

Building a Powerful Country in Education : What Role Does Translation Education Play?

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Abstract: Amidst the impact of AI-powered translation, numerous questions have been raised regarding the rationality, necessity, and effectiveness of translation education. While constructive questioning and critique are an inevitable parts of any field's development, negative or misguided criticism can hinder progress and distort objective scientific understanding. In reality, technological advancement and educational development are not mutually exclusive but proceed in parallel, without negating or undermining each other. AI facilitates translation education, and translation education, in turn, contributes to the refinement of AI-powered translation

technologies. Both technological progress and translation education serve the broader goal of building a powerful country in education. The key lies in systematically and scientifically clarifying the historical relationship between translation education and the national strategy for educational development amidst the rapid advancement of AI. This involves clearly defining the functions and responsibilities of translation education within this national endeavor and steadfastly promoting innovative development in translation education philosophies and curricula.

Keywords: Building A Powerful Country in Education; Translation Education; AI

Disciplinary Construction of Translation Pedagogy: Theoretical Foundations, Maturity Assessment and Future Institutionalization Paths

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Abstract: As an emerging interdisciplinary field integrating Translation Studies and Pedagogy, Translation Pedagogy urgently requires the determination of its legitimacy as an independent discipline and its construction path. This article, starting with the question of what constitutes a “discipline”, explores its core characteristics, and taking them as evaluation criteria, systematically assesses the disciplinary maturity of Translation Pedagogy, identifying the critical window phase for its independent institutionalization. The study finds that translation education has formed its own specific problem domain and preliminary theoretical system. Driven by the tension between scale expansion and quality improvement as well as the paradigm shift brought about by technological change and national strategic demands, Translation Pedagogy possesses the

practical foundation for independent institutionalization. Based on these findings, this article proposes a core path of “rooting in existing frameworks, accumulating academic consensus, seizing the opportunity for independent institutionalization”, and constructs an academic agenda comprising “three echelons for journal breakthroughs”, “three paradigms for methodological innovation” and “three stages for institutionalization advancement”. The successful institutionalization of Translation Pedagogy will provide important disciplinary support for improving the quality of translation education and enhancing national capacity for international communication.

Keywords: Translation Pedagogy; Disciplinary Construction; Maturity Assessment; Institutionalization Path; Empirical Research

Theoretical Conception of Translation Pedagogy

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Abstract: As a vital interdisciplinary subfield bridging Translation Studies and Pedagogy, Translation Pedagogy has lacked systematic metatheoretical support. Accordingly, existing studies predominantly focus on instructional techniques while rarely addressing the fundamental value question of “what kind of talents translation education aims to cultivate”. Taking Transknowletology as the theoretical starting point, this paper first argues that the predicament of contemporary translation education stems from the oversimplification of translation as mere linguistic conversion skill training, and analyzes the structural impacts of generative AI on translation education. It further elaborates that Transknowletology defines translation as a knowledge reproduction activity, which establishes a novel theoretical foundation for translation education. On this basis, this paper extracts implications for Translation

Pedagogy from the core propositions, epistemology and methodology of Transknowletology, and demonstrates the necessity and rationality of adopting this theory as a theoretical resource for translation education research. Finally, it constructs a research framework for Translation Pedagogy centered on the core concept of “knowledge reproduction”, which encompasses four dimensions: educational objectives and philosophies, curriculum knowledge, instructional processes, and assessment and feedback. This study aims to facilitate the paradigm shift of translation education from “linguistic skill training” to “knowledge reproduction competence cultivation”, and alleviate the disciplinary anxiety induced by intelligent technologies.

Keywords: Translation Pedagogy; Transknowletology; Knowledge Reproduction; Theoretical Framework; Research Content

Exploring the Construction of Translation Pedagogy as a Discipline

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Abstract: In the current international context, characterized by a shift from “translating the world” to “translating China”, translation has been endowed with a more significant historical mission of integrating Chinese and foreign cultures. Translation education has become increasingly prominent and necessary, making the disciplinary exploration of Translation Pedagogy particularly timely. On the basis of a brief review of the remarkable achievements made in translation talent cultivation in China and the fruitful results of translation education research, this paper argues that the construction

of Translation Pedagogy in contemporary China carries significant practical value and calls for an urgent sense of theoretical self-consciousness. It further elaborates on the necessity, disciplinary legitimacy, theoretical foundations, and disciplinary framework of Translation Pedagogy. This study posits that constructing Translation Pedagogy will contribute to further perfecting the discipline’s theoretical system with Chinese characteristics and better serve national development strategies.

