The Ontological Turn and the Reconfiguration of the Associated Milieu: Foreign Language Disciplines in the Digital Age —Implications from Simondon's Philosophy of Technology

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Abstract: The current transformation dilemma of foreign language disciplines is not merely a lag in technological application or an imbalance in curriculum design, but rather a crisis of de-individuation at the ontological level, triggered by the intervention of technical objects. Its root lies in the fact that the traditional episteme, founded on the philological paradigm, has lost its conditions of individuation within the associated milieu reconfigured by the concretization of digital technical objects. Drawing on Simondon's ontology of the technical object, this paper argues that the technical object is not a neutral tool, but a being with its own evolutionary logic; to overcome the alienation between technology and culture, the only viable path is to incorporate the technical object into the meaning system of human knowledge—that is, to achieve cultural recuperation. Accordingly, this paper proposes a threefold path for the ontological reconstruction of foreign language disciplines by reconfiguring their technological associated milieu so as to restore disciplinary individuation: (1) at the level of research object, expand from closed classical texts to an open information field encompassing digital information bodies and algorithmic texts; (2) at the level of research method, shift from hermeneutic close reading to a hybrid analytical model that integrates algorithmic criticism and data narration, thereby allowing the concretization process of technical objects to participate in the generation of meaning; (3) at the level of research subject, transform the researcher from a sole interpreter of meaning into a multi-modal mediator of meaning and a reflective practitioner of technological ethics, undertaking the translational function between technical objects and humanistic values. The essence of this reconstruction is to re-establish the conditions of individuation for foreign language disciplines in the digital age by leveraging the concretizing tendency of technical objects, while simultaneously infusing technological development with humanistic reflection.

Keywords: Simondon; Technical Object; Foreign Language Disciplines; Paradigm Crisis; Ontological Reconstruction

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Hermeneutical Reflections on Large Language Models' "Understanding" of Texts —A Study Centered on Schleiermacher's General Hermeneutics

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Abstract: The current article focused on the general hermeneutics of Schleiermacher, the father of hermeneutics, systematically reviewed its core ideas, and discussed their value in natural language understanding. The research showed that his general hermeneutic system, which was premised on the "universality of misunderstanding", employed the dual pathways of "grammatical interpretation" and "psychological interpretation", and operated through the "hermeneutic circle", not only provided a philosophical foundation for natural language understanding but also offered an effective methodology for large language models' "understanding" of texts. His propositions, such as "reconstructing the author's original meaning" and "understanding the author better than he understood himself", helped optimize the design of large language models based on the essence of "understanding", thereby enhancing their textual comprehension and constructing a more reasonable framework for AI value alignment.

Keywords: Hermeneutics; Large Language Models; Natural Language Understanding; Authorial Intention; Value Alignment

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A Study on Metaphor Identification in Japanese Nominal Modification Constructions "NのN": Based on Word Vector Representations from the Qwen3 Text Embedding Model

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Abstract: This study employs word vector dimensionality reduction and clustering techniques based on the Qwen3-Embedding-4B text embedding model to identify metaphorical usages in Japanese nominal modification constructions "NのN". Word vectors of the target words were extracted from the model and subsequently processed through dimensionality reduction and clustering algorithms to generate visual scatter plots. The results demonstrate distinct cluster boundaries that not only effectively separate metaphorical from non-metaphorical usages but also accurately capture special semantic contexts in which surface collocations diverge from underlying semantic properties. Future research may further investigate the applicability and generalizability of such models by expanding corpus coverage, optimizing algorithmic parameters, and extending cross-linguistic applications.

Keywords: Word Vector Dimensionality Reduction; Word Vector Clustering; Qwen3-Embedding-4B Model; Metaphor Identification

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Research on the Frame Construction and Audience Effects through Multimodal Metaphors —A Case Study of *Never Kneel Down*

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Abstract: Drawing on multimodal metaphor theory in cognitive linguistics, this paper took the video *Never Kneel Down* released by the Ministry of Foreign Affairs of the People's Republic of China as the research object and dynamically analyzed the process of generating its surface and deep frames. The study showed that the structural metaphor system of the typhoon activated the surface frames of deception, aggressiveness, and historical consistency, which jointly pointing to the value judgment that U.S. hegemony is substantively dangerous. It exerted differentiated effects of struggle on domestic audiences and vigilance on international audiences. The "STATE = PERSON" metonymy and the ship and light metaphor systems sequentially constructed the surface frames of China's subjectivity, cooperative relations, and future orientation, value-positioning China's solidarity and morality. These systems guided domestic audiences toward responsibility and international audiences toward aspiration respectively. In the dynamic process of multi-level frame construction, the video sequentially deconstructed the U.S. narrative and constructed the Chinese narrative, thereby not only maximizing support from both domestic and international audiences but also enhancing the influence of China's diplomatic discourse and expanding international discourse power, and thus maximally realizing the dual communicative intentions of political mobilization and contestation for international discourse power.

