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RESEARCH ON THE INTEGRATION OF IDEOLOGICAL AND POLITICAL EDUCATION INTO BUSINESS ENGLISH TRANSLATION TEACHING

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ABSTRACT

The development of "Curriculum-based Ideological and Political Education" (CIPE) is in full swing. As part of an all-round educational approach, the integration of ideological and political education into the Business English Translation course is both necessary and significant. How to effectively embed ideological elements into business English translation teaching has become a pressing question for educators in this field. Based on CIPE theories and translation teaching theories, and considering the specific characteristics of the Business English Translation course, this paper explores the integration pathways from four perspectives: syllabus design, teaching content, teaching methodology, and evaluation mechanisms.

KEYWORDS: *Curriculum-Based Ideological and Political Education (CIPE), Business English Translation Teaching, Integration Paths*

1. INTRODUCTION

Chinese president Xi Jinping pointed out, "We must adhere to the central focus of moral education, integrate ideological and political work throughout the entire education and teaching process, and achieve whole-process and all-around education." The term "curriculum-based ideological and political education" (CIPE) has become a hot topic in educational research in recent years. Huang and Xiao (2021) believe that the construction of foreign language curriculum-based ideological and political education involves six aspects: why, what, who, when, where, and how. Among these, "what" is the theoretical exploration of the concept of "CIPE", for which there is currently no unified conclusion in the educational community. "How" is a practical exploration of how to implement "CIPE" in professional teaching, which cannot be approached with a "one-size-fits-all" solution due to various differences, requiring individualized approaches. Therefore, these two questions-"what" and "how"-will be high-frequency topics of discussion in the educational community for a long time to come. For business English translation teaching, the content involves the translation of various business materials, while international business occasions involve business personnel from different cultural backgrounds and value orientations around the world. With the rapid development of digital and artificial intelligence technologies, the increasing frequency of international business exchanges, and the increasingly complex international situation, integrating CIPE into business English translation teaching is of great significance. Therefore, by using Zhaoqing University as an example, the author intends to explore the integration of CIPE into the "Business English Translation" course offered to non-English majors, so as to cultivate compound talents with "profession + English + business knowledge+ translation competence + ideological and political literacy", and answer Professor Huang Guowen's questions of "what" and "how", by focusing on business English translation teaching and integrating ideological and political concepts in all aspects to achieve whole-process education.

Ten years have past since President Xi Jinping issued important instructions of "ideological and political education in higher education" on the 23rd National Conference on Party Building in Higher Education in December 2014. To clarify the current status of CIPE integration in business English translation teaching in China's colleges and universities and conduct more targeted research, the author searched for related papers published in the past decade (2014-2023) using the keywords "business English translation" + "CIPE" on CNKI (China National Knowledge Infrastructure). A total of 28 papers were collected, with the earliest published in February 2020 in the *Journal of Hubei Open Vocational College*, titled "Practice and Exploration of Training Teaching Based on 'CIPE'-Taking 'Business English Translation Training' as an Example", authored by Yan Xuejuan and Hu Wenrui. Among the 28 papers collected, 5 were published in 2020, 11 in 2021, 6 in 2022, and 7 in 2023. Regarding the time distribution of research, it is mainly concentrated in recent years, indicating that the policy of comprehensively promoting CIPE construction by the Ministry of Education starting in 2020 has played a guiding role. Regarding the research hotspots, they mainly focus on strategies, measures, paths, exploration of ideological and political elements, teaching design, empirical research, etc., but there is little detailed discussion on theoretical explanations related to CIPE and translation teaching. Most papers briefly mention this in the introduction, showing a trend of emphasizing practice

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over theory. Therefore, this paper aims to first delve deeper into theoretical explanations, and on this basis, combined with the achievements of CIPE reform at the author's university, explore the path of integrating CIPE into business English translation teaching.

