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Cultivating International Communication Competence in Translation Students in the Age of AIGC: A Pedagogical Framework

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Abstract: The rapid evolution of Artificial Intelligence Generated Content (AIGC) is reshaping translator education, presenting both opportunities for enhanced learning outcomes and risks of uncritical dependency. In response, this study proposes a pedagogical framework that integrates AIGC to cultivate the International Communication Competence (ICC) of translation students. Grounded in the theory of Knowledge Translation Studies, the framework conceptualizes ICC as a triad of discursive competence, cross-cultural strategic competence, and multimodal translation competence. It further delineates the differentiated roles of AIGC—as a research assistant, strategy generator, and debating counterpart—across the cognitive domains of declarative, procedural, and meta-cognitive knowledge. An instructional model combining flipped classroom and project-based learning (PBL) was implemented to train students in structured human-AI collaboration. A semester-long implementation of the model is described to illustrate its practical application and preliminary pedagogical implications.
Keywords: AIGC, translator education, international communication competence, Knowledge Translation Studies, human-AI collaboration, China

1. Introduction

In an era defined by digital disruption and the rapid globalization of information, the role of the translator is fundamentally changing. The emergence of Artificial Intelligence Generated Content (AIGC) is automating routine language transfer, compelling the field of translator education to look beyond linguistic accuracy and cultivate competencies that are deeply human and strategic. Within this context, International Communication Competence (ICC) has emerged as a critical framework for preparing students for the complexities of modern, cross-cultural communication. ICC moves past the technical execution of translation to encompass the strategic ability to shape meaning, manage cultural nuance, and achieve intended communicative effects across languages [1]. For translation students, mastering ICC is central to their professional identity in an AI-augmented landscape.

This evolution reflects a broader shift in the discipline itself. Traditional translation pedagogy has often prioritized linguistic fidelity and textual equivalence, whereas a contemporary view reconceives translation as an act of deliberate discourse reconstruction and situated cross-cultural practice [2]. In the context of AIGC, translation practice confronts three distinctive challenges that demand heightened competencies beyond traditional linguistic proficiency. First, AIGC-generated content tends to be stylistically homogeneous and lacks audience awareness, necessitating discursive competence--the ability to analyze and adapt discourse styles across disciplines, genres, and audiences to align with international communication conventions[3]. Second, AIGC models are trained on data that may embed cultural biases and ideological presuppositions, requiring cross-cultural strategic competence--the capacity to critically evaluate AI-generated content for cultural appropriateness and make strategic adjustments to achieve intended communicative effects, even in potentially adversarial contexts[4] [5]. Finally, international communication increasingly relies on multimodal formats (text, image, sound, and video), calling for multimodal translation competence--the skill to decode and encode meaning across diverse semiotic resources, understanding how these modalities interact to enhance communicative impact [1]. These three dimensions collectively form the core of ICC as conceptualized in this study.

These competencies, however, must be developed not in isolation from AIGC but precisely through its strategic use. The future translator is not one who rejects AI tools, but one who commands them—directing, critiquing, and adapting AI-generated content to achieve strategic communication goals, which is the very hallmarks of higher-order meta-cognitive work [6]. This requires a deliberate pedagogical model that systematically integrates AIGC into translator education, positioning it as a scaffold for developing higher-order capabilities rather than as a substitute for critical thinking. This paper responds to this need by proposing a design-based pedagogical model grounded in Knowledge Translation Studies, and illustrates its implementation through classroom practice.

2. The Dual Role of AIGC: From Instrumental Empowerment to Paradigmatic Shift

The integration of AIGC into translator education represents more than a simple technological upgrade; it constitutes a paradigmatic shift that is fundamentally reshaping the learning ecology. Powerful large language models offer significant potential to enhance the efficiency and scope of translation and international communication training. However, this

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potential is counterbalanced by significant risks arising from uncritical adoption and pedagogical misalignment. This section provides a dialectical examination of AIGC's dual impact, arguing that its transformative benefits can only be realized through a systematic and pedagogically-grounded integration into the development of students' ICC.

