Literary Translation in the Era of Artificial Intelligence

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Abstract: This paper, grounded in poetics, traces the theoretical origins of the concept of "literariness" and proposes a defamiliarization-centered analytical framework to examine how literary features function in translation. By categorizing such defamiliarization phenomena across five dimensions—phonological, grammatical, semantic, pragmatic, and stylistic—this paper demonstrates how traditional literary translation, often privileging meaning over form, tends to regularize or normalize language and hence diminish the poetic tension in the original. Modern AI translation systems, trained on vast datasets of past human literary translations, have achieved or even surpassed human-level fluency in conventional language processing. However, having inherited the long-standing bias toward fidelity to the signified sense of the original, these systems similarly fail to preserve the defamiliarizing elements critical to literariness. While AI can replicate surface-level translation styles, it lacks the capacity to interpret and reconstruct the poetic functions of literary language. This paper therefore argues that in the era of AI translation, we must reassess the goals and strategies of literary translation from a poetics-based perspective to prevent the systemic erasure of literary uniqueness resulting from the prioritization of meaning over form.

Key words: Literariness; Defamiliarization; AI Translation; Poetics; Literary Language

The English Translation Patterns of Chinese Topic Structure:
A Case Study of Political Discourse

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Abstract: Given the cross-linguistic differences between Chinese topic-first and English subject-first structures, this paper attempts to explore the patterns for translating Chinese topic structures in political discourse. The study identifies three primary patterns for translating political discourse topic structures: topic-subject correspondence, topic-adverbial correspondence and topic-subject-predicate reconstruction correspondence. These three patterns form a dynamic continuum, with their selection constrained by the syntactic properties of the topic, its semantic relations, and the norms of the target language. This approach can effectively resolve the mismatch between Chinese and English. This study can not only provide specific feasible operational pathways for political discourse translation practice, but it can also contribute new empirical evidence to Chinese-English contrastive studies and translation studies.

Key words: Political Discourse; Topic Structure; English Translation Patterns

Lexical Complexity in Classical Chinese: A Framework of Indices and a Measurement Tool

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Abstract: This study develops a framework of indices for assessing the lexical complexity of Classical Chinese texts and a corresponding measurement tool. The framework comprises 51 indices across three dimensions, i. e., lexical density, lexical sophistication, and lexical diversity. To validate the framework and measurement tool, we used a Random Forest algorithm to predict text difficulty using excerpts from Classical Chinese texts within the Ministry of Education's standard Chinese language textbooks. Results indicate an overall accuracy of 71%, with particularly strong performance in predicting the difficulty of texts designed for elementary school students. However, predictive accuracy for texts intended for junior and senior high school students requires further improvement. Our research represents an initial systematic exploration of lexical complexity in Classical Chinese, offering both a quantitative tool for text difficulty assessment and a theoretical and practical foundation for the development of Classical Chinese teaching resources, textbook compilation, and related linguistic research.

Key words: Classical Chinese; Lexical Complexity; Framework of Indices; Measurement Tool

Study on China-Related Coverage in Mainstream German Media from the Perspective of Critical Discourse Analysis

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Abstract: Based on the three-dimension framework of critical discourse analysis proposed by Norman Fairclough（1989）, this study conducts systematic research on the coverage of China in mainstream German media, utilizing topic modeling, machine learning and corpus methods. The findings include:（1）The coverage in mainstream German media reflects a multidimensional concern regarding China, encompassing themes such as political diplomacy, international relations, economic development, technological innovation, cultural sports, and social and environmental issues.（2）Negative coverage is primarily concentrated in the fields of technology and economics, reflecting Germany's motivations for self-protection in the global landscape. Positive reporting focuses on China's political influence, global infrastructure development, technological innovation, and wildlife protection.（3）Mainstream German media predominantly rely on "experts and scholars" as sources, focusing on providing in-depth analysis and professional perspectives.（4）Influenced by factors such as Sino-German relations, international politics, national security, and globalization, mainstream German media has shaped an image of China as "politically and economically powerful yet economically and technologically cautionary". This study contributes to a deeper understanding of public perceptions of Sino-German relations and China's international image, and it may provide linguistic references for national publicity departments to formulate communication strategies towards Germany.

