reveal a consensus that AI is evolving from a mere tool into a sophisticated "language partner." They foresee an 'autonomy era' where AI is deeply integrated into workflows, enabling automation of repetitive tasks, enhancing collaboration, and improving accessibility across linguistic barriers. This transformation is seen as unlocking a "next level of communication, not only among humans but also between humans and machines," moving towards more accurate, personalized, and real-time language solutions, including spoken language processing (MultiLingual, 35–44).

These industry representatives emphasize the strategic importance of human–AI collaboration, believing that the future belongs to professionals who can effectively 'steer the machine' and leverage AI to amplify collective abilities. They predict that AI will redefine value and workflows, leading to increased efficiency and the creation of new service options, despite some initial market uncertainties reported by Language Service Providers. The focus for professionals shifts towards understanding and integrating AI, data, and marketing skills into their competencies, moving beyond traditional language roles. Companies claim that they are actively working on delivering more customized and contextual AI solutions, transitioning from static tools to more collaborative and personalized experiences that are expected to be deeply embedded in professional workflows within the next five years. According to them, this vision highlights the need for continuous adaptation and open dialogue about how new

technologies will influence both the perception and actual demand for language services (ibid.).

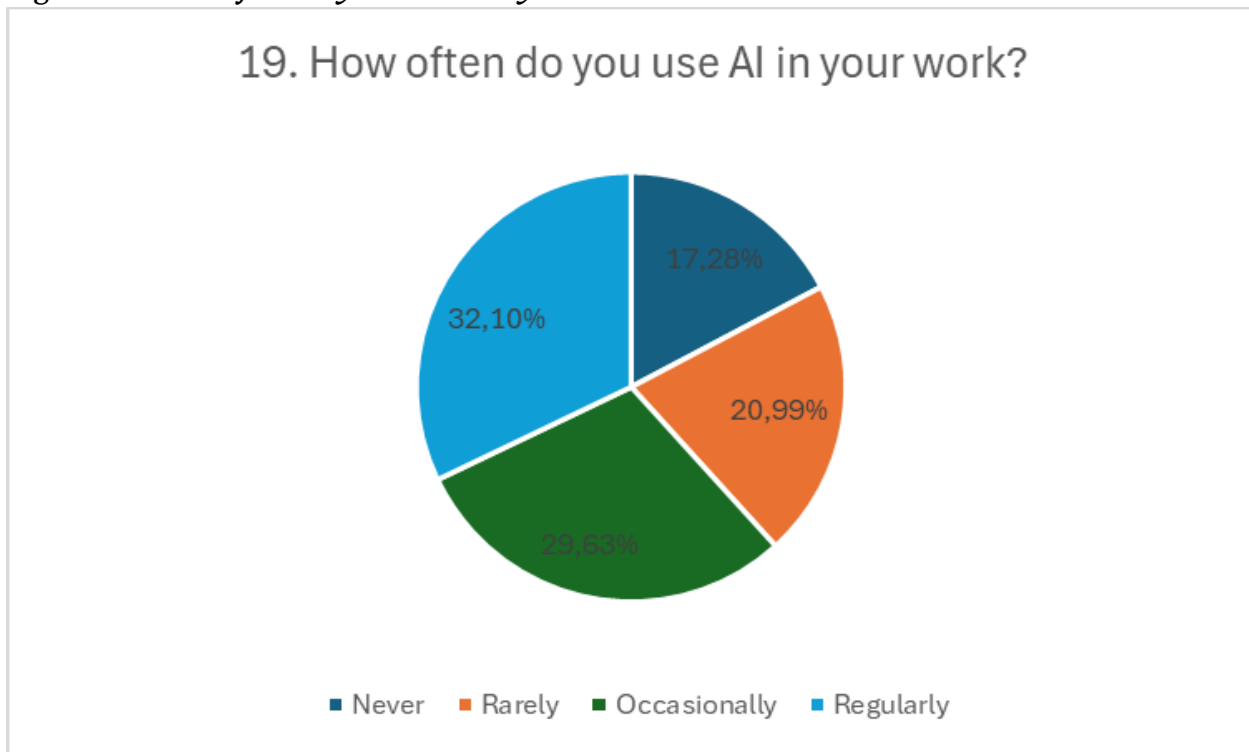
4 Small-scale Survey: Slovak Interpreters and Translators' Perceptions of AI

To complement the academic, professional, and industry perspectives discussed in the previous sections, this paper also presents original data from the professional field. A small-scale survey was conducted by the Slovak Association of Translators and Interpreters (SAPT), the largest professional organization representing over 250 full-time language professionals in Slovakia. Membership of the SAPT is restricted to practicing professional translators and interpreters, and students of translation and interpreting, thus ensuring a high degree of professional relevance in the respondent group and effectively excluding amateurs or occasional practitioners.

Data collection took place in February and March 2025 via an anonymous online questionnaire distributed to association members. Of the 254 SAPT members, 81 responded. The survey was part of SAPT's regular internal monitoring of remuneration and workload within the profession. In addition to standard questions about working conditions, two new questions were added this year to explore the community's perception and use of artificial intelligence.

The first question, "How often do you use AI in your work?" provides information on the extent to which AI technologies are currently integrated into professional practice. The distribution of responses reveals a professional community in which the use of AI is steadily gaining ground:

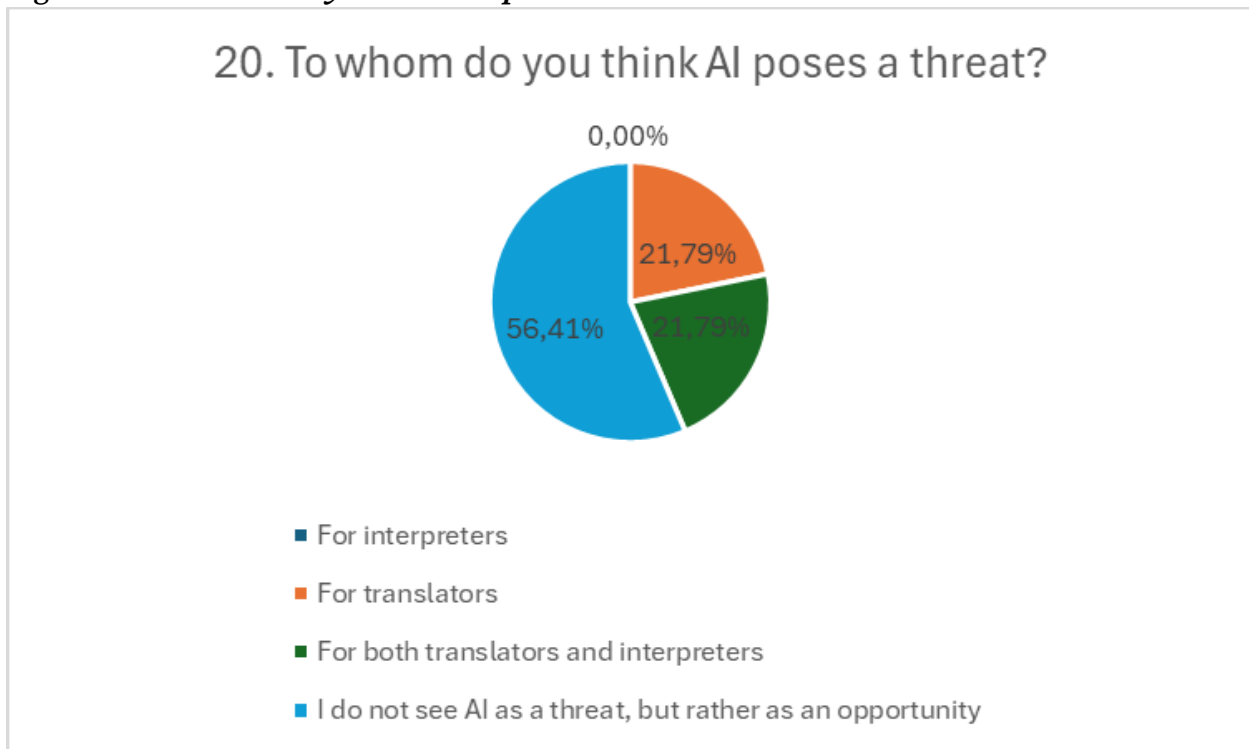
Figure 1. *“How often do you use AI in your work?”*



Taken together, almost a third of respondents use AI tools regularly, and over 60% use them at least occasionally. This suggests that AI has already entered the routine workflows of a significant proportion of Slovak language professionals, especially in translation-related activities.

The second question, “To whom do you think AI poses a threat?” gave the following results:

Figure 2. “To whom do you think AI poses a threat?”



The data suggest a cautiously optimistic attitude towards AI. While around 43% see AI as a potential threat to some segments of the profession, a clear majority (over 56%) see it as a professional opportunity. Notably, none of the respondents identified interpreters alone as the most at risk, suggesting that concerns are either broader (affecting both translators and interpreters) or mitigated by perceived benefits. This finding is consistent with the growing trend of cautious experimentation and adoption of tools observed in other parts of Europe, and complements the findings discussed earlier in this paper.

These findings offer insight into how Slovak professionals currently perceive and engage with AI in their work. They indicate a community that is increasingly integrating AI tools into its workflows and approaching these changes with interest and a generally balanced outlook. At the same time, the results of question 20 – where more than half of respondents viewed AI as an opportunity – might seem somewhat surprising when compared with other survey data. Specifically, the average number of interpreting days reported by respondents decreased from 34.22 in 2021 to 25.86 in 2024, and interpreting rates remained largely static during this period. Although this decline cannot be directly attributed to the introduction of AI, based on the available data, and may be linked to wider political and social shifts, it does reflect a broader negative trend in the interpreting market. These developments underscore the importance of continued monitoring and open discussion about how new technologies may influence both perceptions of the profession and the actual demand for interpreting services.

5 Conclusion: Navigating the AI Turn in Interpreting and Interpreter Training

This introductory article explores the multifaceted and evolving relationship between interpreting, interpreter training, and emerging technologies, with a particular focus on artificial intelligence. Drawing on the latest academic discourse and survey-based insights from professional practice, the paper attempts to provide a snapshot of the current situation, which is characterized by experimentation, uncertainty, and conflicting visions of the future. Although technological innovation in the field is nothing new – interpreting has long been shaped by tools that extend its reach and performance – the current wave of AI-driven developments raises fundamental questions about professional identity, ethical boundaries and the nature of interpreting itself.

The academic perspectives selected and discussed in this introduction suggest a growing awareness of the opportunities and limitations of AI. For example, scholars such as Pöchhacker (2024) caution against anthropomorphizing technology by using terms such as 'machine interpreting' to describe processes that lack key features of human interpretation. Therefore, a more precise and cautious approach to terminology is needed, one that acknowledges the capabilities and limitations of AI tools. Other contributions explore how AI tools can support interpreter training when they are well understood and critically employed, offering new forms of feedback, simulation, and preparation. We believe that this special issue will further this approach. The overarching message from academia should be: integrate, but do so wisely.

Recent ELIS (2025) and NIMDZI (2025) reports suggest that the industry displays a more uneven landscape. On the one hand, some language service providers and tech-forward companies are embracing AI to streamline their services and redefine their value propositions. The increasing availability of AI-powered tools for speech-to-speech translation, automatic subtitling, and low-risk AI-enabled interpreting in specific areas demonstrates how certain sectors of the industry are embracing automation, not with the intention of replacing human interpreters, but rather to expand service offerings. Conversely, smaller providers and independent professionals often find it challenging to position themselves in this evolving environment, prompting concerns about sustainability and redefining their roles.

The Slovak professional survey provides valuable insights into how practicing interpreters perceive and use AI. Although over 60% of respondents reported using AI at least occasionally and the majority viewed it as an opportunity rather than a threat, concerns specific to interpreting remain. Notably, none of the respondents identified interpreters as being the main group at risk, suggesting that, perhaps due to the inherently dialogical and high-stakes nature of their work, interpreters perceive AI more as a tool than a direct competitor. However, the decline in the number of reported

interpreting days between 2021 and 2024, alongside stagnating rates, suggests a shrinking market that requires careful monitoring. While this trend cannot be causally linked to AI based on current data, it illustrates the broader pressures currently reshaping the field.

Looking ahead, this analysis yields several recommendations. Firstly, it is crucial to avoid anthropomorphizing AI and to refrain from using terminology that attributes human-like capacities to systems which fundamentally lack them. This not only distorts public understanding, but may also foster unrealistic expectations among clients, institutions, and students. Instead, discourse should focus on the actual capabilities and limitations of these tools.

Secondly, interpreter training programs must evolve to include AI literacy, not as an endorsement of new technologies, but as an essential, reflective part of interpreter education. This should involve familiarizing students with speech-to-text and text-to-speech systems, introducing them to critical scenarios involving generative AI, and incorporating ethical and professional discussions into the curriculum. Future interpreters must be competent language professionals and informed, cautious users of AI tools.

Thirdly, there is an urgent need for public awareness strategies that communicate the role of AI in interpretation and translation more accurately. These strategies should inform clients and end users about situations where human expertise is indispensable, areas where AI can be used reliably, and instances where AI still falls short. Promoting an attitude of informed skepticism, rather than techno-optimism or fear, will be key to ensuring that AI is deployed in a responsible and effective manner.

When viewed through Downie's scenarios, the developments discussed in this article show that elements of multiple pathways are already emerging. Clearly, we see signs of the "divide" scenario, where the profession is splitting between interpreters who quickly adopt and embrace the technologies and those who believe that the end of the profession is near. At the same time, aspects of the "marginalization" scenario are also apparent. The reported stagnation in interpreting rates and the decline in average interpreting days suggest a shrinking market. Although these changes cannot be solely attributed to AI, they reflect increasing structural pressures that threaten to push parts of the profession into precarity or obsolescence.

Importantly, this erosion is taking place at a time of broader societal uncertainty. The period of rapid technological advancement coincides with economic turbulence, growing protectionism, and the weakening of the international, rules-based order that once provided the interpreting profession with many of its core institutional clients. Within this context, it is perhaps unsurprising that some interpreters feel threatened – even if the actual technological capabilities of current AI systems do not yet justify the level of anxiety or the sweeping promises often made by marketing narratives. In fact,

at the time of writing, the hype surrounding AI in interpreting seems to exceed its current technical maturity. Nevertheless, the perception of threat – whether grounded or exaggerated – can reshape student choices, institutional priorities, and client expectations in ways that may contribute to the marginalization of the profession.

A more pressing and underexplored risk may therefore lie not in the hypothetical replacement of interpreters by AI, but in the gradual erosion of the profession itself due to declining interest and institutional disengagement. If prospective students, influenced by media narratives and misconceptions, come to view interpreting and translation as outdated or non-viable career paths, enrolment in academic programs is likely to decline. In turn, universities may begin to scale back or discontinue interpreter training altogether. In such a scenario, AI-driven tools could become the default solution – not because they surpass human performance, but simply because there are no longer enough qualified professionals to do the work. This self-fulfilling prophecy underscores the urgency of actively promoting the relevance and value of expert human interpreters, and ensuring the long-term viability of interpreter education.

Ultimately, AI is neither an existential threat nor a universal solution. It is a transformative force that requires critical, thoughtful, and inclusive engagement. As this special issue demonstrates, adopting a balanced approach that is anchored in evidence, dialogue, and professionalism can enable the interpreting profession and its training institutions to respond with agility and integrity to the challenges and opportunities ahead.

This work was supported by the Slovak Research and Development Agency under Contract No. APVV-23-0539.

Šveda, Pavol and Poláček, Ivo. 2025. Interpreter Training in the Age of AI. In: L10N Journal. 1(4), pp. 5-20.

Bibliography

- Ahrens, B., Beaton-Thome, M. and Rütten, A. 2021. The Pivot to Remote Online Teaching on the MA in Conference Interpreting in Cologne: Lessons Learned from an Unexpected Experience. In: The Journal of Specialised Translation. 36: pp. 251-284.
- AIIC - International Association of Conference Interpreters, 2024a. Checklist for Clients Using AI Tools in Interpreting Contexts. AIIC Science Hub AI Workstream. https://aiic.org/uploaded/inst/880617/9695/AI_Checklist_AIIC.pdf
- AIIC - International Association of Conference Interpreters, 2024b. AI decision tree. AIIC Science Hub AI Workstream. https://aiic.org/uploaded/inst/848725/9695/Decision+Tree+AST_2501v2.pdf
- Braun, S. and Taylor, J. 2012. Video-Mediated Interpreting: An Overview of Current Practice and Research. In: Videoconference and Remote Interpreting in Criminal Proceedings. pp.33-68.
- Braun, S. 2019. Technology and Interpreting. In: The Routledge Handbook of Translation and Technology. London: Routledge. pp.271-288.
- Davitti, E., Korybski, T. and Braun, S. (eds.). 2025. The Routledge Handbook of Interpreting, Technology and AI. London: Taylor & Francis.
- Defrancq, B. 2024. Conference Interpreting in AI settings: New Skills and Ethical Challenges. In: Handbook of the Language Industry: Contexts, Resources and Profiles. 20: p.473.
- De Boe, E. 2020. Remote Interpreting in Healthcare Settings: A Comparative Study on the Influence of Telephone and Video Link Use on the Quality of Interpreter-Mediated Communication. Doctoral dissertation. Antwerp: University of Antwerp.
- Djovčoš, M. and Šveda, P. 2023. Premeny prekladu a tlmočenia [Changes in translation and interpreting]. Bratislava: Univerzita Komenského v Bratislave.
- ELIS, 2025. Trends, Expectations and Concerns of the European Language Industry. https://elis-survey.org/wp-content/uploads/2025/03/ELIS-2025_Results.pdf. Accessed on: 14 Jul. 2025.
- Frittella, F. M. 2024. Computer-Assisted Interpreting: Cognitive Task Analysis and Evidence-Informed Instructional Design Recommendations. Doctoral dissertation. Guildford: University of Surrey.
- Fantinuoli, C. 2025. Machine Interpreting. In: Braun, S., Davitti E. and Korybski T. (eds.), The Routledge Handbook of Interpreting, Technology and AI. London: Routledge.
- Horváth, I. 2022. AI in interpreting: Ethical Considerations. In: Across Languages and Cultures. 23(1): pp.1-13.
- Jia, Y. and Aryadoust, V. 2024. The Utility of Generative Artificial Intelligence in Rating Interpreters' Accuracy: A Case Study of ChatGPT-4. In: Exploring Artificial Intelligence in Applied Linguistics. pp.59-72.
- Mouzourakis, P. 2006. Remote Interpreting: A Technical Perspective on Recent Experiments. In: Interpreting. 8(1): pp.45-66.
- MultiLingual Magazine. 2025. Edition 239, May 2025. <https://multilingual.com/magazine/may-2025/>. Accessed on 14 Jul. 2025.
- NIMDZI. 2025. The 2025 NIMDZI 100. <https://www.nimdzi.com/wp-content/uploads/2025/04/2025-Nimdzi-100.pdf>. Accessed on: 14 Jul. 2025.
- Özmat, D. and Akkoyunlu, B. 2024. Artificial Intelligence-Assisted Translation in Education: Academic Perspectives and Student Approaches. In: Participatory Educational Research. 11(Prof. Dr. H. Ferhan Odabaşı Gift Issue): pp.151-167.
- Pöchhacker, F. and Liu, M. 2024. Interpreting Technologized: Distance and Assistance. In: Interpreting. 26(2): pp.157-177.
- Pöchhacker, F. 2024. Is Machine Interpreting Interpreting? In: Translation Spaces. (Available soon).

Šveda, Pavol and Poláček, Ivo. 2025. Interpreter Training in the Age of AI. In: LION Journal. 1(4), pp. 5-20.

Roziner, I. and Shlesinger, M. 2010. Much Ado About Something Remote: Stress and Performance in Remote Interpreting. In: Interpreting. 12(2): pp.214-247.

Šveda, P. 2025. Remote Interpreting and Student Stress in Hybrid Training Environments. In: Šveda, P., Djovčoš M., and Perez E. (eds.), Confronting Digital Dilemmas in Translator and Interpreter Training. 1st ed. London: Routledge.

World Health Organization (WHO). 2025. Report on WORDLY AI Interpretation. Shared by Ghada Chadarevian <https://www.linkedin.com/feed/update/urn:li:activity:7333843691989573633/>

Zhang, W., Li, A. W. and Wu, C. 2025. University Students' Perceptions of Using Generative AI in Translation Practices. In: Instructional Science. pp.1-23.

GenAI for Self-Directed Individual and Collaborative Learning in the Training of Conference Interpreters for the European Union Institutions

Amy Colman

University of Malta

amy.colman@um.edu.mt

Abstract

Students pursuing studies in conference interpreting with a view to taking the European Union’s interinstitutional accreditation test are generally required to invest in self-directed individual and collaborative learning to complement their in-class training. Digital technologies may prove beneficial in this regard. The present paper discusses the four main digital technologies in the interpreting workflow, viz., computer-assisted interpreting training (CAIT) tools, computer-assisted or computer-aided interpreting (CAI) tools, remote or distance interpreting, and machine interpreting. While there may be some overlap, generative AI (GenAI) is proposed as a fifth, distinct category. Four piloted GenAI-based proposals are put forward to complement in-class training, along with their learning outcomes and suggested assessment method. In addition, the importance of critical AI literacy is addressed as a key skill for both trainers and students in preparing for institutional interpretation in the 21st century. Finally, the paper presents the results of a small-scale survey among students, gauging their experiences using GenAI for individual and collaborative tasks in the framework of a postgraduate program training students for the EU’s interinstitutional accreditation test. While limited in size and scope, the survey provides insight into student engagement with this new technology and supports further curriculum refinement.

Keywords: technology, artificial intelligence, generative AI, conference interpreting, European Union institutions, interpreter training, self-directed learning, collaborative learning, survey

1 Introduction

Conference interpreter training programs in Western Europe generally span one to two academic years and are mostly underpinned by the standards and best practices

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: *L10N Journal* 1(4), pp. 21–44.

established by international associations such as AIIC¹ and CIUTI². In Europe, a number of higher education institutions³ which train students to cater for the interpreting services of the European Union institutions have joined forces into the EMCI⁴ consortium. The latter has established a core curriculum and provides support by means of digital tools, such as practice speeches by interpreter trainers and pre-recorded lectures.

Given the limited number of contact hours in most training programs, students are required to invest in self-study and collaborative learning (Kalina and Barranco-Droege 2022, 330). The shift from a trainer-centered to a learner-centered approach in recent decades has resulted in collaborative learning practices gaining recognition in interpreter training (Rui and Salaets 2025, 1–2). Group practice is not only engaging and stimulating, it also promotes the creation of additional practice material and the exchange of valuable feedback, which is intrinsic to learning (Gillies 2024, 13) and may be tracked through portfolios (Kalina and Barranco-Droege 2022, 330).

In this framework, the use of new digital technologies is not only beneficial but also essential in order to prepare students for the technological advancements that await in industry post-graduation. Since the COVID-19 crisis, digital technologies have played a pivotal role in both industry and interpreter training, with AIIC, CIUTI, and EMCI highlighting their relevance. The interpretation services of the European Union institutions⁵ have also joined the heated debate on the increased deployment of digital technologies, and the associated risks and uncertainties. In 2025, DG SCIC, the Directorate-General for Interpretation of the European Commission, dedicated its annual Interpreting Europe Conference⁶ to artificial intelligence, inviting industry experts, academics, and institutional players to reflect on the possibilities and challenges of AI in interpretation.

The present paper is a response to the call by Pym and Hao (2025, xxiii) to involve students in the testing of new technologies, including AI, and to reflect on their experiences and findings. While Pym and Hao (2025) focus primarily on language learning and translator training, with marginal reference to interpreting, the present paper shifts the focus to the training of conference interpreters for the European Union institutions. The aim of the proposals presented is to encourage the incorporation of interpreting technology into the curriculum in a structured manner, as advocated by

¹ The International Association of Conference Interpreters: <https://aiic.org> (last viewed on 30 March 2025)

² Conférence internationale permanente d'instituts universitaires de traducteurs et interprètes: <https://www.ciuti.org> (last viewed on 30 March 2025)

³ Fifteen at the time of writing, viz., March 2025

⁴ European Masters in Conference Interpreting: <https://www.emcinterpreting.org> (last viewed on 30 March 2025)

⁵ The Directorate-General for Interpretation of the European Commission (DG SCIC), the Directorate-General for Logistics and Interpretation for Conferences of the European Parliament (DG LINC) and the Interpretation Directorate of the Court of Justice of the European Union

⁶ https://commission.europa.eu/get-involved/events/interpreting-europe-conference-2025-02-06_en#anchor-programme (last viewed on 30 March 2025)

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: *L10N Journal* 1(4), pp. 21–44.

Defrancq (2023, 302), with particular emphasis on self-directed individual and collaborative learning.

An overview of the technology tools commonly used in the interpreting workflow and in training programs is followed by a proposal to integrate generative AI (GenAI) tools into the curriculum, particularly for self-directed individual and collaborative learning. The strategies proposed are grounded in recent literature (Fantinuoli 2022; Fantinuoli 2023; Corpas Pastor and Defrancq 2023; Pym and Hao 2025), and the proposed exercises draw on experience at the University of Malta, where the Master in Interpreting Studies was recently redesigned to include the use of GenAI for individual and collaborative tasks both in the classroom and beyond.⁷ This program trains students for conference interpreting at the European Union institutions. Hence, the approaches described apply mainly, but not exclusively, to training for this specific institutional context, particularly with a view to graduates taking the European Union's interinstitutional accreditation test.⁸ It must be noted that while empirical studies are still ongoing, initial exercises both in and outside the classroom have produced encouraging results.

The use of digital technologies, particularly artificial intelligence, presupposes sound digital literacy and critical thinking skills. The present paper therefore addresses critical artificial intelligence literacy and the discerning of ethical concerns as essential components of a pedagogical framework integrating such technologies.

Lastly, the paper outlines the findings of a small-scale survey gauging student engagement with GenAI for individual and collaborative tasks, specifically glossary creation, the summarization of lengthy documents, speech writing, and mock debates.

2 Technology Tools in Interpreter Training

Technology has been intrinsic to conference interpreting since its inception in the 1920s (Fantinuoli 2022, 508), when the first simultaneous interpreting system was made operational by Boston businessman Edward A. Filene for use at conferences of the International Labour Organisation (Baigorri-Jalón 2021, 5; Kalina and Ziegler 2015, 410). However, it was not until the Nuremberg Trial in 1945–1946 that the equipment was first used on a large scale, garnering international attention and laying the foundations of conference interpreting as we know it today (Behr 2015, 288).

In the past two decades, and more recently since the COVID-19 pandemic, the interpreting profession, and conference interpreting in particular, has been faced with

⁷ The redesigned Master in Interpreting Studies was launched in October 2024. The programme of study and language profiles can be found on <https://www.um.edu.mt/courses/overview/pmifstt-2025-6-o/> (last viewed on 30 March 2025)

⁸ For more information about the interinstitutional accreditation test, see https://europa.eu/interpretation/freelance_en.html (last viewed on 30 March 2025)

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

a relentless technological turn due to the increased reliance on remote interpreting and the advent of AI. During the COVID-19 pandemic, out of necessity, the majority of interpreter trainers were obliged to master conferencing platforms with remote interpretation features such as Zoom, Microsoft Teams, and Webex virtually overnight (Salaets and Balogh 2023, 266). In addition, the rapid evolution of AI-based machine interpreting, as discussed in section 2.4, has garnered scholarly attention and raised questions on the long-term viability of the profession (Downie 2020). This has resulted in interpreter training institutions rethinking their pedagogical approaches and the tools used both inside and outside the classroom to train conference interpreters for the 21st century.

