

## Original Paper

# A “T-S-M” Interactive Teaching Model for Teaching the Translation of Discourses with Chinese Characteristics from *Report to the 20th National Congress of CPC*: A DTS Perspective on Cultivating Knowledge, Competence and Values

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Received: August 22, 2025      Accepted: September 25, 2025      Online Published: September 29, 2025

doi:10.22158/selt.v13n4p13

URL: <http://dx.doi.org/10.22158/selt.v13n4p13>

### **Abstract**

*In the era of generative artificial intelligence, it has become a major challenge for translation pedagogy to accurately translate and effectively disseminate the “discourses with Chinese characteristics” embedded in classic political and theoretical literature. From the perspective of Descriptive Translation Studies (DTS), this paper proposes a “Teacher-Student-Machine” (T-S-M) interactive teaching model. By using the characteristic discourses from Report to the 20th National Congress of the Communist Party of China (CPC) as core material, this research places the teacher (facilitator), student (constructor), and machine/AI (collaborator) within a new, dynamic, and interactive educational ecosystem. Through a three-dimensional analytical framework of “Product-Process-Function,” the model guides students to develop their Human-AI Interactive Negotiation Competence (HAINC) by making multi-dimensional comparisons among their own translations, machine translations, and authoritative translations. This model effectively transforms theoretical knowledge of translation into a cognitive tool for students to solve complex problems. By tracking and reflecting on the human-machine interaction process, it significantly enhances students' higher-order competencies such as critical thinking and problem-solving. Furthermore, through the practice of translating sensitive discourses, it guides students to deeply understand the national stance, thereby achieving an organic integration of knowledge transmission, competence cultivation, and value shaping. This provides an effective practical solution for cultivating high-quality, new-era translation talent capable of telling China's story well.*

### **Keywords**

*Translation Pedagogy, Discourses with Chinese Characteristics, T-S-M Interaction, Knowledge*

## Competence & Values

### Introduction

Against the backdrop of profound changes unseen in a century, international discourse power is not only a core manifestation of a nation's "soft power" but also the key to its global influence and appeal. "The instability and uncertainty in international relations in recent years have further highlighted the role of narrative" (Sun, 2025). An important component of international discourse power is political discourse, and its English translation is a crucial channel for shaping our image abroad, directly related to the construction of our nation's discourse capacity. *The Report to the 20th National Congress of the Communist Party of China* (hereafter referred to as the *Report to the 20th Congress*), as a programmatic document that synthesizes the CPC's ideas on governance, not only systematically outlines the grand blueprint for China's future development but also crystallizes a large volume of "characteristic discourses" containing Chinese wisdom, solutions, and strength. The translation and dissemination of this report bear the responsibility of resolving cognitive deficits and shaping a credible, admirable, and respectable image of China. "Accurate English translation is of profound significance for constructing a Chinese political discourse system that connects China and the world, allowing the international community to accurately understand the core values and concepts of Chinese political discourse. It has become a mission of profound strategic importance to precisely and effectively convey these discourses to the international community so that they are understood and accepted" (Huang, 2025).

Against this background, it has become urgent for teaching translation in foreign language programs to leverage "discourses with Chinese characteristics" to integrate the cultivation of knowledge, competence, and values. Although some scholars have focused on language competence cultivation models centered on the translation of Chinese characteristic discourses, particularly research based on parallel corpora that provides a data-driven paradigm for this model (Jia, 2021; Wang & Liu, 2023), translation pedagogy in this field still faces numerous challenges in the current era of human-machine coexistence, such as ideological risks, cultural differences, and accuracy issues (Wen & Tian). "Discourses with Chinese characteristics" are not simple linguistic symbols but complex knowledge systems deeply rooted in China's fine traditional culture and contemporary socialist practice. They often contain a wealth of culture-loaded words, political metaphors, historical allusions, and philosophical thoughts, such as "Chinese modernization (中国式现代化)," "it takes a good blacksmith to make good steel (打铁必须自身硬)," "lucid waters and lush mountains are invaluable assets (绿水青山就是金山银山)," and "taking out tigers, swatting flies, and hunting down foxes (打虎、拍蝇、猎狐)." The translation of these discourses far exceeds the scope of linguistic shift, demanding that translators possess profound bilingual skills, cross-cultural interpretive abilities, and a high degree of political acuity. Generative AI, represented by Large Language Models (LLMs), despite its astonishing efficiency and fluency in handling conventional texts, is prone to ideological distortion, cultural flattening, and oversimplification of complex political concepts when translating ideologically charged and culturally profound discourses

with Chinese characteristics. The resulting translations, though fluent, may be untrue and even misleading.