2. THEORETICAL ILLUSTRATIONS

2.1 Illustrations Related to CIPE

CIPE is one of the hot research directions in higher education in recent years. As an educational and teaching concept that are relatively new, it refers to the integration of ideological and political work into the teaching process of professional courses to achieve the purpose of educating people (Peng, 2022, p. 29). This concept aims to break the limitation that ideological and political education was previously confined to traditional ideological and political courses, promoting the deep integration of ideological and political education with professional course education, and ultimately forming a consensus and pattern of "broad ideological and political education" (Yin, 2018). President Xi has repeatedly emphasized the importance of "moral education", pointing out that the essence of education is to cultivate talents with both moral integrity and ability, which requires educators to integrate ideological and political education into the entire process of professional course teaching, helping students form correct views on life, world, and values.

The practice of integrating ideological and political education into foreign language courses has received particular attention. Foreign language learning involves not only the mastery of language skills but also communication and understanding across different cultural backgrounds. Openness is a significant feature of English course teaching, and Western culture can easily influence English majors who engage in immersive English learning, so the integration of ideological and political education is conducive to improving their critical thinking and critical acceptance of Western culture (Lu, 2019). Therefore, ideological and political education in foreign language courses is particularly important as it can help students establish correct values while being exposed to different cultures, enhance confidence in their own national culture. In this process, students gradually form cultural awareness and cultural identity through comparative analysis of different cultural values, and ultimately achieve enhanced cultural confidence. "CIPE" in foreign language education is a value system that grows together with foreign language communication ability, and it should help foreign language learners enhance ethnic identity, cultural identity, and national identity while engaging in cross-cultural communication, improving their ability for "Chinese expression" and confidence in "Chinese culture" (Zhang & Wang, 2020).

In the process of integrating CIPE into professional disciplinary education and teaching, it is important to deeply explore course content and innovate teaching design, allowing students' thinking patterns and value concepts to be subtly influenced, naturally accepting value education in professional learning, and ultimately establishing correct values. This not only helps students develop comprehensively but also achieves the fundamental goal of education-moral education.

2.2 Illustrations Related to Translation Pedagogy

Theoretical research in translation teaching not only encompasses traditional content such as translation processes, cultural differences, and values, but in recent years has also gradually incorporated emerging concepts such as social responsibility and cross-cultural communication (Venuti, 2017). Traditional translation teaching generally focuses on the transmission of pure language knowledge and translation skills training, with accuracy and practicality being the pursued goals. Munday et al. (2022) point out that for a long time, the goal of translation teaching has been to train students to use language accurately and communicate effectively, and they believe that this model will lead students to ignore cultural differences and ideological differences in translation. The acceleration of globalization has caused translation teaching to gradually expand from being limited to language skills training to focusing on moral responsibility, social responsibility, and cross-cultural awareness (Baker & Saldanha, 2019). Today's translation teaching places more emphasis on cultivating students into translators with social responsibility and cross-cultural understanding abilities, so that they can appropriately handle complex cultural differences and value conflicts in their translation work.

Liu (2023) believes that under the current international and domestic situation, with the implementation of a series of national strategies, more and more research has begun to focus on distinctive Chinese discourse and its international dessimination. The concept of translation education in China is also keeping pace with the times and undergoing significant updates, placing more emphasis on people-oriented education, using new educational methods to cultivate students, helping them establish correct worldviews, life views, and values, fostering their love for country and family, enhancing their social responsibility, and improving their humanistic qualities. Translation tasks in business contexts usually involve company publicity materials, commercial advertisements and slogans, product introduction,brand naming etc., which often contain ideological and political information related to culture, values, and ideology. Students need to not only convey the literal meaning in the translation process but also try to discover and convey implicit cultural/value and emotional elements. The translation training of such materials is conducive to cultivating students' social responsibility and professional ethics. Translation education should help students construct cultural identity, making them aware of their social responsibility in cross-cultural communication, in order to achieve effective communication when disseminating Chinese culture and socialist core values to the outside world.

