

The Construction and Application of the Game Model of Translation and Communication for China's Diplomatic Discourse

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Abstract: China's diplomatic discourse embodies the nation's unique development path, values, and culture. However, after being translated, it is often distorted or misinterpreted by foreign media, organizations, or individuals due to ideological differences and contextual gaps. This study adopted Game Theory as the theoretical framework to construct a static game model of translation and communication for China's diplomatic discourse, aiming to analyze the strategic interactions between translators or communicators. The findings revealed two decisive factors contributing to misinterpretation: the ideological divergence between the two parties involved and their respective levels of concern regarding these misinterpretations. Based on this, the research proposes translation strategies such as terminological explanation, discourse reconstruction, and

cultural rewriting to mitigate ideological differences and reduce the space for misinterpretation. Additionally, by enhancing the international competitiveness of domestic media, optimizing the production of high-quality content, and diversifying communication channels, the balancing power against Western media can be strengthened, prompting them to pay greater attention to the issue of misinterpretation. This paper seeks to provide a novel theoretical perspective and methodological framework for advancing the studies on translation and communication of China's diplomatic discourse, aiming to construct a diplomatic narrative system conducive to the reconfiguration of Chinese discourse, and to enhance China's discursive influence in global governance.

Key words: Diplomatic Discourse; Translation; Communication; Game Model; Misinterpretation

Daily-Life-Oriented Metaphorical Representations in the Multimodal Translation and Dissemination of Chinese Kung Fu Culture: Focusing on the Two Movies *Enter the Dragon* and *Kung Fu Hustle*

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Abstract: The multimodal translation and dissemination of Chinese Kung Fu culture is an essential part of the Chinese culture going-global practice. This study employed multimodal transcription and phasal analysis to examine the multimodal metaphorical representations of Kung Fu culture in the movies *Enter the Dragon* and *Kung Fu Hustle*, thereby exploring how multimodal cultural translation practices contributed to the cognitive (re)construction of the Kung Fu image. The findings revealed that translators tended to utilize daily-life-oriented and schematic conceptual metaphors to interpret the abstract philosophies of Kung Fu, framing Kung Fu not as a mystical practice but as a form of embodied expression rooted in daily life, encompassing both physical cultivation and spiritual enlightenment. This research

demonstrated that the integrative perspective offered by Cognitive Translatology effectively elucidated the emergent meanings generated through the synergy of visual, auditory, and linguistic modalities in the movies. It further uncovered the underlying cultural schemas embedded in the translation of offensive and defensive techniques, clarifying Kung Fu as an embodied philosophy of life that unified body and mind. This highlighted its universal value across diverse cultural contexts and its practical significance in fostering the healthy and harmonious development of the international society.

Key words: Kung Fu Culture; Multimodal Translation; Conceptual Metaphor; Daily-Life-Oriented; Kung Fu Movie

Development and Validation of a Generative AI-Based Intelligent Tutoring System for Interpreting: Evidence from *GoInterpreter*

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Abstract: Effective self-practice in interpreting requires immediate, personalized scaffolding within the student's Zone of Proximal Development (ZPD), a requirement that traditional pedagogy often fails to meet. This paper reports on the development and empirical validation of *GoInterpreter*, a self-developed Generative AI-based Intelligent Tutoring System designed under the frameworks of Social Constructivism and Distributed Agency. The first study, utilizing triangulated perspectives from students, a teacher, and the developer of *GoInterpreter*, demonstrated that the system matched student ZPD through parameterized difficulty adjustment, promoted metacognitive development via a closed-loop workflow, and reflected Distributed Agency through a human-AI complementary feedback ecosystem. Using a feedback

perception questionnaire, the second study revealed that students rated AI feedback significantly lower than human teacher feedback overall. Specifically, the smallest discrepancy was observed in clarity, followed by practicality, with the largest gap found in accuracy, alongside noted individual differences. This paper advocates for a human-AI collaborative feedback ecosystem that allocates tasks based on cognitive complexity to foster students' critical multiliteracies, offering empirical evidence for advancing Computer-Assisted Interpreter Training.

