

Exploration of the Training Model for Digital Literacy of Foreign Language Teachers in Hebei Universities under the AIGC Context

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Abstract: The rapid development of AIGC technology presents an opportunity for innovation in foreign language education in universities, while also setting higher standards for teachers' digital intelligence literacy. As key forces in improving the quality of regional foreign language education, foreign language teachers in Hebei universities have a level of digital intelligence literacy that directly affects the outcomes of teaching reforms and the quality of talent cultivation. Based on the application context of AIGC technology, this paper clarifies the connotation of digital intelligence literacy for university foreign language teachers, analyzes the challenges in cultivating it in Hebei universities, and explores scientific and feasible training models, thereby providing a reference for the digital transformation of regional foreign language education.

Keywords: AIGC; digital intelligence literacy; top-level design; school-based practice; capacity building

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Introduction

The continuous iteration of AIGC technology has reshaped the teaching ecosystem of foreign language education in universities, driving teaching models toward digitalization and intelligence. In the new era, digital and intelligent literacy has become a core professional competency for university foreign language teachers, and cultivating this literacy is key to improving the quality of foreign language teaching and meeting regional talent demands. The digital development of foreign language education in universities in Hebei, on one hand, needs to follow the trend of technological innovation, and on the other hand, is related to enhancing the competitiveness of regional higher education. Strengthening teachers' digital and intelligent literacy is precisely the core support and crucial guarantee for this development process.

1. Defining the Connotation of Digital and Intelligent Literacy of College Foreign Language Teachers in the Context of AIGC

In the context of AIGC, the digital and intelligent literacy of university foreign language teachers is a composite capability that deeply integrates technology application with education and teaching. Its core encompasses four major dimensions. The first dimension is digital technology literacy, which means that teachers should be proficient in using AIGC products such as AI translation tools and intelligent teaching platforms to carry out teaching aid tasks like content generation and learning analytics. The second dimension is intelligent teaching literacy, which refers to the ability to leverage AIGC technology to reconstruct teaching processes, design personalized learning plans, and achieve precise teaching assessment and implementation. The third dimension is innovation application literacy, which emphasizes exploring innovative application paths of AIGC in contexts such as intercultural communication training and translation practice, in line with the rules of foreign language teaching. The fourth dimension is ethical and normative literacy, which encompasses the ability to identify risks associated with AIGC technology, protect data security, and uphold educational ethics in human-computer collaboration. These four dimensions support each other and together form a comprehensive literacy system suited to the needs of foreign language education in the new era.

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2.Main Challenges in Cultivating the Digital and Intelligent Literacy of Foreign Language Teachers in Hebei Universities under the Background of AIGC

The cultivation of digital literacy among foreign language teachers in Hebei universities faces multiple practical challenges. Regionally, resource allocation among institutions remains uneven, with some universities lacking AIGC teaching platforms and dedicated funding for specialized training. Faculty members exhibit knowledge gaps in technology adoption: middle-aged and older teachers show limited proficiency in operating AIGC tools, while younger educators lack experience in practical application scenarios. The current training system lacks specificity, with course designs disconnected from real-world foreign language teaching needs, failing to establish a cohesive "technology-teaching-innovation" linkage mechanism. Ethical education regarding human-machine collaboration remains underdeveloped, and teachers demonstrate insufficient awareness of technology application boundaries and data security protocols.

3.The construction path of digital literacy cultivation model for foreign language teachers in Hebei universities

3.1 Top-Level Design Orientation: Build a regional collaborative digital and intelligent literacy training system

The regional collaborative digital literacy development framework should be designed based on the actual conditions of foreign language education in Hebei's universities. By prioritizing resource integration and complementary strengths, it aims to break down barriers between institutions and regional boundaries, ultimately forming an interactive educational ecosystem involving government, universities, and enterprises. The government is responsible for overall planning of training objectives and resource allocation, and universities can share high-quality courses, training platforms and teaching staff, while enterprises provide technical support and real application scenarios. All parties clearly define their rights and responsibilities, so as to build a comprehensive and multi-level collaborative training ecology. For instance, the Hebei Provincial Department of Education spearheaded the establishment of a provincial AIGC foreign language teaching resource-sharing platform, integrating intelligent teaching cases and AI tool operation courses from key universities across the province. Collaborating with tech companies like iFLYTEK, they developed customized digital-intelligent foreign language training systems, arranged for technical mentors to provide targeted guidance and conduct offline training sessions, and established cross-institutional teaching research communities. These initiatives regularly organize joint seminars on AIGC teaching applications and facilitate knowledge exchange among educators from different institutions, achieving balanced enhancement of digital literacy among teachers in the region.

