

# Adapting Translation Teaching to Global Demands: A Comprehensive Approach

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## Abstract

This paper examines the current challenges and opportunities in college English translation teaching, highlighting the need for comprehensive reform to meet the demands of globalization, technological advancements, and professional market requirements. The analysis identifies key areas for improvement, including curriculum content, technology integration, teaching methodologies, intercultural competence, and evaluation systems. Recommendations include expanding non-literary translation modules, leveraging artificial intelligence and intelligent learning platforms, adopting collaborative and project-based teaching methods, and fostering intercultural communication competence through case studies and cultural adaptation training. Additionally, the paper advocates for a diversified and technology-driven evaluation system to enhance teaching efficiency and student engagement. These reforms aim to equip students with the linguistic, cultural, and technological skills necessary for modern translation work, ensuring their professional readiness and adaptability. By aligning translation education with real-world demands, this study provides actionable strategies for creating a more effective and future-oriented framework for translation teaching.

**Keywords:** college English, translating teaching, curriculum, AI, evaluation

## 1. Introduction

Translation teaching holds a unique and vital position in college English education. As an integral part of language instruction, translation requires students not only to master the rules of conversion between source and target languages but also to engage deeply with the cultural understanding and expression behind the language. Through translation, students can deepen their grasp of language structures, semantics, and cultural nuances, thereby enhancing their overall language application skills. This makes translation a powerful tool for language acquisition, bridging linguistic competence and cultural awareness.

Moreover, translation is intrinsically linked to the development of the core English skills: listening, speaking, reading, writing, and translating. Although there is a prevalent notion that advanced learners should strive to think directly in English, this ideal is often unattainable for most learners. In practice, many students rely on translation as a cognitive process to facilitate language comprehension and production. For example, when listening to English, learners often translate the content into their native language for better understanding. Similarly, in speaking or writing, their thoughts are typically framed in their mother tongue before being translated into English. Even during reading, a mental translation process frequently occurs to fully grasp the meaning of the text. Writing, too, often involves crafting ideas in the native language before rendering them in English. Translation, therefore, underpins the entire process of language learning and serves as an essential mechanism for learners to internalize linguistic structures and cultural contexts.

Translation also plays a pivotal role in developing cross-cultural communication abilities. By engaging with translation tasks, students are exposed to the values, norms, and practices of diverse cultural backgrounds, enabling them to better understand and respect cultural differences. This skill is particularly crucial in today's globalized world, where professional translators are increasingly in demand across fields such as business, law, and technology. Translation not only fosters linguistic and cultural fluency but also prepares students to navigate complex intercultural interactions in their future careers.

Despite its widely acknowledged importance, translation teaching remains marginalized in many colleges English curricula. Its role is often confined to supplementary activities rather than being recognized as a central pillar of language education. This marginalization undermines the potential of translation to serve as a comprehensive tool for language learning and cross-cultural competence development. Without proper integration into the curriculum, students may lack the structured opportunities needed to fully develop their translation skills and apply them effectively in academic, professional, and intercultural contexts.

This paper aims to address these gaps by examining the existing challenges in college English translation teaching and proposing targeted reform strategies. By aligning translation education with market demands and contemporary developments, the study seeks to provide a framework for optimizing translation teaching practices to meet the evolving needs of students and the globalized professional landscape.

## **2. Literature Review**

The reform of English translation teaching in universities has become increasingly significant due to evolving technological, educational, and market demands. This literature review synthesizes insights from recent high-quality studies, focusing on challenges, innovations, and emerging paradigms.

### *2.1 Challenges in Translation Teaching*

Translation teaching often struggles with outdated methodologies and insufficient integration of practical, technological, and intercultural dimensions. Traditional approaches, such as grammar-translation methods, lack engagement and fail to prepare students for professional challenges. Sun (2024) identified limited student autonomy and emotional development as key issues, noting that traditional teaching methods leave students ill-equipped for the demands of globalized industries. Additionally, most translation teaching is exam-oriented, neglecting the need for comprehensive English skills that enable students to solve practical problems in real-life scenarios.

The dominance of literary translation over specialized domains further highlights the disconnect between curricula and market needs. Yang et al. (2016) emphasized that this mismatch results in decreased student interest and self-efficacy in specialized fields, such as legal or technical translation, which constitute significant portions of translation demand.

