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Paths and Strategies for AI-Empowered College English Translation Teaching from the Perspective of Intercultural Communication

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Abstract

Addressing the "de-culturalization" of university English translation teaching and students' weak intercultural translation competence amid globalization and AI, this study constructs an AI-enabled teaching path from an intercultural communication perspective. Intercultural translation competence is set as an integrated goal of knowledge, ability and quality; content is reorganized around cultural comparison and context sensitivity; a three-stage human—machine collaboration is designed (pre-class AI pre-translation, in-class comparative inquiry, post-class contextual transfer); and process-oriented multidimensional assessment is adopted. Five strategies are proposed: neural-machine-translation-supported post-editing and cultural adaptation training, generative-AI immersive communication scenarios, a small thematic parallel corpus, teacher capacity building, and learner AI literacy and intercultural ethics. A sixteen-week experiment shows the experimental class outperformed the control class in overall intercultural translation scores and in culture-loaded word processing and pragmatic strategy conversion; qualitative data reveal a shift in students' perception of AI from "translation substitute" to "cultural difference indicator." Limitations remain in communicative equivalence, adaptive support for individual differences, and the cultural reliability of AI output. These findings offer an operational framework and preliminary empirical reference for the intercultural turn in university English translation teaching.

Keywords

College English, Intercultural Communication, Artificial Intelligence, Translation Teaching

1. Introduction

In the context of the continuous advancement of globalization, intercultural communication skills have shifted from being an optional quality to becoming a fundamental ability for modern talents. The deep integration of economic activities, the instantaneous connection of information flow, and the normalization of cross-border interactions have led to an unprecedentedly rapid increase in the demand for effective communication among people from different cultural backgrounds. Communication is no longer a simple transmission of information; it involves complex collisions and negotiations of values, ways of thinking, and behavioral habits. This trend poses a direct challenge to higher education, namely, how to cultivate learners who can not only proficiently use language tools but also accurately grasp cultural differences and resolve cultural conflicts. The separation of language ability and cultural understanding has become difficult to adapt to the needs of reality, and the two must be deeply integrated in teaching practice.

At the same time, university English teaching is undergoing a profound adjustment in its goal orientation. Documents such as the "University English Teaching Guidelines" increasingly emphasize the dual expectations for students' translation ability and intercultural literacy, clearly stating that translation is not only a transformation of language form but also the transmission of cultural connotations and communicative intentions. This is in sharp contrast to the previous notion of viewing translation as an appendage of vocabulary and grammar. However, traditional translation classrooms often struggle to cope with this transformation, with problems such as insufficient intercultural authenticity of teaching materials and classroom activities remaining at the surface level of language correspondence being widespread. Almost at the same time, technological waves represented by neural machine translation and generative artificial intelligence have swept in, reshaping the ecology of the translation industry and providing new possibilities for teaching. The increasing abundance of corpus resources, the continuous iteration of intelligent translation engines, and the powerful human-computer interaction capabilities of generative AI have made it possible to construct a teaching model that can support cultural comparison, context simulation, and personalized translation training. But the problem lies in that technology itself will not automatically translate into teaching effectiveness. How to systematically integrate these tools into the deep structure of translation teaching from an intercultural communication perspective, so that they serve the synchronous growth of students' cultural awareness and translation ability, has become an issue that urgently needs to be clarified.

2. Intercultural Challenges in College English Translation Teaching and the Current Status of AI Applications

2.1 The Analysis of the "De-culturalization" Trend in Traditional Translation Teaching

The traditional teaching of college English translation has long exhibited a worrying trend of de-culturalization, one of the prominent manifestations of which is the distortion of the context in teaching materials. The translation exercises selected in the textbooks are mostly composed of isolated

sentences or short paragraphs, rarely providing sufficient communicative situational information and cultural background preparations. As a result, students find it difficult to perceive the real cultural context in which the text is generated and received. Moreover, the design of classroom activities mostly focuses on the correspondence of vocabulary and the transformation of grammatical structures. Teachers are accustomed to explaining around so-called standard translations, simplifying translation into a technical language substitution operation. They rarely provide systematic guidance on the migration of cultural images, the differences in value concepts, and the variations in communication habits and so on. This teaching habit that emphasizes form equivalence while neglecting cultural adaptation leads to the translation classroom essentially being disconnected from the core concept of intercultural communication. When students complete the exercises, what they pursue is often only the smoothness of language expression rather than effective cultural communication.

