Why Is Critical Thinking Increasingly Important in the Age of Generative AI?

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Abstract: With the rapid evolution and widespread adoption of generative AI, effectively leveraging the opportunities and addressing the challenges posed by this technology has become a pressing issue demanding immediate attention. Based on literature research and case analysis, this paper explores the "searchlight", "lens", "firewall", and "safety net" effects of critical thinking in the understanding and application of generative AI. Furthermore, it provides a roadmap for critically reading AI-generated content, encompassing not only in-depth theoretical analysis but also practical guidelines to assist educators and students in critically evaluating the quality and relevance of AI outputs. This approach aims to facilitate informed decision-making in human-AI collaborative environments.

Key words: Generative Artificial Intelligence; Potential Risk; Critical Thinking

Advancing Semantic Queries with AI: Methods and Applications

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Abstract: This paper investigates how Large Language Models （LLMs） have the potential to revolutionize semantic retrieval. Traditional corpus retrieval methods depend largely on the linearity inherent in languages, which restricts their ability to grasp meanings of words and sentences. In the age of generative artificial intelligence, the linguistic competence of LLMs presents significant advancements for semantic retrieval. This study leverages the semantic strengths of LLMs and utilizes contextual embeddings based on high-dimensional vector architecture to establish a practical approach for semantic retrieval. The design and implementation of semantic retrieval systems show that such methods can introduce innovative strategies for language research and analysis, including: （1） providing alternatives to keyword-based topic extraction; （2） enabling efficient extraction of corresponding terms in bilingual corpora; （3） offering more reliable criteria for aligning bilingual texts. Additionally, multilingual LLMs are anticipated to greatly enhance multilingual semantic retrieval, cross-language information retrieval, and discourse analysis, demonstrating their extensive application potential.

Key words: Large Language Models; Semantic Competence; Semantic Query

Research on the Impact Mechanism of Artificial Intelligence on the Development of Professional Interpreter Expertise

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Abstract: Technology literacy has been recognized as an integral part of interpreter competence, especially in the era of AI. At the same time, translation technology has been reshaping the social cognitive eco-system around interpreters. While many projects have focused on the definition of technology literacy as a sub-competence and the latest applications of interpreting technology, few studies have been done on the impact of translation technology on competence development. This article draws on the understanding of expertise studies and analyses nine in-depth interviews of nine full-time in-house professional conference interpreters. It has been found that the most used forms of translation technology are information retrieval and knowledge management applications, remote conference tools and online collaborative software. Results show that while technology helps competence development by facilitating professional interpreters to plan the working environment, secure resources for preparation, boost efficiency and increase feedback both before and after interpreting, it seems to play a negative role during interpreting, as it prevents environment adjustment, cancels some of the necessary cognitive efforts, hampers feedback and cooperation, strategy activation and adjustment, problem solving among other things, diluting professional interpreters' efforts to become an expert. The article ends with a discussion on curriculum development for professional interpreter education.

Key words: Translation Technology; Expertise; Large Language Models; Terminology Management; Interpreter Training

Research on Allan H. Barr's Translation Strategies for Culture-Specific Words
—Taking the English Translation of Yu Hua's *The Seventh Day* as an Example

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Abstract: This article adopts the classification of translation strategies for culture-specific terms developed by Spanish translator Javier Franco Aixelá. Focusing on the five types of cultural proprietary words in *The Seventh Day*, this study conducts data analysis on the translation strategies selected for these words, and combines it with case studies to investigate the overall tendency for cultural retention, the usage of translation strategies, and the differences in strategy selection of different categories of words as executed by Allan H. Barr. The research reveals that Barr simultaneously adopts multiple strategies for cultural preservation and cultural replacement, demonstrating flexible and diverse translation techniques. Overall, the translation strategy leans more toward cultural replacement, with different approaches adopted for different culture-specific terms. Multiple influencing factors work together to strike an appropriate balance between reader comprehension and cultural retention, highlighting the translator's subjectivity. This results in effective translation and cultural dissemination, promoting the international spread of contemporary Chinese literature, as exemplified by Yu Hua's novels.

Key words: Allan H. Barr; Culture-Specific Words; Translation Strategy; *The Seventh Day*

Research on Intelligent Translation and Multimodal Dissemination of Classics of Traditional Chinese Medicine

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Abstract: As global interest and demand for traditional medicine continue to rise, the translation and international dissemination of classics of traditional Chinese medicine (TCM) face unprecedented challenges. The rapid advancement of artificial intelligence (AI), especially the extensive application of large language models in translation, presents new opportunities and possibilities for the translation of TCM classics. This study explored intelligent translation of TCM classics based on large language models, outlined a framework for constructing such a model, and provided examples of multimodal dissemination pathways for TCM classics in this AI era. The aim was to offer insights and methods for the translation and international communication, and thus promote the global sharing and preservation of TCM.