2.1. AIGC as a Pedagogical Catalyst

AIGC's value in the classroom is multi-faceted, acting as a catalyst for evolving pedagogical practices. It functions primarily as an efficient cognitive partner [6], offloading routine tasks such as terminology retrieval and background research. This cognitive offloading allows students to dedicate greater intellectual resources to higher-order strategic thinking. Furthermore, AIGC serves as a dynamic discourse style simulator. By generating multiple translation variants of a single source text through targeted prompting, it provides students with a tangible basis for comparative analysis, enabling them to intuitively grasp the nuanced discourse conventions of different genres, specialized fields, and target audiences [2].

This technology is also restructuring the traditional classroom dynamic, fostering a triadic collaborative model involving the teacher, the student, and the AI[7]. Within this new ecology, the student's role evolves from a solitary translator to a curator, editor, and quality controller of AI-generated output. The critical evaluation of AI-produced translations for accuracy, cultural appropriateness, and ethical soundness, followed by strategic optimization, becomes a central activity that directly exercises and refines students' translation meta-cognitive abilities. Finally, AIGC transcends the limitations of text-only translation by acting as a multimodal content creation platform. Students can leverage it to generate, adapt, and translate across semiotic modes—including images, audio, and video scripts—thereby gaining practical experience in executing comprehensive international communication projects and directly building multimodal translation competence [1].

2.2 Pitfalls in AIGC Application

Despite this clear potential, recent studies reveal a concerning gap between student enthusiasm for AIGC and the pedagogical frameworks necessary for effective learning. While students have shown high enthusiasm for generative AI tools[8], research indicates that their actual usage often remains at a surface level, lacking the critical engagement required for meaningful learning outcomes[9][10]. Students tend to use AI for "cognitive offloading" rather than deep learning[11], and in translation tasks specifically, they frequently fail to apply critical verification to AI-generated output[12].

Without structured guidance, tool usage frequently devolves into several pitfalls. A primary risk is the conflation of assistance with automation, where students may directly copy AI output without engaging in critical verification or independent thought, leading to a state of technological dependency and professional abdication [6] that erodes meta-cognitive skills. Compounding this is a general underestimation of the inherent technological monopoly and bias embedded within AIGC training data. Students often perceive AI output as objectively neutral, remaining blind to the Western-centric ideological assumptions and cultural stereotypes that can be reflected in its terminology choices. For instance, an AI might systematically output politically problematic translations that misrepresent geopolitical realities or cultural concepts.

The core issue is a deficit in systematic methodology. While students vocalize a need for AIGC courses [12], their current use of AIGC is largely fragmented and ad-hoc, lacking a shared framework[13]. They typically lack proficiency in designing precise prompts or a strategic understanding of how to deploy different AIGC functionalities at appropriate stages of a translation project. This unstructured approach often results in inefficient human-AI collaboration and suboptimal learning outcomes.

Collectively, these challenges indicate that AIGC is often misperceived as a self-sufficient "magic wand," rather than a sophisticated "sharp tool" requiring skilled handling. Consequently, proactive and scientifically informed intervention from educators is imperative. Translation pedagogy must evolve to meet this need by systematically embedding AIGC into the curriculum, thereby shifting the instructional focus from traditional linguistic form to higher-order strategic communication effect.

3. Cultivating ICC with AIGC Assistance: A Knowledge Translation Studies Perspective

3.1. A Three-Tiered Cognitive Framework from Knowledge Translation Studies

Knowledge Translation Studies (KTS) offers a robust theoretical lens for understanding and developing International Communication Competence (ICC). Moving beyond purely linguistic concerns, KTS conceptualizes translation as a sociocultural practice of cross-linguistic knowledge processing, reconstruction, and re-dissemination [14]. This perspective provides a structured, three-tiered cognitive framework for ICC, beginning with Declarative Knowledge—the foundational "know-what" comprising factual information and conceptual understanding, such as recognizing the significant divergence in cultural connotation and symbolic value between the Chinese "龙" and its common English equivalent "dragon". This layer forms the essential raw material for cross-cultural exchange. Building upon this is Procedural Knowledge, or the "know-how" of translation, which entails a methodological repertoire for tasks like deploying transliteration with annotation for culture-specific items or opting for deep contextual explanation over superficial equivalence. Ultimately, the framework culminates in Translation Meta-knowledge, the strategic "know-why" that governs high-level decision-making. This meta-cognitive capacity involves critical judgment and ethical reasoning, such as weighing the communicative impact of domesticating a text for audience accessibility against foreignizing it to preserve cultural otherness, thereby enabling translators to act as adaptive and reflective practitioners in strategic international communication.

