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THE USAGE OF AI TOOLS FOR TEACHING TRANSLATION

The article is devoted to the topical issue of exploring various aspects of AI technologies and tools usage during the training of future translation specialists. It has delved into the definition of artificial intelligence and its educational application. It has also been illustrated that integrating AI tools into translation teaching offers numerous benefits that are crucial for the teaching and learning experiences. Personalized learning, increased engagement of learners, exposure to real-world scenarios, increased motivation, and others have been identified as the strengths of the integration of AI into the process of teaching translation in higher education institutions. The scientific article found that AI tools support a more interactive and student-centered approach to education, enabling personalized learning adapted to every student's needs and proficiency levels. Also, they familiarize students with the latest technological advancements in the field and prepare them for the evolving demands of the translation industry. The weak points of AI implementation in teaching translation techniques and peculiarities for both teachers and students include the following: technology dependency, lack of creativity, loss of critical thinking skills, quality of AI translation, and ethical issues. The article mainly focuses on two AI tools: the widely discussed ChatGPT and Parrot AI, a collaborative workspace designed to assist with meetings, documents, and videos. Apertium, DeepL Translator, and OmegaT have also been singled out for their usage during the development and improvement of translation skills. By familiarizing students with AI-driven processes, educators can equip them with essential skills for future professional scenarios where AI will likely play a critical role.

Key words: AI tools, teaching translation, AI implementation, teaching process, AI in translation.

Statement of the problem. The globalization of communication, industries, and commerce has increased the demand for high-quality translation services. The rise of Artificial Intelligence (AI) has led to changes in the educational and teaching processes. Teaching translation is not an exception. Traditionally, future translation specialists have been taught through a set of theoretical and practical exercises delivered by lecturers. However, though AI cannot "fully replace human teachers, especially in ...language expression and interpersonal communication" [15], AI tools, such as machine translation systems and language processing applications, can potentially improve the teaching process and revolutionize the current learning methods.

The emergence of narrow AI like Siri, which is characterized by less complex algorithms and aimed at performing one task best, demonstrates how complex data-driven and multi-layered technologies have been transformed into language learning technologies [17]. Such programs can analyze vast amounts of real-time data, emphasizing the optimization of teaching and learning processes.

Analysis of recent research and publications. The integration of AI in education is not a new phenomenon. Over the past decade, AI has been increas-

ingly used to customize learning experiences, automate administrative tasks, and provide intelligent tutoring.

In 2022, the European Commission developed and published "Ethical Guidelines on the Use of Artificial Intelligence (AI) and Data in Teaching and Learning for Educators" [8]. The document is designed to help educators grasp the potential of AI and data usage while also raising awareness of the possible risks. Educators aim to engage with AI systems positively, critically, and ethically to reach their full potential.

The phenomenon and potential of AI in the sphere of translation has been studied by such researchers as M. D. Esqueda [7], S. Hussain [10], D. Kenny [13], A. V. Krasulia [1], S.-M. Lee [14], and others. The use of Chat GPT while training philologists, translators, and other language specialists has been analyzed in scientific articles by J.S. Barrot [5], O.Ya. Ostapovych [2], M. Samoylenko [3], and others. The topic of AI in education for enhancing teaching and learning processes has been researched by F.T. Nur [16], Y. Bin [6], S. Jain and M.A. Alam [12], and others.

Task statement. The article aims to examine the current state of AI in the translation industry and its impact on the educational process and explore the various AI tools available for teachers and students.

To achieve the outlined goals, it is necessary to study the concept of "AI" in teaching and learning, find out what AI tools can be implemented to train future specialists in the field of translation and find the benefits and potential pitfalls of AI integration into the educational process.

Outline of the main material of the study. Artificial Intelligence and its impact on professional and everyday spheres is one of the most contradicting topics in the modern landscape. However, there are numerous works, articles, and discussions about this phenomenon, different researchers interpret this concept in different ways (Fig. 1).

