



On the Teaching Modes of Chinese-English Intertranslation Integrated with Digital Intelligence

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Abstract: Influenced by digital intelligence, the study of the teaching modes of Chinese-English intertranslation is greatly significant to teaching practice. With the wide application of artificial intelligence in education, the traditional teaching modes of translation are facing challenges and opportunities. It is true that the teaching modes of Chinese-English intertranslation needs reconstructing. This paper focus on problems and reconstruction from the students' perspective. Human-computer interaction deepens students' cross-cultural understanding and application abilities, changes their learning methods, and ultimately changes the teaching modes of translation. However, there still remain some problems in the teaching modes of translation integrated with digital intelligence, such as, poor autonomous learning ability, cheating, supervision, and emotional communication in human-computer interaction. Therefore, this paper suggests a series of improvement measures to reconstruct the teaching modes of Chinese-English intertranslation. Thus, it aims to promote the innovation and development of the teaching modes of Chinese-English intertranslation, enhance students' comprehensive translation ability, and achieve the goal of providing qualified translators.

Keywords: Digital Intelligence, Chinese-English Intertranslation, Teaching Modes, Information Technologies

1. Introduction

Recently, as information technologies evolves rapidly and especially artificial intelligence, big data, cloud computing and other "digital intelligence" technologies are frequently used, the unprecedented changes in translation teaching have occurred. The traditional teaching modes of translation are strongly impacted by the technology progress. How to construct the teaching modes of Chinese-English intertranslation to meet the needs in this new era has become a primary research focus[1].

The digital-intelligent technologies applied in Chinese-English intertranslation teaching has led to some emerging issues. False data are provided. The analytical data provided by digital teaching platforms are the ones about the translated texts translated by intelligent translation softwares rather than students. Thus, they fail to reflect students' authentic translation capabilities or learning needs. This paper aims to explore the changes and reconstruction of the modes of Chinese-English intertranslation integrated with digital intelligence, and propose some targeted improvement strategies. By analyzing the influence of the digital-intelligent technologies on translation education, it focuses on new problems after the deeper integration of technologies and pedagogy, reconstructing translation teaching modes, and improving students' practical translation proficiency[2].

2. Translation Theories Influenced by Digital Intelligence

2.1 Fuctions of Integration with Digital-Intelligent Techonologies

Digital intelligence aims to promote the transformation and upgrading of various industries through deep date mining, analysis, and application. Its nature is data-driven, intelligent decision-making, real-time response to changes, data sharing and collaborative work, understanding user needs, providing personalized services, providing innovative chances, and achieving sustainable development. The application of digital-intelligent techonologies has increased social benefits and accuracy, enhanced work efficiency and the ability to solve complex problems. The era of digital intelligence needs new requirements in countless fields, especially in the fields of language and translation, where the application of technologies has facilitated innovative reform in translation methods and educational practices.

2.2 The Influence of Digital Intelligence on Translation Theories

With digital intelligence technologies, translation no longer relies only on translators to change from one language to another. With the help of intelligent tools and systems, a new mode of human-machine cooperation has emerged. The development of intelligent translation tools and machine translation not only improves translation efficiency, but challenges

the recognition of translation process in the traditional translation theories[3]. Integrated with digital Intelligence, translation is no longer a problem from one language to another. It attaches more importance to cross-cultural communication and precise transmission of information. Therefore, the traditional translation theories such as equivalence theory and functional equivalence theory should be re-explained and supplemented. More emphasis should be put on the profound influence of context and technical tools on translation quality.

3. Analysis of the Existing Problems in the Teaching Modes of Chinese-English Intertranslation

3.1 Problems in Today's Chinese-English Intertranslation Teaching

Currently, there are numerous challenges in Chinese-English intertranslation teaching, which are mainly reflected in the following aspects. The imbalance of teaching resources still exists. Some colleges and universities are equipped with advanced teaching devices and rich teaching resources, but more colleges and universities find it hard to keep up with the pace of renewal of translation textbooks, tools and technological development. As a result, students cannot acquire the latest translation knowledge and skills. Students' information literacy needs to be improved. They are lack of in-depth understanding of digital-intelligent technologies. It is difficult to effectively apply modern technologies in teaching, resulting in unsatisfactory teaching efficiency and effect. Learning materials and methods are dull and obsolete.

