

A Study on the Innovation of College Foreign Language Translation Teaching Model Driven by AIGC Technology

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Abstract: With the rapid development of artificial intelligence technology, Generative Artificial Intelligence (AIGC) technology has emerged and been widely applied. Its application in college foreign language translation teaching holds positive significance. College foreign language translation teaching plays a crucial role in cultivating students' cross-cultural communication competence and pragmatic competence. However, it currently faces issues such as rigid teaching models and delayed feedback mechanisms. This paper takes AIGC technology as the driving force, comprehensively analyzes its application value in college foreign language translation teaching, and proposes innovative strategies from aspects such as constructing a "AI + Teacher" dual-led teaching model and establishing a real-time intelligent feedback mechanism. It is expected to provide useful references for frontline teachers in their teaching practice.

Keywords: AIGC technology; College foreign language; Translation teaching; Model innovation; Talent cultivation

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1. Introduction

At present, humanity is entering a new era—the era of artificial intelligence. Against this new era background, every industry is undergoing earth-shaking changes, and the same is true for college foreign language translation teaching. Utilizing artificial intelligence to empower college foreign language translation teaching and seizing the opportunities for its transformation is conducive to better addressing challenges^[1]. Therefore, college foreign language translation teaching can take advantage of the momentum of artificial intelligence to move forward and successfully reach the goal of high-quality development. On this basis, exploring its implementation path will make this empowerment journey more smooth, steady and sustainable^[2].

2. The Application Value of AIGC Technology in College Foreign Language Translation Teaching

2.1. Conducting Personalized Teaching to Meet Students' Learning Needs

Every student is an independent individual. In college English translation teaching, there are significant differences in students' learning foundations, abilities, and needs. The traditional teaching model can no longer meet students' learning needs. AIGC technology is capable of real-time collection of data such as students' exercises and assignments, and can

accurately identify their weak areas. For instance, some students struggle to effectively convey cultural connotations in literary translation, while others have not mastered professional terminology related to scientific and technological translation. Based on the above analysis results, AIGC technology generates learning plans and pushes them to students automatically, which helps meet students' personalized and diversified learning needs and enables them to achieve the goal of improving both learning efficiency and translation competence^[3].

2.2. Reforming Teaching Scenarios to Enhance Students' Practical Abilities

The traditional teaching model of college foreign languages tends to focus on theoretical explanations and after-class assignments, while neglecting the creation of practical scenarios. This leads to students' inability to effectively integrate the theoretical knowledge they have learned with practice^[4]. AIGC technology helps address this issue by constructing virtual scenarios for students, such as simultaneous interpretation at international conferences and copy translation in cross-border e-commerce, facilitating immersive learning. Taking the simulated simultaneous interpretation scenario as an example, the system can generate speech content in real time, put forward specific requirements for students' translation speed, and provide real-time feedback. This not only helps students adapt to the requirements of diverse scenarios, but also improves their translation speed and adaptability, serving as an important way to shorten their adaptation period in the workplace^[5].

2.3. Enriching Teaching Resources and Reducing Teachers' Workload

Translation teaching is highly dependent on resources, requiring a large number of cases and bilingual texts. For teachers, collecting and organizing such resources is not only time-consuming and labor-intensive, but also difficult to ensure quality. AIGC technology helps solve this problem: while focusing on teaching objectives, it generates various types of teaching resources (such as bilingual articles, exercises, and explanations) based on students' needs. In addition, it can optimize and integrate existing resources^[6]. At the same time, this technology can also conduct intelligent grading of students' assignments, which helps reduce teachers' workload and allows them to devote energy to more meaningful tasks, such as formulating teaching plans and providing guidance to students.

3. Practical Dilemmas of College Foreign Language Translation Teaching

3.1. Rigid Teaching Models Fail to Stimulate Students' Learning Enthusiasm

The traditional teaching model of college foreign language translation adopts a one-way indoctrination approach: teachers first give explanations, then assign exercises to students, and finally grade the assignments. In this model, teachers occupy a central position, conducting teaching based on fixed theories and cases, while students remain in a passive role, which leads to the loss of their learning interest. For example, when teaching translation techniques, teachers often analyze with examples and ask students to memorize them, but fail to provide opportunities for students to explore through practice. This easily causes students to feel fatigued, lose their learning enthusiasm, and is not conducive to cultivating their self-directed learning awareness and innovative thinking^[7].

