Zhao, J. (2025). [Review of book: *Hybrid workflows in translation: Integrating GenAI into translator training*, by M. Kornacki & P. Pietrzak]. *Current Trends in Translation Teaching and Learning E*, 13. *https://doi.org/10.51287/cttlebr1*

Book Review

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The translation environment has been rapidly evolving with the explosive growth of AI technology, bringing profound changes to industry practices. Against the backdrop of generative AI (GenAI) reshaping the translation industry and educational paradigms, Kornacki and Pietrzak's latest work *Hybrid Workflows in Translation: Integrating GenAI into Translator Training* (2025) addresses the academic community's pressing need for ways to integrate GenAI into professional translator training.

The primary goal of the book is to investigate the incorporation of GenAI into translation processes and education, its impact on translation workflows, and to reinforce translators' digital resilience while mitigating their technological anxieties. Pedagogically, it aims to contribute to a balanced, productive educational framework that emphasizes the synergistic relationship between human translators and AI tools, preparing them for challenges and opportunities in an AI-empowered professional environment. Structurally, it comprises an introduction and six chapters. In the Introduction, the authors propose a framework for fostering collaborative interaction between human translators' unique abilities and AI tools' capabilities, while setting forth the book's objective and outlining its structure.

Chapter 1 traces the historical evolution of translation technology. The authors overview the development of translation tools, including machine translation (MT), computer-assisted translation (CAT), translation management systems (TMS), writing assistants and checking tools, as well as GenAI, and highlight their usage in translation. They point out that the present state of translation technology stems from various advancements across different stages of AI evolution. The comparison of Artificial Narrow Intelligence (ANI), Artificial General Intelligence (AGI), and Artificial Superintelligence (ASI) helps readers to understand the profound implications of AI on the translation profession.

Chapter 2 examines the integration of translators and AI technologies, with a focus on the concept of "augmented translation"—defined by Lommel (2020) as a technology-centric approach that enhances human translators' capabilities while driving the profession toward greater productivity and effectiveness. The inclusion and assistance of AI tools and their augmentation effects on human translators form "the augmented translation paradigm" (p. 35). This paradigm marks a fundamental shift in the translation industry, enabling translators to focus on high-value tasks while delegating mechanical or repetitive work to AI tools. In practice, augmented translation is operationalized through hybrid workflows, which synergize human expertise with MT technologies—balancing MT's speed and efficiency with human translators' nuanced understanding and interpretive skills (p. 35). As Gurov (2023) notes, hybrid workflows serve as a linchpin for maintaining quality in increasing demands for speed and efficiency. Aligned with this view, the authors further outline how pre-editing, post-editing, and context-appropriate prompt design facilitate this human-machine collaboration.

Chapter 3 explores translators' evolving status in the industry's rapid transformation, noting that AI technologies have redefined translators as "AI-assisted language specialists" (p. 51). With AI's empowerment, translators' role is evolving. To begin with, their role is expanding in the sense that they are taking on new responsibilities such as editorial oversight, cultural consulting, technology liaisons, pre-editing, post-editing of machine-generated translations, prompt design, quality control, and ethical safeguards (pp. 52-53, 68). In addition, their involvement in routine tasks is diminishing: translators are shifting focus away from mundane, repetitive work, directing more attention toward tasks requiring creativity, cultural insight, and critical thinking. Importantly, this shift does not mean translators are being replaced; rather, they are adapting and transforming their roles alongside technological advancements.

This shift also demands a new set of competences from translators. These include technical skills (e.g., crafting effective translation prompts), post-editing skills (e.g., to address over-generation, inaccuracies, deviations, and hallucinations), metacognitive skills (e.g., mitigating anxieties and enhancing digital resilience), and psychological skills (e.g., strengthening self-efficacy, self-regulation, and self-

concept). All these competences require a holistic approach to translator education and training—one that embeds multi-skill development into diverse learning contexts.

The findings of a study exploring attitudes toward the integration of GenAI into translator education are presented in Chapter 4. Based on survey data from 151 participants, a clear trend emerges in favor of incorporating GenAI into translator education, with only 10% of respondents asserting that such integration is unnecessary (p. 107). Age has been identified as a significant factor influencing these attitudes: younger students and translators exhibit greater adaptability and openness to embracing new technologies. Responses to the open-ended questions reveal reasons for reluctance toward AI use, including concerns about over-reliance on AI, potential additional burdens, and disruptions to conventional teaching plans.