Faced with these challenges, traditional translation teaching models are proving inadequate, unable to effectively cope with the dual pressures from the text and technology. This paper aims to propose and substantiate a “Teacher-Student-Machine (T-S-M)” interactive teaching model constructed from the perspective of Descriptive Translation Studies (DTS). This model utilizes the discourses with Chinese characteristics from the Report to the 20th Congress as core teaching material, placing teachers, students, and LLMs (machines) in a dynamic, cyclical, and interactive ecosystem to systematically and collaboratively cultivate learners’ integrated qualities of knowledge, competence, and values. It helps students transition from mere translators to analysts and researchers of translation behavior. Through deep interactive negotiation with machines, they not only master the “art” (术) of translation but also comprehend its “way” (道), thereby achieving an organic unity of knowledge internalization, competence enhancement, and value shaping.

### **1. Descriptive Translation Studies and Human-AI Interactive Negotiation in the AI Era**

Since its emergence in the 1970s, Descriptive Translation Studies (DTS) has shifted translation research from a traditional, prescriptive “ought-to-be” approach to a “what-is” examination of translation reality, establishing itself as an independent discipline with its descriptive, empirical, and target-culture-oriented paradigm. The “Product-Process-Function” three-dimensional analytical framework, pioneered by James Holmes and developed by Gideon Toury (Holmes, 2000; Toury, 1995), is the core methodology of DTS, providing a solid theoretical foundation for the systematic study of translation phenomena. In the age of AI, this classic framework is not obsolete; on the contrary, the intervention of LLMs has endowed it with new connotations and vitality, elevating it from a research methodology to a highly potential teaching methodology.

From the perspective of the translation product, the boundaries of translation products as teaching materials have expanded. Traditional product-oriented research typically focuses on describing and comparing existing translations. In an AI-assisted teaching context, LLMs can generate a massive and diverse range of translation products for the same source text through prompt engineering. This fundamentally changes the accessibility of teaching resources. Teachers are no longer limited to analyzing a few authoritative translations but can guide students into a vast space of translation production, dynamically exploring how different prompts (inputs) lead to different translations (outputs). The core classroom activity thus shifts from seeking a single “correct” translation to systematically describing, comparing, and evaluating a set of translations (the student's own translation, multiple AI-generated versions, and the official authoritative translation). This makes the DTS product analysis method a direct pedagogical tool for training students' analytical and critical skills.

From the perspective of the translation process, cognitive process data in translation teaching has become more accessible. Process-oriented research aims to explore the mental activities of translators during the

translation process. While traditional methods like think-aloud protocols are valuable, they are difficult to implement on a large scale in teaching. The emergence of LLMs provides a new data source for studying the translation process. The records of student-AI interactions—including their iterative prompts, their selection and rejection of AI feedback, and the complete trajectory of their post-editing—constitute externalized and traceable cognitive process data. This data not only offers teachers a window into students' thought processes but, more importantly, provides a data-based foundation for students' metacognitive reflection. By reviewing their “human-machine dialogue,” students can clearly see each step of their decision-making, thereby gaining a deeper understanding of the complexity and dynamism of the translation process.

The function of translation holds a central position in the teaching of translating characteristic discourses. Function-oriented research focuses on the social function and communicative purpose that a translation serves in the target culture. Given that LLMs may produce translations that are linguistically fluent but ideologically unfocused or culturally diminished, the core task of teaching is no longer simply to pursue linguistic “equivalence” but to cultivate students' ability to assess the functional adequacy of a translation—that is, to judge whether a translation can accurately achieve the political intent and communicative function of the source text in the target context. This requires teaching to move beyond the text itself, guiding students to consider the translation's audience, channels of dissemination, and potential social impact, thus internalizing functional awareness as the primary principle of translation practice.

