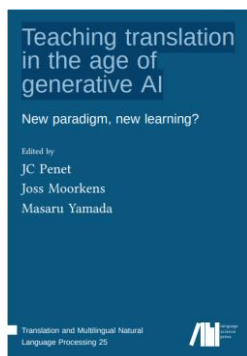


BOOK REVIEW: TEACHING TRANSLATION IN THE AGE OF GENERATIVE AI, NEW PARADIGM, NEW LEARNING?



Title : Teaching Translation in the Age of Generative AI: New Paradigm, New Learning?

ISBN : 978-3-96110-549-6 (Digital); 978-3-98554-169-0 (Hardcover)

Editors : JC Penet, Joss Moorkens, & Masaru Yamada

Publisher : Berlin, Language Science Press, 2026

Pages : 274 pages

DOI : <https://doi.org/10.5281/zenodo.17580856>

Imam Shofwan^{1*} and Nuzulia Nur Farida²

^{1,2} Universitas Negeri Semarang, Indonesia

*correspondence: ishofwan@mail.unnes.ac.id

<https://doi.org/10.24071/ijiet.v10i2.14601>

received 2 May 2026; accepted 10 September 2026

Abstract

This book review looks at *Teaching Translation in the Age of Generative AI: New Paradigm, New Learning?* an open-access edited volume that talks about one of the most important problems in translator education today: how to use generative artificial intelligence (GenAI) in translation classrooms in ways that are critical, ethical, and long-lasting. The volume is edited by JC Penet, Joss Moorkens, and Masaru Yamada. It has twelve chapters by top researchers from Europe, North America, the Middle East, and East Asia. The chapters are divided into three parts: new skills and competences, new knowledge, and new ways of teaching. Since ChatGPT was made public in November 2022, GenAI has been seen as a major disruptor. The contributors offer specific classroom strategies, reflective frameworks, and case studies that cover specialized translation, subtitling, interpreting, and second language (L2) translation. The volume successfully repositions the human translator as a vital agent in what the editors call human-centered augmented translation by consistently focusing on AI literacy, deliberate practice, and the ethical aspects of automated translation. It is a timely, easy-to-use, and pedagogically rich resource for language teachers, applied linguists, and translator educators all over the world.

Keywords: AI literacy, generative AI, machine translation, translator education

Generative artificial intelligence (GenAI) has quickly changed the language sector and the educational programs that train its future professionals since



ChatGPT came out in November 2022. For educators of translators, the inquiry has shifted from whether to interact with large language models (LLMs) like GPT-4 to how to do so while safeguarding pedagogical integrity and the enduring autonomy of human translators. *Teaching Translation in the Age of Generative AI: New Paradigm, New Learning?* is an edited book that explicitly addresses this issue. Language Science Press published this book in 2026 as Volume 25 of its Translation and Multilingual Natural Language Processing series. It is free to read under a Creative Commons Attribution license. The book was planned from the start to be a collegial intervention rather than a comprehensive handbook. In the introduction, lead editor JC Penet says that many translator educators have felt some "technostress" when faced with tools that were changing quickly and that they didn't necessarily want to use. The book is an "attempt to help alleviate feelings of stress" (Penet et al., 2026, p. v; Pym & Hao, 2025) by sharing real-life stories from teachers all over the world.

The three editors bring complementary expertise to the project. JC Penet (Newcastle University, United Kingdom) has written extensively on translator wellbeing and technostress; Joss Moorkens (Dublin City University, Ireland) is a leading voice on machine translation and the ethics of language automation; and Masaru Yamada (Rikkyo University, Japan) is widely recognised for his work on translation process research and prompt engineering. Together, they have curated twelve chapters by an international cast of contributors and organised the volume around a deliberately ambitious framing question: if GenAI represents a new paradigm for the translation profession, what new learning does it demand from both students and teachers? The book answers this question across three parts that address, in turn, the new skills and competences that translation programmes should foreground, the new knowledge that underpins these competences, and the new teaching approaches that practitioners are already developing in their classrooms.

Part I: New paradigm, new skills and competences

Chapter 1, written by Gary Massey and Maureen Ehrensberger-Dow, opens the volume with a measured discussion of translation competence in the age of GenAI. The authors do not see LLMs as hostile alternatives to human expertise. Instead, they see them as collaborative technologies that human translators can use to add their own unique skills. The relevance for curriculum design is clear: programs should focus on teaching students how to read, write, and speak in different languages when they work with GenAI. This is because these are the areas where automated systems are still the weakest. The chapter is very helpful for setting the scene because it gives the ideas that other chapters will build on.