These three knowledge types correspond naturally to the ICC dimensions identified in this study. Declarative knowledge underpins discursive competence by providing the cultural and contextual information necessary to recognize genre

conventions and audience expectations. Procedural knowledge supports both discursive competence (through strategies for stylistic adaptation) and cross-cultural strategic competence (through techniques for cultural mediation). Meta-knowledge is central to cross-cultural strategic competence and multimodal translation competence, as both require strategic judgment in navigating complex cultural trade-offs and orchestrating multiple semiotic resources to achieve communicative goals.

This cognitive framework distinguishes the present approach from existing models of intercultural communication and translation competence. Byram's intercultural communicative competence model[15], while foundational, treats cultural awareness as a separate attitudinal dimension rather than embedding it within strategic decision-making. PACTE's translation competence model offers comprehensive coverage of sub-competencies[16] but does not prioritize the specific challenges posed by AIGC, such as the critical evaluation of culturally biased AI output. Wen's (2022) international communication competence framework emphasizes discourse and strategic dimensions [5] but does not explicitly address multimodal communication, which has become indispensable in AIGC-mediated digital environments. By grounding ICC in Knowledge Translation Studies, the present framework offers a cognitive-level analysis of how competencies develop across declarative, procedural, and meta-cognitive domains, and provides a precise basis for positioning AIGC's role in supporting that development.

3.2. AIGC positioning within the KTS Framework to Foster ICC

Building upon the cognitive framework outlined above, this section delineates how AIGC can be strategically positioned to support the development of ICC across declarative, procedural, and meta-cognitive domains. While all three competencies draw on these knowledge types to varying degrees, their developmental emphases differ, and AIGC's role shifts accordingly.

Discursive competence relies heavily on declarative knowledge (e.g., understanding genre conventions, audience expectations) and procedural knowledge (e.g., applying stylistic strategies to adapt discourse for different audiences). At this level, AIGC serves as an efficient research assistant for gathering parallel texts and terminological information, and as a strategy generator that produces multiple stylistic variants for comparative analysis, enabling students to build procedural fluency.

Cross-cultural strategic competence requires substantial meta-cognitive engagement, as students must critically evaluate the cultural implications and potential reception issues of AI-generated content and justify their strategic choices. Here, AIGC functions primarily as a debating counterpart that stimulates reflective judgment. By generating multiple translation variants that reflect different cultural positioning strategies, AIGC provides material for critical evaluation, while the final decision-making—the core of meta-cognitive work—remains the student's responsibility.

Multimodal translation competence integrates all three knowledge types. It draws on declarative knowledge of semiotic systems (e.g., understanding how image, text, and sound function in different cultural contexts), procedural knowledge of cross-modal adaptation (e.g., converting textual information into visual narratives), and meta-cognitive knowledge of strategic design (e.g., orchestrating multimodal elements to achieve a cohesive communication effect). AIGC acts as a multimodal creative partner that supports this integrated process, generating content across modalities and allowing students to focus on high-level coordination and strategic oversight.

In summary, Knowledge Translation Studies provides the critical theoretical scaffolding to move beyond a monolithic view of AIGC. It enables educators to see AIGC not merely as a tool, but as a differentiated partner whose roles vary according to the cognitive demands of the competence being developed. This nuanced positioning is the prerequisite for designing sophisticated human-AI collaborative models that systematically enhance the holistic development of translation students' international communication competence.

