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## Book of Abstracts

### *Resilience and Adaptation in Intercultural and Educational Mediation: Rethinking Practices in the Era of AI*

28 October 2025



## Presentation

The conference, “Resilience and Adaptation in Intercultural and Educational Mediation: Rethinking Practices in the Era of AI”, held at Ca’ Foscari University’s Treviso campus, will serve as a platform for exploring professional and non-professional practices in intercultural and educational mediation. There will be a particular focus on community interpreting (CI) and educational mediation in academic settings. Discussions will encompass innovative research approaches, adaptation strategies in connection to technological advancements, including AI-powered translation tools, and the evolving role of interpreters as both linguistic and social mediators. By addressing ethical challenges alongside the sustainability of interpreting processes, this conference aims to examine adaptation and resilience strategies among interpreters, institutions, and stakeholders. The discussions will contribute to a broader understanding of how professionals and policymakers can govern rapid technological advancements while ensuring fair and effective intercultural mediation. At the intersection of community interpreting and education, another promising area for investigation lies in the application of AI-driven tools to educational interpreting and mediation, particularly within the university settings. Like CI, this domain is concerned with ensuring effective access to communication for students from diverse linguistic and cultural backgrounds, while also contributing to the broader goals of inclusion and internationalisation in higher education. Contributions will explore theoretical frameworks, case studies, or practical applications relating to these fields.

This event will bring together leading experts, researchers, practitioners and advocates for change, and will be useful:

- to engage with **different research methods, tools and advanced theoretical models** for the empirical investigation of intercultural mediation and educational mediation in academic settings;



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- to connect with **international colleagues and experts** in intercultural mediation and translation studies and expand networking and collaborative research opportunities;
- to explore the **practical implications** of theoretical concepts and **innovative research practices** in intercultural and educational mediation in academic settings and prepare for future challenges in the field;
- to investigate whether and how **AI-driven technologies can enhance the accuracy and efficiency** of community interpreting in public services and educational mediation practices at universities.



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## Abstracts

### Session 1 - Keynote Speaker

**Carmen Brewis - University of Stellenbosch (South Africa)**

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#### ***Inter(cultural)lingual mediation. Stellenbosch University as a case study.***

Stellenbosch University (SU), one of the largest and most prominent South African universities, is an example of a superdiverse space. It represents a coming together of people from different ethnic groups with divergent histories and who speak a variety of languages. This context requires a challenging balancing trick from policy makers who, against the background of the broader goal of transformative constitutionalism, also have to lead the charge for the decolonization of language.

The SU Language Centre, along with its institutional partners, is tasked with implementing multilingualism on campus. As a way to manage language-related scenarios amidst sometimes conflicting interests, the concept of a multilingual mindset was developed. It is regarded as an attitude of acceptance, and an awareness of the power of engaging with people, and connecting and showing empathy through language. Through the lens of multilingualism and a multilingual mindset, the Language Centre continuously works to create opportunities to engage in language at different levels. They do this by offering various language services, one of which is educational interpreting.

Amidst ongoing policy and language-political changes, the Language Centre's interpreting service has had to adapt its offering on several occasions. A longitudinal ethnographic investigation drawing on Actor Network Theory and its material focus gave an insider's perspective into the reality of interpreting in an educational context. The study showed that the product of an interpreted lecture was the result of network formation. If sporadic misalignment exists, interpreters and interpreting cannot



consistently function as an effective mechanism of multilingualism in the academic spaces of the university. Therefore, there has been a gradual shift away from the idea of only working with dominant languages but to rather activate *all* the language resources of our students. Currently innovative and creative practices are being investigated and developed to effectively mediate the intersection of language, culture and education.

