

Research Hotspots, Thematic Trends, and Risk Estimation in Language Assessment Empowered by Artificial Intelligence

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Abstract: With the rapid development of Artificial Intelligence (AI) technology, the field of language assessment is expected to witness a personalized and automated intelligent transformation. Therefore, investigating the landscape, which focuses on research themes and hotspots in the realm of AI-empowered language assessment, is of practical significance. This study employs bibliometric and thematic analysis methods to explore research hotspots and thematic trends in this domain, based on a comprehensive review of relevant literature from the past 22 years using the Web of Science database. The findings reveal three major hotspots, including technological exploration of intelligent technologies in language assessment, application practice highlighting differences among teaching modes, and theoretical reflection on how intelligent language assessment

contributes to learning. An examination of research patterns reveals a pronounced emphasis on technology and practices within the realm of AI-empowered language assessment research, but with less attention to theoretical foundations. Furthermore, the evolution of intelligent and educational technologies has established a research pattern characterized by “successive ascension” and “spiral expansion”. Existing studies present varied perspectives on the role of AI in language assessment, with differences in understanding results, processes, and theories. These differing perspectives may correspond to distinct educational risks, underscoring the necessity for a rational estimation of the role of AI technology in language assessment.

Key words: Artificial Intelligence; Language Assessment; Hotspot; Educational Risks

Enhancing Non-Verbal Information in VR-Based Foreign Language Learning —An AI Approach in the Korean Intercultural Communication Simulation

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Abstract: To address the critical challenge of enhancing intercultural communication in foreign language learning, this study focuses on the application of AI-based modality enhancement technology within a Virtual Reality (VR) environment for a Korean intercultural communication project. While VR technology has significantly advanced intercultural communication courses with its immersive experiences, there remains an underrepresentation of non-verbal communication information such as facial expressions. To bridge this gap, this study employs AI in tandem with expert annotations to better depict character emotions, creating more engaging and lifelike communication videos. Utilizing the SadTalker digital human technology method, we achieve synchronized

audio-visual communication. We explore the crucial role of emotional expression in developing intercultural communication skills and employ a diffusion model's mask mode based on emotional analysis to redraw characters, thereby integrating non-verbal information like facial expressions into the VR courses content. The findings indicate that this non-verbal information enhancement method can be integrated as a module in existing systems, potentially refining the content of current VR courses and making significant advancements in intercultural communication education.

Key words: Virtual Reality; Intercultural Communication; Non-Verbal Information; Facial Expression

Evaluation of AI-Powered English Language Learning Tools

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Abstract: The recent breakthroughs in Artificial Intelligence (AI) pertaining to large language models have ushered in new possibilities for English language teaching. An essential prerequisite for utilizing information technology to assist English language teaching constitutes the effective evaluation of the numerous AI-powered English language learning tools that have emerged both domestically and internationally. This study selected four primary application scenarios: translation assistance,

listening and speaking training, writing correction, and intelligent assistants. Evaluation criteria were developed based on literature and expert opinions, with comparative experiments conducted through grouping. The 20 main AI-powered English language learning tools were ranked using a weighted scoring system and accompanied by the evaluation opinions.

Key words: AI-Powered English Language Learning; AI Tools Evaluation

Defining Root Terms in Translatology Based on Corpus and Database —A Case Study on the Translation of Target Language

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Abstract: Translation terms originated from the west often have several Chinese versions without due consideration. Terms are the foundation of translation theory and translatology while root terms are the basis of terminology. A sound translatology system is not possible without a stable foundation. Based on the corpus established by Centre of Chinese Linguistics, Peking University and the database on China National Knowledge Infrastructure, this paper tried to trace the

source and study the pragmatic contexts over time of the various Chinese translations of the term “Target Language”, and finally determined its most reasonable version. Other synonymous Chinese versions might either have their own uses, or gradually faded out, or were used occasionally by individuals.

Key words: Root Terms of Translatology; Chinese Translation of Terms; Target Language; Corpus; Database

The Interpretive Dimensions of Research-Oriented Translation: Sinologists' Translation and Study on "San-Yen" and "Er-Pai"

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Abstract: Since the 20th century, many versions of "San-Yen" and "Er-Pai" have turned out. The translators are mainly British and American Sinologists and Chinese Sinologists. The cross-cultural interpretation of "San-Yen" and "Er-Pai" in the field of British and American sinology involves many dimensions, such as thick translation, thematic studies, parallel studies, and academic education. It was found that translation and cross-cultural interpretation of "San-Yen" and "Er-Pai" were conducted within the framework of comparative literature theories, exhibiting a distinct blend of translation and research. This research-oriented approach

to translation, which integrates both the eastern and western perspectives, is characterized by its academic focus, multi-faceted viewpoints, and an emphasis on academic historical investigation and interdisciplinary research. The cross-cultural translation and research contributions of Sinologists offer valuable insights into the translation and cultural communication of classical literature. These findings hold significant reference value for the study of Ming and Qing Dynasty novels in China.