It must be acknowledged that the entire interpreting workflow is now underpinned by digital technologies, and their use is expected to increase further in the near future. Four categories of digital technologies can be identified in the interpreting workflow (*ibid.*):

1. Computer-assisted interpreting training (CAIT) tools
2. Computer-assisted or computer-aided interpreting tools
3. Remote or distance interpreting
4. Machine interpreting

A fifth, rapidly emerging area of digital technology shall be added to this list, viz., Generative AI (GenAI), as described in detail in section 3.

The training of conference interpreters is by definition technology-intensive and encompasses several, if not all, of the digital technologies listed above. Sections 2.1 to 2.4 provide a brief description of each of these four categories, along with examples and practical applications in self-directed individual and collaborative learning processes. Subsequently, section 3 defines GenAI.

2.1 Computer-Assisted Interpreting Training (CAIT) Tools

CAIT tools harness the possibilities of Information and Communication Technology (ICT) to augment interpreter training (Sandrelli and de Manuel Jerez 2007, 269; Prandi 2020). These tools are used both by trainee conference interpreters and by qualified, practicing interpreters to enhance their skills. CAIT tools encompass a variety of applications, from speech databases or repositories to authoring tools, virtual learning environments, and remote teaching platforms (Fantinuoli 2022, 512). Since the COVID-19 pandemic, digital training communities, such as online or hybrid interpreter training groups, have also become increasingly popular.

A first category of CAIT tools – and probably the most widely used in the training of conference interpreters – is that of speech repositories. The best-known is the Speech

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

Repository 2.0⁹, developed by DG SCIC. This CAIT tool provides trainers and students with access to over 4,500 speeches¹⁰, labelled according to their suggested use (consecutive without notes, consecutive or simultaneous) and difficulty level, from beginner to advanced/test-type, and accompanied by keywords. For some speeches, downloadable transcripts are also provided, which students can use for text analysis, memory exercises, sight translation, and/or terminology work. The speeches in this database are modelled on the ones used in the interinstitutional accreditation test and are hence ideal to prepare for this test. A recent initiative by DG SCIC is the Dedicated Speech Repository for Trainers, which was launched in 2024 and provides trainers with exclusive access to speeches that are not publicly available in a limited number of languages.¹¹

A second category of CAIT tools is that of authoring tools, which allow interpreter trainers to create custom exercises mirroring real-life environments, with video- and audio-recording functionalities, as well as assessment features (Fantinuoli 2022, 511). Many of these tools have been discontinued or have become obsolete due to limited interest from trainers (*ibid.*).

Virtual learning environments are a third category of CAIT tools, which promote situated and immersive learning (Braun and Slater 2014; Fantinuoli 2022, 511). Through these tools, trainee interpreters engage with 3D virtual spaces and avatars, which is thought to facilitate learning (Sandrelli and de Manuel Jerez 2007, 269). Such tools are not commonly used in the training of conference interpreters. A less immersive yet equally engaging subcategory consists of platforms which take the form of online resource databases and interactive exercise banks, such as ORCIT¹², a project funded by the European Commission, or interpreter practice groups modelled on the Speech Repository format. These online or hybrid practice groups are managed by trainee or professional interpreters, who deliver and record speeches for peers inspired by those in the Speech Repository 2.0. Many of these speeches are made available freely online, allowing students to use them for individual or group practice.¹³ Many universities also use virtual learning environments such as Moodle, through which students can manage their course materials, upload and access speeches and practice materials, join online or hybrid lectures, and engage in conversation with peers and trainers through discussion forums.

CAIT tools lend themselves well to self-directed individual and collaborative learning. They are generally introduced to students early on during their in-class practice and are

⁹ <https://speech-repository.webcloud.ec.europa.eu> (last viewed on 30 March 2025)

¹⁰ See previous footnote.

¹¹ Five at the time of writing (March 2025): English, French, Portuguese, Arabic and Chinese

¹² <https://orcit.eu/> (last viewed on 30 March 2025)

¹³ Examples at the time of writing (March 2025) include the Interpreters in Brussels Practice group, REPRIS Madrid, Interpreters in Toronto, and Toronto Interpreters Practice (TIP), which all have a web presence.

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

arguably the most accessible, user-friendly, and commonly used tools by trainee conference interpreters.

2.2 Computer-Assisted or Computer-Aided Interpreting (CAI) Tools

Computer-assisted or computer-aided interpreting (CAI) tools are designed to support interpreters in one or more parts of the interpreting workflow, from assignment preparation to terminology extraction and management, among others (Fantinuoli 2018, 155; Fantinuoli 2022, 512–513). In their most basic form, these tools, which may be corpus-based and include concordance functionalities, allow interpreters to compile and manage terminology and to retrieve it in the booth. More advanced tools enhanced by Automatic Speech Recognition (ASR), such as the Artificial Booth Mate (ABM), are also gaining ground (Defrancq 2023, 302). The latter extracts items such as numbers or terms from the source speech and displays them on a screen in the booth (*ibid.*), thus giving the interpreter real-time visual access to known problem triggers. Research in this relatively new field is ongoing but has produced promising results (Defrancq and Fantinuoli 2020; Pisani and Fantinuoli 2021). An alternative for trainee conference interpreters who do not have access to ASR-enhanced artificial booth mates are AI-generated captions and transcripts. When using speeches from interpreter practice groups, auto-generated captions and transcripts – while not always equally accurate and not originally intended for use by interpreters – may be used as rudimentary artificial booth mates to gain instant visual access to numbers and names. They can also help students double-check vocabulary and assess the difference in cognitive load when interpreting with and without text.

Digital pens, which combine audio recording with note-taking, as well as tablets and smartpens to replace traditional notebooks and pens, are another example of CAI tools that are attracting attention from scholars and industry experts alike (Ahrens and Orlando 2022, 40–42). While conference interpreters work mostly in simultaneous mode, including at the European Union institutions, consecutive interpreting is still used in meetings where no equipment is available and in high-stakes bilingual meetings between politicians and/or diplomats (*ibid.*, 34). In addition, consecutive interpreting is considered a solid foundation for students to acquire the techniques required for simultaneous interpreting. The interinstitutional accreditation test therefore includes a consecutive component. Hence, this category of CAI tools is certainly relevant in conference interpreter training.

DG LINC, the Directorate-General for Logistics and Interpretation for Conferences of the European Parliament, in its Memorandum of Understanding with universities training conference interpreters for the European Union institutions¹⁴, stipulates that

¹⁴ <https://www.europarl.europa.eu/cmsdata/236214/memorandum.pdf> (last viewed on 30 March 2025)

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: LION Journal 1(4), pp. 21–44.

students should be taught how to use new technologies, including CAI tools and platforms for remote simultaneous interpreting, which are discussed in section 2.3 below.

2.3 Remote or Distance Interpreting

Remote or distance interpreting is an interpreting mode where interpreters and participants are not necessarily in the same physical space (Seeber and Fox 2022, 491) and requires the use of ICT in the form of digital platforms.

AIIC makes a distinction between four types of remote or distance interpreting depending on the interpreters' visual access to the speaker(s) and the audience (AIIC, n.d.), viz., (1) videoconference interpreting, (2) audioconference interpreting, (3) video remote interpreting, and (4) audio remote interpreting. These are described in detail in AIIC's position paper on this interpreting mode (*ibid.*), the foundations of which were laid in the 1970s, with the technology being refined and its use becoming widespread during the COVID-19 pandemic (Downie 2023, 281).

During the pandemic, existing online conferencing platforms, such as Zoom, Microsoft Teams and Webex, were 'retrofitted' with interpretation features. As these platforms were not originally designed and intended for interpretation purposes, they have their limitations, notably a limited number of languages and the lack of a dual channel. The latter allows interpreter trainers to listen to the source and target speeches simultaneously with a single headset. Other platforms, such as Interactio, offer more advanced functionalities but are costly and therefore not accessible to all trainee interpreters.

While the shift to remote interpreting was inevitable during the pandemic, it is now a deliberate choice in both industry and in institutional contexts. In fact, all the European Union institutions rely on remote interpreting, to varying degrees. For example, in its 2023 Annual Activity Report¹⁵, DG SCIC acknowledges that remote interpreting is gaining ground, but in 2023, 84.6% of meetings were still held in person. The Council of the European Union has relied on remote interpreting for years (Graves et al. 2012, 110) as has the European Parliament (Mouzourakis 2006). Given these developments, remote or distance interpreting should form an integral part of programs aimed at training conference interpreters (Seeber and Fox 2022, 504), including for the European Union institutions.

In this framework it is important to note that DG SCIC and DG LINC provide support to universities in the form of virtual classes, online pedagogical assistance, and mock conferences. Students are thus introduced to a number of remote interpreting

¹⁵ https://commission.europa.eu/document/download/7ce6203a-1393-485a-ac6c-286c6bcf8b96_en?filename=SCIC_AAR_%202023_final.pdf (last viewed on 30 March 2025)

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: *L10N Journal* 1(4), pp. 21–44.

platforms¹⁶ through these initiatives. This helps them identify the advantages and disadvantages of these tools and navigate technical challenges, such as potentially higher cognitive load and increased stress levels due to audio and video issues, or obstructed or unclear visual access to the speaker.

The use of remote interpreting platforms fosters independence in distance learning because students can practice remotely with peers regardless of their location. It also prepares them for the interinstitutional accreditation test, which is now fully administered online. In addition, the use of remote interpreting platforms enables students to think critically about the importance of proper video and sound equipment, such as cabled headsets and microphones, as well as professional demeanor, delivery, and presentation at a distance.

Students should be encouraged to interpret speeches live and in a virtual booth to explore the differences between the two in terms of cognitive load. A blended approach to the training of conference interpreters, consisting of an on-site and an online component, is therefore beneficial and advisable.

2.4 Machine Interpreting

Machine interpreting (MI) refers to “automatic speech-to-text translation, speech-to-speech translation or spoken language translation” (Fantinuoli 2022, 517). It is also referred to as “speech translation” (Pöchhacker 2024, 10) and “automated speech translation” (Downie 2023, 283). The concept of machine interpreting first appeared in the scholarly literature in the 1990s but the terminological confusion and lack of a stable definition have hindered its clear delineation (Pöchhacker 2024). Despite this semantic ambiguity, the common denominator in all definitions is that MI is fully automated, thus eliminating the human interpreter from the equation.

Despite the US Bureau of Labor Statistics predicting an increase in demand for human interpreting by 20% between 2019 and 2029, investments in MI have surged since 2019 and the COVID-19 pandemic, and today interpreting technologies, including MI, are expected to affect the entire interpreting landscape (Downie 2023, 277–278). Interpreter training is no exception.

MI is arguably considered the main threat to the profession as it has ushered in a post-humanist view of interpreting. MI applications are already freely available, albeit in a limited number of languages, and it is not inconceivable to envisage their use in low-stakes settings, such as the provision of instructions in everyday tasks (Downie 2023, 289). However, there is no indication that MI will replace human interpreters in institutional contexts such as the European Union institutions in the near future,

¹⁶ At the time of writing, at the University of Malta, the platforms used were Zoom, Webex and Interactio.

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

particularly due to ethical concerns and confidentiality issues. In addition, more research into the output of MI is required to shed light on the relevance of semiotics, human intuition, empathy and world knowledge in the interpretation of delicate subject matter in political negotiations, discussions and debates. This raises questions about the dichotomy between the visibility and invisibility of the interpreter, between the interpreter as a conduit and as an active agent. The human interpreter's role is said to fluctuate between non-participation and active participation (Pöllabauer 2015, 356). In the debate on the possibility of MI fully replacing human interpreters, the position of the interpreter on this spectrum should take center stage. If MI can fully and successfully replace human interpreters, is interpreting merely a mechanical process, and is the human interpreter therefore nothing but an invisible conduit? Research into the role of conference interpreters appears to suggest otherwise, underscoring the interpreters' active participation in constructing meaning (Diriker 2004).

In training, students should be made aware of the existence of MI tools and actively test them so as to critically analyze their output. A suggested collaborative exercise is to compare the output of an MI tool with live interpretation using authentic institutional speeches. The discussion should center on the role of the interpreter, linguistic differences, potential errors, fluency, time lag, suitability for purpose and ethical issues. The latter are key concerns as MI relies on big data¹⁷ and Large Language Models (LLMs)¹⁸, which also underpin generative AI models, as described in section 3 below. Ethical issues are addressed in section 4.

3 Generative AI (GenAI)

Before attempting to describe Generative AI (GenAI), artificial intelligence (AI) must be defined. There is no consensus on the definition of artificial intelligence (AI), making it an elusive concept (Sheikh et al. 2023, 15-16). A narrow definition is “imitation by computers of the intelligence inherent in humans” (*ibid.*, 15). A major limitation of this definition lies in the fact that ‘human intelligence’ itself lacks a clear definition (*ibid.*). Therefore, the following definition of AI is better suited to the realm of translation and interpreting studies:

“The use of computer technology to perform and augment tasks that humans can perform. Technically, AI is at work in all electronic translation technologies. The term has nevertheless come to be associated with the use of LLMs to perform language tasks based on prompts.” (Pym and Hao 2025, xi)

¹⁷ Big data can be defined as “the Information asset characterized by such a high volume, velocity and variety to require specific technology and analytical methods for its transformation into value” (De Mauro et al., 2016)

¹⁸ “The use of algorithms that work on very large databases (theoretically as big as ‘the Internet’) to carry out language tasks like those that humans perform” (Pym and Hao, 2025, xiv)

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

A distinction must be made between ‘strong AI’ and ‘weak AI’. ‘Strong AI’ is also referred to as Artificial General Intelligence (AGI) (Horváth 2021, 2). This form of AI implies sentience and is so far only a theoretical concept (*ibid.*; Bory et al. 2024). ‘Weak AI’ or ‘functional AI’, refers to tools and machines that execute specific tasks normally performed by humans in a highly precise manner (Horváth 2021, 2). It is also labelled ‘narrow AI’ (Bird et al. 2020, 1). It is important to highlight that AI tools rely on big data, algorithms and deep learning¹⁹, which has resulted in increased accuracy. However, at present, AI tools only *mimic* human behavior. As they are not sentient, they do not have the ability to reason as humans do.

AI became well-known to the general public with the launch of ChatGPT by OpenAI in 2022. ChatGPT, or ‘Chat Generative Pre-trained Transformer’ is a conversational chatbot based on generative artificial intelligence or GenAI, a form of weak AI which “can generate human-like text and creative content” (Fui-Hoon Nah 2023, 277). GenAI uses artificial intelligence to “perform operations based on inputted instructions (‘prompts’) and a very large database” (Pym and Hao 2025, xiii).

The terms AI and GenAI are sometimes used interchangeably, but they differ in that AI does not generate content. AI tools are trained for specific tasks, for example, making predictions or identifying patterns in data. Unlike GenAI tools, they do not generate new data. GenAI creates new, original data based on the data in its training set. The outputs are not limited to speech and written texts, but also include images, sounds, code, and so on, with no two outputs being identical. Essentially, GenAI is a more advanced form of AI (Yusuf et al. 2024, 3).

GenAI has revolutionized the manner in which we live and work, also penetrating research and higher education. Yusuf et al. (2024, 4) conclude their literature review on the integration of GenAI in educational settings as follows:

“The studies collectively highlight the transformative opportunities presented by GenAI in education, including customized learning, research support, and enhanced problem-solving skills. However, they also underscore the importance of addressing challenges such as biases, ethical considerations, and the need for responsible implementation. Thus, the integration of GenAI in higher education requires a careful balance between harnessing its potential and mitigating associated risks.”

Several of the tools described in sections 2.1 to 2.4 rely on AI and/or GenAI, notably CAI tools and machine interpreting. Before presenting additional practical GenAI applications for the training of conference interpreters in section 4, section 3.1 addresses a number of ethical concerns that must be taken into consideration in the adoption of GenAI in the curriculum.

¹⁹ Deep learning refers to machine learning systems that operate based on large Artificial Neural Networks (ANNs) with multiple layers and vast training data sets (Bird et al., 2020,2)

3.1 Ethical Concerns

Ethics refers to “a branch of moral philosophy that seeks to establish principles of fairness or justice (or right and wrong behavior)” (Setton and Prunč 2022, 144). In the framework of proposals for curriculum enhancement through the integration of GenAI, trainers and students must be aware of both AI ethics and the ethics of AI in education.

AI ethics deals with “the important question of how human developers, manufacturers and operators should behave in order to minimize the ethical harms that can arise from AI in society, either arising from poor (unethical) design, inappropriate application or misuse” (Bird et al. 2020, 2). These concerns, which also apply to GenAI, include data bias and quality, data privacy and ownership, and transparency, among others, as outlined by Horváth (2021).

Insofar as the ethics of AI in education is concerned, the focus is on “improving students’ learning outcomes and their lifelong opportunities” (Holmes et al. 2021, 505). A critical issue here is the ownership and interpretation of data (*ibid.*, 506), which is particularly relevant to the proposal outlined in section 4.4.

Students must be made aware not only of ethical concerns but also of the importance of critical thinking when adopting GenAI tools. The emphasis should be on the ability to discern fact from fiction through proper fact-checking and on harnessing the potential of GenAI in a responsible manner. The aim is not to engage in a ‘man versus machine’-style debate, but rather to identify how GenAI can complement the human interpreter of the 21st century. Trainers, on their part, should be aware that in the age of GenAI, the assessment of their students’ (Gen)AI literacy should focus on creativity and critical thinking, as the latter cannot be outsourced to AI (Zhai 2022).

The aim of a critical and well-reflected use of GenAI is to foster Critical AI Literacy (CAIL), viz., “the skills needed to work with and through AI technologies, and the active awareness of its affordances and limitations” (Giustini and Dastyar 2024, 197). Once the ethical concerns have been properly addressed, trainers and students may proceed to introduce GenAI in the classroom and beyond, for self-directed individual and collaborative learning, as detailed in section 4.

4 GenAI in the Training of Conference Interpreters

The following sections, from 4.1 to 4.4, illustrate how GenAI may be used for self-directed individual and collaborative learning as a fifth, distinct digital technology in the interpreting workflow, in addition to the four technologies identified by Fantinuoli (2022). These proposals are derived from experiences in the training of conference interpreters for the European Union institutions at the University of Malta. The presented format is modelled on the proposals by Pym and Hao (2025) and supplemented with a suggested method for self-, peer- and/or trainer assessment.

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

4.1 GenAI for Assignment Preparation

Learning outcome: extract terminology, prepare glossaries and summarize documentation in a time-efficient manner

Task type: ideally collaborative

Assessment: critical analysis of the prompts and the output

Digitalization has transformed the manner in which interpreters prepare for assignments, giving them access to a wealth of resources at the click of a button (Fantinuoli 2022, 509). GenAI can be used to summarize documents, extract terminology, and create glossaries (Pym & Hao 2025, 107), which can subsequently be exported in the desired format. This is particularly useful when faced with lengthy, non-confidential specialized texts as documentation, such as EU directives, regulations, position papers, recommendations and opinions.

While this exercise can be presented as an individual task, given that conference interpreters generally work in teams of two or three, it is more suited to group work and may produce better results in a collaborative setting. Once divided into small groups, students are assigned a different GenAI tool to test, such as ChatGPT²⁰, Gemini²¹, Copilot²², and Claude²³. They should keep track of the initial prompts used and, if applicable, the amended prompts.

The subsequent group discussion could focus on prompt engineering, the successful or unsuccessful processing of uploaded documentation, the quality of the glossaries produced, the format of the (exported) glossaries, linguistic and factual errors. Merging the outputs may result in a more complete and satisfactory result.

4.2 GenAI for Speech Writing

Learning outcome: prepare speeches for individual or group practice

Task type: individual or collaborative

Assessment: suitability for purpose, linguistic revision and editing, fact-checking

Interpreters are public speakers. They must be able to produce and deliver a speech in a competent manner (Gillies 2024, 117). A valuable exercise for trainee conference interpreters using GenAI consists of providing students with a set of speech criteria, from mode to format, difficulty, register, and density in terms of numbers and proper names, among others, and asking them to craft prompts to generate full or skeleton speeches using GenAI tools. Students participating in virtual classes offered by the

²⁰ <https://chatgpt.com> (last viewed on 30 March 2025)

²¹ <https://gemini.google.com> (last viewed on 30 March 2025)

²² <https://copilot.microsoft.com> (last viewed on 30 March 2025)

²³ <https://claude.ai> (last viewed on 30 March 2025)

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

European Commission and the European Parliament, and actively using the Speech Repository 2.0, are familiar with the criteria used by the European Union institutions.

After a speech has been generated, students should edit, revise, adapt, amend, fact-check, and possibly engineer more advanced prompts. The generated speeches may also be reinput into the GenAI tool to change the register and target audience, thus producing multiple similar yet distinct speeches on the same topic.

Once the speeches have been generated and edited satisfactorily, students can take turns delivering and interpreting the speeches. They can also compare their (recorded) interpretation with the translated version generated by the same GenAI tool or even with a machine-interpreted version.

Students who have passed the interinstitutional accreditation test and start working for the European Union institutions as accredited freelance interpreters or, at a later stage²⁴, as staff interpreters may be asked to participate in virtual classes in the framework of the pedagogical assistance offered to universities. In this setting, they are asked to prepare and deliver speeches and assess the students' output. Hence, the ability to produce a speech that meets the EU criteria is a valuable skill. GenAI can prove helpful in this context.

4.3 GenAI for Mock Debates

Learning outcome: prepare a mock debate as a group

Task type: collaborative

Assessment: group discussion on suitability for purpose

Mock debates, ideally multilingual, promote situated learning and help students build stamina in preparation for lengthy meetings and plenary sessions at the European Union institutions. However, logistically, they may be difficult to organize due to limited resources, time pressure and small student groups. GenAI can prove useful in shaping these debates, from the identification of suitable topics to the creation of structured scripts, the assigning of roles to speakers, and the preparation of speaking notes. While real-life debates are not always structured, in a training context it may be worthwhile to adopt a more systematic approach. GenAI can also be used to generate glossaries of EU jargon and to identify the linguistic conventions in place at the European Union institutions.

In this exercise, students use GenAI to shape a mock debate as a group from A to Z, from the debate topic to the roles of each student, their language regime as speakers/interpreters, their positions and any required glossaries. The task can be assessed by means of a group discussion following the actual debate. Was the topic

²⁴ All interpreters who pass the interinstitutional accreditation test begin their career as freelance accredited interpreters.

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

relevant to the training context and suitable for the progression level of the group? Were the roles assigned equitably, i.e., did all students have a fair amount of time inside and outside the booth? Were the arguments presented well-researched and factual? Were the glossaries relevant and complete? Can any issues be ascribed to improper prompt engineering?

4.4 GenAI for the Analysis of Feedback Logs

Learning outcome: track student progress

Task type: individual

Assessment: reflective essay

Feedback, ideally in the form of self-assessment, peer and trainer assessment, is an intrinsic component of the learning process. Students should be encouraged to keep track of their progress. When working towards interim and final examinations, and the interinstitutional accreditation test, the European Union's marking criteria for consecutive and simultaneous interpreting should be adopted.²⁵

Feedback logs can be designed as tables listing each criterion, the progression of which is tracked using either binary variables or a Likert scale. The analysis of the tables should be incorporated into the curriculum at set intervals. Given that a manual or semi-automated analysis may be time-consuming and taxing on the students, GenAI tools can be used to generate graphs and/or summarize the data in the tables in a time-efficient manner, giving students a comprehensive, possibly visual, overview of their strengths, weaknesses and progress.

As explained in section 3.1, a critical issue here is data ownership and interpretation. Therefore, it is recommended that all data be either pseudonymized or anonymized before being processed by GenAI tools.

The output can be assessed by means of a reflective essay, in which the students compare their performance, either perceived or based on actual exam results, with their tracked progress.

The following section reports the results of a brief student survey on the use of GenAI for glossary creation, document summarization, speech writing and mock debates. Feedback logs were not included in this survey as they are being studied as part of another research project, the results of which shall be published in a separate paper.

²⁵ https://europa.eu/interpretation/doc/marketing_criteria_en.pdf (last viewed on 30 March 2025)

5 Survey Gauging Student Experiences with GenAI for Individual and Collaborative Tasks

5.1 Methodology

During the academic year 2024/2025, five students completed the first year of the redesigned Master in Interpreting Studies at the University of Malta,²⁶ which trains students for the Maltese booth at the European Union institutions.²⁷ They were contacted by email and asked to participate in a short anonymous Google Forms survey to gauge their experiences using GenAI tools for individual and collaborative tasks. Two of the five students agreed to take part in this survey.

The survey consisted of five sections. The first section gauged student experiences with GenAI for glossary preparation. The second focused on the summarization of lengthy documents, the third on speech writing, and the fourth on mock debates. In the fifth and final section, students were asked to provide additional feedback and suggestions on the incorporation of GenAI into the curriculum. The survey questions can be found in Annex 1.

5.2 Findings

In the first section of the survey, the students were asked to what extent they found GenAI useful for the preparation of interpreting assignments, specifically for glossary creation, on a scale from 1 to 5, with 1 being “not useful at all” and 5 “very useful”. This same scale was used in all the subsequent survey sections. One student answered “3”, and the other “4”. Both students indicated that they found ChatGPT²⁸ the most effective tool for glossary creation. When asked whether GenAI was more useful for individual or collaborative tasks involving glossary creation, or both, the two students answered “both”. As for the main challenges, one student encountered document upload errors, particularly with EU regulations. That same student considered the output quality to be acceptable, though it required extensive post-editing. The other student reported output quality, spelling, and the generation of nonexistent words as the main issues.²⁹

²⁶ The Master in Interpreting Studies is a two-year programme consisting of a taught component (two semesters, equalling 60 ECTS), followed by a research component (one or two semesters totalling 30 ECTS). Students who have successfully completed the taught component meet the requirements for the European Union’s interinstitutional accreditation test.

²⁷ The exercises involving GenAI are in accordance with the language profiles for this programme, which can be found on <https://www.um.edu.mt/courses/overview/pmifst-2025-6-o/> (last viewed on 30 March 2025)

²⁸ Other options were Gemini and Copilot, which the students also familiarised with in class. The survey also included the option ‘Other’, which none of the respondents selected.

²⁹ The students did not specify the input and output languages, but given the language profiles required in the programme, Maltese, a low-resource language, is assumed to be the output language.

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

In the second section of the survey, the students were asked to what extent they found GenAI useful for the summarization of lengthy documents, such as EU directives. Their replies mirrored those in section 1 with one student answering “3”, and the other “4”. Both students believed ChatGPT to be the most effective tool in this framework, and one student also found Gemini effective. In this section too, both students considered GenAI useful for the summarization of lengthy documents in both individual and group tasks. As for the main challenges encountered, one student once again indicated that document uploads posed an issue. The other student mentioned output quality as the main obstacle.

The third section of the survey focused on GenAI for speech writing, which the students felt was less useful, rating it “2” and “3”. ChatGPT, Gemini, and Copilot were deemed to be the most effective tools. GenAI was described as useful for both individual and group tasks. As for the main issues encountered, one student mentioned effective prompting while the other prefers not to delegate speech writing to GenAI, as it limits engagement with the subject of the speeches and requires extensive post-editing.

With regard to the use of GenAI for the preparation of mock debates, the students rated its usefulness at “2” and “3”. Gemini was deemed the most effective tool in this context, and both students agreed it was most helpful for group tasks. However, one student did not recall using GenAI for the preparation of mock debates, while the other did use it and identified spelling as the main challenge.

In the final section of the survey, one student provided additional feedback, stating that more exercises involving EU directives would be useful, particularly for glossary creation, to help students familiarize themselves with EU terminology.