Therefore, when designing translation teaching, culture and ideology should be taken into consideration to guide students to

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form correct value concepts. **Mao (2018)** believes that business translation is a cross-language and cross-cultural communication activity in a business context, and only by possessing cross-cultural communication awareness and ability can one avoid misunderstandings and conflicts caused by cultural differences. From the perspective of cross-cultural pragmatics, Mao discusses the reform of business English translation teaching, advocating the integration of cultural and pragmatic differences from three aspects: values, thinking patterns, and religious culture, in order to cultivate students' cross-cultural pragmatic ability in the real workplace in the future. At the same time, discussing the different cultural backgrounds and values contained in translation materials and their translation processing methods in translation teaching can help students more effectively handle conflicts between different cultural systems in translation, ultimately producing appropriate translations. For example, when translating cultural-loaded words with Chinese characteristics commonly found in business texts, such as "integrity" and "win-win cooperation", students need to consider how to convey these values and ensure that target language readers do not misunderstand them.

3. PATHS FOR INTEGRATING IDEOLOGICAL AND POLITICAL EDUCATION INTO "BUSINESS ENGLISH TRANSLATION" COURSE

When promoting "ideological and political education in higher education", in addition to following general educational principles and drawing on practices from similar institutions, Some actual situations like different regions, universities, and courses should also be considered, so as to adapt to local conditions, teach according to aptitude, and formulate personalized, distinctive, and targeted integration strategies. Flexible adjustments should be made as well according to the development of the times, social environment, technological updates, and changes in domestic and international situations, so as to advance step by step. Next, combined with the actual situation of Zhaoqing University, local needs, personal teaching experience, and the characteristics of the "Business English Translation" course, the author will discuss the paths for integrating ideological and political education from four aspects: teaching syllabus, teaching content, teaching model, and teaching evaluation, exploring the ideological and political elements of this course in all aspects and throughout the entire process, promoting the deep penetration of value education into teaching and learning both inside and outside the classroom.

3.1 Integration into Teaching Syllabus

The teaching syllabus is a basic outline that is formulated based on the requirements of the teaching plan, the role and position of the course in the teaching plan, and the nature, tasks, and purposes of the course. Teachers teach and evaluate based on the course syllabus, and students use it as a standard to measure their academic performance and learning outcomes. The syllabus is an important guarantee for implementing the teaching plan and educational philosophy (Yang et al., 2021). Under the new era requirements of CIPE, the teaching syllabus for the "Business English Translation" course must reflect the characteristics of CIPE and be followed in all aspects of the entire teaching system.

In response to the Ministry of Education's call for "ideological and political education in higher education", Zhaoqing University has carried out its new round of curriculum teaching reform. For the "Business English Translation" teaching course, its syllabus is revised to integrate CIPE in various aspects. In terms of course objectives, in addition to traditional knowledge objectives and ability objectives, ideological and political objectives are included as follows: This course cultivates international awareness among non-English majors, improves humanistic qualities, strengthens value guidance, cultivates and practices socialist core values; enhances students' awareness of telling China's stories well and promoting excellent traditional Chinese culture, and strengthens cultural confidence. This course emphasizes practical operation, enabling students to improve their independent learning ability; at the same time, they should possess team awareness of translation; the identification and proper handling of political vocabulary in translated texts helps cultivate students' patriotism and establish correct ideological and political positions. In terms of the correspondence between course objectives and course requirement indicators, the latest college English teaching guide's requirement dimensions are connected , clearly requiring: understanding differences in worldviews, values, ways of thinking, etc., between China and foreign countries; possessing cross-cultural awareness. Through the identification and proper handling of political vocabulary in translated texts, students should establish professional ideals, and aspire to become young people with ideals and beliefs, moral integrity, solid knowledge, and benevolence. In terms of how course content supports course objectives and corresponds to the requirements of the "Teaching Guide", the teaching objective points and specific ideological and political integration elements corresponding to each chapter are clarified. In terms of course content and assessment methods, assessment content are connected with course objectives and graduation requirements. In terms of grade determination, a proportional distribution of regular and final exam scores are used for the overall evaluation, connected with course objective points. Regular scores, based on course essentials, assess students' business translation knowledge and abilities. Through classroom attendance and participation, group presentation, regular online assignments, and extracurricular practical assignments, teachers can understand students' mastery of course content, consolidate students' business translation knowledge, enhance their translation skills and awareness, helping them externally disseminate Chinese culture, and enhance national self-confidence and pride. The final exam includes both objective and subjective question types, comprehensively examining students' mastery and application of learned business translation knowledge points, helping them to tell China's stories well to the outside world, disseminate Chinese culture, and promote