In short, the intervention of LLMs has created unprecedented opportunities for the application of DTS in teaching. It expands the space for translation generation, facilitates a focus on students' cognitive and behavioral paths to understand the internal mechanisms of translation decision-making, and highlights the needs of the audience and the communicative effect. In the context of teaching the translation of characteristic political discourses, the teaching model shifts from being teacher-centered to one where students, under the teacher's guidance, actively use DTS analytical tools to describe, explain, and evaluate rich translation data (including their own, the machine's, and experts' products), thereby achieving a spiral ascent from practice to theory and then to reflective practice. In this model, “Human-AI Interactive Negotiation Competence” (HAINC) (Wen & Liang, 2024) plays a crucial role. HAINC is a comprehensive competence system encompassing cognitive, strategic, and reflective aspects, which can be broken down into five interrelated and iterative components:

- a. Understanding AI: Students must have a clear understanding of the nature of LLMs: they are probabilistic text generators trained on massive data, not intelligent entities with true comprehension and creativity. This means learners need to know their technical strengths and inherent limitations (e.g., lack of real-world knowledge, susceptibility to corpus bias, inability to perform true cultural reasoning). Only by profoundly understanding what AI can and cannot do can one maintain human subjectivity and a critical stance in interactions.
- b. Setting Goals: Before interacting with an LLM, students must first clarify the communicative function

and goal of the translation task. For example, when learning to translate the Report to the 20th Congress, the goal is not merely to “translate Chinese into English” but to “generate a translation that is faithful to the spirit of the original text, conforms to the stylistic norms of political documents in the target language, and can be accurately understood and accepted by the international community.”

c. Issuing Instructions: Students need to learn to design precise, detailed, and context-rich prompts to guide LLMs toward generating more target-appropriate translations. Different inputs can produce vastly different outputs. For instance, a simple prompt like “Translate ‘绿水青山就是金山银山’ (lǜ shuǐ qīng shān jiù shì jīn shān yín shān) into English” is too simplistic. It needs to be refined into a more detailed prompt, such as: “Translate ‘绿水青山就是金山银山’ into English. This is a core concept of China’s ecological civilization development, emphasizing the dialectical unity between environmental protection and economic development. Please ensure the translation reflects its character as a philosophical and political slogan.” The quality of the translation produced will be markedly different.

d. Analyzing Feedback: This stage is key to cultivating metacognitive and reflective abilities. Students must use their professional knowledge and critical thinking to carefully evaluate the feedback (i.e., the translation) generated by the LLM. This evaluation includes assessing accuracy and fluency at the linguistic level, comparing it with authoritative corpora (such as official translations), and, most importantly, judging its functional adequacy based on the preset translation goals.

e. Adjusting Strategies: Based on the analysis of the feedback, students make iterative strategic adjustments. This may include optimizing prompts to obtain better AI translations, directly performing manual post-editing on the AI’s output, or, in some cases, completely discarding the AI’s suggestions. This continuous process of “dialogue” and “negotiation” is the core of how human-machine collaboration creates value.

Thus, the cultivation of HAINC serves as the nexus connecting knowledge, competence, and values. It is a dynamic practical process where students mobilize theoretical knowledge, apply analytical skills, and make value judgments. For instance, to design a good prompt for translating “a human community with a shared future”(人类命运共同体), a student must first have knowledge of its political connotations. When evaluating incorrect AI outputs like “a community for human fate,” they need to apply comparative analysis skills. Ultimately, deciding to adopt or refine it to the more faithful “a human community with a shared future” reflects the value of defending the core message of the source discourse. Each cycle of HCINC practice is a comprehensive exercise and deep integration of knowledge, competence, and values.

## 2. The Architecture of the "Teacher-Student-Machine" Interactive Model

The core of “T-S-M” lies in redefining the roles of the three participants in the teaching activity. Based on the descriptive analysis of “product, process, and function,” it constructs a structured, cyclical workflow to put the cultivation of HAINC into practice.