Keywords: Translation Pedagogy; Disciplinary System; Constructive Exploration

An Exploration of the Dynamic Cyclic Educational Philosophy of Translation Pedagogy from the Perspective of Translator Behavior Criticism

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Abstract: This paper discusses the dynamic cyclic educational philosophy of translation pedagogy from the perspective of Translator Behavior Criticism. Practically, it integrates the major practical components of translation pedagogy into a coherent framework: from translation textbooks to translation practice, from translation practice to translation research, and from translation research to

translation assessment, which in turn feeds back into translation practice. This creates a cyclical interaction among the three levels, with the aim of better achieving the overarching goal of translation talent cultivation.

Keywords: Translation Pedagogy; Dynamic Cyclic Educational Philosophy; Translator Behavior Criticism; Cultivating Translation Talents

Safeguarding the Tripartite Knowledge Foundation of Foreign Language Education in the Generative AI Era: Scientific Rigor, Intellectual Depth, and Humanistic Grounding

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Abstract: As the core channel through which foreign language learners access authentic linguistic input, cyberspace and foreign language education together constitute an “input-interaction-output” ecological cycle. Empowered by its powerful language generation capabilities and personalized interaction mechanisms, generative AI (GAI) provides foreign language teaching with abundant linguistic input resources and immersive practice scenarios. However, as technology becomes more deeply embedded, the linguistic ecology of cyberspace is increasingly saturated with AI-generated content (AIGC) characterized by formal sophistication, emotional absence, and value vacancy, thereby posing a potential constraint on the development of the “five capacities”—critical thinking, imagination, innovative thinking, creativity, and

international communicative competence—among foreign language talents within the New Liberal Arts framework. In response, foreign language education must prioritize five core developmental dimensions: comprehensive language competence, philosophical critical thinking, literary and artistic imagination, human-AI collaborative creativity, and cross-cultural communicative competence. Guided by the synergistic logic of “nurturing capacity through capacity”, foreign language education can safeguard its tripartite knowledge foundation of scientific rigor, intellectual depth, and humanistic grounding in the age of GAI.

Keywords: Cyberspace; Foreign Language Education; AIGC; Five Capacities; Tripartite Knowledge Foundation

A Diachronic Discourse Analysis of Political Texts Based on “Burst Words” Mining: A Case Study of U.S. State of the Union Addresses (1790—2026)

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Abstract: This paper proposed a sliding-window-based Backward Inverse Document Frequency (BIDF) method for extracting “burst words”, which identified newly emerging discourse terms by calculating the diachronic rate of decline in their Backward Inverse Document Frequency. For the Chinese government, systematically monitoring emerging “burst words” in U.S. political discourse can facilitate the early identification of potential strategic intentions before policies have taken shape, thereby gaining lead time for diplomatic decision-making and industrial layout. Using U.S. State of the Union addresses from 1790 to 2026 as the research corpus, and employing Ruth Wodak’s Discourse-Historical Approach (DHA), the study systematically examined the discourse of U.S. State of the

Union addresses across four dimensions: discourse topics, lexical convergence, discursive strategies, and socio-historical contexts. The results demonstrated that the BIDF method for burst word extraction is effective. The findings showed that there was a strong historical correlation between the emergence of new issues in U.S. political discourse and policy shifts, with discursive issue construction often preceding formal policy implementation. Furthermore, a discernible correlation exists between the issue composition of China-related discourse and the overall discourse agenda. This study provided a discursive reference for assessing U.S. policy trends.

Keywords: Political Discourse; TF-BIDF; State of the Union Address; Discourse-Historical Approach

Multilingualism in the AI Era : From De Jure Policies to De Facto Language Practices —The Status of Chinese in International Organizations under the IAMLADP Framework

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Abstract: International organizations serve as essential arenas for global governance and multilateral cooperation. Their language policies not only carry significant political weight but also profoundly affect member engagement and institutional effectiveness. Although most international organizations endorse multilingualism, there is often a gap between de jure commitments and de facto language practices. Drawing on Spolsky's language policy theory, this study examined member organizations under the IAMLADP framework to analyze the divergent language practices shaped by audience needs, budget constraints, and technical or legal complexities. The findings indicated that the Chinese

language faced a persistent gap between formal recognition and actual use within the multilateral system. In practice, the use of Chinese remained constrained and disproportionate to China's contributions. Addressing this imbalance requires strengthened technological support, the cultivation of interdisciplinary expertise, and the establishment of long-term monitoring mechanisms for language practices. These measures would help elevate the status of Chinese and enhance China's voice in international affairs.

