

Original Paper

A Study on the Cultivation of Global Awareness in the Level II Translation Proficiency Test Based on Large Language Models

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Abstract

This study analyzes the 2011-2023 test corpus of the China Accreditation Test for Translators and Interpreters (Catti) to examine how its design fosters candidates' global awareness. The findings show that the exam promotes four major types of awareness: cultural diversity, ecological values, global citizenship, and international engagement. By incorporating topics related to global issues, environmental changes, technological development, cultural exchange, and China's role in the international community, the test content strengthens candidates' understanding of international affairs and their sense of global responsibility while broadening their perspectives. Moreover, by embedding real-world contexts and internationally relevant themes, the exam encourages candidates to engage with contemporary global discourses. The study highlights that translation tests not only assess language proficiency but also play a constructive role in developing candidates' interdisciplinary knowledge, critical thinking ability, and overall competencies in a globalized era.

Keywords

large language model, ChatGPT, Catti, global awareness

1. Introduction

The China Accreditation Test for Translators and Interpreters (CATTI) is administered by the China International Communications Group (CICG) under the guidance of the Ministry of Human Resources and Social Security. As the most authoritative and nationally unified professional certification system for translators in China, CATTI aims to assess candidates' bilingual translation and interpreting competence. According to the Provisional Regulations on the Translation Professional Qualification Examination, CICG is responsible for establishing an expert committee that determines the examination languages,

subjects, syllabus, question bank, and test development, while the CATTI Test Center of CICG undertakes the practical implementation of the examination.

Wang Tianyu (2015) notes that CATTI primarily targets professional translators. Its syllabi at all three levels emphasize the assessment of bilingual cognitive competence, strategic competence, linguistic knowledge, instrumental and research abilities, as well as time management skills (Wang, 2015). Against the backdrop of globalization and growing industry demand, the number of CATTI candidates has been steadily increasing. Consequently, whether the test content reflects contemporary developments and contributes to the cultivation of candidates' global awareness has become a matter of increasing concern. Meanwhile, the emergence of Large Language Models (LLMs) has ushered machine translation into a new stage. LLMs not only function as direct translation tools but also serve as valuable resources for assisting translation teaching and enhancing pedagogical effectiveness (Zhao, Zhang, & Yang, 2024, p. 60).

2. Research Design

2.1 Research Questions

This study seeks to address the following research questions:

- (1) What types of awareness cultivation are reflected in the Level II CATTI written translation tests? Specifically, what categories of global awareness are represented in the test texts?
- (2) In what ways does the Level II CATTI examination convey the underlying dissemination of such awareness?
- (3) What implications does the cultivation of global awareness through the CATTI have for translation pedagogy and English language teaching aimed at fostering students' global consciousness?

2.2 Data Collection

The researcher collected and organized authentic CATTI Level II written translation examination papers from May 2014 to October 2023. The topics of these test papers were categorized and summarized to produce a table showing the proportional distribution of major themes (referred to as the "CATTI Level II Topic Distribution Table").

2.3 Research Methods

A Large Language Model (LLM) refers to a deep learning model trained on massive textual datasets. LLMs are capable of understanding and generating human language, performing tasks such as natural language understanding, translation, text classification, text generation, and question answering (Hu & Li, 2024, p. 64).

This study employs ChatGPT 4.0, which demonstrates significant advancements in complex text comprehension, multimodal processing, multilingual handling, adaptability, and customization (Zhao, 2024, p. 50). By leveraging the analytical capabilities of ChatGPT 4.0, the study systematically examines CATTI Level II test texts to identify patterns related to the cultivation of global awareness.

2.4 Research Procedures

- (1) GPT-4.0 was employed to extract the thematic focus of each test item from the CATTI Level II Topic dataset (“CATTI2-Topic”) and to categorize and quantify their thematic distribution.
- (2) The extracted topics were analyzed to determine which domains of global awareness they corresponded to, and were subsequently classified into relevant categories.
- (3) Finally, the study explored how the cultivation of global awareness through the CATTI Level II written translation tests can inform the development of global consciousness in college English and translation education.