In the new educational ecosystem of human-machine coexistence enabled by LLMs, the teacher, student, and LLM each play indispensable and complementary roles. The teacher transitions from a traditional

knowledge transmitter to an “architect” of the learning environment and a “facilitator” of students' critical thinking processes, playing the dual role of instructional designer and speculative guide. “With the rapid development of AI technology and LLM applications, translation knowledge platforms integrated with LLMs have achieved a leap in knowledge organization and transmission, generating richer knowledge network associations and automated knowledge recommendations. However, none of this can happen without the teacher's knowledge management and organization” (Mu & Zheng, 2025). Taking the teaching of Chinese-to-English translation of the Report to the 20th Congress as an example, the teacher needs to carefully select representative discourses with Chinese characteristics as teaching materials and design tasks that stimulate deep human-machine interaction. They teach relevant translation theories and background knowledge to provide a theoretical basis for students' analysis and decision-making, and demonstrate key skills of human-machine negotiation, such as how to construct complex prompts and how to evaluate AI translations from multiple dimensions. After students complete tasks, the teacher organizes class discussions, guiding them to engage in metacognitive reflection on their translation process, the basis for their decisions, and the pros and cons of human-machine collaboration, thereby deepening the learning effect. The teacher is the “chief director” of the teaching activity, ensuring that the use of technological tools always serves the goal of cultivating higher-order cognitive abilities.

The student's role transforms from a passive recipient to an active negotiator and knowledge constructor. Students no longer passively receive and recite knowledge but actively participate in the entire cognitive activity—from understanding the source text and independently producing a first draft to engaging in complex negotiations with AI, and finally forming and defending their own translation. By repeatedly “dialoguing” with AI to optimize the translation and by reviewing and summarizing the entire translation process, they enhance their autonomous learning ability, critical thinking, and problem-solving skills.

The machine, represented by LLMs, acts as an unconscious “collaborator” and “data source.” Its role is not to replace humans but to enhance human capabilities. By quickly generating diverse draft translations, it provides rich material for comparative analysis. By suggesting constructive expressions, it broadens students' translation horizons. Crucially, the “advanced errors” that LLMs make when handling culturally and ideologically sensitive content can intuitively expose the difficulties and key points of translation, serving as excellent negative examples and pedagogical entry points, creating the necessary space for human (student and teacher) critical intervention and value judgment.

The formation of this new human-machine educational ecosystem relies on a structured, cyclical process, ensuring that each step closely serves the comprehensive cultivation of knowledge, competence, and values. The following six steps, illustrated with the English translation of the term “守正创新” (shǒu zhèng chuàng xīn) from the Report to the 20th Congress, explain this process.

Step 1: Pre-translation Preparation. The translation task for “守正创新” is presented. The teacher guides students in a deep analysis of the source text, including not only its literal meaning but also its cultural origins and political connotations. For example, students are guided to discern whether the relationship between “守正” (shǒu zhèng) and “创新” (chuàng xīn) is coordinate or modificational, and to accurately

understand “正” (zhèng) as “fundamental principles” rather than simple “correctness” (Wang, 2023). This stage aims to provide students with a solid knowledge base and value orientation for their subsequent translation practice.

**Step 2: Independent Initial Translation.** After fully understanding the source text, students complete an initial translation independently. They might produce more literal versions, such as “upholding the correct path and innovating” or “keeping the traditional and creating the new.” This step is completed without judgment, aiming to activate students' existing knowledge and create a personal baseline translation for subsequent comparative analysis.

**Step 3: Human-Machine Collaborative Translation.** Students interact and negotiate with an LLM. This is the core practice field for HAINC. Students need to design a series of prompts, moving from simple to progressively more precise. They may ultimately realize that more precise prompts yield more accurate and appropriate translations, such as: “Translate ‘守正创新’ into English. The term is from a Chinese political report. ‘正’ refers to fundamental principles. Make the translation more balanced and parallel in structure, suitable for a formal political speech.”

**Step 4: Comparative Analysis.** Students juxtapose their initial translation, the multiple versions generated by the AI, and the official authoritative translation, “uphold fundamental principles and break new ground.” They objectively describe the differences among the translations from multiple dimensions, such as lexical choice (e.g., “correct path” vs. “fundamental principles”), syntactic structure (e.g., parallel gerund structure), and rhetorical effect.