### *2.2 Integration of Technology*

Technological advancements have provided transformative opportunities for translation teaching. Artificial intelligence (AI) and machine learning (ML) have introduced innovative tools that address traditional limitations. He (2024) demonstrated how ML-based algorithms, such as TextRank for text summarization, improve error correction and boost translation accuracy. Similarly, Sun (2024) showed that AI-enabled systems enhance student performance by up to 6.82 points compared to traditional methods, fostering knowledge retention and engagement.

Zou (2024) proposed a teaching platform integrating natural language processing (NLP) technologies, which significantly reduced student anxiety while improving translation competence. This approach highlights the potential of AI-driven strategies to modernize classroom teaching and bridge the gap between theoretical and applied translation skills.

### *2.3 Enhancing Student Engagement and Intercultural Competence*

Increasing student engagement and intercultural competence are essential for developing proficient translators. Yang et al. (2016) highlighted the success of cooperative translation methods in fostering student interest and confidence, especially in specialized domains. Such collaborative approaches encourage peer interaction, critical thinking, and problem-solving.

Intercultural competence also emerged as a pivotal theme. Cranmer (2015) introduced a European project that systematically integrated intercultural skills into translation curricula. By embedding intercultural components into assessments and teaching materials, this approach prepared students for nuanced cross-cultural communication—a critical skill in globalized translation markets.

### *2.4 Practical Implications for Reform*

The research underscores actionable strategies for reforming university translation teaching. First, integrating technology, such as AI and ML, enhances both teaching efficiency and learning outcomes. Tools like automatic scoring systems and machine-assisted translations streamline practice and evaluation, as demonstrated by He (2024) and Zou (2024).

Second, reforming curricula to emphasize specialized translation and real-world applications is vital. For example, Yang et al. (2016) recommend project-based learning and domain-specific modules to align academic training with professional needs. These methods not only increase employability but also sustain student motivation.

Finally, fostering intercultural competence through targeted curricula and cooperative learning strategies, as noted by Cranmer (2015), prepares students to navigate diverse cultural contexts effectively. Such frameworks align with the increasing demand for translators who can balance linguistic precision with cultural sensitivity.

The reform of college English translation teaching must address the challenges of outdated methodologies and misaligned curricula while leveraging technological advancements and intercultural frameworks. Research demonstrates the potential of AI, ML, and collaborative approaches to significantly enhance teaching effectiveness and student outcomes. These findings highlight the necessity of a comprehensive and innovative strategy to develop translators who can meet the complex demands of a globalized world.

### **3. Strengthening College English Translation Teaching: Five Focus Areas for Reform**

As the landscape of translation education evolves to meet the demands of globalization, technological advancements, and diverse market needs, rethinking the foundations of college English translation teaching has become imperative. To ensure that students are well-prepared for the challenges of modern translation work, this study identifies five core areas that warrant focused attention: updating curriculum content to align with market demands, integrating technology to enhance teaching efficiency, adopting innovative teaching methods to foster classroom interaction, embedding intercultural communication competence, and refining evaluation systems to support holistic development. These five pillars serve as the basis for comprehensive reforms that aim to bridge the gap between academic training and professional expectations, offering actionable insights to create a future-ready translation education framework.

#### *3.1 Updating Curriculum Content to Match Market Demands*

The structure and scope of translation curriculum content directly influence students' learning trajectories and practical capabilities. However, current college English translation courses are often criticized for their narrow focus, particularly their overemphasis on literary translation while neglecting technical, business, and legal domains. This imbalance in curriculum content fails to meet the diverse needs of today's professional translation market. Research has shown that non-literary translation constitutes the majority of industry demands, yet university courses devote relatively little attention to these fields (Yang et al., 2016). This disconnect not only leaves graduates underprepared for real-world tasks but also diminishes students' interest and confidence in translation studies.

To address this issue, curriculum reform should begin by expanding the coverage of translation fields, with a particular emphasis on non-literary modules. Specifically, courses should include content on translating technical documents, business contracts, and legal texts. These modules can help students familiarize themselves with the linguistic features and stylistic norms of different industries while mastering domain-specific terminology. For example, translating technical manuals can train students in the precision required for scientific language, while translating business contracts can teach them the rigor and legal awareness necessary for corporate communication (Cranmer, 2015).

Moreover, the reform should encourage an integration of technology and translation tasks to reflect real-world practices. For instance, incorporating computer-assisted translation (CAT) tools and machine translation post-editing into coursework can better prepare students for current industry standards. These tools not only enhance translation efficiency but also familiarize students with the technological competencies required in professional settings. Practical exercises involving these tools will further bridge the gap between academic training and workplace demands.

