

A Study of Large Language Model-Enhanced Self-Assessment in Academic English Summary Writing of Science and Engineering Students

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Abstract: The study investigated the impact of Large Language Model-enhanced self-assessment on academic English summary writing of 51 students at a university of science and technology in Shanghai. The research findings indicated that DeepSeek-R1 could assist students in self-assessment; however, due to limitations in feedback accuracy, instructor monitoring was still required. Students can identify writing deficiencies, clarify methods for improvement and engage in

independent learning. Additionally, they reported a relatively high acceptance of the Large Language Model-enhanced self-assessment approach. The study provides insights for implementing the “assessment for learning” principle in the teaching of academic English summary writing for science and engineering students.

Key words: Large Language Model; Academic English Summary Writing; Self-Assessment; Assessment for Learning

Empowering Research-Based Teaching for English Majors with Generative Artificial Intelligence: Exploring a Human-Machine Collaborative Model

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Abstract: Driven by the macro-strategy of “AI + education,” Generative Artificial Intelligence (GenAI) provides new momentum for research-based teaching for English majors. Taking the course Critical Readings in Humanities for English majors at Shanghai International Studies University as an example, this paper constructs a “teacher-student-machine” triadic collaborative research-based teaching model, effectively breaking through the limitation of treating AI merely as an instruction-execution tool. In this model, GenAI acts as an “intelligent entity” deeply involved in knowledge construction. It not only assists in generating multidimensional interdisciplinary materials and providing personalized evaluations, but also serves as an intellectual sparring partner during in-class discussions. By guiding students to conduct reverse questioning on the AI-

generated content, it compels them to accomplish critical deconstruction. Empirical evaluation demonstrates that this model effectively reduces students’ low-order cognitive load in the initial stage of interdisciplinary exploration, significantly enhances their human-AI interactive behaviors and exploratory emotional engagement, and successfully guides them from shallow information acquisition to deep meaning construction. The human-machine collaborative research-based teaching model provides an innovative paradigm with solid theoretical and practical backing for cultivating outstanding English major talents in the digital-intelligence era.

Key words: English Major; Research-Based Teaching; Generative Artificial Intelligence; Human-Machine Collaborative Model

Design and Implementation of DeepSeek-Aided Customized Programming in Foreign Language Teaching and Research

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Abstract: This paper systematically examined the design and implementation of DeepSeek-aided customized programming in foreign language teaching and research. Through prompt engineering and modular design, this study developed a series of web-based tools encompassing four functional modules: corpus text preprocessing, lexical statistical analysis, syntactic structure analysis, and bilingual teaching assistance. Featuring capabilities such as text sanitization, Chinese-English word segmentation, multidimensional statistical analysis, and gamified testing, these tools overcome the constraints of inflexibility, limited personalization, and poor interactivity inherent in traditional standardized software. Crucially, they dismantle technical barriers for foreign language teachers

without programming backgrounds to independently develop personalized teaching and research materials. The research demonstrates that LLM-driven customized programming not only enhances the accuracy and efficiency of foreign language teaching and research, but also fosters a “user-led, demand-driven” model of tool development. This approach provides feasible technical solutions for digital transformation in foreign language disciplines while exploring new human-AI collaborative research frameworks.

Key words: DeepSeek-Aided Programming; Foreign Language Teaching and Research; Corpus Studies; Customized Tools; Prompt Engineering

A Study on the Mechanisms and Pathways of Generative AI Empowering English Writing Teaching

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Abstract: The rise of Generative AI (GenAI) has brought about disruptive changes in English writing teaching. This paper systematically analyzes the functional mechanisms of GenAI in empowering English writing teaching, including three core mechanisms: intelligent feedback of “GenAI technology-learning outcomes”, generation of contextualized English writing resources, and cognitive guidance under teacher-student interaction. Combined with the theory of “ecological affordance”, it explores the implementation pathways from three dimensions: reconstructing the teaching process

paradigm, reshaping the role orientation of teachers and students, and optimizing and upgrading teaching evaluation. This paper also expounds the role of GenAI in improving writing teaching efficiency and students' abilities, and then puts forward optimization strategies aiming to provide theoretical and practical reference for promoting the digital transformation of English writing teaching.