4. A Pedagogical Model for AIGC Integration in Translator Education

Building upon the theoretical foundation of Knowledge Translation Studies and the differentiated role of AIGC across cognitive domains, this section translates theory into practice by constructing a concrete pedagogical model. The central premise is that ICC, as a key competency for modern translators, must be cultivated through the deliberate and systemic integration of AIGC into the curriculum. This model is designed for the cognitive profile of undergraduate translation students and utilizes a parallel text reading course as its primary instructional vehicle.

4.1 An AIGC-Integrated Competency Matrix for ICC Development

To operationalize the theoretical framework, we have developed an integrated competency matrix that systematically aligns the three dimensions of ICC with the corresponding knowledge types and strategic applications of AIGC. This matrix serves as both a curriculum design blueprint and an instructional guide, ensuring that AIGC integration is purposefully directed toward specific learning outcomes.

ICC Dimension	Knowledge Emphasis	AIGC Tool & Role	Teaching Example
Discursive Competence	**Declarative+Procedural**	**AIGC as Research Assistant & Strategy Generator**	Finding English equivalents, policy background, and comparative media framing of "共同富裕" in Chinese and foreign reports; generating literal, free, and explanatory translation versions for a descriptive Chinese phrase like "群峰秀拔，二水纡回".
Cross-cultural Strategic Competence	**Meta-knowledge**	**AIGC as Debating Counterpart**	Conducting group debates based on multiple translation variants generated by AIGC, evaluating communication effects and cultural risks.
Multimodal Translation Competence	**Integrated Knowledge(Declarative + Procedural + Meta-knowledge)**	**AIGC as Multimodal Creative Partner**	Designing an Instagram promotion post for a tourist attraction, involving copy generation, image suggestions, and cultural adaptation.

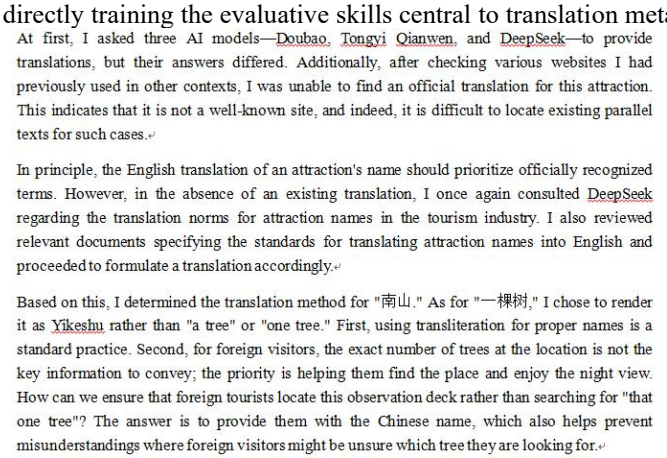
Table 1: Three-Dimensional Matrix for AIGC-Assisted ICC Cultivation in Translation Education

This cohesive framework ensures that AIGC is not used in an ad-hoc manner but is embedded strategically to scaffold the development of specific, high-level competencies required of the contemporary translator.

4.2 Implementing the Model: A Scaffolded Pedagogical Approach

To effectively translate the theoretical matrix into classroom practice, a scaffolded instructional design is essential. The following approach, implemented across pre-class, in-class, and post-class phases, leverages the Flipped Classroom model to build foundational skills and Project-Based Learning (PBL) to foster comprehensive application.

The Flipped Classroom model is strategically employed to establish core competencies in managing AIGC interactions. In the pre-class phase, students are assigned a task such as translating a tourism promotional text. They are instructed to use AIGC tools proactively to: (1) source and analyze high-quality English parallel texts; (2) research standard translations for key terminology; and (3) generate a preliminary draft. This preparatory work shifts the focus of class time from knowledge transmission to knowledge application and critical analysis. During the in-class session, students present, compare, and deconstruct their AIGC-assisted processes and outputs. The discourse centers on critical questions such as: "What prompts yielded the most useful results?", "What are the specific strengths and weaknesses of the AI-generated text?", and "What rationale informed the final editorial choices?" This process moves students from passive recipients of AI output to critical analysts, directly training the evaluative skills central to translation meta-knowledge.