Keywords: Multimodal Metaphor; Framing; Dual Audiences; Diplomatic Discourse; *Never Kneel Down*

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A Linguistic Perspective on Large Language Models: Classification and Advanced Utilization Methods

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Abstract: Based on differences in implementation principles and training mechanisms, Transformer-based large language models (LLMs) can be classified into two distinct types: generative models and embedding models. The former facilitates language generation through the iteration of internal feature vectors, whereas the latter transforms linguistic units into mathematical representations based on contextual information. This paper proposes a four-tiered framework for applying these two types of language models: the deployment of intelligent conversational tools, the utilization of generative model APIs, linguistic computation based on embedding vectors, and linguistic analysis grounded in attention mechanisms. The advanced application of LLMs requires researchers to possess an interdisciplinary foundation encompassing linguistics, computer science, mathematics, and the relevant modeling architectures. Ultimately, the research paradigm predicated on the mathematical representation of linguistic units will propel linguistics into a novel phase wherein mathematical methodologies are leveraged to resolve linguistic issues. This shift is of shift of profound significance for advancing the scientific rigor of linguistic research.

Keywords: Generative Language Model; Embedding-Based Language Model; Word Vector; Mathematical Expression of Language; Attention

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Cultural Gene Transformation in Great-Power Psychological Competition from the Perspective of Area Studies —A Case Study of the "Chinamaxxing" Phenomenon

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Abstract: Cultural dissemination thrives in the minutiae, while major-power competition is enacted in the ordinary. The emerging cultural phenomenon of "Chinamaxxing" among Western Generation Z is not merely a case of interest-driven diffusion in the age of social media, but also reflects a profound transformation in great-power psychological competition. From an area studies perspective, this study draws on internet meme theory and corpus-based discourse analysis to systematically examine two types of discourse in this phenomenon: TikTok user-generated content and international mainstream media coverage. The findings indicated that cultural identities constructed through daily imitation and interaction among TikTok users were subsequently captured, elaborated, and expanded by international mainstream media into broader narratives encompassing cultural communication, generational dynamics, and geopolitics. In turn, follow-up reporting by mainstream media amplified the social influence of these practices, attracting more Western youth to participate in and experience them. This interactive mechanism revealed a symbiotic relationship between public agenda and media agenda in cultural communication in the digital era; it indicated that the continuous strengthening of China's comprehensive national power enhanced the appeal of Chinese culture. This study contributes to understanding the new paradigm of soft power competition in the digital era and provides new pathways for articulating China's story and projecting an image of China that is credible, appealing, and respectable.

Keywords: Area Studies; Great-Power Psychological Competition; Cultural Gene; Chinamaxxing; Agenda Setting

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Translation in Archaeological Research: Historical Reconstruction and Epistemological Critique in the Translation of Dunhuang Texts

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Abstract: The systematic deviations in the translation of Dunhuang manuscripts stem from the modernity-informed epistemological paradigm underpinning traditional Sinology. This paradigm reduces translation to a technicized encoding of non-Western texts, thereby stripping the source texts of their historicity. To address this, this study proposes "Archaeology of Translation" as an alternative paradigm. It calls for translators to assume the dual roles of an excavator of the textual-historical strata and a critic of their own cognitive filters, achieving a deep hermeneutic engagement by reconstructing the heterogeneous "historical scene" of the source text's genesis within the target language. This paradigm is concretized into five operational principles, including thick description of context and the analysis of historical sedimentation. It is implemented through interdisciplinary collaborative workshops, stratified digital publications, and an integrated digital platform. The proposed paradigm shift entails not only methodological innovation but also an adjustment of power dynamics in cross-cultural knowledge production and a reconfiguration of the ethics of civilizational dialogue.

Keywords: Archaeology of Translation; Reconstruction of Historicity; Epistemological Critique; Translation of Dunhuang Manuscripts; Digital Humanities

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Epistemological Implications of Actor-Network Theory for Translation Studies and Pedagogy in the GenAI Era

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Abstract: Based on a systematic review of the historical development of translation studies, this paper identifies three major epistemological implications of Actor-Network Theory (ANT) for translation studies: transcending linear reductionism by advocating holistic network thinking; deconstructing anthropocentrism while reinstating the agency of objects; and reinterpreting the translation process through the concept of "translation" as defined in ANT. By reexamining mainstream translation theories—including equivalence theory, skopos theory, polysystem theory, norm theory and translator behavior criticism, the paper identifies prevalent cognitive limitations in previous translation research, such as reductionist paradigms, entrenched anthropocentric stances, and neglect of nonhuman actors. Drawing on ANT, the paper then reflects on interpreting and translation pedagogy in the GenAI era, proposing a path for reconstructing translation pedagogy from four dimensions—teaching objectives, the cultivation of technological literacy, teaching methods, and teaching evaluation. It further argues that translation education should shift from a sole focus on translation competence to a comprehensive capacity for non-linear network thinking, algorithmic inscription unpacking, translation process retracing, and problem-solving within complex networks. The paper aims to provide both theoretical references and practical insights for the development of translation sociology and translation pedagogy in the GenAI era.