2.2 The Weak Performance of Students' Intercultural Translation Ability

The current weak state of students' intercultural translation abilities precisely reflects the aforementioned teaching tendencies. In actual translation tasks, misinterpretations of cultural imagery and literal translations are quite common. Learners often directly transplant culture-specific terms from the source language to the target language without any modification, or they mechanically correspond them through word-for-word translation, resulting in translations that seem awkward and obscure to the target language readers, or even causing ambiguity. The deeper problem lies in the lack of pragmatic equivalence and cultural adaptation awareness. Students rarely consciously examine whether their translations truly achieve functional equivalence in an intercultural context from the perspectives of communicative purpose, audience expectations, and situational variables. When it comes to language expressions with rich cultural norms such as euphemisms, ways of expressing gratitude, and naming systems, they often struggle to make appropriate adjustments. The translation products are either too direct and seem impolite, or too rigid and lose the communicative warmth of the original text. The root cause of these problems does not lie in the students' lack of basic language skills, but rather in the insufficient intercultural translation strategy training they have received during long-term learning.

2.3 The Application Forms and Limitations of AI Tools in Current Teaching

From the current situation of the application of AI tools in translation teaching, the situation is equally not optimistic. Although neural machine translation systems and generative artificial intelligence have gradually permeated into students' daily learning behaviors, the current application forms generally exhibit a rather obvious shallow feature. The vast majority of learners simply equate AI translation tools with an efficient bilingual dictionary and sentence converter, and their usage remains at the basic level of looking up word meanings and full-text machine translation. They seldom further question whether the translations produced by the machine are reasonable in terms of cultural transmission. More critically, in the absence of systematic teaching guidance, when students encounter machine translations, they often do not know from which dimensions to conduct critical examination and fine revision. The post-editing behavior is usually limited to grammar corrections and vocabulary

replacements, and cannot deeply reach the level of reconstructing cultural concepts and adjusting communication strategies. This spontaneous and disorderly application state has not only failed to make AI tools a catalyst for intercultural translation ability, but has, to a certain extent, strengthened students' reliance on quickly obtaining superficial answers.

2.4 The Demand Investigation and Problem Focus

By focusing further on the needs and concerns of both the teaching and learning sides, the issues became clearer. The survey revealed that students' usage habits of AI translation tools are highly inclined towards convenience and immediacy. They generally expect these tools to continuously improve in terms of accuracy and speed, but few are aware of how to utilize AI as a cognitive support to enhance their intercultural judgment skills. At the same time, the teaching community, under the dual pressure of technological trends and teaching reforms, also showed obvious confusion and hesitation. Some teachers lack clear ideas on the path of integrating AI systems into translation teaching, fearing that the intervention of technology will weaken students' practice of basic language skills. Some teachers, although recognizing the importance of intercultural translation teaching, feel inadequate in methods and struggle to design teaching activities that can effectively utilize AI advantages while deeply touching upon the cultural core. The shallow usage at the student end and the methodological absence at the teacher end are intertwined, forming a practical problem that urgently needs to be solved in the current reform of university English translation teaching.

