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Curriculum Reform of Translation in the AI Era: Responding to Students' Professional Identity Crisis

Yang Yuan*
School of Culture and Education, Tianfu College of Southwestern University of Finance and Economics, Mianyang, Sichuan, China
***Corresponding author, E-mail: yangyuan@tf-swufe.edu.cn**

Abstract:
In the AI era, translation students face a professional identity crisis due to AI's extensive application in translation. This paper analyzes the impact of AI on the translation profession, the causes of students' professional identity crisis, and proposes curriculum reform strategies in course design, teaching methods, and practical training to help students rebuild their professional identity, enhance their professional literacy, and meet the demands of the translation industry in the AI era.

Keywords:
Translation Curriculum, AI Era, Professional Identity Crisis, Curriculum Reform

1.Introduction

In the digital and intelligent age, AI is transforming various industries, including translation. Machine translation has significantly improved translation efficiency and quality, yet it has also raised concerns about the future of the translation profession. Translation students, as future professionals, are challenged by a professional identity crisis, doubting their career prospects, the value of their major, and their employment direction. Thus, how translation curricula respond to students' professional identity crisis in the AI era is an urgent issue to address.

2.Materials and Methods

This research combines literature review and case analysis to explore the causes of professional identity crisis among translation students in the AI era and strategies for curriculum reform.

2.1 Research Design

This study aims to analyze AI's impact on translation students' professional identity and propose relevant curriculum reforms. The research questions are: How does AI affect the translation profession? What are the roots of students' professional identity crisis? How can curriculum reform help students rebuild their profes-

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sional identity?

2.2 Research Methods

Literature Review. We collected and analyzed numerous academic works on AI's application in translation, translation education reform, and student professional development from journals, conference proceedings, and books. Using keyword searches and a snowballing method, we ensured the comprehensiveness and relevance of the literature.

Data Collection and Analysis. We used mixed methods for data collection and analysis. Qualitative data came from interviews with translation students, teachers, and industry experts about their views on AI's impact and curriculum reform. Quantitative data was gathered via questionnaires to assess students' professional identity and curriculum satisfaction.

3.Results and Discussion

3.1 AI's Impact on the Translation Profession

Machine translation has evolved from rule-based to statistical-based, and now to neural network-based translation. Its development shows the following trends: improved translation quality with better understanding of context and language habits; expanded application scenarios covering text, voice, and image translation; and integration with other AI technologies like natural language processing and speech recognition to form smarter translation solutions. AI's rapid development has strongly impacted the translation industry and profession.

Firstly, the job market has changed. Basic, repetitive translation work is being replaced by machines, altering the labor demand structure. While literary and high-end business translation still need human involvement, simple document and daily communication translation can be mostly handled by machine translation, reducing employment opportunities and increasing competition.

Secondly, the role of translators has transformed. Translators are no longer just language converters but also editors and optimizers of machine translation results. They need to assess machine translation output, correct errors, and refine texts using human language wisdom and cultural understanding. Additionally, translators must collaborate with machine translation systems in pre-processing, post-editing, etc., to enhance translation efficiency and quality.

Thirdly, the requirements for professional capabilities have risen. Besides traditional language, translation skills, and cross-cultural communication abilities, translators need AI literacy, understanding of machine translation principles and applications, proficiency in translation technology tools like translation memory and terminology management tools, critical thinking to evaluate machine translation results, and good communication, teamwork, and innovation skills to adapt to complex translation environments.

3. 2 Causes of Translation Students' Professional Identity Crisis

3.2.1 Misunderstanding and Fear of AI Technology

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Some students misunderstand AI technology, viewing it as a threat to their profession. They fear machine translation will eliminate the translation profession, stemming from a one-sided understanding of AI technology trends and translation industry changes.

3.2.2 Disconnection Between Curriculum Design and Market Demand

Traditional translation curricula focus on language knowledge and translation skills but neglect translation technology, cross-cultural communication, and professional literacy. This disconnection between what students learn and what the job market demands leaves them confused and helpless when choosing a career.

3.2.3 Uncertainty of Professional Prospects

The widespread use of machine translation has changed the employment market, leaving students worried about their future prospects. They are uncertain about their major's competitiveness and the types of translation work they can pursue, shaking their professional identity.

3.2.4 Social Perception and Professional Prejudice

In some social views, translation is seen as a simple, low-threshold job easily replaced by machines. This social perception and professional prejudice affect students' professional identity, making them doubt their major and career path.