## Session 2 - Seminars

**Carmen Merino Cabello, Laura Monguilot Navarro and Carmen Pena Díaz -  
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### ***Can artificial intelligence interpret emotions? Technology versus emotional complexity in healthcare interpretation***

Interpreting is not only about transferring a message from one language to another, but also involves understanding cultures, identities and cultural dimensions, as well as universal emotions (Fidalgo González, 2019), valuing feelings present in human beings such as affectivity, sensitivity, empathy and emotional participation described in the theory of the person-person relationship (Silveira *et al.*, 2005). In healthcare contexts, the emotional dimension and intercultural sensitivity (Bennett, 1986) are central to the clinical relationship, and the role of the human interpreter often includes functions of intercultural mediation and emotional regulation. Against this background, the introduction of artificial intelligence (AI)-based technologies in translation and interpreting tasks poses several challenges when it comes to understanding, interpreting or expressing human emotions in an appropriate and culturally sensitive way.



This presentation compares the ability of human interpreters and AI systems (applications such as ChatGPT, NVivo and Maxqda) to address the emotional dimension in healthcare interpreting. From an interdisciplinary perspective - combining translation studies, discourse analysis, emotion theory and the ethics of technology - fragments of real and simulated interaction are analysed to observe how emotion is expressed, mediated and transformed through language.

This study addresses key questions such as which types of emotions are more difficult for AI to capture; how cultural factors influence the interpretation of emotion; whether it is possible to generate trust or comfort in sensitive clinical situations through technological means; and the ethical and communicative implications of delegating emotional intelligence to a machine.

The proposal advocates a critical view of the advantages and limitations of the use of AI in interpreting, based on the hypothesis that collaboration between emotional intelligence and artificial intelligence is possible, provided that its application is carried out in a safe, ethical and efficient way.

**Manuela Comoglio - IULM University (Italy)**  
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***At first sight... From traditional to “augmented” sight translation: How AI software can improve delivery and performance, a case study.***

The advent of new technologies and the pervasive use of generative AI software have had a profound impact on our lives and the language learning process. This process has been traditionally based on established communicative needs. It now requires a re-evaluation in teaching foreign languages, considering the evolving needs of speakers in a society that has transitioned from “complex” to a liquid modernity (Balboni, 2023). This contribution sheds light on the most prevalent



teaching methods in liaison interpreting, emphasizing the change in the interpreter's role from a passive participant to an active contributor (Chessa 2012). Additionally, it will be emphasized how some foreign language teaching methods can be adapted to improve students' communicative skills. This paper first presents the results of a pilot study conducted with five first-year Italian college students in language mediation studies with German as a second language. Second, the renditions of students in Italian will be compared, outlining the differences resulting from two distinct preparation methods. One is "traditional", using parallel texts and sight translation into Italian on paper, and the other is "digital", using AI-generative tools, then performing sight translation in virtual reality with a visor with AI-powered soft skill software.

**Adriana Silvina Pagano - Federal University of Mina Gerais (Brazil)**  
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### ***AI-assisted assessment in interpreter education: validity and perceived feedback quality***

Formative assessment and feedback play a critical role in teaching and learning. Recent advances in large language models (LLMs) have enabled their application as automated assessment tools and feedback providers (Han *et al.*, 2025; Wang & Wang, 2025; Yu *et al.*, 2025). This study explores the validity of ChatGPT-based assessment and the perceived quality of its feedback in interpreter education. ChatGPT-4o was prompted to assess sixty Chinese–Portuguese simultaneous interpreting tasks using Han (2021) and to generate quantitative scores for information completeness and target language quality of the interpreting products, and qualitative feedback explaining the scoring rationale. To examine its effectiveness, three types of validity (concurrent, predictive, and know-group) and potential systematic bias were examined by comparing ChatGPT





generated scores with those of nine trained human raters. A questionnaire was used to collect human raters' subjective perceptions of the feedback quality on five dimensions: content objectivity, content usefulness, practicality and usability, user preference and emotional impact (Guo & Wang, 2024; Nazaretsky *et al.*, 2024; Wu *et al.*, 2013; Xu *et al.*, 2025). Results show a strong correlation between AI and human scores, with ChatGPT demonstrating robust predictive power and scoring of interpreting performance quality. Raters reported moderately positive perceptions of feedback quality and expressed strong willingness to use the AI-generated feedback as a complement to teacher input. These findings support the use of LLMs in performance based assessment and highlight their pedagogical potential in interpreter training.

