

Exploration of the Dynamic Evaluation Model and Enhancement Pathways for Translation Practice Reports of English Majors in the Digital Intelligence Era

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Abstract

This study takes the undergraduate translation practice reports of English majors at South China Business College, Guangdong University of Foreign Studies as the research object, analyzing the current situation of the quality evaluation of undergraduate English majors' translation practice reports, and proposes the evaluation framework of "AI quality + human completion" for undergraduate translation practice reports. It draws on the dynamic evaluation theory and puts forward a three-dimensional integrated evaluation model of "process-product-reflection", and proposes specific enhancement pathways, so as to provide theoretical support and practical strategies for the translation practice reports of English majors to cope with the challenges in the digital intelligence era.

Keyword: digital intelligence era, translation practice reports, quality evaluation, enhancement pathways

1. Introduction

Digital intelligence technologies are revolutionizing the translation industry in the AI era. The development of neural machine translation (NMT), large language models (LLMs) and other computer-assisted translation services has significantly boosted productivity in the

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translation industry and had a profound impact on the translation training, especially on translation practice reports in English-related undergraduate dissertations. Traditionally, these reports are employed as the most complete products to evaluate students' proficiency in language conversion, strategy selection and problem solving, which are now challenged on two fronts, one being evaluation criteria and the other being management paradigms. Most of the universities now still follow the evaluation system of the pre-digital intelligence era which puts too much emphasis on the fidelity and fluency of translated texts but lacks examining the thinking process of translation, technological literacy and problem-driven innovation capabilities. These delays have had two significant consequences. One reason is that the results of the evaluation can be misleading because AI translations can be more polished than human translations, which may hide students' actual lack of understanding of the language and culture, because 95 % of students rely on AI to translate and write the translation reports based on the questionnaire survey by means of Wenjuanxing platform for graduates majoring in English who choose translation practice reports at South China Business College, Guangdong University of Foreign Studies, while only 5 % of students translate material and write reports by themselves. Secondly, due to the rigid orientation of evaluation in this discipline, competence deficiency is hard to effectively motivate learners to develop competence that is needed to meet the requirements of the industry, which includes prompt engineering and deep post-editing, as well as other skills that are required for translators in the digital intelligence era.

The study focuses on the following three questions:

RQ1: What are the major challenges facing the current evaluation system for English

majors?

RQ2: What evaluation model for translation reports is built?

RQ3: What are the enhancement pathways to translation quality?

In order to address these questions, this study adopts the qualitative study about the existing problems about the translation report quality for English majors and constructs a three-dimensional integrated evaluation model of “process–product–reflection”, and proposes specific enhancement pathways.

2. Literature Review

In recent years, Chinese scholars have done many discussions on related problems of English major undergraduate theses, including quality management of English-major undergraduate theses based on national standards (Wang, 2020), topic selection of the undergraduate theses of English majors at local universities (Yu, 2021), analysis on common language faults of English-major undergraduate theses and countermeasures (Li, 2021), quality of domestic undergraduate theses of English majors (Tang, 2023), quality monitoring and effectiveness of diversified reform of the undergraduate theses of English majors (Zhu, 2014), models of translation practice reports of undergraduate English translation majors (Zhang, 2018), and quality improvement of undergraduate theses of English majors in the context of new liberal arts (Qin, 2025) . But few scholars have made in-depth study on the quality evaluation and improvement of translation practice written in English-related undergraduate programs. Therefore, it is a study on the technological background of the digital intelligence era, whose aim is to reconstruct the quality evaluation model for English major undergraduate translation practice reports and explore the possible course of

improvement. We hope that this research can offer part of theoretical support and practical ideas to solve the problem of “technology empowerment versus capability distortion” in translation practice teaching and help to combine English-related undergraduate translator training with the intelligent era effectively.