Key words: Generative AI; English Writing Teaching; Functional Mechanisms; Implementation Pathways

A Quantitative Comparative Study on Syntactic Features of Large Language Models and Human Multilingual Translations

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Abstract: This study examines the syntactic alignment between Large Language Models (LLMs) and human translators in the context of multilingual translation. Adopting a quantitative framework based on dependency grammar, the researchers conducted a comparative analysis of parallel texts across six United Nations official languages: English, Chinese, Arabic, French, Russian, and Spanish. The investigation specifically targeted three key syntactic dimensions: linguistic complexity, specific dependency relations, and word order distribution. Our findings reveal no statistically significant disparities between LLM-generated content and human translations across these metrics. This

suggests that LLMs, particularly those optimized via Reinforcement Learning from Human Feedback, have achieved a level of structural indistinguishability from human language that extends beyond surface fluency to deep syntactic patterns. These results offer empirical evidence regarding the structural homogeneity of human and machine intelligence in the digital era, providing a foundational perspective for future human-AI collaborative paradigms in translation.

Key words: Large Language Models; Syntactic Features; Multilingual Translation; Dependency Grammar; Quantitative Linguistics

Fingerprints of LLMs' Translations: A Multi-Dimensional Analysis of Machine Translationese

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Abstract: As a unique language variety, the translation generated by Large Language Models (LLMs) inevitably carries linguistic features shaped by their underlying algorithms and training data. Using multi-dimensional analysis (MDA) on a 3-million-word English comparable corpus, this study investigates the linguistic features of LLMs' translation (LLMT) against non-translated texts (NT) and explores the similarities and differences between these features and the universals of human translation (HT), aiming to deepen the understanding of the nature of LLMs' translation behavior. The findings reveal that LLMT significantly differs from NT across three functional dimensions,

exhibiting stronger informationality, a marked tendency towards objectification, and de-abstractification. LLMT in comparison with HT, both translation modes move in the same direction but to a different extent regarding informationality. While they converge highly in their handling of subjectivity, they diverge fundamentally in the treatment of abstraction. This reveals a novel pattern of machine translationese for LLMT, characterized by an “information-first principle,” an “objectification tendency,” and a “directness strategy”.

Key words: Large Language Models; Machine Translationese; Multi-Dimensional Analysis; Translated Language; Human Translation

A New Paradigm of Human-Machine Collaboration in Simultaneous Interpreting: The Use of Automatic Speech Recognition and Translation Technologies

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Abstract: The evolution of artificial intelligence is transforming interpreting practice. The use of automatic speech recognition (ASR) and automatic speech translation (AST) technologies represents an emerging trend in simultaneous interpreting (SI), offering improved accuracy in numbers and terminology. However, this research finds that ASR and AST—despite increasingly reduced latency—still require brief processing time and interpreter verification. This can increase cognitive load, divert limited attentional resources, and impair contextualization, anticipation, and self-monitoring, thereby reducing fluency and communicative

effectiveness. Given the current instability and “double-edged sword” nature of these technologies, this paper argues that interpreters should develop a harmonious and productive human-machine collaboration paradigm for enhanced performance. Specifically, interpreters should consolidate essential SI skills, enhance technological literacy, and adopt a “human-led, technology-assisted” approach with a focus on sociocultural competence.