**Aleksandra Tselikova - University of Bologna (Italy)**  
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### ***From Walls to Words: Challenges in the Multilingual and Inclusive Adaptation of Tours for Diverse Audiences***

This study examines inclusive strategies of museum and urban tours for the adaptation of migrants and other vulnerable groups in a multilingual context. Focusing on cultural projects in Italy, Germany, and beyond the EU, the study analyses examples of the integration of QR codes, AI-based translation and multimedia resources in the context of intercultural mediation. These tools are considered within the framework of translation and intercultural communication, where meaning is formed in the process of interaction between languages, cultures and parties involved. The study's methodology utilizes a comparative approach. It involves a combination of case studies (specific examples) and the content and offerings of existing or previously available multilingual materials from tourism websites, projects, and official documentation. A striking example is the Multaka project, created to accommodate foreign speakers in Germany through museum initiatives. Similar cases cover a broad spectrum. The analysis encompasses





projects from the grassroots to those implemented at the institutional level. This approach can help us understand how the principles of inclusiveness and multilingualism are integrated and function at various levels of cultural activity. The study also focuses on researching possible solutions for the smooth adaptation of people from other cultures and linguistic backgrounds. For example, multilingual subtitles, simplified texts, and multimedia devices. However, this approach serves only as an auxiliary tool, not excluding or replacing full-fledged human mediation. Data collection is based on publicly available project materials, including tour brochures, websites, multilingual guides, and institutional reports, complemented by visual documentation and academic publications.

The analysis is based on theoretical principles of intercultural communication (Katan & Taibi, 2021), the concept of mediation as a form of translation (Valero-Garcés, 2005) and research on accessibility of museum space (Gram, 2023; Fava, 2020). The research aims to address common problems in translation: semantic loss, cultural generalizations, and unequal access to technology. The result will be an inclusive translation model that combines the advantages of both human and machine translation, delivering higher-quality and more accessible results. The study (Zhang et al., 2023) aims to examine the role of cultural participation in social integration. Its findings are expected to help develop specific recommendations for institutions seeking to create inclusive and multilingual interpretations of cultural heritage.



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**Helena Ortiz-Garduño and María Jiménez-Castro - University of Granada  
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### ***Generative AI in Interpreter Education: InterpretAI for Adapting Teaching Materials***

In recent years, advances in artificial intelligence, especially the rise of generative artificial intelligence (GenAI) and generative chatbots (GPTBots), have introduced new modes of interaction across a wide range of sectors, including the academic domain (Caldarini et al., 2022). Within higher education, these technologies are increasingly being examined as tools to support both teaching and learning processes (Labadze et al., 2023).

The aim of this study is to explore the use of customised GPTBots as pedagogical tools for interpreter training. This paper presents the development and implementation of InterpretAI, a generative chatbot designed with ChatGPT-5 to support the teaching and learning process in interpreter training courses of the Bachelor's Degree on Translation and Interpreting at the University of Granada, Spain. In these courses, students are introduced to consecutive interpreting, which requires structured, authentic, and thematically rich speeches on current global issues that can be adapted to different proficiency levels. To this end, the five-phase development model proposed by Ortiz Garduño and Torres-Salinas (2024) is used as a reference, providing a replicable methodology for the design of specialised GPTBots with ChatGPT. InterpretAI relies on texts from institutions such as the UN, whose rigorous and up-to-date content linked to the Sustainable Development Goals ensures thematic relevance and pedagogical versatility. It generates teaching materials and supports autonomous practice, adapting content to different proficiency levels and learning styles.