Key words: Classics of Traditional Chinese Medicine; Large Language Models; Artificial Intelligence; Translation; Dissemination

A Study on the Reception of *Red Sorghum* by Japanese Readers Based on Online Book Reviews

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Abstract: This study employs text data mining techniques to obtain online reader reviews of the Japanese translation of *Red Sorghum* on four mainstream book sales and review platforms in Japan, creating a compact text database. By quantifying sentiment attitudes through sentiment analysis techniques and using KH Coder software, we constructed word frequency co-occurrence network maps for both positive and negative comments. This approach allowed us to summarize representative sentiments and objectively present Japanese readers' genuine reception of the work. The findings reveal that the overall reception of the Japanese translation of *Red Sorghum* is favorable. Positive reviews highlight the novel's unique creative techniques, vibrant magical realism, and the profound impact of its detailed portrayal of the War of Resistance against Japanese Aggression, which resonates deeply with readers and prompts reflection on the war. Negative reviews suggest that the storyline is lengthy, with repetitive descriptions and jumps, making for a poor reading experience. Additionally, some readers find the depiction of brutal and bloody scenes unsettling. This study serves to enrich the research on the reception of Chinese rural literature in Japan, thereby furnishing a substantive reference and offering valuable insights for the international dissemination of Chinese literature.

Key words: *Red Sorghum*; Reader Online Comments; Japanese Readers; Reception Study

On the Narrative Rhythm of the Animation *Legends Summarized: The Journey to the West* Based on a Multimodal Corpus

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Abstract: In the era of intelligent media, the user-friendly animation language and the widespread availability of video communication channels have become important means to assist international communication. However, the problems such as rhythm disorder and mixed narrative structures in animated storytelling, have greatly affected the global spread of Chinese animation, thus triggering extensive scholarly discussions. To address this, the author constructed a multimodal corpus, and analyzed the animation *Legends Summarized: The Journey to the West* based on the multimodal narrative framework. The analysis revealed four key characteristics of the narrative rhythm in this animation: the combination of narrative rhythm, the coherence of timing, the adjustability of time intervals and the dominance of a single narrative. This research aims to provide a new perspective for optimizing the narrative rhythm of Chinese animation and enhancing the global reach of Chinese culture.

Key words: International Communication; Narrative Rhythm; *Legends Summarized: The Journey to the West*; Spread of Chinese Culture

A Pedagogical Study on Business English Online and Offline Blended Teaching Based on Activity Theory

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Abstract: The development of information technology has catalyzed the digital and intelligent transformation of business English education. This article begins by analyzing the rationale for implementing blended teaching in business English and explores the challenges encountered in both research and teaching practice. Drawing upon the fourth-generation activity theory, the article localized its application to blended teaching in business English. Through illustrative teaching examples, it examined the application of activity theory in online and offline blended business English teaching from seven dimensions: tools, subject, object, rules, community, division of labor, and outcomes. This study provides valuable insights for the application of activity theory in various educational fields and contributes to the advancement of business English as an academic discipline.

Key words: Business English; Blended Teaching; Activity Theory

Vocal Expression Decoding and Language Learning: Insights from Socio-Cognitive-Neurolinguistics

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Abstract: Speaker expression serves as an important role of communicating socio-affective meanings during linguistic communication. In recent years, there has been a growing interest in the processing of vocal expression as a crucial area of research. However, existing studies have mainly focused on decoding basic emotions rather than complex social emotions, have prioritized facial information over rhythmic and segmental information in speech, and have rarely considered the connection between decoding vocal expression and language learning. To address these gaps, drawing from a perspective from socio-cognitive-neurolinguistics, this study systematically reviews behavioral, EEG, and fMRI studies on social inferential mechanisms based on the human voice, addressing the decoding characteristics, channel specificity and the embodied nature of vocal communication. Based on these findings, a language learning model based on decoding vocal expressions in speech is proposed, which has significant implications for the fields of artificial intelligence, speech correction, and foreign language and dialect learning.

Key words: Vocal Expression; Social Reasoning; Voice Decoding; Voice Communication; Language Learning

AI-Empowered Foreign Language Learning Literacy for University Students: Framework Construction and Scale Development

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Abstract: The deep integration of artificial intelligence (AI) into foreign language education has fundamentally restructured the educational ecosystem, driving a paradigm shift toward human-AI collaborative learning. Focusing on university students as the core research subjects, the study systematically investigated "AI-Empowered Foreign Language Learning Literacy" (AIEL[3]) through a comprehensive research chain encompassing theoretical construction, tool development, empirical diagnosis, and strategy design. Breaking through the limitations of general AI literacy frameworks, the study constructed a four-dimensional literacy model covering affective, behavioral, cognitive and ethical domains, thereby creating a discipline-specific analytical framework for foreign language education. The AIEL[3] Standardized Assessment Scale was developed and validated through empirical testing, achieving disciplinary adaptation from theoretical constructs to quantifiable measurement tools. Based on data collected from universities across China, the study identified critical challenges in AI-enhanced foreign language learning, including lagging ethical awareness in technology application and fragmented learning behaviors hindering higher-order thinking development. In response, the study proposed phased cultivation strategies and a multi-stakeholder collaborative support mechanism. These findings not only expand the theoretical system of intelligent education but also provide a systematic solution for cultivating foreign language talents in the AI era, offering methodological support for educators to design technology-integrated curricula and optimize AI-empowered educational ecosystems.

