



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

Li Huimin

School of Foreign Studies, Zhaoqing University, Zhaoqing, Guangdong, China

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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 Pathways

1. INTRODUCTION

President Xi Jinping emphasized the importance of "upholding moral education as the central link, integrating ideological and political work throughout the entire education and teaching process to achieve comprehensive and holistic education". In recent years, the term "Curriculum-based Ideological and Political Education" (CIPE) has become a focal point in educational research. Huang Guowen (2019) identified six key elements in the construction of CIPE in foreign language courses: why, what, who, when, where, and how. The teaching content of *Business English Translation* (written translation) courses involves translating various types of business materials. Given the diverse cultural backgrounds of international business participants, embedding ideological and political education into this context is particularly significant. Using Zhaoqing University as a case study, this paper aims to explore pathways for integrating CIPE into *Business English Translation* teaching for non-English majors, addressing Professor Huang's "how to do it" question. This exploration seeks to fully incorporate ideological and political education into translation teaching to achieve comprehensive and holistic education.

2. THEORETICAL BASIS AND PRACTICAL SIGNIFICANCE OF INTEGRATING CIPE INTO THE BUSINESS ENGLISH TRANSLATION COURSE

Integrating ideological and political education into professional courses is essential in fostering students' cultural identity and moral values, especially in the context of globalization. The Business English Translation course provides an ideal platform for combining linguistic training with value-based education,

equipping students with the skills and confidence to represent China's core values in international contexts. This integration promotes holistic development, preparing students to navigate cross-cultural exchanges while reinforcing their sense of cultural confidence and national identity.

2.1 Theoretical Basis of CIPE

Curriculum-based Ideological and Political Education (CIPE) has emerged as a hot topic in higher education research in recent years. The core idea of CIPE lies in integrating value guidance into professional courses to unify the transmission of professional knowledge with value education (Xu, 2020). This theory aims to break away from the traditional limitations of ideological and political education as confined to specialized courses and extends moral education goals across all academic disciplines, achieving "all-staff, all-process, and all-round education" (Zhou & Li, 2021). President Xi Jinping has repeatedly underscored the importance of "upholding moral education", asserting that the essence of education lies in cultivating individuals with both integrity and talent. This necessitates embedding ideological and political education throughout the teaching process, enabling students to develop correct views on life, the world, and values (Xu, 2020). Consequently, CIPE has evolved from theoretical exploration to a fundamental strategy in educational practice.

The practice of integrating ideological and political education into foreign language courses has gained particular attention. Learning a foreign language involves not only mastering linguistic skills but also engaging with communication and understanding across cultural contexts. Students are inevitably exposed to foreign cultures and values, which may influence their perceptions of



their own culture and values (Chen & Zhang, 2019). Therefore, CIPE in foreign language courses is crucial for helping students establish correct values and enhancing their confidence in their own culture. Through comparative analysis of different cultural values, students gradually develop cultural awareness and identity, ultimately achieving cultural confidence. Zhang and Wang (2022) noted that effective CIPE implementation in foreign language courses can help students discern different value systems during cultural exchanges, thereby strengthening their cultural identity and national consciousness.

To effectively implement CIPE, adjustments in syllabus design, content selection, and teaching methods are essential. A well-structured syllabus should clearly define the objectives of ideological and political education, integrating value guidance with professional knowledge transfer and ensuring that every teaching activity carries an educational function (Zhao, 2020). In designing teaching content, instructors should carefully select and organize materials with ideological and political significance to subtly instill correct values during professional learning. For instance, in the *Business English Translation* course, selecting culturally characteristic and value-oriented business texts can encourage students to reflect on and analyze differences between Chinese and foreign cultures, understanding the importance of socialist core values in cross-cultural communication.

Moreover, the success of CIPE relies on instructors' guidance and flexible use of teaching resources. Zhao (2020) pointed out that instructors implementing CIPE must delve deeply into course content while adopting flexible teaching strategies to meet diverse student needs. The *Business English Translation* course, as a fusion of language and cultural communication, can help students cultivate their ability to analyze values and enhance their international perspective by incorporating ideological elements. For example, instructors can guide students in translating business texts with distinctive Chinese characteristics to foster cultural confidence and improve their ability to disseminate Chinese culture in cross-cultural contexts.