3. Dynamic Assessment Theory

Dynamic assessment is a recently developed, interactive approach to psychoeducational assessment that follows a test-intervene-retest format, focuses on learning processes and modifiability, and provides the possibility of direct linkage between assessment and intervention (Lidz, 1991). Three key features of dynamic assessment are process orientation, assessment and teaching, as well as different types of interaction. In terms of evaluation goal, static assessment is directed towards mastery of knowledge at the time of assessment and is more about learning outcomes at the end of a task. Dynamic assessment, by contrast, focuses on changes in students’ potential—that is, the process by which students overcome learning obstacles and the extent to which their abilities improve thereafter, with attention to students’ zone of proximal development (Li, 2015). While both dynamic testing and dynamic assessment seek to link assessment and intervention, the focus of dynamic testing is principally with the test itself; in contrast, the primary focus of dynamic assessment is the intervention that follows (Elliott, 2018). The nature of computer mediated dynamic assessment makes it possible for teachers to work with small classes and to allow for peer interactions (Vakili & Ebadi, 2019). The application of dynamic assessment theory in foreign language teaching in China mainly covers fields of college English writing and English linguistics, and its application in the field of translation practice teaching of English-related

undergraduate colleges has not been researched. This study attempts to build a teaching evaluation model of translation report according to the dynamic assessment theory, and practices it in translation teaching.

4. Major Challenges Facing the Current Evaluation System

With the deep integration of digital intelligence technology, the impacts brought by the technology on the evaluation system of undergraduate translation practice reports based on the logic of “human translation” are unprecedented. The traditional paradigm focuses on linguistic correctness, translation appropriateness and systematicness of case analysis. In translations generated by large language models, “machine translation traces” are gradually disappearing—grammatical errors are decreasing and fluency is improving, yet deeper issues such as semantic misunderstandings and cultural deviations may be concealed by the fluent surface language (Zhang & Peng, 2025). The use of AI tools like DeepSeek, DeepL and Kimi to create texts in foreign languages has made it hard for evaluators to differentiate between students’ own abilities and “machine language”. There are currently the following adjustments and technical challenges.

4.1 Blurred Boundary of Human–Machine Contribution in Evaluation Criteria

AI-assisted translation has become the norm, making the use and discriminatory ability of the traditional evaluation criteria questioned. The traditional assessment system assumes that students work entirely on their own in doing the translations. Based on this assumption, the students’ basic language skills, strategic choice and skills in the problem-solving are directly manifested in the quality of their translation, which can be

evaluated to assess the translation ability of students. The promise is being challenged by the development of neural MT and large language models. The graduation (design) assessment is adapted for English related majors such as translation, English and business English at South China Business College Guangdong University of Foreign Studies. Many students believe that choosing the translation practice reports means that they can use the AI for translation, making it easier to do. However, the results of these translation practice reports are far from satisfactory and are a reason for concern. Students write their translation practice reports from the perspective of Comprehension – Expression – Adaptation (CEA) that Professor Li Changshuan has proposed (Li, 2019). Students submit their first version and their AI-edited version of the translations in their reports. Upon examination, however, it was found that both versions submitted to the thesis defense committee were AI-generated translations, differing only in the AI tools used to produce them. Students are not critical about AI-made revisions in translation and they take inaccurate translations as is. The “blurred boundary of human–machine contribution” is the most significant and challenging problem in the digital intelligence age in relation to the evaluation of translation practice reports. It is hard for evaluators to distinguish the quality of a translation produced by a student and his/her own translation competence and wisdom from the ability of AI tools to generate content and the collaboration between man and machine. On the other hand, if a translation has many quality problems, the evaluators will also be at a loss as to whether students’ language proficiency is lacking or whether the AI tool still has a problem with a certain type of text.

4.2 Scoring Bias and Cognitive Limitations of AI Evaluation Tools

As a result of the introduction of information technology and artificial intelligence, translation has more and more been endowed with the qualities of digitalization, process and collaboration (Cui, 2021). In order to meet the requirements of efficient teaching evaluation in large-scale translation, some universities have started to try to fully introduce AI evaluation tools to help evaluate student translations. However, studies have shown that existing large language models have some severe problems in translation quality assessment. The many-facet Rasch model revealed systematic differences between the ways in which large language models and human raters scored the different facets of the test: human raters were, generally speaking, more lenient while LLMs were more severe. There were definite differences in stringency for different genres, but the consistency of model scoring varied considerably across the four text types—technical, argumentative, news, and business texts (Liu, et. al. 2025). Scoring bias means “inaccurate grading” and cognitive limitations mean “shallow understanding and insufficient evaluation”. These two issues are combined, which limits the effectiveness and reliability of AI in evaluating translation practice reports.

