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Artificial Intelligence as a Pedagogical Tool for Speech Generation in Conference Interpreter Training

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Abstract

The training of conference interpreters necessitates sustained exposure to a wide range of level-appropriate source speeches that progressively foster the development of cognitive, linguistic, and strategic competencies. This article explores the pedagogical potential of Artificial Intelligence (AI) for the generation of customized speeches designed for interpreter training, with particular reference to the framework of the European Masters in Conference Interpreting (EMCI). It argues that, when employed critically and pedagogically, AI-generated speeches can enhance training effectiveness by enabling precise control over key discourse parameters, including complexity, information density, register, and mode of delivery. Furthermore, the article proposes a structured methodological approach for the integration of AI-generated materials into interpreter training, with a clear distinction between applications in simultaneous and consecutive interpreting. The illustrative examples presented draw on the pedagogical practices implemented in the Master Programme in Conference Interpreting at the Aristotle University of Thessaloniki.

Keywords: *conference interpreting, interpreter training, artificial intelligence, AI-generated speeches, simultaneous interpreting, consecutive interpreting*

Speeches as a pedagogical material

Speeches constitute a central component of conference interpreting (CI) training, as they represent the primary pedagogical material used throughout interpreter education. They enable trainees to develop a wide range of cognitive, linguistic, and communicative competencies, including active listening, memory enhancement, note-taking, and delivery skills such as intonation, pacing, and clarity of expression. In addition, speech-based practice allows for the simulation of professional conditions, thereby supporting the acquisition of subject-matter knowledge, specialized vocabulary, and discourse analysis skills. Importantly, speech materials must be carefully calibrated to the trainees' level of competence and to the type of communicative settings with which they are expected to become familiar.

From a skills-development perspective, speeches provide the basis for the progressive training of both consecutive interpreting -with and without notes- and simultaneous interpreting. Through repeated practice, trainees refine their ability to analyse, transfer, and reformulate meaning under time pressure.

The preparation and delivery of speeches by trainees themselves, typically as part of self-study, constitutes an additional pedagogical advantage. The process of speech writing enhances the ability to structure and organise discourse, promotes analytical thinking, and facilitates the identification of logical relations within source texts. Moreover, researching and presenting speeches familiarizes trainees with the specialized and often technical subject areas encountered in professional practice and contributes to the activation of vocabulary in B and C languages,

enabling the transition from passive recognition to active use. As Gillies observes, “the more you understand how speakers are putting together their speeches and arguments, the easier it will be to follow and interpret them” (2019: 196).

The quantitative demands of CI training further highlight the importance of speech production. In a four-semester programme -three semesters of coursework followed by a semester of practical training and writing the thesis-, as structured in the Joint Postgraduate Programme in Interpreting and Translation at the Aristotle University of Thessaloniki (JPPIT), the number of speeches required per working language may reach approximately 150 to 180, including examination materials. The speeches needed for individual or group self-study must be added to this figure. Given that independent practice in actual interpreting should ideally correspond at least to the number of hours devoted to classroom interpreting, trainees may require an additional 150 speeches per language. Overall, the total volume of practice material may therefore amount to approximately 300 speeches per language over the duration of the programme.

Recognizing the need for a substantial volume of training materials, the Directorate-General for Interpretation has developed an e-learning resource designed to support conference interpreting students and trainers: the Speech Repository. This platform provides audiovisual training material consisting of recorded speeches, including excerpts from conferences held by European institutions, international and national organisations, and other public events, as well as pedagogical speeches delivered by interpreters working within the European institutions. The materials are organised according to language, level of difficulty, interpreting mode, and subject area. At present, the repository appears to contain more than 4.500 speeches covering all 24 official EU languages, the languages of several candidate countries, United Nations languages, and International Sign (European Commission 2025).

In addition to this centralised resource, a number of comparable collections have gradually been developed at an institutional or private level. These include speech banks produced by individual interpreters, trainees, or training institutions, such as those compiled by trainers of JPPIT for the language combinations supported by their curriculum (JPPIT 2025). However, these locally developed collections certainly appear to remain more limited in scope and variety when compared to the Speech Repository.