3.3 Strategies for Translation Curriculum to Respond to Students' Professional Identity Crisis

3.3.1 Reform of Educational Teaching

Curriculum Reform

Firstly, actively promote curriculum reform. Add courses related to translation technology in the translation curriculum system, such as "Machine Translation Principles and Applications," "Translation Memory Tool Usage," and "Terminology Management." Through these courses, students can understand the application status and development trends of AI technology in the translation field, master the usage methods of translation technology tools, and enhance their acceptance and application ability of translation technology. Strengthen cross-cultural communication courses. Cross-cultural communication ability is one of the core abilities of the translation profession. In the AI era, translation work not only involves language conversion but also requires a deep understanding of language habits and cultural connotations in different cultural backgrounds. Therefore, translation courses should strengthen the teaching of cross-cultural communication courses through case analysis, cultural comparison, field trips, etc., to cultivate students' cross-cultural communication ability and cultural sensitivity. Open professional quality courses. Professional quality is an important foundation for students to adapt to future professional development. Translation courses should open professional quality courses, including professional ethics education, career planning guidance, career psychological adjustment, etc. Through these courses, help students establish a correct professional concept, enhance their professional identity and sense of responsibility, and improve their professional psychological quality and ability to cope. Build a diversified curriculum system. In addition to traditional language courses and translation skills cours-

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es, translation courses should build a diversified curriculum system, increasing interdisciplinary courses such as literature, history, philosophy, and technology. By studying interdisciplinary courses, broaden students' knowledge base, improve their comprehensive quality and innovation ability, and provide a broader space for their professional development.

Innovation of Teaching Methods

Secondly, innovate and reform teaching methods. Adopt project-based teaching methods, integrating translation courses with real translation projects. Teachers can cooperate with enterprises to introduce real translation projects, allowing students to participate in the entire process of the project, including project planning, translation, proofreading, and review. Through project-based teaching, students can apply the theoretical knowledge they have learned to actual work, improving their practical ability and professional quality, and also enhancing their 认同感 of the translation profession. Implement case-based teaching methods. Introduce case-based teaching methods in translation teaching, analyzing real translation cases to help students understand the actual operation process and common problems of translation work. Teachers can select representative translation cases, such as literary, business, and technical translation cases, guiding students in discussion and analysis to cultivate their critical thinking and problem-solving abilities. Online and offline blended teaching. Use modern information technology to conduct blended teaching online and offline. Online, teachers can release teaching resources, assign homework, and organize discussions through online platforms; offline, teachers can provide face-to-face explanations, answers, and guidance. Through blended teaching, improve teaching efficiency and quality, and meet students' diverse learning needs. Encourage cooperative learning methods. Cultivate students' teamwork and communication skills through group discussions, team projects, etc. In the cooperative learning process, students can learn from each other, inspire each other, and solve problems together, improving learning effectiveness. Cooperative learning also helps enhance students' professional identity as they can experience the importance of teamwork in translation work.

Strengthening the Practical Training Phase

strengthen the practical training phase. Enhance the construction of internship bases and establish stable partnerships with translation enterprises to provide students with more internship opportunities. During internships, students can gain practical experience, combine theory with practice, enhance their practical abilities and professional literacy, and strengthen their sense of identity of the translation profession. Design a variety of practical projects, including on-campus and off-campus ones. On-campus projects can include translation competitions, workshops, and labs; off-campus ones can involve enterprise internships, social practice, and volunteer translation. These projects help students develop in different environments, boosting their quality and competitiveness. Establish a practical guidance and feedback mechanism. Teachers should regularly visit internship bases to monitor students' progress and performance, offering timely guidance. They should also organize students to reflect on their practical experiences through reports and case analyses, helping them improve their practical abilities and professional literacy.

Strengthen career planning and psychological counseling. Provide students with career planning guidance to help them clarify their career goals and development paths. Teachers can develop personalized career plans based on students' interests, strengths, and tendencies. For example, guide literature-translation-interested stu-

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dents to focus on market demands and career opportunities in that field, encouraging participation in related competitions and academic activities to enhance their professional literacy and competitiveness. For students aiming for translation technology development or project management, suggest selecting computer science, project management, and other related courses to broaden their knowledge base and prepare for future career transitions. In response to psychological issues like anxiety and confusion that students may encounter when facing AI-era career challenges, schools should establish a robust psychological counseling system. This can be achieved through mental health lectures, one-on-one counseling, etc., to help students alleviate pressure and build resilience. Additionally, teachers can facilitate classroom discussions and group activities to guide students in recognizing the impact of AI technology on the translation profession, dispel their fears, and foster a positive professional attitude. For instance, organize visits to translation enterprises or AI technology companies, allowing students to directly experience the application status and transformation opportunities of the translation profession in the AI era, thereby strengthening their professional identity and confidence.