Keywords: Translation Sociology; Actor-Network Theory; Translation Pedagogy; Translation Teaching; GenAI

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A Comparative Study of the Usability of Translations of News Texts Produced by AI and Human Translators: Evidence from Target Readers' Reading Experiment

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Abstract: The powerful capabilities of generative artificial intelligence have raised widespread concerns that human translators may be replaced by AI. In response to the critical question of how well large language models actually perform in translation, existing human evaluations have largely relied on expert judgment, with insufficient attention paid to target readers as key evaluators. To address this gap, the present study recruited target readers as participants and conducted a reading comprehension test and a text-annotation task to quantitatively compare the quality of news translations produced by ChatGPT and professional human translators in terms of usability, operationalized in line with ISO 9241-11 as effectiveness and efficiency. The results revealed significant differences between the two, particularly in the efficiency dimension, with the disparity primarily attributable to accuracy-related errors. This study foregrounds the value of translator agency in the AI era from a reader-oriented perspective.

Keywords: Machine Translation; Translation Quality; Usability; Translation Error Types; Target Readers

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A Comparative Study on the Translation Quality of Large Language Models from the Perspective of International Communication

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Abstract: Against the strategic backdrop of advancing Chinese culture globally, the quality of translation texts in this field is a critical determinant of successful cross-cultural communication. Nevertheless, the translation performance and adaptability of Large Language Models (LLMs) in this specific scenario remain underexplored. Taking Shanxi regional-themed texts from the Chinese-English bilingual *Confucius Institute* journal as the research corpus, the study develops a hierarchical translation quality assessment system based on Juliane House's Translation Quality Assessment Model and Trompenaars' Layers of Culture. A systematic comparison is conducted between the official human translation and the outputs produced by ChatGPT and DeepSeek. The results indicate that human translators significantly outperform LLMs in conveying middle-layer values and core-layer cultural cognition, while LLMs can only render cultural symbols at the outer layer. Their primary shortcomings lie in the precise rendering of semantic prosody and the reconstruction of deep-seated cognitive frameworks. The findings offer practical insights for cross-cultural outreach and human-machine collaborative translation practices.

Keywords: International Communication Texts; Human-Machine Translation Comparison; Juliane House's Translation Quality Assessment Model; Trompenaars' Layers of Culture

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Contradictions and Their Resolutions in College EFL Teachers' Teaching Materials Use in GenAI Contexts —From the Perspective of Activity Theory

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Abstract: Grounded in activity theory, this study employed qualitative methods such as interviews and classroom observations to analyze college EFL teachers' use of teaching materials and investigated the contradictions and their resolutions emerging in this process. The research uncovered three novel conceptual tools fostered by GenAI: human-AI collaborative design frameworks, contextualized cognitive tools, and ethical regulation frameworks. Additionally, it revealed a multi-tiered contradiction system driving teachers' professional development in teaching materials use activities, encompassing instrumental, regulatory, divisional, and cultural conflicts. Finally, the study proposed three practical pathways for resolving the contradictions in the activity system, aiming to construct a new ecological paradigm for foreign language teaching materials use. This research seeks to improve college EFL teachers' competence in using teaching materials, and thus enhance the quality of EFL education in GenAI contexts.

Keywords: Activity Theory; Digital Textbook; Generative AI; Teaching Materials Use

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Educational Large Models and Intelligent Agents: Design, Implementation, and Challenges —A Case Study of Central China Normal University

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Abstract: The construction and innovative application of educational large models and intelligent agents represent a pivotal initiative for higher education institutions in implementing the national education digitalization agenda and advancing systemic educational reform. This endeavor is conceptualized as a holistic engineering project with far-reaching implications, deeply intertwined with the fundamental task of fostering virtue through education and the modernization of university governance systems. This paper examined the key drivers behind the development of educational large models and agents. Drawing upon the practical case of Central China Normal University (CCNU), it offered a detailed analysis of implementation models and application outcomes across three primary scenarios: global educational governance and communication, the digital-enabled development of teacher education curricula, and the full-life-cycle professional development of teachers. Finally, the article argued that the prudent navigation of six critical dimensions—educational mindset, educational objectives and methods, technological ecology, instructional design, educational equity, and technology governance—formed the basis for assessing whether educational large models and agents can achieve a sustainable form of "Human-AI Symbiosis". This foundation is essential for enabling large-scale educational development and pedagogical innovation across systemic and practice-oriented levels, ultimately contributing to the fundamental task of virtue cultivation in education. This paper further contended that future education should be characterized by the co-evolution and mutual development of humans and artificial intelligence within educational environments.

