

EAMT 2026

**1st International Workshop on Teaching AI-Based
Translation and Technologies (TAITT 2026)**



Proceedings of the Workshop

June 15, 2026



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ISBN 9789403901398

DOI [10.26116/9789403901398](https://doi.org/10.26116/9789403901398)

Message from the Organising Committee

This volume contains the proceedings of the 1st International Workshop on Teaching AI-Based Translation and Technologies (TAITT 2026)¹, hosted as part of the 26th Annual Conference of the European Association for Machine Translation (EAMT 2026)². TAITT is the first dedicated forum focusing on pedagogy, curriculum design, and professional training in the rapidly evolving landscape of AI-driven translation technologies. The first edition of TAITT carries some historical significance, as 2026 marks the 25th anniversary of the first workshop on teaching machine translation (MT), held at MT Summit VII—an event which Kenny (2020) identifies as “the beginning of systematic thinking about the teaching of translation technology”. Since then, translation education has undergone profound technological, social, and pedagogical transformations. Today, teachers and trainers must integrate a vast and growing range of content—from traditional translation technologies to machine learning fundamentals, MT evaluation, and large language models—while also fostering critical thinking and combating technological hype. The first edition of TAITT intends to bring together researchers, educators, industry practitioners, and translators to address these challenges collaboratively. The workshop provides a forum for contributions that explore how AI-based translation and technologies can be taught effectively across academic, professional, and industry contexts, and how curricula can be adapted to ensure that future translators, linguists, and language professionals develop the necessary competencies for working with modern translation technologies.

TAITT 2026 welcomed research papers and extended abstracts addressing pedagogical innovation, technological integration, empirical insights, curriculum design, and critical approaches to AI-based translation teaching. The workshop received 17 submissions (12 research papers and 5 extended abstracts). Of these, 14 submissions were evaluated positively in the peer-review process, amounting to an acceptance rate of 82%. To accommodate as many contributions as possible as part of the workshop, TAITT will host a combination of oral and poster presentations.

The accepted submissions cover a broad spectrum of topics, ranging from didactic resources and approaches for teaching the technical foundations of MT and language-oriented AI in a translation context via strategies for implementing these technologies in computer-assisted translation teaching to proposals focusing on developing relevant digital literacies such as data, MT, and AI literacy.

Complementing the regular workshop programme are two keynotes by our invited speakers, Lynne Bowker from Université Laval and Miquel Esplà-Gomis from Universitat d’Alacant. Lynne and Miquel will be joined by Pilar Sánchez-Gijón from Universitat Autònoma de Barcelona, Arda Tezcan from Ghent University and Erik Angelone from TH Köln in a panel discussion that concludes the workshop.

We would like to take this opportunity to express our heartfelt thanks to all the people and institutions involved in the first edition of TAITT: the authors, keynote speakers and panelists for their highly insightful and relevant contributions, the members of the Programme Committee for peer-reviewing the submissions, the conference team from Tilburg University for providing organisational and infrastructural support and the European Association for Machine Translation for supplying the overall thematic framework for the conference and our workshop.

We hope you enjoy reading the proceedings of TAITT 2026 and are looking forward to a day of insightful and engaging discussions on teaching AI-based translation and technologies.

June 2026,

Ralph Krüger, Dorothy Kenny, Sheila Castilho, Sergi Álvarez-Vidal, Nora Aranberri, María Isabel Rivas Ginel, and Janiça Hackenbuchner

¹<https://sites.google.com/view/taitt2026/home>

²<https://eamt2026.org/>

Organising Committee

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Programme Committee and Invited Guests

Programme Committee

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Dragoş Ioan Ciobanu, University of Vienna
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Vincent Vandeghinste, KU Leuven
Mireia Vargas Urpí, Universitat Autònoma de Barcelona

Keynote Speakers

Lynne Bowker, Université Laval in Québec
Miquel Esplà-Gomis, Universitat d'Alacant

Panelists

Lynne Bowker, Université Laval in Québec
Miquel Esplà-Gomis, Universitat d'Alacant
Arda Tezcan, Ghent University
Erik Angelone, TH Köln – University of Applied Sciences
Pilar Sánchez-Gijón, Universitat Autònoma de Barcelona

