



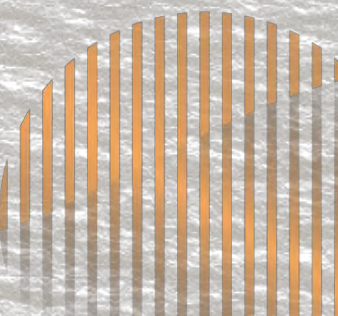
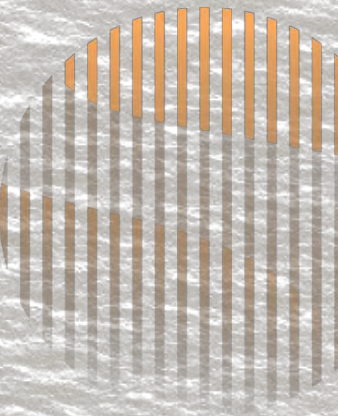
AI-Integrated Translation Pedagogy: Developing Critical, Ethical, and Audience- Aware Language Competence

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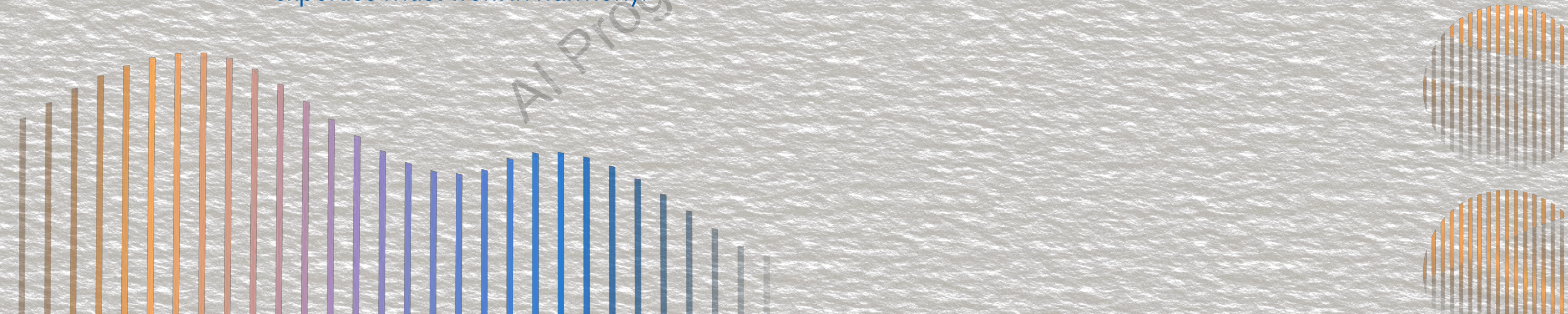
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AI Program - USJI/UNESCO



Introduction to AI-Integrated Translation Pedagogy

This pedagogical approach combines human translation expertise with AI-generated drafts and comparative analysis. The focus is on developing critical, ethical, and audience-aware language competence through reflective use of AI tools, not blind reliance. Students learn to leverage technology while maintaining human judgment, preparing them for contemporary translation environments where technology and expertise must work in harmony.



Context and Rationale

The rapid advancement of artificial intelligence has fundamentally transformed the translation profession, creating both unprecedented opportunities and significant challenges.

As AI tools become increasingly sophisticated, translation educators must prepare students not merely to use these technologies, but to engage with them critically, ethically, and with full awareness of audience needs.

The Challenges We Observed

Our pedagogical question: How can AI become a tool for developing critical translation competence rather than replacing it?