3.3.2 Cultivating Students' AI Literacy and Technology Application Ability

Offer AI technology foundation courses. Include specialized AI technology foundation courses in the translation curriculum, such as "Artificial Intelligence and Translation" and "Machine Translation Principles and Applications." These courses should cover the basic concepts, development history, main technical principles (e.g., neural networks, deep learning), and application status and future trends in the translation field of AI technology. By taking these courses, students can gain a comprehensive and in-depth understanding of AI technology, dispelling their mystification and fear of AI. Increase practical teaching of machine translation tools. In addition to theoretical teaching, focus on the practical teaching of machine translation tools. Teachers can select commonly used machine translation platforms (such as Google Translate, Baidu Translate) and professional translation software (such as Trados, MemoQ), organizing students to practice actual operations. Through practice, students can become familiar with the functions and usage methods of machine translation tools and learn how to evaluate and optimize machine translation results. For example, in the classroom, students can translate the same text using different machine translation tools, then compare and analyze the translation results of each tool to identify their strengths and weaknesses and discuss how to improve translation quality. Emphasize the comprehensive application of translation technology tools. In addition to machine translation tools, the translation industry also widely uses translation memory tools, terminology management tools, corpus tools, etc. Translation courses should focus on cultivating students' comprehensive application ability of these translation technology tools. Through practical projects, students can learn how to flexibly use these tools in translation work to improve translation efficiency and quality. For example, in a large translation project, students can use translation memory tools to store and reuse translated text segments and terminology management tools to unify term usage, ensuring the consistency and accuracy of the entire project.

3.3.3 Cultivating Students' Critical Thinking Ability

In the AI era, although machine translation can provide quick results, its quality is still limited. Translation personnel need critical thinking to accurately evaluate and optimize machine translation results. Therefore, translation courses should focus on cultivating students' critical thinking ability. Optimize case analysis and discussion. During teaching, teachers can select typical machine translation cases for students to analyze and discuss. These cases can include the pros and cons of machine translation, common error types, and trans-

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lation difficulties of different language pairs. Through case analysis, students can learn to assess machine translation results from multiple angles such as language, culture, and context, cultivating their critical thinking ability. For example, select a Chinese text with cultural allusions and have students analyze whether the machine translation can accurately convey the cultural connotations of the original text and how to improve it if not. Strengthen post-editing training. Post-editing of translations is a crucial part of translation work in the AI era. Through post-editing training, students can learn to quickly and effectively modify machine translation results. During training, teachers can guide students to focus on common machine translation error types, such as grammatical errors, vocabulary selection issues, and semantic inaccuracies, and teach them corresponding correction methods and techniques. Additionally, by comparing the effectiveness of different editing strategies, students can learn to choose appropriate editing methods based on specific translation tasks and quality requirements, further developing their critical thinking ability.

3.3.4 Cultivating Students' Cross-cultural Communication Ability and Comprehensive Quality

In the AI era, translation work is no longer simple language conversion but involves more cross-cultural communication. Translation personnel need cross-cultural communication abilities to understand language expression habits, cultural connotations, and social values in different cultural backgrounds, accurately conveying the original meaning and cultural connotations in the translation process. Moreover, with globalization, translators need to communicate and collaborate with clients and colleagues from diverse cultural backgrounds, making cross-cultural communication ability vital for translation career development.

Enrich the Cultivation Paths of Cross-cultural Communication Ability.