In Chapter 2, Erik Angelone utilizes Anders Ericsson's notion of purposeful practice to contend that AI chatbots can function as More Knowledgeable Others (MKO) in translator training, as defined by Vygotskian theory. Because deliberate practice needs immediate, helpful feedback, and because human teachers can't give that kind of feedback at the speed and scale that today's students need, GenAI can play a truly useful role: not as a source of correct answers, but as a responsive conversation partner that helps learners improve their own translation choices. The chapter is methodologically sound and pedagogically stimulating, and it

should connect with educators who have encountered challenges in implementing deliberate practice in extensive translation classes.

Ramón Inglada's Chapter 3 makes a conceptual move that could have a big impact on the field. Inglada contends that, in the era of automatic translation, the enduring concept of correctness needs to be replaced (or at minimum, augmented) with the more expansive concept of appropriateness. He suggests three new core skills—selection, assessment, and prompting—to help students figure out if machine-generated output is good enough. These skills will be taught alongside, not instead of, traditional translation skills (Koskinen, 2020; Lambert & Walker, 2024). The chapter ends with real-life examples from the classroom that show how to put this conceptual framework into action (Kenny, 2022). This is when the book starts to show one of its main strengths: how it always backs up theoretical claims with real-life experiences.

Part II: New paradigm, new knowledge

Part II changes the focus from what students should be able to do to what they and their teachers need to know. Chapter 4 is on data, and Lynne Bowker says that to be able to use AI in translation, you need to know at least the basics of corpora and how LLMs work with data. Understanding that translation educators are generally not computer scientists, she utilizes the domain of scientific communication to provide accessible methods for elucidating technical issues to non-specialist pupils. This is a well-thought-out methodological contribution that can be used in more than only translator education; it can also be used in applied linguistics in general.

In Chapter 5, Masaru Yamada discusses prompt engineering and shows how standard translation studies ideas like skopos, register, function, and equivalence may be used as the building blocks of successful prompts. This chapter is one of the most useful in the book right away. Teachers who need specific prompt templates to utilize with their students will find a lot of useful information here. Yamada's thesis is more relevant because it has a deeper theoretical payoff: instead of seeing prompt engineering as a new and strange technical skill, he sees it as a natural extension of the metalinguistic awareness that translators have always had.

Joss Moorkens and Gökhan Doğru wrote Chapter 6 together. It talks about the moral issues that come up while using GenAI in the translation classroom. The authors do not include a complete set of ethical principles. Instead, they focus on practical classroom tools including case studies, mind-mapping, and visual representations that help students think about the social, environmental, and labor effects of automated translation. This chapter goes nicely with Bowker's chapter since they both say that teaching methods should take into account how easy it is for pupils to understand difficult things instead of presuming that they already know how to do so.

Part III: New paradigm, new teaching approaches

Part III, the longest of the three, is also the most case-study driven. Through six chapters, contributors share specific teaching innovations from a wide range of contexts, lending the volume an attractive sense of pedagogical diversity.

Chapter 7, by Senem Öner Bulut, reports on a collaborative research project in which staff and students at a Turkish university experimentally explored the dynamics of prompt engineering for translation. The findings push back gently but firmly against the assumption that students are necessarily the digital natives of GenAI use, showing instead that effective prompting requires the kind of disciplinary knowledge that university-level translator training is uniquely positioned to develop. The chapter's collaborative methodology is itself a model worth emulating.

In Chapter 8, Maria Zimina-Poirot offers a richly described set of activities for what she calls computer-assisted language mediation, designed to develop students' critical and ethical use of GenAI within a wider translation workflow. Echoing Dorothy O'Brien's vision of human-centred augmented translation, Zimina-Poirot's framework places the human translator's judgement at the centre of every workflow stage, with GenAI acting as a tool that augments rather than replaces human contribution (O'Brien, 2024).

Chapter 9, by David Orrego-Carmona, applies the volume's central argument to the specific case of subtitler training. Orrego-Carmona contends that subtitling pedagogy must shift from "teaching specific technical and translation skills to developing adaptable professionals who can critically engage with evolving technologies while maintaining high-quality standards" (Orrego-Carmona, 2026, p. 168). To this end, he proposes a series of classroom activities aimed at cultivating what he terms digital reflexivity—a disposition rather than a skill set, and one that is likely to age more gracefully than any specific software training.