Despite the availability of such resources, the demand for new and diverse speech materials remains considerable. Training programmes often require speeches on contemporary topics, across multiple working languages, and calibrated to different levels of difficulty. Furthermore, there is a recurring need for materials to which students do not have prior access, particularly for classroom use and assessment purposes. In response to this need, DG SCIC introduced, approximately two years ago, a restricted-access version of the Speech Repository intended exclusively for trainers. While this initiative may represent a useful addition to existing resources, the volume of available material currently appears relatively limited, and its range of topics and formats remains restricted. Moreover, its pedagogical effectiveness and practical value have yet to be systematically assessed by users.

Classification of speeches

Speeches used in CI training can be classified according to various criteria. The most fundamental distinction, however, is between authentic and pedagogical speeches. Authentic speeches retain

significant pedagogical value, particularly at advanced and very advanced stages of training, and should also be used extensively in self-study, as they offer the most realistic preparation for professional working conditions. However, many authentic materials -such as political speeches- are often more suitable for simultaneous than for consecutive interpreting, as they tend toward limited structural clarity and may contain excessive repetition, and should therefore be explicitly discussed with trainees when such materials are used.

The present article focuses exclusively on pedagogical speeches, whose role and design principles have been progressively established following the major shift in interpreter pedagogy associated with the creation of the European Masters in Conference Interpreting (EMCI). The EMCI replaced the former short training scheme (SCIC stage) in 2001 through a joint initiative of the European Language Council, DG SCIC, and DG INTE. Its introduction marked the beginning of a period of curricula harmonization across graduate and postgraduate interpreter training programmes, with a strong emphasis on structured skill progression (Moser-Mercer 2015: 305).

The characteristics that appear to influence the relative difficulty of a speech in interpreter training, can be broadly grouped into three main categories: cognitive load, lexical load, and sensory load. More specifically, factors that may affect task difficulty include speech length, delivery rate, structural organization, degree of topic specialization, lexical complexity, stylistic features (e.g., irony, humour, rhetorical elaboration), and information density. Additional elements that tend to increase processing demands include the presence of numerical data, proper names, and acronyms, as well as prosodic features such as intonation.

Simpler speeches tend to involve short duration (2-3 minutes), slower delivery, linear argumentation, familiar or everyday topics, concrete subject matter, lower information density, frequent repetition, explicit logical links, and minimal use of numbers, names, or specialized terminology.
More demanding speeches are typically longer (5-6 minutes), delivered at a natural pace, characterized by non-linear or less predictable argumentation, abstract or technical content, denser information packaging, reduced redundancy, implicit reasoning, and the inclusion of numerical data, statistics, proper names, acronyms, and more elaborate rhetorical styles.

Progression Across Training Stages

At the initial stage of training, several weeks are typically devoted to active listening and concentration exercises, with the aim of strengthening trainees' ability to comprehend, analyse, and reformulate messages before the introduction of note-taking. During this phase, consecutive interpreting without notes is often used. The speeches selected for this purpose are generally short (approximately 2-3 minutes), clearly structured, and relatively easy to follow, with limited terminology, slow information flow, and explicit logical progression. Descriptive content or simple argumentative structures are often preferred, provided that the speeches contain identifiable main ideas, supporting points, and sufficient detail.

As training progresses, speech length may gradually increase (3-4 minutes), along with the number of arguments and illustrative examples. Topics typically remain within the domain of general interest. Linguistic features commonly include short sentences, high redundancy, everyday vocabulary, and explicit connectors (e.g., *first*, *because*, *therefore*). The pedagogical objective at

this stage is primarily to support listening comprehension, basic reformulation skills, and the development of analytical awareness without excessive cognitive load.

After approximately four to five weeks, note-taking is introduced. Since the coordination of listening, analysis, and writing initially increases cognitive demands, speech difficulty is often temporarily reduced. At this stage, selected elements such as one or two numerical data points or proper names may be incorporated, as these lend themselves particularly well to note-taking practice. As trainees become more familiar with their note-taking system, speech difficulty can be progressively increased. By the end of the semester, speeches may reach a duration of 5-6 minutes and be delivered at a natural speaking rate, while incorporating more specialized subject matter, more complex argumentation, proper nouns, and limited statistical information. Training at this level focuses on information prioritisation, compression, and the management of moderate terminological density, often with reduced redundancy and more implicit cohesion.