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**Jun Pan - Hong Kong Baptist University (Hong Kong)**

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***From Inter-Link to Enter-Link: A Journey from Service-Learning to Entrepreneurship in Community Interpreting***

The training and teaching of community interpreting have traditionally been highly context specific and regionally confined. This study critically reviews the academic service-learning framework and its theoretical underpinnings as implemented in interpreter training, with a particular focus on community interpreting education. Employing an action research approach, this case study presents the journey of teaching a Community Interpreting course in Hong Kong, delivered in a service-learning framework. The course was structured to resemble an interpreting agency named Inter-Link, with students providing (semi)-authentic interpreting services to local communities.

The study examines the gradual development of sustainable community partnerships over time, highlighting how these relationships evolved alongside technological advancements and ultimately led to the founding of the real R&D start-up, Enter-Link. The study demonstrates how creative student collaboration can leverage technology to deliver tailored solutions, empowering marginalised groups such as the Deaf and rare disease communities in Hong Kong. The transformation of the course from a traditional service learning model to one featuring entrepreneurial spirit and technological empowerment underscores the potential for interpreter training to drive both social innovation and community well-being.

In addition to outlining the methods and narrating the progression of this case study, the study analyses feedback from both students and community partners to assess the impact and effectiveness of the initiative. Within the framework of action research, the study further discusses future directions for regional/international partnership, the evolving relationship between technology and human service



provision, ethical considerations surrounding the implementation of artificial intelligence in community contexts, and the importance of interdisciplinary collaboration. In doing so, this research addresses the conference theme of resilience and adaptation, offering insights into how community interpreting education can adapt to meet emerging societal challenges while supporting vulnerable populations.

### **Session 3 - Keynote Speaker**

**Francesco Cecchi - University of Bologna (Italy)**

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#### ***The Educational Interpreting service at the University of Bologna: at the crossroads of technological turn and language accessibility***

The "Educational Interpreting and Multilingualism" project at the University of Bologna serves as a compelling case study in resilience and adaptation, demonstrating how intercultural mediation practices in academic settings can be reconfigured in response to both crisis and technological evolution. This initiative, which provides simultaneous interpreting between Italian and English, shares fundamental principles with community interpreting (CI), primarily its focus on ensuring equitable communicative access for students from diverse linguistic and cultural backgrounds to support inclusion and internationalisation, and on guaranteeing lecturers the utmost freedom, allowing them to select the language of teaching.

Originally designed for in-person delivery, the project was compelled by the COVID-19 pandemic to pivot to remote and hybrid modalities. This transition catalysed a period of profound technological adaptation, forcing a move away from specialised RSI platforms to non-specialist videoconferencing software. This shift exemplifies a core theme of this conference: the need to reconsider professional



practices. Our team's response was not simply to adopt new tools, but to engineer novel technical configurations through a form of technological "bricolage". To replicate an authentic interpreting environment, we integrated virtual audio mixers and communication platforms designed for gaming—unconventional solutions that addressed the functional limitations of standard software regarding boothmate collaboration and audio routing.

This agile adaptation highlights the evolving role of interpreters as both linguistic and social mediators. Looking toward the era of AI, the systematic, multi-track recording of interpreted sessions is generating a substantial audiovisual corpus. This technologically enabled resource not only facilitates research into remote interpreting pedagogy but also opens new frontiers for the personalisation of learning. The dual-audio lecture recordings function as reusable digital assets, allowing students to engage with complex material asynchronously and navigate between languages to scaffold their own comprehension. This prompts critical questions to consider: how can institutions systematically leverage such digital resources—from dual-track recordings to collaborative glossaries—to create truly personalised and inclusive learning pathways? Furthermore, as we stand on the cusp of the AI era, how might these human-curated corpora inform the development of AI-driven pedagogical tools that go beyond mere translation to offer nuanced, context-aware educational support?