Students increasingly

Copy AI translations without reflection

Assume AI is always correct

Focus only on the final answer

Ignore audience, tone, and context

Struggle with justification of choices

Question AI output

Compare alternatives

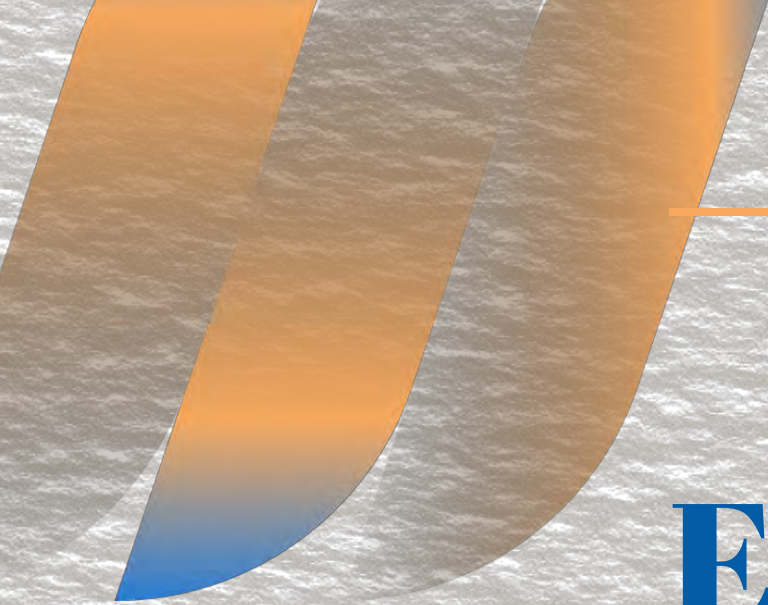
Detect weaknesses

Improve the translation

Adapt the text to audience and context

Explain their decisions

Students must



Expected Learning Outcomes

Critical thinking and autonomy

Reflective and ethical AI use

Comparative evaluation skills

Justification of translation choices

Awareness of AI strengths and weaknesses

Adaptation to context

Creativity and flexibility

Professional responsibility

Structured Learning Process

A four-stage approach combining human expertise with AI-assisted translation.

01



Textual Analysis

Identify text type, genre, register, audience, and communicative function.

02



AI Draft Generation

Use AI tools as supporting resources to generate initial draft translations.

03



Comparative Evaluation

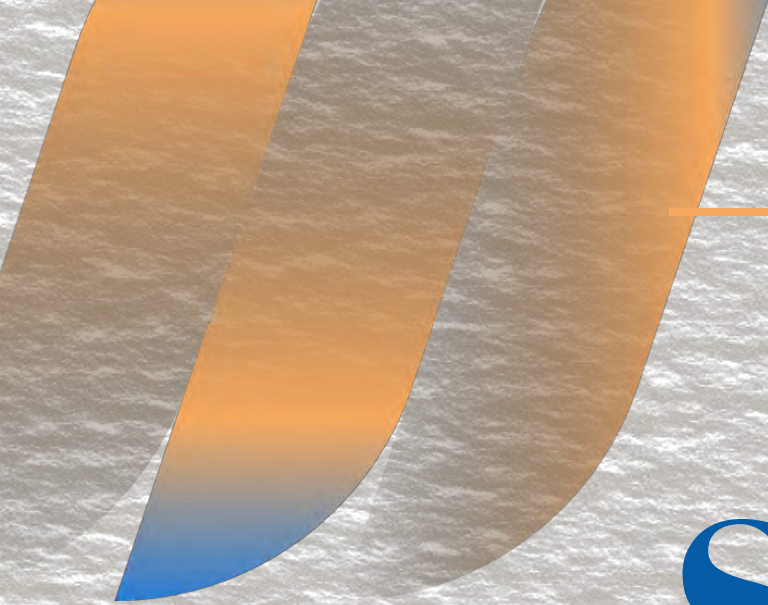
Compare human and AI translations, question outputs, and justify choices.

Final Translation

Assess appropriateness and produce translation faithful to source function.