From the second semester onward, trainees begin simultaneous interpreting alongside continued consecutive practice. Since SI training typically restarts at a lower difficulty level, the progression mirrors that of the first semester before advancing more rapidly toward longer, denser, and more formally demanding materials. By the third semester, speeches approach authentic conference style: high conceptual density, implicit argumentation, complex syntax, policy and institutional register, and a delivery pace consistent with professional settings, culminating in mock-conferences that simulate the full communicative demands of the profession (Wiedenmayer, 2013).

Speech Structure and Pedagogical Considerations

From a pedagogical perspective, a clear macro-structure appears to facilitate both comprehension and working memory, which allows interpreters to maintain verbal information while continuously performing language and modality switches (Hervais-Adelman et al. 2011). Effective training speeches generally present a sequence of well-supported arguments that develop logically toward identifiable conclusions. Ideally, each meaningful unit of discourse -often corresponding to two or three sentences- can be understood as a coherent sub-section within the overall structure.

Explicit logical links between discourse units (e.g., causal, adversative, additive connectors) may further support both note-taking and message reconstruction. Similarly, the inclusion of brief examples or narrative elements may facilitate mental visualization, clarify the speaker's intention, and provide cognitive anchors that support recall during reformulation.

Conversely, certain features may increase processing difficulty disproportionately. For example, verbatim quotations from written sources or highly formalized texts may impose additional memory demands and disrupt processing flow. When such references are integrated more naturally into spontaneous discourse, they may be processed more efficiently as part of the overall message. At the same time, interpreters may need to provide contextual or pragmatic clarification when culturally or historically specific references are mentioned.

Accordingly, pedagogical speeches should avoid long enumerations of elements without connective tissue, and trainers are advised to specify the use of explicit organizational markers when designing prompts, as these directly reduce cognitive load and support note-taking under time pressure. In terms of delivery, features commonly associated with effective oral communication -such as clear articulation and intonation, strategic pauses, repetition for emphasis,

prosodic variation, and appropriate non-verbal communication- are generally considered to support comprehension and working memory.

Artificial Intelligence in Speech Writing

The preparation of speeches for interpreter trainees may be regarded as a highly specialized pedagogical task. Unlike a lecture, a scientific paper, or a conventional instructional unit, a training speech functions primarily as a didactic instrument designed to support the gradual acquisition of interpreting techniques. Its primary purpose is not necessarily the transmission of subject-matter knowledge - although incidental learning may occur - but the development of core competences associated with professional interpreting. These include the ability to capture the speaker's message, identify main ideas, follow argumentative structure, take notes efficiently, analyse discourse in real time, and subsequently reproduce the content accurately and idiomatically in the target language as if originally formulated by the interpreter.

At the same time, training speeches may provide trainers with opportunities to assess trainees' general knowledge as well as their linguistic and cultural competence in the working language. For pedagogical purposes, effective speeches often need to incorporate controlled difficulties - such as increased information density, implicit references, or structural complexity - that are likely to enhance learning outcomes. In this respect, the design of pedagogical speeches may involve a degree of deliberate artificiality, insofar as materials are constructed to meet predefined instructional objectives rather than to reflect naturally occurring discourse in its entirety.

The notion of *artificiality* thus appears to be inherent in pedagogical speech design, and Artificial Intelligence (AI) may represent a potentially valuable tool for supporting this process. AI is increasingly being explored in interpreter education as a pedagogical resource, particularly in relation to the development of training materials, glossaries, and similar resources, as well as for tools supporting professional interpreters in conference preparation as presented by Trzin Berta & Behr (2025). One area of application that has attracted growing attention concerns the generation of speeches for conference interpreting practice, which may help address persistent challenges related to material availability, adaptability, and pedagogical specificity.

AI-based language models make it possible to generate speeches aligned with clearly defined training objectives. Trainers may give different prompts to specify parameters, such as subject domain, terminological density, register, degree of formality, structural complexity, and length, thereby facilitating the alignment of materials with different stages of interpreter training. Such flexibility may support a gradual progression in task difficulty, ranging from introductory exercises focusing on comprehension and reformulation to more advanced simulations involving complex argumentation and high information load.