Keywords: Educational Large Models; Intelligent Agents; Pedagogical Innovation; Human-AI Symbiosis; Value Rationality

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Nonlinear Synergistic Effects of Foreign Language Reading Anxiety, Enjoyment, and Reading Strategies —A Mixed-Methods Empirical Study

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Abstract: As key emotional variables influencing reading strategy use, foreign language reading anxiety and enjoyment have received considerable attention, yet existing research predominantly focuses on the linear effects of single emotions while overlooking the nonlinear synergistic nature of their interaction. Grounded in the Broaden-and-Build Theory and the Cognitive Resource Theory, this study employed a mixed-methods design, surveying 463 first-year high school students and interviewing 18 of them. Polynomial regression with response surface analysis and thematic analysis were utilized to examine the nonlinear synergistic effects of anxiety and enjoyment on reading strategy use. Quantitative results revealed that: (1) when the two emotions changed in the same direction, the slope of the congruence line was significantly negative, indicating that strategic reading competence under the low anxiety-low enjoyment condition was higher than under the high anxiety-high enjoyment condition; (2) when they changed in opposite directions, the slope of the incongruence line was significantly negative and the curvature was also significant, confirming that the low anxiety-high enjoyment condition outperformed the high anxiety-low enjoyment condition. Qualitative analysis identified three pathways through which emotional combinations affect strategy use, along with stratified characteristics across students of different proficiency levels. This study provides empirical evidence for implementing tiered emotional interventions and targeted strategy instruction in foreign language reading teaching.

Keywords: Foreign Language Reading Anxiety; Foreign Language Reading Enjoyment; Reading Strategies; Polynomial Regression with Response Surface Analysis; Mixed-Methods Research

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AI-Assisted Maritime English Translation Pedagogy from a Discourse-Marker Perspective: A Pathway for Human-AI Collaboration

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Abstract: AI-generated translations are often fluent in expression but do not necessarily achieve functional equivalence in specialized registers. Drawing on the procedural meaning, multifunctionality, and context dependence of discourse markers as an analytical framework, this study examines initial model outputs and their classroom responses across three types of materials: SOLAS regulations, SMCP communication, and MECO maritime business news. Case analyses reveal that the natural-sounding outputs generated by the AI model may weaken legal obligation, render standardized signals as ordinary conversation, and redundantly encode cohesive relations. By juxtaposing initial translations, subsequent rule explanations, and authoritative norms, the study further reveals discrepancies between rule formulations and their implementation in translation practice. To preserve the linguistic boundaries of these three text types, the paper introduces "procedural marker resources" as a pedagogical operational category, integrating register judgement, norm-based verification, cross-turn questioning, and post-editing into a coherent workflow. In untrained end-of-term transfer tasks, the focused-instruction group showed stronger functional fidelity, better control of connective relations, and more frequent evidence-based verification and revision operations than the comparison group. The functional analysis of discourse markers thus serves as a micro-diagnostic interface for AI-assisted maritime translation pedagogy, providing a basis for adjusting the division of human-machine judgment responsibilities according to register-normative strength and functional risk.

Keywords: Discourse Markers; Large Language Models; Post-Editing; Maritime English; Human-AI Collaboration

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Precision Teaching in Translation Technology Instruction: A Learner Profiling-Driven Framework

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Abstract: Grounded in the core attributes of translation technology competency, this paper constructs a three-dimensional learner competence profiling model encompassing course engagement, strategic proficiency, and learning transfer capability. By integrating learners' online behavioral trajectories and offline competency performance, this study applies the K-means clustering algorithm to systematically categorize learners into five distinct profiles: steady accumulators, low-input high achievers, diligent and efficient learners, underperforming strugglers, and strategy-led learners. This typology further uncovers differences in competence structure and potential learning needs across groups in the process of technology acquisition. Building on this foundation, the study designs and develops an adaptive intervention framework centered on three core components: demand navigation, resource adaptation and collaborative governance. It aims to achieve deep alignment between instructional provision and individual competency traits through knowledge structure-based precise resource delivery and differentiated peer support tailored to learner types. Empirical findings demonstrate that learner competence profiling supported by multi-source learning data can effectively identify learners' heterogeneous characteristics, providing support for precise resource allocation and differentiated teaching intervention in translation technology courses. The proposed adaptive teaching framework offers an operable design approach for the deep coupling of instructional supply and learners' competence traits, and provides a reference for the transformation of translation technology courses from unified resource provision to personalized and precise teaching.

Keywords: Translation Technology Instruction; Learner Profiling; Data-Driven Approach; Precision Teaching

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