#### **Session 4 - Keynote Speaker**

**Carmen Valero-Garcés - University of Alcalá (Spain)**

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#### ***Reimagining Intercultural Communication and Public Service Interpreting and Translation in the Age of AI***

Considering the impact of recent global crises—including COVID-19, geopolitical conflicts, and natural disasters—on the adoption and perception of new



communication tools, this presentation explores the evolving landscape of intercultural communication and public service interpreting and translation (PSIT) within the context of increasing migration, technological innovation, and social change. It critically examines how the “technological turn” in Translation Studies (Jiménez-Crespo, 2020), particularly the rise of artificial intelligence, challenges traditional notions of multilingualism, language management, and professional identities of translators, interpreters, and mediators. Drawing on social constructionist frameworks and human rights perspectives, it is my intention to analyze some challenges and /or tensions between access, control, and resistance to technology, highlighting their influence on stakeholder priorities and power dynamics in intercultural communication. Emphasizing the importance of ethical, social, and environmental considerations, the presentation advocates for a thoughtful integration of AI in language mediation, ensuring that human expertise remains central and that professional practices evolve resiliently and adaptively in a complex, interconnected world.

## Session 5 - Seminars

**Ángel García-Morales and Raquel Lázaro-Gutiérrez - University of Alcalá (Spain)**

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### ***Navigating Complexity: Interpreter Experiences in Community-Based Health Promotion Workshops in Spain.***

Interpreting within community-based health promotion workshops in Spain presents unique complexities rarely encountered in conventional healthcare settings. Unlike structured medical contexts, these events typically occur in informal, often inadequately equipped spaces managed by social entities rather than formal health





institutions. Interpreters in these environments face distinct challenges: confined spaces that hinder effective communication, constant shifts in interpreting modalities (e.g., consecutive, simultaneous, whispered interpreting), and frequent, abrupt code-switching due to linguistic, cultural, and cognitive diversity among participants.

Drawing on direct interpreting experiences, this exhaustive description provides a comprehensive exploration of how interpreters navigate unpredictable dynamics during these workshops. Notably, interpreters often encounter unforeseen questions from participants (potential patients with highly varied sociocultural and linguistic backgrounds) which they cannot immediately address, given the rapid language shifts, a lack of medical training, and the diversity of communication needs within limited physical spaces. These scenarios demand real time decision-making, flexibility in modality and language management, and acute cultural sensitivity. This unpredictability also opens up the potential use of Augmentative and Alternative Communication (AAC) tools, such as “SequenciAAC” from ARASAAC; or that of generative AI technologies that enhance pictogram creation, to facilitate clearer, culturally adapted, and cognitively accessible health communication for multilingual and neurodivergent participants.

This exhaustive description underscores the adaptive strategies interpreters employ in response to such demanding contexts and highlights the critical need for tailored training programs that equip interpreters with skills to manage linguistic and cultural diversity effectively. By illuminating interpreters' lived experiences, this work contributes to a broader understanding of interpreting beyond institutional boundaries, emphasizing its vital role in achieving inclusive, equitable, and effective health communication at the community level.





**Katerina Maadla - Tallinn University (Estonia)**

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***Will this doctor speak my language? Linguistic accommodation practices in Estonian healthcare***

The linguistic landscape in Estonia has always been diverse, with dominant languages changing during periods of foreign occupation. With regard to translation and interpreting, these were not previously considered viable professional practices to ensure understanding in public services, except for translations into Estonian from other languages (Van Doorslaer & Loogus, 2020).

Despite the context of distrust towards official healthcare information among non-Estonian communities (Escudero & Maadla, 2023), healthcare interpreting has never been recognised as a professional practice. There are no training programmes nor certification for healthcare interpreters. That means that provision of public healthcare services in languages other than Estonian relies on the assistance of translation software, other staff members or literally anyone who expresses readiness for language mediation. I argue that linguistic accommodation practices can be guided by the level of translation awareness, as the recognition of the nature, role, and function of translation at both institutional and interactional levels.

