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In the AIGC Era: Interpreting Pedagogy for Translation Majors

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Abstract

The rapid development of Artificial Intelligence Generated Content (AIGC), represented by tools such as ChatGPT, has triggered a new wave of artificial intelligence transformation and brought profound changes to the field of education. With regard to translation majors, although most universities have established interpreting programs or courses and assumed the responsibility of cultivating interpreting professionals, the training of interpreting talents in higher education still faces considerable challenges due to limitations in teaching staff, student preparedness, and traditional instructional models. With the continuous advancement of artificial intelligence technologies, including intelligent speech recognition, automatic transcription, and virtual reality, new opportunities and technical support have been provided for interpreting classroom instruction. In this context, interpreting educators are expected to actively integrate emerging technologies into pedagogical design, reconstruct interpreting curricula, transform traditional talent-training models, and enhance the overall effectiveness of interpreting education. This paper explores the challenges posed by AIGC technologies to interpreting teaching and proposes an implementation path for AI-enabled interpreting classroom instruction in higher education.

Keywords

AIGC technology, artificial intelligence, interpreting pedagogy

1. Introduction

In recent years, with the rapid development of generative artificial intelligence AIGC (Artificial Intelligence Generated Content), AIGC tools have been constantly updated. On November 30th, 2022, ChatGPT (Chat Generated Pre-trained Transformer), a conversational general artificial intelligence tool

developed by OpenAI, was released. It uses a deep learning-based natural language processing model and a transformer-based architecture to respond to user prompts and generate meaningful text similar to that constructed by humans (Zamfiroiu, Vasile, & Savu,, 2023). ChatGPT demonstrates strong language comprehension, knowledge generation, and logical reasoning capabilities in machine translation, copywriting, code writing, and other tasks. It accurately understands and comprehensively analyzes user speech and accurately grasps user intentions. Not only are the answers complete and focused, but they are also logically rigorous and well-organized. The advent of ChatGPT marks the advancement of AIGC technology from the primary stage of text grammar and syntax processing to the advanced stage of logic, semantics and emotion processing. This comprehensive upgrade makes artificial intelligence a powerful tool with preliminary thinking and intelligence (Hu & Qi, 2023). In an article titled "ChatGPT Heralds an Intellectual Revolution", former US Secretary of State Henry Alfred Kissinger and his colleagues wrote that "it (ChatGPT) will redefine human knowledge, accelerate changes in the real world, and reorganize politics and society." (Kissinger, chmidt, & Huttenlocher, 2023)

AIGC technology is predicted to have a huge impact on a variety of industries and fields, and has sparked heated discussions in the government, business, scientific and educational fields. Especially in the field of education, the unprecedented creative thinking ability demonstrated by GPT tools has made it possible for artificial intelligence to move from the background of educational activities to the foreground, on par with teachers and students, and become the main body of education (Jiao, 2023). The attitude of the education community towards GPT tools is mixed. The surprising thing is that it "has become a powerful assistant for academic production with its natural language generation capabilities, powerful training database, multiple content interactions and other features, playing an important role in paper conception, literature retrieval and many other aspects;" (Luo, & Ma, 2024) What is worrying is that the GPT tool's powerful information organization, text generation and translation capabilities, as well as its advantages such as fast speed, high quality, complete information and low cost, will have a disruptive impact on the field of liberal arts education, especially translation. Therefore, interpreting teachers majoring in translation in colleges and universities cannot simply understand educational informatization as the integration of information technology and education, but should infiltrate technologies such as cloud storage, intelligent voice transcription, and virtual reality into teaching practice, so that information technology and education can be organically combined and seamlessly connected, give full play to the maximum potential of information technology in teaching practice, and fundamentally change the teaching model.

2. Challenges Posed by Aigc Technology to Interpreting Teaching

2.1 Challenges to the Core Competencies of Interpreters

AIGC technology places higher demands on the core competencies of interpreters. From the perspective of professional knowledge, traditional interpreting talent training focuses on knowledge and skills, but some basic skills can already be accomplished by intelligent language tools. From a

disciplinary perspective, foreign language subjects use Bloom's Taxonomy of Educational Objectives as a reference standard, aiming to comprehensively cultivate students' six types of abilities from low to high, including memory, comprehension, application, analysis, synthesis and evaluation of foreign languages. However, low-level abilities currently still occupy the focus of foreign language talent training, and the GPT tool also has these abilities.