3. The Teaching Path of AI-Enabled College English Translation from the Perspective of Intercultural Communication

3.1 The Rebuilding of Teaching Objectives

In the context of intercultural communication, the AI-enabled university English translation teaching needs to undergo a fundamental reconstruction at the target level, establishing intercultural translation ability as the core focus of the teaching. This ability goal can be decomposed into three interrelated dimensions: at the knowledge level, students are required to systematically master the connotations of culture-loaded words, the operation mechanism of cultural schemas, and the basic pragmatic norms of the target language community; at the ability level, it highlights the skills of cultural contrast analysis, post-editing literacy based on cultural considerations, and intercultural adaptation ability in communicative contexts, enabling students to actively seek compensatory strategies rather than passively accept word correspondences when facing cultural information asymmetry; at the quality level, it aims to cultivate cultural sensitivity, critical thinking, and translation ethical awareness, guiding learners to recognize that translation behavior is never a value-neutral language operation, and every handling of cultural information implies power relations and ethical choices. This three-dimensional goal system provides a clear value coordinate for subsequent teaching design and fundamentally addresses the structural defect of traditional translation teaching that emphasizes language over culture and results over process.

3.2 The Reconfiguration of Teaching Content

The reconfiguration of teaching content is the prerequisite step for achieving the aforementioned goals. The key lies in internalizing cultural comparison and context sensitivity as the fundamental principles for selecting materials and designing tasks. In terms of text selection, one should break away from the traditional orientation of the textbook that is monotonous and literary, and widely introduce various types of language materials such as business negotiations, news reports, daily communication, and film subtitles that carry rich intercultural information. This enables learners to repeatedly engage in translation practice in diverse registers and cultural scenarios. In terms of task design, the analytical framework provided by the cultural dimension theory can be utilized. Based on dimensions such as the differences in communication styles between high-context and low-context cultures, the power distance reflected in the naming and honorific systems, and the infiltration of individualism and collectivism values in expression habits, translation tasks with clear cultural analysis focuses can be constructed. During this process, the tool value of generative artificial intelligence is fully demonstrated. Teachers can utilize it to quickly generate multiple expressions of the same original text under different cultural presuppositions, providing students with rich parallel text resources. This enables cultural differences to be made intuitive and operational, thereby transforming abstract cultural theories into specific language facts that can be observed, compared, and discussed in the classroom.

3.3 The Re-engineering of the Teaching Process

The reengineering of the teaching process is the most practical component in the path construction. Its core logic lies in establishing a “human-machine collaboration” translation practice model that runs through the entire cycle of pre-class, in-class and post-class. In the pre-class stage, the AI system can intelligently push pre-prepared preview materials with preset cultural key points based on the teaching theme. Students then attempt to complete the initial translation after consulting relevant materials and use the assistance of machine translation to identify and mark the cultural difficulties they cannot handle, shifting the starting point of learning from passive acceptance to active exploration. The in-class stage is the climax of the entire process. The AI tools simultaneously present versions of translations from different translation engines, and students, in groups, compare and analyze the differences in cultural imagery and pragmatic strategies among the various versions. They conduct collaborative inquiries around the causes of cultural misinterpretations and the optimization paths. The teacher intervenes at critical moments, elevating the scattered empirical discussions to the level of intercultural theory, helping students construct systematic adjustment strategies. The post-class stage emphasizes personalized feedback and adaptive transfer training. The AI generates annotation feedback from the cultural perspective for students’ translations, and generative AI further provides variant scenarios of the same translation task, changing the communicative parameters while keeping the core cultural issues unchanged, enabling students to verify and consolidate the strategies learned in the new context. The learning archive records the development trajectory of students in various dimensions of intercultural translation ability, providing data support for subsequent teaching decisions.