Set up specialized cross-cultural communication courses in the translation curriculum, such as "Intercultural Communication Theory and Practice" and "Cultural Studies and Translation." These courses should cover the basic theories of cross-cultural communication, manifestations of cultural differences, and cross-cultural communication skills. Using various teaching methods like classroom lectures, case analyses, group discussions, and role-playing, students can gain a comprehensive understanding of cross-cultural communication and master basic skills. In addition to theoretical teaching, organize students to participate in cultural experience activities, such as international cultural festivals, cultural exchanges, and themed lectures. These activities allow students to experience the charm of different cultures and enhance their sensitivity and adaptability to cultural differences. For example, invite international students to jointly host an international cultural festival with translation students, showcasing the cultural characteristics of their respective countries, such as traditional clothing, food, music, and dance. Through interaction, students can understand different cultural thinking patterns and behavioral habits, thereby improving their cross-cultural communication ability. Add cross-cultural translation practice projects. Design such projects to exercise students' cross-cultural communication ability in actual translation work. For instance, select texts involving different cultural backgrounds, like foreign literary works, business contracts, and tourism promotional materials, for students to translate. During translation, teachers can guide students to focus on the impact of cultural differences and encourage them to use cross-cultural communication skills to solve problems. Additionally, organize students to communicate with foreign clients or partners, enhancing their ability in real cross-cultural communication scenarios.

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Enhance the Cultivation of Comprehensive Quality

In the AI era, the development of the translation profession requires not only professional language and translation skills but also comprehensive qualities such as innovation, teamwork, communication, and learning abilities to boost career competitiveness and adaptability. Translation work requires innovation to make translations more vivid and accurate in line with the target language's expression habits. Translation courses can foster innovation through competitions, encouraging students to explore different styles and think innovatively about theory and practice. For example, in literary translation courses, students can apply modern literary techniques to make translations more contemporary and artistic. Translation projects often require team collaboration. Courses can cultivate this through group projects, teaching students to leverage their strengths and work effectively with others. Communication skills are vital for translators when interacting with clients, colleagues, and editors. Courses can set up simulated communication scenarios, like client consultations and project negotiations, for students to practice dialogue. Teachers can design scenarios based on real work situations, guiding students to express their views clearly and understand client needs. Additionally, organizing discussions and case analyses on communication practices can help students better grasp communication techniques.

3.3.5 Cultivating Students' Learning Ability

In the AI era, the translation industry is rapidly evolving with new technologies, tools, and models emerging constantly. Translators need strong learning abilities to keep up. Translation courses can cultivate students' autonomous learning ability in the following ways. Guide and encourage students to follow the latest industry trends, such as reports, journals, and websites, to understand technological advancements, market changes, and new career directions. Teachers can organize regular industry trend sharing sessions, encouraging students to discuss the impact of this information on their career development. Cultivate students' autonomous learning awareness during teaching. Help them plan their learning content and pace. For example, provide resource lists for students to choose from based on their interests and career needs. Encourage students to create study plans, review progress regularly, and develop self-discipline and management skills. Initiate research-based learning projects to foster autonomous learning and innovative thinking. Guide students to select research topics related to translation, such as machine translation optimization or cultural adaptation in translation. Through independent research, students can delve deeper into professional knowledge and enhance their problem-solving abilities.

3.3.6 Enhancing Cooperation and Exchange with the Industry

Translation courses need to strengthen cooperation and exchange with the translation industry to better understand industry needs, adjust teaching content and methods, and help students establish a correct professional outlook and identity. Establish long-term and stable cooperative relationships with translation enterprises to build internship bases and provide students with internship opportunities. Through internships, students can gain a deep understanding of the operation modes, work processes, and professional requirements of translation enterprises, accumulate practical experience, and enhance their professional literacy. Meanwhile, enterprises can also select outstanding talents through internship bases to meet their talent demands. Jointly conduct practical projects with translation enterprises, such as translation competitions and project

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outsourcing. These practical projects can provide students with real translation tasks and work scenarios, allowing them to practice their translation abilities and professional literacy. During project implementation, enterprises can offer technical support and guidance, while teachers can provide theoretical guidance and supervision to ensure the smooth progress of the project. Invite industry experts, enterprise executives, and senior translators into the classroom to teach or hold lectures. These experts can share their practical work experience, introducing the latest industry trends, career development paths, industry norms, and professional ethics, providing students with a more intuitive understanding of the translation profession. They can also offer career planning advice to help students clarify their goals.