Keywords: International Organizations; IAMLADP; Language Policy; Status of Chinese; AI Empowerment

Media Discourse and the Construction of Public Perception from the Perspective of Regional/Area Studies: An Analysis of Japanese Mainstream Media Reports on “Chinese Modernization”

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Abstract: This study constructs a corpus of news reports on “Chinese modernization” from four major Japanese mainstream media outlets. Drawing on the Latent Dirichlet Allocation (LDA) topic modeling and a critical discourse analysis framework, it examines the discursive construction features of these reports from three dimensions: textual practice, discursive practice, and social practice. The findings indicate that positive or neutral reports in Japanese mainstream media predominantly focus on economic and development-related issues, whereas negative reports tend to prioritize political topics. By incorporating subjective viewpoints and inferences, the Japanese media construct a facade of

objectivity and neutrality while implicitly favoring a pro-Western developed country stance. Japanese mainstream media coverage of “Chinese modernization” is driven by economic interdependence and cultural proximity between China and Japan, prompting some objective stances, yet is also embedded in geopolitical confrontation narratives due to the Japan-U.S. alliance and ideological differences. This dichotomous discursive construction exerts a complex influence on the Japanese public's perception of China.

Keywords: Regional/Area Studies; Chinese Modernization; Japanese Mainstream Media; Public Perception

College Students' English Learning Motivation in Generative AI Contexts: A Latent Profile Analysis from the Perspective of Self-Determination Theory

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Abstract: Guided by Self-Determination Theory (SDT), this study investigates the latent profile structure of English learning motivation among college students (N=537) in generative AI contexts, and examines the predictive effects of factors such as AI usage frequency and gender on these motivational profiles. Based on the means of five motivational dimensions in SDT, three latent motivational profiles were identified: the Autonomous Profile, the Mixed Motivational Profile, and the Controlled-Amotivated Profile. Among the variables examined, AI usage frequency was the strongest and only significant predictor of profile membership, whereas traditional static variables such as

gender and English proficiency were non-significant predictors. These findings suggest that the use of generative AI in English learning may change learners' motivational structure, positioning learners' dynamic interactive behaviors as a more decisive driver than static personal attributes. The study thereby extends the applicability of SDT to the AI-supported learning contexts and provides important implications for teaching philosophy, pedagogical intervention, and instructional design.

Keywords: Generative AI; Learning Motivation; Self-Determination Theory; Latent Profile Analysis; English Learning

The Impact of AI-Assisted Instruction on EFL Learners' Speaking Performance and Willingness to Communicate

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Abstract: The development of Artificial Intelligence (AI) technology has provided a new pathway for the innovation of foreign language speaking instruction. Adopting a mixed-methods research design, this study investigated the impact of AI-assisted instruction on learners' speaking performance and willingness to communicate (WTC), using 70 non-English major undergraduates as subjects. In the quantitative phase, a linear mixed-effects model was employed to analyze the pre-test and post-test data; in the qualitative phase, semi-structured interviews were conducted to reveal the underlying reasons for the observed changes. The findings indicate that AI-assisted instruction significantly enhanced learners' speaking performance in the dimensions of pronunciation, vocabulary, and grammar,

and effectively promoted their willingness to communicate in both classroom and digital contexts. Qualitative results further demonstrate that the low-risk practice environment and personalized feedback mechanisms created by AI help alleviate anxiety, boost self-confidence, and increase communicative initiative. Future speaking instruction should build upon the training advantages of AI technology to further strengthen the organic integration of digital practice and authentic interactions, thereby promoting the synergistic development of learners' speaking competence and communicative competence.

Keywords: Artificial Intelligence; Speaking Instruction; Speaking Performance; Willingness to Communicate; Mixed-Methods Research

Research on the Dynamic Coupling of 3LS in Foreign Language Education in the AI Era

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Abstract: The Triadic Learning Structure (3LS)—comprising object, relation, and intention-construction, constitutes a theoretically grounded, three-dimensional framework within Meaningism Learning Theory (MLT). It integrates neurocognitive mechanisms with sociocultural and affective dimensions of learning. Specifically, the Object dimension, rooted in phenomenological intentionality theory, emphasizes the manifestations of knowledge in conscious, goal-directed engagement; the Relation dimension, rooted in sociocultural theory, emphasizes the co-construction of understanding through intersubjective negotiation and the internalization of culturally embedded mediating tools; and the Intention-construction dimension conceptualizes meaning as an emergent, dynamic process arising from

the synergistic interplay of neuroplasticity, culturally situated narratives, and embodied affective experiences. Through a practical application case of AI-enhanced intangible cultural heritage dissemination within English language instruction, this study investigates how the 3LS framework facilitates adaptive coupling among perceptual grounding in linguistic objects, socially mediated interaction, and context-sensitive meaning generation among learners. It aims to provide valuable insights for the meaning-generation paradigm shift in foreign language education, infusing AI technology with human warmth and promoting meaningful learning for English learners.

