



11th EST Congress 2025

Panels



Panel 13: Disruption or facilitation? Teacher development and HE responses to language-industry (r)evolutions in the AI age

In a highly competitive language industry characterised by diversifying services and demands on language professionals (Massey et al., 2023), the role of new technologies such as NMT and generic AI systems can be seen as disruptive, facilitative or something in-between. While advances like adaptive MT, AI-based quality estimation and automatic PE, as well as other industry changes continue to disrupt even newly established practices, the latest AI innovations in cultural adaptation will facilitate cultural priming by human agents, and new hard-to-fill linguistic AI vacancies are burgeoning for those with the right skill-sets (Slator, 2024). A similar dichotomy between disruption and facilitation is observable in higher education (HE) in general, where tools such as ChatGPT are seen to disrupt traditional methods, but at the same time to facilitate student learning, critical thinking, employability and access (Sullivan et al., 2023). In language-mediator education, teacher-researcher projects addressing the classroom challenges of NMT and generic AI are well documented (e.g., Öner Bulut & Alimen, 2023); however, little has been reported on equipping teachers to deal with the (r)evolutions, or on approaches, strategies and actions at the institutional level.

This panel explores teacher development and HE responses to the (r)evolutions in the language industry and language-mediator education. We welcome contributions from all world regions and contexts. Possible themes include, but are not limited to:

- Teacher development, education and re-/upskilling;
- Relevant regional and/or institutional policies, strategies and actions;
- New epistemological approaches and didactic applications;
- Relevant institutional research initiatives;
- Changes in competence modelling (student and teacher adaptive skills, etc.);
- Curricular responses (incl. new assessment modalities);
- Digital, MT and generic AI literacy initiatives.

References

- Massey, G., Piotrowska, M., & Marczak, M. (2023) Meeting evolution with innovation: An introduction to (re-)profiling T&I education. *The Interpreter and Translator Trainer*, 17(3), 325–331.
<https://doi.org/10.1080/1750399X.2023.2237321>
- Öner Bulut, S., & Alimen, N. (2023). Translator education as a collaborative quest for insights into the re-positioning of the human translator (educator) in the age of machine translation: The results of a learning experiment. *The Interpreter and Translator Trainer*, 17(3), 375–392.
<https://doi.org/10.1080/1750399X.2023.2237837>
- Slator (2024, January 12). Slator Q1 2024 research briefing. <https://slator.com/event/slator-q1-2024-research-briefing/>
- Sullivan, M., Kelly, A., & McLaughlan, P. (2023). ChatGPT in higher education: Considerations for academic integrity and student learning. *Journal of Applied Learning & Teaching*, 6(1), 31–40.
<https://doi.org/10.37074/jalt.2023.6.1.17>

Panel chairs

Maria Piotrowska, Jagiellonian University in Kraków

Gary Massey, ZHAW (Zurich University of Applied Sciences)

Mariusz Marczak, Jagiellonian University in Kraków