Our country's new version of the foreign language professional teaching guide has set the goal of cultivating compound foreign language talents in the new era, and proposed the core qualities that foreign language talents should possess in terms of quality, knowledge and ability, which is in line with the strategic needs of my country's major power diplomacy and the development of a community with a shared future for mankind. However, these core competencies are still unable to meet the multi-level requirements of "digital intelligence" knowledge, awareness, ability and responsibility put forward by foreign language talents in the AI era. This is reflected in interpreting teaching, that is, whether the trained interpreters can work together with artificial intelligence, apply digital technology, artificial intelligence technology, etc. to complete various interpreting-related tasks, whether they can possess multilingual ability, multicultural literacy, multimodal communication ability, etc., to complete cross-cultural communication tasks, and whether they can have data privacy and ethical awareness and participate in activities in the era of artificial intelligence in a responsible manner. This requires that the interpreters of the new era need to have interdisciplinary thinking and personalized, adaptive, and ubiquitous learning capabilities to achieve sustainable and efficient lifelong learning.

2.2 Challenges to the Interpreter Training Model

AlGC technology has brought innovation to education, but it has also posed challenges to many aspects such as curriculum setting, teaching methods, teaching material development, and evaluation methods.

First of all, the traditional interpreting course division is based on interpreting theory and practice, which cannot cultivate interdisciplinary talents with AI knowledge and skills needed in the AI era. How to use advanced teaching concepts and combine modern information technology to redesign teaching models and content, fully combine the teaching of interpreting theory and skills with practical teaching, and cultivate interpreting talents that meet social needs and are in line with the employment market is a major problem facing the setting of interpreting courses.

Secondly, AlGC technology has led to changes in teaching methods, and classroom interaction and student participation patterns have changed accordingly. Although artificial intelligence tools can provide more adaptive and customized learning resources and practice opportunities, they may also reduce students' opportunities for interpersonal interaction with their peers and teachers, resulting in insufficient opportunities to practice using foreign languages in real scenarios. How to effectively coordinate technological tools and interpersonal interaction, physical classrooms and virtual classrooms, autonomous learning and collaborative learning in interpreting teaching is another challenge facing the interpreting talent training model in the AI era.

Furthermore, the AI era puts forward new requirements for existing teaching materials and learning

resources. Although the current interpreting classroom teaching resources are mult-imodal, the dominant paper textbooks or textbooks with audio and video resources have the disadvantages of being fixed, one-way information, static, and slow to update. How to keep track of the latest developments and changes in the field of interpreting, how to continuously update and revise to reflect the latest language environment, topics and practical experience, provide students with dynamic teaching resources that meet the learning characteristics of the AI era, and form teaching methods that support personalized learning, interactive learning, virtual reality learning, etc., is another challenge facing the training of interpreters.

In addition, AI tools, with their personalized, data-driven, and automated features, challenge traditional concepts and methods of foreign language talent evaluation. How to pay attention to individual differences among students and conduct multi-dimensional quality evaluation and real-time feedback based on data is also a new topic that needs to be explored in foreign language talent evaluation and even in the training model of interpreters.

2.3 Challenges to the Role of the Interpreter Teacher

"Teaching and solving puzzles" is the most important professional role of teachers. However, with the advent of AlGC technology, the knowledge level, teaching ability and teaching experience of non-native interpreters may be at a disadvantage in the man-machine duel, and the authority of interpreters as language knowledge transmitters and language experts is challenged. Since GPT tools can master the grammar and expressions of human language based on large-scale corpora and generate accurate and natural human-like language expressions, the traditional work of interpreters, such as sight interpreting skills practice, escort interpreting and consecutive interpreting will be replaced by artificial intelligence. Therefore, the role of interpreters needs to change. Faced with GPT tools that lack human emotions and adaptability, teachers should shoulder the responsibilities of learning guidance and value guidance, stimulate students' creativity and imagination, and guide them to establish correct values and attitudes towards life. Teachers also need to have certain digital literacy and skills to work with AlGC technology so as to better apply the technology to support teaching and student development.

Where will the foreign language discipline go in the face of the challenges of AIGC technology? Where will the interpreting classroom go? Although this technology already has language understanding and generation capabilities similar to or even surpassing those of humans, we cannot fall into this thinking trap. The key issue facing foreign language disciplines is:while refuting the doubts about the development of foreign language disciplines caused by artificial intelligence, use artificial intelligence to empower the training of foreign language interpreters, build an interpreter talent training model that goes beyond artificial intelligence, and cultivate compound foreign language interpreters in the new era.