**Step 5: Negotiated Post-Editing.** Based on the comparative analysis, students revise their initial translation. They may recognize the advantages of the official translation in semantic precision and stylistic equivalence and realize that AI, with specific guidance, can also produce high-quality expressions. Ultimately, students might choose to incorporate the strengths of the official or AI-optimized translation to form a well-considered final version. This process is a key stage for students to internalize knowledge and make rational decisions.

**Step 6: Metacognitive Reflection.** As the final step in the teaching cycle, students are required to write a translation reflection report, detailing their translation process and the rationale behind their decisions. For example, a student might write: “My initial translation was too literal. The AI translation had the same problem. By providing the contextual information that ‘正’ refers to ‘fundamental principles,’ I successfully guided the AI to produce a more accurate translation. Comparing this with the official translation, I found that the parallel gerund structure was rhetorically more powerful. My final translation reflects a dual consideration of semantic fidelity and stylistic function.” This step externalizes the implicit thought process, greatly promoting the deepening and transfer of learning.

### 3. Translation Teaching of Discourses with Chinese Characteristics under the “Product-Process-Function” Framework

#### 3.1 Product-Oriented Description: Comparative Analysis of Multi-dimensional Translations

Product-oriented description is the foundation of DTS, with its core being the objective, systematic description and comparison of translations themselves. In the T-S-M model, students face a multi-dimensional textual space composed of their “own translation, machine translations, and authoritative translations,” which provides data for triangulation and reflective correction in conducting in-depth product analysis. The table below (Table.1) selects several typical discourses with Chinese characteristics from *The Report to the 20th Congress* and analyzes translations from different sources to reveal the pedagogical value of this stage.

**Table 1. Examples of Multiple Translations of Discourses with Chinese Characteristics from the Report to the 20th Congress**

Source Text	Student's Own Translation	LLM Translation	Authoritative Translation
天下为公 (tiān xià wéi gōng)	The world is for the public.	The world is for pursuing common good for everyone.	all
天人合一 (tiān rén hé yī)	Heaven and man are one.	the unity of man and promoting harmony between nature.	humanity and nature
敢于啃硬骨头 (gǎn yú kěn yìng gǔ tou)	dare to chew hard bones.	dare to gnaw on the hard bones.	take on tough problems
用好红色资源 (yòng hǎo hóng sè zī yuán)	make good use of red resources.	utilize red resources well.	put resources related to the Party's heritage to great use
“打虎”“拍蝇”“猎狐”多管齐下 (“dǎ hǔ” “pāi yíng” and “liè hú” duō guǎn qí xià)	hitting tigers, swatting flies, and hunting foxes all at once.	“cracking down on tigers,” “swatting flies,” and “hunting foxes” are carried out simultaneously.	a combination of “take out tigers,” “swatting measures to flies,” and “punishing corrupt officials of all types
台湾问题 (tái wān wèn tí)	The Taiwan issue.	The issue of Taiwan.	the Taiwan question

Traditional translation teaching and practice often focus on the principles of “faithfulness, expressiveness, and elegance” (信达雅), easily falling into a linear mindset of searching for a single “correct” answer. However, by engaging in a multi-dimensional comparison and analysis of their own translation, the



LLM's translation, and the authoritative translation, students can undertake a comprehensive practice within a dynamic, three-dimensional cognitive field that broadens their knowledge, enhances their critical thinking skills, and clarifies their value positions.