In CIPE practice, students' thinking patterns and value systems are gradually influenced, fostering correct value orientation and a sense of responsibility. This implicit educational approach is a unique feature of CIPE. Through in-depth exploration of course content and innovative teaching design, students can naturally absorb value education during professional learning. This not only facilitates their comprehensive development but also fulfills the fundamental educational goal of "upholding moral education".

2.2 Translation Pedagogy Theory

The theoretical foundations of translation pedagogy encompass translation processes, cultural differences, value transformation, and more recently, cross-cultural communication and social responsibility (Venuti, 2017). Traditional translation teaching has primarily focused on imparting linguistic knowledge and training in translation techniques, emphasizing accuracy and practicality. Munday (2016) observed that translation education has long

prioritized developing students' linguistic precision and effective communication skills, often at the expense of fostering a deep understanding of culture and ideology. However, with the rapid acceleration of globalization, translation pedagogy has evolved to include an emphasis on cross-cultural awareness, moral responsibility, and social accountability (Baker & Saldanha, 2019). Today, translation education aims to cultivate translators with cross-cultural competence and a sense of social responsibility to address complex cultural differences and value conflicts in their professional work.

Wang (2018) highlighted that translation education should not only focus on students' language skills but also address their adaptability and cultural awareness in cross-cultural contexts. In *Business English Translation* courses, translation tasks often involve business contracts, advertisements, promotional materials, and other texts, which carry multiple layers of cultural, value-oriented, and ideological information. Translators must convey not only the literal meaning but also the implicit cultural values and emotional resonance. Such training is crucial for instilling social responsibility and professional ethics. Wang emphasized that translation education should help students build cultural identity awareness and recognize their societal role in cross-cultural exchanges, facilitating effective communication and value guidance in disseminating Chinese culture internationally.

Against this backdrop, translation pedagogy should incorporate discussions on culture and ideology to guide students in forming correct value orientations. Hu and Li (2021) argued that the curriculum design for *Business English Translation* should emphasize differences in cultural values between China and foreign countries, encouraging students to analyze and reinterpret these values during translation. Their research indicated that integrating cultural background discussions and value analyses into translation education can help students better navigate conflicts between different cultural systems. For instance, when translating business texts containing Chinese cultural elements such as "integrity" or "win-win cooperation", students should consider how to effectively convey these values to ensure accurate interpretation in the target language culture.

Furthermore, integrating CIPE into *Business English Translation* courses can deepen students' understanding of translation ethics and professional responsibility. Liu and Zhao (2021) noted that embedding ideological and political education into translation courses enhances students' linguistic capabilities while fostering proper societal values and professional ethics. Translation is not merely a technical endeavor but also involves value selection and cultural positioning. Through CIPE, students come to understand their role in promoting cross-cultural communication and advancing core socialist values through their translation work.

Incorporating ideological elements into *Business English Translation* courses helps students view translation tasks from a value-based perspective. Beyond linguistic accuracy, they are encouraged to consider how their translations can convey China's



core values. Specifically, instructors can engage students in discussions on the impact of different translation choices on value transmission or guide them in analyzing the societal reception of translated works in the target culture. This approach raises students' awareness of translation as a socially responsible profession. These CIPE activities enable students to better appreciate the significance of translation work, gradually fostering them into translators with cross-cultural vision and social responsibility. This model not only enhances students' translation skills but also equips them to promote Chinese culture in international exchanges, strengthening national confidence and profoundly influencing their career development.

2.3 The Practical Significance of Combining CIPE with Translation Courses

Translation involves converting between two or more languages while also navigating the cultural, cognitive, ideological, and value-based elements underlying those languages. Business translation, as a form of non-literary translation, spans various international business domains such as advertising, trade, investment promotion, technology transfer, international contracts, finance, overseas investments, insurance, and transportation. The *Business English Translation* course covers topics such as translation principles, basic translation techniques, and the translation of various business texts between English and Chinese. Given the diverse linguistic and cultural backgrounds of international business professionals and China's increasing openness to the world, embedding CIPE in business translation courses is both necessary and beneficial.

In the context of increasingly frequent international interactions, students will likely engage with individuals from different countries and regions in their future careers. A qualified translator should possess the following attributes: a high proficiency in Chinese and a foreign language, mastery of at least one professional domain, a thorough understanding of translation techniques and theories, advanced computer skills (e.g., typing, editing, searching, filtering), a broad base of general knowledge, and a diligent, responsible, efficient, and cooperative work ethic. Extensive translation practice and a correct political stance are also essential. CIPE seeks to integrate value guidance, skill development, and knowledge acquisition in teaching, emphasizing cultural confidence, humanistic spirit, patriotism, and social responsibility to guide students emotionally, cognitively, and behaviorally (Zhao, 2020). These goals align with the attributes of a qualified translator, aiming to unify students' moral principles and professional skills.