Key words: Computer-Assisted Interpreter Training; Intelligent Tutoring System; Generative AI; Human-AI Collaboration

A Diachronic Study of Register Features in Chinese Translated and Original Academic Texts

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Abstract: Although translation has been pivotal to the modernisation of Chinese scholarship, the divergence and convergence between translated and original academic registers remain insufficiently explored. This study applies a Chinese-adapted Multidimensional Analysis (MDA) to a self-compiled diachronic corpus spanning almost a century comprising translated and original academic texts sampled at four periods. In addition to the conventional lexico-grammatical indices used in MDA, this study extends metrics of logical-semantic relations and classical stylistic features, enabling a more nuanced profile of features at lexico-grammatical and semantic levels. The analysis reveals a gradual convergence between translated and original academic texts on the “logical explicitness vs. abstract narration” dimension; early original texts prioritize logical explicitness but progressively align with the more abstract narrative style. By contrast, the two

registers diverge on the “argumentative features” dimension, with translated texts displaying an increasingly overt argumentative stance. For the “precision vs. redundancy” dimension, convergence emerges after the 1960s where original texts become more redundant. On the “interactivity vs. informativeness” dimension, divergence is growing: translated texts remain informational density, whereas original texts exhibit a stronger interactive inclination. The “resonance vs. relevance” dimension fluctuates diachronically in both registers. These findings demonstrate that diachronic changes in translated and original academic registers are multidimensional rather than uniform, highlighting the inherent complexity of the translation-mediated academic register and its role in Chinese academic transformation.

Key words: Multidimensional Analysis; Chinese Translated Academic Texts; Diachronic Study

NMT and LLM Performance in Resisting Semantic Drift: A Chinese-English Back-Translation Experiment

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Abstract: This study investigated the comparative performance of large language models (LLMs) and neural machine translation (NMT) systems in resisting semantic drift in Chinese-English translation. For the purposes of this research, the operational definition of semantic drift was broadened to encompass both initial translation errors and distortions that accumulate iteratively across multiple cycles. A back-translation experiment was conducted, involving 20 successive Chinese-English translation cycles, using test materials that were particularly prone to semantic drift. The semantic stability of three mainstream LLMs and NMT systems was assessed at the lexical, syntactical, and discourse levels. The findings showed that LLMs generally outperform NMT systems, especially in handling buzzwords, syntactically complex sentences,

and maintaining discourse coherence, thereby demonstrating stronger semantic resilience. In contrast, NMT errors often originated in the initial round of translation and became reinforced during subsequent cycles. Notable variations in performance were also observed across different tools. Overall, the results suggested that while LLMs held distinct advantages in resisting semantic drift, their effectiveness was still shaped by text complexity, cultural factors, and semantic ambiguity. These insights provided empirical evidence to inform translation technology selection and system optimization.

Key words: Semantic Drift; Semantic Stability; Large Language Models; Neural Machine Translation; Back-Translation

The Features of University Foreign Language Teachers' Concerns Regarding the Adoption of New-Form Foreign Language Teaching Materials During the Digital Transformation

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Abstract: Drawing upon the Concerns-Based Adoption Model (CBAM), this study conducted an empirical investigation into the stages of concern and influencing factors among 272 university EFL teachers regarding the use of new-form foreign language teaching materials. The findings indicated that university teachers exhibited a generally high level of engagement with these materials. Specifically, their concern profiles depended largely on self-concerns, followed by impact and task. Furthermore, individual factors, particularly teaching

tenure (instead of “teaching age”) and prior experience with the materials, were found to significantly influence the intensity of their concerns. The present study offers insights into the psychological adaptation of teachers during the digital transformation of materials and provides implications for the effective implementation of new-form textbooks in higher education.

Key words: University Foreign Language Teachers; New-Form Teaching Materials; Materials Use; CBAM

An Experimental Study on the Effects of Illustrations in English Textbooks

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Abstract: This study explored the impact of seductive pictures and interpretative pictures in English textbook reading texts on students' learning outcomes. A total of 113 native Chinese-speaking students from a public university in China were selected as participants. Using a 2 × 2 two-factor mixed experimental design, they were randomly assigned to four experimental conditions: no pictures, only seductive pictures, only interpretative pictures, and a combination of seductive and interpretative pictures. The experimental materials were adapted from GMAT reading comprehension passages, covering the operational mechanisms of the cardiovascular systems in terrestrial snakes, sea snakes, and arboreal snakes. By comparing the total scores of learning outcomes and cognitive load indicators, the results

showed that: learning outcomes were the best when only interpretative pictures were provided, and the worst when only seductive pictures were present; seductive pictures significantly increased learners' cognitive load, while interpretative pictures had no significant impact on cognitive load; the interaction between the two types of pictures did not significantly affect learning performance. The conclusions of this study provided important implications for the design of illustrations in English textbooks, emphasizing that interpretative pictures should be prioritized to optimize learning outcomes, and seductive pictures should be used cautiously to avoid interfering with the learning process.