4.3 The Lag of the Evaluation System Behind AI Development

At the moment, the evaluation model of undergraduate translation practice in English related majors is mainly an assessment model at pre-digital intelligence era, and the key issues of assessment have always been the “relationship between the target text and the source text”. Evaluation is still based on dimensions of fidelity, accuracy, and fluency. It was quite logical to have such an evaluation system in the days of human translation alone, when the translator was the only agent of the translation act, and when the evaluation of the quality of translation was equal to the evaluation of the competence of the translator. But, in the

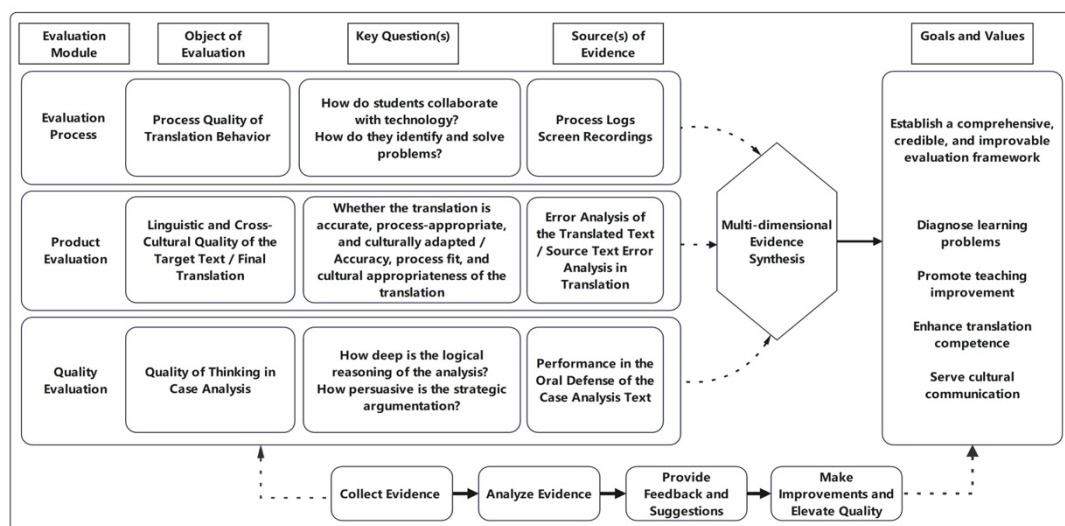
digital intelligence period, the nature of translation practice is changing from “language conversion” to “human – machine collaborative decision-making”. Students are no longer “translators” who work word-by-word, but instead “revisers” and “optimizers” of AI-generated text. They have developed their core skills in spotting mistakes in machine-made translations, sensitivity in determining cultural appropriateness, and strategic know-how in tweaking translated style. Evaluation should be conducted not only on the “translation product”, but also on the “translation process”, as well as on the “outcome of language conversion”, and the “quality of human – machine collaborative decision-making”. The existing assessment system is far behind the development of AI.

5.Construction of the “Process–Product–Reflection” Triadic Dynamic Evaluation Model

It is imperative to build a “new quality translation workforce” in the AI era. The cultivation of new quality translation talents must excel in national needs, translation industry development trends, close attention to advanced development of the translation industry, and promote students’ professional abilities and professional qualities. Moreover, as they enter the workforce, they must know how to combine their own potential and abilities with new technologies and new concepts, quickly adapt to the requirements of the workplace and the market (Jiang, 2026). The *2026 Report on the Development of China’s Translation Industry* clearly states that human-AI collaboration, as a future trend, has become a fundamental consensus in the translation industry. The assessment of the students’ translation practice competence and translation technology competence under the background of human – machine collaboration is a topic worthy of in-depth study. This study, which is based on

dynamic assessment theory, draws a “Process – Product – Reflection” triadic evaluation model for translation practice reports and discusses effective ways to evaluate them.

Figure 1 The “Process-Product-Reflection” Triadic Evaluation Model



“Process–Product–Reflection” triadic evaluation model in Figure 1 includes three aspects of translation competence: process, product and reflection. The three components serve as a closed loop by means of technological tools and by applying comprehensive analytical methods to make sure that the evaluation results are comprehensive, credible and improvable. Process evaluation emphasizes the dynamic aspects of students’ performance in performing translation, such as their interactions with AI tools and the problem solving in translating and choosing solutions. Product evaluation is concerned about the linguistic/cross-cultural quality of the final translated text which includes accuracy, fluency and the cultural appropriateness of the translation and systematic analyses of various types of textual errors that occur in the translation. Reflection evaluation is used to evaluate the quality of students’ higher order thinking in case analysis, which mainly includes the depth and breadth of the analytical logic, the persuasiveness of the thinking in strategy and the

reflection on the translated text from the perspective of students, reflected on the case analysis writing and thesis defense. All three components are interwoven. Process evaluation mirrors the “generative mechanism” of the students’ competence which means how the students’ competence is manifested in their translation behaviours. Product evaluation is where the “output effect” of competence is assessed and determining whether the translation meets the quality objectives. Reflection evaluation is the “metacognitive level” of competence as students are able to examine, explain and improve their own translation behaviors. The three parts are inter-checking each other and together can form a complete description of students’ translation competence.