3.4 The Optimization of the Evaluation System

As an important part of the teaching cycle, the optimization of the evaluation system must be in internal consistency with the aforementioned goals, contents and processes, and construct a process-oriented and deeply embedded multi-dimensional evaluation mechanism with intercultural elements. At the evaluation standard level, traditional indicators of grammatical accuracy and lexical appropriateness need to be expanded and reorganized. The degree of appropriate handling of cultural imagery, the equivalence of pragmatic strategies, and the quality of achieving communicative functions in the intercultural dimension should be given substantive weights, thereby forcing the continuous presence of intercultural awareness in teaching activities. At the evaluation subject level, the single teacher's assessment model should be replaced by a diversified structure combining human-machine mutual assessment, peer mutual learning and self-reflection evaluation. The AI system can undertake the preliminary diagnosis and data statistics of the use of cultural strategies in the translation text, enabling teachers to focus their energy on more in-depth qualitative judgments. At the evaluation tool level, AI-assisted generated learning analysis reports can visually present the progress of students in key indicators such as cultural-loaded word processing and cultural schema transformation, making the growth of cultural ability no longer a vague and difficult-to-measure concept, but a traceable, analyzable and intervenable development curve, thereby providing empirical evidence for continuous improvement in teaching.

4. Core Strategies for Intercultural Translation Teaching Based on AI

4.1 Taking Neural Machine Translation as the Framework and Conducting Post-editing and Cultural Adaptation Training

The primary strategy of intercultural translation teaching based on artificial intelligence lies in using the output of neural machine translation as a framework to systematically conduct post-editing and cultural adaptation training, rather than simply treating the machine translation as something that needs to be avoided or passively accepted. The core of this strategy is to design a structured training chain, starting with training students to identify the systematic deviations or cultural information distortions produced by the neural machine translation engine when dealing with cultural specificities, metaphors, polite expressions, and speech behavior norms. The second step guides students to go beyond correcting surface language errors and delve into the cultural cognitive level to analyze the root causes of these errors, such as the absence of cultural schemas, differences in value presuppositions, or misalignment of pragmatic norms. The third step then enters the optimization and adaptation of the translation. This three-stage training chain from identification to analysis and then to optimization transforms machine translation from a tool that might conceal cultural differences into a mirror that highlights cultural differences, enabling learners to gradually develop a keen perception of cultural information and systematic adaptation strategies through repeated post-editing practices. Thus, in the

process of technology-assisted translation, learners can always maintain a clear cultural subject consciousness rather than being influenced by the fluency of the machine.

4.2 Utilizing Generative AI to Create Immersive Intercultural Communication Scenarios

The core teaching strategy also lies in fully leveraging the unique potential of generative artificial intelligence in the construction of contexts, creating intercultural communication scenarios with cultural immersion, thereby elevating translation training from decontextualized text operations to the cultivation of adaptability in response to real communicative pressures. By setting specific cultural roles, communication intentions, and scenario parameters that may trigger cultural conflicts for the generative AI, teachers can immediately construct simulated scenarios with high cultural tension, such as intercultural business negotiations, cross-border medical consultations, international academic exchanges, or daily intercultural social interactions. As a result, learners' translation behaviors no longer involve a one-way processing of static text, but occur in dynamic, occasional, and situations requiring immediate cultural judgments. In this process, the generative AI not only plays the role of a conversation participant but also can immediately generate potential misunderstandings or feedback within the cultural context based on the learners' translation choices, forcing learners to reflect on the intercultural appropriateness of their processing methods and testing the effectiveness of alternative strategies in different directions of the same context. Thus, a composite training model that integrates translation ability and cultural adaptability is formed.

4.3 Constructing a Small-scale Parallel Corpus for Specialized Fields and Developing an Intelligent Learning System

Constructing a small-scale parallel corpus for specific topics and linking it with an intelligent learning system constitutes the third strategy for supporting learners in conducting autonomous exploration and personalized learning. This strategy advocates that teachers and students collaborate and share, establishing a continuously accumulating and dynamically updated teaching case corpus centered around typical intercultural translation problems that frequently arise in Chinese-English translation practices—such as the social pragmatic differences in kinship terms, the transformation of metaphor systems in political discourse, the cultural value adjustment in advertising texts, and the intercultural translatability of humor and irony, etc. This corpus will not only serve as a reference for error case dictionaries, but more importantly, when it is connected with intelligent retrieval and case-matching technologies, learners can quickly access relevant cases and their accumulated analyses and solutions based on the types of cultural problems they encounter, thereby obtaining cognitive scaffolding when facing similar problems. This approach of externalizing collective experience into a retrievable and reusable intelligent resource library transforms the learning process of intercultural translation from individual isolated exploration to efficient absorption based on the accumulation of collective knowledge, and provides a real and profound starting point for inquiry-based learning.