04





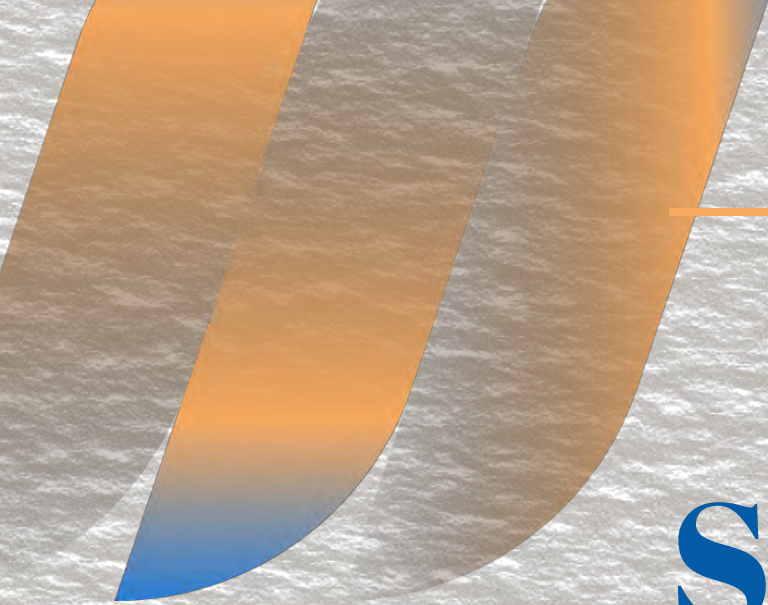
Stage 1: Textual Analysis

Students receive the source text and conduct thorough preliminary examination before engaging with AI tools. This foundational stage involves identifying the text type, genre, register, and intended audience. Students reflect on the communicative function and anticipate potential translation challenges. This analytical groundwork establishes critical awareness and prepares students to evaluate AI-generated translations with informed judgment.



Stage 2 – AI Draft Generation

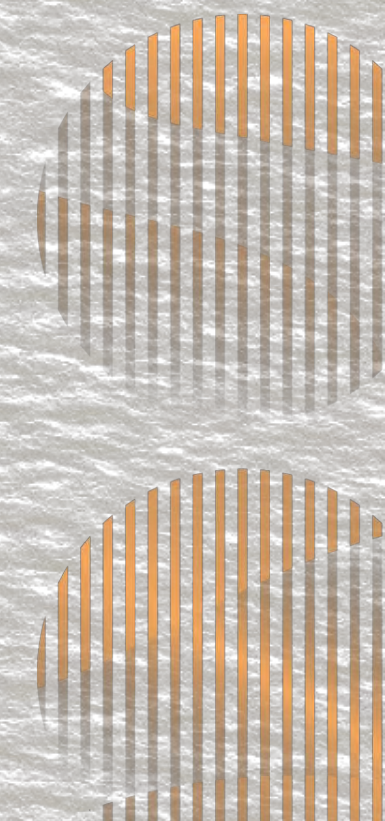
In this exploratory stage, students generate draft translations using AI tools such as DeepL and ChatGPT. The AI is explicitly framed as a supportive tool rather than an authoritative final source. Students are encouraged to experiment with different prompts, instructions, and parameters to understand how AI responds to varied inputs. This hands-on experimentation helps develop awareness of AI capabilities while maintaining critical distance from machine-generated output.

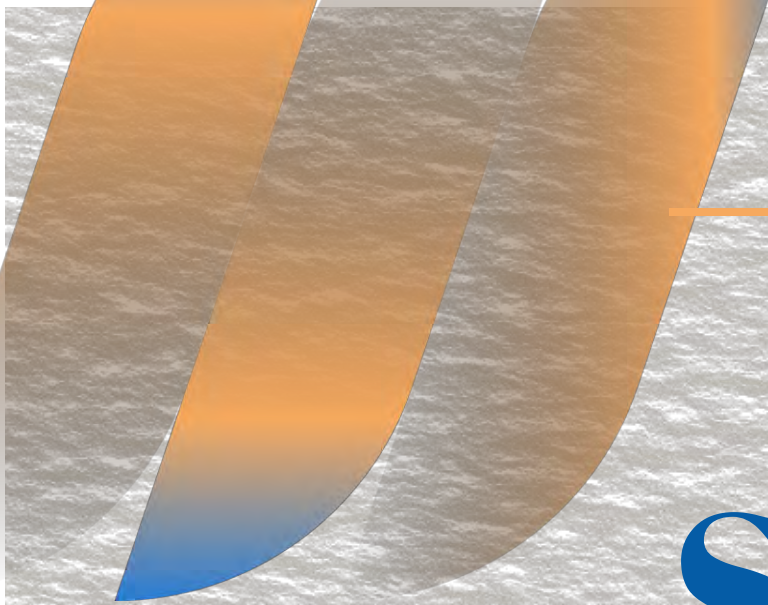


Stage 3 – Comparative Analysis

This critical evaluation phase examines differences in meaning, tone, accuracy, and cultural adaptation between human and AI translations. Students justify which version better suits the communicative purpose and target audience. Key focus areas include identifying AI limitations in handling register variations, cultural nuances, and specialized language domains such as legal, economic, or technical terminology.