In this paper I explore the different communication methods used to overcome language barriers. The study follows a four-step approach: (1) policy document analysis on healthcare translation and interpreting; (2) interviews with senior healthcare officials across Estonia; (3) online questionnaires for healthcare professionals; and (4) focus groups identifying barriers for non-Estonian speakers.

The findings illuminate the dynamics of translation awareness at both institutional and interactional levels and contribute to a deeper understanding of multilingual public service delivery.



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***Community Interpreting and Languages of Lesser Diffusion: The Erasmus+  
Project DIALOGOS.***

Community Interpreting (CI), defined by Hertog (2010) as the one that takes place in social settings to enable access to Public Services to individuals who do not speak the dominant language of the host society, goes sometimes hand in hand with the phenomenon of *ad hoc* interpreting, since it is not always possible to provide services for all languages at all times. In this vein, the notion of Languages of Lesser Diffusion (LLDs) becomes a rich framework against which to analyse CI, and the relationships established between its participants, including power imbalances.

Under this light, the DIALOGOS project, co-funded by the European Union, is concerned with the study of LLDs and CI practices in southern European countries. Its aim is to create an open access online training course in translation and interpreting in Public Services for LLD speakers who typically act as non-professional interpreters. In order to achieve this, different Work Packages were defined and implemented, which results we aim to present in our communication. Thus, we will present results concerning: 1) the mapping of linguistic needs across the three southern European countries (Spain, Italy, and Greece), 2) the results gathered from the pilot course and 3) the results from the online version of the course. Through this, we aim at highlighting the importance of providing specific training in CI, as a key aspect to achieve equal access to Public Services for vulnerable populations.



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### ***Gender Dynamics In Community Interpreting Settings: The Case Of Türkiye***

The demand for interpreters who can provide linguistic and cultural mediation in community settings such as hospitals, courtrooms, and police stations has risen due to the increasing flow of tourists driven by international (health) tourism, which merges tourism with healthcare services, as well as the migration flows that stem from Türkiye's geographical closeness to conflict-affected countries (mainly Syria, Iraq, and Afghanistan) and the borders of Europe to the other. Even though there is a significant increase in demand and numerous subjects are being explored in community interpreting, the aspect of gender continues to be a relatively overlooked topic in interpreting studies within Turkish context. To fill this conspicuous gap, this research aims to examine the gender dynamics present in community interpreting settings in Türkiye, specifically emphasizing how the gender of interpreters influences their professional interactions with employers, colleagues, and service users. Against this backdrop, the self-perceptions of 49 interpreters regarding the effect of their gender on both their professional as well as societal and familial roles were explored. A framework underpinned by an interpretive and feminist epistemology, guides the design of a gender-centered fieldwork. Data were collected through a questionnaire and semi structured interviews by 20 senior Translation & Interpreting students enrolled in Community Interpreting course at a private university in İzmir. The findings revealed a wide-ranging and in depth exploration of gender-related characteristics in community interpreting practices in Türkiye.



**Nina Gavlovych - Jaume I University (Spain)**  
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***Military Interpreting in Spain in the Context of European Union Military Assistance Mission (EUMAM) in Support of Ukraine***

This study seeks to subject to scrutiny the current situation with regard to military interpreting in the context of Russo-Ukrainian war. It analyses the professional profile of interpreters recruited to provide military interpreting and medical interpreting in military contexts within the framework of the European Union first Military Assistance Mission in support of Ukraine. The demand for interpreters who can operate in the above mentioned contexts has grown exponentially. Different EU Member States participating in the EUMAM mission have implemented varying measures to ensure language access through interpreting services. However, these measures are heterogeneous in nature. One would presume that, given the sensitive nature of the training and mostly classified information, high-level security clearances for interpreters may be required, as well as duly accredited formal university education in Translation and Interpreting (to ensure adherence to the code of conduct, strict security protocols and non-disclosure agreements), balanced or equilingual level of bilingualism, specialisation in military and medical terminology, relevant professional experience, and last but not least, good physical condition.