Key words: "San-Yen" "Er-Pai"; Sinologists; Research-Oriented Translation; Cross-Cultural Interpretation

A Digital Humanities Approach to the Interpretations of “Chinese Modernization” by African and Latin American Media—A Case Study Based on English News from Factiva Database

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Abstract: In discourse analysis, digital techniques can empower human beings in the processing of large-scale language data and the discovery of new linguistic phenomena. Based on the English news from African and Latin American media extracted in Factiva database, this study inquiries into the interpretations of “Chinese modernization” by media from those two regions. A word embedding method Word2Vec, a topic modelling technique LDA and a NER tool are jointly employed for text analysis at the semantic, thematic and agentive level. This research aims to shed light on the overseas communication of Chinese political concepts and discourse

construction of Chinese modernization. Methodologically, it explores new tools of digital humanities feasible for news discourse analysis. It is found that 97.87% of news from Africa and 58.06% of news from Latin America have a positive or neutral attitude towards “Chinese modernization”. The interpretations of this concept by media from the two regional sources are homogeneous in the news with a negative attitude while heterogeneous in the ones with a positive and neutral attitude.

Key words: Digital Humanities; Chinese Modernization; African Media; Latin American Media; News Discourse

From Information Dissemination to Culture Interpretation —A Study on the Communication Strategies of Chinese Culture Based on the Translation and Dissemination of *The Classic of Tea*

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Abstract: Tea culture constitutes an essential aspect of traditional Chinese culture and serves as a pivotal entry point for the dissemination of Chinese civilization to the world. *The Classic of Tea*, authored by Lu Yu during the Tang Dynasty, marks the seminal work in the realm of tea culture, systematically summarizing the techniques and experiences related to tea production before and during the Tang Dynasty. It digs deeply into the cultural connotations and humanistic spirit of tea drinking, commanding significant importance in the history of

Chinese and global tea culture. This article delineates the paths and features of the external translation and dissemination of *The Classic of Tea* within different social and historical contexts. Moreover, it proposes strategies for the contemporary transmission of Chinese culture abroad, with the aim of perpetuating the essence of Chinese culture and fostering a deeper mutual exchange of global civilizations.

Key words: *The Classic of Tea*; Translation; Chinese Culture; Communication Strategies

Rationale behind Geospace Reconstruction in Zhang Guroo's Translation of *Tess of the D'Urbervilles*

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Abstract: Translation is a behavior of knowledge reconstruction on the part of the translator cross-regionally, cross-culturally and cross-linguistically. The cross-lingual transformation of the geospace involves six spaces, i. e., object space, author space, text space, translator space, translation space, and reception space. Authors and translators typically occupy differing geographical spaces, thereby leading to disparate cultural identities. These differing cultural identities can trigger variations in the transformation of the source-text space during the process of translation, thereby generating similar or distinct spaces in the translated text. The translation space usually undergoes a certain degree of transformation or deformation. In *Tess of the D'Urbervilles*,

the translator Zhang Guroo successfully transformed and reconstructed the geographical space of the source text and the geographical cognition of the source text reader by using many translation strategies. When the geographical cognition of the source text reader and that of the target text reader is roughly the same, the translator resorts to reproduction strategy to reproduce the source text geospace in the target cultural environment. But when the opposite situation occurs, the translator negotiates among object space, author space, text space, and reception space and produces a new geospace catering to the geospace of the target text reader.

Key words: *Tess of the D'Urbervilles*; Geo-Translation Studies; Geospace

Paradigm Shift in Science and Technology Translation and the Digital Literacy of Translators

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Abstract: With the rapid change of science and technology, the translation revolution has a sustained, extensive, and profound impact on human language, society, and culture. Translation is no longer solely the domain of human translators, as machines have become significant assistants for handling complex translation tasks efficiently. Machines even possess certain characteristics of human translators.

Therefore, this article proposes a redefinition of the identity of translators based on the paradigm shift in technological translation, and discusses the formation of translator's digital literacy. This study demonstrates that the connotation of technology translation under the new

paradigm possesses three dimensions: ontology, epistemology, and methodology, expanding the field of technology translation and redefining the translator. In addition to machines, the new "translator community" includes technology developers, managers, consumers, source-language authors, translators, post-translation editors, and even trainee translators and educators. Translators are expected to enhance their digital awareness, narrow the digital divide, improve their digital competencies, eliminate ability gaps, and keep up with the times to enhance their information access capabilities.

Key words: Translation of Science and Technology; Paradigm Shift; Translators; Digital Literacy

Role Identity of Foreign Language Teachers in Blended Teaching

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Abstract: In the light of the self-discrepancy theory, this study explores the alignment and differences in foreign language teachers' perceptions of an ideal self, ought self and actual self in blended teaching using narrative reports provided by 13 EFL teachers from 9 universities across China. Findings show that the role of course designer and manager is endorsed in all three selves. The role of knowledge transmitter and constructor is acknowledged in the ideal self and ought self but is less stressed than in traditional face-to-face classroom teaching. The role of

social communication supporters seems to be undermined in all three selves. In contrast, the role of technology demonstrator and facilitator is fulfilled to a large extent in practice, although it is primarily denied in the teachers' ideal self and ought self. These suggest that teachers strengthen the role identity of social communication supporter and technology demonstrator and facilitator, and act as emotional experts and educational technology experts.

