

Opportunities, Challenges and Curricular Implications of Integrating AI in Translation Pedagogy in Higher Education

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Abstract

AI has changed the work of professional translators and the way in which translation is taught and learned. Translation students are being trained for a profession that is rapidly changing and technology-driven. The challenge for translation educators is how to prepare students for a future in which human and computer knowledge must coexist. This paper examines how the translation curriculum might be adapted. AI was seen in the study as an educational tool, to help learning if used properly, not as a replacement for human translators. The paper considers the pros and cons of employing AI in teaching translation.

On the one hand, AI can give students instant feedback, real translation jobs, and opportunities to develop digital skills in demand in today's translation industry. However, concerns remain about the over-reliance on technology, the decline in critical thinking skills and the failure to consider the cultural and contextual elements of translation that require human judgement and sensitivity.

This paper explores a pragmatic approach to the development of technical literacy, linguistic, cultural and ethical skills, in light of recent research and current practices in the field of translation training. It suggests running translation programmes that teach students how to use AI technologies, critically evaluate results, and identify limitations. The study suggests a curriculum to train future Translators to be skilled in using new technology while preserving the human elements that make translation a success. The study contributes to the ongoing debate on curriculum design and offers practical guidance for translation teachers on how to move forward in the digital era.

Keywords

Translation Pedagogy, Higher Education, Artificial Intelligence, Translator Training, Curriculum Development.