3.2. Delayed Feedback Mechanisms Hinder the Resolution of Students' Learning Difficulties

In the traditional teaching of college foreign language translation, the feedback cycle for students' translation assignments is often long, sometimes lasting several days or even a week. This prevents students from resolving their learning problems in a timely manner, and over time, the accumulation of unresolved issues becomes increasingly serious. For instance, if a student fails to fully grasp a certain knowledge point and makes mistakes in assignments, without timely guidance and correction, they will still use the incorrect method when facing similar tasks later. Moreover, a single teacher usually has to teach a large number of students, spending most of their time addressing common problems among students and unable to provide individualized guidance. As a result, students' personalized needs cannot be effectively met^[8].

3.3. Insufficient Teaching Resources Fail to Meet Teaching Requirements

In the traditional teaching of college foreign language translation, the sources of teaching resources are relatively limited, mainly relying on materials collected by teachers and textbooks. These resources not only are updated slowly and have a single content form, but also have a narrow coverage. With the acceleration of globalization, translation has gradually expanded into emerging fields such as cross-border e-commerce and artificial intelligence. The insufficiency of traditional resources leaves students lacking adequate knowledge reserves for learning. At the same time, most resources are in text form, with few audio and video resources, which cannot meet students' diverse learning preferences. Additionally, students' learning foundations vary greatly; relying solely on traditional resources makes it impossible to provide targeted support for students, which is not conducive to meeting their learning needs^[9].

4. Innovative Strategies for College Foreign Language Translation Teaching Model Driven by AIGC Technology

4.1. Constructing an “AI + Teacher” Dual-Led Teaching Model to Enhance Students' Learning Initiative

Teachers of college foreign language translation should take AIGC technology as the driving force, give full play to the synergy between this technology and teachers, and build a new teaching model—one that combines and is co-led by AI and teachers. In this model, the two parties assume distinct roles: AIGC technology undertakes repetitive or basic teaching tasks, such as preliminary explanation of theoretical knowledge, generation of translation exercises, and assignment grading. This facilitates personalized learning for students and creates space for their independent learning and exploration. For teachers, they need to take on multiple roles, such as guides and question-answer providers, responsible for formulating teaching plans and cultivating students' translation competence. For example, in the theoretical teaching session, AIGC technology can transform abstract theoretical knowledge into more intuitive and vivid forms (e.g., animations, micro-films) and push learning materials to students. This changes the way students learn theoretical knowledge and conduct preliminary practice, making independent learning the mainstream during this period. Teachers, on the other hand, should make full use of class time to conduct in-depth explanations of common problems among students, provide on-site Q&A services, and organize rich teaching activities (e.g., group research, case analysis) to help students effectively integrate theoretical knowledge with translation practice. With this teaching model, while fully leveraging the advantages of AIGC technology, a suitable learning environment can be created for students. Additionally, it highlights the role of teachers and enhances students' learning initiative^[10].

In the implementation process, teachers can make full use of AIGC technology platforms: by establishing learning profiles, they can track students' learning status and outcomes in real time, and optimize teaching plans and adjust teaching strategies based on the feedback results provided by the technology. At the same time, the technology can be used to build a learning community, where students can upload translation works they appreciate, share their learning experiences, raise questions, and communicate with others. The “Teacher + AI” model enables students to receive more timely and comprehensive feedback; moreover, the creation of a positive learning atmosphere helps boost students' learning initiative. Furthermore, in the teaching of advanced translation (e.g., translation of literary works or complex business documents), teachers can use AIGC technology to generate translation tasks and organize students to engage in diverse learning activities (e.g., independent learning, collaborative exploration), thereby improving their translation competence through practice^[11].

4.2. Establishing a Feedback Mechanism to Resolve Students' Learning Problems in a Timely Manner

The traditional teaching model is plagued by the issue of delayed feedback. To address this, teachers can leverage AIGC technology to build a real-time intelligent feedback mechanism, enabling students to receive feedback during their learning

process and facilitating the timely resolution of their problems. For instance, teachers can use the intelligent algorithms of AIGC technology to monitor students' learning behaviors in real time—such as their performance in translation exercises and participation in classroom interactions. The technology can also automatically grade students' translation tasks, evaluating their work from multiple dimensions (e.g., vocabulary selection, sentence fluency), identify errors, provide timely revision suggestions, and recommend relevant learning resources based on the assessment results. Taking vocabulary collocation errors in students' sentence translation as an example, the system will mark the location of the error, explain the reason behind it, and further recommend correct collocations, related example sentences, and practice materials to help students consolidate the knowledge they have learned^[12].