The curriculum should also emphasize a balance between theoretical knowledge and practical application to enhance students' adaptability to industry demands. While theoretical understanding is vital, hands-on practice is crucial for students to convert knowledge into skills. To achieve this, courses can integrate translation projects based on real-world cases, such as collaborations with companies to develop actual translation assignments or simulations of authentic translation scenarios. Engaging in practical translation projects allows students to gain valuable experience, deepen their understanding of industry requirements, and develop a sense of responsibility for their work.

Furthermore, to maintain students' motivation and ensure long-term professional growth, it is essential to make the curriculum dynamic and responsive to changing market needs. Regular updates based on feedback from

alumni and industry professionals can help identify emerging trends and ensure that students remain competitive in a globalized job market. For example, as translation demands shift towards areas such as audiovisual media or accessibility services, incorporating such content can ensure that the curriculum stays relevant and appealing to students.

By updating curriculum content to align with market demands and integrating technology and practice-based approaches, translation education can better equip students with the competencies needed to handle diverse translation tasks. Such reforms will not only improve students' employability but also enhance the practical relevance and appeal of translation teaching.

### *3.2 Integrating Technology to Enhance Teaching Efficiency*

The integration of artificial intelligence (AI) technologies in college English translation teaching offers transformative opportunities to enhance both the quality and efficiency of education. However, current teaching methods often fail to fully utilize technological tools, limiting their impact on student outcomes (Zou, 2024). By strategically incorporating AI technologies, translation education can achieve significant breakthroughs in teaching and learning. AI-powered tools, such as Google Translate and computer-assisted translation (CAT) software, automate repetitive tasks and provide instant feedback, enabling students to work more efficiently and focus on improving translation quality (Groves & Mundt, 2015). Xu (2024) demonstrated that neural network models based on Long Short-Term Memory (LSTM) and meta-learning recommendation algorithms deliver personalized learning materials to students, significantly optimizing their learning experiences. This approach not only improves translation accuracy but also boosts student engagement, with performance scores showing substantial increases compared to traditional methods.

In addition to individual tools, the development of intelligent learning platforms offers innovative pathways for personalized translation education. Powered by natural language processing (NLP) technologies, these platforms dynamically monitor student progress and adapt content to meet individual needs (Zou, 2024). By integrating both online and offline teaching methods, such platforms enhance students' autonomy, motivation, and learning efficiency (Liu et al., 2020). Through access to diverse resources and tailored learning plans, students can better address their unique challenges and improve their translation skills in targeted ways.

Despite the clear potential of AI technologies, their implementation in education is not without challenges. Over-reliance on AI tools risks undermining critical thinking and creativity. Zhai et al. (2024) warn that excessive dependence on such tools may lead to a superficial understanding of translation tasks, reducing students' ability to engage deeply with linguistic and cultural nuances. Ethical considerations are also paramount. Akgun and Greenhow (2021) emphasize the importance of transparency, fairness, and accountability in AI systems, advocating for measures to mitigate algorithmic bias and ensure equitable learning outcomes. Furthermore, Mouta et al. (2023) identify blind spots in AI ethics, particularly in underrepresented contexts, and call for more inclusive frameworks to guide the adoption of these technologies in diverse educational environments.

In under-resourced or non-Western settings, limited access to digital infrastructure presents additional barriers to effective AI implementation. Nguyen et al. (2023) highlight the importance of professional training for educators, not only to enhance their proficiency in using AI tools but also to boost their confidence in incorporating these technologies into pedagogical practices. Tailored approaches that consider local needs and constraints are crucial for overcoming these barriers and ensuring that students in all contexts can benefit from advancements in AI technologies.

In conclusion, while AI technologies offer immense potential to revolutionize college English translation teaching, their integration must be approached with caution. Ethical safeguards, comprehensive teacher training, and localized implementation strategies are essential to ensure responsible and equitable adoption. By addressing these challenges, educational institutions can maximize the benefits of AI technologies, creating innovative and inclusive translation education systems that prepare students for the demands of the modern translation market.

### *3.3 Innovative Teaching Methods to Enhance Classroom Interaction*

Collaborative translation learning breathes new life into traditional translation classrooms. This method encourages students to work together on translation tasks, fostering essential skills such as teamwork, critical thinking, and communication. Romney (1997) emphasized that group discussions enable students to explore diverse perspectives, leading to a deeper understanding of source texts and more accurate translations. By exchanging ideas, students not only identify potential errors but also learn to justify their choices, which is crucial for developing professional confidence. Rubtsova et al. (2023) further highlighted that collaborative

learning, especially in translating technical and media texts, enhances intercultural communication skills by exposing students to varied cultural interpretations. This interactive approach also increases student engagement and sparks enthusiasm for translation practice, making the learning process more dynamic and effective.