5.3 Discussion

This survey, albeit limited in size and scope, provides insight into student engagement with GenAI tools in conference interpreter training and supports further curriculum refinement. The responses reveal that students perceived GenAI tools as useful, particularly for group tasks. They appeared most satisfied with ChatGPT in terms of effectiveness. Their critical thinking skills emerge from their ability to recognize the core issues associated with this technology, particularly output quality and incorrect spelling. While the students did not report the input and output languages, it can be assumed, based on the language profiles required to register for the Master in Interpreting Studies program, that Maltese was the main output language. Classroom-based activities were generally conducted with English as the input language. Given that Maltese is a low-resource language, it is unsurprising that output quality and spelling were identified as key issues. Further empirical research could investigate these aspects more thoroughly.

6 Conclusion

Digital technologies are rapidly transforming the interpreting workflow in industry and, by extension, in training. CAIT, CAI, remote, and machine interpreting are well-established and well-documented. However, GenAI could be added to these technologies as a distinct category of technology suited to self-directed learning, both individual and collaborative. A small-scale survey among students revealed that the introduction of GenAI into the curriculum at the University of Malta was well received, particularly for collaborative tasks. ChatGPT emerged as the most effective tool, despite challenges with output quality and the need for significant post-editing.

While acknowledging the ethical concerns that arise from the use of GenAI, the present paper takes the stance that GenAI is beneficial in the training of conference interpreters for the European Union institutions as it facilitates self-directed learning, particularly in group settings. In addition, it fosters greater independence, as well as analytical and critical thinking, as students are able to identify issues and acknowledge the need for thorough post-editing. The piloted exercises listed in the present paper and the survey results suggest that with proper guidance, GenAI tools can complement in-class practice and help students prepare for the interinstitutional accreditation test in a more independent manner.

It is hoped that the proposed GenAI-based exercises will serve as inspiration for interpreter trainers, students and researchers alike, and promote empirical research in this emerging field which will undoubtedly revolutionize the interpreting landscape and the pedagogical approaches to interpreter training in the years ahead.

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: *L10N Journal* 1(4), pp. 21–44.

Bibliography

- Ahrens, Barbara, and Orlando, Marc. 2022. Note-Taking for Consecutive Conference Interpreting. In: Albl-Mikasa, Michaela and Tiselius, Elisabet (eds.), *The Routledge Handbook of Conference Interpreting* (Routledge Handbooks in Translation and Interpreting Studies). Abingdon, Oxon: Routledge, Taylor and Francis Group. pp. 34-48. DOI: 10.4324/9780429297878-5
- AIIC Taskforce on Distance Interpreting. n.d. AIIC Position on Distance Interpreting. <https://aiic.org/document/4863/>. Accessed on: 30 March 2025.
- Baigorri-Jalón, Jesús. 2021. Once Upon a Time at the ILO: The Infancy of Simultaneous Interpreting. In: Seeber, Kilian G. (ed.), *100 Years of Conference Interpreting: A Legacy*. Newcastle upon Tyne: Cambridge Scholars Publishing. pp. 1-24.
- Behr, Martina. 2015. Nuremberg trial. In: Pöchhacker, Franz (ed.), *Routledge Encyclopedia of Interpreting Studies*. London: Routledge. pp. 288-289. DOI: 10.4324/9781315678467
- Bird, Eleanor, Fox-Skelly, Jasmin, Jenner, Nicola, Larbey, Ruth, Weitkamp, Emma, and Winfield, Alan. 2020. The Ethics of Artificial intelligence: Issues and Initiatives. European Parliamentary Research Service. [https://www.europarl.europa.eu/RegData/etudes/STUD/2020/634452/EPRS_STU\(2020\)6344_52_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2020/634452/EPRS_STU(2020)6344_52_EN.pdf). Accessed on: 30 March 2025.
- Bory, Paolo, Natale, Simone and Katzenbach, Christian. 2024. Strong and Weak AI Narratives: An Analytical Framework. In: *AI & Society*. 40: pp. 1-11. DOI: 10.1007/s00146-024-02087-8
- Braun, Sabine and Slater, Catherine. 2014. Populating a 3D Virtual Learning Environment for Interpreting Students With Bilingual Dialogues to Support Situated Learning in an Institutional Context. In: *The Interpreter and Translator Trainer*. 8 (3): pp. 469-485. DOI: 10.1080/1750399X.2014.971484
- Corpas Pastor, Gloria and Defrancq, Bart (eds.). 2023. *Interpreting Technologies – Current and Future Trends*. Amsterdam/Philadelphia: John Benjamins Publishing Company. DOI: 10.1075/ivitra.37
- Defrancq, Bart and Fantinuoli, Claudio. 2020. Automatic Speech Recognition in the Booth: Assessment of System Performance, Interpreters' Performances and Interactions in the Context of Numbers. In: *Target*. 32 (2): pp. 73-102. DOI: 10.1075/target.19166.def
- Defrancq, Bart. 2023. Technology in Interpreter Education and Training: A Structured Set of Proposals. In: Corpas Pastor, Gloria and Defrancq, Bart (eds.), *Interpreting Technologies – Current and Future Trends*. Amsterdam/Philadelphia: John Benjamins Publishing Company. pp. 302-319. DOI: 10.1075/ivitra.37.12def
- De Mauro, Andrea, Greco, Marco and Grimaldi, Michele. 2016. A Formal Definition of Big Data Based on its Essential Features. In: *Library Review*. 65: pp. 122-135.
- Diriker, Ebru. 2004. *De-Re-Contextualizing Conference Interpreting: Interpreters in the Ivory Tower?* Amsterdam/Philadelphia: John Benjamins Publishing Company.
- Downie, Jonathan. 2020. *Interpreters vs Machines: Can Interpreters Survive in an AI-Dominated World?* London: Routledge. DOI: 10.4324/9781003001805
- Downie, Jonathan. 2023. Where is it all Going? Technology, Economic Pressures and the Future of Interpreting. In: Corpas Pastor, Gloria and Defrancq, Bart (eds.), *Interpreting Technologies – Current and Future Trends*. Amsterdam/Philadelphia: John Benjamins Publishing Company. pp. 277-301. DOI: 10.1075/ivitra.37.11dow
- Fantinuoli, Claudio. 2018. Computer-Assisted Interpreting: Challenges and Future Perspectives. In: Corpas Pastor, Gloria and Durán Muñoz, Isabel (eds.), *Trends in E-Tools and Resources for Translators and Interpreters*. Leiden: Brill. pp.153–174.

- Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: *LION Journal* 1(4), pp. 21–44.
- Fantinuoli, Claudio. 2022. Conference Interpreting and New Technologies. In: Albl-Mikasa, Michaela and Tiselius, Elisabet (eds.), *The Routledge Handbook of Conference Interpreting* (Routledge Handbooks in Translation and Interpreting Studies). Abingdon, Oxon: Routledge, Taylor and Francis Group. pp. 508-522. DOI: 10.4324/9780429297878-44
- Fantinuoli, Claudio. 2023. Towards AI-Enhanced Computer-Assisted Interpreting In: Corpas Pastor, Gloria and Defrancq, Bart (eds.), *Interpreting Technologies – Current and Future Trends*. Amsterdam/Philadelphia: John Benjamins Publishing Company. pp. 46-71. DOI: 10.1075/ivitra.37.03fan
- Fui-Hoon Nah, Fiona, Zheng, Ruilin, Cai, Jingyuan, Siau, Keng and Chen, Langtao. 2023. Generative AI and ChatGPT: Applications, Challenges, and AI-Human Collaboration. In: *Journal of Information Technology Case and Application Research*. 25(3): pp. 277-304. DOI: 10.1080/15228053.2023.2233814
- Gillies, Andrew. 2024. *Conference Interpreting. A Student's Practice Book*. Second Edition. Abingdon, Oxon: Routledge.
- Giustini, Deborah and Dastyar, Vorya. 2024. Critical AI Literacy for Interpreting in the Age of AI. In: *Interpreting and Society*. 4(2): pp. 196-213. DOI: 10.1177/27523810241247259
- Graves, Alison, Olaguibel, Marina Pascual and Pearson, Cathy. 2022. Conference Interpreting in the European Union Institutions. In: Albl-Mikasa, Michaela and Tiselius, Elisabet (eds.), *The Routledge Handbook of Conference Interpreting* (Routledge Handbooks in Translation and Interpreting Studies). Abingdon, Oxon: Routledge, Taylor and Francis Group. pp. 104-114. DOI: <http://doi.org/10.4324/9780429297878-11>
- Holmes, Wayne, Porayska-Pomsta, Kaska, Holstein, Ken, Sutherland, Emma, Baker, Tony, Buckingham Shum, Simon, Santos, Olga C., Rodrigo, Mercedes T., Cukurova, Mutlu, Bittencourt, Ibert, Koedinger, Kenneth K. 2021. Ethics of AI in Education: Towards a Community-Wide Framework. In: *International Journal of Artificial Intelligence in Education*. 32: pp: 504–526.
- Horváth, Ildikó. 2021. AI in Interpreting: Ethical Considerations. In: *Across Languages and Cultures*. 23: pp. 1-13. DOI: 10.1556/084.2022.00108
- Kalina, Sylvia and Ziegler, Klaus. 2015. Technology. In: Pöchhacker, Franz (ed.), *Routledge Encyclopedia of Interpreting Studies*. London: Routledge. pp. 410–412. DOI: 10.4324/9781315678467
- Kalina, Sylvia and Barranco-Droege, Rafael. 2022. Learning and Teaching Conference Interpreting. In: Albl-Mikasa, Michaela and Tiselius, Elisabet (eds.), *The Routledge Handbook of Conference Interpreting* (Routledge Handbooks in Translation and Interpreting Studies). Abingdon, Oxon: Routledge, Taylor and Francis Group. pp. 321-336. DOI: 10.4324/9780429297878-30
- Mouzourakis, Panayotis. 2006. Remote Interpreting: A Technical Perspective on Recent Experiments. In: *Interpreting*. 8(1): pp. 45-66. DOI: 10.1075/intp.8.1.04mou
- Pisani, Elisabetta and Fantinuoli, Claudio. 2021. Measuring the Impact of Automatic Speech Recognition on Number Rendition in Simultaneous Interpreting. In: Wang, Caiwen and Bingham Zheng (eds.), *Empirical Studies of Translation and Interpreting: The Post-Structuralist Approach*. Routledge Advances in Translation and Interpreting Studies. London: Routledge. pp. 181–197. DOI: 10.4324/9781003017400-14
- Pöchhacker, Franz. 2024. Is machine interpreting interpreting? In: *Translation Spaces*. Online First. DOI: 10.1075/ts.23028.poc
- Pöllabauer, Sonja. 2015. Role. In: Pöchhacker, Franz (ed.), *Routledge Encyclopedia of Interpreting Studies*. London: Routledge. pp. 355-360. DOI: 10.4324/9781315678467
- Prandi, Bianca. 2020. The Use of CAI Tools in Interpreter Training: Where Are We Now and Where Do We Go From Here? In: *InTRAlinea*, Special Issue: Technology in Interpreter Education and

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: *L10N Journal* 1(4), pp. 21–44.

Practice.

https://www.intralinea.org/specials/article/the_use_of_cai_tools_in_interpreter_training.

Accessed on: 30 March 2025.

- Pym, Anthony and Hao, Yu. 2025. *How to Augment Language Skills: Generative AI and Machine Translation in Language Learning and Translator Training*. London-New York: Routledge. DOI: 10.4324/9781032648033
- Rui, Du and Salaets, Heidi. 2025. Collaborative Learning in Translation and Interpreting: A Meta-Study. In: *The Interpreter and Translator Trainer*. 19(1): pp. 1-26. DOI: 10.1080/1750399X.2025.2453356
- Salaets, Heidi and Balogh, Katalin. 2023. Are Interpreters and Interpreting Technology Ready for the Post-Covid Era? In: Zwischenberger, Cornelia, Reithofer, Karin and Rennert, Sylvi (eds.), *Introducing New Hypertexts on Interpreting (Studies): A Tribute to Franz Pöchhacker*. Amsterdam/Philadelphia: John Benjamins Publishing Company. pp. 254-276. DOI: 10.1075/btl.160.13sal
- Sandrelli, Annalisa and de Manuel Jerez, Jesús. 2007. The Impact of Information and Communication Technology on Interpreter Training: State-of-the-Art and Future Prospects. In: *The Interpreter and Translator Trainer*. 1(2): pp. 269-303. DOI: 10.1080/1750399X.2007.10798761
- Seeber, Kilian G. and Fox, Brian. 2022. Distance Conference Interpreting. In: Albl-Mikasa, Michaela and Tiselius, Elisabet (eds.), *The Routledge Handbook of Conference Interpreting (Routledge Handbooks in Translation and Interpreting Studies)*. Abingdon, Oxon: Routledge, Taylor and Francis Group. pp. 491-507. DOI: 10.4324/9780429297878-43
- Setton, Robin, and Prunč, Erich. 2015. Ethics. In: Pöchhacker, Franz (ed.), *Routledge Encyclopedia of Interpreting Studies*. London: Routledge. pp. 144-148. DOI: 10.4324/9781315678467
- Sheikh, Haroon, Prins, Corien and Schrijvers, Erik. 2023. Artificial Intelligence: Definition and Background. In: *Mission AI: The New System Technology*. Cham: Springer. pp. 15-41. DOI: 10.1007/978-3-031-21448-6_2
- Yusuf, Abdullahi, Pervin, Nasrin and Román-González, Marcos. 2024. Generative AI and the Future of Higher Education: A Threat to Academic Integrity or Reformation? Evidence from Multicultural Perspectives. In: *International Journal of Educational Technology in Higher Education*. 21: pp. 1-29. DOI: 10.1186/s41239-024-00453-6
- Zhai, Xiaoming. 2022. ChatGPT User Experience: Implications for Education. In: *SSRN Electronic Journal*. DOI: 10.2139/ssrn.4312418

Annex 1 – Survey

The use of GenAI in the Master in Interpreting Studies

Anonymous survey information letter and consent form

Participation in this survey

Do you agree to participate in this anonymous survey?

- I agree to participate
- I do not agree to participate

1. GenAI for assignment preparation - Glossaries

To what extent did you find the use of GenAI useful for the preparation of interpreting assignments, specifically for glossary creation?

Scale 1 to 5

1 – Not useful at all

5 – Very useful

1.1. Which tool(s) did you find most effective for glossary creation?

- ChatGPT
- Gemini
- Copilot
- Other

1.2. Did you find the use of GenAI in glossary creation more useful for individual or group tasks, or both?

- Individual tasks
- Group tasks
- Both

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

1.3. What were the main challenges you faced when using GenAI for glossary creation (e.g., effective prompting, output quality, etc.)?

2. GenAI for assignment preparation - Summaries

To what extent did you find the use of GenAI useful for the preparation of interpreting assignments, specifically for the summarisation of lengthy documents, such as EU directives?

Scale 1 to 5

1 – Not useful at all

5 – Very useful

2.1. Which tool(s) did you find most effective for the summarisation of lengthy documents, such as EU directives?

ChatGPT

Gemini

Copilot

Other

2.2. Did you find the use of GenAI in the summarisation of lengthy documents more useful for individual or group tasks, or both?

Individual tasks

Group tasks

Both

2.3. What were the main challenges you faced when using GenAI for document summarisation (e.g., effective prompting, output quality, etc.)?

3. GenAI for speech writing

To what extent did you find the use of GenAI useful for speech writing?

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

Scale 1 to 5

1 – Not useful at all

5 – Very useful

3.1. Which tool(s) did you find most useful for speech writing?

ChatGPT

Gemini

Copilot

Other

3.2. Did you find the use of GenAI in speech writing more useful for individual or group tasks, or both?

Individual tasks

Group tasks

Both

3.3. What were the main challenges you faced when using GenAI for speech writing (e.g., effective prompting, output quality, etc.)?

4. GenAI for mock debates

To what extent did you find the use of GenAI useful in the preparation of mock debates?

Scale 1 to 5

1 – Not useful at all

5 – Very useful

4.1. Which tool(s) did you find most useful for the preparation of mock debates?

ChatGPT

Colman, Amy. 2025. GenAI for self-directed individual and collaborative learning in the training of conference interpreters for the European Union institutions. In: L10N Journal 1(4), pp. 21–44.

- Gemini
- Copilot
- Other

4.2. Did you find the use of GenAI in the preparation of mock debates more useful for individual or group tasks, or both?

- Individual tasks
- Group tasks
- Both

4.3. What were the main challenges you faced when using GenAI for the preparation of mock debates (e.g., effective prompting, output quality, etc.)?

5. Additional feedback and suggestions

Do you have any additional feedback and/or suggestions regarding the use of GenAI in the Master in Interpreting Studies curriculum?

Thank you.

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

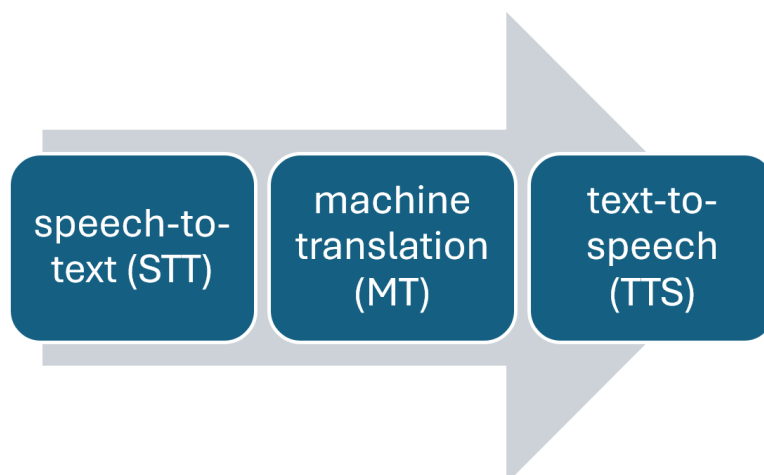
AI has been rapidly transforming professional workflows, including interpreting. Students of interpreting should adopt technological tools to optimize their preparation and performance, and it is our responsibility as trainers to prepare them for the job market. The following discussion explores the 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>Who is speaking?</i>
<i>(e.g., a UN climate delegate with 20 years of experience)</i>	
2. Topic and Theme	<i>What is the main subject?</i>
<i>(e.g., sustainable fashion, digital education, mental health awareness)</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]
- "mľask" 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>.

The Use of Generative Artificial Intelligence in Interpreter Preparation

Karolína Kollárová and Lucia Tonková

Independent researcher, Comenius University in Bratislava

karolina.kollarova2@gmail.com, tonkova12@uniba.sk

Abstract

This article explores the role of generative artificial intelligence (GenAI) in the professional preparation of interpreters. It seeks to illustrate how an interpreter can implement GenAI into their preparation while ensuring its use is as safe and effective as possible.

It begins with a brief description of GenAI in the context of translation, interpreting and explanation of our motivation to write this article. It then focuses on various external factors and their impact on GenAI, with particular attention paid to the role of training data and so-called hallucinations. It also addresses ethical considerations, including current debates and practical implications of working with GenAI in interpreting.

The second half of the article focuses on the practical application of GenAI, presenting specific examples of how interpreters can use GenAI tools in their preparation. It describes some well-known GenAI models and briefly introduces prompt engineering. Using two specific model situations (one in 2024 and another in 2025), it illustrates how GenAI can support interpreters in preparing for assignments safely and effectively, and investigates if and how the outputs of the given models have changed.

Keywords: Generative artificial intelligence, Interpreter preparation, prompt engineering

1 Introduction or GenAI in the Context of Translation and Interpreting

Since the onset of GenAI, the translation and (to a lesser extent, also interpreting) industry has been undergoing an important transformation (ELIS 2024, Mei 2024). The onset of text-generative AI tools based on LLMs rapidly became a widely discussed topic, and some scholars professed that it would cause a complete transformation of the process of translation and interpreting (e.g. Fantinuoli & Dastyar 2022).

Based on the most recent ELIS survey (2025), we could say that they were right (at least as far as translation is concerned). ELIS 2025 defines the rise of AI and other

technologies as a visible trend in the language industry, whereas GenAI “is most often used as an alternative for machine translation (less so among language departments) or for editing and translation quality control. It is also fairly popular for content creation tasks, especially for communication and marketing purposes in language companies” (ELIS 2025, 34). Many independent language professionals and language service providers see it as a tool that increases the efficiency of their work, but most respondents believe that it causes a decrease in rates as well as quality, employment of post-editing rather than translation and loss of work for many language professionals (ELIS 2025). Mei states that it is still challenging to “achieve high-quality translations without human intervention” (Mei 2024, 1022) and that human pre-editing and post-editing still play a pivotal role (*ibid.*). However, it seems that technological advancement cannot be stopped, and clients of language professionals would rather not spend money on quality translation (*cf.* ELIS 2025).

However, those focusing on voice-related language services, such as interpreting or audiovisual translation, seem to be less threatened by these technologies, even thriving (ELIS 2025, 5), but with regard to the rapid development of AI, they might soon also feel this trend as well.

These new technologies are redefining the skills and competencies translators should possess, which inevitably leads to a change in educational approach (Tawffeek & Al-Sowaidi 2023). The same goes for interpreters. Based on the ELIS survey, the use of GenAI is already an important part of many translation training programs (ELIS 2025, 37). Only if translator training programs are aligned with industry trends and requirements can future language professionals succeed in the market (Balkul 2016; Szabó 2020).

As a result, there is a pressing need for comprehensive training programs that equip translators and interpreters with the competencies required to effectively use emerging technologies. AI-powered tools are able to explain context, simplify long and complex documents, and help with terminology management. However, their advantages can only be fully realized when professionals are adequately trained to incorporate them into their workflows, and at the same time, they must understand their limitations and ethical considerations.

Therefore, translation and interpreting curricula must be continuously updated to include understanding and working with the most widely used and effective tools, reflecting the latest technological developments. The training should also prioritize interdisciplinary competencies and practical teaching methodologies, which will prepare students for real-life assignments (Mei 2024, 1022–1023).

With regard to this development and the pressing need arising from it to better prepare students (but also to better equip practicing translators and interpreters), we decided to write this article. We chose to focus on interpreters rather than translators, since

there is considerably less academic discourse on integrating AI into interpreting than into translation. The existing discourse on AI integration into interpreting focuses rather on computer-assisted interpreting, such as speech-to-text tools and consecutive automated speech translation (Horváth 2022, Pöchhacker & Liu 2024). Fantinuoli (2018) differentiates between process-oriented (terminology management systems) and setting-oriented technologies (computer software helping with oral translation). We decided to focus on using AI tools during interpreter preparation, since this is an activity available to all – professional interpreters and students as well. Basic forms of GenAI tools are free and can be used by anyone, while speech-to-text tools and other, more high-end computer-assisted interpreting tools usually are not.

2 Factors Influencing GenAI

Before engaging with GenAI tools in the preparatory phase of interpreting, it is essential for interpreters to develop a foundational understanding of the external factors that influence the functioning of these systems. Among the most significant considerations are the nature and quality of the data on which AI models are trained and the phenomenon of AI-generated hallucinations (Bubeck et al. 2023). These aspects have direct implications for the reliability and transparency of AI in interpreter preparation.

2.1 Data

According to the British mathematician Clive Humby, data has become the ‘new oil’ (University of Sheffield 2006), suggesting that just as oil was the driving force behind the third industrial revolution, data is the driving force behind the fourth one that we are currently experiencing. According to Mohammed et al., it is exactly AI that has profited the most from this “recent and future enormous growth of data” (2025, 1). However, we ought to be aware that this huge package of data that GenAI models work with is very heterogeneous. The data comes from different sources and is of different quality and up-to-datedness. The data used by GenAI is “critical for AI because it is the foundation upon which machine learning algorithms learn, make predictions, and improve their performance over time” (Aldoseri et al. 2023, 2). When we talk about data, we are primarily dealing with training data, as this is the data upon which the model was built. Here, considerable importance is placed on the volume of data, the quality of data, the type of data used, the up-to-datedness of data, and the source of data. The answers that AI provides are also influenced by user data (we do not have access to the nature and characteristics of that data), as well as whether the model has access to the information from the web browser. These factors all influence the GenAI output.

2.2 Hallucination

Apart from data, the GenAI output is also impacted by another interesting phenomenon – the so-called hallucinations. A hallucination is any generated content that is not “consistent with the input, yet would likely have reasonable model log-likelihood” (Maynez et al. 2020, 3). In such cases, the generated output may not directly relate to the original input, yet the model’s internal scoring mechanism still deems it acceptable. Consequently, the output may appear highly plausible to the user, despite being factually incorrect. According to Ji et al. (2022), hallucinations may arise due to several factors, including low-quality training data, mismatches between the data and their sources, or deficiencies in the training methodology.

Although hallucinations can bring a seemingly positive or surprising element, they are inherently a threat to the user. If the system produces information that does not exist or is not verifiable, this error may affect an interpreter’s performance. The interpreting preparation itself will be opaque and defective, as it may contain a lot of fictitious information.

3 The Role of Ethics

Apart from challenges posed by hallucinations and various factors influencing the data GenAI uses, there is also another issue we must consider – the critical question of ethics and bias. As interpreters increasingly rely on AI-driven tools for terminology extraction, contextual research, and simulations, the integrity and neutrality of these systems directly influence the quality of their preparation and work.

Moorkens states that “ethics is a growing area of interest in technology in general, as technology becomes an increasingly integral part of all of our lives and many regions move towards ubiquitous computing” (2022, 122). With the exponential advancement of AI technologies over the past decade, the urgency to formulate clear principles for their responsible use has intensified. Efforts to define such principles have emerged not only from public institutions and governmental bodies, such as the European Commission’s *Ethics Guidelines for Trustworthy AI*¹ (2019) or the OECD’s *AI Principles*² (2019, updated 2024), but also from the private sector.

The study entitled *The Global Landscape of AI Ethics Guidelines* highlights a “global convergence emerging around five ethical principles: transparency, justice and fairness, non-maleficence, responsibility and privacy” (Jobin et al. 2019, 1). These principles are reflected in most standard ethical frameworks for AI and they can also serve as a useful reference for individual users when deciding how to engage with AI systems.

¹ <https://digital-strategy.ec.europa.eu/en/library/ethics-guidelines-trustworthy-ai>

² <https://www.oecd.org/en/topics/ai-principles.html>

AI bias is shaped by a range of factors, including the diversity and representativeness of data inputs, the algorithm design employed, the optimization methods applied, as well as the cultural and geographical contexts in which the model was developed (Duan et al. 2024, 13–14). Consequently, all these elements are shaped by the human factor, as it is ultimately human agents who intervene at various stages of AI development and implementation. In short, AI does not exist in a vacuum, and this is something users must be prepared to deal with while working with it.

4 The Use of GenAI in Interpreter Preparation – Practical Examples

The penetration of new technologies into the field of translation and interpreting is, according to Fantinuoli, a significant destabilizing element, which he calls the “technological turn in interpreting” (2018, 2–3). Orlando et al. specify that this includes “the advent of Artificial Intelligence (AI) and Large Language Models (LLMs)” (2024, 6).

However, AI is also not the threat that some consider it to be, but rather an incentive to rethink interpreters’ preparation. The key to the effective introduction of AI into interpreter preparation is learning how it works and how to use it. We will therefore take a closer look at the different GenAI models and their specificities, and consider which model is best suited to a particular task. We will explain the principle of communicating with GenAI and how to create effective prompts, and finally, we will use two model situations to show different ways of implementing GenAI in interpreters’ preparation for an assignment. At the same time, we will map the development of the chosen GenAI models over time – we will compare the results of (in most cases) the same prompts in 2024 and 2025. Therefore, the aim of this article is not only to provide interpreters and interpreting students with recommendations concerning prompt design, but also to illustrate the dynamic nature of this environment and the necessity for interpreters to monitor ongoing developments and observe the evolving behavior of AI models. We expected the GenAI output to be more up to date, but also more precise and briefer – in short, more effective.