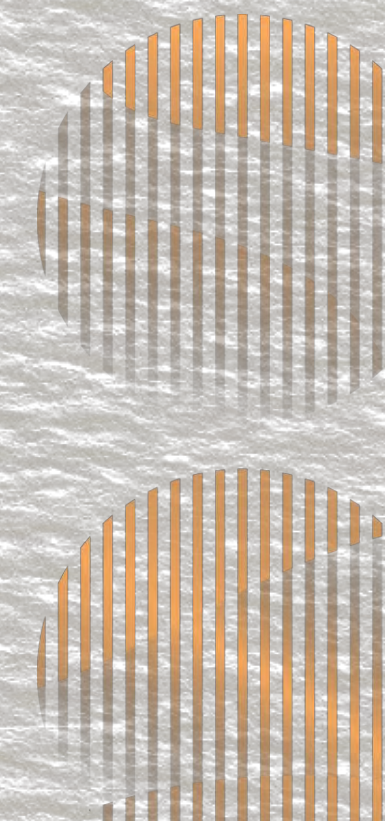
This stage encourages metacognitive awareness and ethical AI use. This process fosters transparency in the translation workflow and promotes critical engagement with technology. By reflecting on their choices, students develop responsibility in AI use and gain deeper understanding of their own translation competence and decision-making processes.

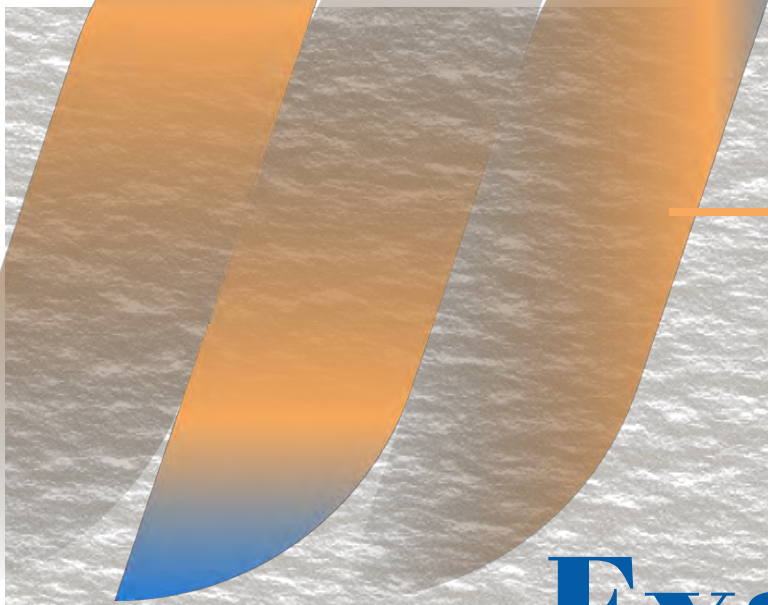




Stage 4 – PE and Adaptation

This stage focuses on producing final, polished translations by integrating linguistic and cultural insights gained from comparative analysis. Students revise AI-generated drafts, correcting errors in meaning, tone, and cultural appropriateness. Where relevant, they create multiple versions tailored for different audiences, demonstrating flexibility and audience awareness in their translation practice.



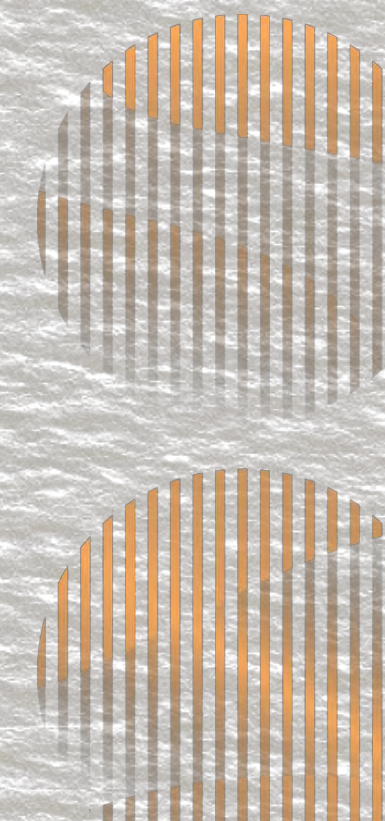


Example Activity 1: Student Reflection

Students explain their choices using reflective prompts:

- Why did you reject the AI version?
- Which term better fits the target audience?
- Which version sounds more persuasive?
- Which expression is more natural culturally?
- Did AI preserve the communicative function?

This approach shifts focus from "finding equivalents" to "making justified decisions."