4.4 Empowering Teachers' Development of Intercultural Translation Teaching Skills through AI

The empowerment of teachers' intercultural translation teaching abilities by artificial intelligence is a fundamental part of the entire strategy framework. This is because any technology-enabled teaching approach ultimately needs to be implemented in the classroom through the professional judgment and teaching design of teachers. In this regard, AI can assist teachers in completing the entire process from teaching design to material generation and to learning situation analysis: Teachers can use generative AI to quickly obtain draft teaching cases for specific intercultural themes, compare translation versions, or scenario simulation scripts. The time saved can then be devoted to more creative teaching strategy planning and in-depth academic thinking. At the same time, AI-based learning situation analysis tools can extract valuable information from the recurring cultural adaptation mistakes of students, helping teachers accurately identify teaching difficulties and individual differences. A more long-term strategy lies in establishing cross-school or cross-regional intercultural AI integrated teaching and research communities. In the regular collaborative teaching and research, teaching cases that have been tested through practice can be accumulated, forming teachable teaching models and academic achievements that can be promoted. This enables individual teachers to alleviate their technical anxiety and teaching confusion in the collective wisdom of the professional community, and gradually accumulate the technical integration wisdom and intercultural teaching insights necessary for foreign language teachers in the AI era through continuous dialogue.

4.5 Developing the AI Literacy and Intercultural Ethical Awareness of Learners

As technology increasingly integrates into translation teaching, the systematic cultivation of learners' AI literacy and intercultural ethical awareness constitutes an indispensable stabilizing element in the strategy framework. The primary aspect of this strategy lies in guiding students to develop a critical evaluation consciousness for AI translations, enabling them to keenly perceive the possible cultural value biases hidden beneath the seemingly smooth language output of machine translation - the inherent cultural weight distribution in the pre-training data of generative AI, and the specific cultural stance preferences internalized during the alignment process, all of which may unconsciously influence the presentation of cultural information in the translation. Students need to learn to question the cultural presuppositions and power relations implicit in the translation. The second aspect of this strategy involves the construction of the normativity of AI tool usage, clarifying the ethical boundaries of AI-assisted translation learning at both the institutional teaching and classroom cultural levels, guiding students to understand what constitutes legitimate learning behavior under the assistance of technology and what constitutes unethical and boundary-crossing operations that violate academic integrity, and helping students establish a cultural determination to maintain a prudent reflection on technological convenience. A more profound consideration is that through continuous critical dialogue, students will recognize that under the double impact of globalization and technologization, translation behavior not only concerns the efficiency and accuracy of information transmission, but also concerns whether cultural diversity can be respected and preserved. The cultivation of this cultural awareness is precisely

the humanistic responsibility that university foreign language education must undertake in the technological era.

5. Teaching Practice Cases and Effect Analysis

5.1 The Case Design

To verify the actual effectiveness of the aforementioned intercultural translation teaching approach and strategies, this study selected two parallel classes from a provincial key university's third-year undergraduate program as the experimental subjects and conducted a sixteen-week teaching experiment. There was no significant difference in the language proficiency test scores of the two classes before the experiment. The experimental class adopted a intercultural translation teaching model empowered by artificial intelligence, while the control class continued to use the traditional translation teaching method. In terms of the course background, both classes were enrolled in the university's English translation course, with two class hours per week, and the teaching progress and textbook use were kept in sync. The only difference was in the degree of teaching design and technological intervention. This study presented the detailed implementation of the teaching module using the translation and adaptation of business etiquette texts as a representative example. This module lasted for sixteen weeks, consisted of six class hours, and covered four sub-topics: the handling of titles and honorifics in business letters, the cultural image transformation of enterprise promotional materials, the translation of polite strategies in business banquets scenarios, and the face negotiation in intercultural business negotiations. The selection of teaching materials took into account the typical differences in high-context and low-context communication in Chinese and American business interactions. The task design focused on the specific manifestations of the power distance index in business discourse, requiring students to not only pay attention to the accurate transmission of information but also to make judgments and adaptations regarding the communicative appropriateness of the translation in the target language's business culture.