In this scientific paper, AI is understood as a set of technologies aimed at performing tasks that typically require human skills and intelligence and can be characterized by capabilities to learn, recognize patterns, solve various problems, understand natural languages, and make decisions.

The translation field has greatly benefited and improved from the introduction of deep learning technologies and the constant development of natural language processing (NLP) technologies. Machine translation is powered by an algorithm that can be trained and automated to produce a more accurate translation. The rapid development of Artificial Intelligence and technologies based on it has led to the emergence of a relatively large number of tools that can significantly facilitate not only the work of a translator but also make the process of training future specialists in this field more effective and engaging.

The benefits of implementing AI technologies into the learning process for students include:

Personalized learning. AI can personalize learning experiences by analyzing a student's performance

and tailoring practice exercises to their level of preparation or weak points. Such actions help students focus on areas that need improvement and work at their own pace.

Increased engagement. Interactive AI tools like games and simulations are designed to make learning more engaging and enjoyable. Students who believe that traditional ways of teaching are outdated and do not reflect the realities regard AI-based techniques as advantageous and beneficial.

Real-time feedback. AI-powered tools can provide immediate feedback on students' translations, allowing them to identify and correct mistakes immediately after the analysis. Students can use such feedback to learn from their own mistakes and avoid them in the future.

Broad access to resources. Instead of searching Google, students can use AI to find databases of bilingual texts, dictionaries, glossaries, etc.

Exposure to real-world scenarios. AI-based tools can simulate real-world translation tasks and challenges. This can help students get practical experience and prepare for professional work.

Increased motivation. Technology-driven tools for learning can make the process more engaging and interactive. This, in turn, can lead to promoting student motivation and fostering a sense of accomplishment.

Challenges and limitations of application AI while teaching translation:

Technology dependency. Students can become AI-dependent and lose completely or partially the ability to think critically and translate by themselves. It is crucial for teachers to ensure that AI tools are used as a supplement to, rather than a replacement for, traditional teaching methods.

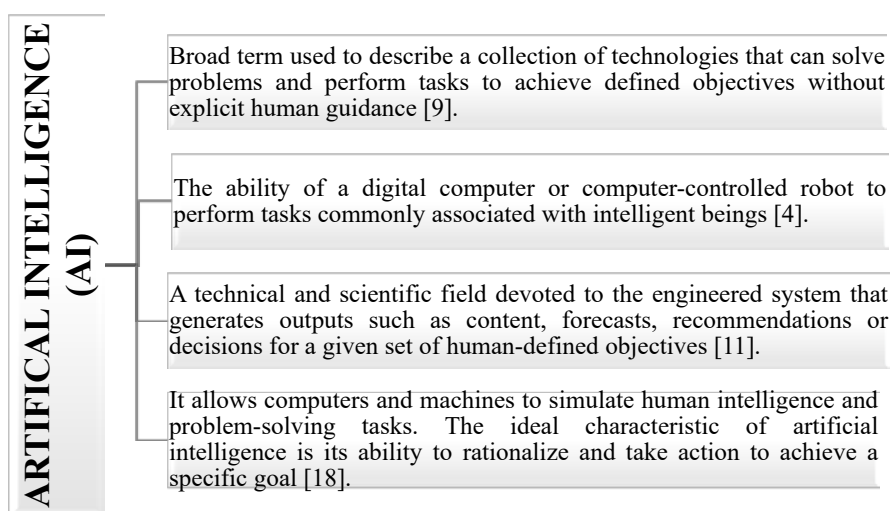


Fig. 1. Definitions of the concept "Artificial Intelligence"

Lack of creativity and loss of critical thinking skills. If used right, AI tools offer a wide range of opportunities and ready answers to different inquiries. It may lead to the student's unwillingness to think and develop creative thinking. Besides, while working with translation, it is essential to be aware of cultural peculiarities and features, which are not always fulfilled by AI applications. Educators must emphasize the importance of critical thinking and independent decision-making in the translation process.