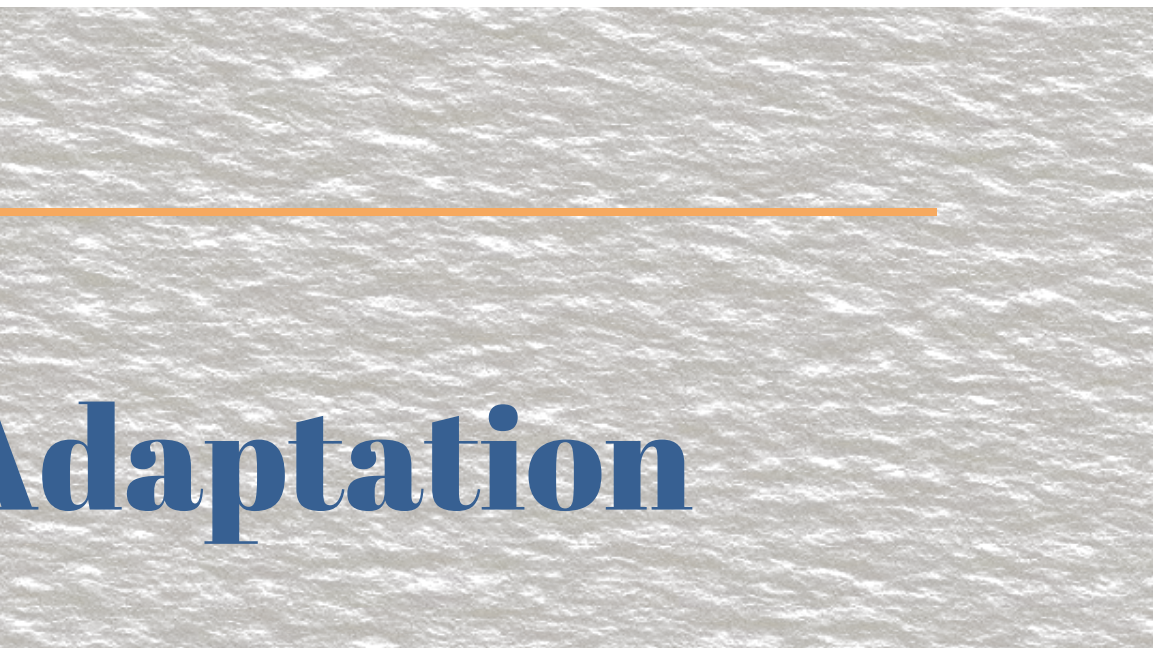
Example Activity 2: Audience Adaptation Task

Students translate this single text for different audiences:

- Children
- Professionals
- Social media users
- Formal institutional communication (NGO, Government, Teen campaign)

Key Learning Outcome:

Highlights the critical importance of audience-aware translation. The same message requires different linguistic choices, tone, and register depending on who will receive it.



Example Activity 3: Cultural Adaptation

Focus areas for cultural adaptation analysis:

- Idioms, humor, politeness markers
- Slogans and emotionally loaded words

Example: "Feel at home" (AI literal translation may sound awkward or unnatural).

Student discussion points:

- Emotional effect on target audience
- Cultural expectations and norms
- Target audience perception differences
- Why literal accuracy $\neq$ communicative effectiveness

Example Activity 4: Spot the Bias

Students analyze different texts, ads, images, news headlines, or AI-generated responses to identify hidden bias:

Gender bias

- Cultural bias
- Political bias
- Media bias
- AI-generated bias or stereotypes
- Biased word choice and framing

Key Learning Outcome:

Develops students' critical thinking and media literacy skills by helping them recognize how language, and AI-generated content can subtly influence perceptions, reinforce stereotypes, or shape public opinion.

What Changed in Students?