3. Results and Discussion

The concept of “global awareness” was first introduced at the 1972 United Nations Conference on the Human Environment, which emphasized that humanity had entered a “global stage”, and that every person “has two countries—one’s own nation and the Earth itself” (Zhao, Zhuo, & Lu, 2024, p. 88).

In this study, global awareness is examined across four dimensions: Cultural Diversity Awareness, Ecological Value Awareness, Global Citizenship Awareness, and International Participation Awareness. Cultural Diversity Awareness stresses understanding and respecting the diversity of world cultures and embracing the idea of “appreciating the beauty of each culture, sharing beauty with others, achieving harmony in diversity, and fostering a world of common prosperity”.

Ecological Value Awareness centers on respecting and protecting nature while recognizing the foundational importance of ecological stability for human survival.

Global Citizenship Awareness emphasizes mutual understanding, tolerance, and friendship among individuals, nations, and the international community, thereby promoting harmonious coexistence, peace, and justice—ultimately contributing to the building of a community with a shared future for humankind. International Participation Awareness advocates equality, respect, and reciprocity within an open and inclusive global environment, highlighting cooperation and dialogue to achieve shared prosperity and sustainable development.

In this study, GPT-4.0 was utilized to extract and categorize the themes from the authentic CATTI Level II written translation examination papers spanning from May 2014 to October 2023. During the process, the researcher divided the task into two prompt-based steps:

- (1) Prompt 1: The dataset (“CATTI2-Original Texts”) contained 272 text segments, each labeled at the beginning with a marker such as “201410CATTI2” followed by a line break. GPT-4.0 was instructed to extract the topic of each text in no more than ten Chinese characters, without providing additional content descriptions.
- (2) Prompt 2: Using the 69 extracted results, GPT-4.0 was then instructed to categorize the topics into the four dimensions of global awareness—Cultural Diversity Awareness, Ecological Value Awareness, Global Citizenship Awareness, and International Participation Awareness.

The analysis revealed the following distribution of global awareness across the 69 topics: Cultural Diversity Awareness: 15 items ($\approx 21.74\%$); Ecological Value Awareness: 18 items ($\approx 26.09\%$); Global Citizenship Awareness: 15 items ($\approx 21.74\%$); International Participation Awareness: 11 items ($\approx 15.94\%$). The detailed statistical distribution of global awareness themes is presented in Table 1.

Table 1. Statistical Analysis of the Distribution of Each Awareness Category

Type of Awareness	Associated Domain	Frequency (%)
Cultural Diversity Awareness	Cultural Exchange and Diversity	21.74%
Ecological Value Awareness	Environment and Sustainable Development	26.09%
Global Citizenship Awareness	Global Responsibility and Cooperation	21.74%
International Participation Awareness	International Relations and Engagement	15.94%

3.1 Analysis of Thematic Results

Based on the four dimensions of global awareness, this section analyzes the thematic orientations of the CATTI Level II written translation tests from 2014 to 2023, focusing on test-setting trends, directions, and global awareness implications.

3.1.1 Overall Analysis of Test Orientation

(1) Cultural Diversity Awareness (21.74%)

Cultural differences constitute an important source of cultural innovation; as Le Daiyun (2000, p. 70) points out, “without difference, there can be no pluralistic development of culture” (Le, 2000). Test topics frequently cover themes such as “Multiculturalism in New Zealand” and “The Silk Road and the Belt and Road Initiative”, reflecting an emphasis on cultural exchange and diversity. These topics guide candidates to appreciate the uniqueness of Chinese culture while maintaining an open and inclusive intercultural perspective.

(2) Ecological Value Awareness (26.09%)

This category centers on global issues such as environmental protection, sustainable development, and climate change, highlighting the urgency of ecological challenges. Topics such as “Pollution Prevention and Control Campaign” and “Global Climate Change and Extreme Weather Impacts” underscore the importance of ecological governance and demonstrate China’s policy and practice under the principle that “lucid waters and lush mountains are invaluable assets”. Such content enhances translators’ sense of responsibility toward global ecological concerns.