At first, I asked three AI models—Doubao, Tongyi Qianwen, and DeepSeek—to provide translations, but their answers differed. Additionally, after checking various websites I had previously used in other contexts, I was unable to find an official translation for this attraction. This indicates that it is not a well-known site, and indeed, it is difficult to locate existing parallel texts for such cases.

In principle, the English translation of an attraction's name should prioritize officially recognized terms. However, in the absence of an existing translation, I once again consulted DeepSeek regarding the translation norms for attraction names in the tourism industry. I also reviewed relevant documents specifying the standards for translating attraction names into English and proceeded to formulate a translation accordingly.

Based on this, I determined the translation method for "南山." As for "一棵树," I chose to render it as Yikeshu rather than "a tree" or "one tree." First, using transliteration for proper names is a standard practice. Second, for foreign visitors, the exact number of trees at the location is not the key information to convey; the priority is helping them find the place and enjoy the night view. How can we ensure that foreign tourists locate this observation deck rather than searching for "that one tree"? The answer is to provide them with the Chinese name, which also helps prevent misunderstandings where foreign visitors might be unsure which tree they are looking for.

Figure 1 In-class Presentation: Students Comparing and Debating AIGC-Assisted Translation Variants

For Project-Based Learning (PBL), the focus expands to the synthesis of competencies within authentic, complex scenarios. Student groups undertake extended projects—such as creating a cultural promotion portfolio—that require them to collaboratively design, justify, and document a detailed human-AI workflow. A crucial component of this process is the maintenance of a comprehensive translation log, which requires students to meticulously record their AIGC usage, prompt strategies, and—most importantly—their reflective rationales for accepting, rejecting, or modifying AI-generated content. The project culminates in a formal presentation where groups defend their strategic choices, thereby making their meta-cognitive reasoning explicit and subject to peer and instructor feedback. This PBL cycle directly trains the high-level strategic planning, critical editing, and collaborative problem-solving skills that define the modern international communicator.

Figure 2 Sample Student Translation Log: Documenting Human-AI Collaboration

This dual-mode approach ensures a progressive learning trajectory. The Flipped Classroom hones the discrete, analytical skills needed for effective human-AI interaction, while PBL provides the contextualized arena for integrating these skills into professional practice. Together, they form a robust pedagogical ecosystem that prepares students not merely to use AIGC, but to command it with strategic purpose.

5. Implementing the Model: A Pedagogical Illustration

To illustrate the application of the proposed pedagogical model, this section draws on observations from a semester-long implementation in an undergraduate parallel text reading course. The cohort consisted of first-year students, whose developing foundational knowledge offered a valuable context for examining how the model supports the building of core ICC competencies from an early stage. The instructional focus was on the foundational dimensions of Discursive Competence and Cross-cultural Strategic Competence. The following illustration traces students' evolving engagement with AIGC as they progressed through the scaffolded model.

5.1 Initial Stage: Spontaneous and Uncritical AIGC Use

At the outset of the course, prior to structured instruction, student engagement with AIGC was characterized by ad-hoc experimentation and a lack of strategic oversight, as reflected in two salient problems corresponding to discursive competence and cross-cultural strategic competence.

At the level of discursive competence, students struggled with formulating precise prompts, resulting in unstable AI outputs. For example, when translating a promotional text for a tourist city featuring Chinese-specific terms such as "国家级文明县城" and "省级卫生县城", a typical student instruction was simply "translate the following terms into English." The AI-generated outputs—"national-level civilized county" and "provincial-level sanitary county"—were semantically correct but failed to consider the contextual genre and stylistic expectations of international tourism promotion. For lack of procedural knowledge, students failed to serve the communicative purpose of attracting foreign visitors.

At the level of cross-cultural strategic competence, students generally treated AIGC output as authoritative, demonstrating a lack of critical evaluation and cultural risk awareness. A telling example involved the translation of "新农保", a Chinese rural pension scheme encompassing "基础养老金" and "个人账户养老金". Most students directly adopted the AI's generic translation without considering potential misunderstandings or oversimplifications in Western political discourse. They did not attempt more explanatory strategies. Here, the deficit lay in meta-knowledge: students failed to critically evaluate AI output or consider its reception in international contexts.