4.1 The Choice of a GenAI Model

As of June 2025, there are multiple publicly accessible GenAI models on the market. Some come from tech giants such as Google or Microsoft and have many functions, but there are also many smaller, specialized models (e.g., for identifying diseases determining which plants need fertilizer, etc.). However, the abundance of models can cause confusion and lead to the random or inappropriate selection of a model, which can lead to poor results. When selecting a model, it is important to consider who owns it (due to bias and security) and how up-to-date it is (the up-to-datedness of the

training data affects the up-to-datedness of the model output). We also indicate whether the model is paid or not, as this factor also influences the choice of the model used by the interpreter. Of course, there are other parameters, such as bias or ethicality, but these are not precise parameters that we are able to assess without more extensive research. In the following section, we briefly describe the models we used in our research. At the time of conducting our research (both in 2024 and 2025), these were some of the most well-known GenAI models. At the same time, they were available to the general public in Slovakia and were free (except for ChatGPT-4.0 in 2024, which was, however, available for a relatively low fee). That is why we chose them.

Table 1. *Comparison of AI models (15 April 2024)*

Name	Owner	Model size	Up-to-datedness of data	Price	Privacy
Gemini	Google	LLM	Unknown	Free (but there is also a paid version)	Unexamined
ChatGPT-3.5	OpenAI	LLM	Until September 2021 (OpenAI – ChatGPT-3.5)	Free	Unexamined
ChatGPT-4.0	OpenAI	LLM	Until April 2023 (OpenAI – ChatGPT-4.0)	Paid	Unexamined
Perplexity	Perplexity.ai	LLM	Up-to-date (access to the Internet)	Free (but there is also a paid version)	Unexamined

Table 2. *Comparison of AI models (23 April 2025)*

Name	Owner	Model size	Up-to-datedness of data	Price	Privacy
Gemini 2.0 Flashi	Google	LLM	Up-to-date (access to the Internet)	Free (but there is also a paid version)	Collects and stores data for LLM training. Possibility to pause Gemini Apps Activity – data will no longer be used for training
ChatGPT-4o	OpenAI	LLM	Up-to-date (access to	Free (but there is	Collects and stores data for LLM

			the Internet)	also a paid version)	training. Training can be switched off. Possibility to use temporary chat – stores data for 30 days, cannot use it for training
Perplexity	Perplexity.ai	LLM	Up-to-date (access to the Internet)	Free (but there is also a paid version)	Collects and stores data for LLM training

The comparison in the tables clearly demonstrates the emergence of newer versions of certain models. This development has led to changes in the “up-to-datedness” category, as most models now have internet access – something that was not common a year ago. As a result, the information provided by AI systems is now more current. For instance, the previously significant distinction between Perplexity and other models has diminished, as Perplexity already had internet connectivity at that time. Nevertheless, it remains the case that each model functions somewhat differently; although they all now have access to the same information, they process and utilize it in distinct ways. In light of these new developments, the choice is up to the user more than ever. At the beginning, users should try working with different models and determine which one is best suited for specific tasks. However, it is important to remember that regardless of which model we use, we should never completely rely on its outputs, and we should always verify them.

4.2 Prompt Engineering

As this article aims to contribute to the discussion on how interpreters can use GenAI models and how to integrate them into their workflow, it is crucial to begin with the most fundamental aspect: learning how to communicate effectively with these models. Since GenAI systems rely on user input, primarily in the form of written prompts (even though it is now also possible to communicate with some models via a voice interface), to generate meaningful and accurate outputs, interpreters should understand the principles of prompt construction to ensure the reliability, precision, and usefulness of the information retrieved. Mastering this interaction is key to fully leveraging GenAI as a support tool in interpreting preparation.

This section thus introduces the concept of prompting within the specific context of interpreting, providing guidance on how interpreters can optimize AI outputs to meet the demands of their profession.

4.2.1 Basic Principles of Prompt Engineering

Due to their appearance, most AI models can give the impression of being a simple chatbot, with which the user has a conversation using any questions that come to mind. The user may initially be captivated and even feel that it does not matter how the questions are formulated. However, the opposite is true, as Leo Lo explains in his paper, *The CLEAR path: A framework for enhancing information literacy through prompt engineering*, where he describes that the ability to create the right prompts helps to optimize the answer and improves critical thinking skills, which are essential when working with GenAI models (2023, 1). Lo's standardized framework, called CLEAR, focuses on five components that users should respect when creating prompts so that model outputs do not resemble answers ripped from an encyclopedia. The prompts should be "Concise, Logical, Explicit, Adaptive, and Reflective" (2023, 2).

a) Concise – Concise prompts help "the AI model to focus on the important aspects of the task" and provide more accurate answers (Lo 2023, 2). We recommend avoiding modal structures, polite phrases commonly used in human conversation, and unnecessary repetitive descriptions.

b) Logical – Logical prompts help the model "better comprehend the context and relationships between various concepts" (Lo 2023, 2). When designing prompts, we should keep in mind that the relationships between concepts should be obvious and subject to logical consequence.

c) Explicit – If we do not want to be overwhelmed by unnecessary information, explicit prompts are essential. The prompt should include "precise instructions regarding the desired output format, content, or scope" (Lo 2023, 3). We should therefore always set some kind of framework for the system, for example: write me 3 examples or give 10 abbreviations, their full names, and explanations. However, we must be careful, as the primary goal of the UI model is to complete the challenge. This can sometimes lead to hallucinations, where the model invents things that are not true or verified just to complete the challenge.

d) Adaptive – Lo characterizes adaptability as striving to find the right balance between creativity and purposeful prompt creation (2023). When working with the model, the user should experiment and adapt their next prompt to the previous output of the system (*ibid.*).

e) Reflective – Lo characterizes it as the ability to perceive and assess the quality and relevance of the outputs of individual GenAI models, enabling users to determine where

the model is lacking and where the prompt itself is lacking (2023, 2). Through the active use of GenAI models, users should progressively improve their ability to formulate effective prompts while also developing an understanding of which GenAI models are most appropriate for specific tasks within particular domains.

The CLEAR framework is therefore a suitable basis for creating prompts, as it emphasizes that communication between the user and the AI should be accurate, unambiguous, and context-oriented. Kollárová (2024) illustrated how individual principles of the CLEAR framework can directly influence GenAI outputs in different models.

The comparison of model scenarios from 2024 and 2025 demonstrates the universality of this approach, which remains applicable even as models evolve, change, and operate with different sets of information. It further underscores the importance of learning to communicate effectively with AI systems – an essential skill for interpreters seeking to work efficiently and reliably with these technologies in their professional practice.

4.3 The Use of GenAI in Interpreter Preparation

The preparatory phase is crucial for ensuring the accuracy and fluency of the interpretation. It helps the interpreter to familiarize themselves with a topic that is often unfamiliar or completely unknown to them. Therefore, preparation for an assignment may include familiarizing oneself with the subject and topics that may be related to it, learning specialized terminology in both languages, and understanding the extralinguistic context (cf. Fantinuoli 2017). This kind of preparation can often be complex – time-consuming if the materials are provided well in advance, or extremely stressful if the materials are provided on short notice. It might even happen that there are no materials provided beforehand at all, which negatively influences the interpreter's output (Díaz-Galaz et al. 2015). It is precisely because of these complex conditions that GenAI models are becoming a valuable work tool for interpreters. Effective use of AI can help interpreters with:

- familiarizing themselves with the topic, event, speakers, or context of the event,
- creating glossaries and extracting relevant terms or phrases,
- summarizing extensive text and audiovisual documents,
- ad hoc translation,
- simulating event content such as speakers' opening remarks, topics for individual discussions, or questions and answers at the end of a discussion.

We illustrate the use of AI in two model situations that interpreters face in practice (client did not provide any materials, and the client provided materials). The interpreter must adapt quickly to the given situation and to when and whether they receive any source material and use AI models appropriately.

In order to better map trends in GenAI development, we decided to compare how selected models respond to identical or similar prompts in 2024 and 2025 and chart the trends and tendencies, which are useful to know for anyone working with GenAI, not only interpreters. This comparison not only shows changes in AI performance but also reflects the dynamic nature of the technology. It underscores the need for interpreters to stay current with AI developments to use them effectively. Ultimately, it demonstrates AI's increasing relevance in real-world interpreter workflows.

4.3.1 Model Situation 1 – Insufficient Prior Documentation

An interpreter is preparing for a full day of simultaneous interpreting from Slovak into English at a conference. The client provided only publicly available materials: the name and location of the event, a list of speakers, the program, and the participants of the panel discussions. The interpreter is not an expert in the given field and has never worked with this topic before. In 2024, the topic of the conference is developments in ESG³ (Environmental, Social, Governance). In 2025, it is the financial management of enterprises (*Finančné riadenie podnikov 2025*)⁴. We chose these two conferences because they are similar in terms of topic and the amount of information provided on the webpage. They are also organized by the same organizer.

In this model situation, the interpreter is confronted with the challenge of anticipating the content of an event. This is a difficult task, especially when they are unfamiliar with the subject area. In such cases, GenAI may serve as a valuable tool to support their preparatory efforts.

a) GenAI as a Research Tool

GenAI can help interpreters who have only a little background information to familiarize themselves with the topic, event, speakers, or context of the event. In this case, the key parameter for selecting a GenAI model is the up-to-datedness of its data, as the interpreter should work with the most up-to-date information. It is therefore ideal to use models that have been trained on the most recent data and models that can draw on current data in real time from the internet. Such models now include Gemini, ChatGPT-4.0, ChatGPT-4o, and Perplexity. In addition, it is also important that the GenAI model is neutral and as unbiased as possible, which is also linked to the model's ability to cite sources of information. The most thorough GenAI model in this regard was Perplexity in 2024, as it always cited sources, which, of course, does not guarantee the accuracy of the information displayed by the AI, but allows for quick verification. Below, we look at two examples, one from 2024 and one from 2025.

³ <https://konferencie.hnonline.sk/produkt/cfa-society-slovakia-esg-summit-2024>

⁴ https://konferencie.hnonline.sk/produkt/financne-riadenie-podnikov_2025-

4.3.1.1 Initial Survey – 2024

Prompt: *Act as an interpreter researching for an event called CFA SOCIETY SLOVAKIA ESG SUMMIT 2024. List a whole program of the event including times and speakers.*

Figure 1. *Perplexity*, 12 April 2024

The image shows a screenshot of a search engine interface. At the top, the prompt is repeated: "Act as an interpreter researching for an event called CFA SOCIETY SLOVAKIA ESG SUMMIT 2024. List a whole program of the event including times and speakers." Below the prompt, there is a "Sources" section with two search results. The first result is "ESG SUMMIT 2023 - CFA..." from cfasociety.org, and the second is "CFA SOCIETY SLOVAKIA ESG SUMMIT 2024 - H..." from konferencie.hnon... Below the sources is an "Answer" section. The answer text states: "The CFA Society Slovakia ESG Summit 2024 is scheduled for April 16, 2024, at the Radisson Blu Carlton, Bratislava. The event aims to present current topics in the field of ESG and provide a platform for discussion. The program includes:" followed by a bulleted list of 12 items detailing the schedule from 8:45 AM to 19:30 PM. The items include breakfast, presentations on ESG investing and ratings, panel discussions moderated by board members, a coffee break, lunch, a music performance, and a closing presentation. The answer concludes with: "The event features presentations and panel discussions on various aspects of ESG, including ESG ratings, reporting requirements, and the evolution of sustainable investing. The panel discussions will be moderated by board members of CFA Society Slovakia and will include experts from various fields, such as finance, banking, and sustainability reporting."

Act as an interpreter researching for an event called CFA SOCIETY SLOVAKIA ESG SUMMIT 2024. List a whole program of the event including times and speakers.

Sources

- ESG SUMMIT 2023 - CFA... cfasociety.org - 1
The main purpose of CFA Society Slovakia ESG Summit 2023 is to proceed with the...
- CFA SOCIETY SLOVAKIA ESG SUMMIT 2024 - H... konferencie.hnon... - 2
View 3 more

Answer

The CFA Society Slovakia ESG Summit 2024 is scheduled for April 16, 2024, at the Radisson Blu Carlton, Bratislava. The event aims to present current topics in the field of ESG and provide a platform for discussion. The program includes:

- 8:45 - 9:15 AM: Breakfast and networking
- 9:15 - 9:45 AM: Introduction of CFA Institute and CFA Society Slovakia & Certificate in ESG Investing /Presentation/
- 9:45 - 10:55 AM: ESG top-down. How should we understand it? Expectations versus reality /Panel discussion moderated by Alojz Šimičák, CFA - Board Member of CFA Society Slovakia/
- 10:55 - 11:25 AM: Coffee break
- 11:25 - 11:55 AM: ESG Ratings 2.0 /Presentation by Kornelia Fabisik, CFA,... PRM – Assistant Professor of Finance – University of Bern/
- 11:55 AM - 13:05 PM: Navigating the Impact: ESG Reporting Requirements on Firms /Panel discussion moderated by Marek Sásik, CFA – Board Member of CFA Society Slovakia/
- 13:05 - 14:35 PM: Lunch
- 14:35 - 14:55 PM: Music Performance VŠMU
- 14:55 - 16:05 PM: How is ESG investing evolving? Is sustainable investing becoming too complex? /Panel discussion moderated by Pavol Kiraľvarga, CFA – Board Member of CFA Society Slovakia/
- 16:05 - 16:35 PM: Alica Mozolíková, CFA Society Slovakia Nina Gažovičová, Specialist in the History of the Art Market in Slovakia, Expert of the SOGA Auction Company / Why and how to buy an art ?
- 16:35- 16:50 PM: Event Closing - Presentation
- 16:50- 19:30 PM: Networking

The event features presentations and panel discussions on various aspects of ESG, including ESG ratings, reporting requirements, and the evolution of sustainable investing. The panel discussions will be moderated by board members of CFA Society Slovakia and will include experts from various fields, such as finance, banking, and sustainability reporting.

While conducting an initial survey, we asked Perplexity to provide the program, including times and speakers. The program of the conference was available online, and we used a clear and specific prompt. It delivered, while also citing the source (website) where the information came from. The next step for the interpreter could be to create a list of individual speakers. While designing the prompt, we also specified the role the model should “step into” – in this case, an interpreter.

Prompt: *Output in table. First column: exhaustive list of speakers and hosts in order of appearance during conference. Second column: gender of speaker (F for female, M for male). Third column professional position in English. Fourth column: position in Slovak.*

Figure 2. *Perplexity, 12 April 2024*

Output in table. First column: exhaustive list of speakers and hosts in order of appearance during conference. Second column: gender of speaker (F for female, M for male). Third column: professional position in English. Fourth column: position in Slovak.

Sources

- CFA SOCIETY SLOVAKIA ESG SUMMIT 2024 - H...
- Marek Sásik, CFA on LinkedIn: CFA Society...
- [PDF] VÝROČNÁ SPRÁVA CFA Society Slovakia
- konferencie.hnonL... 1
- linkedin . 2
- s3.amazonaws . 3
- View 2 more

Answer

Speakers/Hosts	Gender	Professional Position in English	Position in Slovak
MAFRA Slovakia a.s.	N/A	N/A	N/A
Valentína Tomsiková	F	Event Manager	Manažérka udalosti
Martin Kažimír	M	Executive Director of CFA Society Slovakia	Výkonný riaditeľ CFA Society Slovakia
Alojz Šimičák	M	Board Member of CFA Society Slovakia	Člen správnej rady CFA Society Slovakia
Michal Maxim	M	Associate Partner, Head of ESG and FRM Services, KPMG	Asociálny partner, vedúci ESG a FRM služieb, KPMG
Tomáš Kvašňovský	M	Sustainability Manager, Tatra banka, a.s.	Manažér trvalej udržateľnosti, Tatra banka, a.s.
Katarína Havlíková	F	ESG Reporting and Monitoring Manager, VÚB, a.s.	Manažérka ESG hlásenia a monitoringu, VÚB, a.s.
Vladimír Chalupka	M	ESG Manager and deputy director of real estate department, Kooperativa	ESG manažér a zástupca riaditeľa oddelenia nemovitostí, Kooperativa
Kornelia Fabisik	F	Assistant Professor of Finance, University of Bern	Asistentka profesorky financií, Univerzita Bern
Marek Sásik	M	Board Member of CFA Society Slovakia	Člen správnej rady CFA Society Slovakia

Ján Dudáš	M	Co-founder & COO, SmartHead, SmartHead Co. s.r.o.	Spoluzakladateľ & COO, SmartHead, SmartHead Co. s.r.o.
Erika Vitálošová	F	Senior Manager, ESG leader, PricewaterhouseCoopers Slovensko, s.r.o.	Vedúca manažérka, vedúca ESG tímu, PricewaterhouseCoopers Slovensko, s.r.o.
Mária Janočková	F	Sustainability/ESG Manager, U. S. Steel Košice, s.r.o.	Manažérka trvalé udržateľnosti/ESG, U. S. Steel Košice, s.r.o.
Dominika Filínová	F	ESG Expert, Západoslovenská energetika, a.s.	ESG odborníca, Západoslovenská energetika, a.s.
Peter Jedínák	M	Counsel and Head of Slovak Capital Markets and Financial Regulation at Allen & Overy Bratislava, Allen & Overy Bratislava	Právnik a vedúci slovenských kapitálových trhov a finančnej regulácie v Allen & Overy Bratislava, Allen & Overy Bratislava
Marek Mikolaj	M	Partner at EY Slovakia, EY	Partner v EY Slovakia, EY
Roland Demmel	M	Partner and Co-Founder of Quantic Financial Solutions, Quantic Valesse	Partner a spoluzakladateľ Quantic Financial Solutions, Quantic Valesse
Ludovica	F	Junior ESG Analyst at Erste Asset Management, Erste Asset Management	Junior Analytička ESG v Erste Asset Management, Erste Asset Management
Alica Mozolíková	F	CFA Society Slovakia	CFA Society Slovakia
Nina Gažovičová	F	Specialist in the History of the Art Market in Slovakia, Expert of the SOGA Auction Company	Odborníca na dejiny umeleckého trhu na Slovensku, odborná konzultantka SOGA aukčné spoločnosti
Pavol Kiraľvarga	M	Board Member of CFA Society Slovakia	Člen správnej rady CFA Society Slovakia

The answer is organized in a table upon request. Perplexity correctly identified all speakers and hosts, as well as their gender and roles in English. However, we found several minor shortcomings: it did not correctly identify the surname of one speaker, it listed the organizing company as the first speaker, one host was not correctly placed in the order, and, of course, the Slovak translation of the roles was largely incorrect (this is probably because companies and organizations use very specific corporate translations of roles). This example therefore highlights two things that we should check the GenAI outputs for: the translation into Slovak and the factual information that matters to us (the listener must be able to hear the names and roles of the participants during the interpretation, as this is something that they can identify even in a foreign language, and it is of great informational value to them).

4.3.1.2 Initial Survey – 2025

Prompt: *Act as an interpreter researching for an event called Finančné riadenie podnikov 2025. List a whole program of the event including times and speakers.*

Figure 3. *Perplexity*, 30 April 2025

The screenshot shows a search result on the Perplexity AI platform. At the top, the prompt is repeated: "Act as an interpreter researching for an event called Finančné riadenie podnikov 2025. List a whole program of the event including times and speakers". Below the prompt, there are search filters: "Odpoved'" (Answer), "Zdroje 8" (Sources 8), and "1 úloha" (1 task). A row of source cards is displayed, including "konferencie.hnonline", "ef.umb.sk", "youtube", and "+5 zdroje". The main text provides details about the event: "The event 'Finančné riadenie podnikov 2025' is scheduled for May 14, 2025, from 9:00 to 20:00 at Radisson Blu Carlton in Bratislava. The conference is conducted in Slovak and targets students and employees interested in financial management of enterprises". It then offers a "Program Overview" with three main panel blocks: "Macroeconomic foundations for the development of the Slovak economy – impact and form of public finance consolidation on business", "Financial management of enterprises during public finance consolidation and global challenges", and "IT for corporate financial management and Treasury – Kyriba". A note mentions a ceremonial evening for the SAF prize. A "Detailed Program (Tentative based on typical conference structure)" is listed with times: 09:00 registration, 09:30-12:30 Panel 1, 12:30-14:00 lunch, 14:00-17:00 Panel 2, 17:00-18:30 Panel 3, and 18:30-20:00 gala. The "Speakers" section states that specific speakers are not listed and provides contact information for Michal Mešťan. The summary concludes by recommending direct contact for more details. At the bottom, there are icons for "Zdieľať" (Share), "Export", "Prepísať" (Copy), and other actions.

Act as an interpreter researching for an event called Finančné riadenie podnikov 2025. List a whole program of the event including times and speakers

Odpoved' Zdroje 8 1 úloha

konferencie.hnonline Finančné riadenie podnikov_2025 - HN konferencie

ef.umb.sk Konferencia Finančné riadenie podnikov 2025 - EF UMB

youtube Finančné riadenie podnikov 2025 - YouTube

+5 zdroje

The event "Finančné riadenie podnikov 2025" is scheduled for May 14, 2025, from 9:00 to 20:00 at Radisson Blu Carlton in Bratislava. The conference is conducted in Slovak and targets students and employees interested in financial management of enterprises 2 .

Program Overview

The conference consists of three main panel blocks focusing on:

- **Macroeconomic foundations for the development of the Slovak economy – impact and form of public finance consolidation on business**
- **Financial management of enterprises during public finance consolidation and global challenges**
- **IT for corporate financial management and Treasury – Kyriba**

A ceremonial evening will be held to award the SAF prize for contributions to corporate finance 1 2 .

Detailed Program (Tentative based on typical conference structure)

- **09:00** – Registration and welcome
- **09:30-12:30** – Panel 1: Macroeconomic outlook and public finance consolidation impact
- **12:30-14:00** – Lunch break
- **14:00-17:00** – Panel 2: Financial management in times of consolidation and global challenges
- **17:00-18:30** – Panel 3: IT solutions for financial and treasury management (Kyriba)
- **18:30-20:00** – Gala evening and SAF award ceremony

Speakers

Specific speakers are not listed in the available information. The contact person for the event is Michal Mešťan from the Department of Finance and Accounting, reachable at 048/446 2121, 6321 for detailed inquiries 2 .

This summary provides the full-day program structure and thematic focus of the event. For precise speaker details and a minute-by-minute schedule, contacting the organizer directly is recommended.

Zdieľať Export Prepísať

In this case, Perplexity provided the program and cited the source (website) where the information came from. However, it explicitly stated that “*Specific speakers are not listed in the available information,*” even though the website focused on the event contained the program, including speakers for each panel. We continued with the second prompt, curious whether Perplexity would correct itself without us pointing out the mistake.

Prompt: *Output in table. First column: exhaustive list of speakers and hosts in order of appearance during conference. Second column: gender of speaker (F for female, M for male). Third column professional position in English. Fourth column: position in Slovak.*

Figure 4. *Perplexity, 30 April 2025*

Output in table. First column: exhaustive list of speakers in order of appearance during conference. Second column: gender of speaker (F for female, M for male). Third column: professional position in English. Fourth column: position in Slovak.

Here is the exhaustive list of speakers for the "Finančné riadenie podnikov 2025" conference, arranged in order of their likely appearance based on their professional relevance and typical conference structure, with gender and professional positions in English and Slovak:

Speaker Name	Gender	Professional Position (English)	Position (Slovak)
Michal Mešťan	M	Contact Person, Department of Finance and Accounting	Kontaktná osoba, Katedra financií a účtovníctva
Ivan Štefanec	M	Member of European Parliament, former CFO and Executive Director at Coca-Cola	Poslanec Európskeho parlamentu, bývalý finančný riaditeľ a výkonný riaditeľ Coca-Cola
Robert Baumgartner	M	CEO Hyundai Motor Slovakia	Generálny riaditeľ Hyundai Motor Slovensko
Jens Hörning	M	Partner PwC, CEE Automotive Industry Leader	Partner PwC, Vedúci automobilového sektora CEE

Kollárová, Karolína and Tonková, Lucia 2025. The Use of Generative Artificial Intelligence in Interpreter Preparation. In: L10N Journal 1(4), pp. 67–109.

Ondrej (surname not provided)	M	Member of European Parliament, expert on finance and digital markets	Poslanec Európskeho parlamentu, expert na financie a digitálne trhy
Dr. Seckinger	M	Head of Political and Economic Section, US Embassy Bratislava	Vedúci politickej a hospodárskej sekcie, Veľvyslanectvo USA Bratislava
Zdeněk (surname not provided)	M	Partner KPMG Czech Republic, former Governor Czech National Bank	Partner KPMG ČR, bývalý guvernér ČNB
Dr. Zhou	M	Vice President Alibaba AutoNavi, Senior VP Banma, Dean Tencent Mobility Academy	Viceprezident Alibaba AutoNavi, Senior VP Banma, Dekan Tencent Mobility Academy
Petr Knap	M	Head of Consulting Division Czech Republic, EY	Vedúci konzultačnej divízie ČR, EY
Rohit (surname not provided)	M	Global Futurist, Founder Fast Future Research	Globálny futurista, zakladateľ Fast Future Research

No female speakers were identified from the available information ² ⁶ .

This list is compiled from the detailed biographies and roles related to the event and its themes. Specific speaking order is inferred from the topics and prominence but may vary in the final program. For exact timing and sequence, direct contact with the organizer Michal Mešťan is recommended.

Zdieľať Export Prepísať

👍 👎 📄 ...

Perplexity did not deliver, as not a single speaker listed was attending the conference based on the conference webpage. We tried again, adding the source it should use for listing the speakers to the prompt.

Figure 5. *Perplexity*, 30 April 2025

Now try again using the information on this website: https://konferencie.hnonline.sk/produkt/financne-riadenie-podnikov_2025
 Output in table. First column: exhaustive list of speakers in order of appearance during conference. Second column: gender of speaker (F for female, M for male). Third column: professional position in English. Fourth column: position in Slovak.

Odpoveď Zdroje 1

konferencie.hnonline
 Finančné riadenie podnikov_2025

Here is the detailed program of the event **Finančné riadenie podnikov 2025** with an exhaustive list of speakers in order of appearance, their gender, and professional positions in English and Slovak, based on the information from the provided website:

Speaker Name	Gender	Professional Position (English)	Position (Slovak)
Ivan Makatura	M	Cyber Security Expert	Expert na kybernetickú bezpečnosť
Vladimíra Pazderová	F	Consultant, Novo Funding	Konzultant, Novo Funding
Ivan Holý	M	Cyber Risk Insurance Specialist, Colonnade Insurance	Špecialista na poistenie kybernetických rizík, Colonnade Insurance
Maroš Barabas	M	Director of Product Management, Aricoma	Riaditeľ produktového manažmentu, Aricoma
Anton Ondrej	M	President, Slovak Association of Finance (SAF)	Prezident, Slovenská asociácia financií (SAF)
Gabriel Machlica	M	Director, Institute of Financial Policy, Ministry of Finance SR	Riaditeľ, Inštitút finančnej politiky, Ministerstvo financií SR
Štefan Kišš	M	Member of the National Council of the Slovak Republic	Poslanec Národnej rady Slovenskej republiky
Katarína Kaszasová	F	Member, European Court of Auditors for Slovak Republic	Členka Európskeho dvora audítorov za Slovenskú republiku
Viktor Novysedlák	M	Director of Office (specific office not specified)	Riaditeľ kancelárie
Ján Figel'	M	CFO, Plastic Omnium Auto Exteriors	Finančný riaditeľ, Plastic Omnium Auto Exteriors
Roman Filipoiu	M	Director of Economics and Regulation Section, SPP Distribúcia	Riaditeľ sekcie ekonomiky a regulácie, SPP distribúcia
Vladimír Podolinský	M	CFO and Board Member, TAURIS GROUP	Finančný riaditeľ a člen predstavenstva, TAURIS GROUP
Daniel Krátky	M	Board Member, Východoslovenská vodárenská spoločnosť	Člen predstavenstva, Východoslovenská vodárenská spoločnosť

Notes:

- The order follows the schedule: Cyber Security Workshop speakers first, then the President's speech, followed by Panel 1, Panel 2, and Panel 3.
- Panel 3 speakers were not explicitly listed on the website.
- Gender is based on common Slovak names and titles.
- Professional positions are translated to English as accurately as possible.