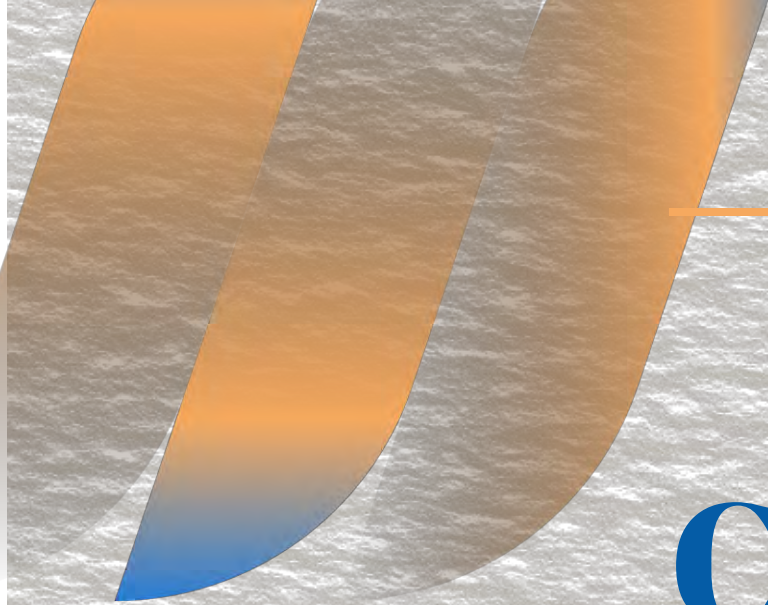
Students became:

- less passive toward AI
- more analytical
- more audience-aware
- more attentive to nuance
- more reflective in decision-making

Most important shift:

From: “AI gave me the answer.”

To: “I evaluated whether the AI answer works.”



Challenges Encountered

1. Over-trust in AI

Students initially assumed AI was always correct.

2. Product-oriented mindset

Students focused only on the final translation.

3. Digital literacy differences

Some students knew prompting strategies better than others.

4. Need for constant ethical framing

Students needed reminders that: **AI assists, it does not replace judgment!**



Skills Developed

Key competencies students gain through AI-integrated translation practice.

Critical Thinking

Students learn to question AI output, justify translation choices, and evaluate appropriateness.

Cultural Awareness

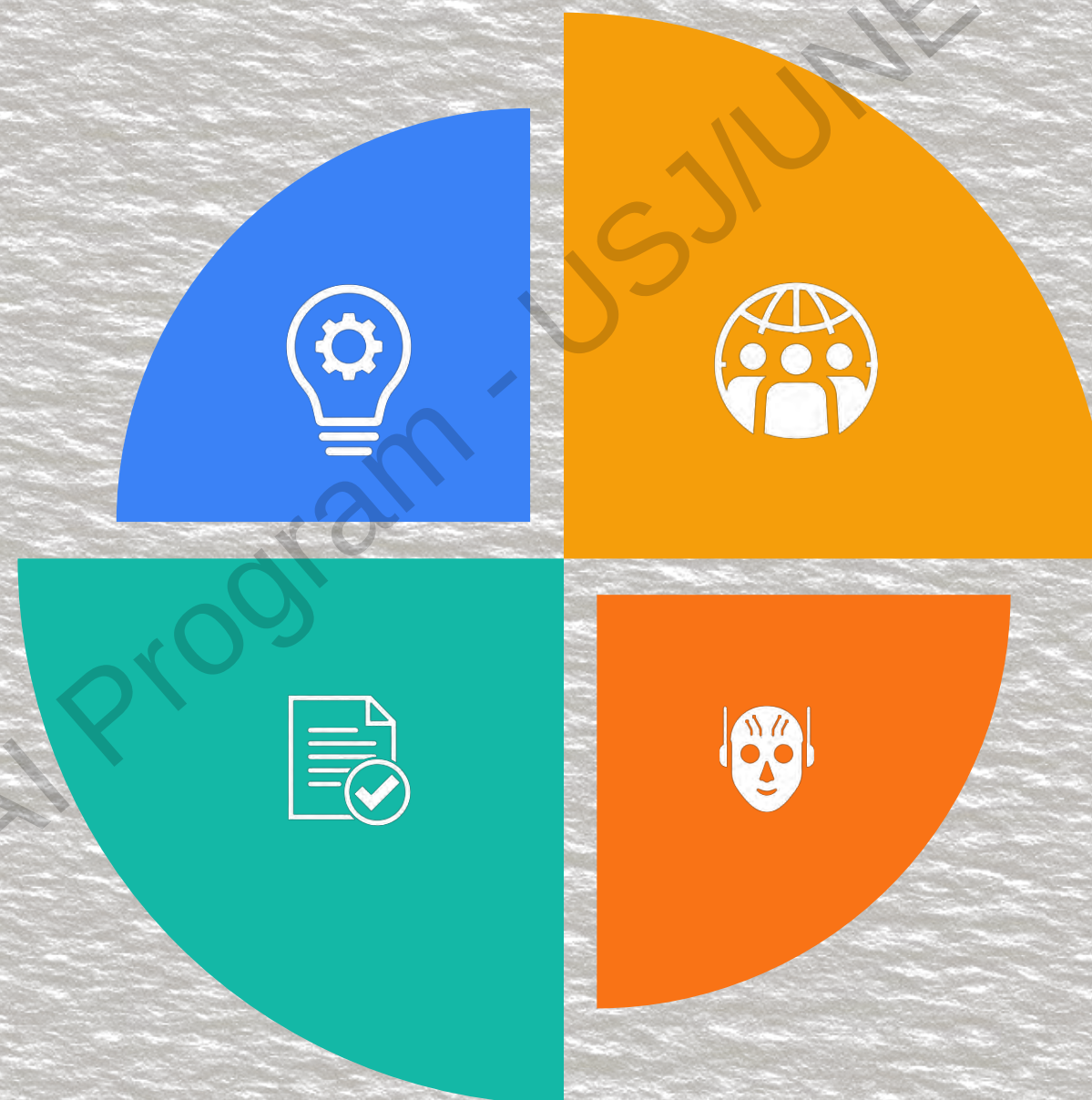
Developing sensitivity to cultural nuances, register, and audience expectations in translation.

