

Construction and Practice of a Shared Platform for Automotive Culture Translation under Industry-Education Integration

Ping Hu

School of Foreign Languages and Cultures, Geely University, Chengdu, Sichuan, China

Abstract. Against the background of automotive industry globalization and industry-education integration, there is a strong demand for translation professionals who combine professional competence with industrial adaptability. Traditional translation teaching is hindered by insufficient specialized corpora, disconnected practice scenarios, and shallow university-enterprise cooperation. Based on a research project supported by the Sichuan Higher Education Association, this study constructs a shared platform for automotive culture translation by integrating Geely Automobile's industrial resources, practice data from 299 students, and a self-built Chinese-English parallel corpus of serial verbal sentences. The platform integrates corpus resources, online teaching, translation workshops, and on-site practice to form a closed-loop teaching system. Empirical results show that the platform significantly improves students' translation accuracy, logical processing of serial verbal sentences, and conformity with enterprise requirements. It establishes a specialized corpus and a reproducible industry-education integration training paradigm, and helps transform teaching outcomes into enterprise language services. The study provides a feasible model for translation teaching reform and supports the international language services of the automotive industry.

Keywords: Industry-Education Integration; Automotive Culture Translation; Shared Platform; Serial Verbal Sentence Corpus; University-Enterprise Collaboration; Geely Automobile

1. Introduction

1.1 Research Background

With the continuous advancement of

internationalization in China's automotive industry, domestic automobile brands have accelerated their pace of entering global markets. As a representative of national independent brands, Geely Automobile has formed a large-scale global layout with annual sales exceeding 3.3 million vehicles, covering technology research and development, production and manufacturing, brand promotion, international marketing, and after-sales service. In such a transnational operation system, translation of automotive culture texts has become an indispensable link in cross-cultural communication, brand image building, and technical cooperation. Such texts include technical manuals, production process descriptions, corporate publicity documents, brand stories, international market reports, and new energy technology materials. The accuracy, fluency, and standardization of translation directly affect the efficiency of information transmission, the recognition of corporate images, and the competitiveness of products in overseas markets.

However, in the actual process of automotive translation and translation teaching, many deep-seated problems have long restricted the improvement of talent quality and service effects. First, the translation of technical terms is seriously inconsistent. For instance, key concepts such as turbocharging, intelligent cockpit, and electronic stability system often have multiple inconsistent English versions in different texts, which easily causes misunderstanding in technical communication. Second, the processing of long and difficult sentences is highly problematic, especially the translation of serial verbal sentences, which are widely distributed in Chinese automotive texts. Such sentences contain multiple consecutive verbs without obvious conjunctions, and their logical relationships rely on contextual inference. In traditional translation teaching, students lack targeted training and often produce rigid, illogical, or grammatically

wrong English versions. Third, cross-cultural adaptation is insufficient. Many Chinese expressions with national brand emotions and cultural connotations cannot be appropriately converted into English expressions acceptable to international readers, leading to poor communication effects.

At the same time, traditional translation teaching models cannot adapt to the specialized and practical demands of the automotive industry. First, teaching corpora are outdated and general. Most textbooks and teaching resources focus on literary translation, business correspondence, or legal texts, while corpora with distinctive automotive industry characteristics are extremely scarce. Second, practical training scenarios are hollow and formalistic. Most teaching activities are limited to classroom exercises and simulated tasks, and students rarely have the opportunity to contact real working processes, translation standards, and review requirements of enterprises. Third, university–enterprise cooperation remains superficial. Many cooperation projects only include short visits or one-off lectures, failing to form a stable mechanism for resource sharing, task co-construction, teaching coordination, and achievement transformation. As a result, graduates often cannot meet the employment standards of enterprises, and enterprises cannot obtain high-quality reserve talents stably.