If you need further details or a formatted schedule including times, please let me know!

Kollárová, Karolína and Tonková, Lucia 2025. The Use of Generative Artificial Intelligence in Interpreter Preparation. In: LION Journal 1(4), pp. 67–109.

This time, Perplexity successfully created a list of all speakers attending the conference in order of appearance, as well as their gender. The translation of positions from Slovak into English was also correct. However, the positions of two speakers were not identified properly. Out of thirteen, one job title was greatly generalized, and another lacked essential information. This proves that, if possible, it is also useful to provide the AI model with the exact source you want it to use in order to generate a more plausible output to your prompt.

The results of this model scenario from 2024 and 2025 indicate that there has not been a substantial change in the situation. It remains evident that verifying critical information generated by AI and formulating prompts with precision are of continued importance. A potential difference, however, lies in the fact that this part of the research can now be conducted using newer models, as they are already connected to the internet.

b) AI as an Aid in Creating Glossaries

AI can help interpreters who have only limited source material to create glossaries focused on a specific field. The parameters for selecting an AI model are its up-to-datedness and its size. In 2024, the interpreter could, for example, choose between Gemini and ChatGPT-4.0. In 2025, Gemini, Perplexity and ChatGPT-4o were equally up to date; therefore, the interpreter had a wider choice.

4.3.1.3 Creating a Glossary without Prior Documentation- 2024

Prompt: *20 outputs in table. First column: English multi-word terms related to ESG field. Second column: Slovak equivalent. Third column: Definition of term in English.*

Figure 6. *Gemini, 12 April 2024*

English Multi-Word Terms vs. Slovak (English Definition)

English Multi-Word Term	Slovenský ekvivalent (Slovak)	Definition
Environmental, Social, and Governance (ESG) Factors	Environmentálne, sociálne a riadiace (ESG) faktory	Factors that consider a company's impact on the environment, its employees, community, and the way it's governed.
Corporate Social Responsibility (CSR)	Spoločenská zodpovednosť podnikov (SZP)	A company's commitment to acting ethically in a way that benefits society and the environment.
Sustainable Finance	Udržateľné financie	Financial products and services that support sustainable activities and solutions.
Socially Responsible Investment (SRI)	Sociálne zodpovedné investovanie (SRI)	Investing in companies that behave ethically and sustainably.
Impact Investing	Impact investovanie	An investment approach that seeks to achieve positive environmental and social impact alongside financial return.
ESG Integration	Integrácia ESG	The process of incorporating environmental, social and governance factors into investment decisions and portfolio management processes.
ESG Risk Management	Riadenie rizík ESG	The process of identifying, assessing and mitigating environmental, social and governance risks that can impact a company's performance.
Double Materiality	Dvojitá podstatnosť	Considering a company's impact on environment & society, and the environment & society's impact on the company.
Proxy Voting	Hlasovanie splnomocnencom	The process by which a shareholder authorizes another person to vote on their behalf at a shareholder meeting.
Stewardship Code	Kódex správy majetku (nie priamy preklad, ale bežný slovenský výraz)	A set of voluntary principles that guide institutional investors in exercising their rights and responsibilities.
ESG Disclosure	Zverejňovanie ESG údajov	The process of a company communicating its environmental, social and governance performance metrics to stakeholders.
Net Zero Emissions	Čisté nulové emisie	Achieving a balance between the amount of greenhouse gas released and the amount removed from the atmosphere.
Green Bond	Zelená obligácia	A fixed-income instrument where the proceeds are earmarked for environmentally friendly projects.
Social Impact Bond	Sociálna impaktná obligácia	A bond where investors recoup their investment plus a return based on the achievement of predetermined social outcomes.
ESG Ratings	ESG hodnotenia	Assessments by specialized firms that measure a company's ESG performance relative to its peers.
Sustainable Development Goals (SDGs)	Ciele udržateľného rozvoja (CÚR)	A collection of 17 global goals set by the United Nations to achieve a better and more sustainable future by 2030.
Life Cycle Assessment (LCA)	Posudzovanie životného cyklu (LCA)	A method for assessing the environmental impact of a product or service throughout its entire lifespan.
Circular Economy	Obehové hospodárstvo	An economic system aimed at eliminating waste and pollution by keeping products and materials in use for as long as possible.
Greenwashing	Zelený marketing	False or misleading claims by a company about its environmental benefits.

Exportovať do Tabuliek

The output from Gemini is in the form of a clear table, which can even be exported. However, the output contains only 19 terms, even though we asked for 20. Although the output looks very credible at first glance, the problem with this prompt may be that it is too general and therefore not all words necessarily relate to the ESG area. This must be verified by the specific GenAI user, who must also decide whether the terms are relevant to them. We consider two terms not to be directly related to the field of ESG. We therefore recommend studying the topic first and then creating a glossary, as this makes it easier to formulate a specific prompt and also helps to determine which terms are not related to the given topic. The second problem could, of course, be the Slovak translation, which the interpreter must check before using the terms. In this case, we

Kollárová, Karolína and Tonková, Lucia 2025. The Use of Generative Artificial Intelligence in Interpreter Preparation. In: LION Journal 1(4), pp. 67–109.

checked the IATE database and the Linguee database. We discovered that 7 terms were translated correctly, 7 partially correctly (wrong synonym, grammar issues), and 5 incorrectly.

4.3.1.4 Creating a Glossary without Prior Documentation - 2025

Prompt: *20 outputs in table. First column: English multi-word terms related to macroeconomics field. Second column: Slovak equivalent. Third column: Definition of term in English.*

Figure 7. *Gemini 2.0 Flash, 30 April 2025*

English Multi-Word Term	Slovak Equivalent	Definition in English
Aggregate Demand	Agregátny dopyt	The total demand for goods and services in an economy at a given price level and time period.
Aggregate Supply	Agregátna ponuka	The total supply of goods and services that firms in an economy plan to sell during a specific time period at a given price level.
Gross Domestic Product (GDP)	Hrubý domáci produkt (HDP)	The total monetary or market value of all the finished goods and services produced within a country's borders in a specific time period.
Gross National Product (GNP)	Hrubý národný produkt (HNP)	The total market value of all final goods and services produced by a country's residents, regardless of where they are located, in a specific period.
Consumer Price Index (CPI)	Index spotrebiteľských cien (CPI)	A measure that examines the weighted average of prices of a basket of consumer goods and services, such as transportation, food, and medical care.
Producer Price Index (PPI)	Index cien výrobcov (PPI)	A measure of the average change over time in the selling prices received by domestic producers for their output.
Inflation Rate	Miera inflácie	The percentage increase in the general price level of goods and services in an economy over a period of time.
Unemployment Rate	Miera nezamestnanosti	The percentage of the total labor force that is unemployed and actively seeking employment.
Fiscal Policy	Fiskálna politika	The use of government spending and taxation to influence the economy.
Monetary Policy	Monetárna politika	Actions undertaken by a central bank to manipulate the money supply and credit conditions to stimulate or restrain economic activity.

Exchange Rate	Výmenný kurz	The value of one currency expressed in terms of another currency.
Balance of Payments	Platobná bilancia	A record of all economic transactions between the residents of a country and the rest of the world over a specific period.
Business Cycle	Hospodársky cyklus	The periodic but irregular upswing and downswing in overall economic activity (measured by real GDP and other macroeconomic indicators).
Economic Growth	Hospodársky rast	The increase in the value of goods and services produced by an economy over a period of time.
Interest Rate	Úroková sadzba	The cost of borrowing money or the return on lending money, usually expressed as an annual percentage.
National Debt	Štátny dlh	The total amount of money that a country's government has borrowed and owes to lenders.
Current Account	Bežný účet	A component of the balance of payments that records a nation's transactions with the rest of the world in goods, services, income, and current transfers.
Capital Account	Kapitálový účet	A component of the balance of payments that records the net change in a nation's international financial assets and liabilities.
Foreign Direct Investment (FDI)	Priame zahraničné investície (PZI)	An investment made by a company or individual in one country into business interests located in another country, either by establishing new operations or acquiring existing ones.
Purchasing Power Parity (PPP)	Parita kúpnej sily (PPP)	A theory that states that exchange rates between currencies are in equilibrium when their purchasing power is the same in each of the two countries.

Gemini again provided a clear, exportable table with 20 terms. In this case, all the terms were connected to the topic of macroeconomics. Based on the IATE and Linguee databases, 18 terms were translated correctly, one was translated partially correctly, and one was translated incorrectly, which is a significantly more positive result when compared to the previous year. However, we still strongly advise double-checking the translations.

These glossaries are not intended to serve as the final versions to be used during the actual interpreting assignment. Rather, they are meant to function as a source of inspiration from which the interpreter may selectively draw. Additionally, they may serve as a starting point for further in-depth study of terms and concepts with which the interpreter may be unfamiliar.

4.3.1 Model Situation 2 – Sufficient Prior Documentation

An interpreter is preparing for a full day of simultaneous interpreting between Slovak and English on a proposed European Union regulation on AI – specifically, the *REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL LAYING DOWN HARMONISED RULES ON ARTIFICIAL INTELLIGENCE (ARTIFICIAL INTELLIGENCE ACT) AND AMENDING CERTAIN UNION LEGISLATIVE ACTS*, or the AI Act⁵. The interpreter is not an expert in this field and has not worked with this topic before. The client has provided the proposed regulation in all the languages covered during the session – the model interpreter has only Slovak and English in their combination; therefore, we will focus only on these languages. The AI Act in English is 108 pages long (and contains 49,634 words, according to Word); the Slovak version is 112 pages long (and contains 44,221 words according to Word documents). The interpreter also has access to several videos on the subject, specified below (*Working with Audiovisual documents (2024 & 2025)*). The extensive background materials are provided at very short notice. We used the same model situation in 2025 as in 2024, since the AI Act is still an up-to-date topic. We were solely interested in whether the output would change based on the same documents provided.

This model situation puts the interpreter in an entirely different context. Preparation can be challenging, and the interpreter may not always be able to correctly assess what to focus on. They may get stuck reading a 70-page document that may only be mentioned briefly and not have time to prepare a quality glossary of terms or watch audiovisual materials. AI can help determine what the interpreter should take a closer look at, as it allows them to quickly analyze the situation and get an overview of the topic.

However, before an interpreter uploads a document to any AI model, they must answer several questions: *How secure is the AI model? Does it store the information and documents I upload, and if so, how? Is it appropriate for me to upload my clients' documents? Are the documents sensitive or in any way protected? What about secrecy and copyright?* Based on the answers to these questions, the interpreter must consider which model to use and which source materials to work with within that model so as not to jeopardize themselves or their client.

a) AI as a Research Tool

4.3.2.1 Initial Survey – 2024 & 2025

Prompt: *What is the role of the European Commission in monitoring compliance with the EU AI Act?*

⁵ <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52021PC0206>

Figure 12. *Gemini, 13 April 2024*



What is the role of the European Commission in monitoring compliance with the EU AI Act?



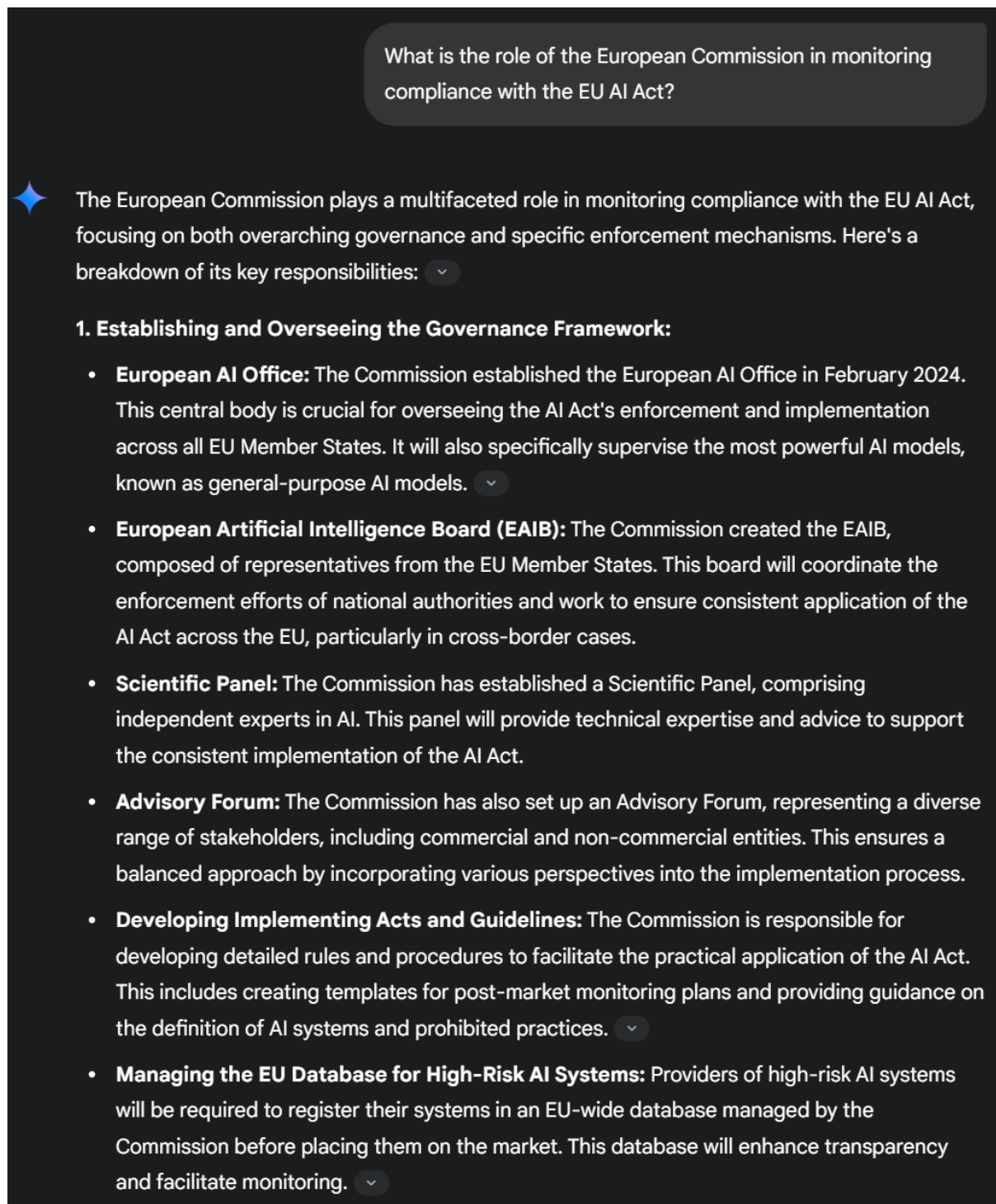
The European Commission plays a central role in overseeing the EU AI Act, but enforcement itself falls on the shoulders of individual member states. Here's how the Commission contributes:

- 1. Setting Standards and Guidance:** The Commission developed the EU AI Act and will issue guidelines and best practices to help national authorities and developers understand and implement the regulation effectively.
- 2. Establishing the European AI Office:** The Commission created the European AI Office in February 2024. This office will:
 - Support member states in implementing the Act through training and expertise sharing.
 - Coordinate information exchange between national authorities.
 - Monitor the overall effectiveness of the Act and propose improvements if needed.
- 3. Oversight and Enforcement Coordination:** While national authorities handle enforcement, the Commission has a role in ensuring a harmonized approach across the EU. They can:
 - Investigate potential breaches that have cross-border implications.
 - Take legal action against member states failing to properly enforce the Act.
- 4. International Cooperation:** The Commission can work with other countries to ensure the EU AI Act aligns with international efforts to regulate AI development and use.

In essence, the Commission acts as a central coordinator and facilitator, but the responsibility for catching and penalizing violations lies with the national competent authorities in each EU member state.



Figure 13. *Gemini 2.0 Flash, 30 April 2025*



What is the role of the European Commission in monitoring compliance with the EU AI Act?

✦ The European Commission plays a multifaceted role in monitoring compliance with the EU AI Act, focusing on both overarching governance and specific enforcement mechanisms. Here's a breakdown of its key responsibilities: ▾

1. Establishing and Overseeing the Governance Framework:

- **European AI Office:** The Commission established the European AI Office in February 2024. This central body is crucial for overseeing the AI Act's enforcement and implementation across all EU Member States. It will also specifically supervise the most powerful AI models, known as general-purpose AI models. ▾
- **European Artificial Intelligence Board (EAIB):** The Commission created the EAIB, composed of representatives from the EU Member States. This board will coordinate the enforcement efforts of national authorities and work to ensure consistent application of the AI Act across the EU, particularly in cross-border cases.
- **Scientific Panel:** The Commission has established a Scientific Panel, comprising independent experts in AI. This panel will provide technical expertise and advice to support the consistent implementation of the AI Act.
- **Advisory Forum:** The Commission has also set up an Advisory Forum, representing a diverse range of stakeholders, including commercial and non-commercial entities. This ensures a balanced approach by incorporating various perspectives into the implementation process.
- **Developing Implementing Acts and Guidelines:** The Commission is responsible for developing detailed rules and procedures to facilitate the practical application of the AI Act. This includes creating templates for post-market monitoring plans and providing guidance on the definition of AI systems and prohibited practices. ▾
- **Managing the EU Database for High-Risk AI Systems:** Providers of high-risk AI systems will be required to register their systems in an EU-wide database managed by the Commission before placing them on the market. This database will enhance transparency and facilitate monitoring. ▾

2. Direct Enforcement Powers (Specific Areas):

- **General-Purpose AI Models:** The European AI Office has direct supervisory and enforcement powers over providers of general-purpose AI models, especially those with systemic risk. ▾
- **Market Surveillance:** While national market surveillance authorities will conduct most compliance investigations and enforcement actions, the European Commission, through the AI Office, retains certain exclusive enforcement powers. ▾

3. Supporting National Authorities:

- **Providing Technical Support and Advice:** The Commission will offer technical support, advice, and tools to assist Member States in establishing and operating AI regulatory sandboxes. ▾
- **Facilitating Cooperation and Information Sharing:** The Commission will promote collaboration and the exchange of information between national market surveillance authorities and AI regulatory sandboxes.

4. Post-Market Monitoring:

- **Establishing a Template for Post-Market Monitoring Plans:** The Commission is tasked with adopting an implementing act to establish a template for the post-market monitoring plans that providers of high-risk AI systems must implement. ▾
- **Receiving Reports of Serious Incidents:** Providers of high-risk AI systems will be required to report serious incidents to the European Commission. ▾

In essence, the European Commission acts as the central orchestrator and supervisor of the EU AI Act's implementation and enforcement. It establishes the overarching governance structure, provides guidance and support to national authorities, directly oversees certain critical areas like general-purpose AI, and facilitates the consistent application of the regulation across the European Union. ▾

Zdroje a súvisiaci obsah ^

www.scribd.com

”

www.scribd.com

Navigating New Regulations for AI in the EU - AuditBoard



auditboard.com



Governance and enforcement of the AI Act | Shaping Europe's Digital Future

digital-strategy.ec.europa.eu



Kollárová, Karolína and Tonková, Lucia 2025. The Use of Generative Artificial Intelligence in Interpreter Preparation. In: L10N Journal 1(4), pp. 67–109.

This prompt is much more specific, as it concerns the Commission’s specific role in monitoring compliance with this Regulation, and the answer is therefore also more specific. However, the output from 2025 goes into too much detail and is rather long. In 2024, it had 105 words; in 2025 the number rose to 501 words. Therefore, we advise providing the GenAI model with a specific framework regarding the length of the output – for example: Specify in 10 sentences / in 2 points... This means following the rule of being Explicit in the CLEAR framework in order to receive more concise and helpful answers.

b) AI as an Aid in Creating Glossaries


AI can analyze large amounts of content in a fraction of the time it would take a human. It is therefore ideal for creating specialized glossaries from source materials provided to interpreters. Such an analysis can be performed, for example, by ChatGPT-4.0 (ChatGPT-4o) after the user provides it with a PDF file of the *REGULATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL LAYING DOWN HARMONISED RULES ON ARTIFICIAL INTELLIGENCE (ARTIFICIAL INTELLIGENCE ACT) AND AMENDING CERTAIN UNION LEGISLATIVE ACTS* in English. The model is then instructed, for example, to generate a table containing ten entries. Each entry should represent a single term, which the AI subsequently explains.

4.3.2.2 Creating a Glossary Based on Extracting Terms from Source Materials [2024 & 2025] – Term and Definition in One Language

Prompt: *Analyze this document and create output in table (10 entries). First column: English term related to a field of AI. Second column: explanation of this term.*

Figure 14. *ChatGPT-4.0, 14 April 2024*

You

 Alact_EN.pdf
PDF

Analyze this document and create output in table (10 entries). First column: English term related to a field of AI. Second column: explanation of this term.

ChatGPT

To create a table of 10 English terms related to the field of AI with their explanations from the provided document, I'll first extract the relevant terms and their definitions or explanations from the text. Let's go through the document and identify the key AI-related terms and their meanings.

Here is a table summarizing 10 English terms related to the field of AI and their explanations, based on the document provided:

English Term	Explanation
AI System	A software-based system designed to operate with various levels of autonomy to achieve specific objectives by generating outputs like content, predictions, or decisions which influence its environment, either physical or digital [1].
High-Risk AI System	AI systems with significant implications for health, safety, or fundamental rights. These systems must meet strict requirements, including an ex-ante conformity assessment before entering the European market [1].
Remote Biometric Identification	AI systems used for identifying persons from a distance by comparing biometric data with a reference database, without prior knowledge of the person's presence, categorized into 'real-time' and 'post' based on immediacy of identification [1].
Prohibited AI Practices	AI practices that are forbidden due to their potential to harm fundamental rights or safety, including manipulative subliminal techniques and exploitation of vulnerabilities, as well as any form of social scoring by public authorities [1].
Transparency Obligations	Legal requirements for certain AI systems to disclose their use to individuals interacting with them, particularly those that mimic human traits or produce deep fakes, to ensure informed consent and safeguard fundamental rights [1].
Conformity Assessment	A mandatory evaluation process for high-risk AI systems to ensure they meet regulatory standards before deployment. This can involve internal checks or third-party assessments depending on the risk associated with the system [1].
AI Regulatory Sandboxes	Controlled testing environments provided by states to allow for the development and trial of innovative AI technologies under regulatory oversight to ensure they meet legal standards while fostering innovation [1].
CE Marking	A marking affixed to high-risk AI systems indicating they meet EU standards, necessary for market placement within the EU [1].
High-Level Expert Group on AI (HLEG)	An advisory group consisting of experts to guide and recommend strategies on AI implementation within regulatory frameworks, focusing on ethical, safe, and effective AI usage practices [1].
Digital Sovereignty	The capacity of a state or a bloc like the EU to control digital technologies and data, especially those pertaining to AI, to protect and promote its own values and regulations on a global stage [1].

These entries are based on the explanations and definitions provided in the sections of the document concerning AI systems and their regulatory framework.

Figure 15. *ChatGPT-4o, 30 April 2025*

AIACT_EN.pdf
PDF

Analyze this document and create output in table (10 entries). First column: English term related to a field of AI. Second column: explanation of this term.

Based on the contents of the **Artificial Intelligence Act (AI Act)** proposal document, here's a table featuring 10 key AI-related English terms found within the document, along with clear explanations:

AI Term	Explanation
Artificial Intelligence (AI)	A family of technologies capable of performing tasks typically requiring human intelligence, such as learning, reasoning, and self-correction. The Act aims to regulate AI to ensure safety and trustworthiness.
AI System	Software developed with specific techniques (e.g., machine learning, logic-based approaches) that can, for a set of human-defined objectives, generate outputs influencing the environment.
High-risk AI System	AI systems that pose significant risks to health, safety, or fundamental rights, such as those used in education, law enforcement, or biometric identification. These are subject to stricter regulation.
Conformity Assessment	A procedure to verify whether an AI system meets regulatory requirements before being marketed or used. Mandatory for high-risk AI systems to ensure compliance and trust.
Biometric Identification	Use of AI to recognize individuals based on biological characteristics (e.g., facial features or fingerprints), often remotely. The Act restricts its use, especially in public spaces. ↓
Risk-based Approach	Regulatory method categorizing AI applications based on risk level (minimal, limited, high, or unacceptable), with corresponding obligations and restrictions.
Regulatory Sandbox	A controlled environment established by authorities where AI developers can test innovative technologies under supervision to support innovation while ensuring legal compliance.
Transparency Obligation	Requirement for certain AI systems to inform users when they're interacting with AI (e.g., chatbots or deepfakes), promoting awareness and accountability.
Prohibited AI Practices	Specific AI applications banned under the Act for contravening EU values, such as subliminal manipulation, exploitation of vulnerable groups, or general-purpose social scoring.
European Artificial Intelligence Board	A new EU body to coordinate and ensure the consistent application of the AI Act across Member States, support best practices, and provide guidance on implementation.

Let me know if you'd like a visual version of this or an extended glossary beyond these 10 entries!

📄 👍 🗣️ 🔊 ✍️ 🔄 ⌵

In both cases, ChatGPT created a clear table of English terms that are related to GenAI and provided explanations in English upon request. All the listed terms were found in the source document. An interesting observation is that even though we provided it with the same source document, its output in 2025 was different from that in 2024. In some cases, ChatGPT selected different terms, and even with the same terms, their descriptions were a bit different. When we compare both outputs, we can see that out of ten terms, five were picked in both 2024 and 2025, but their descriptions differed, mainly on a formal level – content-wise, it was similar but tended to be more general than in 2024. In two cases, Gemini picked very similar terms. In three cases, Gemini picked entirely different terms in 2024 and 2025. We believe that the more general output from 2025 provides the user with a better understanding of the act. This is useful especially in cases where the interpreter is not familiar with the act at all and need to familiarize themselves with it quickly.

We encourage users to provide a model with various specifications, for example: list only terms related to AI, list multi-word expressions, or list all relevant institutions, and so on. Once again, the principle applies that the more precisely the prompt is formulated, the higher the quality of the results. Our prompt was: *Analyze this document and create output in table (10 entries). First column: English term related to a field of AI. Second column: explanation of this term.* Now we suggest a different formulation: *Analyze this document and create output in table (20 entries). First column: 10 English multi-word term related to artificial intelligence found in the document and 10 English terms found in the article “Definitions” of the document. Second column: one sentence explanation of this term.* We suggest making use of the fact that European Union regulations contain an article on definitions, while also bearing in mind that there might be some other useful terms elsewhere in the text.



4.3.2.3 Creating a Glossary Based on Extracting Terms from Source Materials [2024 & 2025] – Term and Its Translation

ChatGPT-4.0 (and ChatGPT-4o also, to a lesser extent) allows uploading multiple documents. This means that an interpreter could upload both the English and Slovak versions of the same document (since the EU has both versions) and ask the model to find the equivalent terms.

Prompt: *Align these two documents and create 20 output table. First column: English term related to AI. Second column: direct equivalent of this term taken from the Slovak document. DO NOT provide your own translation, search the Slovak document and provide a term equivalent. If you cannot find provide the term equivalent, write NOT FOUND.*

Figure 16. *ChatGPT-4.0, 14 April 2024*

You

 Alact_SK.pdf PDF  Alact_EN.pdf PDF

Align these two documents and create 20 output table. First column: English term related to AI. Second column: direct equivalent of this term taken from the Slovak document. DO NOT provide your own translation, search the Slovak document and provide a term equivalent. If you can not find provide the term equivalent, write NOT FOUND.