Based on the triangulation logic of the “process-product-reflection” model, the three modules operate as an inter-checking closed loop to ensure that no single indicator determines a student’s translation competence. Process-Product pairing can determine whether a high-quality output is the result of systematic behaviour or mere chance. For instance, an erratic process (e.g., twenty random machine translation queries) that accidentally yields a good translation suggests unstable competence, while a methodical process producing an inaccurate product indicates a real-seeming lack of knowledge in accuracy or cultural adaptation. Product-reflection pairing tests the students’ sense of self-awareness. If a final translation contains serious errors but the oral defence claims it is flawless, then the reflection is invalid; conversely, if the defence identifies errors that the product actually did not have, the student has engaged in over-criticism but still possesses metacognitive ability. Finally, the Reflection-Process pairing can detect fabricated or post-hoc rationalisations; that is, a student may be able to list numerous parallel text references in their

defense, but if the process logs do not show such behaviour, the reflection is unreliable. Through the above cross-checks, the model will ensure that credible competency assessment requires the convergence of observable behaviour, tangible outputs, and genuine higher-order thinking, thus avoiding excessive reliance on any single source of evidence.

The five basic aims and values of the “process-product-reflection” model for translation evaluation are not the usual ones. First, by requiring alignment among the three aspects, the model will build an all-encompassing, credible and adjustable evaluation system, and no single source of evidence will be used in the final decision. Second, it can identify learning problems precisely, thus, the teacher knows whether the student’s difficulty lies in translation behaviour (process), textual output (product), or self-awareness and reasoning (reflection), rather than just receiving a single score. Third, the model directly promotes teaching reform. If a large number of students show similar process difficulties, organised training on technological tools and problem-solving strategies can be added to the curriculum. If there is a lack of reflection, case-study workshops or mock oral defence sessions can be introduced. Fourth, by combining doing, producing and thinking, the model can promote all-around improvement in translation competence and help students develop efficient work processes and metacognitive skills in their learning. Finally, the model will explicitly promote cultural communication by taking into account cultural appropriateness at all levels, such as adapting idioms, taboos and register in the final product, and requiring students to express and justify their cultural choices during reflection. Together, these goals change the nature of translation evaluation from a one-off grade into a continuous process of growth, cultural understanding and teaching.

6. Construction of Enhancement Pathways

During the process of the reform of the practice reports of undergraduate English-related translation, there are three aspects that can be improved: the evaluation tool, the construction of competence, and institutional support.

At the level of evaluation tools, a collaborative evaluation mechanism between humans and machines can be explored, utilizing the advantages of high efficiency in the AI preliminary evaluation and high experience in the teacher re-evaluation to form a closed-loop feedback of AI preliminary evaluation – teacher re-evaluation – student reflection. This not only makes the evaluation process lighter on teachers, but also avoids cognitive blindness in the evaluation process.

At the level of competence development, the basic aspects of “translation competence” in the digital intelligence era must be redefined in the competence development level. First, a personal portfolio of translation technology use should be reshaped, where one’s use of AI in translation tasks should be carefully recorded. In the process of reforming undergraduate translation practice reports for English-related programs, improvements can be made at the levels of evaluation tools, competence development, and institutional support. What is being reshaped, then, is not merely the technological environment of translation education but the framework through which learning effects are generated, interpreted, and evaluated (Yue et. al., 2026). Second, more attention should be paid to the capability of critical analysis of the outputs of large language models. However, AI-generated translations are fraught with issues. At present, students are not taught how to critique AI-generated translations and simply tend to accept them. Thirdly, the emphasis needs to be put from

“completion of a report” to “solution of authentic translations problems”. The future development of translation teaching should not be limited to translation competence, but should still emphasize the “human–machine collaboration competence,” “prompt engineering competence,” “deep post-editing competence,” “strategic reflection competence,” and use evaluation to effectively guide the teaching reform.