Sonia Vandepitte's Chapter 10 will be of particular interest to readers of the present journal, since it focuses on translation into a second language (L2 translation), a context in which Indonesian higher education has long been deeply invested. Reporting on an exploratory study with postgraduate L2 translation students, Vandepitte shows that integrating GenAI specifically at the editing stage of the translation process not only enhances students' reflexivity but also strengthens their intrinsic motivation. The latter finding is significant for educators concerned about the demotivating effect that automated tools can otherwise have on learner agency.

Chapter 11, by Sahar Othmani and Nermin Sharman, introduces the [AI]phra project, a gamified simulation tool developed to enhance interpreter training in the Middle East and North Africa (MENA) region. The chapter makes two important points: first, it shows how AI-driven simulation can help fix structural inequalities in access to interpreter education, especially in areas where there aren't many qualified human trainers; second, it adds much-needed geographical diversity to a field where Western European and North American case studies still dominate the pedagogical literature.

Chapter 12 by Atsushi Mizumoto is the last chapter in the book. It looks at how machine translation can be used in second language (L2) education, which is a little bit outside of the field of translator education. Mizumoto presents the Metacognitive Resource Use Framework, which characterizes language learners as metacognitive agents adept at strategically utilizing a diverse array of language resources, encompassing MT and GenAI technologies. This chapter is perhaps the most directly useful for applied linguistics classrooms. It also serves as a good

ending to the book by showing that the teaching questions brought by GenAI cross the usual line between language teaching and translator training.

Evaluation

This volume is different from other recent works on the topic in a few ways. First, its open-access designation (CC BY 4.0) is more than just a publication detail; it really helps the book reach more people, especially those who work at institutions with low library budgets, like many in Indonesia and other parts of the Global South. Second, the editorial team has done a great job of bringing together contributors from a wide range of geographical and disciplinary backgrounds. This gives the volume a polyphonic aspect without losing its thematic coherence. Third, and maybe most significantly, the contributors all have the same teaching style: they don't see GenAI as a purely positive thing or a threat to life, but as a complicated disruptor that needs careful integration into the classroom and will be rewarded for it.

The book does have several problems. Because GenAI technologies are changing so quickly, some of the precise technical examples will go out of date faster than the ideas they show. Readers who pick up the book two or three years from now may need to update some of the tool references. The book is also more focused on teaching translators than on teaching language in general. Chapters 10 and 12 are the most relevant for EFL or EAP teachers who want a complete look at GenAI in their fields, but they may need to read other works to get a fuller picture. Finally, even though the editors made sure to include perspectives from East Asia and the MENA region, there are no contributions from Southeast Asia or Sub-Saharan Africa. This is a vacuum that future volumes in this quickly increasing field should try to fill.

These are small issues compared to the book's big contributions. People who teach translation, program directors, and applied linguists who use technology in their work should all read *Teaching Translation in the Age of Generative AI*. The book is also useful for graduate students preparing theses on AI ethics, translator training, or technology-mediated language learning, as well as for politicians who are in charge of making the next generation of language professionals' curricula. At its core, it does a good job of modeling the kind of serious, educational interaction with GenAI that we need right now. The editors clearly expect that readers will end the book feeling more confident, more critical, and more able to make their own educated decisions about what new learning their children really need.

References

- Kenny, D. (Ed.). (2022). *Machine translation for everyone: Empowering users in the age of artificial intelligence*. Berlin: Language Science Press. <https://doi.org/10.5281/zenodo.6653406>
- Koskinen, K. (2020). *Translation and affect: Essays on sticky affects and translational affective labour*. Amsterdam & Philadelphia: John Benjamins.
- Lambert, J., & Walker, C. (2024). Because we're worth it: Disentangling freelance translation, status, and rate-setting in the United Kingdom. *Translation Spaces*, 13(1), 9-36. <https://doi.org/10.1075/ts.23028.lam>

- O'Brien, S. (2024). Human-centered augmented translation: Against antagonistic dualisms. *Perspectives*, 32(3), 391-406. <https://doi.org/10.1080/0907676X.2023.2247423>
- Penet, J. C., Moorkens, J., & Yamada, M. (Eds.). (2026). *Teaching translation in the age of generative AI: New paradigm, new learning?*. Berlin: Language Science Press.
- Pym, A., & Hao, Y. (2025). *How to augment language skills: Generative AI and machine translation in language learning and translator training* (1st ed.). London: Routledge. <https://doi.org/10.4324/9781032648033>