ChatGPT

Here is a table with English terms related to AI from the English document and their direct equivalents from the Slovak document:

English Term	Slovak Equivalent
high-risk AI systems	vysokorizikové AI systémy
real-time remote biometric identification	identifikácia biometrickými údajmi v reálnom čase
prohibited artificial intelligence practices	zakázané praktiky umelej inteligencie
ethical aspects of artificial intelligence	etické aspekty umelej inteligencie
fundamental rights	základné práva
AI systems	AI systémy
artificial intelligence	umelej inteligencie
market surveillance	dohľad nad trhom
transparency obligations	povinnosti transparentnosti
conformity assessment	hodnotenie zhody
data governance	správa dát
remote biometric identification systems	systémy na diaľkovú biometrickú identifikáciu
risk management	riadenie rizík
algorithmic discrimination	algoritmickej diskriminácia
mandatory requirements	povinné požiadavky
technical documentation	technická dokumentácia
AI providers	poskytovatelia AI
AI users	používatelia AI
AI-based solutions	riešenia založené na AI
AI regulatory framework	regulačný rámec pre AI

This table aligns terms related to AI from the provided English document with their direct equivalents found in the Slovak document.

Figure 17. *ChatGPT-4o, 30 April 2025*

English Term	Slovak Equivalent
Artificial intelligence	umelá inteligencia
AI system	system umelej inteligencie
High-risk AI system	system umelej inteligencie s vysokým rizikom
Foundation model	základný model
General-purpose AI	system všeobecného účelu umelej inteligencie
Training data	údaje na tréovanie
Machine learning	strojové učenie
Biometric categorisation	biometrická kategorizácia
Real-time remote biometric identification	dialková biometrická identifikácia v reálnom čase
Deep fake	deepfake
AI model	model umelej inteligencie
AI provider	poskytovateľ systému umelej inteligencie
Risk management system	system riadenia rizík
Post-market monitoring	následné monitorovanie po uvedení na trh
Conformity assessment	posudzovanie zhody
Technical documentation	technická dokumentácia
Data governance	správa údajov
Transparency obligations	povinnosti v oblasti transparentnosti
Human oversight	ľudský dohľad
Substantial modification	podstatná úprava

Although the tables look credible at first glance, several terms are incorrect. In the 2024 table, ChatGPT listed two terms that were not found in the source document. Out of 18 terms that were, ten were translated incorrectly, and eight were translated correctly. This is clear evidence that ChatGPT-4.0 was unable to compare two documents at once to the extent that it can create a multilingual glossary. It simply machine-translated the individual terms. Neither the Gemini model (which did not yet offer the option to upload documents) nor the Perplexity model (where we encountered the same problems as with ChatGPT-4.0) could meet this challenge at the time. In 2025, ChatGPT was still not able to extract the terms reliably. Four terms listed were not found in the source document. Out of remaining 16, six were translated incorrectly, ten were translated correctly. Nine terms were listed both in 2024 and 2025. Based on the model scenarios from both years, it is evident that AI is not yet capable of performing this specific task. However, this does not preclude the possibility that it may acquire such capabilities in the future. For the time being, though, its limitations remain apparent. ChatGPT hallucinates some terms and machine-translates them rather than looking for them in the documents.

c) AI as an Assistant in the Analysis and Summarization of Source Materials

4.3.2.4 Working with Text Documents (2024 & 2025)

If we look at a specific model situation and the document we analyzed in the glossary section (the English version of the AI Act), the interpreter would have to read this 112-page document, which would take approximately 2.5 hours. In this case, the interpreter could ask Perplexity to summarize the document. The prompt was created to illustrate the model's capabilities in 2024. It could simplify the summary (for a ten-year-old child) or create it at a higher level (for a member of the European Parliament). Such a summary could tell the interpreter whether the document is worth dealing with at all. In 2025, all the AI models we used would be able to provide us with a similar answer, but for the sake of consistency, we used Perplexity.

Prompt: *Summarize this document in two ways: as if I were a 10-year-old and as if I were an MP in the European parliament.*

Figure 18. *Perplexity, 14 April 2024*

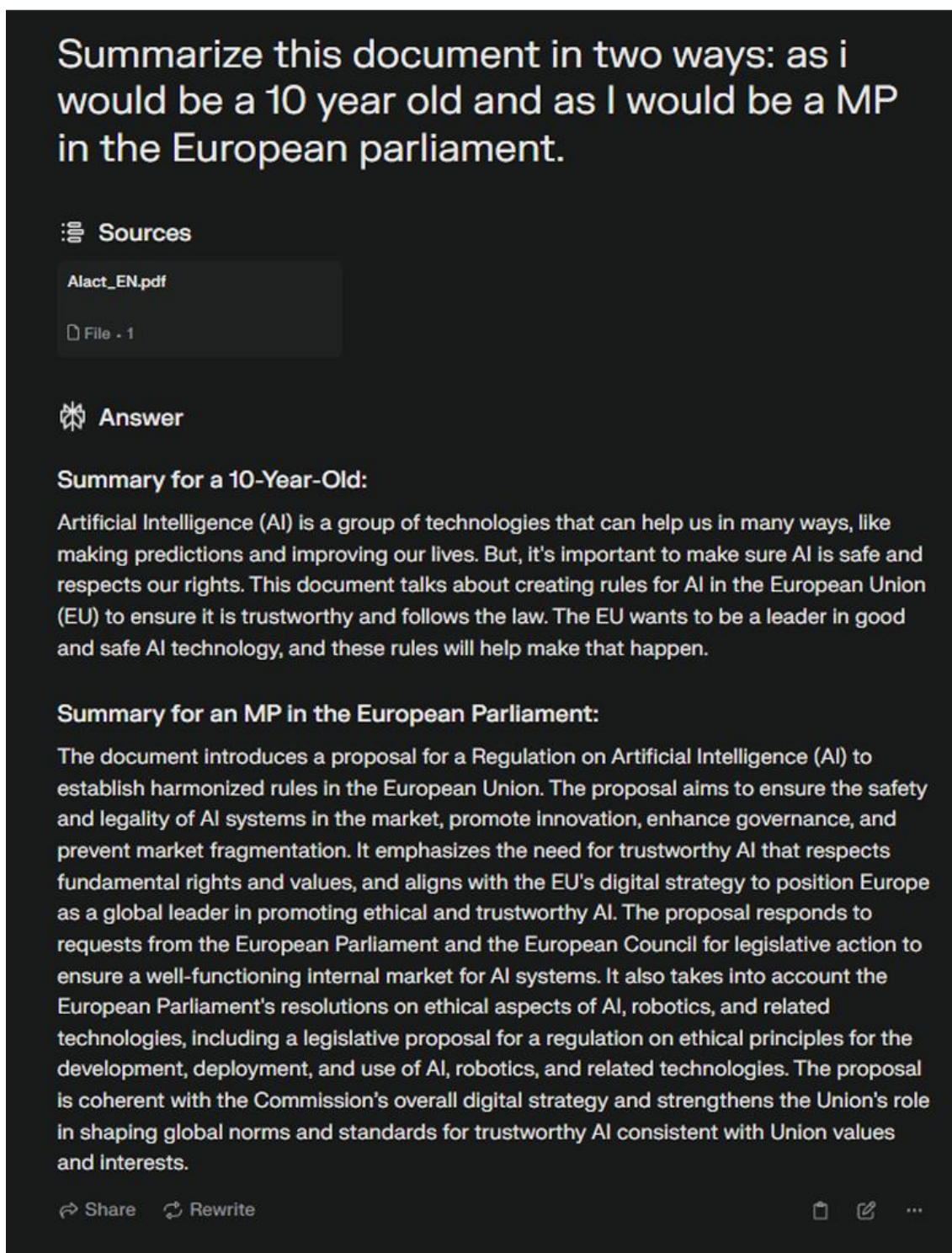


Figure 19. *Perplexity, 30 April 2025*

Summarize this document in two ways: as if I were a 10 year old and as if I were an MP in the European parliament

Odpoved Zdroje 1 2 úlohy ↗

Príloha Alact_EN.pdf

Summary for a 10-Year-Old

The European Union is making new rules about how people can use computers that can think for themselves, called Artificial Intelligence (AI). These new rules want to make sure that AI is safe for everyone and doesn't hurt people or break the law. The rules say that some types of AI are very risky, so they need to be checked carefully before they are used. Some AI that could be really dangerous or unfair is not allowed at all. The goal is to help people trust AI and make sure it makes life better, not worse. The rules also want to help businesses use AI in a good way and make sure everyone in Europe follows the same rules.

Summary for a Member of the European Parliament (MEP)

The Artificial Intelligence Act proposes a harmonized regulatory framework for AI within the European Union, aiming to address both the opportunities and risks associated with the rapid development and deployment of AI technologies ¹. The regulation is grounded in EU values and fundamental rights, seeking to ensure that AI systems placed on the Union market are safe, trustworthy, and respect existing legislation, particularly regarding fundamental rights, data protection, and non-discrimination ¹.

Key objectives include:

- Ensuring legal certainty to foster investment and innovation in AI,
- Enhancing governance and enforcement of relevant laws,
- Facilitating the development of a single market for lawful and trustworthy AI,
- Preventing market fragmentation across Member States ¹.

The Act introduces a risk-based approach, defining and imposing strict requirements on "high-risk" AI systems, including mandatory conformity assessments and transparency obligations. Certain harmful AI practices are outright prohibited, and specific safeguards are established for remote biometric identification in law enforcement contexts ¹. The governance structure involves both national authorities and a European Artificial Intelligence Board, with additional measures to support innovation, SMEs, and start-ups, such as regulatory sandboxes ¹.

The proposal is designed to be consistent with existing EU legislation (e.g., GDPR, sectoral safety laws) and to complement ongoing policy initiatives in digital and fundamental rights domains ¹.

Zdieľať Export Prepísať

Súvisiace

- What are the main points of the document +
- How does the document explain complex ideas in simple terms +
- What are the key differences between the two summaries +
- How can the document be used to educate children about important topics +
- What specific language and tone are used in the summary for a 10-year-old +

In 2024 and 2025, Perplexity provided us with similar answers, especially in the summary for a 10-year-old, both content-wise and structure-wise. In 2025, we can see a tendency toward a more structured format (bullet points), but also a slightly longer answer in the summary for an MP.

4.3.2.5 Working with Audiovisual documents (2024 & 2025)

Apart from text, GenAI models can also work with audiovisual material. The following prompt asks the model to summarize three videos related to the proposed European Union regulation on AI. The prompt asks Perplexity to give five-sentence summary of each video, list who the main speaker is, and specify when and where the speech is taking place. These could be considered basic pieces of information that should help interpreters decide whether they should watch the video or not.

- One video comes from a joint meeting of two committees: LIBE and IMCO (https://multimedia.europarl.europa.eu/sk/webstreaming/joint-committee-on-internal-market-and-consumer-protection-and-committee-on-civil-liberties-justice_20240213-0930-COMMITTEE-IMCO-LIBE).
Length: 7 minutes and 40 seconds
Number of speakers: 4
- The second is from an EP plenary session (https://multimedia.europarl.europa.eu/en/webstreaming/plenary-session_20240312-0900-PLenary?seekTo=240312145235).
Length: 7 hours 42 minutes 47 seconds
Number of speakers: more than ten
- The third is from the EP press conference (https://multimedia.europarl.europa.eu/en/webstreaming/press-conference-by-brando-benifei-and-dragos-tudorache-co-rapporteurs-on-ai-act-plenary-vote_20240313-1100-SPECIAL-PRESSER).
Length: 27 minutes 27 seconds
Number of speakers: 7


Prompt: *Give me a 5 sentence summary of each video and list who are the main speakers in the video and where it is taking place:*


(links)


Figure 20. *Perplexity, 14 April 2024*


Give me a 5 sentence summary of each video and list, who are the main speakers in the video and when and where it is taking place:

1. https://multimedia.europarl.europa.eu/sk/webstreaming/joint-committee-on-internal-market-and-consumer-protection-and-committee-on-civil-liberties-justice_20240213-0930-COMMITTEE-IMCO-LIBE
2. https://multimedia.europarl.europa.eu/en/webstreaming/plenary-session_20240312-0900-PLenary?seekTo=240312145235
3. https://multimedia.europarl.europa.eu/en/webstreaming/press-conference-by-brando-benifei-and-dragos-tudorache-co-rapporteurs-on-ai-act-plenary-vote_20240313-1100-SPECIAL-PRESSER

 Sources

 Alact_EN.pdf

 File - 1

 Answer

Video 1:
Title: Joint Committee on Internal Market and Consumer Protection and Committee on Civil Liberties, Justice and Home Affairs
Speakers: Various Members of the European Parliament
Date and Location: 13 February 2024, Brussels

Summary: The video features a joint meeting of the European Parliament's Internal Market and Consumer Protection Committee and the Committee on Civil Liberties, Justice and Home Affairs, discussing the Artificial Intelligence Act proposal. The speakers express their views on the importance of establishing a regulatory framework for AI, ensuring safety, legal compliance, and respect for fundamental rights. They highlight the need to balance AI governance, address risks, and maintain technological leadership while promoting trustworthy AI and European values.

Video 2:
Title: Plenary Session
Speakers: Various Members of the European Parliament
Date and Time: 12 March 2024, 9:00 AM
Location: European Parliament, Brussels

Summary: The video shows a plenary session of the European Parliament, where the Artificial Intelligence Act proposal is being discussed. Members of Parliament express their opinions on the importance of the AI framework, ensuring safety, legal compliance, and respect for fundamental rights. They emphasize the need for a balanced approach to AI governance, addressing risks, and maintaining technological leadership while promoting trustworthy AI and European values.



Video 3:
Title: Press Conference by Brando Benifei and Dragos Tudorache, Co-Rapporteurs on AI Act, Plenary Vote
Speakers: Brando Benifei and Dragos Tudorache, Co-Rapporteurs on the AI Act
Date and Time: 13 March 2024, 11:00 AM
Location: European Parliament, Brussels


Summary: The video features a press conference by Brando Benifei and Dragos Tudorache, Co-Rapporteurs on the AI Act, discussing the outcome of the plenary vote. They highlight the importance of the AI Act in establishing a regulatory framework for AI, ensuring safety, legal compliance, and respect for fundamental rights. They emphasize the need for a balanced approach to AI governance, addressing risks, and maintaining technological leadership while promoting trustworthy AI and European values.


Figure 21. *Perplexity*30 April 2025


Give me a five sentence summary of each video and list, who are the main speakers in the video and when and where it is taking place: 1. https://multimedia.europarl.europa.eu/sk/webstreaming/joint-committee-on-internal-market-and-consumer-protection-and-committee-on-civil-liberties-justice_20240213-0930-COMMITTEE-IMCO-LIBE 2. https://multimedia.europarl.europa.eu/en/webstreaming/plenary-session_20240312-0900-PLenary?seekTo=2403121452351 3. https://multimedia.europarl.europa.eu/en/webstreaming/press-conference-by-brando-benifel-and-dragos-tudorache-co-rapporteurs-on-ai-act-plenary-vote_20240313-1100-SPECIAL-PRESSER


[Zobrazit viac](#)

 Odpoved'  Zdroje 4 4 úlohy

 Priloha

 multimedia.europarl.europa

 multimedia.europarl.europa

 multime...

joint-committee-on-internal-market-and-consumer-... Joint committee on Internal Market and Consumer... Plenary session - Multimedia Centre Press conference...

1. Joint Committee on Internal Market and Consumer Protection and Committee on Civil Liberties, Justice and Home Affairs

Date & Location: February 13, 2024, European Parliament (exact room not specified, but streamed via the Parliament's Multimedia Centre) ².

Main Speakers: Not explicitly listed in the search results, but typically include committee chairs, rapporteurs, and invited experts from the IMCO (Internal Market and Consumer Protection) and LIBE (Civil Liberties, Justice and Home Affairs) committees ².

Five-sentence summary:

- The joint committee meeting focused on key legislative and policy issues at the intersection of consumer protection, the internal market, and civil liberties within the EU ².
- Members discussed ongoing and upcoming legislative proposals, including digital regulation and consumer rights.
- The session included presentations from rapporteurs and possible interventions from European Commission representatives.
- Debates addressed balancing innovation with fundamental rights and effective market oversight.
- The meeting aimed to coordinate committee positions ahead of plenary votes and further negotiations ².

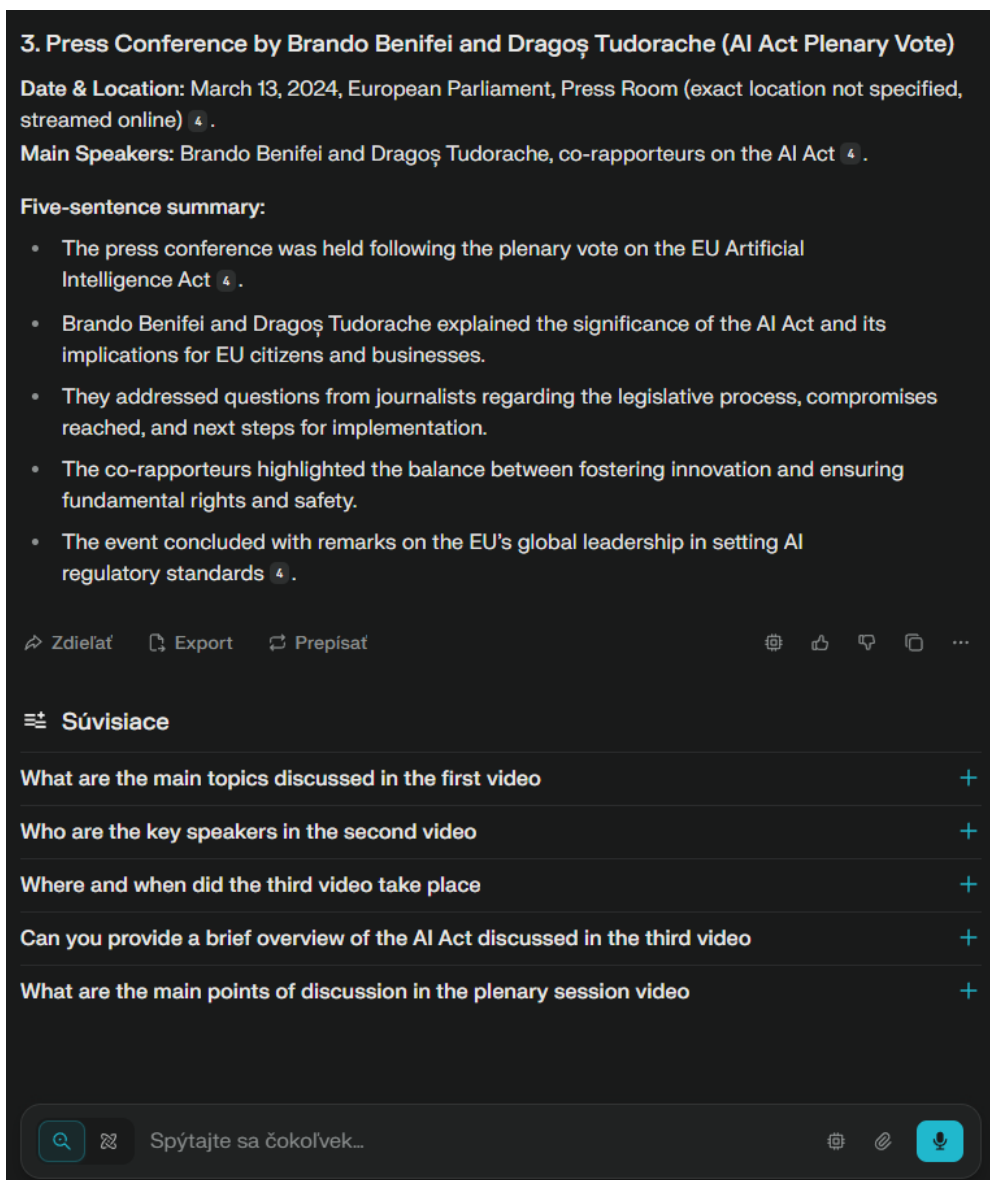
2. Plenary Session, European Parliament

Date & Location: March 12, 2024, European Parliament Plenary Chamber, Strasbourg (streamed online) ³.

Main Speakers: Not specified in the search results; plenary sessions typically feature the President of the European Parliament, Members of the European Parliament (MEPs), and occasionally European Commissioners ³.

Five-sentence summary:

- The plenary session covered a broad agenda of legislative debates and votes on EU-wide policies ³.
- MEPs discussed and voted on key legislative files, including digital policy, economic measures, and foreign affairs.
- The session included statements from political group leaders and rapporteurs presenting legislative reports.
- There were interventions from the European Commission and Council representatives on major policy topics.
- The outcomes of the session set the stage for the EU's legislative direction in several policy areas ³.



3. Press Conference by Brando Benifei and Dragoș Tudorache (AI Act Plenary Vote)

Date & Location: March 13, 2024, European Parliament, Press Room (exact location not specified, streamed online) 4 .

Main Speakers: Brando Benifei and Dragoș Tudorache, co-rapporteurs on the AI Act 4 .

Five-sentence summary:

- The press conference was held following the plenary vote on the EU Artificial Intelligence Act 4 .
- Brando Benifei and Dragoș Tudorache explained the significance of the AI Act and its implications for EU citizens and businesses.
- They addressed questions from journalists regarding the legislative process, compromises reached, and next steps for implementation.
- The co-rapporteurs highlighted the balance between fostering innovation and ensuring fundamental rights and safety.
- The event concluded with remarks on the EU's global leadership in setting AI regulatory standards 4 .

Zdieľať Export Prepísať

Súvisiace

- What are the main topics discussed in the first video +
- Who are the key speakers in the second video +
- Where and when did the third video take place +
- Can you provide a brief overview of the AI Act discussed in the third video +
- What are the main points of discussion in the plenary session video +

Spýtajte sa čokoľvek...

In 2024, Perplexity provided a clear, albeit somewhat general, answer to who said what, where, and when about this draft regulation, while also summarizing this information. Interestingly, for the second video, which is a several-hour-long plenary session dealing with many issues, it stated that it was focused only on the AI Act, which is not true. This might suggest that Perplexity did not “watch” the whole video, only the beginning, or that it only used the available metadata. This was different in 2025: the model’s answers regarding the content of the videos were more accurate, but also more general and structured. In the first case, Perplexity did not mention the AI Act being the topic of discussion at all.

Although GenAI models may not always be 100% accurate or specific in fulfilling this task, they enable interpreters to familiarize themselves with the source materials and determine what they should read or watch. The interpreter can then, of course, focus

more on one of the videos and ask for a more detailed summary or information on the positions taken by individual speakers.

Given that the AI models examined in this study are not yet fully capable of processing audiovisual material with complete accuracy, interpreters may consider utilizing other specialized tools, such as Microsoft Word's *Transcribe Audio* function, which employs AI to transcribe MP3 files. The resulting transcription can then be used by the interpreter as a standard text document for further preparatory work.

A situation where an interpreter has a large amount of source material is certainly more advantageous than when they have none, but in this case, they must cope with quite an information overload. GenAI can help them sort through this information and determine which parts are important. When creating glossaries, it can extract key terms from the source material to a certain extent and analyze and summarize the source material itself (both text and audiovisual).

5 Conclusion

The integration of GenAI into the preparation process represents a major shift in the field of interpreting. This shift seems inevitable, but it is also beneficial, as it helps interpreters cope with the ever-increasing pressure they are under. Although it has been confirmed that GenAI is not perfect in all respects and that it is important to test it, it undoubtedly saves interpreters valuable time in their preparation.

GenAI is constantly developing, which is why it is important to address this topic from the very beginning. It is also very important for interpreters, as they are facing increasingly demanding requirements. We believe that GenAI is a tool that can alleviate this pressure and help them cope with it. Therefore, this topic should be discussed constructively and clearly so that interpreters can acquire the necessary knowledge to help them work with GenAI, as simply “trying out” GenAI often leads to disappointment, frustration, or even security risks.

The aim of this article was to show how interpreters can incorporate AI into their preparation so that its use is as safe and effective as possible. We explained how (Gen)AI is influenced by various factors in the form of data and hallucinations. In the field of GenAI ethics, we focused on the fact that although different companies and organizations often give the impression that they approach models with ethical principles, real ethical responsibility and safety still lie in the hands of users. Finally, using two model situations (insufficient prior documentation and sufficient prior documentation), we pointed out different ways of using multiple GenAI models.

We also compared the GenAI output from 2024 and 2025. Based on how its answers changed, it can certainly be said that GenAI is still a work in progress, but it is developing very rapidly. The output is certainly more structured, but one still cannot

rely on its content. In other words, it did not change much, and even if it did, not necessarily for the better. Based on our findings, we recommend that users, including interpreters:

- always formulate their prompts based on the CLEAR framework, or be as concise, logical, explicit, adaptive, and reflective as possible,
- specify the desired length and format of the output; otherwise, they might be overwhelmed by the amount of information they receive,
- develop one thread for one topic; do not start a new thread,
- be aware of hallucinations that occur in 2025 just like in 2024,
- bear in mind the question of ethics and always ask themselves whether it is suitable to disclose the given information,
- be careful when using GenAI models for translation, summarizing audiovisual materials and multilingual term extraction due to hallucination and poor translation,
- provide GenAI with sources they wish to use, if there are any,
- explore new (features of) GenAI models, such as speech recognition or document upload, which may enable them to be even more effective in their preparation.

We would like to point out that this article should not be seen as a manual for interpreters on how to work with AI, but rather as an introduction to the issue. The field of GenAI is changing too rapidly to be described in detail, so this is only a snapshot in time. It is not a guide on how interpreters should use it, but rather on how to view it. GenAI models are communication channels, and just as children must learn to communicate with different people, we must learn to communicate with GenAI. The part focused on prompts is therefore only an outline of the issue, rather than a specific description of the procedure, as each interpreter must acquire this new skill on their own.

When working with GenAI models, we realized that their performance can often be impressive, but this is mainly when the user has a specific idea of what to expect from the model. It is also very important to note that although GenAI represents a significant technological advance, as we indicated in the first chapter, it is not yet fully on par with human intelligence and therefore needs to be constantly monitored and verified to determine which tasks it is suitable for and which it is not.

GenAI is not a tool that an experienced interpreter can trust 100%, whether we are talking about security, fact-checking, or its summarizing abilities. However, an experienced interpreter will quickly understand that GenAI can be a partner. It is a tool that can save time, make work easier, and optimize performance, as long as users remember one important rule: always verify the output. At least for now.

Kollárová, Karolína and Tonková, Lucia 2025. The Use of Generative Artificial Intelligence in Interpreter Preparation. In: LION Journal 1(4), pp. 67–109.