However, given the heterogeneous nature of the recruitment criteria grounded in varying stages of professionalization of this occupation (conditioned by general scepticism and indifference, lack of general support and recognition of the immediate functional value of this discipline and usurpation of this occupation by bilinguals) different Member States approached language access provision differently.

The aim of the study is to provide a critical commentary on the dynamics and criteria of candidate screening, selection and onboarding of candidates as well as on the employees' working conditions in Spain. The empirical research based on



qualitative methods of data canvassing allows us to confirm the existence of a clear need for professionalisation of military interpreting by recognising the importance of formal training, given the complexity of knowledge and skill underlying this activity.

### **Session 6 - Keynote Speaker**

**Letizia Cirillo - University of Siena (Italy)**

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#### ***Child language brokers as agents of change in schools***

The talk explores the practices and representations of child language brokering (CLB) in Italian educational institutions. While still largely unacknowledged, translation and mediation activities performed by multilingual children and adolescents for their peers, family members, and linguistic communities are pervasive in both the private and public spheres (e.g. Faulstich Orellana 2017). Previous research on the topic has variously focused on the effects of language brokering on children and adolescents' academic performance (e.g., Chen et al. 2020), emotional well-being (e.g., Weisskirch et al. 2021), family relations (e.g., Bauer 2016), and identity construction (e.g. Crafter & Iqbal 2020). In institutional settings, despite a general opposition grounded in ethical considerations and concerns, CLB tends to be considered a "necessary evil" (Antonini 2022: D133), largely due to resource constraints (e.g., Benediktsson 2025). This is especially evident in schools, where children are expected to broker in both casual and formal situations involving minors and adults alike.

The data analysed in the talk come from fieldwork started in the 2024–2025 school year, and still ongoing, conducted in collaboration with some lower secondary schools in Tuscany. Young brokers' reflections on CLB were elicited during a series of educational workshops aimed at enhancing the school's language repertoire and documenting experiences, opinions, and suggestions related to the practice of



brokering. The classes involved drafted an actual set of brokering rules, complete with a preface and user instructions, designed as a tool for the entire school community. The rules – divided into “listening and understanding,” “production/translation,” “behaviours,” and “the broker’s role,” – provide a nuanced vision of language brokering, highlighting metatranslational competence, a full understanding of the ethical implications of non-professional translation carried out by minors, an ability to reflect on interactional dynamics, and an acute awareness of young brokers’ role as agents of social change. Results, while provisional, may help schools introduce “critical language brokering practices and policies” (Thoma & Draxl 2023) and resources (see e.g., Vargas Urpí & Arumí 2022) addressing the complexities of CLB and providing support to all the parties involved therein.

### **Session 7 - Keynote Speaker**

**Liviana Galliano - San Raffaele University (Italy)**

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#### ***First Aid: can AI help improve the readability of specialised study materials in English?***

In an increasingly internationalised educational environment, in which universities – particularly in Italy and across Europe – seek to build or expand their connections with Higher Education institutions abroad, e.g. through Collaborative Online International Learning (COIL) initiatives, English is the main language of international academic communication. However, university students may experience language barriers in their attempts to approach texts and audiovisual materials in English regarding the subjects of their studies. After all, the expected minimum level of English for university students in Italy is typically lower-intermediate (B1 of the CEFR) for undergraduate programmes and upper-intermediate (B2) for postgraduate studies.