Key words: Foreign Language Learning Literacy; Four-Dimensional Framework Construction; Assessment Scale Development; Intelligent Educational Ecosystem; Higher Education

Emotion Studies in Peer Feedback in L2 Writing:
Retrospect and Prospect

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Abstract: Emotion has become an emerging and increasingly hot topic in peer feedback studies in L2 writing, although current research remains largely exploratory, particularly in domestic contexts. This highlights the need for systematic reviews of the literature to delineate research frontiers and guide future scholarly endeavors. The present study collected and meticulously analyzed 53 journal papers from both international and domestic databases, revealing that emotion studies in peer feedback in L2 writing were mostly conducted on university students through qualitative inquiries. Grounded in theories from positive psychology and second language acquisition, these studies primarily explore the features and functions of feedback emotions, as well as the factors influencing and regulating these emotions. To deepen the understanding of feedback emotions, research should broaden the participant scope and develop additional measurement scales to facilitate the integration of qualitative and quantitative methods. Through constructing integrated theoretical models, researchers can conduct more in-depth investigations into the functions and influencing pathways of feedback emotions, as well as explore emotion regulation and intervention strategies in AI-supported contexts.

Key words: Peer Feedback Emotions; Second Language Writing; Retrospect; Prospect

Comparative Study and Insights on Peer Feedback and ChatGPT Intelligent Feedback

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Abstract: Grounded in the theory and practice of peer assessment, and according to the standardized writing rubrics, this study aims to compare the practical applications of peer feedback and ChatGPT intelligent feedback across rhetoric, style, language, discourse, and logic, and explore their respective strengths and weaknesses. The study participants are third-year English majors from a university in China. The research data include writing essays, comments, and interview results. Research results show that intelligent feedback can generate a substantial number of instant revision comments, promoting personalized learning. In contrast, in specific writing styles and cultural contexts that require deep reasoning and analysis-particularly those involving background knowledge, context, and subjective inference, peer feedback tends to provide more detailed and nuanced comments, thereby fostering collaborative learning.

Key words: Peer Feedback; ChatGPT; Intelligent Feedback; Personalized Learning; Collaborative Learning

Surveying GenAI-Enhanced Foreign Language Learners' Writing Feedback Literacy

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Abstract: This study used a questionnaire survey to investigate the GenAI-enhanced writing feedback literacy of 637 foreign language learners. The results indicate that the overall level of GenAI-enhanced foreign language learners' writing feedback literacy was not high, particularly in the dimensions of feedback cognition. Additionally, GenAI-enhanced foreign language learners' writing feedback literacy was influenced by factors such as the interaction between academic stages and disciplines, highlighting that foreign language undergraduates, in particular, require improvement in GenAI-enhanced writing feedback literacy. This research not only elucidates the connotations of GenAI-enhanced writing feedback literacy for foreign language learners but also reveals the status and influencing factors affecting Chinese foreign language learners' use of GenAI to enhance writing feedback literacy. These findings offer valuable insights for educators aiming to cultivate students' writing feedback literacy effectively, which provides insights for teachers to cultivate students' writing feedback literacy.

Key words: Generative Artificial Intelligence; Student Feedback Literacy; Feedback Cognition

Learning Transfer Effect of Process Genre Pedagogy in EAP Writing and Its Influencing Factors

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Abstract: Learning transfer constitutes an important measure of EAP teaching effectiveness. Grounded in learning transfer theory, this study attempts to optimize process genre pedagogy and implement it in graduate-level EAP writing instruction. The paper aims to examine the transfer effects and influencing factors of process genre-based teaching by collecting evidence of learning transfer from three sets of data: questionnaires, text analysis, and retrospective interviews. The findings indicate that process genre-based writing instruction can help students immediately transfer genre knowledge and writing skills in academic writing. However, the transferability of different types of knowledge and skills varies, with macro-structural knowledge being more easily transferred than micro-level language use knowledge. As novice academic writers, graduate students' individual factors, such as English proficiency, learning goals, situational awareness, and the disciplinary community they belong to, can influence the transfer effects. The article concludes by discussing the implications of these research findings for the teaching practice of academic English writing in era of generative artificial intelligence.

Key words: Learning Transfer; EAP Writing; Process Genre Pedagogy; GenAI