3.2 School-Based Practice Orientation: Creating an Integrated 'Research-Teaching-Application' Training Mechanism

The integrated training mechanism of "research-teaching-application" should take the development needs of disciplines as the anchor point, achieve the precise docking of research topics and teaching pain points, and the deep integration of teaching practice and application scenarios, so that the cultivation of digital literacy can be carried out throughout the whole process of teachers' professional development. Following the logic of promoting teaching through research and practicing learning through application, teachers are encouraged to transform technological exploration into teaching capabilities, thereby establishing a sustainable self-improvement loop. For example, a university's Foreign Language Institute sets up a special AIGC research fund, approving projects focused on areas such as intelligent translation teaching and AI training for intercultural communication. The research content is broken down into teaching modules, offering required courses like 'AI Foreign Language Classroom Design' and 'Intelligent Learning Analytics Practice', and building an on-campus smart teaching practice platform. Teachers are expected to use AI text analysis tools in reading classes, introduce intelligent grading systems in writing courses, and regularly organize teaching application salons to share practical experiences and optimization strategies.

3.3 Competency Enhancement Oriented: Strengthening the Cultivation of Teachers' AIGC Application and Innovation Abilities

To strengthen teachers' ability to apply and innovate with AIGC, it is necessary to follow the progressive logic of basic empowerment—scenario cultivation—innovation breakthrough. This means first solidly laying a foundation in technical operation, while also focusing on core scenarios in foreign language teaching, so that technology application evolves from an auxiliary tool into an engine for teaching innovation. Through tiered and categorized training as well as immersive practice, teachers can gradually master the skills of integrating AIGC with foreign language teaching, forming personalized application capabilities. For example, organize tiered training camps for teachers with different years of experience. For novice teachers, focus on training in basic applications such as AI translation and intelligent lesson planning tools, while for experienced teachers, concentrate on advanced skills like cross-cultural AI simulation training and intelligent generation of personalized teaching plans. Additionally, build an 'AIGC Foreign Language Teaching Innovation Workshop,' where teachers collaboratively develop AI-assisted teaching cases around scenarios such as literary appreciation and business English negotiations, and regularly hold innovation application competitions to promote learning and creativity through competition.

3.4 Cultural and Ethical Orientation: Enhancing Teachers' Awareness of Human-Machine Collaboration and Educational Ethics

In the AIGC era, human-computer collaboration and the cultivation of educational ethical awareness form the key foundation of foreign language teachers' digital literacy. The core point lies in guiding teachers to precisely grasp the boundaries of technology application and to consistently uphold the essence of education and cultural stance in the process of human-computer collaboration. Through systematic ethical education and practical guidance, teachers can establish correct technological perspectives, balance technological efficiency with the warmth of teaching, and prevent potential risks such as data security and copyright infringement. For example, incorporating foreign language education ethics into mandatory modules of teacher continuing education, offering specialized courses such as 'Ethics and Cultural Integrity in AIGC Applications'; organizing seminars on human-computer collaborative teaching cases to thoroughly analyze the cultural adaptability issues of intelligent tools in cross-cultural teaching; formulating behavior guidelines for university foreign language teachers on AIGC applications, clearly defining operational standards for material usage, data privacy protection, etc., while concurrently conducting special compliance and ethics assessments to strengthen teachers' sense of responsibility and bottom-line thinking.

4. Conclusion

Under the drive of AIGC technology, cultivating the digital and intelligent literacy of foreign language teachers in Hebei universities has become a key issue in the regional foreign language education digital transformation process. This article clearly defines its connotation, deeply analyzes the challenges faced, and constructs corresponding cultivation pathways from four different dimensions: regional collaboration, school-based practice, capacity enhancement, and ethical cultivation. This model fully considers the actual development situation of Hebei universities and aligns with the requirements of educational reform in the new era. It can provide strong support for improving teachers' comprehensive literacy and optimizing the quality of foreign language teaching, helping regional higher education in foreign languages achieve high-quality development goals.

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