This paper explores the potential of Artificial Intelligence (AI) tools to support the ELFentextualisation (Iaia & Capone 2020; Iaia 2024) of specialised texts in English to be used as study materials. The ELFentextualisation model involves a detailed analysis of a text (i.e., Antext) in order to produce a retextualisation in English (i.e., Retext) that preserves its core information i.e., gist (Seidlhofer 1995) and communicative purposes (Nord 1997), while making the structure and, where applicable, the lexis (Daelemans et al. 2004) more accessible to students at lower levels of knowledge. AI-supported ELFentextualisation can be key in offering personalised and optimal learning experiences through English to students with different L1 backgrounds and varying levels of knowledge: the paper explores in particular the viability of using AI to effectively carry out ELFentextualisation of extensive texts in English, such as textbooks and scientific papers, which would otherwise be prohibitive manually, ensuring that human-like language quality and content accuracy are maintained.

More specifically, the following research questions are investigated:

- 1) To what extent can current AI tools support the ELFentextualisation process of specialised texts in English aimed at university students who are non-native speakers?
- 2) Can AI produce differentiated outputs that factor in both (a) the level of knowledge of English from lower-intermediate upwards, and (b) the native language of the targeted students?

The study is based on first-hand teaching experience and attempts at introducing opportunities of inclusive and engaging internationalised learning for postgraduate students with very diverse backgrounds and profiles at a growing digital university in Italy that offers an expanding range of programmes. We probe ChatGPT's performance in ELFentextualising specialised English texts on human nutrition by looking at a number of linguistic variables, such as: the differences in ChatGPT's performance in relation to the text genre (i.e. blog as a popularising genre vis-à-vis textbook and research article as typical academic texts, with the relevant implications in terms of register); ChatGPT's sensitivity to the students' different levels of





knowledge of English (expressed in CEFR terms) and its ability to adapt its output accordingly; the differences in the AI-supported ELFentextualisation in relation to the native languages of the targeted students (e.g. Italian vs. Chinese).

We report the results of linguistic and content-oriented comparative analyses of ChatGPT's outputs, highlighting differences and similarities, successes and shortcomings related to the manipulated variables, ultimately assessing the overall suitability of AI for the ELFentextualisation task in the interest of offering tailored, personalised, inclusive and engaging learning experiences. Focusing on relevant retextualised expressions, ChatGPT's decision-making processes underlying changes in terminology, syntactic patterns and information structure will be discussed. The results provide insights into recurrent issues related to AI's processing of English-language study materials that should not be underestimated, and the talk indicates some good practices for lecturers and students related to the savvy use of AI as first aid in academic internationalisation efforts.



## Biographical notes

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**Carmen Brewis** holds a post as senior interpreter in the Language Centre where I also coordinate the research portfolio. She specialises as interpreter in the faculties of Law and Economic Sciences. She also has extensive experience in interpreting at conferences and in conference-type settings. Her working languages are Afrikaans and English. In addition to her interpreting tasks, she has lectured research methodologies in translation studies to honours and master's students. Her current focus is on activities and research related to multilingualism.

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**María Jiménez Castro** holds a Bachelor's Degree in Translation and Interpreting, a Master's Degree in Conference Interpreting, and a Master's Degree in Medical Translation. She is currently a Doctoral Researcher at the University of Granada, where her dissertation focuses on transcreation strategies in health information materials for migrant populations. Her research interests include public service translation and interpreting, transcreation, and cultural mediation.

**Raquel Lázaro Gutiérrez** is Associate Professor at the University of Alcalá and has 18 years' research and 6 years' knowledge transfer experience. She has led various research projects, supervises doctoral theses, and is a founding member and



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**Katerina Maadla** is a Junior Researcher in Translation Studies at Tallinn University, Estonia. She is currently involved in the KONE-funded project *"Translation, Migration, and Democracy: Managing Multilingual Access to Information in the Greater Helsinki Area and in Tallinn."* Holding a master's degree in conference interpreting, Katerina has worked for over ten years as an interpreter for both public and private institutions. Her doctoral research focuses on public service interpreting, interpreter training, and improving information accessibility for migrant communities through translatory practices.

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