Against this background, national policies have repeatedly emphasized deepening industry–education integration and promoting the organic connection between education, talent, industrial, and innovation chains. The National Vocational Education Reform Implementation Plan clearly proposes that colleges and universities should strengthen cooperation with industrial and commercial enterprises, develop practical teaching resources based on real post tasks, and cultivate high-quality technical talents urgently needed in emerging fields. Supported by this policy context, the researcher hosted the 2024 Higher Education Scientific Research Project of Sichuan Higher Education Association: Research on the Construction and Application of Automotive Culture Translation Workshop Sharing Platform. Relying on the long-term cooperative relationship between Geely University and Geely Automobile Group, the research team organized four batches of

students to carry out one-week intensive practical activities at Geely’s production bases in Guiyang, Jinzhong, and other places. On this basis, the research team independently constructed the Chinese–English Parallel Corpus of Automotive Culture Serial Verbal Sentences, systematically sorting out sentence structures, logical relationships, and translation strategies of typical sentences in automotive texts. Taking corpus resources as the core and enterprise practice as the scenario, this study constructs a shared platform for automotive culture translation and systematically implements teaching practice. The research aims to solve the core pain points in translation teaching, explore a reproducible talent cultivation mode, and provide empirical support for translation education reform and international language services of the automotive industry.

1.2 Literature Review

Research related to automotive culture translation has gradually increased in recent years, and existing results are mainly concentrated in two fields: terminology translation and text-type translation. On the one hand, scholars have discussed the standardization and consistency of automotive technical terms. Some studies have used parallel corpus methods to compare translation schemes of core terms in automotive technical documents and proposed principles such as accuracy, conciseness, and consistency [1]. On the other hand, researchers have analyzed the linguistic characteristics and translation strategies of automotive publicity texts, emphasizing the flexible application of domesticating and foreignizing translation methods to enhance cross-cultural communication effects [2]. However, existing research has obvious limitations. Most studies ignore the special sentence patterns in Chinese automotive texts, especially serial verbal sentences, which are both high-frequency and difficult points. In addition, most studies stay at the theoretical level and lack empirical evidence combined with teaching practice and industrial application.

In the field of translation teaching, shared platforms and corpus technology have become important trends in educational reform. Many studies have confirmed that specialized corpora can significantly improve students’ ability to

understand professional texts, master terms, and handle long sentences [3]. Some scholars have constructed online shared platforms for translation teaching, realizing functions such as resource uploading, online testing, interactive discussion, and process management [4]. Nevertheless, most existing platforms and corpora are designed for general translation or traditional fields such as law and medicine. Special platforms and corpora for automotive culture translation are extremely scarce, and few involve targeted teaching design for serial verbal sentences.

In terms of industry–education integration, studies on translation talent cultivation have proposed various cooperation modes such as co-construction of courses, introduction of enterprise tutors, and off-campus practice bases. These studies have affirmed the positive effects of university-enterprise collaboration on improving students' practical ability and employment competitiveness [5]. However, many cooperation modes lack systematic design and stable operation mechanisms. Teaching content is often disconnected from real enterprise tasks, practical projects lack continuity and authenticity, and there is no complete closed loop from resource supply, task implementation, process evaluation to achievement transformation. Therefore, such models are difficult to truly support the cultivation of professional talents who meet the needs of industrial development.

Based on the above review, this study holds that current research has not yet formed a systematic solution that integrates corpus construction, platform development, teaching practice, and enterprise application for automotive culture translation. Especially for serial verbal sentences, which are typical difficulties in Chinese automotive texts, there is a lack of in-depth research on corpus construction, rule extraction, teaching training, and practical application. Therefore, this study takes the self-built parallel corpus of serial verbal sentences as the core resource, takes Geely Automobile's industrial practice as the real scenario, constructs a shared platform for automotive culture translation, and carries out systematic teaching experiments and empirical analysis, so as to fill the gaps in existing research.

1.3 Research Significance and Innovations

The theoretical significance of this study is mainly reflected in three aspects. First, it constructs an interdisciplinary theoretical framework for automotive culture translation, integrating translation studies, automotive engineering, educational technology, and industry–education integration theory. Second, it systematically extracts the translation rules of serial verbal sentences in Chinese automotive texts, summarizes the corresponding relationships between sentence types, logical relations, and English translation strategies, and enriches the theoretical system of applied translation. Third, it proposes a platform-based teaching model supported by specialized corpora and enterprise resources, providing new theoretical perspectives for corpus-based translation teaching research [6].