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socialist core values. In terms of course resources, the selection of main textbooks and reference books is also done from an ideological and political height, eliminating books with ideological security issues.

3.2 Integration into Teaching Content

Teaching content, from a micro perspective, details and elaborates on each teaching task in the teaching syllabus, steadily advances the teaching progress, and ensures that the knowledge objectives, ability objectives, and ideological and political literacy objectives in the teaching syllabus are implemented, ultimately achieving the teaching and ideological and political education purposes of the course. Teaching content may include: textbook selection, lesson preparation materials, etc., and the preparation of these different aspects of content is guided by the idea of ideological and political education, relying on teaching courseware.

In terms of textbook selection, leaders at all levels of the School of Foreign Studies where the author works have organized multiple meetings for teachers to discuss textbooks for classes, to ensure that, besides factors such as student needs, and the purpose of the course, political ideology, knowledge, contemporariness, interest, diversity, practicality, difficulty, etc., the content of the selected textbooks should also be politically appropriate,and align with the overall development direction of the university. Taking the main textbook *Business English Translation* currently used in Zhaoqing University as an example, this textbook is authored by domestic scholars Yuan Chunming and Jiang Li from Tianjin University of Commerce and published by Foreign Language Teaching and Research Press, a leading publishing house in China, which can ensure the correct ideology of the textbook.

In terms of selecting lesson preparation materials, the author first bases on the textbook units, roughly following the table of contents of the above-selected textbook to formulate corresponding knowledge teaching objectives and ideological and political teaching objectives. The content of the above textbook is very detailed, including two major modules: business English translation basic theory and practice. The basic theory is divided into three major chapters: translation introduction, translation techniques, and translation characteristics, which are further divided into many sections such as translation overview, business translation standards and methods, business translation process, cross-cultural communication and business English translation, business terminology, translation of numerals and abbreviations, etc. The translation practice includes nine chapters, involving translation of company rules and regulations, commercial advertisements, business correspondence, company introductions, product instructions, business legal documents, business contracts, business reports, as well as e-commerce, meeting minutes, memoranda, telephone messages, notices, business negotiations, etc. However, teaching solely from the textbook would not be welcomed by students, which would not be conducive to teaching and educating people. Therefore, lesson preparation materials should also be sourced from various channels. Based on the teaching theme of each class, the author will collect interesting and informative materials containing ideological and political elements, meeting student needs and psychological acceptance through website search, field investigations, tourism visits, reference to similar guidebooks, etc., and present them to students through a multimodal combination of text, pictures, audio, video, animation, drawings, performances, and other means. For example, when teaching the translation of commercial advertising slogans, the author introduced the commercial slogan of the Guangdong herbal tea originator "Wong Lo Kat"-“怕上火,喝王老吉”to students, accompanied by relevant pictures, and told the story behind " Wong Lo Kat." Since most students are locals from Guangdong, they are particularly familiar with and affectionate towards the herbal tea that has accompanied them since childhood, and they feel proud that this Guangdong brandname has gone global. The author also introduced personal experiences, using the translation of foreign affairs materials for the Zhaoqing City Talent Festival as an example, integrating the slogan“凤栖梧桐,财聚肇庆”into translation teaching, encouraging students to pay attention to local economy and culture, preparing to serve the locality.