Key words: Simultaneous Interpreting; Artificial Intelligence; Automatic Speech Recognition; Automatic Speech Translation; Human-Machine Collaboration

An Investigation into the Discontinuation, Reduction, Expansion, and Transformation of Foreign Language and Literature Programs in China

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Abstract: Against the backdrop of China's vigorous advancement of high-level opening up, news about the discontinuation or reduction of foreign language and literature (FLL) programs circulates in the media, severely affecting the public perception of foreign language education. This study investigated the status quo of the discontinuation, enrollment reduction, expansion, and transformation of FLL programs in China. Semi-structured interviews were conducted with 122 foreign language educators and administrators from universities across all 31 provinces, autonomous regions, and municipalities on the Chinese mainland. The analysis of the data collected yielded the following findings. The

discontinuation and reduction of FLL programs was widespread across the Chinese mainland, and probable discontinuation of FLL programs existed in some provinces, autonomous regions, and municipalities. Some universities increased their FLL programs, and some others were exploring transformation. Four key directions were identified for FLL programs, and suggestions were raised to address the current crisis. The study may provide some insights for promoting the reform and transformation of FLL programs in China.

Key words: Foreign Language and Literature Program; Discontinuation and Enrollment Reduction; Transformative Development

MOOC-Based English Writing Learning Under the Background of Digital Transformation in Education: An Integrated Model Incorporating Self-Efficacy and Technology Acceptance

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Abstract: This study took a provincial-level first-class course operated on the National Higher Education Smart Education Platform as a case study, to investigate the impact of college students' self-efficacy on their English writing MOOC learning. A structural model was constructed with technology acceptance as the mediating variable. The results indicate that: (1) Learners' self-efficacy, technology acceptance, and English writing MOOC learning behaviors were all at a moderate level; (2) Self-efficacy exerted a direct significant and positive predictive effect on English writing MOOC learning; (3) Technology acceptance played a partial mediating role between self-efficacy and English writing MOOC

learning. The findings elucidate the pathways through which self-efficacy and technology acceptance influence English writing MOOC learning, offering certain insights for improving the quality of online foreign language education. This study provides evidence-based guidance for the high-quality implementation of foreign language MOOC in the context of digital transformation, and contributes to identifying the elements of foreign language MOOC in fostering new quality productive forces amid digital transformation in education.

Key words: Self-Efficacy; Technology Acceptance; Digital Transformation; English Writing MOOC

A Narrative Study of Digital Anxiety in University Foreign Language Teaching in the Context of Intelligent Digital Empowerment

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Abstract: With the continuous advancement of smart education, the emotional experiences of college foreign language teachers have begun to attract increasing attention, yet research on their digital anxiety remains limited. This study adopts a narrative inquiry approach and focuses on two college foreign language teachers. By systematically examining critical incidents across their professional careers, the study explores the specific manifestations, dynamic development and influencing factors of their digital anxiety. The findings show that digital anxiety mainly appears in five areas: anxiety related to digital academic work, technology use, teaching

management, digital learning, and teaching ethics. Its formation is jointly influenced by pressures from teaching-context, insufficient resource support, and fluctuations in teachers' self-efficacy. For promoting teacher development in the era of artificial intelligence, the study proposes strategies to alleviate digital anxiety from four dimensions: individual empowerment, peer collaboration, institutional improvement, and digital ethics.

Key words: Intelligent Empowerment; University Foreign Language Teaching; Digital Anxiety; Narrative Inquiry

Theoretical Framework and Practical Logic of Engineering Problem-Driven Language Learning: Ecologized Language Learning Loop via CDIO Transformation

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Abstract: This study proposes the Engineering Problem-Driven Language Learning (EPDLL) framework to address the chronic disconnection between traditional college English instruction and engineering practice. Grounded in the theoretical core of Content and Language Integrated Learning (CLIL), this approach constructs a triadic interaction model of engineering cognition, language development and innovative practice. By deeply embedding the CDIO (Conceive-Design-Implement-Operate) engineering education model, it reshapes the learning logic of “engineering problems as language contexts”. The framework pioneers a four-stage cyclical pathway: problem contextualization → interdis-

ciplinary knowledge integration → multimodal solution presentation → engineering ethics reflection, transforming engineering challenges into language task matrices, and forming an ecolozized language learning loop where “language empowers engineering innovation, and practice fuels language development”. EPDLL offers a paradigm shifting solution for College English teaching reform tailored to cultivating global competence in emerging engineering talent, integrating theoretical innovation with contextual relevance.