The practical significance is also prominent. For translation teaching in universities, the study constructs standardized corpus resources, modular teaching contents, and procedural training programs, effectively solving problems such as lack of professional materials, insufficient practical scenarios, and low training efficiency [4]. For the automotive industry, the study provides unified term translation standards, standardized translation schemes for typical sentences, and usable translated texts, which help improve the accuracy and professionalism of cross-cultural communication [7]. For talent cultivation, the study forms a complete training path from classroom learning, platform training, enterprise practice to job adaptation, which significantly improves students' professional competence and industrial adaptability.

The innovations of this study are as follows. First, a specialized parallel corpus of serial verbal sentences for automotive texts is constructed, which provides targeted resource support for the training of difficult points. Each sentence is annotated with sentence type, logical relation, and translation strategy, forming a retrievable and usable teaching resource base. Second, a four-in-one shared platform integrating corpus, MOOC, workshop, and on-site practice is constructed, forming a closed-loop teaching system of “online empowerment + offline application + industrial feedback”. Third, a four-dimensional university-enterprise collaboration mechanism is established, covering resources, tasks, evaluation, and teaching staff, which truly

realizes the docking of teaching content and industrial needs, teaching process and post workflow, and teaching achievements and enterprise applications [5]. Fourth, relying on the complete industrial chain resources of Geely Automobile, the study realizes the two-way empowerment of teaching and industry: teaching results are directly transformed into enterprise language services, and enterprise needs are fed back to optimize teaching resources, forming a sustainable win-win model.

2. Theoretical Foundations and Construction Logic of the Shared Platform

2.1 Theoretical Foundations

The construction and operation of the shared platform for automotive culture translation rely on three interrelated theoretical foundations: functional equivalence theory, industry–education integration theory, and divided-classroom theory.

Functional equivalence theory proposed by Eugene Nida holds that translation should pursue the closest natural equivalence to the source language information, rather than rigid literal correspondence [8]. In the translation of automotive texts, this theory requires that the translation of technical terms must achieve conceptual equivalence, ensuring that professional meanings are not distorted or misunderstood. For serial verbal sentences, translation should realize logical equivalence, clarifying implicit logical relations such as sequence, cause and effect, and condition, and restructuring sentences in line with English expression habits. This theory provides a unified evaluation criterion for corpus annotation, translation training, and effect evaluation in this study.

Industry–education integration theory advocates that higher education should take industrial demand as the orientation, realize the complementary advantages and coordinated development of education and industry. In this study, Geely Automobile provides real corpus, technical standards, production scenarios, and post requirements, while Geely University is responsible for teaching design, curriculum development, corpus construction, and teaching organization. The two parties jointly formulate training objectives, design practical tasks, implement teaching evaluation, and

transform high-quality achievements. This theory ensures that the platform always serves the goal of cultivating professional talents for the automotive industry.

Divided-classroom theory emphasizes the organic combination of teacher’s elaboration, students’ independent learning, and group discussion. It divides the teaching process into three stages: pre-class preview, in-class discussion, and post-class consolidation. In the platform-based teaching, students complete knowledge learning and basic training through online MOOCs and corpus retrieval before class. In class, they carry out group cooperation, translation practice, and expert comment combining with enterprise scenarios. After class, they optimize translations, summarize experience, and participate in corpus co-construction. This theory effectively improves teaching efficiency and stimulates students’ initiative.

2.2 Construction Logic of the Platform

The overall construction logic of the platform is “demand orientation, resource core, scenario support, and closed-loop operation”. Taking the real translation demands of Geely Automobile as the starting point, the platform takes the self-built parallel corpus of serial verbal sentences as the core resource, takes enterprise practice bases as real scenarios, and constructs a complete operation system from resource supply, teaching implementation, practical training to achievement transformation.

The platform follows three logical lines. The first is the resource logic: corpus resources are extracted from real enterprise documents, annotated and sorted according to teaching rules, and then applied to teaching and training. The second is the teaching logic: from basic knowledge, professional skills to comprehensive application, from term consistency, sentence processing to text coordination, step-by-step training is carried out. The third is the practical logic: from cognitive observation, simulated tasks to real projects, students gradually approach the actual working state of enterprise translators. The three lines are integrated and mutually promoted to form a stable and sustainable platform operation mechanism.

2.3 Core Modules of the Platform

The shared platform consists of four closely connected core modules: a bilingual annotated corpus of automotive culture, an online MOOC teaching module, a school–enterprise translation workshop module, and an on-site practice module at Geely’s bases.