3.3 Integration into Teaching Model

The blended teaching model is "student-centered", utilizing modern network information technology for online teaching, while combining it with the advantages of traditional face-to-face classroom teaching. It is currently a popular teaching model and development trend in higher education (Wang et al., 2018). Introducing the blended teaching model into business English translation teaching also expands the channels and methods of ideological and political education. The COVID-19 pandemic pushed online teaching onto the stage of the era. After the Ministry of Education issued the policy of "starting online teaching and learning during the suspension of offline classes", various network teaching platforms emerged, such as Superstar Learning, Rain Classroom, QQ Group Classroom, Tencent Classroom, Tencent Meeting, Wisdom Tree, DingTalk, WeChat Groups, etc., as well as various MOOC and micro-course network resources. After the pandemic, these platforms have also become a useful auxiliary to offline classroom teaching. In traditional classroom teaching, teachers cannot take care of every student, especially those who are introverted, silent, and not fond of expressing themselves, because the number of students in each college English class is usually too large, often over a hundred. Coupled with the 40-minute class time limitation, large-class teaching also cannot provide expressing opportunities for every student. The blended teaching model is conducive to establishing a learning community, helping each student accelerate individual knowledge construction, and achieve growth and progress. Online platforms have functions such as leaving messages, commenting, and providing feedback. Their novel, fair way of speaking constructs a discourse space conducive to equal dialogue, allowing different voices to be

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heard, providing opportunities for each student to showcase themselves, whether by asking or answering questions, expressing their views, or evaluating others' opinions, which can effectively compensate for the shortcomings of face-to-face classroom teaching. The "pre-class – in-class – post-class" model adopted by blended teaching specifically refers to students logging into the designated platform before class to preview the content to be taught, speaking on the platform, raising their questions, receiving responses and feedback from classmates or teachers, realizing a flipped classroom. During class, students learn face-to-face with teachers and classmates, and can also use the teaching platform as an aid to participate in teaching interactions and collaborative learning. After class, students use the platform to complete group tasks or individual small tasks assigned by the teacher. This model is conducive to achieving "teaching according to aptitude", being student-centered, and learner-centered, allowing students to find suitable learning methods for themselves, participating in teaching and learning through various channels. Students become more confident, more active, more team-spirited, and more creative, thus achieving the purpose of ideological and political education.

Taking the author's teaching as an example, in the after-class stage, the author often shares some translation-related live meetings, lectures, articles, news, etc., with students through the WeChat class group; or periodically conducts one-sentence translation activities, such as: Zhaoqing City's industrial development slogan "产业强市, 项目为王, 园区为母, 企业第一", Zhaoqing No. 1 Middle School's motto "清心直道, 修干成栋" , Xiaomi mobile phone advertising slogan "小米, 为发烧而生", Southern Power Grid's slogan "万家灯火, 南网情深", etc. The content of the above translating materials is concise, of moderate difficulty, keeps pace with the times, emphasizes school-local cooperation, combines interest and practicality, and connects with real-life practices. At the same time, students are told that participation is what matters, regardless of the translation quality. Each student can send their translation in the WeChat class group, with equal opportunities, greatly mobilizing students' enthusiasm for translation after class. This translation practice is an effective extension of in-class ideological and political education.

3.4 Integration into Teaching Evaluation

Scriven pointed out that formative evaluation is an evaluation that provides feedback information to improve ongoing educational activities by diagnosing problems in educational plans or programs, educational activities, and processes (Hu, 2023). It can be seen that formative evaluation emphasizes "process" while summative evaluation is a judgment about educational effects after educational activities have occurred. It can be seen that summative evaluation emphasizes "results", and as it uses final exams as the main assessment method, it cannot examine the changes in students during the learning process. However, formative evaluation places the focus on process-based learning in regular times, and assesses students from multiple angles in diversified ways, helping them grow, progress, and discover their strengths and weaknesses, which is conducive to cultivating their confidence and establishing learning goals at different stages. Combining formative evaluation with summative evaluation is more conducive to comprehensively understanding students' learning progress and examining learning effects.