Key words: Engineering Problem-Driven Language Learning Framework; CDIO Transformation; Ecologized Language Learning Loop; Triadic Interaction Model

On Travel and Reconstruction of Classical Literature: Translation Strategies of *Les Contemporains* and Alternative Paths to Modernity

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Abstract: *Les Contemporains* (1932–1935), as one of the key literary journals in Shanghai following the Songhu War of Resistance, systematically translated, introduced, and reconstructed foreign classical literature from a modernist perspective during the 1930s, an era dominated by left-wing ideologies. Based on a self-constructed corpus of classical literary translations published in *Les Contemporains*, this study employed a combined methodology of quantitative statistics and qualitative analysis to examine how the journal highlighted literary modernity during its translation and introduction efforts, thereby establishing a model of classical reconstruction centered on artistic value. The research revealed that the journal constructed a unique paradigm

for disseminating classical works through four strategies: artistic interpretation, formal innovation and reference, critical reception, and depoliticization of authorial images. This reflected the structural characteristics of its translation and introduction strategies. The study not only offered a new perspective on the history of modernist literary translation but also provided strategic insights into the reinterpretation of classical works in cross-cultural communication and the construction of local modernity. It further held implications for the reproduction of classical literature within the framework of digital humanities.

Key words: *Les Contemporains*; Classical Literature; Translation and Introduction; Modernity

Algorithmic Profiling of the International Communication of “Zhongyong” : A Study Based on *Philosophy East and West* (2000–2024)

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Abstract: Based on 42 papers related to the concept of Zhongyong (the Doctrine of the Mean) published in *Philosophy East and West* between 2000 and 2024, this study systematically examines the dissemination and reception of Zhongyong doctrine within the international academia, employing Claude-Sonnet-3.5 semantic analysis, BERTopic modeling, and TextBlob sentiment analysis. The study identifies five major themes in international scholarship: nature and ecology, innate goodness and the Way of Heaven, ritual and order, morality and conduct, and gender and equality. There is widespread recognition of Confucian ecological views and theories of human nature, alongside critical scrutiny regarding its authority-based pedagogical relations, renqing-oriented moral framework, and patriarchal gender hierarchy, reflecting an ambivalent scholarly stance of

“appreciation with measured skepticism”. That reveals a divergence in interpretative focus: Chinese scholarship emphasizes the philosophical holism and practical wisdom of “zhong”, while overseas scholarship prioritizes individual agency and functional applications. In this regard, the overseas dissemination of traditional Chinese thought necessitates a creative transformation to rearticulate Confucian wisdom, coupled with modern reinterpretations to address contemporary issues. The synergy between these two approaches is an indispensable pathway to bridging East-West understanding and constructing a discourse system for the international transmission of Chinese culture.

Key words: Zhongyong; Global Spread; BERTopic Model; Sentiment Analysis; Algorithmic Profiling

The Transparency and Economy Principles in Terminology Formation: A Case Study on the Evolution of the Translated Term for Autogyro

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Abstract: An autogyro is an aircraft that utilizes the relative airflow during forward flight to spin its rotor blades to generate lift. However, the linguistic form of the term does not present the delimiting characteristics between autogyro and other rotorcrafts. Terminology theory suggests that terms should be named using delimiting characteristics to make them transparent, yet the term autogyro is not sufficiently transparent and may lead to conceptual confusion. Few researchers have reflected on this term. By examining the history of the formation and evolution of the term, it is found that the term has gone through several stages of evolution, from the early

appearance of predecessors in newspapers and magazines in the early 1900s, to the unification of the terminology after 1929, and its eventual widespread adoption in aviation textbooks and dictionaries in the 1930s. This process reveals the importance of transparency and economy principles in terminology formation, highlighting calquing as a useful way of maintaining transparency in terminology translation. The case of translating the concept of “autogyro” may offer valuable insights into today’s terminology translation and standardization.

Key words: Aviation Translation; Term Translation; History of Translation; Terminology Theory