Take “用好红色资源” as an example. Both the student's “red resources” and the machine's literal translation fail to capture the specific meaning of “红色” (red) in the Chinese political context. When students compare this with the authoritative translation, “resources related to the Party's heritage,” they can deeply understand that “red” here does not refer to a color but symbolizes the revolutionary history and spiritual legacy under the Party's leadership. This comparison effectively constructs a knowledge graph for a culture-specific concept. Another example is the translation of “天人合一” (harmony between man and nature). “Heaven and man are one” is too literal, whereas the authoritative translation “promoting harmony between humanity and nature” connects it to the overall context of “ecological preservation” in the report, explaining its practical significance in contemporary Chinese policy discourse. This helps students build a knowledge bridge connecting traditional philosophy and modern governance. Regarding the handling of metaphors and idioms, such as “敢于啃硬骨头” (dare to chew hard bones), the literal translations by the student and the LLM sound awkward and strange. The authoritative translation, “take on tough problems,” is a model of imagistic transformation. Through comparison, students can learn how to identify and creatively handle vivid metaphors in political discourse, training their ability to transcend the linguistic shell and convey the core meaning. The phrase “‘打虎’‘拍蝇’‘猎狐’多管齐下”(take out tigers, swat flies, and hunt down foxes all at once) is not just three parallel actions but a figurative expression of a continuous and systematic anti-corruption campaign. The authoritative translation clarifies its pragmatic function by adding “used a combination of measures to.” This comparison enhances students' sensitivity to the style of political texts, teaching them to adopt appropriate translation strategies (such as amplification and explanation) to ensure the professionalism and readability of the translation.

The translation of “台湾问题” (the Taiwan issue/question) is an excellent case for value shaping. Students and machine translation tend to use the common term in international news, “the Taiwan issue.” However, the authoritative text firmly uses “the Taiwan question.” This one-word difference carries immense significance. “Issue” suggests a controversial, debatable topic, while “question” defines it as a matter left over from history that is yet to be resolved, which perfectly aligns with our Party's historical mission and narrative logic of “achieving the complete reunification of the motherland.” Through this comparison, students can deeply realize that political translation is by no means a value-neutral word game. Translators must possess a high degree of political sensitivity and responsibility to accurately convey the stance and attitude of the source text.

In summary, the analysis library of translation products constructed from multiple versions transcends traditional right-or-wrong judgments. By guiding students to discover problems through comparison, construct knowledge through analysis, and enhance competence through critical thinking, it ultimately shapes correct values and a sense of responsibility for the era through the practice of translating sensitive

core discourses. It provides a necessary and effective path for cultivating high-quality translation talent capable of telling China's story well and making China's voice heard.

### *3.2 Process-Oriented Description: Tracing Students' Cognitive Paths*

Process-oriented description focuses on what translators think and do during the translation process. The T-S-M model provides traceable data for this dimension of description and reflection by encouraging students to record and reflect on their human-machine interaction process. The following is a cognitive reflection log from a translation major student at our university on translating the anti-corruption slogan “‘打虎’、‘拍蝇’、‘猎狐’多管齐下”:

Phase 1: Initial Understanding and Translation. Seeing ‘打虎’ (dǎ hǔ), ‘拍蝇’ (pāi yíng), and ‘猎狐’ (liè hú), I immediately recognized them as metaphors. ‘虎’ (hǔ, tiger) should refer to high-ranking officials, and ‘蝇’ (yíng, fly) to low-ranking ones. I wasn't sure about ‘狐’ (hú, fox), maybe it refers to cunning officials. I initially translated it as ‘hitting tigers, swatting flies, and hunting foxes all at once.’ It felt too literal, and foreign readers might not understand."

Phase 2: Interaction with AI. I asked ChatGPT to translate the phrase. Its result was: “‘cracking down on tigers,’ ‘swatting flies,’ and ‘hunting foxes’ are carried out simultaneously.’ This was better than my version; ‘cracking down on’ is more formal than ‘hitting.’ But the core problem wasn't solved; readers still wouldn't know what ‘tigers,’ ‘flies,’ and ‘foxes’ are. Should I add a parenthetical note to explain the metaphor?"

Phase 3: Analysis with Authoritative Translation. I consulted the official translation and found it was: ‘to “take out tigers,” “swat flies,” and “hunt down foxes,” punishing corrupt officials of all types.’ The key was the addition of an appositive explanation at the end! This reminded me of the translation strategies for culture-loaded words we discussed before. For this kind of metaphor rich in Chinese cultural characteristics, one can use literal translation followed by an explanation to help the target readers understand its meaning. ‘Tigers,’ ‘flies,’ and ‘foxes’ all refer to corrupt officials here, and adding an appositive makes it crystal clear."