Professional Competence

Building skills in textual analysis, genre identification, and communicative function assessment.

AI Literacy

Learning to use AI ethically as a supporting tool while understanding its limitations and biases.



Key Takeaways

These principles guide effective AI-integrated translation learning.



AI as a Tool, Not Authority

Use AI to support translation work, but always question and evaluate its output critically.

Comparative Analysis Matters

Compare human and AI translations to identify strengths, weaknesses, and contextual appropriateness.

Communicative Fidelity

Ensure translations remain faithful to the source text's purpose, function, and intended audience.

Justified Decision-Making

Always justify translation choices with clear reasoning based on textual analysis and context.

Practical Recommendations for Teachers

Recommendations Based on Experience

1. Start with analysis before AI

Never begin directly with AI output.

2. Make students justify decisions

Reflection is essential.

3. Use AI comparatively

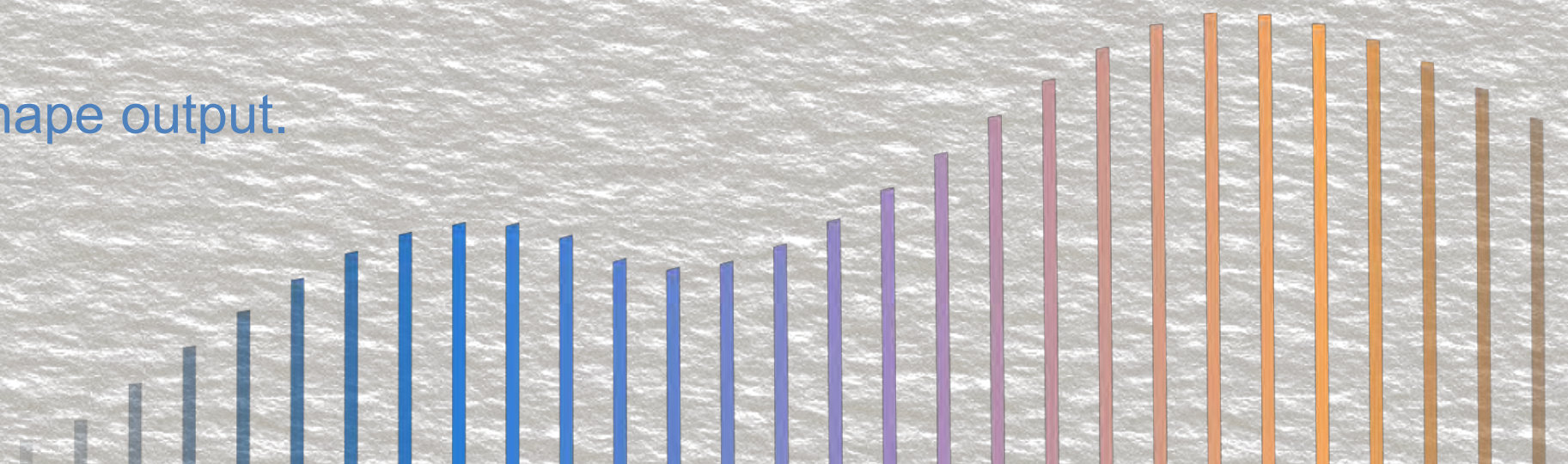
Not as a final authority.