The first module is the automotive culture bilingual annotated corpus, which is the core resource layer of the platform. It includes three sub-libraries: a term corpus, a serial verbal sentence corpus, and a real project corpus. The term corpus collects more than 5,000 core terms from Geely’s technical documents, covering engine, chassis, electronic control, new energy, intelligent driving, and other fields. Each term is annotated with term type, translation method, and application scenario. The serial verbal sentence corpus selects 2,000 typical sentences from automotive technical descriptions, brand stories, and process introductions. Each sentence is annotated with sentence type, logical relation, and translation strategy, forming a targeted training resource for difficult points [7]. The real project corpus includes nearly 100 real enterprise translation tasks, such as overseas publicity texts, technical manual excerpts, and international market reports, providing authentic materials for comprehensive training.

The second module is the online MOOC teaching module, which serves as the teaching support layer. It includes 17 modular courses divided into three parts: basic theory, special skills, and industrial adaptation. The basic theory part explains the textual characteristics, term principles, and sentence processing methods of automotive translation. The special skills part focuses on the translation of technical manuals, publicity texts, and serial verbal sentences. The industrial adaptation part introduces the overview of Geely Automobile, industrial translation specifications, and cross-cultural communication skills. Courses are presented in short videos of 5 to 15 minutes, supporting independent learning, online testing, and interactive questioning.

The third module is the school–enterprise translation workshop, which is the practical convergence layer. It adopts the “five-person group + dual tutors” mode, including three levels of training: basic training, special training, and comprehensive training. Basic training focuses on term consistency and sentence translation. Special training targets

different text types. Comprehensive training simulates real enterprise projects, requiring students to complete task decomposition, draft translation, proofreading, and revision. School teachers and enterprise instructors jointly guide and evaluate to ensure that training is close to industrial standards [9].

The fourth module is the on-site practice at Geely’s bases, which is the scenario application layer. Relying on Geely’s production bases in Guiyang, Jinzhong and other places, three types of practical scenarios are designed: cognitive, task-based, and innovative. Cognitive scenarios include observation of stamping, welding, painting, and assembly workshops, combined with on-site sign translation and equipment description exercises. Task-based scenarios include cross-cultural simulation and practical translation of technical documents. Innovative scenarios require students to design language service schemes for international markets based on platform resources and practical experience.

2.4 Two-Way Empowerment Mechanism

The platform and enterprise practice form a two-way empowerment mechanism. On the one hand, the platform provides precise resource support for practical activities. According to the characteristics of different bases, such as new energy vehicles in Guiyang and regional cultural integration in Jinzhong, the platform pushes customized learning packages, updates special terms and sentence libraries, and ensures that learning resources are highly consistent with practical scenarios. On the other hand, practical activities inject fresh materials into the platform. Real technical documents, publicity materials, and training manuals from the bases are incorporated into the corpus. Typical translation problems and industrial new demands collected from students are transformed into new teaching contents and training tasks, realizing the dynamic iteration of the platform.

3. Teaching Practice and Implementation Paths

3.1 Teaching Objectives

The teaching objectives of the platform cover three dimensions: knowledge, ability, and

quality. In terms of knowledge, students should master the translation rules of core automotive terms with an accuracy rate of over 95%, be familiar with the translation strategies of serial verbal sentences and other high-frequency sentences, understand the basic situation of Geely Automobile and industrial translation specifications, and proficiently use the corpus for retrieval and verification. In terms of ability, students should be able to complete the translation of automotive technical texts and publicity texts with an accuracy rate of over 85%, use corpus to solve term consistency and sentence logic problems, and have the ability to cooperate and complete real enterprise translation projects. In terms of quality, students should establish professional ethics, industrial awareness, rigorous work attitude, innovative thinking, and national brand confidence, and establish the professional belief that translation serves industrial development.

3.2 Implementation Process Based on Divided-Classroom

The teaching implementation follows the complete process of pre-class, in-class, and post-class, forming a closed-loop training system.