In addition, AI-generated texts may be used to approximate a variety of communicative contexts and speaking styles. These materials can incorporate features commonly associated with conference discourse, including uneven structure, implicit or culturally bound references, rhetorical devices, and varying levels of coherence. Exposure to such variability may contribute to the development of cognitive processes considered essential in conference interpreting, such as anticipation, inferencing, and strategic decision-making under time constraints.

From a pedagogical perspective, AI-generated materials also appear to offer possibilities for multilingual and comparative training. This may be particularly relevant in programmes where

specific thematic areas are addressed on a regular (mostly weekly) basis across multiple language combinations (e.g., European institutions, environmental policy, migration etc.). Speeches can be produced in different source languages or adapted to specific institutional, geopolitical, or cultural contexts, thereby enabling more systematic practice across language pairs. Such functionality may be especially useful in interpreter training environments characterized by heterogeneous linguistic profiles.

Within the EMCI framework (2025), the development of strategic competence is generally prioritised over formal linguistic accuracy. Key pedagogical principles include prioritisation of meaning over form, a gradual increase in cognitive load, tolerance of minor linguistic inaccuracies when communication remains effective, and emphasis on professional credibility and discourse coherence.

Accordingly, training materials should ideally enable trainees to practise listening, analysis, reformulation, anticipation, and stress management under conditions that progressively approximate professional conference settings. When implemented critically and under appropriate pedagogical supervision, AI-generated content has the potential to enhance the efficiency, adaptability, and methodological coherence of interpreter training. In order to operationalise this approach, a set of structured prompts was developed in accordance with EMCI pedagogical principles and is currently being implemented in the JPPIT at the Aristotle University.

Reusable AI Prompts for Speech Generation

The formulation of appropriate prompts appears to be a critical factor in the generation of pedagogically relevant AI-produced speeches. Trainers may first need to identify the specific learning objective and subsequently design prompts that enable the generation of materials aligned with that objective. Such objectives may be general and group-oriented (e.g., visualization or overall comprehension) or more specific and targeted, particularly at more advanced stages of training (e.g., the processing of numerical information). Poorly formulated prompts, by contrast, tend to yield inaccurate, irrelevant, or insufficiently controlled outputs (Ekin, 2023; Lo, 2023). The growing body of research on prompt engineering in higher education confirms that well-designed prompts have the potential to transform interactions with generative AI tools, making the skill of formulating effective prompts increasingly important for educators (Okonkwo et al., 2025).

Core prompt parameters typically relate to discourse structure, lexical profile, syntactic complexity, and degree of redundancy. In this respect, the criteria discussed above for different training stages and interpreting modes may serve as a useful framework for prompt design. Empirical research in natural language processing confirms that syntactic complexity, semantic coherence, and stylistic consistency are the principal features influencing the output of large language models, and that they must be explicitly specified in the prompt if the output is to meet particular linguistic requirements (Marulli et al., 2024). Crucially, studies have shown that language models do not self-calibrate these dimensions without guidance: absent explicit parameter specification, text complexity does not reliably align with the intended proficiency or difficulty level (Crosthwaite, Smala, & Spinelli, 2024).

Prompt design may also take into account the role of anticipation, a key process in simultaneous interpreting and particularly relevant for certain language pairs (e.g., German or Dutch, which have verb constituents in clause-final position, into structurally different target

languages). Two broad types of anticipation are commonly distinguished: linguistic anticipation, based on collocational or structural predictability, and extralinguistic anticipation, which relies on contextual, situational, and world knowledge (Liontou, 2015: 16).

Below is a set of general operational prompts (formulated for AI use) that can make speeches easier or more difficult, organised by dimension. The dimension-based format follows the principle of reusable prompt patterns established in the literature on prompt engineering: as White et al. (2023) have argued, organising prompts into discrete, functionally defined patterns provides reusable solutions applicable across different tasks and contexts, enabling systematic adaptation without requiring users to reconstruct instructions from scratch on each occasion. The CLEAR (Concise, Logical, Explicit, Adaptive, and Reflective) framework (Lo, 2023) similarly emphasises that effective prompts for educational purposes must be explicit about their target parameters, adaptive to varying learning objectives, and designed for iterative refinement.