Under the guidance of the curriculum-based ideological and political concept, the formative evaluation projects in the author's class include group presentation on themed translation knowledge, one-sentence translation tests, after-class one-sentence translation activity on WeChat, outdoor group translation practice, regular translation assignments on Iwrite writing platform, various translation competitions, etc., striving to use diversified methods to reflect the differences and complementarity of multiple intelligences. These diversified formative evaluation projects encourage the participation of every student, so that teachers can discover the strengths and weaknesses of each student, and pay attention to teaching according to aptitude. They can give students opportunities to practice what they have learned in class, transform knowledge into ability, and examine the phased teaching effects of teachers and the phased learning effects of students, thus promoting subsequent teaching and learning through feedback. Taking the weekly group presentation as an example, the teacher provide guidance, and each class selects, recommends, or appoints a class representative, who is responsible for creating a WeChat class group and handle the overall coordination. Students are divided into several groups, freely form teams and select group leaders. The weekly presentation order of each group is determined by drawing lots. After the preliminary work is completed, each group leader begins to carry out their work in an orderly manner. The group leader convenes group members for a meeting, assigns tasks based on the personality and interest of each member, with division of labor including collecting and organizing materials, making PowerPoint, giving presentations on stage, etc. The teacher prepares students ideologically for the group presentation in the first class of the semester by stressing its importance, telling them that all aspects of group presentation production are routine work in their future workplace after graduation, such as team cooperation, getting along with colleagues, handling interpersonal relationships, how to quickly and effectively collect and organize useful work materials, how to make PowerPoint that satisfies supervisors and customers, how to demonstrate and speak on stage to sell products or services, etc. The entire process of presentation production is then independently completed by students themselves, with the teacher acting as a guide, organizer, mentor, and facilitator. After the group presentation is done in class, every student will get a score by following the evaluation principle of "group leaders scoring group members, class representatives scoring group leaders, and the teacher scoring class representatives", handing over the scoring power to the

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students themselves, which is conducive to mobilizing students' learning enthusiasm and initiative. Some presentation topics receive higher scores for their inclusion of ideological and political elements, like the introduction of China's Ministry of Foreign Affairs interpreters, the translation story of the *Communist Manifesto*, the introduction of Xu Yuanchong, the winner of the highest award in the international translation field, the "Aurora Borealis" Award, the introduction of Mo Yan, Chinese Nobel Prize winner for Literature and his works, bilingual appreciation of Chinese ancient poetry, translation of idioms, bilingual introduction of the 24 solar terms, bilingual introduction to the Beijing Winter Olympics, bilingual introduction to Zhaoqing local culture, translation introduction to the Guangdong-Hong Kong-Macao Greater Bay Area materials, introduction to translation of materials from students' respective professional fields, etc. Through sharing different topics in a semester, the all-around ideological and political education purpose was achieved naturally.

4. CONCLUSION

Under the current national advocacy of the educational goal of "moral education", integrating CIPE into business English translation teaching is of great importance and urgency, and is also a fundamental measure to cultivate talents with both moral integrity and ability for national development and rejuvenation. Starting from the concepts of CIPE and translation teaching, and combined with the characteristics of the "Business English Translation" course and the national talent cultivation needs, this paper proposes that the integration of ideological and political elements can be approached from four paths: course teaching syllabus, teaching content, teaching model, and teaching evaluation. Among them, course teaching syllabus is the guideline, teaching content is the carrier, teaching model is the approach, and teaching evaluation is the feedback. The above paths aim to ensure the all-around and whole-process advancement of ideological and political education.

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