In addition to providing real-time feedback to individual students, AIGC technology can also conduct real-time analysis of the entire class's learning situation and generate a learning report. This helps teachers understand the overall learning progress of students and identify common problems among them. Based on this report, teachers can optimize and adjust teaching content, and use class time to explain these common issues, ensuring that the teaching progress stays on track. Furthermore, based on students' historical learning data and combined with their individual needs, AIGC technology can customize feedback content and learning suggestions for each student. For example, students with a solid foundation in translation will receive feedback focused on translation innovation and the transmission of cultural content; in contrast, students with a weaker foundation will get feedback centered on consolidating basic knowledge, applying translation skills, and mastering core methods. At the same time, teachers can guide students to engage in real-time interactions with AI intelligent assistants, who can answer questions through dialogue. This is conducive to enhancing students' awareness of self-directed learning^[13-15].

4.3. Building a Dynamic Teaching Resource Library to Meet Teachers' Teaching Needs

College English teachers can leverage AIGC technology to build a dynamic teaching resource library, which not only addresses the issue of insufficient resources and enriches teaching scenarios, but also meets students' learning needs. Firstly, schools can use this technology to update and expand the content of the teaching resource library in real time. For example, cross-border e-commerce is currently in a period of rapid development; schools can use AIGC technology to collect and organize translation cases, product copy, and other materials in this field, continuously enriching the resource library to solve the problem of outdated learning materials for students. Additionally, the technology can be used to transform the latest research results in translation theory into more accessible teaching resources—such as micro-courses and MOOCs (Massive Open Online Courses)—to ensure the cutting-edge nature of teaching content.

Secondly, the application of AIGC technology also helps enrich the presentation forms of the resource library, which includes not only traditional text materials, but also audio, video, animation, and other formats. To improve students' translation competence, teachers can use AIGC technology to generate dialogue audios with different accents and speech speeds, and provide supporting services such as subtitles and translation analyses. If teachers aim to enhance students' practical abilities, they can develop highly interactive translation games based on this technology. Through the combination of learning and play, learning becomes more engaging, while also boosting students' learning enthusiasm.

4.4. Building a Cross-Cultural Collaborative Translation Platform to Cultivate Students' Cross-Cultural Communication Competence

With the acceleration of globalization, foreign language translation not only involves language conversion, but also requires the transmission and dissemination of cultural connotations. However, translation—especially cross-cultural translation—has long been overlooked in traditional teaching, resulting in students' translated literary works often lacking cultural attributes. Building a cross-cultural collaborative translation platform based on AIGC technology helps create a new learning environment for students. This environment emphasizes the integration and interaction of diverse cultures, which is conducive to enhancing students' cross-cultural translation and communication competence. Furthermore, teachers can utilize the platform's integration function to consolidate translation resources from different language and

cultural backgrounds. The platform can automatically label culture-loaded words and cultural images in texts, and provide multi-dimensional interpretations of them. Taking the teaching of “translation of Chinese and Western festival culture texts” as an example, teachers can release bilingual translation tasks related to festivals on the platform—such as “posting Spring Festival couplets” (a Chinese Spring Festival custom) and “Santa Claus” (a Christmas figure in Western culture). AIGC technology will first analyze these cultural symbols, explain their origins and cultural implications, and place them in different contexts to guide students in understanding the translation differences. For instance, “春联” can be translated as “Spring Festival couplets”; at the same time, the platform can supplement translation cases of similar cultural carriers from other countries. Subsequently, the platform’s matching function can be used to allow students to complete translation tasks in collaborative groups. During this process, students can be guided to communicate with one another, deepening their understanding of cultural symbols. If there is a misunderstanding of cultural connotations, the detection function of the intelligent assistant can be used to help clarify. After the task is completed, teachers can leverage the technology’s evaluation function to conduct a comprehensive assessment of the groups’ works, and provide focused explanations for the translation problems identified. This approach helps cultivate students’ practical abilities and improve their translation skills.

5. Conclusion

Through in-depth research on the college foreign language translation teaching model driven by AIGC technology, this study finds that technology-driven empowerment of education holds great potential. Practice has proved that the effective integration of AIGC tools with teaching processes is conducive to building new teaching paradigms—such as human-machine collaboration and student-student interaction. Furthermore, it can cultivate students’ translation competence and stimulate their learning enthusiasm. At present, we should have a clear understanding of the innovations brought by this technology to meet the challenges arising from such innovations. This paper expounds on the innovative strategies for the AIGC technology-driven college foreign language translation teaching model from four aspects: constructing an “AI + Teacher” dual-led teaching model to enhance students’ learning initiative; establishing a feedback mechanism to resolve students’ learning problems in a timely manner; building a dynamic teaching resource library to meet teachers’ teaching needs; and developing a cross-cultural collaborative translation platform to cultivate students’ cross-cultural communication competence. It is expected that these strategies will promote the further development of college translation teaching, help it smoothly transition from instrumental rationality to value rationality, and make translation classrooms more reflective and creative.

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