Ethical issues. Many educators and scientists believe that the implementation of AI tools into the curriculum may lead to negative consequences such as the rise of plagiarism and loss of opportunities and skills for self-development.

Quality of AI translations. Though AI translation tools have improved significantly during the last few years, they are not perfect and have their own drawbacks. Students must learn to critically evaluate texts translated with the help of AI tools and remember their limitations.

One of the most popular and widely discussed AI tools is ChatGPT, an AI chatbot with natural language processing that enables human-like dialogues to complete diverse tasks. Though its usage in the educational sphere is disputable, and many researchers and educators discuss the issue of academic integrity, plagiarism, and incorrect data, it can be implemented into the translation teaching process in several ways.

Firstly, teachers can use **ChatGPT** to create engaging tasks like group work, debates, and more while mastering specific topics. It is crucial to make inquiries strict and clear and provide all details for ChatGPT. While writing the instructions, indicate the level of students, the year of their studying, the final result you want to get, etc. The more details you enter, the more detailed task you will get. For example, one of the generated answers to the request to create a group task for mastering grammatical transformation

for students of intermediate or advanced level is “Collaborative Story Transformation,” during which a pair of students writes a short story in English, using a variety of grammatical structures, and then exchange it with another pair and translate into Ukrainian.

However, it should be noted that Chat GPT performs well with simple questions, but its responses to complex requests that involve argumentation and comparative analysis are somewhat basic and need further improvement. Also, carefully check the translation analysis because errors may occur. For example, when analyzing translation transformations when translating the sentence 'She gave him the book' into Ukrainian, the tool wrote:

Transposition

English: *She gave him the book.*

Ukrainian: *Вона дала йому книгу.*

Transformation: *The word order is changed to follow the natural sentence structure in Ukrainian.*

This explanation is wrong, as the transformation of Transposition is not used during the translation.

At the same time, the following example provided by ChatGPT is correct:

English: *The company's corporate social responsibility initiatives are commendable.*

Ukrainian: *Ініціативи компанії щодо корпоративної соціальної відповідальності заслуговують на похвалу.*

Transformations:

Transposition (Перестановка): *The phrase "corporate social responsibility initiatives" is reordered to "ініціативи щодо корпоративної соціальної відповідальності."*

Another AI tool that can be used while teaching translation and languages is **Parrot AI**, a collaborative workspace designed to assist with meetings, documents, and videos. It aims to help businesses securely store their meetings, research, presentations, and other recordings so they can later quickly access

Activity 3: Collaborative Story Transformation

Instructions:

1. **Form Pairs:** Pair up students.
2. **Story Writing:** Each pair writes a short story in English, using a variety of grammatical structures (e.g., passive voice, different tenses, direct and indirect speech).
3. **Story Exchange:** Pairs exchange stories with another pair.
4. **Transformation Task:** Each pair translates the received story into Ukrainian, applying the necessary grammar transformations to ensure natural and accurate translation.

Fig. 2. The example of a ChatGPT-generated task

Professional English_ How to talk about your career.mp4

Created by anvann@ukr.net on Apr 30, 2024

 [Recording Summary](#) |  [Video and Transcript](#) |  [Potential Actions](#) |  [Topics discussed](#) |  [Notes](#)

Date: April 30, 2024

Rebecca at ingrid.com presents vocabulary for employment, covering job search, application, CVs, interviews, hiring, promotions, raises, retraining, transfers, demotions, layoffs, retrenchments, dismissals, resignations, and retirement. The comprehensive lesson aims to enhance professional dialogue, concluding with a quiz offer on ingrid.com.

Fig. 3. The example of a video processed by Parrot AI

and change them, if necessary, and share these documents with others. Though it seems like a business application, it has proved to be an effective tool for English and translation learning.

Students can work with any video materials. All they need to do is upload the file into the workspace. Then, the application processes the video and transcribes it. The student can find “Recording summary,” “Topic discussed,” and “Video and transcript” (Fig. 3).