Bibliography

- Aldoseri, Abdulaziz et al. 2023. Re-think Data Strategy and Integration for Artificial Intelligence: Concepts, Opportunities and Challenges. 10.20944/preprints202305.1565.v1.
- Balkul, Halil. 2016. Translation Technologies: A Dilemma Between Translation Industry and Academia. In: International Journal of Language Academy. 4: pp. 100-100. 10.18033/ijla.439.
- Bubeck, Sébastien, et al. 2023. Sparks of Artificial General Intelligence: Early Experiments with GPT-4. In: arXiv. 10.48550/arXiv.2303.12712.
- DeepL SE. Linguee. <https://www.linguee.com/>. Accessed on: 10 June 2025.
- Duan, Yucong et al. 2024. Large Language Model (LLM) Racial Bias Evaluation – DIKWP Research Group International Standard Evaluation. 10.13140/RG.2.2.33162.03521.
- ELIS. 2024. ELIS Report. <https://elis-survey.org/wp-content/uploads/2024/03/ELIS-2024-Report.pdf>. Accessed on: 17 May 2025.
- ELIS. 2025. ELIS Report. https://elis-survey.org/wp-content/uploads/2025/03/ELIS-2025_Report.pdf. Accessed on: 17 May 2025.
- European Commission. 2019. Ethics Guidelines for Trustworthy AI. <https://digital-strategy.ec.europa.eu/en/library/ethics-guidelines-trustworthy-ai>. Accessed on: 10 July 2025.
- European Parliament. 2024. Joint Committee on Internal Market and Consumer Protection and Committee on Civil Liberties, Justice and Home Affairs. Multimedia Centre. https://multimedia.europarl.europa.eu/sk/webstreaming/joint-committee-on-internal-market-and-consumer-protection-and-committee-on-civil-liberties-justice_20240213-0930-COMMITTEE-IMCO-LIBE. Accessed on: 10 July 2025.
- European Parliament. 2024. Plenary Session. Multimedia Centre. https://multimedia.europarl.europa.eu/en/webstreaming/plenary-session_20240312-0900-PLenary?seekTo=240312145235. Accessed on: 10 July 2025.
- European Parliament. 2024. Press Conference by Brando Benifei and Dragos Tudorache, Co-Rapporteurs on AI Act Plenary Vote. Multimedia Centre. https://multimedia.europarl.europa.eu/en/webstreaming/press-conference-by-brando-benifei-and-dragos-tudorache-co-rapporteurs-on-ai-act-plenary-vote_20240313-1100-SPECIAL-PRESSER. Accessed on: 10 July 2025.
- European Union. EUR-Lex. 2021. Proposal for a Regulation of the European Parliament and of the Council Laying Down Harmonised Rules on Artificial Intelligence (Artificial Intelligence Act) and Amending Certain Union Legislative Acts. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52021PC0206>. Accessed on: 5 July 2025.
- European Union. IATE. <https://iate.europa.eu/home>. Accessed on: 5 July 2025.
- Fantinuoli, Claudio. 2017. Computer-Assisted Preparation in Conference Interpreting. Translation and Interpreting. 9: 10.12807/ti.109202.2017.a02.
- Fantinuoli, Claudio. 2018. Interpreting and Technology: The Upcoming Technological Turn. In: Fantinuoli, Claudio (ed.). Interpreting and Technology. Berlin: Language Science Press. pp. 1-12. 10.5281/zenodo.1493289.
- Fantinuoli, Claudio, & Dastyar, Vorya. 2022. Interpreting and the Emerging Augmented Paradigm. In: Interpreting and Society. 2(2): pp. 185-194. <https://doi.org/10.1177/27523810221111631>.
- Díaz-Galaz, Stephanie et al. 2015. The Role of Advance Preparation in Simultaneous Interpreting: A Comparison of Professional Interpreters and Interpreting Students. In: Interpreting. 17: pp. 1-25. 10.1075/intp.17.1.01dia.

- Kollárová, Karolína and Tonková, Lucia 2025. The Use of Generative Artificial Intelligence in Interpreter Preparation. In: LION Journal 1(4), pp. 67–109.
- Google. 2024, 2025. Gemini. <https://gemini.google.com/app?hl=sk>. Accessed on: 10 July 2025.
- HN Konferencie. 2024. CFA Society Slovakia ESG Summit 2024. <https://konferencie.hnonline.sk/produkt/cfa-society-slovakia-esg-summit-2024>. Accessed on: 10 July 2025.
- HN Konferencie. 2025. Finančné riadenie podnikov_2025. https://konferencie.hnonline.sk/produkt/financne-riadenie-podnikov_2025-. Accessed on: 10 July 2025.
- Horváth, Ildikó. 2022. AI in Interpreting: Ethical Considerations. In: Across Languages and Cultures. 23: pp 1-13. 10.1556/084.2022.00108.
- Humby, Clive. 2006. Academic Visitors: Clive Humby. University of Sheffield. <https://www.sheffield.ac.uk/cs/people/academic-visitors/clive-humby>. Accessed on 25 May 2025.
- Ji, Ziwei et al. 2022. Survey of Hallucination in Natural Language Generation. In: ACM Computing Surveys. 1: pp. 1-41. 10.48550/arXiv.2202.03629.
- Jobin, Anna et al. 2019. The Global Landscape of AI Ethics Guidelines. https://www.researchgate.net/publication/335579286_The_global_landscape_of_AI_ethics_guidelines.
- Kollárová, Karolína. 2024. Využitie umelej inteligencie pri príprave tlmočníka [Master's thesis]. Comenius University in Bratislava, Faculty of Arts, Department of English and American Studies. Supervisor: Mgr. Ivo Poláček, PhD. Bratislava: FiF UK. 79 p.
- Lo, Leo S. 2023. The CLEAR Path: A Framework for Enhancing Information Literacy Through Prompt Engineering. In: The Journal of Academic Librarianship. 49(4): Article 102720. ISSN 0099-1333. <https://doi.org/10.1016/j.acalib.2023.102720>.
- Maynez, Joshua et al. 2020. On Faithfulness and Factuality in Abstractive Summarization. In: Proceedings of the 58th Annual Meeting of the Association for Computational Linguistics. pp. 1906-1919. 10.48550/arXiv.2005.00661.
- Mei, Liu. 2024. Human-Machine Interaction Translation under Artificial Intelligence and Big Data: Analysis from the Perspective of Text Stratification and Corpus Construction. In: Edelweiss Applied Science and Technology. 8(4): pp. 1007–1025. <https://doi.org/10.55214/25768484.v8i4.1478>
- Mohammed, Sedir et al. 2025. The Effects of Data Quality on Machine Learning Performance on Tabular Data. In: Information Systems. Volume 132: Article 102549. ISSN 0306-4379. <https://doi.org/10.1016/j.is.2025.102549>.
- Moorkens, Joss. 2022. Ethics and Machine Translation. In: Kenny, Dorothy (ed.). Machine Translation for Everyone: Empowering Users in the Age of Artificial Intelligence. Berlin: Language Science Press. pp. 121-140. 10.5281/zenodo.6759984.
- OECD. 2019, updated 2024. AI Principles. <https://www.oecd.org/en/topics/ai-principles.html>. Accessed on: 10 July 2025.
- OpenAI. 2024, 2025. ChatGPT. <https://chatgpt.com/>. Accessed on: 10 July 2025.
- Orlando, Marc et al. 2024. Translation and Interpreting Technologies and Their Impact on the Industry.
- Perplexity.ai. 2024, 2025. Perplexity. <https://www.perplexity.ai/>. Accessed on: 10 July 2025.
- Pöchhacker, Franz & Liu, Minhua. 2024. Interpreting Technologized: Distance and Assistance. In: Interpreting. International Journal of Research and Practice in Interpreting. 26: pp. 157-177. 10.1075/intp.00112.poc.

Kollárová, Karolína and Tonková, Lucia 2025. The Use of Generative Artificial Intelligence in Interpreter Preparation. In: LION Journal 1(4), pp. 67–109.

Szabó, Csilla. 2020. Fit-for-Market Specialised Translator and Interpreter Training: A Hungarian Example. In: Besznyák, R., Fischer, M., and Szabó, C. (eds.). Fit-For-Market Translator and Interpreter Training in a Digital Age. Delaware: Vernon Press. pp. 3–24.

Tawffeek, Mohammed and Al-Sowaidi, Belqes. 2023. Enhancing Instrumental Competence in Translator Training in a Higher Education Context: A Task-Based Approach. In: Theory and Practice in Language Studies. 13: pp. 555-566. 10.17507/tpls.1303.03.

Remote Interpreting: How Can It Change the World of Public Service Interpreting in Slovakia?

Markéta Štefková and Michaela Krajčovič

Comenius University in Bratislava

marketa.stefkova@uniba.sk, zarecka10@uniba.sk

Abstract

This article explores the use of remote interpreting technologies in public service interpreting (PSI), with a particular focus on dialogue interpreting (DI) as the most widely used and interactionally complex technique in PSI. In recent years, the PSI landscape has undergone significant changes due to the increasing adoption of remote interpreting technologies, including telephone interpreting (TI), video remote interpreting (VRI), and video relay services (VRS). While these modalities offer advantages in terms of accessibility and flexibility, they also disrupt the multimodal nature of communication typical of face-to-face interpreting. Drawing on recent research, this article compares interactional aspects of remote and in-person interpreting, highlighting challenges such as limited access to embodied resources, overlapping speech, and disrupted repair sequences. The study further maps the current state of remote interpreting use in Slovakia, a country where PSI is still developing and under-researched. By integrating theoretical insights with practical implications, the article formulates recommendations for the broader implementation of remote interpreting technologies in Slovakia. Special attention is given to interpreter training and awareness-raising among institutional stakeholders to ensure high-quality, inclusive, and technologically supported communication in PSI settings.

Keywords: public service interpreting, dialogue interpreting, remote interpreting, Slovakia, interpreter training

1 Introduction

Public Service Interpreting (PSI) is increasingly recognized as a critical tool for facilitating the communication of information in linguistically accessible ways, thereby promoting equal access to health, legal, and social services in multilingual societies. Over the past few decades, PSI has developed not only as a professional practice, but also as a distinct and dynamic field of academic research. Pioneering studies by Wadensjö (1998), Roy (2000) and Hale (2007) have fundamentally shaped the academic understanding of PSI by challenging the long-standing conduit model and

emphasizing the dialogical and interactional nature of interpreter-mediated communication. Rather than serving as neutral language transmitters, interpreters are conceptualized as active participants who co-construct meaning alongside service providers and clients, engaging in complex interactional work that includes managing turn-taking, facilitating communicative repairs and addressing communication breakdowns, and interpreting pragmatic nuances embedded in specific cultural and situational contexts (Wadensjö, 2014).

Dialogue interpreting, identified as one of the main modes of PSI, is characterized by its reliance on indirect communication: the primary participants do not address each other directly, but communicate through the interpreter, who assumes responsibility for coordinating the structure and dynamics of the interaction (Wadensjö, 1998). Effective performance in such settings requires much more than a high level of bilingual competence. It requires a nuanced ability to manage both the verbal and extra-verbal dimensions of the interaction. In particular, interpreters need to be adept at perceiving and conveying non-verbal cues – such as posture, eye contact and facial expressions – as well as paraverbal features such as intonation, pace and emotional tone. These dimensions are critical in ensuring that intended meanings are preserved and appropriately adapted, particularly in emotionally charged or culturally sensitive encounters.

This article focuses specifically on what Braun (2019) classifies as the first category of interpreting-related technologies, namely those used to deliver interpreting services. Within this category, particular attention is paid to the implementation and implications of remote interpreting (RI) in PSI contexts. The proliferation of remote interpreting technologies, particularly telephone-mediated interpreting (TMI) and video-mediated interpreting (VMI), has accelerated dramatically in recent years, driven in large part by the structural constraints and public health imperatives associated with the COVID-19 pandemic. This rapid digital shift has also been driven by a broader institutional emphasis on cost-effectiveness and the need to ensure language access in under-resourced or geographically isolated areas.

While remote interpreting modalities offer several undeniable benefits – including greater flexibility in scheduling, reduced travel costs for interpreters, and expanded access to language support in remote regions – they also present several new challenges. These include technical limitations (e.g., poor audio or video quality), interaction disruptions, and limitations on the interpreter's ability to manage extra-linguistic cues effectively. Such limitations can hinder the co-construction of meaning and increase the cognitive and emotional demands placed on the interpreter. As a result, the growing reliance on remote modalities has significant implications for interpreter training, which now needs to include competencies not only in language

and culture, but also in technology use, online interaction management and digital professionalism.

2 Aim and scope

In Slovakia, RI has emerged as a topic of increasing relevance, primarily as a result of the COVID-19 pandemic, which forced numerous public institutions to adopt alternative forms of service delivery (Šveda & Djovčoš, 2022). Šveda and Djovčoš (2023, 138–139) point out that remote interpreting will need to be introduced into the teaching of interpreting. During the pandemic, a system was developed that allows interpreting to be taught remotely, but does not address the issue of teaching remote interpreting. In recent years, there has been a marked shift in scholarly attention toward public service interpreting, largely driven by evolving social and political dynamics. In parallel, technological advancements have prompted increased research interest in remote interpreting as a growing modality within the field (Djovčoš, Klabal & Šveda, 2023).

Although the international research landscape on RI has expanded significantly in recent years, the Slovak context of RI in public service settings remains relatively understudied. While there is evidence of increasing use of RI, especially in high-stakes areas such as legal proceedings and asylum interviews, empirical data on its prevalence, effectiveness, and integration into interpreter training remain scarce. Based on our observations and interviews conducted with volunteer interpreters working in Slovak public service settings, it appears that interpreters are often underprepared for the demands of technology-mediated interaction. In addition, institutional frameworks often lack the protocols, infrastructure, and professional guidance necessary to ensure the consistent and effective delivery of remote interpreting services.

Against this background, the present article seeks to contribute to the evolving discourse on remote interpreting by combining theoretical insights with practice-oriented recommendations. The overall aim is to support the development of a more inclusive, efficient, and professionally sustainable system of public service interpreting in Slovakia – one that can integrate technological innovation while safeguarding the quality of interpreter-mediated communication. In order to achieve this goal, the article has four interrelated objectives: (1) to examine dialogue interpreting (DI) as the dominant mode of PSI, with particular emphasis on its interactional complexity, the coordinating function of the interpreter, and the reliance on multimodal communicative resources; (2) to critically assess the advantages and limitations of remote interpreting modalities – especially TMI and VMI in comparison to traditional face-to-face interpreting (F2FI), with an emphasis on their impact on interactional dynamics and embodied meaning-making; (3) to map the current use and institutional adoption of remote interpreting technologies in Slovak public services, with a particular focus on legal and asylum-related contexts; (4) to formulate practical

recommendations for the expanded and effective implementation of RI in Slovakia, with a strong focus on interpreter training and professional preparation.

3 Focus on Dialogue Interpreting

PSI encompasses various interpreting modes tailored to the needs of institutional communication, especially in healthcare, legal, and social service contexts. Among these, DI stands out as one of the most widely used and extensively researched modes due to its alignment with the interactive, relational, and often emotionally charged nature of communication in these settings. Unlike monologic forms of interpreting, such as conference interpreting, which are characterized by extended, often scripted discourse with minimal interlocutor involvement, dialogue interpreting is inherently dynamic, sequential, and interactional (Roy, 2000). Roy (2000, 36–39) emphasizes the centrality of turn-taking in DI, a process that structures the flow of conversation and significantly influences the construction of meaning.

The triadic structure of DI – as defined by Mason (2001) – involves two primary interlocutors and an interpreter who mediates the exchange. Communication in this setting is indirect: the primary interlocutors do not interact directly but speak through the interpreter, who regulates turn-taking, manages repair sequences, and ensures mutual understanding. This triadic and mediated nature makes DI a complex, socially embedded communicative activity rather than a simple linguistic transfer. Wadensjö (1998) emphasizes that in DI, interpreters have to make moment-to-moment decisions about how to render utterances in a pragmatic and culturally appropriate way, especially in emotionally sensitive or high-stakes encounters. A critical challenge of DI is the fine-tuned temporal coordination of verbal and embodied cues – such as pauses, intonation, gaze and gestures – that are central to signaling conversational transitions, managing speaker roles and maintaining the rhythm of interaction (Mondada, 2016).

3.1 Face-to-Face vs. Remote Dialogue Interpreting: Interactional and Technological Considerations

As outlined in the previous section, DI relies fundamentally on multimodal resources and finely tuned interactional coordination. These features are deeply embedded in the ecology of F2FI, where participants – including the interpreter – share a common physical space and have full access to embodied cues such as gaze, gesture, facial expression, posture, and spatial orientation (Beukeleers et al., 2020). This sensory and spatial co-presence supports the real-time negotiation of turn-taking, the initiation of repair sequences (moments when communication breaks down and needs to be reestablished), and the co-construction of meaning through subtle but consequential interactional signals. However, the transition to RDI has brought about a profound

change in the way this coordination is achieved. While remote modalities offer significant advantages in terms of reach, flexibility, and logistical efficiency, they also impose serious constraints on the interactional practices that underpin successful interpreter-mediated communication. These constraints are not merely technical inconveniences; rather, they reshape the very structure of dialogue interpreting, affecting how turns are taken, how misunderstandings are resolved, and how mutual attention is maintained.

A key challenge of remote interpreting, particularly in TMI, is the complete *lack of visual access* to embodied cues. Without visual input, interpreters are deprived of essential signals such as gaze shifts, facial expressions, and gesture onset – cues that normally support the anticipation of speaker turns and facilitate the segmentation of speech into cognitively manageable units. In such settings, turn-taking becomes more dependent on auditory cues alone, increasing the risk of overlap, interruption or delayed responses. VMI, while maintaining a visual channel, does not completely solve these problems. The interpreter's ability to perceive embodied cues remains limited by factors such as camera angle, screen resolution, and internet stability, which often result in fragmented or delayed visual input (Braun, 2017). These limitations directly affect the interpreter's ability to maintain alignment with participants and to intervene effectively in moments of confusion or miscommunication (Braun & Taylor, 2012; De Boe, 2020; De Boe, Vranjes, & Salaets, 2023).

While the absence or reduction of visual access in remote interpreting is often acknowledged, it also disrupts what Luff et al. (2003) describe as the *ecological coherence* of communication – the shared spatial and sensory environment that supports mutual orientation. According to their analysis, in cases where the interpreter is remote but the primary participants are co-located (a common scenario in PSI), asymmetrical access to visual and interactional information results in fractured ecologies. The interpreter may struggle to identify who is speaking, miss turn-taking gestures, or fail to detect subtle expressions of confusion or hesitation that would otherwise trigger a repair sequence.

These interactional difficulties are compounded by the issue of *temporality*. As Deppermann and Günthner (2015) argue, the success of human interaction depends on participants' shared understanding of when contributions are sequentially relevant – when it is appropriate to speak, respond or clarify. In dialogue interpreting, temporal sensitivity is even more critical, as the interpreter must track and mediate the timing of multiple communicative streams simultaneously (Deppermann et al., 2021). In F2FI settings, this temporal alignment is facilitated by the rich multimodal environment. In remote modalities, however, delays in audio or video transmission - even fractions of a second – can disrupt this synchrony and undermine the interpreter's ability to smoothly coordinate turns. De Boe (2020) notes that such delays significantly impair

the interpreter's responsiveness, especially in high-pressure situations where rapid exchanges and spontaneous repairs are common. Repair sequences are particularly vulnerable in remote interpreting. In face-to-face contexts, these sequences are often triggered by embodied signals such as furrowed brows, tilted heads or questioning gestures. These cues prompt the interpreter to seek clarification or initiate repair. In VMI, however, these embodied cues may be imperceptible or delayed, while in TMI they are completely absent. De Boe's (2021) simulation studies of medical consultations showed that interpreters in VMI struggled to maintain a smooth interactional flow and frequently missed opportunities for timely repair. The problem was exacerbated when interpreters engaged in note-taking, which temporarily diverted their visual attention away from the screen, reducing their ability to monitor clients' facial expressions and gestures.

The absence of eye contact also alters the *structure of attention and orientation* in remote settings. In face-to-face encounters, mutual gaze facilitates the exchange of turns, signals availability, and establishes interpersonal rapport (Bohannon et al., 2013). This visual feedback loop is disrupted in VMI and completely absent in TMI, leading to uncertainty about participation status and interpreter availability. Interpreters must then rely on explicit verbal signals or trial-and-error strategies to coordinate the interaction, which increases cognitive load and slows the pace of communication. The challenges are particularly pronounced in scenarios where there is asymmetric access to visual and auditory information. For example, when the interpreter is remote, while the service provider and client share a physical space, the interpreter's ability to track interaction dynamics is significantly impaired. Luff et al. (2003) refer to these situations as examples of '*fractured ecologies*' where the interpreter is effectively excluded from the full interactional environment, making it difficult to establish alignment or manage transitions. This problem is not only one of visibility, but also of participation rights and situational awareness.

In addition to visual constraints, *audio quality* poses a significant risk to interpreting accuracy. Overlapping speech – common in spontaneous conversations – can lead to audio suppression or automatic muting by conferencing platforms, resulting in key segments of speech being lost or distorted. This technical filtering disrupts not only comprehension but also turn management, especially in emotionally sensitive or legally consequential PSI contexts (Bohannon et al., 2013). Moreover, the assumption of co-presence persists in user behavior: participants often act as if the interpreter can see and hear everything, unaware of the limitations imposed by the technological medium (Hansen, 2020). This mismatch of expectations can lead to delays in interpretation, missed cues, and ultimately a breakdown in communicative trust. Telephone interpreting, while logistically convenient, presents an even more constrained environment. In TMI, interpreters must rely solely on auditory input, making it difficult to assess participants' affect, monitor reactions or adapt speech

delivery to the client's needs. While this modality is often used in emergency services or for rare languages due to its speed and simplicity, it places an immense cognitive burden on interpreters who must decipher meaning, manage turn-taking and maintain situational awareness without any visual reference. In emotionally charged or high-stakes situations – such as mental health assessments or child protection interviews – these limitations can have serious implications for accuracy, empathy and trust.

Despite these challenges, the perception of remote interpreting is not universally negative. Corpas Pastor and Gaber (2020) report that many public service interpreters view remote interpreting positively, particularly in terms of its convenience, increased accessibility, and flexibility in managing workloads. These benefits are particularly appreciated in multilingual societies and geographically dispersed regions, where face-to-face provision may be impractical or unsustainable. However, the same study shows that stress – both psychological and physical – is the most commonly reported disadvantage. According to Corpas Pastor and Gaber (2020, 60), interpreters describe symptoms such as mental fatigue, eye strain, muscular tension and frustration – conditions indicative of prolonged cognitive overload and ergonomic strain. Interestingly, interpreters' perceptions of stress vary according to the modality. While TMI is the most widely used, it is also the most controversial. Its lack of visual richness makes it unsuitable for lengthy or emotionally complex interactions, although it remains effective for short, confidential exchanges. VMI, on the other hand, is seen as the most stressful modality, largely due to its combination of technical volatility and the need for constant self-monitoring. The interpreter must remain visually present and responsive, often in unfamiliar or unpredictable environments, while managing potential disruptions such as delays, interruptions, or unclear visual cues (Corpas Pastor & Gaber, 2020, 72–74).

4 Institutional models and established practices of DRI in PSI

As the previous section has shown, RDI poses significant interactional and psychological challenges that need to be addressed through systemic and practice-based approaches. In this context, identifying and critically reflecting on good practices from established interpreting systems abroad offers valuable insights for shaping policy and institutional frameworks in Slovakia. Several countries have already developed sophisticated models for integrating RI into public service interpreting that balance accessibility and efficiency with the need for interpreter preparation, quality assurance and user satisfaction.

One of the most frequently cited examples of an integrated and institutionally embedded model is Belgium, where RI has been systematically implemented over several decades and is supported by a clear legislative and organizational framework. In the Flemish region, telephone and video interpreting services are centrally

coordinated by the Flemish Interpreter Helpline (Vlaamse Tolkentelefoon), which operates under the auspices of the Agency for Integration and Civic Integration (Agentschap Integratie en Inburgering). This public agency manages the provision of social interpreting (sociaal tolken), whereby certified professional interpreters provide oral translation services in a confidential, impartial, and deontologically regulated manner. These interpreters are used exclusively for interactions that fall within the scope of public services or social support. (Macáková, 2020, p. 59).

Telephone interpreting (telefoontolken) is mainly used for short, practical conversations in which one or both parties do not have sufficient knowledge of Dutch or a common contact language. This modality is particularly suitable for urgent or unscheduled interactions and can be used with either local or remote clients. Interpreting is provided via a centralized telephone line, available during working hours, with the option to either pre-book a session via the agency's web portal or request a spontaneous connection during office hours. During the call, interpreters translate in the first person, and professionals are encouraged to address the client directly rather than instructing the interpreter indirectly. This practice enhances clarity and preserves the immediacy of communication. Sessions can last up to 60 minutes and are charged according to a standardized fee structure.¹

In addition to telephone interpreting, the Belgian system also offers videotolken (video interpreting) via platforms such as Google Meet. This modality is intended for more complex or emotionally sensitive conversations, such as those in legal, medical, or psychosocial contexts. Video interpreting can be scheduled outside normal working hours, including evenings and weekends, making it a viable alternative when on-site interpreting is not feasible. Access to video interpreting requires a prior contractual agreement with the interpreting service, enrollment via webinar training sessions and a technical setup that meets specified criteria. The service is structured to accommodate both individual and institutional use.²

A similarly impactful case can be found in the Netherlands, where telephone interpreting has been largely institutionalized through the private provider Tolkentelefoon. With more than 49 years of experience in the field, Tolkentelefoon offers interpreting services in more than 200 languages and is available 24 hours a day, seven days a week. The service is primarily designed to support communication in critical sectors such as healthcare, education, and social services. In medical contexts – such as hospitals, GP surgeries, and mental health institutions – interpreters can be reached immediately by calling a specific number. This rapid access ensures that language barriers do not delay or compromise patient care. Similar support is provided

¹ <https://integratie-inburgering.be/nl/wat-kunnen-we-voor-jou-doen/ondersteuning-voor-je-organisatie-of-lokaal-bestuur/taal/wil-je-een-beroep-doen-op-een-sociaal-tolk-of-vertaler#telefoontolken>

² https://www.communicatiewaaijer.be/sites/default/files/2023-06/Overzicht_Tolken.pdf

in the education sector, particularly during parent–teacher meetings, where accurate communication between school staff and non-Dutch-speaking parents is essential for the welfare of students. What distinguishes the Dutch model is its operational flexibility combined with national reach. Tolkentelefoon works with more than 300 municipalities across the Netherlands and provides services to various branches of central government, including legal, reintegration and occupational health services. The organization promotes accessibility not only by providing on-demand interpreting but also by allowing institutions to register as clients free of charge, thereby facilitating broad institutional uptake.³

A comprehensive system of RDI in PSI is in place in the United Kingdom, where the increasing demand for interpreting services – driven by ongoing migration, globalization, and evolving human rights legislation – has led to a robust integration of RI across the health, legal and local government sectors (Braun, S., 2013; Zhang, W., Davitti, E., & Braun, S., 2024). According to Connell (2021, p. 312), remote interpreting has been particularly effective in ensuring the availability of interpreters for minority languages and languages of lesser diffusion in dispersed geographical areas. Sign language interpreting via video platforms has also seen significant growth. However, the UK experience underlines that effective use of RI requires not only technological readiness but also comprehensive interpreter training and institutional protocols to ensure that ethical and communicative standards are maintained.

A relevant case study comes from Greece, where remote interpreting has been introduced into the operations of the Public Employment Service (PES). Ioannidis and Vlachopoulos (2024) identify several implementation challenges, including unstable internet connectivity, suboptimal audio quality, and elevated interpreter stress. In these contexts, interpreters were often expected to manage communication breakdowns autonomously, revealing the need for training that equips interpreters with technical troubleshooting skills and communication repair strategies. Despite these difficulties, the Greek experience shows that RI can improve access to interpreting services in underserved regions, especially for minority language users. This suggests that training and support systems must be tailored not only to the interpreters' needs but also to the structural realities of the services in which they operate.

These models illustrate the benefits of a highly structured and publicly managed approach to RI. It is characterized by professionalized recruitment of interpreters, strict adherence to confidentiality and ethical standards, clear procedural protocols, and user training to ensure effective interaction. Importantly, the system accommodates both scheduled and emergency needs, providing flexibility while maintaining quality control.

³ <https://www.globaltalk.nl/dienst/tolkentelefoon/>

5 Developing Competence and Readiness for Remote Dialogue Interpreting in PSI

Building on the institutional models discussed in the previous section, it is clear that the sustainability of RDI in PSI is not only a matter of system design or accessibility, but also of human preparedness. The implementation of even the most sophisticated infrastructure and policy frameworks can falter if interpreters, service providers, and users are not adequately equipped to cope with the specific interactional, cognitive, and technological demands of remote environments. Interpreter training must therefore be seen as a structural pillar of any RDI system.

