Teaching Strategies for Translation Courses in Universities Based on the AIGC Context

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Abstract: In recent years, with the rapid development of artificial intelligence technology, Artificial Intelligence Generated Content (AIGC) technology has been widely applied in the field of education, showing great potential in the teaching of translation courses. Integrating AIGC technology into translation teaching can not only reconstruct the role positioning of teachers and students but also expand teaching scenarios, continuously improve teaching efficiency and quality. This helps enhance students' professional competence and literacy, cultivating them into high-quality compound translation talents, thereby injecting sustainable talent momentum into the development of the translation industry. Against this background, this paper first elaborates on the significance of teaching translation courses in universities under the AIGC context, then proposes a series of effective teaching strategies, aiming to provide a reference for relevant researchers.

Keywords: AIGC; Universities; Translation courses; Teaching strategies

1. Significance of teaching translation courses in universities based on the AIGC context

1.1. Conducive to reconstructing the role positioning of teachers and students

In traditional translation teaching, teachers tend to focus on lecturing on translation theories and skills, while students passively memorize this knowledge, which affects the effectiveness of teacher-student interaction. The integration of AIGC technology can reconstruct their roles and deepen interaction. Teachers can use AIGC tools to handle mechanical and repetitive teaching tasks such as providing reference translations, terminology checks, and grammar corrections, freeing up more time for guiding translation strategies and skills, and focusing on cultivating students' cross-cultural communication competence. Teachers thus transform from "knowledge imparters" to "learning guides", promoting students' translation abilities toward higher levels and consolidating their comprehensive literacy. Meanwhile, students use AIGC tools for independent practice and translation,

maintaining an active learning state, stimulating their learning initiative, enhancing their independent thinking abilities, and engaging in in-depth communication with teachers, thereby improving the overall quality of teacher-student interaction [1].

1.2. Conducive to expanding the boundaries of teaching scenarios

In traditional translation teaching models, scenarios are often limited to classroom lectures, text exercises, and limited case studies. Most translation tasks students encounter are static and single-text types, which are disconnected from the dynamic needs of the real translation market. The integration of AIGC technology provides a way to break this limitation. With AIGC tools, teachers can conveniently construct diverse and immersive virtual translation scenarios. For example, using AIGC to generate bilingual consecutive interpretation audio for simulated international conferences, real-time customer service dialogue scripts for cross-border e-commerce platforms, and multilingual product manuals and marketing copy, allowing students to conduct translation practice in a context close to reality [2]. In addition, AIGC can quickly generate translation materials of different difficulty levels and professional fields according to teaching goals and student characteristics, and even simulate communication scenarios under specific cultural backgrounds to help students understand the impact of cultural differences on translation strategies. This expansion of teaching scenarios not only enriches the breadth and depth of teaching content but also enables students to contact and adapt to the complexity and diversity of real translation work earlier, enhancing their adaptability and practical competitiveness in future professional environments [3].

1.3. Conducive to improving teaching efficiency and quality

Carrying out translation teaching based on AIGC, teachers can use AIGC to automatically generate high-quality translation teaching materials according to teaching themes and content difficulty, significantly reducing lesson preparation burdens and allowing them to focus more on optimizing teaching methods and providing personalized learning services. Meanwhile, teachers can use AIGC tools to quickly scan students' translation assignments for preliminary evaluation, accurately identifying common errors such as word order logic mistakes, unreasonable terminology use, and grammatical issues, and automatically generating detailed analysis reports and revision suggestions based on students' errors. This not only enables teachers to fully grasp students' translation foundations and existing problems to provide targeted assignment guidance, but also greatly shortens homework correction time, allowing students to fully understand their shortcomings and take active measures to make up for them. In addition, relying on AIGC technology, teachers can real-time analyze learning data generated by students in translation courses, accurately grasping their learning performance and progress, thereby improving the precision of translation teaching and promoting the overall improvement of teaching quality [4].