5.2 Evolving Competencies through Scaffolded instruction

Following a semester of AIGC-integrated instruction guided by the three-dimensional competency matrix, students demonstrated significant progress in both discursive competence and cross-cultural strategic competence. To illustrate this progression, one tourism translation task for the city of Rongchang is presented here, with the following source text excerpts:

Original source text (excerpts):

(1) "荣昌历史悠久，自唐肃宗乾元 2 年（公元 759 年）设县至今，已有 1300 多年。"

(2) "荣昌旅游资源丰富，其中荣昌县城为国家级文明县城、省级卫生县城；城区鸟语花香，绿树成荫，环境优美。"

(3) "古人盛赞'山环绕而蜿蜒，地宽广而爽垲'，'群峰秀拔，二水纡回'，雅称'海棠香国'。"

(4) "羊肉汤、卤鹅肉、黄凉粉、铺盖面、烤乳猪等美景、美食，是人们不可多得的旅游休闲圣地。"

At the level of discursive competence, students learned to design precise prompts to generate stylistic variants from AIGC and then select, merge, and refine the outputs. One student documented the following strategic shift in their reflective journal:

> The purpose of the original text is tourism promotion. Regardless of the parallel structures, classical poems, four-character phrases, or historical details like "Emperor Suzong of Tang" in the Chinese source, we do not necessarily have to preserve these forms. We need to consider: (1) Do foreigners care about these expressions? (2) Can foreigners understand them? We cannot translate everything literally. Therefore, after comprehending the text, we clarified that the translation goal is "to attract foreign tourists to visit here" and rewrote some obscure expressions

into simple English to avoid confusion.

This strategic reorientation was directly reflected in the group's prompting practices. The evolution from vague to precise prompting was clearly observable. Whereas their pre-training instruction had been a single generic request—"translate the following terms into English"—their post-training approach involved a structured sequence of prompts:

> Prompt 1: "Translate the following Chinese tourism text into English for an international audience."
>
> Prompt 2: "Now generate three stylistic variants: (a) formal and historical, (b) engaging and narrative, (c) concise bullet points for social media."
>
> Prompt 3: "Identify culturally specific terms in the original (e.g.,'海棠香国', '铺盖面') and propose at least two translation strategies for each, with brief justifications."

This multi-turn design allowed the group to compare AI-generated variants and merge effective elements. This progression from vague to precise prompting reflects the development of procedural knowledge (knowing how to engineer prompts) and meta-knowledge (knowing why certain styles suit the audience). The student's reflective log noted: "By asking the AI to generate different styles, we could see what works best for our audience. We took the historical grounding from version (a), the engaging tone from version (b), and the clarity of bullet points for key attractions from version (c)."

Applying this strategic understanding, the group produced translations with refined discursive choices. For the historical reference in excerpt (1), they omitted the specific reign name "Emperor Suzong of Tang" but retained the dynasty and precise year (759 CE) to provide historical grounding. For the "国家级文明县城" and "省级卫生县城" terms in excerpt (2), they moved beyond the AI's literal "national-level civilized county" and "provincial-level sanitary county," opting instead for audience-aware paraphrases that conveyed the city's recognized status without the bureaucratic tone that might alienate foreign tourists, like "The town itself has been recognized for its good administration and clean environment". For the classical couplets in excerpt (3), they simplified the parallel structures into plain English, prioritizing clarity over poetic form to suit the promotional genre, like "two rivers winding between lofty peaks".

At the level of cross-cultural strategic competence, students transitioned from passive acceptance of AI output to active, critical oversight. This was evident in their handling of culturally loaded terms. For "海棠香国" in excerpt (3), they did not rely on AI's literal rendering. Instead, they adopted the translation "the Land of Begonias", a concise and evocative rendering that preserves the floral imagery central to the city's cultural identity while remaining accessible to international audiences. For "铺盖面" in excerpt (4), one student documented a deliberate verification process:

> Initially, the AI suggested "sheet noodles", which was quite vivid. However, when I searched on Bing, I found that "sheet noodles" abroad refers to something different from "铺盖面". Therefore, I finally went with "wide flat noodles".