Phase 4: Metacognitive Summary. Based on the AI interaction and the official translation, I realized that when translating such discourses, the translator's responsibility is not just to convert language but to build cultural bridges. My final translation adopted the strategy of 'literal translation + supplementary explanation.' This process made me understand that the essence of human-machine collaboration is not letting the machine think for me, but using the machine to quickly generate basic options, which the translator then critically evaluates and optimizes using professional knowledge and cultural sensitivity to achieve effective cross-cultural communication."

This log clearly demonstrates the evolution of the student's cognitive path: from an initial literal understanding, to using AI for linguistic optimization, to deepening the understanding of translation strategies through authoritative corpora and academic literature, and finally to forming a theoretically supported, function-oriented translation decision.

### *3.3 Function-Oriented Description: Assessing Ideological and Communicative Effects*

Function-oriented analysis places its focus on the final effect of the translation. In political discourse translation, this effect is directly related to the shaping of the national image and the dissemination of political concepts. Taking the translation of “台湾问题” (the Taiwan question) again as an example, if “the Taiwan issue” is used, it would subconsciously frame it in the minds of English-speaking readers as an internationalized “dispute” to be resolved through multilateral negotiation. This, to some extent, weakens the stance that this is purely an internal affair of China. In contrast, “the Taiwan question” is functionally more aligned with China's discourse system. In terms of communicative effect, it sends a clear message to the world: this is not a “dispute” or an “issue” that requires international intervention for arbitration, but an internal “question” left over from the Chinese civil war that must be resolved by the Chinese people themselves. This translation successfully presupposes a contextual frame in the minds of the target audience that aligns with our position, achieving precise ideological transmission.

Similarly, the translation of “中国大陆” (the mainland of China) also reflects this function-oriented meticulous consideration. Although from a broad political perspective Taiwan is part of China, in specific contexts, if “中国大陆” is simply translated as “Mainland China,” it might imply the existence of another “XX China” besides “mainland China,” which, within the Western discourse system, could inadvertently deviate from the “One China” principle. Therefore, using translations like “the mainland of China,” “China’s mainland,” or “the Chinese mainland” serves a core function: it clearly refers to the geographical and political entity while conveying a rigorous, accurate, and firm signal to the international community. The evaluation standard for successful political discourse translation lies not only in linguistic fluency and accuracy but, more importantly, in whether it can firmly and wisely fulfill its core communicative mission in a complex international public opinion environment, uphold the national stance, shape a positive image, and win the understanding and recognition of the international community.

## **4. The Realization of the Three-Dimensional Goal of Knowledge, Competence, and Values**

In the T-S-M model, theoretical knowledge about translation principles, techniques, norms, and cultural contexts is no longer just concepts in a textbook but becomes a “cognitive tool” that students must use in their negotiation process with AI. When students are faced with an AI-generated translation that seems fluent but may deviate from the political stance of the original text, this knowledge transforms from an abstract requirement into a concrete, operational criterion for judgment. Students must rely on this knowledge to determine whether the AI translation is usable and how to modify it. Translation knowledge becomes a “program module” for designing prompts and conducting post-editing. Students need to think, “For this sentence full of cultural allusions, what strategy should I ask the AI to adopt in the prompt?” This choice of strategy is integrated into the human-machine interaction process and recorded in logs, deepening students' understanding of translation strategies from “what they are” to “when and how to use them,” thus transforming knowledge into competence. The problems encountered in practice (such as AI's inability to understand deep metaphors) in turn prompt them to seek deeper theoretical

explanations, thereby reinforcing their understanding and memory of the knowledge. This process tightly binds “earning” and “applying,” enhancing the efficiency and depth of knowledge internalization.