Key words: English Textbooks; Seductive Pictures; Interpretative Pictures

On the Development of New-Form Interpreting Textbooks Empowered by Digital Intelligence

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Abstract: Digital technology and AI are driving the evolution of interpreting textbooks from static knowledge carriers to dynamic cognitive scaffolds. This paper argued that new-form textbooks should be skill-oriented, content-rich, practice-focused, and ethically sound, while also being learner-centered, dynamic, diverse, and interactive. They aimed to address key limitations of traditional textbooks: outdated content, fragmented skills, and limited assessment methods. Leveraging digital

and intelligent technologies, the paper proposed a “core textbook plus” ecosystem comprising five modules: core materials, multi-modal corpora, online courses, AI + smart knowledge graphs, and course forums. This model offered insights for advancing interpreting textbook design and interpreter training in the digital age.

Key words: New-Form Interpreting Textbooks; Digital Technology and Artificial Intelligence; Interpreter Training; Principles and Features

A Comparative Study of Securitization Discourse in AI Ethics Policies: China, the US, and the EU

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Abstract: AI ethics policies define and categorize abstract ethical security, transforming uncertainty into controllable risks, and construct realistic paths and social values for defending ethical security through the instrumental and humanistic dimensions of discourse. This paper selects the latest relevant policies and regulations from China, the United States, and the European Union (three leaders in AI technology), and conducts a classification and statistical analysis of the three documents based on two frameworks: securitization theory and ethical principles. When AI ethical issues are framed as security problems, the “safety and security” of the state and society and the “privacy rights and data protection” of individuals are the common core concerns of all three documents. Comparatively speaking, China places greater emphasis on the government’s managerial responsibility for ensuring the safe and healthy development of the AI

market. The United States prioritizes “safety and security” the most, focusing primarily on threats from “countries of concern”, while China and the EU pay more attention to internally generated threats, such as those from the market and relevant sectors. The EU incorporates a broader range of ethical principles and securitization discourse categories, highlighting multi-stakeholder collaboration, participation, and oversight. Global AI governance should take the advancement of global AI development as its ultimate goal, and on the basis of safeguarding and respecting the security baselines of individual countries and regions, it should realize cooperative practices characterized by polycentrism, multiple perspectives, robust communication, and broad participation.

Key words: AI Ethics Policy; Securitization Theory; Contrastive Discourse Studies

Phraseological Complexity and Disciplinary Discourse Features: A Multidimensional Analysis of Cross-Disciplinary P-Frames

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Abstract: This study examines phraseological complexity of disciplinary discourses from a multidimensional perspective, proposing three key indices (diversity, predictability and sophistication) to investigate how phrases encode disciplinary knowledge and reflect academic discourse conventions. Based on academic English corpora across disciplines, this study adopts p-frames as units of analysis and quantifies frame-variant relations by means of metrics including variant-frame ratio (VPR), normalized entropy and mutual information. The results indicate that diversity is an effective indicator of disciplinary knowledge construction. Content-based p-frames with the highest VPR usually encapsulate disciplinary concepts and categories, thereby functioning as distinctive markers of disciplinary knowledge. Predictability serves to assess three modes of frame-variant

co-selection, in which habitual co-selection occurs most frequently across disciplines revealing the dialectical unity between linguistic convention and innovation. Sophistication reflects discipline-specific characteristics of frame-variant combinations in terms of function, uncovering the way different academic communities construct knowledge via observing epistemological and discursive norms. Findings confirm that phraseological complexity constitutes a critical and independent linguistic indicator for presenting both the commonality and divergence in disciplinary epistemology and discursive communication. The study has practical implications for cross-disciplinary discourse analysis, academic phraseology research and pedagogy.