Keywords: AI; Foreign Language Education; The Triadic Learning Structure

A Study on the Effectiveness of Scaffolding Instruction in Machine Translation Literacy of Varied Text Types

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Abstract: With the wide use of machine translation post-editing (MTPE), substantial challenges posed by different text types regarding stylistic fidelity, logical coherence, and rhetorical effectiveness necessitate the cultivation of MT literacy within a human-machine collaborative framework. This study designed text-type-specific post-editing strategies for literary and technical texts, and conducted a pretest-intervention-posttest experiment with 18 senior undergraduates. Utilizing Large Language Models to generate MT samples, the study employs MQM analytical scoring to assess post-editing quality, supplemented by semi-structured interviews. Results indicated that participants had developed preliminary knowledge of text-type-specific

MT literacy, with significant improvements in rhetorical reproduction and intra-sentential logical reconstruction, alongside positive transfer effects on stylistic consistency, emotional rendering, completeness, terminology, and fluency. However, challenges remained in identifying implicit metaphors and in mitigating anchoring effects in technical texts. The findings confirmed the dynamic influence of text types and task difficulties on MT literacy and proposed an integrated training model combining scaffolding instruction with AI-simulated translation errors, aiming to facilitate translators' transition from passive revision to proactive adaptive literacy.

Keywords: Machine Translation Literacy; Post-Editing; Text Types; Scaffolding Instruction

Overseas Reception of English Versions of Contemporary Chinese Science Fiction

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Abstract: The international dissemination of contemporary Chinese science fiction has garnered increasing academic attention, driven by China's "Going Global" initiative. This study examined the reception of the English versions of *The Three-Body Problem* by overseas readers. Employing digital humanities methods, the research gathered authentic reader reviews from international websites using Python. Within the framework of Extended Units of Meaning, it conducts corpus-based quantitative and qualitative analyses, examining keywords and their colligational structures to reveal the semantic preferences and prosodies in expressing multi-layered evaluations, thereby offering insights into

the reception of the novel. The findings revealed that readers were not only drawn to the novel's artistic achievements but also showed a strong interest in its Chinese cultural background and narrative style. Additionally, they provided feedback on character development, plot progression, and the quality of translation. Reader reception research, supported by the method of digital humanities, can both reflect and influence a work's market performance while providing valuable references for subsequent publication strategies.

Keywords: Extended Unit of Meaning; Science Fiction; Reader Reception; Colligation; Semantic Prosody

A Study on the Information Loss in the English Translation of Chinese Scientific and Technological Classics from the Perspective of Communication Studies

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Abstract: Grounded in the “7W” Communication Model developed by Richard Braddock, a distinguished American communication theorist, this paper defines information loss incurred in the English translation of Chinese scientific and technological classics and investigates its underlying causes. It argues that information loss in translational communication arises from communication noises generated by the translator’s inadequate handling of six core elements: communicator, message, medium, audience, purpose and circumstances. Such noises bring about information distortion between

the source text and the target text, thereby undermining the communicative effect of scientific and technological classics. Employing the “7W” Model to analyze the translational information loss helps trace the root causes of such distortion, enabling the enhancement of the dissemination effectiveness for the target-language versions of Chinese scientific and technological classics.

Keywords: “7W” Communication Model; Translational Communication; Scientific and Technological Classics; Information Loss in English Translation; Causes

Sustained Reception of *To Live: A Novel* —A Claude- and BERTopic-Based Analysis of English Book Reviews

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Abstract: *To Live: A Novel* offers a compelling case of sustained reception in the overseas circulation of contemporary Chinese literature. Drawing on English-language readers' reviews, this paper employed Claude-based sentiment analysis together with BERTopic modeling to trace the reception trajectory of *To Live: A Novel* among Anglophone readers from 2003 through 2025. This paper proposed a three-dimensional analytical framework, namely, volume, sentiment, and thematic focus, to examine the long-term dynamics of

this novel's overseas reception. The findings suggest that the sustained dissemination momentum of the novel among Anglophone readers arises from the synergy of the novel's universal emotional appeal, accessibility and quality of its English translation, and a layered network of word-of-mouth promotion, especially through informal channels.

Keywords: Sustained Reception; Sentiment Analysis; Topic Modeling; Overseas Circulation; *To Live: A Novel*