3.2 Application of Digital Intelligence Technologies in Chinese-English Intertranslation Teaching Today

At present, the digital-intelligent technologies are mainly used in Chinese-English intertranslation teaching in the following aspects. Intelligent translation tools are more and more popular. Translation software, online dictionaries and corpora help students quickly find and verify the information they need in the process of translation, improving translation efficiency and accuracy. The disadvantages include technological barriers and dependence, even technological cheating. The translation is completely rendered by means of intelligent technologies instead of translators themselves, and manual revision and proof is no longer needed, resulting in a decline in translation quality. Virtual reality and augmented reality technologies enable students to practice translation in a simulated environment, which is more interactive and immersive in teaching. The weakpoints are that students spend more time on the human-computer interaction, and the internal learning factors such as students' learning quality, attitude, and motivation are weakened. Teachers and students spend less time on communication, especially on emotional communication. The classroom learning atmosphere is mechanized and indifferent. Online learning platforms and translation training systems provide students with more opportunities for autonomous learning and practice. Without time and space limitations, students can more widely share and use teaching resources.

4. Reconstruction of the Teaching Modes of Chinese-English Intertranslation Integrated with Digital Intelligence

4.1 Strengthen Technological Supervision and Update

With the support of intelligent technologies, students have improved their learning efficiency, and the translation process is greatly shortened. However, if students entirely rely on and trust intelligent technologies when doing translation, and do not pay attention to the revision of the translated texts, their translation ability cannot be improved, but it may even decline. In addition, students with poor translation skills may completely depend on intelligent translation software to complete learning tasks assigned by teachers, resulting in technical cheating and ineffective teaching. Schools offer different intelligent platforms due to their at different teaching conditions, and some may even be unable to offer new intelligent platforms and technologies, leading to varying levels of intelligence among students. Therefore, schools and teachers should strengthen the supervision and update of technologies, and provide an effective, authentic, and fair teaching environment.

4.2 Enhance Students' Autonomous Learning Ability and Their Ability to Choose Translation Resources

Digital-intelligent technologies can provide students with personalized learning plans, timely feedback on their learning outcomes, and recommend diverse translation resources of the same level and proficiency. Autonomous learning is interactively influenced by multiple factors. Changes in factors such as interest, self-discipline, and external support conditions can all affect students to learn autonomously. Schools and teachers should keep abreast of these changes to improve and enhance their ability to learn autonomously through various means. Students may feel overwhelmed when

faced with diverse translation resources for they have no enough time to complete such a large amount of exercises, and they may give up. Too many and diverse translation resources actually result in poor learning effectiveness. On the digital-intelligent teaching platforms, designers should consider how many resources should be recommended based on how long students spend on their learning, and try to avoid recommending unnecessary translation resources.

4.3 Pay Attention to Inner Learning Process and Conditions

With the support of the virtual translation environment, students can experience practical interpretation and translation in a simulation scenario where students can be greatly immersed in this practical translation training. However, if more time is spent on human-computer interaction, there is less time on intrinsic learning factors such as students' learning quality, attitudes, and motivations. The emotional communication between teachers and students has weakened. The learning atmosphere in classroom tends to be mechanized and indifferent. On the contrary, it is not conducive to cultivate students' personality. Therefore, teachers should pay more attention to changes in students' learning attitudes and motivations in the process of translation teaching, so that students can maintain a relatively positive learning attitude.

5. Conclusion

Under the background of digital intelligence, the teaching modes of Chinese-English intertranslation is undergoing transformation. Digital learning materials, intelligent translation tools and virtual reality technology makes translation teaching more flexible, interactive and efficient. These technologies have enriched the teaching methods and improved teaching quality. However, how to better integrate these technologies with translation teaching to train students translation ability is still the key to the development of teaching.

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