3.3.7 Strengthening International Cooperation and Exchange

Under globalization, translation education needs to enhance international cooperation and exchange to improve students' international competitiveness. Collaborate with foreign universities on joint training programs, offering students opportunities to study and exchange in different educational environments. This broadens their international horizon, enhances cross-cultural communication skills, and promotes the exchange of translation education experiences between countries, advancing its internationalization. Encourage teachers and students to actively participate in international academic exchanges, such as conferences, seminars, and workshops. This allows teachers to share teaching experiences and research results with international peers, while students can exchange learning experiences with international students and stay updated on the latest industry trends. Additionally, collaborate with international translation organizations and institutions on research and practice projects to promote translation education's international influence. Organize students to participate in international translation practice projects, such as multinational business, technical, and cultural translation, arranged in cooperation with international enterprises or NGOs. This helps students understand different countries' language habits and cultural characteristics, enhancing their translation practice abilities and professional literacy, and contributing to international exchange and cooperation.

3.4 Future Outlook: Continuous Evolution of Translation Education and Deep Integration with AI

3.4.1 Continuous Evolution of Translation Education

As AI technology continues to advance and the translation industry undergoes constant change, translation education must remain flexible and forward-looking to meet future challenges and opportunities. Establish a dynamic adjustment mechanism for course content, updating it based on AI's latest progress, industry needs, and student feedback. For example, introduce new technical modules like AI ethics, big data applications in translation, and multimodal translation as AI's application in translation expands. The curriculum should also emphasize interdisciplinary integration, combining linguistics, computer science, cultural studies, psychology, etc., to provide students with a comprehensive knowledge system. Future translation professionals need a solid language foundation, translation skills, and the following abilities: the capacity to quickly master and apply new translation tools like AI-assisted and neural network translation; data literacy to handle and analyze large corpora for translation quality optimization; innovative thinking to solve complex language and cultural issues in translation; and a global perspective for effective language and cultural transmission in a global context.

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3.4.2 Deep Integration of AI with Translation Education

AI technology has transformed translation industry work models and introduced new teaching methods to translation education. In the future, translation education should deeply integrate with AI technology to innovate teaching models. Develop intelligent teaching platforms using AI technology to offer personalized learning experiences. For instance, platforms can analyze students' learning progress and difficulties via natural language processing, providing tailored suggestions and exercises. AI-assisted online translation practice platforms can also give real-time feedback on translation quality, helping students improve. Apply virtual reality (VR) and augmented reality (AR) technologies to create immersive learning environments for translation education. For example, VR can immerse students in different cultural language use scenarios to enhance cross-cultural communication skills, while AR can combine translation texts with real situations for better content and cultural understanding, making translation education more engaging and effective. Utilize AI in translation project management to improve efficiency and quality. For example, AI can automatically assign tasks, monitor progress, assess quality, and warn of risks in projects. This allows teachers to better manage projects and teaches students advanced methods and tools for their careers.

3.4.3 Deepening International Cooperation and Exchange

In a globalized world, translation education should strengthen international cooperation and exchange to enhance students' international competitiveness. Collaborate with foreign universities on joint training programs, offering students opportunities to study and exchange in different educational environments. This broadens their international horizon, enhances cross-cultural communication skills, and promotes the exchange of translation education experiences between countries, advancing its internationalization. Encourage teachers and students to actively participate in international academic exchanges, such as conferences, seminars, and workshops. This allows teachers to share teaching experiences and research results with international peers, while students can exchange learning experiences with international students and stay updated on the latest industry trends. Additionally, collaborate with international translation organizations and institutions on research and practice projects to promote translation education's international influence. Organize students to participate in international translation practice projects, such as multinational business, technical, and cultural translation, arranged in cooperation with international enterprises or NGOs. This helps students understand different countries' language habits and cultural characteristics, enhancing their translation practice abilities and professional literacy, and contributing to international exchange and cooperation.

4. Conclusion

The advent of the AI era presents unprecedented challenges to translation education but also offers new development opportunities. Translation curricula need comprehensive reform and optimization in course design, teaching methods, practical training, career planning, psychological counseling, technology application, cross-cultural ability cultivation, teaching model innovation, industry cooperation, etc., to address students' professional identity crisis and cultivate high-quality translation professionals for the future industry transformation.

Looking ahead, translation education should maintain an open mindset, actively embrace AI technology,

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closely align with industry needs, and cultivate students' comprehensive quality and innovation ability. By strengthening international cooperation and exchange, it can promote internationalization level and provide broader development space for students. Only then can translation education achieve sustainable development in the AI era and cultivate more internationally competitive outstanding translation professionals.

The transformation and upgrading of the translation profession in the AI era require the joint efforts of the education, industry, and society sectors. Through continuous educational reform and innovation, translation education will provide solid talent support for the industry's future development and promote its high-quality growth in the AI era.

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