A teacher can create a separate workspace for each group and assign, check, and work together. Students can also share their notes on the same document and leave comments. As one of the tasks, students can work on translating the uploaded video and suggest variants of units' translations. They can also underline and comment on the transformations that they have used while working with the text. The teacher checks answers anywhere and anytime when possible.

Besides, the teacher can import a short video in the target language. Parrot AI will transcribe the audio, allowing the highlighting of specific sections with translation challenges. Then, students analyze the transcript and propose translations while considering the cultural context.

Another great option of this application is recording Zoom and Google Meets meetings and uploading them into the working space. It enables lecturers to organize real-life situations on simultaneous translation such as a business meeting translation or translation during the surgery, etc., and analyze weaknesses during work. In addition, the transcript will allow students to immediately see grammatical and lexical mistakes that were made during the case. Next,

students can correct and provide their version of the translation in the notes.

Teachers can also encourage students to use Parrot AI for research. They can upload articles or transcripts in the target language and use the AI's summarization feature to grasp key points. This can be helpful, for example, when researching cultural context for translations.

Parrot AI also enables students to record their screen while presenting their translation project presentations. They can explain their translation choices in these videos and provide additional information.

While mastering translation techniques, students can use free translation AI tools such as Apertium, DeepL Translator, and OmegaT to compare manual translation done by a student with automated translation. After comparing the results, students can discuss differences and analyze the pros and cons of machine translation.

Conclusions. Integrating AI tools in the process of teaching translation provides many benefits, including increased efficiency, access to diverse resources, and improved learning experiences. However, it also presents challenges, such as the risk of over-reliance on technology and the potential loss of critical thinking skills. To maximize the benefits of AI tools while mitigating their drawbacks, educators need to balance traditional teaching methods and technological assistance. By doing so, they can prepare students to become proficient and flexible translators who can excel in a rapidly changing field. Future research may focus on developing best practices for integrating AI tools into translation curricula and exploring the long-term impact of these tools on students' skills.

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Хацер Г. О. ВИКОРИСТАННЯ АІ ІНСТРУМЕНТІВ ПРИ ВИКЛАДАННІ ПЕРЕКЛАДУ

Стаття присвячена актуальному питанню вивчення аспектів використання ШІ технологій та інструментів під час підготовки майбутніх фахівців з питань перекладу. Було досліджено, що саме вважається штучним інтелектом та як він використовується в навчальному процесі. Було показано, що інтеграція інструментів штучного інтелекту в навчання перекладу дає численні переваги, які мають вирішальне значення як для викладання, так і для навчання. До числа сильних сторінок інтеграції ШІ в процес викладання перекладу у вищих навчальних закладах відносяться персоналізоване навчання, підвищена залученість студентів, ознайомлення зі сценаріями, що взяти із реального світу й практики, підвищена мотивація тощо. Було виявлено, що інструменти штучного інтелекту підтримують більш інтерактивний і орієнтований на студента підхід до навчання,

забезпечуючи персоналізоване навчання, адаптоване до індивідуальних потреб і рівня кваліфікації кожного студента. Крім того, вони знайомлять слухачів з останніми технологічними досягненнями в цій сфері та готують їх до мінливих вимог перекладацької галузі. Як слабкі сторони, які можуть викликати певні складності як для викладачів, так і для студентів, були визначені наступні: технологічна залежність, відсутність креативності, втрата навичок критичного мислення, якість перекладу ШІ та етичні проблеми. Стаття в основному зосереджена на двох інструментах штучного інтелекту: широко обговорюваному ChatGPT і Parrot AI, спільному робочому просторі, призначеному для допомоги з зустрічами, документами та відео. Також були відокремлені Apertium, DeepL Translator і OmegaT під час роботи та удосконалення навичок перекладу. Ознайомлюючи студентів із процесами, керованими штучним інтелектом, викладачі можуть озброїти їх головними навичками для майбутніх професійних сценаріїв, де ШІ, ймовірно, відіграватиме вирішальну роль.

Ключові слова: AI інструменти, викладання перекладу, AI інтеграція, навчальний процес, AI у перекладі.