In the pre-class independent learning stage, students log in the platform to complete MOOC learning, focusing on automotive terms and translation strategies of serial verbal sentences, and pass online tests with a pass rate of more than 80%. According to the theme of upcoming practice, the platform pushes targeted learning resources. Students use the corpus to retrieve key terms and sentence cases, and complete the “presentation, examination, and assistance” preview tasks to clarify knowledge difficulties that may be encountered in practice.

In the in-class collaborative training stage, students integrate cognitive observation and practical operation. During workshop visits, students compare technical signs and equipment instructions, use the corpus to verify term accuracy, and conduct on-site translation of simple texts. In groups, students undertake tasks such as term unification, draft translation, logical proofreading, and cultural adaptation, and solve difficult problems with the help of platform resources. After daily practice, centralized seminars are held. Enterprise tutors

comment on the industrial adaptability of translations, and school teachers analyze the application of translation theories and skills, forming a closed loop of practice, discussion, and improvement.

In the post-class consolidation and transformation stage, two-way achievement transformation is realized. At the individual level, students improve corpus annotation suggestions, participate in the co-construction of practical case libraries, and write practical reports to reflect on problems and improvements. At the teaching level, teachers transform typical problems in practice into micro-course resources and workshop tasks to optimize teaching content. At the industrial level, excellent translations are reviewed by enterprises and included in Geely’s translation resource database for overseas promotion and document revision. Outstanding students are recommended for internships to realize the industrial landing of teaching results.

3.3 University–Enterprise Collaboration Mechanism

To ensure the smooth implementation of teaching practice, the platform constructs a sound university–enterprise collaboration mechanism covering four dimensions: resources, tasks, evaluation, and teaching staff. The resource collaboration mechanism realizes the co-construction and sharing of corpus and materials. Geely Automobile provides real technical manuals, publicity materials, and industrial reports, while universities are responsible for screening, annotation, and standardization. Enterprises regularly feedback new technologies, new terms, and new translation demands, and universities update the corpus and courses accordingly to realize dynamic adaptation [5].

The task collaboration mechanism realizes the precise docking of teaching tasks and practical scenarios. MOOC contents cover core translation scenarios in practice, and workshop tasks simulate the real workflow of enterprises. Students are required to use the corpus for term retrieval and translation verification in practice to ensure the effective use of platform resources.

The evaluation collaboration mechanism establishes a three-dimensional evaluation system of “platform data + practical performance + industrial adaptability”.

Platform data include course completion rate, corpus retrieval frequency, and online scores. Practical performance include task quality, group cooperation, and tutor scores. Industrial adaptability includes the application value, term accuracy, and cultural appropriateness of translations. Evaluation is conducted by both school teachers and enterprise tutors to ensure comprehensiveness and objectivity.

The teaching staff collaboration mechanism realizes the complementary advantages of school teachers and enterprise experts. School teachers regularly go to enterprises to participate in training and seminars to understand industrial needs. Enterprise language experts and technical backbones participate in course teaching, workshop guidance, and paper setting, integrating industrial standards and practical experience into teaching [5].

4. Empirical Research and Effect Analysis

4.1 Research Objects and Data Sources

The empirical research objects are 299 English majors from Grade 2023 and 2024 of Geely University, who participated in four batches of off-campus practice. Among them, 147 students from Grade 2023 participated in the first two batches, and 152 students from Grade 2024 participated in the latter two batches. All students had basic translation knowledge but had not received systematic automotive translation training.

Data sources include quantitative and qualitative data. Quantitative data include pre-test and post-test scores of translation ability, platform use data, enterprise project adaptation scores, and questionnaire feedback. Qualitative data include students' practical reports, teachers' teaching reflections, enterprise tutors' comments, and group discussion records. The questionnaire recovery rate is 98.3%, ensuring the validity and reliability of data.

4.2 Empirical Process

The empirical research lasts for eight months, including four batches of one-month practice, and is divided into three stages. In the pre-test stage, students take a translation test including terms, serial verbal sentences, and technical text excerpts, with materials selected from Geely's public documents not included in the

corpus. In the teaching practice stage, students participate in platform learning, workshop training, and on-site practice in accordance with the complete teaching process. In the post-test stage, students take a test of the same difficulty and complete a real enterprise translation project, which is scored by enterprise tutors.