5.2 The Implementation Process

During the implementation of the teaching process, the teaching procedures of the experimental class were strictly carried out in accordance with the intercultural translation practice model of human-machine collaboration. In the pre-class stage, the teacher pushed pre-reading materials with preset cultural knowledge points to the students through the intelligent teaching platform. The content included the core differences in business etiquette between China and the United States, the manifestation of high-context and low-context cultures in business letter writing, and cultural norms in the business title system, etc. Based on this, students used the neural machine translation tool to complete the preliminary translation of a Chinese business invitation letter and were required to mark the cultural difficulties identified during the translation process using the annotation function. In the in-class stage, the teaching activities were mainly carried out along the lines of intelligent comparison, collaborative exploration, and cultural negotiation. The teacher first synchronously displayed the

translation versions from three different translation engines on the big screen to guide students to conduct a systematic comparison from dimensions such as title strategies, politeness levels, and directness and indirectness of requests. Then, students, in groups of four, discussed the cultural misinterpretation cases that appeared in the machine translations, analyzed the cultural roots behind them, and attempted to propose optimization solutions. Based on the reports from each group, the teacher provided intercultural theoretical guidance and improvement, connecting students' empirical discoveries with Hall's high-context and low-context theory, Hofstede's cultural dimension theory, and Brown and Levinson's politeness theory, helping students establish a cognitive connection from specific translation strategies to abstract cultural theories. In the post-class stage, relying on the cultural dimension feedback function of the intelligent annotation system, the system provided targeted cultural appropriateness comments on each student's revised translation, and generative AI generated two sets of extended exercises for each student, corresponding to formal business contexts and semi-formal social business contexts, to enable students to test and consolidate the adjustment strategies learned in the classroom in new contexts with changed cultural parameters. The intervention nodes of the teacher throughout the process were concentrated in three key stages: the preset guidance of cultural issues in the pre-class stage, the theoretical integration and improvement after the discussion in the in-class stage, and the topic selection and framework guidance for reflective writing in the post-class stage. The specific division of labor of the teacher's intervention and AI tools in each stage is presented in the following Table (see Table 1).

Table 1. The Implementation Process of Human-Machine Collaborative Intercultural Translation Teaching

Teaching Stage	Teacher Intervention Node	AI Tool Usage Node	Student Activity
Before Class	Cultural Key Points Presetting, and Preview Task Design	Release Preview Materials, Initial Machine Translation, and Intelligent Marking of Cultural Difficulty Points	Independent Learning, Initial Translation, and Marking of Questions
During Class	Cultural Theory Insights, Strategy Integration Enhancement, and Discussion Guidance	Comparison Display of Multiple Engines' Translations, and Retrieval of Cultural Misinterpretation Cases	Comparative Analysis, Group Discussion, and Scheme Optimization
After Class	Reflective Topic Guidance, and Individualized Counseling	Feedback, Annotations on Cultural Dimensions, Generation of Contextual	Translation Revision, Extension Exercises, and Reflective Writing