On the institutional level, first, guidelines for writing translation practice reports should be developed, as well as guidelines for the ethical use of AI. Second, clear boundaries for the use of AI tools by students should be established, students should submit a “technology use log” or a “screen recording of the translation process” to facilitate the evaluation process, and there should be evidentiary support and traceable clues. Third, a mechanism for early warning and automated feedback of the quality of the translation practice reports should be organized and tiered warning levels should be set up with trigger. The results of the AI should be translated into concrete warning signals, where the warning is divided into three levels – red (>70%), yellow (>50%) and green (>30%) – and different measures taken in each.

Figure 2 Warning System of Translation Practice Reports

Warning Color	Threshold	System Action	Student Consequence	Instructor Involvement
 Red	>70%	Auto-reject; lock submission	Must resubmit; integrity review on 2nd offense	Notified automatically
 Yellow	>50%	Accept with flag; advisory sent	Encouraged to revise; possible point deduction	May request oral defense
 Green	>30%	Accept with note	No penalty; declaration suggested	Normal review; advisory only
 None	≤30%	Normal acceptance	None	Routine grading

The Figure 2 presents a four-tier early warning system designed to manage AI-generated content in student translation practice reports. Each warning level is defined by a specific AI detection threshold and triggers distinct system actions, student consequences, and instructor involvement. The following analysis examines the logic and implications of each level.

The red level is the most critical warning level. If the AI detection score is above 70 percent, the AI detection score will automatically be applied and the submission will be locked, meaning that they will be unable to modify it further without resubmission. Therefore, the student will be required to submit the report again and will be subject to an evaluation for academic honesty if there is a second violation. A notification is sent automatically to the instructor, but no action needs to be taken unless the student resubmits or appeals. In this tier, the focus is on enforcement rather than education, with the aim of dissuading students from producing work generated wholesale by AI.

The yellow level is in the middle of the warning system. The system accepts the submission but marks it and notifies the student on an advisory notice when the AI detection score is between 50% and 70%. The student is encouraged to revise the report (but not required). However, there may be a potential loss of a point if the teacher feels that the use of AI has impacted originality. This is at the discretion of the instructor and may include an oral defense, which will be given by the student, to ensure understanding of the material submitted. This level is not characterized by strict punishment from the law, but rather is a level of pedagogical intervention to provide the student a chance to improve while being held accountable by the law.

The green warning level is the lowest of active warning levels. If the AI detection score is more than 30%, but less than 50%, the submission is accepted with a note attached. No penalty for the student, although there should be a statement of AI use to encourage transparency. Instructor performs regular checks of the submission and provides comments if needed. At this level, students can use AI tools as their aid but are not required to ignore it, and they should inform the teacher of their use of AI tools, but minor or incidental use should not be punished.

None level is used for any AI detection score of 30 per cent or below. No warning flag or advisory message is issued and the system is considered to be in normal acceptance. The student is not subjected to any consequences, and the teacher does regular grading without any special focus on issues related to AI. At this level, the expectation is that the work is created by the student and that AI is not used at all or used in such a limited way that it does not necessitate any intervention.

Overall, the table provides a logically consistent, tiered early warning system, which corresponds to the amount of AI-generated content estimated. The four levels (red, yellow, green, none) represent a distinct continuum from very strict to normal. Each level establishes reliable links between detection thresholds, actions taken by automated systems, student consequences and teacher involvement. The table, resolved for the color labelling issue, offers a solid and transparent structure to address academic integrity in this instance of AI-assisted translation practice reports.

7. Conclusion

AI tools for translation are convenient tools for students when they practice translation and write translation practice reports in the digital intelligence era. But many of the students' translation practice reports are still a cause for alarm. This study examines the salient issues of the present quality evaluation of translation practice reports, and it is suggested to build a "Process–Product–Reflection" triadic dynamic evaluation model of translation practice report based on the theory of dynamic assessment, so as to characterize the quality of translation practice reports in multiple dimensions and monitor the situation of translation skills dynamically. It also suggests enhancement pathways to improve the quality at three levels for evaluation, competence development and institutional supports. The model change of translation practice reports cannot simply be regarded as a technological improvement, but is the change of the whole philosophy of education in the face of the great change of the times brought by AI. The dynamic evaluation can be conducive to promoting sustainable development for translation education and cultivating applied translation talents in professional fields.

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