Keynote Talk
**“In 2026, We Are Friction-Maxxing” - Scaffolding Friction as
Part of Teaching AI-Based Translation and Technologies**

Lynne Bowker
Université Laval in Québec
2026-06-15 09:10:00 – Room: MindLabs, Room: MLZ 1.21

Bio: Lynne Bowker is Full Professor and Canada Research Chair in Translation, Technologies and Society at Université Laval in Québec. Her teaching and research interests lie at the intersection of language and technologies, including the pedagogy of translation and translation tools. Some of her recent publications in this area include “Teaching machine translation literacy to non-translation students” (in Translation, interpreting and technological change: Innovations in research, practice and training, M. Winters, S. Deane-Cox & U. Böser, eds, Bloomsbury, 2024) and “Teaching translation students about data in the age of generative AI” (in Teaching translation in the age of generative AI, JC Penet, J. Moorkens & M. Yamada, eds, Language Science Press, 2026). In addition, she has developed several textbooks and Open Educational Resources (OER) to support teaching and learning various aspects of translation and translation tools. Many of these resources are freely available on the website of the Machine Translation Literacy Project.

Keynote Talk
**Owning the Infrastructure: AI Sovereignty as a Key
Competence for Next-Generation Translators**

Miquel Esplà-Gomis
Universitat d’Alacant
2026-06-15 13:30:00 – Room: MindLabs, Room: MLZ 1.21

Bio: Miquel Esplà-Gomis is an Associate Professor in the Department of Software and Computing Systems at the Universitat d’Alacant. After completing his PhD in Computer Science, he has focused his career on the intersection of technology and language, both as a researcher and an educator. For over a decade, he has taught translation technologies to translation students, while also introducing Master’s students from both Computer Science and Linguistics to the fields of computational linguistics and multilingual technologies. His research interests center on parallel-corpora collection and curation, as well as translation quality estimation. Dr. Esplà-Gomis has contributed to over 60 publications and has participated in several significant European initiatives, such as the ParaCrawl series of projects and the GoURMET project, which focused on machine translation for under-resourced languages. Between 2021 and 2022, he also coordinated the international consortium for the MaCoCu project, aimed at expanding digital resources for European languages. Beyond his research and teaching, he contributes to the broader academic community as a member of the executive committee of the European Association for Machine Translation (EAMT).

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Programme

Monday, June 15, 2026

- 09:00 - 09:10 Opening of the Workshop
- 09:10 - 10:00 **Keynote 1 - Lynne Bowker** - “In 2026, We Are Friction-Maxxing” - Scaffolding Friction as Part of Teaching AI-Based Translation and Technologies

Oral Presentations (AI-Based Translation)

- 10:00 - 10:15 **Gokhan Dogru** - Evaluative Judgement in Teaching AI-Based Translation: A Classroom Case Study of AI-Mediated Translation and Post-Editing
- 10:15 - 10:30 **Katrin Menzel** - Teaching Linguistic Prompt Control for LLM-Based Translation: A Classroom Approach to Developing Critical and Responsible AI Literacy
- 10:30 - 11:00 Coffee Break

Oral Presentations (Technology and Digital Literacies)

- 11:00 - 11:15 **Vincent Vandeghinste** - Mimicking Neural Machine Translation History for Pedagogic Reasons
- 11:15 - 11:30 **Antoni Oliver** and **Sergi Álvarez-Vidal** - Teaching Machine Translation Technologies with MTUOC
- 11:30 - 11:45 **Ralph Krüger** - A Technical Curriculum on Language-Oriented Artificial Intelligence in Translation and Specialised Communication
- 11:45 - 12:00 **Pilar Sánchez-Gijón** - Teaching Data Management to Translation Students: From Documentation Practices to Data Literacy
- 12:00 - 12:15 **Yu Hao, Elise Wu** and **Ester Leung** - Translator Competence in the Age of Agentic AI Orchestration: A “Backcasting” Perspective
- 12:15 - 12:30 Open Discussion
- 12:30 - 13:30 Lunch Break
- 13:30 - 14:20 **Keynote 2 - Miquel Esplà-Gomis** - Owning the Infrastructure: AI Sovereignty as a Key Competence for Next-Generation Translators