Key words: Blended Teaching; Role Identity; Ideal Self; Ought Self; Actual Self

A Systematic Review of Empirical Studies on Foreign Language Teachers’ Digital Literacy in Higher Education (2012—2023) —A Visualization Analysis Based on the R Language and CiteSpace

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Abstract: During the era of digital transformation in higher education, the digital literacy of foreign language teachers has emerged as a new topic for professional development. Based on a clear understanding of relevant concepts, this study employs the Bibliometrix tool in R language and CiteSpace, conducting a systematic review of 186 empirical studies on “foreign language teachers’ digital literacy in higher education” from 2012 to 2023 in the database of Web of Science and CNKI. The analysis aimed to identify the development trends, highly cited literature, key terms, and summarize the hot topics while predicting future trends.

The study reveals that the number of empirical

studies related to teachers’ digital literacy in the past decade shows a trend of initial stability followed by an increase. The main research topics include: (1) assessment of teachers’ digital literacy; (2) foreign language teachers’ attitude surveys on digital literacy; (3) factors influencing teachers’ digital literacy; (4) teachers’ emotion towards digital literacy; (5) scales design for measuring teachers’ digital literacy. Future research may pay attention to digital education for foreign language teachers and the development of teachers’ digital leadership.

Key words: Foreign Language Teacher; Digital Literacy; R Language; Visualization Analysis

Examining University EFL Teachers' Intention to Pedagogically Integrate Informal Digital Learning of English Based on the Theory of Planned Behaviors

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Abstract: Building on the theory of Planned Behaviors (Ajzen, 1991; Cheon *et al.*, 2012), this paper aims to examine how internal and external factors influence Chinese University EFL teachers' behavioral intention to integrate informal digital learning of English (IDLE) into the classroom. Drawing upon convenience sampling techniques, this study surveyed 210 university EFL teachers from different parts of China and conducted follow-up interviews with 23 of them. Quantitative data was analyzed using the structural equation modeling approach, while the qualitative interview data was coded and reported following a rigorous thematic analysis. The integration of quantitative and qualitative results revealed that: (1) attitudes and perceived behavioral control could positively predict university EFL teachers' behavioral

willingness to integrate IDLE into their curriculum, whereas subjective norms failed to do so; (2) teachers' digital literacy is a key factor influencing their attitudes towards the affordances of IDLE; (3) the formulation of teachers' perceived behavioral control is influenced by a variety of subjective and objective conditions, such as external beliefs and the specific teaching environment, their students' access to digital devices. The results of the study help to provide implications for the professional development of foreign language teachers in the Chinese university context and advance the agenda of pedagogically utilizing IDLE in China.

Key words: Informal Digital Learning of English; Theory of Planned Behaviors; Computer-Assisted Language Learning

An Empirical Study of English Passive Sentence Teaching Based on the Cognitive Contrastive Analysis Model in Multimodal Contexts

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Abstract: Due to the differences in language form and conceptual cognition between English and Chinese passive sentences, Chinese students encounter certain difficulties in learning English passive sentences. In order to effectively promote the acquisition of English passive sentences, this study adopts the teaching model of Cognitive Contrastive Analysis in multimodal contexts, contrasted with the traditional grammar teaching model. 120 Chinese sophomore English majors were selected and divided into an experimental group and a control group for a teaching empirical study. Through the empirical study contrasting the new teaching model and the traditional one, the study explores how the new teaching model promotes the acquisition of English passive sentences by learners of different levels, as well as ways to

improve sentence learning and teaching effectiveness. The study finds that: firstly, the teaching model of Cognitive Contrastive Analysis in multimodal contexts better assists Chinese students in comprehending and mastering the linguistic and conceptual differences in English and Chinese passive sentences, leading to improved learning outcomes and feedback. Secondly, the acquisition of English passive sentences is a continuous process of accumulating foreign language knowledge, experiences, and engaging in cognitive contrast of English and Chinese, influenced by factors such as teaching model, English proficiency, and language immersion.

Key words: Cognitive Contrastive Analysis; Multimodal Context; English Passive Sentences; Empirical Study on Teaching

Research on the Data Infrastructure Construction for Foreign Language Discipline in China from the Perspective of Digital Humanities

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Abstract: Amidst the globalization of information technology, traditional humanities and social science research paradigms are undergoing profound changes, giving rise to the emergence of New Liberal Arts construction. As a crucial approach to addressing the challenges of the times and promoting interdisciplinary innovation, digital humanities research garners widespread attention. Data resources serve as the cornerstone of infrastructure for digital humanities research, playing a pivotal role in advancing its depth. This article aims to explore the significance and scope of constructing

specialized resources for foreign languages in both teaching and research domains. Through literature review and case analysis, it systematically examines the status of foreign language resource development, identifies shortcomings, and proposes strategic recommendations. The goal is to provide insights into advancing the construction of digital humanities data infrastructure in the field of foreign language studies in China.

Key words: New Liberal Arts; Digital Humanities; Foreign Language Characteristics; Digital Technology; Resource Construction