4. Teach prompt engineering pedagogically

Students should understand how instructions shape output.

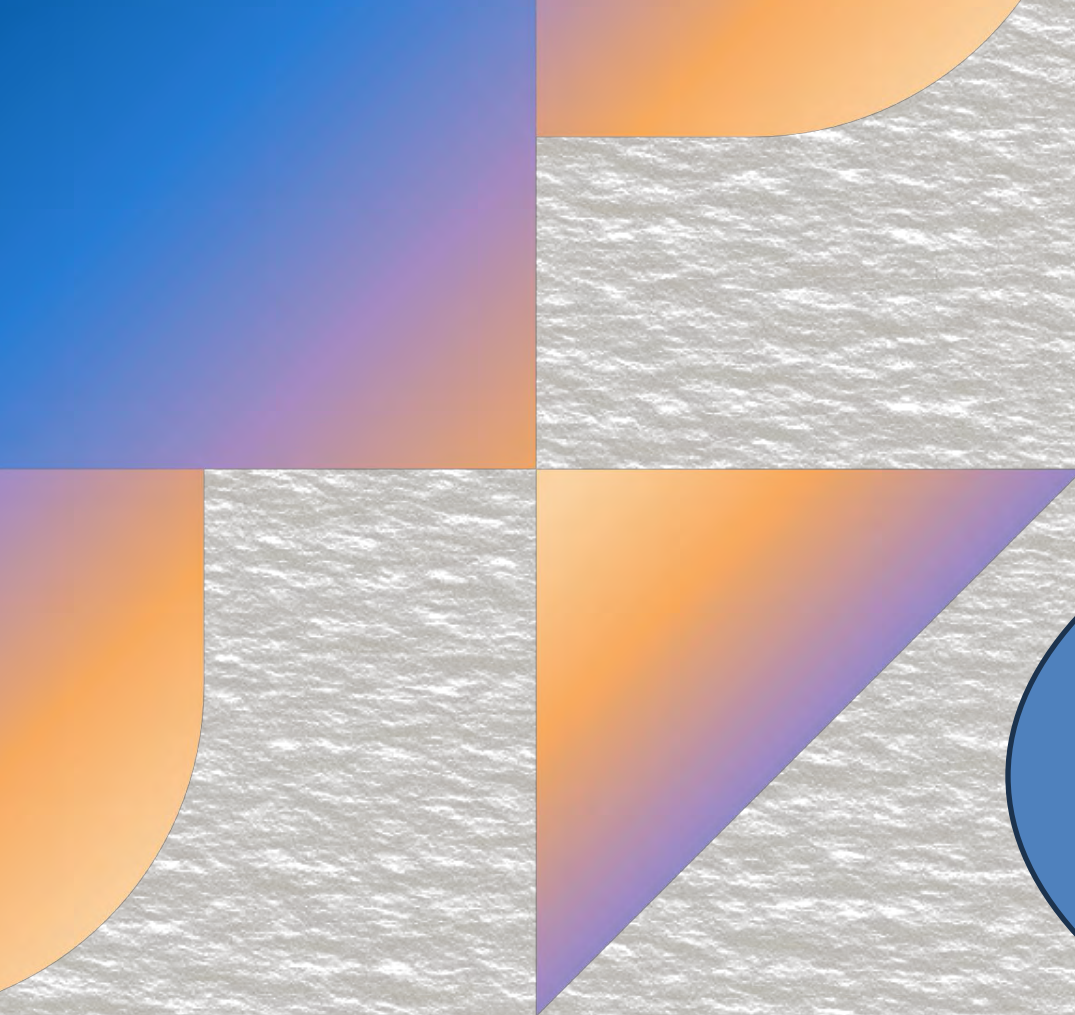
5. Focus on audience and communication

Not only linguistic accuracy.



Recommendations for Effective Integration

- Gradual and structured introduction of AI tools into the curriculum
- Explicit training in critical and ethical AI use for students
- Emphasize translation process over product in assessment criteria
- Encourage collaboration and peer discussion on AI outputs
- Reinforce that AI is a support tool, not a substitute for human judgment
- Align AI use with core pedagogical goals of autonomy and critical thinking



AI should not simplify thinking. It
should deepen it.

The goal is not faster translation but
more reflective translators.

**Thank you for your
attention.**