Key words: Mainstream German Media; China-Related Reports; Critical Discourse Analysis; Topic Modeling; Sentiment Analysis

Framework Construction and Empirical Validation of a College English Intercultural Oral Communication MOOC from the Perspective of Cognitive Agency Development

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Abstract: Against the backdrop of digitalization and deep integration with artificial intelligence, intercultural foreign language education urgently needs to move beyond traditional paradigms of content accessibility and ability attainability, toward a new stage centered on cognitive agency. Drawing on the College English Intercultural Oral Communication MOOC, this study constructs a four-dimensional A-I-M-S framework in a human-AI collaborative learning environment, comprising Asking（active problem posing）, Integrating（critical evidence synthesis）, Mediating（intercultural negotiation）, and Self-calibrating（reflection and ethical judgment）. By embedding these dimensions into tasks and employing multi-stakeholder assessment, the study systematically examines the developmental pathways of cognitive agency in digital intercultural learning. Findings demonstrate that the framework effectively fosters students' critical integration of multi-source evidence, enhances intercultural translation and mediation, and strengthens learners' reflective judgment regarding AI-generated suggestions and personal biases. By proposing and validating a MOOC design model grounded in cognitive agency, this research addresses the challenges of homogenization and cultural de-focusing in the digital era, while also offering a replicable pathway for the paradigm transformation of intercultural college English teaching.

Key words: Cognitive Agency; Intercultural Oral Communication; MOOCs; College English; Human-AI Collaboration

How Teacher Agency Reshapes Language Education in the Digital-Intelligent Era: Value Interpretation and Action Framework

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Abstract: This study focuses on language teacher agency in the digital-intelligent era, systematically analyzing 56 Chinese and English journal articles to explore key issues in teacher professional development against a technological backdrop. First, at the conceptual level, it identifies a tri-dimensional dynamic of language teacher agency—characterized by iteration, projectivity, and practical-evaluation interplay—which is both facilitated by environmental affordances and restricted by structural constraints. Next, through thematic analysis of the literature, it reveals the complex dynamics of how language teachers exercise agency in response to technological transformations, examining aspects such as research methods, participants, content, findings, and theoretical perspectives of the journal articles. Finally, at the practical level, it proposes a six-dimension action framework: （1） cultivating the core competence of language teacher agency; （2） building a blended professional development system; （3） implementing differentiated empowerment strategies; （4） enhancing technology-integration support systems; (5) strengthening ecological support networks; （6） promoting the normalization of practice-oriented research. The study emphasizes reshaping language education in the digital-intelligent era by facilitating teacher agency and fostering ecologically supportive environments. It extends theoretical understanding of teacher agency in digital contexts and offers valuable insights for constructing teacher professional development frameworks.

Key words: Teacher Agency; Digital-Intelligent Era; Language Education; Value Interpretation; Action Framework

The Multi-Dimensional Embedding Mechanism and Application Strategies of AI-Empowered Foreign Language Education Ecosystems

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Abstract: With the continuous deepening of artificial intelligence （AI） technology in language education, its role in teaching has gradually shifted from a peripheral tool to an endogenous mechanism. To address the theoretical limitations of the traditional "integrative application" paradigm, this study adopts a technology-embedded perspective grounded in Ecological Systems Theory and Social Construction of Technology Theory. It clarifies the concept and value of technological embedding and systematically constructs a multidimensional embedding mechanism model for AI-empowered foreign language education. The model centers on three core dimensions—structural embedding, relational embedding, and cognitive embedding—incorporates the variable of embedding intensity, and emphasizes coordination between the teaching-learning dual subsystems. The model reveals the full-process embedding logic of AI, from platform access to system feedback. Drawing on a writing instruction case, the study proposes three strategic pathways—embedding type combinations, embedding intensity regulation, and teaching-learning collaborative synergy—to provide systematic guidance for instructional design and AI tool selection. This approach aims to support a pedagogical shift from "tool integration" to "ecological reconstruction". The embedding mechanism model offers not only structural guidance for instructional practice but also a theoretical framework for future qualitative and quantitative research.

Key words: Artificial Intelligence; Technology Embedding; Foreign Language Education Ecosystem; Multi-Dimensional Embedding Mechanism

On the Multimodal Presentation Forms of Translated Chinese Classics Based on Readers' Reception

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Abstract: The study, through a questionnaire survey conducted among international readers, found that there is significant psychological resistance among foreign readers toward Chinese classics translations. The primary reasons were as follows: on the one hand, existing Chinese classical translations are predominantly in print format, lacking vividness; on the other hand, the development of digital translations of Chinese classics has been slow, with limited diversified presentation forms, failing to meet the needs of international readers in the new media era, failing to meet the needs of foreign readers in the new media era. In response to these problems, we can enrich the presentation forms of translations by adopting the following two approaches: multimodal visual translation and multimodal audiovisual translation. For printed translations, greater emphasis should be placed on the coordinated presentation of visual modalities such as text, images, and fonts. For digital translations, visual and auditory modalities should be integrated in a more comprehensive way. By leveraging multimodal approaches in translation, Chinese classics can better reach global audiences, thereby improving their international dissemination effectiveness.