(3) Global Citizenship Awareness (21.74%)

This dimension focuses on cross-national social, political, and economic responsibilities, emphasizing candidates’ sensitivity to global issues. Typical test topics include “Global Health Crisis” and “COVID-19 and International Cooperation in Pandemic Response.” These texts encourage candidates

to understand how to effectively convey messages related to public health and global governance in a globalized context.

(4) International Participation Awareness (15.94%)

This dimension emphasizes understanding international affairs, organizations, and global governance mechanisms. Topics such as “RCEP Regional Cooperation” and “G20 Summit and the Global Economic Bridge” highlight the importance of transnational collaboration and international agreements. For instance, the May 2018 C-E1 test titled “The Silk Road and the Belt and Road Initiative” underscores connectivity and cultural exchange, reflecting China’s proactive role in global governance and international engagement.

3.1.2 Summary of Overall Trends and Test Orientation

Over the past decade, the thematic orientation of CATTI Level II written translation examinations can be summarized in four major aspects: Emphasis on translation needs in a globalized context. The test design increasingly reflects the demand for translators with a global vision and strong international awareness. Growing prominence of ecological value awareness. Topics related to environmental protection and climate change have become more frequent, indicating the rising importance of sustainable development in global discourse and the necessity for translators to possess corresponding awareness. Strengthening of global citizenship and international participation awareness. The test increasingly emphasizes cross-national cooperation, international responsibility, and social engagement, requiring translators to accurately comprehend and convey content related to global interaction and shared governance. Consistent focus on cultural diversity awareness. The sustained attention to cultural diversity suggests that translation is not merely a linguistic activity but also a practice of intercultural understanding and inclusiveness.

3.2 Synergistic Development between the CATTI Examination and Translation Teaching

The CATTI examination should establish a synergistic and mutually reinforcing relationship with university translation textbooks and classroom teaching. The development of teaching materials is never an isolated endeavor; rather, it emerges from the intellectual traditions, institutional structures, and socio-historical forces that shape the academic community. As Collins (2004) notes, academic innovation arises within a structured network of scholarly exchange and disciplinary evolution, and translation education is no exception. Within this framework, CATTI—recognized as the most authoritative translation proficiency assessment system in China—functions as a “guiding compass” that influences pedagogical priorities, curriculum design, and the formulation of translation competence standards across higher education institutions. Consequently, the examination’s testing orientation naturally exerts a formative effect on the content and structure of translation teaching.

Given this close connection, translation textbooks should maintain coherence with the examination’s focus and thematic orientation. The present study identifies a notable increase in topics related to global awareness—especially ecological value awareness—in CATTI Level II tests over the past decade. This

trend demonstrates a shift from purely linguistic assessment to the integration of broader, globally relevant knowledge domains. Therefore, future translation textbook development should actively incorporate thematic units on global challenges such as biodiversity conservation, climate governance, sustainable development, cultural pluralism, and international cooperation. Doing so not only aligns with the testing orientation but also enriches students' socio-cultural knowledge structures, encouraging them to approach translation as a meaning-making process situated within global contexts. In addition, textbook authors should embed multimodal materials—such as policy documents, international reports, media discourse, and multilingual ecological narratives—to train students in navigating complex, real-world translation scenarios.

At the same time, university translation pedagogy should maintain theoretical and practical consistency with CATTI's evaluative orientation. Although the four dimensions of global awareness—cultural diversity, ecological values, global citizenship, and international engagement—are reflected in examination topics, their full educational potential can only be realized through systematic classroom instruction. Teachers play a central role in mediating this process. Therefore, translation instructors must cultivate their own global awareness literacy, updating their knowledge of global issues, international discourse trends, and cross-cultural communication practices. Through carefully designed learning activities—such as comparative discourse analysis, international news translation, ecological-text translation workshops, and cross-cultural case studies—teachers can help students build a dynamic connection between translation techniques and global realities.