The workshop model adds a practical dimension to translation teaching by incorporating activities such as case studies, simulated translation exercises, and peer feedback. This model provides an interactive platform for students to apply theoretical knowledge to real-world scenarios. Wang (2013) noted that multi-level interactions in workshops, such as collaborative tasks and direct teacher input, enable students to refine their understanding of translation processes while addressing individual learning challenges. Additionally, the workshop model exposes students to the iterative nature of professional translation, where revisions and discussions are integral parts of producing high-quality work. This approach not only develops technical skills but also fosters adaptability, as students learn to navigate feedback and make improvements collaboratively.

Project-based learning bridges the gap between classroom instruction and the practical demands of the translation industry. By engaging in real-world projects, such as translating business documents, technical manuals, or promotional materials for companies, students gain direct exposure to industry practices. This method provides opportunities to apply classroom knowledge in authentic contexts, helping students to develop problem-solving skills and build a portfolio of work that demonstrates their competencies. Beyond skill development, project-based learning nurtures a sense of ownership and accountability. Students become more invested in their work, as they understand its relevance to actual clients and market demands. This practical orientation aligns with Rubtsova et al.'s (2023) findings on the motivational impact of task-oriented learning, which enhances both individual performance and group cohesion.

Integrating these innovative methods—collaborative translation learning, workshops, and project-based learning—into translation education transforms classroom dynamics. These approaches not only enhance interaction but also build practical and professional competencies, preparing students to meet the diverse demands of the translation industry. Moreover, they promote active engagement, critical thinking, and adaptability, which are essential traits for well-rounded translation professionals. By fostering a balance between theoretical knowledge and applied skills, these methods contribute to creating a comprehensive and engaging learning environment that aligns with contemporary educational goals and industry expectations.

### *3.4 Intercultural Communication Competence as a Key Component in Translation Education*

Intercultural Communication Competence (ICC) is an indispensable element of translation education, as it equips students with the ability to navigate the complexities of cultural differences alongside linguistic challenges. In today's globalized world, translators must go beyond achieving linguistic equivalence to addressing deeper cultural nuances that shape meaning and interpretation. However, many university translation programs still lack systematic ICC training, leaving graduates underprepared to handle cultural discrepancies with confidence and professionalism (Cranmer, 2015). Addressing this gap is essential to preparing students for the intercultural demands of the modern translation market.

One effective approach to enhancing ICC is through the use of case studies, which provide students with practical opportunities to analyze the cultural dimensions of translation. Cranmer (2015) underscored the value of case analysis in developing students' ability to identify and resolve translation challenges arising from cultural disparities. For example, translating advertising materials requires students to adapt messages to align with the cultural values, idiomatic expressions, and preferences of the target audience. Such exercises not only improve translation accuracy but also develop students' ability to think critically about cultural nuances, fostering a deeper understanding of how cultural contexts influence communication. Beyond the classroom, these skills prepare students to make informed decisions when facing real-world translation scenarios, such as localizing corporate marketing campaigns or translating literary works for international audiences.

Another crucial strategy for improving ICC is the inclusion of specialized cultural adaptation training modules. Olk (2009) highlighted that a lack of cultural knowledge is a significant barrier to students' translation proficiency, particularly in domains requiring high levels of cultural awareness, such as legal, business, and diplomatic translation. These modules should simulate real-world scenarios that allow students to practice handling intercultural issues in professional contexts. For instance, exercises focused on adapting business correspondence enable students to explore how tone, formality, and rhetorical strategies differ across cultures. Similarly, working on texts with cultural sensitivities, such as public health campaigns or legal notices, helps students understand the importance of cultural appropriateness in achieving effective communication. By engaging in these activities, students not only bridge knowledge gaps but also cultivate adaptability and problem-solving skills critical for navigating culturally complex environments.

Furthermore, ICC development can be reinforced through collaborative projects that emphasize intercultural teamwork. Group assignments that pair students with peers from diverse cultural backgrounds encourage the exchange of perspectives and foster mutual understanding. This collaborative learning environment mirrors real-world professional settings, where translators often work in multicultural teams or liaise with international clients. Through such experiences, students gain a practical appreciation of how cultural diversity influences translation processes and outcomes, further enhancing their ICC.