3. Implementation Path of AI-Enabled Interpreting Classroom Teaching in Universities

3.1 Design of Interpreting Classroom

The design of the interpreting teaching model should highlight students' learning autonomy, follow the laws of students' cognitive development, and reflect the authenticity, practicality and interactivity of the learning situation. interpreting courses in colleges and universities should be based on the school's characteristics and positioning and establish the goals of interpreting teaching. The interpreting courses for undergraduate students majoring in English in colleges and universities should choose a teaching model that mainly uses consecutive interpreting and supplemented by simultaneous interpreting, so as to increase students' enthusiasm for interpreting and improve their comprehensive interpreting ability. The cultivation of students' interpreting ability should adopt a step-by-step approach, with the explanation of theoretical knowledge as the first step. Teachers can explain the basic principles, techniques and precautions of consecutive interpreting. Introducing the process, roles and requirements of interpreting, so that students can have a comprehensive understanding of consecutive interpreting. The second step is to train students' listening comprehension and oral expression skills. interpreting is the immediate translation during the expression of the source language content. The interpreter needs to listen and understand the source language. interpreting is a translation in oral form, so the interpreter's oral expression ability is crucial. Good speaking skills, confidence and fluent oral expression are one of the important factors for successful interpreting. The third step is vocabulary and expression training: In consecutive interpreting, rich vocabulary and flexible expression are the key. Teachers can design some vocabulary and expression exercises to help students accumulate vocabulary on various topics and improve their language expression skills. The fourth step is simulation drill: During the teaching process, set up simulation scenarios and let students conduct actual consecutive interpreting drills. You can prepare some speeches or short text materials and let students interpret them alternately in class. In the fifth step, teachers can provide feedback and guidance to help students improve their interpreting skills and fluency. At the same time, students themselves and each other can conduct self-evaluation and mutual evaluation on interpreting exercises and summarize experiences and lessons together. The entire interpreting teaching should establish a student-centered three-stage online and offline hybrid teaching model, namely: online pre-class preparation, offline classroom training, and online post-class evaluation.

3.2 Implementation of Interpreting Classroom

3.1.1 Preparation

The goal of interpreting teaching actually depends on the two-way efforts of students and teachers. Teachers and students have different tasks to complete before and after class. In the pre-class preparation stage, teachers build a platform, take the mastery of theoretical knowledge as the starting point, and combine information technology to design pre-class learning tasks; Students use the online learning platform built by teachers to conduct independent learning and complete the pre-translation preparation work for interpreting practice tasks. From the perspective of teachers, teachers should

design courses based on the characteristics and positioning of their institutions before the courses begin. The design and practice of interpreting courses in colleges and universities need to keep pace with the times, make full use of AI technology and Internet resources, and improve students' interpreting level and comprehensive quality to adapt to the interpreting needs in the era of artificial intelligence. First of all, teachers of interpreting courses should be bold in trying various new technologies and be proficient in mastering 1-2 AI-assisted interpreting tools, such as iFlytek interpreting Assistant, Google Voice Translation, Youdao Voice Translation, Baidu Smart Cloud and other tools. Secondly, establish online and offline teaching platforms to fully upload interpreting teaching resources: English-Chinese bilingual text resources, audio resources and situational video resources, including government work reports, international conferences, celebrity speeches, important interviews, media news, interpreting live videos, etc. At the same time, upload course teaching plans, teaching arrangements, teaching courseware, auxiliary resources, etc., so that students' independent learning can be synchronized with the teacher's teaching steps. Again, design classroom teaching links and content according to students' abilities and teaching objectives. The principle of interpreting teaching in comprehensive universities should be the combination of knowledge, skills and practice. Classroom teaching should combine theoretical knowledge explanation with skill training, highlight the model with students as the main body and teachers as the guide, and focus on cultivating students' interpreting skills. From the students' perspective, students should understand the progress and steps of the course based on the course schedule, handouts, courseware and other resources published by teachers on the online teaching platform, independently learn translation theory and translation skills, familiarize themselves with the background knowledge of the corresponding subject in advance, check and memorize subject-related terms and knowledge points, and complete the pre-class preparation tasks issued by the teacher. At the same time, students should understand and master AI-assisted interpreting tools before class, and learn to use these tools with the assistance of teachers.

3.1.2 In-class Training

During classroom teaching, teachers should first check and understand students' pre-class preparation, focus on explaining difficult translation theories and translation skills, and answer and correct the confusion and mistakes that students make during pre-class preparation. In classroom teaching, we should break the traditional teaching model that focuses on imparting theoretical knowledge and skills, and use modern information technology to build a situational teaching model in which students can participate independently, so as to improve the practicality and effectiveness of classroom teaching.

The cultivation of interpreting ability should focus on strengthening language skills such as listening and translation skills such as information processing, and on this basis, cultivate students' comprehensive qualities and expand their ability to use tools and integrate resources (Sun & Li, 2021). In interpreting training, the interpreters should strengthen their ability to express themselves in the target language, especially to monitor the characteristics of non-fluent spoken language, and to strengthen the fluency standards (Song & Li, 2021). After entering the stage of oral interpreting