1. Information Density

Limit information density; include one main idea per sentence.	Increase information density with multiple facts per sentence.
Reduce the number of figures, names, and specific details.	Include statistics, dates, names, and figures.
Avoid long enumerations or lists.	Use extended enumerations without repetition.
Repeat key ideas using paraphrase.	Avoid redundancy or paraphrasing.

2. Terminology

Avoid specialised terminology and technical jargon.	Include domain-specific terminology.
Replace technical terms with general-language equivalents.	Use acronyms and institutional abbreviations without explanation.
Provide brief explanations for any necessary technical terms.	Introduce specialised socio-economic, legal, or policy vocabulary.

3. Syntax and Sentence Structure

Use short sentences (10-15 words).	Use long, multi-clause sentences.
Prefer simple subject-verb-object structures.	Include embedded and centre-embedded structures.
Use explicit subordinate clauses instead of condensed constructions.	Use passive constructions and nominalisations.
Avoid passive voice.	Increase syntactic variation and compression.

4. Cohesion and Discourse Structure

Use explicit discourse markers (e.g., *first, however, therefore, in conclusion*).	Reduce explicit connectors, allow implicit logical relations.
Clearly signal topic shifts.	Introduce topic shifts without clear signalling.
	Avoid explicit summaries.

Follow a predictable structure (problem-cause-solution).	
5. Conceptual and Cognitive Load	
Focus on concrete examples and everyday situations.	Use abstract concepts and analytical reasoning.
Avoid abstract or theoretical concepts.	Introduce hypothetical scenarios or counterfactuals.
Present information chronologically.	Present non-linear argumentation (comparison, contrast, evaluation).
6. Numbers and Proper Names	
Limit numbers; round figures.	Include precise figures, percentages, and financial data.
Avoid long sequences of numbers.	Present sequences of numbers.
Use few proper names.	Include multiple organisations, programmes, or place names.
7. Register and Pragmatics	
Use neutral, conversational register.	Use formal or institutional register.
Avoid rhetorical devices or irony.	Include hedging, diplomatic language, or implicit evaluation.
Express evaluations explicitly.	Use rhetorical devices (contrast, understatement, mitigation).
8. Anticipation Difficulty (especially for SI)	
Place key information early in the sentence.	Delay key information until the end.
Avoid delayed subjects or verbs.	Use participles and/or complex noun phrases before the main verb.
Use predictable collocations.	Introduce unexpected lexical choices.

Since interpreting tasks rarely occur outside a communicative context, it may also be pedagogically relevant to include information about the intended audience in the prompt. In the examples presented below, this contextual factor is operationalised in relatively simple terms; however, it could be further specified in accordance with established typologies of conference settings, such as those proposed by Gile (1989, 2009). Gile's classification distinguishes professional multilingual events according to communicative situation, user expectations, and cognitive demands, including, for example, international organization meetings, technical conferences, press briefings, and negotiation settings. Such a framework may assist trainers and trainees in anticipating differences in information density, structural complexity, and cultural homogeneity, and in adapting processing strategies accordingly.

Different communicative situations imply different audience needs, which may influence decisions regarding information prioritization -for instance, whether the use of a hyperonym would be sufficient or whether terminological precision is required. From a functional perspective, this aligns with the Skopos-oriented view of translation and interpreting (Reiss & Vermeer, 1984), according to which communicative purpose should guide decision-making. Relevant contextual variables include the purpose of the event, participant roles (primary vs. secondary users), degree of formality, and the cultural and linguistic background of the audience. Information density may vary considerably across settings; as noted by Gile, scientific and technical conferences often involve particularly high informational load, thereby increasing processing effort. The typology also considers factors such as the availability of visual support materials (e.g., slides), delivery speed, and the degree of spontaneity.

Additional prompt specifications may concern the speech type. Useful examples, particularly for consecutive interpreting, are discussed in Gillies (2019), including speeches of introduction, acceptance speeches, welcome, inaugurations or after-dinner speeches.