Oral Presentations (Project-Based Pedagogy)

Monday, June 15, 2026 (continued)

- 14:20 - 14:35 **Koen Kerremans** - Integrating AI-Based Technologies into Translation Workflows through a Simulated Translation Bureau (STB)
- 14:35 - 14:50 **Alina Karakanta** - Beyond Post-Editing: A Project-Based Module on MT and LLM Integration for Trainee Translators
- 14:50 - 15:00 Open Discussion
- 15:00 - 15:30 Coffee Break
- Poster Session**
- 15:30 - 16:15 **Esmée Bennison** and **Lynne Bowker** - Teaching AI-based Translation Technologies: Drawing Inspiration from Engineering Design Education to Learn about Sustainability
- 15:30 - 16:15 **Jeevanthi Liyana Pathirana, Pierrette Bouillon, Jonathan Mutal, Sabrina Girletti** and **Lise Volkart** - COPECO-Speech: Multimodal Post-Editing with Speech and LLMs for Translation Teaching
- 15:30 - 16:15 **Erik Angelone** - Facilitating Interaction-Oriented AI Literacy in Translator Training: A Process-Oriented Approach
- 16:15 - 17:15 **Panel Discussion: Exploring the Jagged Frontier of AI in Translation Didactics** - Lynne Bowker, Miquel Esplà-Gomis, Arda Tezcan, Erik Angelone, Pilar Sánchez-Gijón
- 17:15 - 17:30 End of the Workshop

A Technical Curriculum on Language-Oriented Artificial Intelligence in Translation and Specialised Communication

Ralph Krüger

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Abstract

This paper presents a technical curriculum on language-oriented artificial intelligence (AI) in the language and translation (L&T) industry. The curriculum aims to foster domain-specific technical AI literacy among stakeholders in the fields of translation and specialised communication by exposing them to the conceptual and technical/algorithmic foundations of modern language-oriented AI in an accessible way. The core curriculum focuses on 1) vector embeddings, 2) the technical foundations of neural networks, 3) tokenization and 4) transformer neural networks. It is intended to help users develop computational thinking as well as algorithmic awareness and algorithmic agency, ultimately contributing to their digital resilience in AI-driven work environments. The didactic suitability of the curriculum was tested in an AI-focused MA course at the Institute of Translation and Multilingual Communication at TH Köln. Results suggest the didactic effectiveness of the curriculum, but participant feedback indicates that it should be embedded into higher-level didactic scaffolding – e.g., in the form of lecturer support – in order to enable optimal learning conditions.

1 Introduction

The recent emergence of general-purpose AI (GPAI) technologies in the form of large language

models (LLMs) has widened the scope of automation in the L&T industry to a considerable extent, as discussed, e.g., in Lambson and Han (2025) and in Krüger and Angelone (forthcoming). For example, a single LLM can perform translation-technological tasks that were originally distributed over different expert technologies (e.g., intra- and interlingual machine translation, terminology extraction or quality estimation). Furthermore, LLMs can augment traditional translation technologies with new features that were previously beyond the scope of these technologies (e.g., augmenting traditional automatic translation quality control with meaning-based source- and target-segment comparisons) and they can (partially) automate tasks which largely resisted being automated to date (e.g., autonomous text production at high proficiency levels or intersemiotic machine translation/interpreting).

The current LLM-driven automation cycle in the L&T industry is shaping up to be both more extensive and more invasive than previous automation cycles, as evidenced, for example, by the *LangOps Manifesto*'s *AI-first* principle.¹ It could be claimed that – in order to retain high levels of agency and control in AI-first environments in the spirit of the human-centered AI approach² – L&T industry stakeholders require domain-specific AI literacy, as conceptualised, e.g., in the AI literacy framework proposed in Krüger (2024) and Krüger (forthcoming). In this framework, overarching AI literacy is further decomposed into the individual

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¹“AI systems are already good enough for many use cases and their performance will continue to improve. We always start by trying AI solutions to solve language problems.” (<https://langops.org/our-manifesto/>)

²For a general overview of the concept of human-centered AI, see Shneiderman (2020), for a translation-specific perspective, see Jiménez-Crespo (2025).