Key words: Phraseological Complexity; Disciplinary Epistemology; P-Frames; Co-Selection

The Latest Trends of International Pragmatic Research

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Abstract: To depict the latest trends in international pragmatic research over the past decade, this study conducted a bibliometric analysis of literature retrieved from the Web of Science Core Collection from 2015 to 2025. The findings revealed a significant increase in scholarly output, with China emerging as the second-largest contributor in both publication and citation counts. Research hotspots mainly focus on sociopragmatics, cognitive pragmatics, L2 pragmatics and interface studies. Overall, the field has evolved toward

innovative theoretical frameworks, broader research scopes and empirical methodologies. As the study of Chinese has attracted growing interest in pragmatic research, domestic scholars are encouraged to further embrace interdisciplinary perspectives and scientific paradigms, ground their research in local practices and actively engage in dialogues shaping international pragmatic theory.

Key words: International Pragmatic Research; Latest Trends; Bibliometric Analysis

Reconstruction of Iconicity in the English Translation of Plant Metaphors in *Li Sao*: A Study Based on Semantic Vectorization

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Abstract: Existing studies on metaphors in *Li Sao* have largely focused on fragrant plants, with insufficient attention given to the paired contrast between fragrant and foul plants and its English translation. This study integrates Peircean iconicity theory with conceptual metaphor theory to explore the cognitive mechanisms underlying the translation of such contrastive pairings. The study proposes that iconicity plays a dual mediating role at two levels: between reality and the source text, and between the source text and the target text. The former transforms embodied perception into culturally encoded symbols, while the latter sustains cross-linguistic metaphorical intelligibility. To quantify the semantic tension inherent in contrastive pairings, the study

introduces a semantic vectorization method and develops a Semantic Polarity Shift Index (SPSI) to characterize semantic-position shifts in the source text. Given the difficulty of processing paratexts (e. g., annotations) in the target language using vectorization models, the study then adopts the iconicity framework to evaluate translation reconstruction. The analysis shows that the source text constructs a moral evaluation system through the fragrant-versus-foul juxtaposition; and its English translation can optimize iconicity reconstruction under the dual-mediation framework by integrating conceptual iconicity and semiotic compensation.

Key words: *Li Sao*; Plant Metaphor; Iconicity Reconstruction; Semantic Vectorization; Contrastive Pairing

Cultivating “National Consciousness” in Foreign Language Education Empowered by Artificial Intelligence

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Abstract: The in-depth implementation of the educational digitalization strategy presented new opportunities and challenges for cultivating “national consciousness” in foreign language education. Based on a three dimensional theoretical framework encompassing political identification, cultural identification, and value identification, this paper systematically explored the internal mechanisms and practical pathways for Artificial Intelligence (AI) to empower this cultivation. The research demonstrated that AI, as an external auxiliary means, derives its value from empowering rather than replacing the fundamental educational mission of fostering virtue and cultivating talents. By constructing an empowerment model of “technology integration-content reconstruction-dynamic assessment”, this paper elucidated the specific mechanisms and potential limitations of AI in enhancing national discursive competence, deepening

cultural understanding, and guiding value identification. Practice showed that leveraging intelligent platforms to build a teaching system integrating political cognition, cultural experience, and value guidance help enhance the relevance, immersiveness, and effectiveness of “national consciousness” cultivation. However, attention must also be paid to derivative risks such as algorithmic bias, data privacy, and emotional alienation. This paper proposed systematic advancement strategies from the dimensions of policy design, curriculum development, teacher professional development, and ethical governance, aiming to provide theoretical references for the ideological and political construction of foreign language courses in the AI era.

Key words: Artificial Intelligence; Foreign Language Education; National Consciousness; Three-Dimensional Framework

Effects of a Customized AI Platform in College English Writing Instruction

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Abstract: Drawing on a semester-long longitudinal study, this research examined the AI use behaviors and writing outcomes of 70 non-English-major undergraduates using a customized AI instructional platform. The results showed that, at the behavioral level, students progressively developed a more advanced trajectory of AI use, shifting from basic language correction to idea development. Both the frequency of AI use and the diversity of strategies increased significantly over the course, accompanied by a strategic approach that balanced trust in AI feedback with critical evaluation. At the

performance level, AI-assisted writing significantly improved overall writing performance and produced a convergence effect, narrowing the gap between students of different proficiency levels, although differences in independent writing ability persisted. The study provides empirical evidence and pedagogical implications for the effective application of customized AI platforms in college English writing instruction.

Key words: Customized Generative AI Instructional Platform; College English Argumentative Writing; AI Use Behaviors