The student first generated an AI candidate, then independently verified its cultural accuracy, rejected it upon discovering a mismatch, and adopted a more intuitively clear alternative. This two-step process exemplifies strategic command of AIGC. Such critical engagement with AI-generated content reflects an elevation in translation meta-knowledge: moving from task execution to informed judgment about communication effects.

5.3 Pedagogical Observations

The implementation of the model yielded several observations relevant to the design of AIGC-integrated translator education, many of which are concretely illustrated in the case study above.

One key insight is that AIGC functions best as a scaffolding tool when students acquire the procedural knowledge by learning to craft precise prompts. Students moved from vague prompts to multi-turn sequences. This shift—from blind acceptance to strategic selection—was central to their progress in discursive competence.

Equally important, cross-cultural strategic competence hinges on meta-cognitive awareness which develops through structured reflection. The student who rejected AI's "sheet noodles" after verifying it online did not just produce a better translation; they documented their reasoning as trained. Such reflective logging externalizes decision-making, turning AI interaction from passive reception into critical oversight.

A further observation concerns project-based learning (PBL), which proved indispensable for integrating declarative, procedural, and meta-cognitive knowledge. The Rongchang tourism translation task required students to handle historical references, bureaucratic terms, classical couplets and culturally loaded expressions simultaneously. This complexity forced them to balance audience awareness, cultural sensitivity, and stylistic choices—an integration that isolated exercises cannot achieve.

6. Conclusion and Implications

6.1 Contributions of the Model

This paper has presented a design-based pedagogical model for cultivating ICC in translation students through the systematic integration of AIGC. Grounded in Knowledge Translation Studies, the model provides a structured approach that differentiates the roles of AIGC across declarative, procedural, and meta-cognitive knowledge domains, and operationalizes these roles through a combination of flipped classroom and project-based learning. The competency matrix offers a practical tool for curriculum design, ensuring that AIGC integration is purposefully aligned with specific learning outcomes.

The pedagogical illustration drawn from classroom practice suggests that the model can effectively support students in moving from spontaneous, uncritical use of AIGC toward strategic command, characterized by enhanced discursive competence, cross-cultural strategic awareness, and meta-cognitive engagement. The model's design—particularly its emphasis on structured reflection, comparative analysis, and authentic project work—offers a coherent pathway for

equipping translation students with the competencies required of international communicators in an AI-permeated landscape.

6.2 Limitations and Future Directions

While the model contributes a theoretically grounded and practically implementable framework to the burgeoning field of AIGC-integrated translator education, it also has limitations that invite reflection and point toward future research directions.

First, as a design-based pedagogical paper, this study does not aim to provide a controlled empirical evaluation of the model's effectiveness. The observations reported in Section 5 are drawn from a single implementation in a specific course context with a particular cohort of first-year students. The extent to which the model can be generalized to other learner levels (e.g., graduate students), instructional formats (e.g., online or hybrid settings), or institutional contexts remains to be explored. Future research could adopt comparative or longitudinal designs to examine how the model performs across diverse educational environments.

Second, the assessment of student learning outcomes in this study was primarily qualitative, drawing on classroom observations, student reflective logs, and analysis of translation outputs. While these methods provide rich insights into students' developing competencies, they do not offer quantifiable measures of learning gains. Future iterations of the model could incorporate more systematic assessment tools, such as pre- and post-intervention competency rubrics, or the development of validated instruments for measuring ICC dimensions in AIGC-integrated learning environments.

Third, the model's use of AIGC tools presupposes reliable technological infrastructure and student access, which may not be available in all contexts, requiring adaptation. Moreover, the rapid evolution of AIGC technologies calls for ongoing updates to the model.

Despite these limitations, the model offers a coherent and theoretically grounded starting point for educators seeking to systematically integrate AIGC into translator education. Future research may focus on refining the model through developing complementary assessment frameworks, and exploring its adaptability across diverse educational and cultural contexts.

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