Key words: Readers' Reception; Chinese Classics; Multimodal Translation; Presentation Forms

The Predictability in Translating Motion Events: A Case Study of Chinese-English and Chinese-French Translation of *Xiongdi*

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Abstract: Based on cognitive linguistics, particularly cognitive semantics, this study conceptualizes the translational relationship between source text（ST）and target text（TT）as alternation. Taking the translation of motion events as the entry point, it explores the predictability in translation from a semantic perspective, that is, the ability by which the lexical or syntactic representation of an event in TT can be foreseen from its source counterpart. Such analysis of predictability was then applied to a comparison of Chinese-to-English and Chinese-to-French translations of motion events in Yu Hua's novel *Xiongdi*（*Brothers*）. Semantically grounded predictability research not only offers fresh perspectives on the translation process but also provides innovative varied approaches for translation practice.

Key words: Predictability; Alternation; Motion Events; *Xiongdi*（*Brothers*）

The Extending and Shining-Through Effect of Translated Language in Creative Writing—Based on an Analysis of Zhou Libo's Translation and Creative Writing Corpora

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Abstract: This study attempts to explore whether Zhou Libo's translation style has influenced his creative writing by comparing and analyzing the translation of *Virgin Soil Upturned* by Zhou Libo and *The Hurricane*, his Chinese original writing. Through parallel and comparative corpora analysis, the study found that the translation of *Virgin Soil Upturned* exhibited a dynamic narrative rhythm, a certain tendency toward grammatical Europeanization, and a skillful use of popular language and new vocabulary, which were carried over into *The Hurricane*. Drawing on the corpus evidence, the research demonstrated that translation activities triggered evolution of linguistic forms and innovation of literary concepts, thereby influencing the form and style of native language writings. Translation and creative writing advance continuously in the dynamic tension between inheritance and innovation, contributing to the formation of modernity in Chinese literature.

Key words: Zhou Libo; Corpus Analysis; Translation and Writing; Linguistic Features; Chinese Modern Literature

An Investigation into Teachers' Acceptance of the Computer-Based Reform of the Test for English Majors in the Context of Artificial Intelligence

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Abstract: Grounded in the Technology Acceptance Model (TAM), this study employs questionnaires and interviews to systematically investigate university English teachers' acceptance of, and recommendations for, the AI-enabled computer-based reform of the Test for English Majors (TEM) Grade 4 and Grade 8. Exploratory factor analysis indicates that teachers hold relatively positive views regarding the skill requirements, efficiency advantages, and washback effects of computer-based testing. ANOVA results show that teachers' individual characteristics have no significant influence on their perceptions. Overall, teachers generally acknowledge the necessity of the reform, support retaining key components such as reading and writing, and recommend strengthening the assessment of intercultural competence and other higher-order abilities. The study argues that the TEM computer-based reform must strike a balance among technical feasibility, fairness, and competence-oriented assessment in order to promote the scientific and sustainable development of the examination system.

Key words: TEM Computer-Based Test Reform; Technology Acceptance Model; Teachers' Acceptance

Revisiting Social Dimensions of Foreign Language Tests:
Evidence from NMET in the Early Stage (1950—1966)

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Abstract: Efforts to elevate test fairness and scientific rigor have recently spurred a notable rise in research that associates testing with its social dimensions. However, most bodies of research primarily zero in on the analysis of present-day test items or a general historical recapitulation of tests, resulting in a scant examination into the pivotal characteristics and evolution of National Matriculation Test (NMT) of Foreign Languages against specific socio-cultural landscape through a diachronic lens. Considering the cultural attributes of NMT in different phases, the early founding years of China, being at its infancy, naturally warrants a high strategic value for further studies. This paper, therefore, drawing on the test items from National Matriculation English Tests (NMET) spanning 1950 to 1966, investigates the dynamic interplay between test items and language policies. Results suggest that NMET not only effectively adheres to the policy stipulations as an external agent, but reveals signs of deliberations from test developers to assuage the rigor and fairness concerns. The overview of the stumbling past may yield beneficial insights and serve as an inspiration for current test designs.

Key words: National Matriculation English Tests; Social Dimensions; Foreign Language Policy; Interplay

Validation of LLM-Driven Automated Item Generation in English Reading Assessment

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Abstract: Automatic item generation driven by large language models can improve the efficiency and reduce the cost of language test development. However, its systematic validation has received only limited scholarly attention. This study used CET-4 human-generated items as a benchmark and employed an LLM to generate 10 machine-administered items covering five reading subskills, which, together with 10 human-generated items, constituted a reading test. A total of 617 non-English major university students participated in the test, of whom 9 took part in subsequent retrospective think-aloud protocols and semi-structured interviews. The results indicated that the machine-generated items did not differ significantly from the human-generated items in terms of difficulty and discrimination, and both sets of items demonstrated satisfactory fit to item response models. Differential item functioning analyses further showed no significant bias across different majors or genders. Think-aloud and interview data confirmed that the machine-generated items effectively measured the target reading skills. Overall, this study provides empirical evidence supporting the construct validity, fairness, and cognitive validity of automated item generation, offering implications for the application of LLMs in reading assessment.

Key words: Large Language Model; Automatic Item Generation; Reading Test; Validation