4.3 Empirical Results

Quantitative results show that students' translation ability has been significantly improved. The average accuracy of automotive terms increased from 62% to 98%, the logical clarity of serial verbal sentence translation increased from 55% to 100%, and the accuracy of technical text translation increased from 58% to 96%. The cultural adaptability of publicity text translation increased from 52% to 93%. The average completion rate of MOOC courses is 96.7%, and the average number of corpus retrievals per person is 32. The average score of workshop tasks is 89.6, and the excellent rate reaches 68.2%. In the enterprise project evaluation, 82.2% of the groups meet the application standards, and 32.4% of the results are adopted by Geely's overseas marketing department.

Qualitative results show that students' industrial cognition has changed from fragmentation to systematization. More than 91% of students believe that they have a deeper understanding of automotive production processes and translation requirements, and 89% of students have a clear grasp of translation rules of terms and serial verbal sentences. About 78% of students are willing to engage in automotive-related translation jobs in the future, and 65% of students have obtained internship opportunities. For teaching, the platform effectively solves the shortage of professional corpora, and the dual-tutor system significantly improves the pertinence of guidance. For enterprises, the platform provides standardized translation resources and reserves a large number of backup talents.

4.4 Empirical Conclusion

The empirical results show that the four-in-one shared platform mode effectively improves students' automotive culture translation ability, especially term accuracy and serial verbal sentence logic reconstruction ability. The modular design and university-enterprise

collaboration mechanism solve the core pain points of traditional translation teaching, and realize the precise docking of teaching and industry. Relying on Geely's industrial resources, the practical mode enhances the authenticity and effectiveness of teaching, provides high-quality language services for enterprises, and truly realizes a win-win situation between schools and enterprises [10,11].

5. Conclusion and Prospects

5.1 Research Conclusion

This study constructs a shared platform for automotive culture translation that meets the needs of the automotive industry under the background of industry-education integration. With the bilingual annotated corpus as the core, supported by MOOCs, workshops, and on-site practice, the platform forms a complete closed loop from resource supply, teaching implementation, practical application to achievement transformation. The construction and application of the serial verbal sentence corpus effectively solve the problem of chaotic translation of high-frequency difficult sentences in automotive texts. The deep integration of Geely's industrial resources ensures the professionalism and practicability of the platform.

This study forms a reproducible talent cultivation paradigm under industry-education integration. Through the four-dimensional collaboration mechanism of resources, tasks, evaluation, and teaching staff, the barriers between universities and enterprises are broken, and the docking of teaching content with industrial needs, teaching process with workflow, and teaching achievements with enterprise applications is truly realized. Empirical data prove that this paradigm can significantly improve students' professional translation ability and industrial adaptability, providing a new path for translation curriculum reform in application-oriented universities.

This study realizes the win-win situation of teaching and industry. The platform not only provides standardized resources and practical scenarios for translation teaching and improves the quality of talent training, but also provides standardized translation resources and talent reserves for Geely Automobile and helps the international dissemination of national brands.

Students obtain real project experience, enterprises solve the pain points of language services, and a sustainable university-enterprise collaborative development model is formed.

5.2 Limitations and Prospects

This study has some limitations. First, the coverage of the corpus needs to be expanded. At present, it mainly focuses on traditional automotive technologies and publicity texts, and the corpus of new energy vehicles, intelligent connected vehicles and other emerging fields is relatively insufficient. Second, the intelligent functions of the platform need to be upgraded. The current functions are relatively basic, and intelligent functions such as AI-assisted translation and intelligent correction need to be added. Third, the scope of empirical research is limited. It only takes English majors of Geely University as objects, and the universality of the platform needs to be further verified.

In the future, the research will be carried out in four directions. First, expand corpus resources, add emerging fields such as new energy and intelligent networking, enrich types of serial verbal sentences, and improve the annotation system. Second, upgrade the intelligent functions of the platform, access AI-assisted tools, realize automatic term matching, automatic analysis of sentence logic and intelligent correction, and develop mobile applications. Third, expand the scope of university-enterprise cooperation, cooperate with more automobile brands to build a national-level automotive culture translation resource alliance, and expand practical scenarios such as overseas market practice and cross-border e-commerce translation. Fourth, deepen theoretical research, summarize translation rules and talent cultivation models based on platform data and teaching experience, and produce more high-level research results to promote the development of applied translation teaching.

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