Chapter 5 further explores the rationale for fusing GenAI into translator training, alongside its challenges and impacts on the profession's future. Echoing Bowles and Kruger (2023, p. 75)—who argue that "educators will need to ensure students are equipped to use GenAI, rather than insulate them from it"—the authors contend this fusion offers a forward-looking approach, preparing students for complex future translation tasks and enhancing their competitiveness in the job market. A viable solution to the fusion lies in a balanced, comprehensive curriculum combining AI tool instruction with foundational linguistic, cultural, and ethical knowledge (p. 120). Section 5.3 demonstrates the ways of introducing GenAI into translator training, covering exercises in AI-assisted translation, terminology management, quality assessment and AI-generated feedback (sections 5.3.1-5.3.4), each with detailed descriptions and critical focus areas. For example, in AI-assisted translation tasks, students are guided to leverage AI for initial drafts, evaluate inaccuracies (e.g., missed nuances, terminology inconsistencies, cultural mismatches), and refine outputs through targeted human intervention; in AI-assisted quality assessment, a detailed evaluation procedure is outlined, including automatic error detection, checks for consistency and semantic accuracy, and identification of areas for post-editing.

Beyond technical exercises, the curriculum also emphasizes metacognitive skill-building to transform AI apprehension into empowerment, focusing on self-reflection, self-efficacy, and self-concept. To enhance self-reflection, students are directed to compare their translations with AI outputs to analyze gaps, reflecting on what is missing and what specific areas require special attention. For self-efficacy, students

could discuss areas of human intervention through structured learning experience, such as simulated translation projects (pp. 134-135). For self-concept, anxiety-alleviating exercises such as self-reflection journals (p. 136) are proposed to strengthen professional identity, while fostering metacognitive competence.

Chapter 6 serves as the concluding reflection on GenAI's embedding into translation education, underscoring the importance of the proactive approach which combines AI technologies and human translator expertise. The authors argue that both "the profession and the education communities have the opportunity not merely to react to change but proactively shape it" (p. 143). The revision of translation curricula through synergistic collaboration between human expertise and AI capabilities is one prominent way of proactively shaping it.

The book is characterized by its holistic and balanced approach to translator training, integrating technical, practical, and ethical dimensions of GenAI in translation. It emphasizes developing comprehensive competencies among translators, including language skills, technical proficiency, digital literacy, and metacognitive capabilities.

A key strength of the book lies in its solution to the long-standing problem of the academic- vocational dichotomy in translator training. The book balances theoretical concepts (e.g., augmented translation, hybrid workflows) with hands-on skills (e.g., AI-assisted translation quality assessment and terminology management), emphasizing both the process and product of translation. It also relies on academic research to facilitate translator teaching. For instance, it draws on Pietrzak's (2022) research on metacognition in translator education—specifically, activating personal resources like self-efficacy—and converts this into practical activities (e.g., metacognitive exercises in Chapter 5). This enhances the credibility and applicability of its pedagogical proposals.

Another strength is its practice-first focus, offering educators adaptable activities that break down GenAI integration into actionable steps (e.g., using AI for terminology management, prompt design, quality assessment). Aligning with Baker and Maier's (2011) view that classrooms should foster reflection and experimentation, it promotes reflective practices, case studies, and simulated tasks to engage students in decision-making, strengthening their critical thinking—vital for handling the complexities of AI-empowered translation.

While the book highlights the potential of aligning translator education with GenAI, it has several limitations. Practical challenges remain in implementing targeted, seamless pedagogical interventions; designing a coherent curriculum that systematically connects AI integration with translation teaching also requires further research. Given AI's rapid evolution, discussions on GenAI applications will need regular updates. Moreover, ethical considerations could be deeper: core issues in current research on translation technology ethics—such as data privacy, algorithmic bias, and over-reliance on AI—are not sufficiently explored.

Despite these limitations, the book represents a solid contribution to translator training, providing profound insights into integrating GenAI into translation workflows and empowering translation educators with a toolkit of approaches and strategies. With its extensive coverage of topics and rich pedagogical resources, it is a valuable tool for training professionals to leverage AI effectively and ethically.

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