One of the key findings from the literature is that traditional interpreter training often fails to prepare students for the unique opportunities and constraints of RDI. As Hlavac (2013) argues, training models have long been shaped by the norms of face-to-face interaction, leaving future interpreters unprepared for challenges such as delayed audiovisual feedback, loss of embodied cues, and platform-specific technical failures. Without targeted instruction, interpreters may lack the skills to manage turn-taking without visual feedback, detect repair-relevant cues through auditory means, or to regulate their own stress and cognitive load. In response, several scholars have called for a redesign of interpreter training programs to include remote-specific modules.

Davitti and Braun (2020) argue for the integration of authentic, recorded remote interactions into the classroom to enable students to analyze and reflect on real-world scenarios. Role-based simulation has emerged as a particularly promising training method. As illustrated by Alarcón-García (2023), role-playing can simulate emergency scenarios typical of remote interpreting contexts, such as telephone helplines. This practice allows interpreters to develop reflexive strategies for managing stressful interactions, including real-time decision-making, de-escalation, and ethical judgment under pressure. Role-playing also strengthens communicative resilience - a critical quality for interpreters working in emotionally charged PSI settings such as child protection, mental health or asylum interviews. Such experiential learning promotes not only digital and interactional literacy, but also adaptive decision-making – a key skill in high-stakes or fast-paced public service encounters.

In a controlled study, Braun (2014) showed that interpreters who had undergone structured RDI training were significantly more accurate, fluent, and confident than those who had not. These interpreters also managed interactional elements such as turn-taking and repair sequences more effectively, demonstrating an enhanced ability to cope with the unpredictable and fragmented nature of remote interaction. Trained interpreters also reported lower levels of stress and cognitive overload, highlighting that training plays a protective role for interpreters' well-being – not just for the quality of their performance.

The communicative effectiveness of RDI also depends on how well service providers understand the constraints and expectations of mediated interaction. Leanza et al. (2024) show that even brief training sessions for healthcare professionals significantly improved their ability to work effectively with remote interpreters. The success of these interventions highlights the need for cross-training approaches that involve all participants in the interpreting encounter, not just the interpreters. Mutual awareness of turn-taking protocols, visual access constraints, and communication pacing is essential to ensure a coherent flow of interaction.

6 RI in the PSI settings in Slovakia: Current Practice and Strategic Recommendations

Slovakia presents a context in which fundamental elements of the implementation of RDI in PSI remain largely underdeveloped. Based on our research, including a review of published research on PSI,⁴ analysis of institutional websites, input from the Institute of Interpreting, and feedback from participants in community interpreting courses, the use of remote interpreting technologies in Slovak public services appears limited and fragmented. This means that practices vary significantly across institutions, with no unified protocols, training standards, or technological infrastructure in place. This lack of coordination underlines the absence of a coherent national strategy for RI, leading to inconsistencies not only in access and quality but also in professional accountability and user expectations.

At the level of legal institutions, one of the few structured efforts to introduce remote communication has been initiated by the Ministry of Justice of the Slovak Republic through the implementation of a videoconferencing module, specifically within the operations of the Legal Aid Centre (Centrum právnej pomoci, CPP). This system enables remote consultations between clients and legal staff, even outside formal court proceedings. However, the functional integration of interpreting services into this digital infrastructure remains marginal. The role of the interpreter is not clearly defined in the associated documentation, nor are there guidelines for ethical behavior, coordination of turns, or quality assurance in remote settings. As a result, the platform serves primarily as a communication channel rather than a fully integrated environment for interpreter-mediated legal interactions. This regulatory and procedural ambiguity puts both legal professionals and interpreters in a precarious position. Without clearly established protocols outlining interpreters' responsibilities, participation rights, and standards for remote engagement, RDI in the Slovak legal context lacks the professional safeguards found in more mature systems abroad. The

⁴ <https://www.justice.gov.sk/sudy-a-rozhodnutia/zabezpecenie-vzdialenej-video-komunikacie-ucastnikov-konania/>

absence of such frameworks also complicates efforts to train interpreters, who must rely on ad hoc methods rather than standardized curricula tied to national guidelines.⁵

Another persistent barrier, as reported by our respondents, is the digital literacy of end users. While digital infrastructure has become more accessible, many interpreters, clients, and even institutional professionals continue to struggle with basic technological operations. This digital literacy gap directly undermines the effectiveness of remote interpreting, particularly in high-stakes contexts such as asylum interviews, legal consultations, or medical assessments. When participants are unable to confidently use communication platforms, interactions suffer from delays, miscommunication or outright breakdown – regardless of the interpreter's skills. The lack of systematic training and evaluation exacerbates the problem. Interpreters working in Slovak PSI settings – especially in migration and asylum-related contexts – often have limited access to targeted professional development in remote interpreting. As Fraňo (2023) notes, the lack of qualified interpreters for less widely spoken languages often leads to the use of unaccredited individuals, raising concerns about procedural fairness and quality of service. While RI could help alleviate geographical and linguistic limitations by broadening the pool of available interpreters, its implementation needs to be supported by a robust legal and technical framework. Without such support, the risk of compromising the integrity of sensitive proceedings increases. The limited use of RI in Slovakia's broader PSI landscape also reflects the lack of institutional incentives or mandates for digital transformation. In contrast to countries where RI is supported by legislation, coordinated infrastructure, and funding mechanisms, Slovak institutions often approach RI as a stopgap solution rather than a long-term strategy. This results in uneven service provision, with some organizations experimenting with video or telephone interpreting, while others continue to rely entirely on face-to-face interpreting or bilingual staff with no formal training.

However, anecdotal evidence suggests the potential for positive change. Our respondents reported occasional use of AI and machine translation to bridge language gaps in social services and community interpreting, particularly in areas such as asylum, integration, and employment support. Nevertheless, these practices remain largely project-based, unsystematic, and unsustainable.

As Birčák (2023) notes, the increasing hybridity of interpreting roles, particularly in remote or semi-remote settings, requires both practitioners and institutions to adapt to mixed modes of communication. This shift demands not only new skills on the part of interpreters, but also institutional flexibility, investment in digital tools, and openness to cross-sectoral collaboration. One key obstacle to broader implementation is data security. State institutions cannot afford to use unsecured communication

⁵ https://obcan.justice.sk/documents/20229/0/Pouzivatelska_prirucka_RESS_IS_videokonferencie.pdf/ed6ab1ba-83f3-40c6-a385-34cefa25f455

channels in sensitive domains such as asylum, healthcare, and legal settings. This significantly limits the adoption of new technologies, as their deployment would require secure, certified platforms similar to those already in use in the judicial sector.

Building on the discussed insights from institutional practices, it is clear that successful and sustainable implementation of RDI in PSI requires not only skilled practitioners but also systemic and policy-level conditions. Training alone, while necessary, is insufficient without the structural, regulatory, and technological frameworks that enable interpreters to apply their skills consistently and effectively across service areas. First and foremost, the examples of Belgium, the Netherlands, the United Kingdom, and Greece illustrate that *institutional coordination* is a key factor in embedding RDI in PSI. These systems differ in their organizational models – ranging from publicly managed frameworks to public-private collaborations – but share certain core features: centralized management of interpreters, quality assurance mechanisms and a single interface for service users. Centralization not only improves efficiency and the allocation of interpreters, but also enables standardization in terms of ethical practice, pricing, data security, and reporting structures.

Equally important is the existence of *regulatory frameworks* that define the scope of interpreter-mediated communication within public services. For example, Belgium's approach to social token explicitly limits interpreting services to institutional contexts, thereby ensuring that professional interpreting remains aligned with the public interest and welfare. These boundaries help protect the role of interpreters from informal substitution and clarify institutional responsibilities. In countries where such regulations are absent or ambiguous, the risk of inconsistent service provision and role confusion increases significantly.

Another critical structural element is the *technological infrastructure*. As Ioannidis and Vlachopoulos (2024) show, inadequate digital tools and unstable internet connections can severely hamper the delivery of remote interpreting, even when interpreters are well trained. Therefore, investment in infrastructure must go hand in hand with the training of interpreters. This includes secure and user-friendly interpreting platforms, support hotlines, and IT support. Institutions also need to ensure that their staff have the digital literacy skills to operate these systems smoothly.

In addition to technical and legal provisions, the integration of RDI into PSI requires mechanisms for the *recruitment and continuous professional development* of interpreters. Interpreter pools need to be diversified to include a wide range of languages, including lesser-used ones, while at the same time maintaining strict standards for admission – such as language certificates, prior experience, and background checks for work in sensitive areas (e.g., asylum, mental health, legal proceedings). As seen in the Netherlands and the UK, such systems are more resilient when recruitment is coupled

with access to flexible, ongoing professional development that allows interpreters to adapt to evolving technological and interactional demands.

An often overlooked but essential condition for sustainable implementation is *systematic evaluation*. Secured systems could consistently monitor interpreter performance, client satisfaction, or interaction outcomes in remote contexts in order to improve service quality and support interpreter development. In addition, secure recording of remote sessions, with informed consent, should be made possible for the purposes of feedback, evaluation, and targeted training. Such recordings can be used to identify both strong and weak aspects of interpreter performance, and subsequently inform the design of condensed, practical training modules focused on recurring challenges in real-life practice. These data are essential for evidence-based policymaking and service improvement. Furthermore, involving interpreters in the evaluation process – through debriefings, peer exchange forums, or anonymous reporting mechanisms – can help identify and address issues that would otherwise remain invisible.

In smaller countries such as Slovakia, where resources and institutional capacity may be more limited, the implementation of remote interpreting systems must be approached gradually and pragmatically. A promising strategy lies in the development of communities of practice, which can emerge through local initiatives such as community centers, NGO-led services, or municipal integration programs. Sharing knowledge, best practices, and locally relevant information within these networks can help build a more cohesive and adaptive ecosystem for remote interpreting. Importantly, the implementation of remote interpreting would make it possible to provide interpreting services across the entire country, including in regions with limited access to trained professionals, without requiring the physical presence of the interpreter. This can significantly reduce logistical barriers, particularly for urgent or short-term interpreting needs in rural or remote areas.

7 Conclusion

While remote interpreting holds great potential for improving accessibility and coverage of PSI in Slovakia, the shift from embodied, multimodal interaction to a technologically mediated form of communication demands a reconceptualization of interpreter training and interactional norms. The evidence presented by De Boe (2020) suggests that remote interpreting is not simply a logistical change, but a transformation that alters the very fabric of interpreter-mediated communication. If the Slovak public service sector is to embrace remote interpreting, it must do so with a clear understanding of these interactional complexities and a commitment to mitigating their effects. The Slovak context stands to benefit from international models and

practices, but not through direct replication. Rather, lessons should be adapted to reflect the specific legal, linguistic, and infrastructural conditions in Slovakia.

Although some initial initiatives exist, remote interpreting has not yet been systematically incorporated into interpreter training for public service settings. Previous efforts have been largely ad hoc, short-term, and project-based, often lacking sustainable funding and curricular integration. We argue that both PSI and RI in PSI settings must become an integral part of university-level interpreter education. This requires not only curriculum change but also increased awareness and training opportunities for interpreters, many of whom currently lack information and guidance on how to effectively use interpreting technologies and perform in remote settings.

Key steps may include:

- developing national guidelines for remote interpreting in public services;
- establishing pilot projects in high-demand sectors (e.g., legal aid, asylum services, emergency healthcare);
- designing interpreter and provider training programs that reflect local realities;
- ensuring that interpreting technology is integrated with existing digital platforms used by public institutions.

These measures must be embedded within a broader policy commitment to language access and communication equity in public services. Without such commitment, remote interpreting risks being treated as a temporary fix rather than a durable component of a modern, inclusive PSI system. By combining technological readiness with interactional awareness and proactive interpreter conduct, the public service sector can ensure that remote interpreting becomes not a barrier but a bridge toward inclusive, equitable communication for all service users. In addition to training, simple informational brochures and user guides – similar to those developed in Belgium – could help bridge the knowledge gap. However, this would require more in-depth research and engagement with relevant institutions.

Bibliography

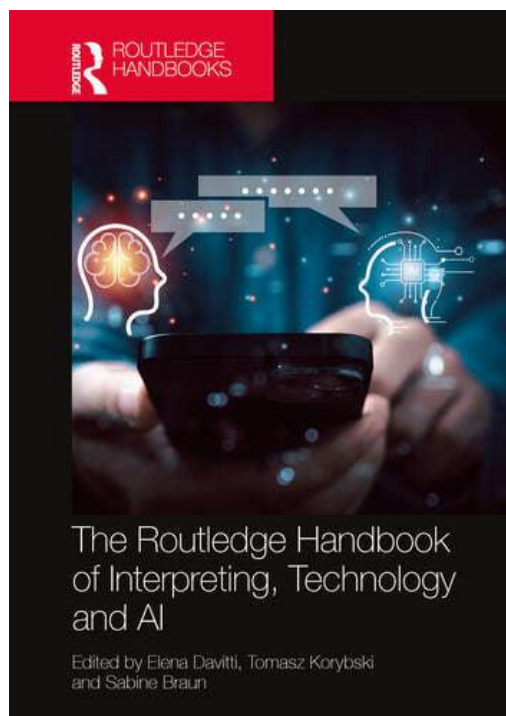
- Agung, I. et al. 2024. Translating Performance of Google Translate and DeepL in Translating Indonesian Short Stories into English. In: Proceedings of the 2nd Linguistics, Literature, Culture, and Arts International Seminar (LITERATES). Universitas Mahasaraswati Denpasar. pp. 178-185. <https://e-journal.unmas.ac.id/index.php/literates/article/view/8555/6443>. Accessed on: 8 December 2024.
- Alarcón-García, Verónica. 2023. Learning to Interpret and Mediate in the 1-1-2 Emergency Phone Line through Roleplay. In: Bridge: Trends and Traditions in Translation and Interpreting Studies. 4(1): pp. 13–36.
- Alley, Erica. 2012. Exploring Remote Interpreting. In: International Journal of Interpreter Education. 4(1).
- Amato, Amalia, Spinolo, N. and Gonzalez, M.J. 2018. Handbook of Remote Interpreting - Shift in Orality. Bologna: AMS Acta.
- Amato, Amalia. 2020. Interpreting on the Phone: Interpreter's Participation in Healthcare and Medical Emergency Service Calls. In: InTRAlinea Special Issue: Technology in Interpreter Education and Practice. 11. <http://www.intralinea.org/specials/article/2519>.
- Birčák, Andrej. 2023. Understanding Hybridity in the Context of Remote Interpreting. In: Bridge. 4(2): pp. 60–79.
- Braun, S. 2013. Keep Your Distance? Remote Interpreting in Legal Proceedings: A Critical Assessment of a Growing Practice. In: Interpreting. 15(2): pp. 200–228.
- Braun, Sabine. 2014. Comparing Traditional and Remote Interpreting in Police Settings: Quality and Impact Factors. In: Viezzi, M. and Falbo, C. (eds.). Traduzione e interpretazione per la società e le istituzioni. Trieste: Edizioni Università di Trieste. pp. 161–176.
- Braun, S. 2017. Interpreting Strategies for Remote Interpreting. In: Bendazzoli, L. and Monacelli, C. (eds.). Exploring New Paths in Interpreting Studies. Rome: Edizioni di Storia e Letteratura. pp. 167–191.
- Braun, Sabine. 2019. Technology and Interpreting. In: O'Hagan, Minako (ed.). 2019. The Routledge Handbook of Translation and Technology. London: Routledge. pp. 271-288.
- Chlipala, Miroslav. 2023. Trendy využívania technológií v právnych službách na Slovensku. <https://premium.najpravo.sk/trendy-vyuzivanie-technologii-v-pravnych-sluzbach-na-slovensku/>. Accessed on: 25 Feb 2025.
- Connell, Tim. 2021. The Application of New Technologies to Remote Interpreting. In: Linguistica Antverpiensia. (5): pp. 311-324.
- Corpas Pastor, Gloria and Gaber, Mahmoud. 2020. Remote Interpreting in Public Service Settings: Technology, Perceptions and Practice. In: SKASE Journal of Translation and Interpretation. 13(2), pp. 58-68.
- Davitti, Elena. 2018. Co-constructing Understanding and Interactional Meaning Through Embodied Performances: Insights from Dialogue Interpreting in Healthcare Settings. In: Applied Linguistics. 40(5): pp. 816–841.
- Davitti, Elena and Braun, Sabine. 2020. Analysing Interactional Phenomena in Video Remote Interpreting in Collaborative Settings: Implications for Interpreter Education. The Interpreter and Translator Trainer. 14(3): pp. 279–302.
- De Boe, Esther. 2020. Interactional Dynamics in Video Remote Interpreting: A Multimodal Perspective [Doctoral dissertation, KU Leuven].
- De Boe, Esther. 2021. Monitoring and Repair in Face-to-Face and Video Remote Interpreting: A Comparative Multimodal Analysis. In: The Interpreters' Newsletter. 26: pp. 137–155. <https://doi.org/10.13137/2421-714X/33268>

- Štefková, Markéta and Krajčovič, Michaela. 2025. Remote Interpreting: How Can It Change the World of Public Service Interpreting in Slovakia? In: *LION Journal* 1(4), pp. 110–127.
- De Boe, Esther, Balogh, Katalin and Salaets, Heidi. 2021. Impact of Context on Community Interpreting Research, Practice & Training. In: *Linguistica Antverpiensia New Series – Themes in Translation Studies*. 20.
- De Boe, Esther, Vranjes, Jelena and Salaets, Heidi. 2023. About the need for micro-analytical investigations in remote dialogue interpreting. In: De Boe, Esther & Vranjes, Jelena & Salaets, Heidi. (Eds.) *Interactional Dynamics in Remote Interpreting: Micro-analytical Approaches*. 2024. London and New York: Routledge. pp. 16-37.
- Depperman, Arnulf and Günthner, Susanne. 2015. Temporality in Interaction. In: *Pragmatics* 25(3): pp. 379–393.
- Djovčoš, Martin, Ondřej Klabal, and Pavol Šveda. 2023. ‘Introduction’. In: *Bridge: Trends and Traditions in Translation and Interpreting Studies*. 4(1): pp. 1–12.
- Fraňo, Joachim Dušan. 2024. Vybrané problémy pri tlmočení vstupného pohovoru v azylovom konaní. In: *Bulletin slovenskej advokácie*. pp. 10-16. <https://info.sak.sk/bulletin/vybrane-problemy-pri-tlmočení-vstupného-pohovoru-v-azylovom-konaní/>. Accessed on: 28. March 2025
- Gavioli, L., and Wadensjö, C. (eds.). 2023. *The Routledge Handbook of Public Service Interpreting*. London and New York: Routledge.
- Hale, Sandra. 2007. *Community Interpreting*. Basingstoke: Palgrave Macmillan.
- Hlavac, Jim. 2013. Should Interpreters be Trained and Tested in Telephone and Video-Link Interpreting? Responses from Practitioners and Examiners. In: *International Journal of Interpreter Education*. 5: pp. 34-50.
- Hsieh, Elaine. 2017. *Bilingual Health Communication: Working with Interpreters in Cross Cultural Care*. Routledge.
- Ioannidis, Anastasios and Vlachopoulos, Stefanos. 2024. Remote Interpreting in Public Service Settings. In: Iacono, K., Heinisch, B. and Pöllabauer, S. (eds.), *Zwischenstationen / Inbetween*. 2024. Berlin. pp. 53-64.
- Kerremans, Koen, Lázaro Gutiérrez, Raquel, Stengers, Helene, Cox, Antoon and Rillof, Pascal. 2019. Technology Use by Public Service Interpreters and Translators: The Link Between Frequency of Use and Forms of Prior Training. In: *FITISPos International Journal*. 6(1): pp. 107–122.
- Lázaro Gutiérrez, Raquel. 2021. Remote (Telephone) Interpreting in Healthcare Settings. In: Susam-Saraeva, Sebnem and Spišiaková, Eva (eds.), *The Routledge Handbook of Translation and Health*, London and New York: Routledge. pp. 216-231.
- Leanza, Yvan, Burdeus-Domingo, Noelia, Kokou-Kpolou, Cyrille Kossigan and René de Cotret, François. 2024. Training Healthcare Workers and Untrained Interpreters in Remote Collaboration amidst COVID-19. In: *PEC Innovation*. 6. <https://doi.org/10.1016/j.pecinn.2024.100369>
- Macáková, Dita. 2020. Komunitní tlmočení na dálku. In: Knap-Dlouhá, P., Bossaert, B., Macáková, D. and Pajerová, K. (eds.), *Komunitní tlmočení v ČR a v nizozemsky hovořících zemích*. Olomouc: Univerzita Palackého v Olomouci. pp. 53–62.
- Mason, Ian (ed.). 2001. *Triadic Exchanges. Studies in Dialogue Interpreting*. Manchester: St. Jerome.
- Roy, Cynthia B. 2000. *Interpreting as a Discourse Process*. New York: Oxford University Press.
- Salaets, Heidi and Balogh, Katalin. 2023. Are Interpreters and Interpreting Technology Ready for the Post-Covid era? In: Zwischenberger, C., Reithofer, K., and Rennert, S. (eds.), *Introducing New Hypertexts on Interpreting (Studies): A Tribute to Franz Pöchhacker*. Amsterdam: John Benjamins. pp. 254–276. <https://doi.org/10.1075/btl.160.13sal>
- Stengers, Heléne, Lázaro Gutiérrez, Raquel, and Kerremans, Koen. 2020. Exploring the Acceptance of Supporting Tools in Public Service Interpreting: A Questionnaire Study. In: *NOMÁZEIN: Present and Future Challenges for Public Service Interpreting. Special Issue XIII*: pp.102–128. <https://riviste.unige.it/index.php/nomazein/article/view/1122>
- Stivers, Tanya., and Sidnell, Jack. 2005. Introduction: Multimodal Interaction. In: *Seminar on Multimodality*. UCLA. pp. 1–9.

- Štefková, Markéta and Krajčovič, Michaela. 2025. Remote Interpreting: How Can It Change the World of Public Service Interpreting in Slovakia? In: LION Journal 1(4), pp. 110–127.
- Šveda, Pavol and Djovčoš, Martin. 2022. Translation and Interpretation in the Time of the COVID-19 Pandemic: A Case Study from Slovakia. In: Stridon. Journal of Studies in Translation and Interpreting. 2(2). pp. 25–43.
- Šveda, Pavol and Djovčoš, Martin. 2023. Premeny prekladu a tlmočenia. Bratislava: Univerzita Komenského.
- Zhang, Wei, Davitti, Elena and Braun, Sabine. 2024. Charting the Landscape of Remote Medical Interpreting: An International Survey of Interpreters Working in Remote Modalities in Healthcare Services. In: Perspectives. pp. 1–26.
- Wadensjö, Cecilia. (2014). Interpreting as Interaction. <https://doi.org/10.4324/9781315842318>.

Final Variable

Book Review: *The Routledge Handbook of Interpreting, Technology and AI* (Davitti, Korybski & Braun, eds., 2024, ISBN 9780367513009, 448 pages, Routledge)



The Routledge Handbook of Interpreting, Technology and AI (Davitti, Korybski & Braun, 2024) has been published at a key moment in the history of the interpreting profession, as it undergoes profound and disruptive transformation. As Fantinuoli (2025) observes, the industry is 'in flux', influenced by digitalisation, platformisation, and the swift integration of artificial intelligence. This authoritative, state-of-the-art handbook situates interpreting within what Pöchhacker and Liu (2024) term a 'technologised' environment – one in which technology not only enables service delivery, but increasingly assists – and even attempts to replace – human agency.

The strength of this volume lies in its broad scope and systematic organization. Structured into five

parts, it maps the landscape from traditional technology-enabled modalities, such as telephone and video-mediated interpreting, to more recent innovations, including technology-enabled consecutive interpreting and tablet interpreting. Ultimately, it also addresses machine interpreting.

Equally significant is its attention to interpreter training and the role of computer-assisted interpreting (CAI) tools, as well as broader debates on quality, ethics, cognitive aspects, and the transformation of professional standards. In this sense, the handbook offers an overview of the 'technological turn' in interpreting studies, building on earlier discussions in *Changing Roles in Interpreting* (Biagini, Boyd & Monacelli, 2017), which focused on issues of norms, ethics and professional quality.

One notable contribution of the handbook is its standardisation of terminology and definitions in areas where the discourse of industry and research has previously been fragmented. For instance, its treatment of remote simultaneous interpreting (RSI) brings much-needed conceptual clarity to a field where ad hoc labelling has long been the norm. This aligns with the issues raised in Pastor and Defrancq's (2023) *Interpreting Technologies: Current and Future Trends*, which likewise aims to consolidate knowledge of emerging tools such as smart pens, tablets, and computer-assisted interpreting (CAI). However, while the Pastor and Defrancq volume adopts a more exploratory and forward-looking orientation, spotlighting pedagogical tools and future scenarios, the Routledge handbook offers a broader consolidation, spanning professional settings

(such as conferences, healthcare, legal proceedings, and asylum hearings) and integrating debates on standards and ergonomics. Together, the two volumes provide a complementary pair: one highlights ongoing and future technological experimentation and the other provides definitional stability and disciplinary anchoring.

The handbook also succeeds in capturing the profession's zeitgeist. By comparing contributions that adopt a cautious, occasionally conservative stance with those that express visionary – even disruptive – ideas, it reflects the current tensions within the field. This mirrors the dual narrative described by Pöchhacker and Liu (2024), whereby technology is both an enabler of established practices and a catalyst for radical reconfiguration. Notably, the chapters addressing ethical and quality-related issues resonate strongly with the discussions on professional norms and ethics presented in *The Changing Role of the Interpreter* (Biagini, Boyd & Monacelli, 2017). Integrating these discussions into a technology-focused volume highlights that digital transformation is inextricably linked to questions of professional identity, accountability, and standards.

In short, *The Routledge Handbook of Interpreting, Technology and AI* is set to become a key reference work in translation and interpreting studies. It consolidates terminology, broadens the scope beyond that of previous collections and situates technology within both practice and theory. For those navigating an uncertain professional landscape, it is not only a compendium of current knowledge, but also a guide to understanding the trajectories of change. Read alongside Pastor and Defrancq's (2023) more experimental approach and considered in light of the conceptual framework proposed by Pöchhacker and Liu (2024), the handbook will be an invaluable resource for charting the technological and ethical future of interpreting.

Pavol Šveda

Comenius University in Bratislava

pavolsveda@uniba.sk

Bibliography

- Biagini, Marta, Michael S. Boyd, and Claudia Monacelli (eds.). 2017. *The Changing Role of the Interpreter: Contextualising Norms, Ethics and Quality Standards*. London: Routledge.
- Davitti, Elena, Korybski, Tomasz and Braun, Sabine (eds.). 2024. *The Routledge Handbook of Interpreting, Technology and AI*. London: Routledge.
- Fantinuoli, Claudio. 2025. *A Handbook for an Industry in Flux: Interpreting Meets the Age of AI*. 1 August, 2025. Available at: <https://www.claudiofantinuoli.org/2025/08/01/a-handbook-for-an-industry-in-flux-interpreting-meets-the-age-of-ai/>.
- Pastor, Gloria Corpas and Defrancq, Bart (eds.). 2023. *Interpreting Technologies – Current and Future Trends*. Amsterdam: John Benjamins.
- Pöchhacker, Franz and Liu, Minhua. 2024. *Interpreting Technologized: Distance and Assistance*. *Interpreting*, 26(2): pp. 157–177. <https://doi.org/10.1075/intp.00112.poc>.