By integrating case studies, cultural adaptation training, and collaborative intercultural projects into translation education, students can develop robust ICC skills that significantly enhance their professional readiness. These approaches not only improve translation quality but also prepare students to act as effective cultural mediators in a globalized world. As translation increasingly becomes a bridge between diverse cultures, cultivating ICC ensures that students are equipped to handle the nuanced demands of modern translation work while fostering mutual understanding and respect across cultural boundaries.

### *3.5 Improving the Evaluation System in Translation Teaching*

The evaluation system is a critical component of translation education, directly influencing the effectiveness of teaching and students' learning outcomes. However, current university translation evaluation practices often rely excessively on summative assessments, such as final exams or project scores, while undervaluing formative assessment methods that track students' progress over time (He, 2024). This narrow approach limits the ability of the evaluation system to provide a comprehensive understanding of students' learning capabilities, often leading to reduced motivation for continuous improvement. To address these limitations, a reformed evaluation system must embrace diversification, integrate technological tools, and promote reflective practices through self-assessment and peer evaluation.

A diversified evaluation approach is fundamental to creating a holistic assessment system that captures students' skills across various dimensions. Beyond focusing solely on the final translation product, evaluations should also consider the processes students undertake to achieve their outcomes, such as their research strategies, problem-solving methods, and revisions. Teamwork performance and project outcomes are equally important indicators of students' abilities to collaborate effectively and meet professional standards. He (2024) emphasized the importance of integrating indicators such as class participation, engagement in discussions, and resource utilization in hybrid teaching environments. This approach not only provides a more comprehensive picture of students' progress but also ensures that evaluations reflect real-world professional competencies, such as time management, adaptability, and teamwork.

Technological tools offer significant opportunities to enhance the efficiency and accuracy of evaluation systems. For instance, the BP neural network model has demonstrated its effectiveness in assessing translation outcomes through multidimensional analysis (Dou & Yang, 2024). This technology allows for detailed feedback on linguistic accuracy, cultural appropriateness, and stylistic consistency, helping students identify specific areas for improvement. Additionally, automated scoring systems powered by intelligent algorithms can minimize biases inherent in manual evaluations, providing more objective and consistent results. The integration of such technologies not only streamlines the evaluation process but also enables instructors to offer tailored feedback that supports individual student growth. For example, instructors can use these tools to track students' progress over time, identifying patterns in their strengths and areas requiring further development.

Self-assessment and peer evaluation are indispensable components of a modern evaluation system. These methods encourage students to actively reflect on their work and foster critical thinking, which is essential for improving translation practice. During the translation process, students can engage in peer reviews to analyze their own and their classmates' work, fostering a collaborative learning environment. Peer feedback also introduces diverse perspectives, which can enhance students' understanding of translation nuances. Furthermore, self-assessment allows students to critically evaluate their decision-making processes, promoting greater autonomy and responsibility in their learning. These reflective practices align closely with professional translation scenarios, where translators must frequently assess and refine their work independently.

An improved evaluation system should also emphasize continuous assessment throughout the course. Instead of relying on high-stakes, one-time evaluations, incorporating regular feedback mechanisms ensures that students receive ongoing guidance and support. This approach not only improves learning outcomes but also reduces the anxiety often associated with summative assessments. For instance, periodic progress reports can provide students with actionable insights into their development, while also helping instructors adapt their teaching strategies to better meet students' needs.

In conclusion, an optimized evaluation system in translation education should prioritize a diversified assessment framework, leverage technological advancements, and integrate reflective practices like self-assessment and peer evaluation. These strategies foster a more comprehensive understanding of students' skills, inspire continuous improvement, and align educational outcomes with the demands of the professional translation industry. By implementing such reforms, the evaluation system can better support students' holistic development, ultimately enhancing the quality and effectiveness of translation education.

#### 4. Conclusion

Translation teaching plays a pivotal role in college English education, bridging linguistic and cultural competencies to meet the demands of a globalized and technology-driven world. However, to fully realize its potential, translation education must embrace comprehensive reforms. By aligning curriculum content with market needs, integrating advanced technologies, fostering intercultural communication competence, and implementing holistic evaluation systems, translation teaching can better equip students for professional challenges.

These reforms emphasize practical application, cultural sensitivity, and technological proficiency, ensuring graduates are prepared to navigate the complexities of modern translation tasks. Moving forward, the continuous refinement of these strategies, informed by feedback from industry and academic stakeholders, will be essential to maintaining the relevance and effectiveness of translation education in an ever-evolving global landscape.

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