teaching, if listening ability training is no longer valued or even neglected, students' listening ability will stagnate, which will pose a hidden danger to their future oral interpreting learning[8]. Given that students majoring in interpreting in colleges and universities generally do not have strong comprehensive English skills, teachers should also retrain and consolidate students' basic English application skills during classroom teaching. interpreting is a highly practical and communicative activity. Students' listening and speaking abilities directly affect whether they can successfully communicate. Therefore, the cultivation of students' listening and speaking skills is also a very important link in interpreting teaching and needs to be carried out throughout the entire course teaching. In interpreting classroom teaching, teachers should also pay attention to training students' non-verbal abilities, such as intonation, tone, facial expressions, gestures, etc. At the same time, with the help of modern information technology, a multimodal situation is created, which combines students, translation scenes and language in a three-dimensional way, allowing students to integrate into real interpreting situations in virtual scenes. The first and foremost skill an interpreter must have is the ability to discern and understand English spoken with different accents by speakers from different countries and regions. This is the key to the success of an interpreting task. Therefore, in daily interpreting practice training, we cannot simply rely on the model of teachers or students playing the role of spokespersons to train students' listening and arguing abilities. We must use multimedia platforms and diverse audio and video materials to allow students to be exposed to and accustomed to English speeches with different accents and styles, so as to improve their listening and arguing abilities. Students can also feel the pressure faced by interpreters in virtual interpreting situations, so that they can better adapt to the interpreting role and respond quickly, thereby enhancing students' interest and motivation in learning.

AI-assisted tools can quickly and easily present some key information that translators need, such as new words such as proper nouns, longer texts such as theoretical concepts, multiple parallel key information, etc. This will greatly reduce the difficulty of shorthand for students during interpreting training and improve the efficiency of interpreting. At the same time, tools such as Youdao Voice Translation can also help students solve problems such as not being able to understand, not being able to hear clearly, and missing things. It is a good aid for students with low English listening skills. During the interpreting training process, the use of AI interpreting tools simplifies the original interpreting process of "listening→remembering→distinguishing→producing translated language" to "listening→distinguishing→producing translated language," which can reduce students' anxiety during the interpreting process. Therefore, during classroom interpreting training, teachers should encourage and assist students to use AI interpreting transcription tools to improve interpreting efficiency, reduce interpreting anxiety and enhance students' interpreting confidence.

3.1.3 Post-class Evaluation

Post-class evaluation is an effective feedback on the results of students' classroom interpreting practice training. Evaluation must include two parts: one is the feedback evaluation with students as the main body, that is, students' self-evaluation and students' mutual evaluation; The second is feedback

evaluation with teachers as the main body, that is, teachers evaluate students' interpreting performance based on three modules: knowledge ability, technical ability and psychological ability. interpreting is not just a conversion between two languages, but also an exchange and communication between the deep cultures behind the two languages. Therefore, in the process of evaluating students' interpreting training, teachers should also examine students' knowledge reserves of specific cultural concepts and their cross-cultural communication awareness. Teachers can make full use of technologies such as big data, artificial intelligence, and cloud computing to innovate evaluation models and improve the reliability and validity of evaluation models. In order to highlight the irreplaceable value in interpreting practice, teaching and evaluation, interpreting teachers must transfer their own unique values to interpreting teaching and evaluation to better guide students to adapt to the current and future interpreting workplace needs. In the digital age, various information technologies have provided great convenience for interpreting teaching. At the same time, interpreting teachers also face huge challenges. On the one hand, interpreting teachers should improve their information literacy and dare to use, know how to use, and skillfully use various high-tech tools to assist interpreting teaching; On the other hand, interpreters need to realize their own irreplaceable value in every aspect of teaching. This requires teachers to focus on improving their transferable qualities such as application, association, analysis, and innovation capabilities, and cultivating awareness of lifelong learning and ubiquitous learning (Chen, 2021). Interpreting teachers should always maintain a strong learning ability, keep up with the pace of the times and the industry, and comprehensively improve their overall strength.

4. Conclusion

The rapid development of AIGC technology has brought tremendous impact and challenges to foreign language disciplines. Based on the analysis of these challenges, this paper demonstrates the challenges that AIGC technology brings to interpreting teaching, as well as the implementation path of interpreting classroom teaching in colleges and universities. Foreign language disciplines must adhere to the fundamental principle of cultivating morality and educating people, strengthen emotional education and the cultivation of diverse qualities, make full use of AI technology, innovate foreign language teaching models, and cultivate compound foreign language talents who are cross-liberal arts, cross-disciplinary, cross-field, and understand technology. In an era of rapid development of artificial intelligence, university interpreting teachers must also improve their own information literacy and design and implement interpreting teaching in a more advanced and efficient way. Use technologies such as big data, cloud storage, and intelligent speech recognition to assist in interpreting teaching practice and improve the effectiveness of interpreting teaching. We must keep up with the development of technological trends, constantly understand new trends in education and technology, and be brave enough to learn new digital tools, platforms and methods to cope with the rapidly changing educational environment. Explore ways to apply artificial intelligence in practical teaching, adaptability, intelligence and personalization, so as to achieve more personalized, intelligent and efficient foreign

language education.

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