Speech rate represents another parameter that is especially relevant for interpreter training, given its direct impact on processing difficulty and performance quality. According to Riccardi, while public speaking rates often range between approximately 130 and 160 words per minute (wpm), rates between 100 and 120 wpm are generally considered the optimal rate for simultaneous interpreting. Higher delivery speeds have been associated with increased processing difficulty and may lead to a greater incidence of omissions, substitutions, or reduced accuracy. Rapid delivery, particularly when combined with high information density or read-out texts, may increase cognitive load and constrain the interpreter's capacity to manage target-language production. From the audience perspective, sustained high-speed delivery may reduce overall comprehensibility, especially when interpreters are forced to condense or omit information. It should also be noted that speech rate may vary across speakers and languages (for example Spanish), as well as depending "on a range of cognitive, linguistic and social constrains as well as the mode of delivery, that is, whether speech is produced spontaneously (impromptu) or on the basis of a previously scripted text (i.e. read)." (Riccardi 2015: 398).

In the examples presented below, prompt formulations are intentionally kept relatively simple, with the aim of allowing trainers to modify the topic while maintaining alignment with the pedagogical criteria.

1. Introductory Level Prompt

Generate an English speech for conference interpreting training on the topic of "Housing Crisis in Europe".
The speech should be clearly structured, use simple vocabulary, explicit connectors, and short sentences.
Avoid technical jargon.
Length: 2-3 minutes.
Speech rate: slow to moderate.
Target audience: general public.

Sample extract:

Good housing is essential for a decent life. Today, many people in Europe cannot find a home they can afford. Rents have increased, but salaries have not grown at the same speed. As a result,

young families and students often have to share small apartments or live far from their workplace. To solve this problem, cities need to build more affordable homes and support people with low incomes.

2. Intermediate Level Prompt

Generate an English speech for conference interpreting training on “Housing Crisis in Europe”.
Include moderate terminological density and implicit cause–effect relations.
Use fewer explicit connectors and introduce institutional or socio-economic references.
Length: 3-4 minutes.
Speech rate: moderate.
Target audience: informed but non-specialist audience.

Sample extract:

Across Europe, rising housing costs are putting increasing pressure on households. In many urban areas, limited supply and growing demand have pushed prices beyond the reach of middle-income groups. This situation is partly linked to demographic change, urbanisation, and investment patterns in the real estate market. Public authorities have introduced measures such as rent regulation, social housing programmes, and subsidies for first-time buyers. However, the impact of these policies remains uneven across countries and regions.

3. Advanced Level Prompt

Generate an English conference-style speech on “Housing Crisis in Europe” for advanced interpreter training.
Use abstract concepts, complex syntax, and limited redundancy.
Include policy-related or analytical framing without explicit structure.
Length: 5-7 minutes.
Speech rate: fast.
Target audience: expert or professional audience.

Sample extract:

The current housing crisis reflects a structural imbalance between financialised property markets and the social function of housing. In several metropolitan regions, asset-driven investment has contributed to price inflation and reduced accessibility for non-owner households. At the same time, restrictive planning frameworks and construction bottlenecks have constrained supply responses. The resulting affordability gap has intensified socio-spatial inequalities and labour market frictions. Addressing these dynamics requires coordinated intervention across fiscal, regulatory, and urban development policies.

4. Professional Simulation Prompt

Generate an authentic institutional speech in English on “Housing Crisis in Europe”, suitable for professional conference interpreting simulation.
Use formal register, implicit references, evaluative language, and rhetorical positioning.
Avoid didactic explanations.
Length: 8-9 minutes.
Speech rate: authentic conference pace.
Target audience: policymakers, stakeholders, or international delegates.

Sample extract:

The affordability challenges observed in European housing markets are increasingly affecting social cohesion, economic mobility, and regional competitiveness. While market conditions vary across Member States, a combination of supply constraints, demographic pressures, and capital flows has contributed to sustained price growth in key urban areas. Recent policy discussions have therefore focused on accelerating sustainable construction, improving the efficiency of land-use procedures, and mobilising both public and private investment. Particular attention is being given to vulnerable groups, including young people and low-income households. Continued cooperation at national and European level will be essential to ensure that housing systems remain both resilient and inclusive.

