

Comparing Translation Students' Engagement with Teacher and ChatGPT's Responses: Differences in Feed-back, Feed-up and Feed-forward

SU Wei Xiamen University, PRC

Active student engagement with teacher feedback has long been recognized as crucial for success in translation/interpreting education. Now with the advent of AI-powered chatbots such as ChatGPT, there is a debate regarding whether teacher feedback would be supplemented, if not supplanted, by chatbot-generated feedback. This presentation reports how students assigned different engagement ratings to comments generated by teachers/GPT on their translation performance. For the cognitive dimension, students' engagement levels with teachers were significantly higher than GPT in the areas of feed-up and feed-forward. Regarding the affective dimension, students' engagement levels were varied: they developed a stronger sense of admiration and emulation towards GPT due to its unlimited error detection capabilities (feed-back), yet they appreciated teachers' feed-up message as it was actionable and relevant to their learning status. The researcher thus recommends a teacher-led, chatbot-assisted hybrid feedback scheme in translation/interpreting education.

About the Presenter:



Professor Su is Head of English Department, Xiamen University, China. He now serves as Vice president of the Network of Assessment and Evaluation in interpreting, Coordinator of Cross-Strait Interpreting Contest, and member of Interpreting committee of Translator Association of China. In the past five years he published articles in key journals like *Perspectives, Language and Education, Language Awareness, Assessment and Evaluation in Higher Education*, and *The Interpreter and Translator Trainer*. His main research interests include feedback and learner characteristics in translation and interpreting education.