2. Teaching strategies for translation courses in universities based on the AIGC context

2.1. Reconstruct teaching content to meet students' learning needs

First, make up for technical literacy shortcomings and add technology enhancement modules. Teachers should add learning modules related to AIGC translation technology to the teaching content, which mainly include the functional analysis and operation skills of AIGC translation tools. Set up AIGC-assisted translation practice

exercises, where students flexibly use AIGC tools to complete text analysis, initial translation generation, and post-translation editing under teachers' guidance. Guide students to establish a correct view of technology application, thereby effectively improving their AIGC translation technology level and avoiding the impact of unskilled operation of AIGC tools on translation quality [5].

Second, focus on core competence cultivation and consolidate translation foundations. To effectively cultivate students' core competencies, it is necessary not only to retain basic content, such as the explanation of classic translation skills, translation theories, and bilingual language knowledge, but also to optimize the focus of translation teaching in combination with the AIGC context. For example, in text translation teaching, teachers create complex translation contexts to enhance students' language adaptation and context interpretation abilities, avoiding problems such as cultural distortion and incorrect context interpretation, and improving translation efficiency and quality; in translation skills teaching, on the basis of explaining traditional translation skills, teachers compare the advantages and disadvantages of traditional translation skills and AIGC translation, guiding students to master "traditional + AIGC" collaborative translation skills and improve their translation level [6].

Third, enhance job adaptability and integrate cross-disciplinary content. Teachers subdivide the needs of various fields in the language service industry, add corresponding cross-disciplinary content, and students choose modules for independent learning according to their own needs and interests. Each field module should cover text characteristics, professional terminology, etc., and combine with specific application scenarios of AIGC technology to explain AIGC translation skills and optimization strategies. Taking the legal translation teaching module as an example, teachers should not only require students to master the core points of AIGC in legal text translation but also focus on explaining the correction methods of AIGC translation for complex sentence structures and the accuracy requirements of legal terminology, thereby further improving students' cross-disciplinary translation abilities [7].

2.2. Innovate teaching models and construct an "AIGC + Trinity" teaching model

First, relying on the application characteristics of AIGC technology, innovatively construct a "pre-class guidance—in-class empowerment—post-class expansion" trinity translation teaching model to realize technical empowerment and ability cultivation throughout the teaching process [8]. In the pre-class stage, adopt the "AIGC + preview guidance" model. Teachers use AIGC tools to generate personalized preview materials and tasks, and students complete initial translation and difficulty sorting through the tools, forming a preview closed loop of "teacher preset—student exploration"; in the in-class stage, adopt the "AIGC + interactive teaching + practical empowerment" model, demonstrating translation skills through tools, real-time assisting students in practice, and constructing virtual scenarios to achieve real-time interaction of "explanation—practice—feedback" and improve classroom teaching efficiency; in the post-class stage, adopt the "AIGC + personalized review + expanded practice" model. Students use tools to complete translation optimization, review and consolidation, and independent expanded practice. Teachers collect students' learning data through tools and provide targeted guidance, forming a post-class closed loop of "independent learning—teacher guidance—ability improvement" to comprehensively improve the quality of translation teaching [9].

Second, to further enhance the application effect of AIGC, it can be combined with teaching methods such as flipped classrooms and project-based teaching. For example, in flipped classrooms, students independently learn basic translation knowledge and skills using AIGC tools before class. In class, teachers focus on

explaining the learning difficulties encountered by students before class and organize them to conduct case discussions in groups to deepen the depth of translation teaching; in project-based teaching, teachers assign practical tasks of "public welfare text translation" projects, guiding students to complete the entire process of project planning, initial translation, optimization, and finalization in groups using AIGC tools. In this process, teachers should participate throughout, providing timely help and guidance to students, thereby enhancing their translation abilities and team collaboration skills [10].

2.3. Establish virtual translation studios and build immersive teaching scenarios

The establishment of virtual translation studios is the key to breaking the limitations of traditional teaching models and realizing the in-depth integration of theory and practical operation. Its core is to simulate real translation service scenarios relying on digital technology, providing students with an immersive and collaborative practical training platform to cultivate their human-machine collaboration and team collaboration abilities [11].