Moreover, adopting diversified pedagogical strategies can significantly enhance students' engagement and practical competence. For example, case-based instruction enables students to examine how international institutions communicate in multilingual contexts; simulation-based training allows them to experience authentic translation tasks involving sustainability, diplomacy, or global governance; and project-based learning encourages students to collaborate on extended translation tasks with real-world relevance, such as translating environmental reports or international cooperation documents.

In recent years, the integration of digital tools into translation education has created new opportunities for innovation. Digital resources—including Large Language Models (LLMs), machine translation engines, Virtual Reality (VR), Augmented Reality (AR), and interactive online corpora—can effectively complement traditional teaching methods and substantially enhance learning outcomes. As Feng Yuhuan (2023) observes, such technologies not only expand the scope of accessible knowledge but also reshape classroom dynamics by enabling personalized learning and higher-order thinking. LLMs, for instance, can assist students in analyzing stylistic differences across texts, exploring alternative translation options, and understanding terminological patterns in specialized global discourses. VR and AR technologies can simulate multilingual environments—such as international conferences, ecological field sites, or cross-cultural negotiation scenarios—thereby helping students engage more deeply with the contextual demands of translation tasks. These technologies foster

experiential learning and allow students to develop an intuitive understanding of global issues through immersive interaction.

In addition, the integration of technology encourages students to adopt reflective and critical attitudes toward translation practice. When prompted to compare their translations with LLM-generated outputs, students must analyze differences in lexical choice, structural preference, cultural adaptation, and ethical considerations. Such reflective evaluation not only enhances metacognitive skills but also strengthens students' ability to make informed decisions under conditions of linguistic and contextual complexity—a competence highly aligned with the demands of contemporary translation assessment.

Overall, establishing a synergistic relationship among the CATTI examination, translation textbooks, and classroom teaching ensures that translation education evolves in step with global trends and professional expectations. Aligning textbook content with examination themes and enhancing pedagogical strategies through digital innovation will not only support students' success in the CATTI examination but also contribute to cultivating globally competent translators equipped for the challenges of the 21st century.

4. Conclusion

Employing a research approach grounded in Large Language Models (LLMs), this study systematically examined the CATTI Level II written translation test papers from 2014 to 2023, covering a full decade of examination data. The analysis demonstrates that the CATTI Level II examination has exhibited a clear and consistent orientation toward the cultivation of global awareness. This orientation is manifested through the thematic selection, textual genres, and discourse types incorporated into the test papers, which extend far beyond conventional language proficiency assessment. The exam designers intentionally embed issues related to cultural diversity, ecological sustainability, global citizenship, and international cooperation, thereby reflecting an evolving understanding of the competencies required of translators in a rapidly globalizing world.

The findings indicate that through these carefully constructed test items, the examination assesses not merely candidates' bilingual conversion skills, but also their capacity for cross-cultural interpretation, critical thinking, and contextual judgment. As global mobility and transnational communication intensify, translators are increasingly expected to demonstrate intercultural sensitivity, an awareness of global responsibilities, and the ability to interpret and mediate international affairs. The CATTI Level II examination, by integrating these dimensions, effectively mirrors such professional demands and promotes a more holistic conception of translation competence.

By summarizing the proportional distribution of the four dimensions of global awareness and identifying the longitudinal trends in test design, this study further argues that the test orientation is systematically aligned with the broader national strategy of cultivating globally competent language professionals. The steady emphasis on ecological value awareness, for example, echoes the heightened

attention to sustainability and global ecological governance in contemporary discourse. Similarly, the inclusion of international cooperation and global citizenship themes resonates with China's increasing participation in global governance and international dialogue.

Overall, the CATTI Level II test aligns closely with the requirements of its examination syllabus and plays an indispensable role in fostering candidates' global awareness. It not only evaluates linguistic skills but also bridges language proficiency with global vision, ethical responsibility, and intercultural communicative competence. In doing so, the test contributes to the development of translation professionals capable of engaging meaningfully in cross-cultural communication and international collaboration. Such an examination orientation provides important reference points for future developments in translation testing, curriculum design, and translator education, offering insights that may inform both pedagogical practice and the ongoing reform of translation assessment in the era of artificial intelligence and global interconnectedness.

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