These and similar prompts can be employed both for the adaptation of existing articles or speeches -by using targeted prompts that specify the desired level of complexity, style, or audience comprehension- and for the generation of entirely new speeches or texts through artificial intelligence, without necessitating a direct reference to any preexisting source. Such generative AI chatbots not only facilitate tailored speeches for diverse training stages but also enable the exploration of creative or scholarly content production, including the emulation of particular rhetorical strategies, discourse structures, or academic registers. Furthermore, by calibrating prompts carefully, users can guide AI to maintain thematic coherence, stylistic consistency, and argumentative rigour, making these tools valuable for pedagogical writing contexts.

While the prompts presented above are primarily addressed to trainers engaged in the production of pedagogical materials, the same methodology can be extended to student-centred applications of AI. Trainees may themselves formulate prompts in order to generate practice speeches aligned with their individual learning objectives, thereby developing an active understanding of the parameters that govern speech difficulty. More significantly, AI tools may be used as part of an iterative process in which students produce an initial piece of work - such as a summary, a note-taking schema, or a written reformulation of an interpreted speech - and subsequently submit it to the model for feedback. Critically evaluating the AI-generated response, identifying its limitations, and revising the original work accordingly constitutes a form of reflective practice that may contribute to the development of metacognitive skills (Xiao & Liu, 2025; Zhang et al., 2025). This kind of engagement requires trainees to assess the plausibility, completeness, and register-appropriateness of machine-generated output, fostering analytical skills alongside a measure of critical distance from the perceived authority of the technology (Su et al., 2025). The progressive integration of such reflective practices into interpreter training is thus not merely a technical exercise but a broader pedagogical objective: cultivating the capacity to engage with AI creatively, flexibly, and with informed critical awareness. Seen in this light, the prompt-based framework presented in this article serves a dual function: providing trainers with a systematic tool for material generation, and offering trainees a structured pathway toward the development of both interpretive competence and critical digital literacy (Xiao, Liu et al., 2025).

Conclusion

The pedagogical benefits of AI-generated speeches include adaptability, efficiency, and precise alignment with training objectives. Trainers can rapidly generate materials suited to specific modes, levels, and topics. However, limitations must be acknowledged. AI-generated speeches may lack certain features of authentic oral delivery, and for this reason, AI should be used critically and strategically as a complement rather than a substitute for human-made materials.

Artificial Intelligence offers significant potential for enhancing conference interpreter training when embedded within a coherent pedagogical framework. By enabling the generation of EMCI-compliant speeches tailored to specific objectives, modes, and levels, AI supports systematic skills development, targeted assessment, and metacognitive reflection. Future labour market developments are likely to place increasing value on individuals who are able to use Artificial Intelligence effectively and critically, particularly those capable of engaging with it in creative and flexible ways.

In this context, interpreter and translation training may need to focus not only on technical competence but also on fostering an interactive and reflective form of engagement with AI. Students could be encouraged to approach AI as part of a dialogic process: formulating their own ideas, producing initial written work, submitting it to the model for feedback, critically evaluating the generated comments, and subsequently revising their texts. Such an iterative process may support the development of both analytical skills and critical awareness. At the same time, the use of AI tools may also encourage students to adopt a critical stance toward machine-generated output, thereby fostering not only skill development but also a reflective distance from the perceived authority of the technology.

However, the primary objective of this paper is to present a pedagogical framework for the use of artificial intelligence in speech generation. Accordingly, it does not seek to provide a comprehensive evaluation of AI technologies, nor does it compare the relative advantages of different generative AI chatbots. Moreover, the use of AI also raises significant concerns, including issues related to accuracy, the risk of user over-reliance, data privacy, and algorithmic bias, in addition to broader legal, ethical, and environmental implications. The European Language Council's Reflection Paper warns that generative AI cannot replace human interpretation in sensitive contexts due to accountability gaps, advocating supervised human-AI integration with emphasis on ethical competencies like critical thinking and algorithmic transparency concluding that “the responsible use of AI - grounded in human values, ethical principles, equity, and a commitment to the quality of communication - represents the only sustainable path forward” (2025).

Within this context, critical thinking remains of central importance. In the preparation of speeches, this involves the careful evaluation of arguments, the verification of information sources, and the exercise of informed judgment. After all, critical thinking has long constituted a core objective not only in interpreter training but in every area of education.

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