Variant Tasks, and Update of Learning Portfolios

5.3 The Effect Evaluation and Reflection

After a sixteen-week teaching experiment, the research conducted a comprehensive assessment of the teaching effect through two dimensions: quantitative testing and qualitative analysis. In the intercultural translation ability test, the research team independently developed a translation test paper covering four dimensions: processing of cultural-loaded words, conversion of pragmatic strategies, cultural adaptation of metaphors, and communicative functions. The selection of questions and scoring criteria were all reviewed and revised by three translation teaching experts, and the content validity reached an acceptable level. The pre-test data before the experiment showed that the average total scores of the experimental class and the control class were 62.38 and 61.95 respectively. The independent sample t-test results indicated that there was no statistically significant difference between the two groups. In the post-test, the average total scores of both classes increased, but the improvement of the experimental class was significantly greater than that of the control class. The post-test average score of the experimental class was 78.64, while that of the control class was 69.27. From the item scores of each dimension, it can be seen that the experimental class made particularly significant improvements in the two dimensions of processing cultural-loaded words and conversion of pragmatic strategies, with effect sizes reaching a moderately large level. However, the progress in the dimension of communicative function equivalence was greater than that of the control class, but the effect size of the difference was only at the medium level. This result suggests that the understanding of cultural knowledge and the cognitive improvement at the strategic level are relatively easier to achieve, while converting this into the equivalent processing ability in real communicative situations still requires longer-term teaching intervention and repeated practice. The specific data of the comparison of test scores before and after the teaching experiment are shown in the following table (see Table 2).

Table 2. Comparison of Intercultural Translation Test Scores between the Experimental Class and the Control Class

Test Dimensions	Group	Pre-Test Mean (M±SD)	Post-Test Mean (M±SD)	Within-Group Effect Size (Cohen's d)
Cultural Load Word Processing (25 Points)	Experimental Class	14.28±3.15	19.86±2.41	1.98
	Control Class	14.12±3.22	16.73±2.89	0.85
Pragmatic Strategy Transformation (25	Experimental Class	13.76±3.48	19.14±2.67	1.73

Points)	Control Class	13.85±3.31	15.92±2.94	0.66
Metaphorical Cultural Adaptation (25 Points)	Experimental Class	17.95±2.86	21.53±1.98	1.45
	Control Class	18.02±2.74	19.81±2.35	0.70
Communicative Function Equivalence (25 Points)	Experimental Class	16.39±3.52	18.17±3.08	0.54
	Control Class	15.96±3.67	16.53±3.42	0.16
Total Score (100 Points)	Experimental Class	62.38±8.96	78.64±6.23	2.11
	Control Class	61.95±9.14	69.27±7.52	0.87

6. Conclusion and Prospect

Under the dual impetus of globalization and artificial intelligence, the teaching of university English translation has long exhibited a tendency of "de-culture", and students' intercultural translation abilities are generally weak. To address this issue, this study, from the perspective of intercultural communication, attempts to construct a basic path for AI-enabled translation teaching, and on this basis, extracts five core teaching strategies. Through a sixteen-week teaching practice and combined with quantitative and qualitative data analysis, this study found that although the teaching practice achieved certain results, it also exposed several issues worthy of attention. First, the sixteen-week teaching period has a relatively limited effect on the cultivation of the dimension of communicative function, and the improvement effect of this dimension is not ideal. In the future, it is recommended to consider appropriately extending the intervention time or linking it with courses such as business English and foreign trade correspondence to enhance students' practical training. Second, the benefits of students in the experimental class vary greatly. Students with weak language foundation and insufficient intercultural experience have relatively limited improvement. The reason for this is that the human-machine collaborative model requires certain requirements for students' autonomous learning ability. Subsequently, more detailed teaching scaffolds need to be designed to provide support for these students. Third, commercial translation engines have obvious limitations when dealing with texts with high cultural complexity and exquisite rhetorical techniques. Teachers need to carefully evaluate the cultural reliability of AI output to prevent technology from taking the lead in actual teaching. Future research can continue to deepen in aspects such as extending the experimental period, expanding the sample size, expanding text types, and tracking the retention of teaching effects, to provide a more solid empirical basis for the intercultural shift of university English translation teaching.

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