The design of the T-S-M translation teaching model aims for far more than training students' linguistic conversion skills; its core objective is to cultivate higher-order qualities centered on critical thinking and problem-solving abilities. Students are no longer passive executors of machine instructions but active critics of AI's output. They need to constantly question the AI-generated translations: Is this word used accurately? Does this sentence structure conform to the stylistic conventions of the target language? Does this translation convey the implied meaning of the original? This continuous, evidence-based questioning and evaluation is the essence of critical thinking. In the comparative analysis of translation corpora, students need to analyze and judge textual data from three sources (themselves, the LLM, and experts). They must use analytical skills to deconstruct the constituent elements of each translation, discern subtle differences, identify strengths and weaknesses, and ultimately produce a final version. This process aligns with the progression in Bloom's Taxonomy from lower-order cognition (remembering, understanding) to higher-order cognition (analyzing, evaluating, creating). Through repeated cycles of practice, students not only learn how to “use” AI but also how to “work with” AI. They gradually master a complete, evidence-based problem-solving methodology: how to define a problem, how to design a solution (construct prompts), how to analyze results (evaluate translations), and how to iterate and optimize (adjust strategies). This is not only crucial in the field of translation but is also a transferable, high-order competence applicable to any other field requiring human-machine collaboration.

The T-S-M model does not instill values through lecturing but creates a practical field full of cognitive conflicts and value-based choices, allowing students to naturally construct and internalize values through professional practice. By deeply understanding and comparatively analyzing the discourses with Chinese characteristics in the Report to the 20th Congress, students can comprehend the cultural connotations and ideologies these discourses carry. When they discover that AI struggles to accurately convey this cultural essence, they gain a more profound appreciation for the uniqueness and value of Chinese discourse. The process of successfully and justifiably translating these discourses is in itself a successful experience of building and demonstrating cultural confidence. When students, through their own practice, human-machine collaboration, critical thinking, and negotiation, ultimately produce a translation they endorse and that accurately conveys China's position, the sense of achievement far surpasses that of an ordinary class assignment. This experience is internalized as a professional spirit of pursuing excellence and serving the nation.

In short, the T-S-M translation teaching model integrates knowledge learning, competence training, and value shaping. Students enhance their competence by applying knowledge to solve practical problems. When faced with value-laden translation choices, they deepen their identification with the national discourse, thereby achieving the fundamental educational goal of “fostering virtue through education”.

## 5. Conclusion

Currently, generative artificial intelligence is reshaping educational models, with language-related disciplines such as foreign languages and translation being at the forefront. “Future translation talents will not only need solid linguistic foundations and translation literacy but also the ability to work collaboratively with artificial intelligence” (Wang & Liu, 2025). Translation teachers must consider how to make good use of language assets like corpora and termbases to provide students with a domain for multi-version translation analysis and metacognition. The translation talent of the future will by no means be “language artisans” replaced by machines, but rather “knowledge navigators” and “cultural interpreters” who can command machines and innovate collaboratively with them. In the current era of rapid advancements in LLMs, “the translation work model has shown significant progress in aspects such as human-machine interaction, context understanding, decision support, and stylistic adaptation. Translators need to take on new roles such as technical support, machine translation evaluation, text editing, information retrieval, resource management, and human-machine negotiation” (Wang & Luo, 2025).

This paper has proposed a new dynamic educational ecosystem composed of the teacher, the student, and the machine (Large Language Model). It transforms the DTS “Product-Process-Function” three-dimensional analytical framework from a theoretical research tool into a core teaching method. It guides students to cultivate HAINC through deep interaction with machines, striving to transform theoretical knowledge into cognitive tools, train students' critical thinking and problem-solving skills, and achieve the construction and internalization of values. However, the teaching model proposed in this study still has room for deepening and expansion. For instance, larger-scale empirical studies could be conducted using methods such as classroom action research and eye-tracking to provide a more quantitative evaluation and validation of the model's effectiveness. Secondly, the applicability of this model could be extended from political discourse translation to translation teaching in other specialized fields to explore its adaptability and adjustment strategies across different text types. Finally, as AI technology continues to evolve, the T-S-M model itself should be an open and developing system, continuously exploring how to integrate newer technologies (such as multimodal AI and personalized AI tutors) into teaching. The goal is to contribute a more solid theoretical foundation and more effective practical solutions for cultivating outstanding international communication talent capable of “telling China's story well and making China's voice heard.”

## Funding Information

This paper is supported by the Research Project Founded by Chongqing Municipal Foundation for Philosophy (Grant No.: 2024WYZX07); and the Applied Research Project of Chongqing College of Mobile Communication (Grant No.: KY2024059).

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