When establishing virtual translation studios, follow the construction principles of "scenario reproduction, demand matching, and smooth collaboration." On the basis of AIGC translation software, introduce online collaboration platforms and industry text databases to build a functional field that can realize "division of labor, human-machine collaboration, group collaboration, and quality control." To this end, the scenarios set by the school should include processes such as accepting commissions, translation analysis, translation processing, proofreading and review, and delivering results in real work, and require students to experience the entire translation process in teams to deeply understand industry standard requirements [12].

Introduce the "project-driven" model into virtual translation studios. Teachers design different types and difficulty levels of translation projects according to academic progress and industry needs, such as simultaneous interpretation projects, technical manual localization, and commercial contract translation. Then divide students into several project groups, each with roles such as project manager, translator, proofreader, and technical support staff, with clear division of responsibilities, simulating real translation collaboration scenarios. At the same time, in this link, teachers require students to use AIGC translation tools for primary translation work; then, students improve translation quality through manual proofreading and group discussions; technical support staff are responsible for solving various technical difficulties encountered by group members in the process of using AIGC translation tools to maximize the overall efficiency of the project group. In addition, teachers need to play the roles of supervisor and guide. During project implementation, they should guide students to solve relevant problems in a targeted manner, and lead them to summarize the experience of human-machine collaboration and team collaboration, thereby comprehensively improving students' learning efficiency [13].

2.4. Construct a high-quality evaluation system to improve evaluation accuracy

In the AIGC context, teachers should construct a sound evaluation system, introducing a three-dimensional evaluation method of "process + summative" to comprehensively and objectively evaluate students' language ability, translation skills, innovation ability, and critical thinking ability. First, diversify evaluation subjects. On the basis of teacher evaluation, introduce student self-evaluation, group mutual evaluation, and AIGC-assisted evaluation, forming a multi-subject evaluation system of "teacher evaluation + self-evaluation + mutual evaluation + AIGC." Among them, teachers focus on assessing the achievement of course goals and the improvement of core competencies; student self-evaluation and mutual evaluation focus on assessing

the learning process and group collaboration; AIGC tools can provide data such as translation accuracy and context fit as an evaluation basis [14]. Second, use AIGC to analyze students' performance in classroom learning. Through intelligent devices in the classroom, record data such as students' participation, translation grammar accuracy, and innovation. For example, students' speaking frequency and the uniqueness of views in group translation discussions and use these as the basis for quantitative evaluation. At the same time, AIGC can analyze students' translation notes to understand their understanding and mastery of knowledge points, thereby providing teachers with more detailed feedback on learning situations. Third, use AIGC to optimize homework and examination links. With the help of AIGC, objective questions can be automatically corrected, improving homework correction efficiency. It can conduct semantic analysis of translation works to examine students' ability to master and apply knowledge points, logical reasoning ability, and language organization ability. At the same time, AIGC can track students' learning progress, conduct in-depth analysis of their progress and deficiencies at various learning stages, and customize personalized learning plans for each student [15].

3. Conclusion

In summary, the rapid development of AIGC technology has brought unprecedented opportunities and challenges to the teaching of translation courses in universities. In this regard, we can start with strategies such as reconstructing teaching content to meet students' learning needs, innovating teaching models to construct an "AIGC + trinity" teaching model, establishing virtual translation studios to build immersive teaching scenarios, and constructing a high-quality evaluation system to improve evaluation accuracy. Give full play to the advantages of AIGC technology to empower the entire translation teaching process, thereby cultivating compound translation talents with stronger cross-cultural communication abilities, technical application abilities, and market competitiveness. In the future, with the continuous iteration and in-depth penetration of AIGC technology, teachers should continuously pay attention to technological development trends, conduct in-depth research on new paths and models for the integration of AIGC and translation teaching, guard against risks such as thinking inertia and cultural misinterpretation caused by excessive use of technology, and promote the high-quality development of translation teaching.

Disclosure statement

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