Traditional translation education has focused primarily on the transmission of knowledge and skills, with limited emphasis on moral education or deliberate ideological integration. Unlike conventional "ideological and political education courses", CIPE requires instructors across all disciplines to actively extract ideological elements from their courses to fulfill their educational role. This reflects President Xi Jinping's call for all types of

courses to "walk in the same direction as ideological and political theory courses, creating a synergistic effect".

3. PATHWAYS FOR INTEGRATING CIPE INTO THE BUSINESS ENGLISH TRANSLATION COURSE

Based on the characteristics of the *Business English Translation* course, this section explores the integration of Curriculum-based Ideological and Political Education (CIPE) through four key aspects: syllabus design, teaching content, teaching methodology, and evaluation mechanisms.

3.1 CIPE Integration in Syllabus Design

The syllabus serves as the foundational guideline for teaching plans, outlining the course's role and objectives within the broader curriculum. It specifies the course structure, scope, content, and requirements, guiding instructors in teaching and assessment and providing students with standards to measure academic performance and outcomes. As the backbone of educational plans and ideologies, the syllabus plays a critical role in ensuring alignment with educational goals (Zhao, 2020).

Under the new requirements of CIPE, the syllabus for the *Business English Translation* course must reflect CIPE's educational characteristics and act as a comprehensive guideline implemented across all aspects of the teaching process. During the recent revision of our university's course syllabus, CIPE was incorporated into every aspect of the *Business English Translation* syllabus.

In terms of course objectives, in addition to traditional knowledge and skills goals, ideological and political objectives were introduced. The course aims to cultivate international awareness among non-English major students, enhance their humanistic qualities, strengthen value guidance, and foster the practice of core socialist values. It also seeks to enhance students' ability to tell China's stories effectively and promote traditional Chinese culture, thereby building cultural confidence. The course emphasizes practical skills, enabling students to improve their autonomous learning abilities and develop teamwork in translation tasks. It also trains students to identify and appropriately handle politically sensitive terminology in translation, fostering patriotism and a correct political stance.

Regarding the alignment of course objectives with required benchmarks, the syllabus corresponds to the latest guidelines in college English instruction. These include understanding differences in worldviews, values, and cognitive approaches between China and other countries and developing cross-cultural awareness. By identifying and appropriately handling politically sensitive terminology in translation, students are encouraged to cultivate career aspirations, aiming to become capable youths with ideals, moral integrity, solid knowledge, and a caring nature.

For the relationship between course content and objectives, the syllabus specifies each chapter's teaching objectives and the corresponding CIPE elements. Assessment methods are aligned



with course objectives and graduation requirements. The overall grade distribution combines formative and summative assessments, ensuring alignment with course objectives. Formative assessment, including attendance, group presentations, online assignments, and extracurricular projects, helps gauge students' understanding of the course content, solidify their translation knowledge, enhance skills and awareness, promote Chinese culture internationally, and foster national confidence and pride. Summative assessment, comprising objective and subjective questions, evaluates students' mastery of business translation knowledge and their ability to apply it, particularly in conveying Chinese narratives and core socialist values to global audiences.

In terms of course resources, the selection of primary and supplementary materials also adheres to CIPE principles. Only resources with a secure ideological orientation are chosen, ensuring alignment with the course's ideological and political goals.

3.2 CIPE Integration in Teaching Content

The teaching content refines and elaborates upon the tasks outlined in the syllabus, ensuring a steady progression of teaching objectives while aligning knowledge, skills, and ideological goals. This micro-level detailing ensures that the course meets both educational and ideological objectives. Teaching content encompasses textbook selection, preparatory materials, and other resources, all designed with CIPE principles as the guiding framework, and delivered primarily through teaching aids and multimedia resources.

Textbook Selection. In our School of Foreign Languages, course leaders have repeatedly convened to discuss textbook selection, ensuring that chosen materials align with the institution's overall developmental goals, meet student needs, and reflect the course's purpose. Key selection criteria include political correctness, intellectual depth, timeliness, engaging content, diversity, practical application, and appropriate levels of difficulty. For example, our current main textbook, *Business English Translation*, authored by domestic scholars Yuan Chunming and Jiang Li from Tianjin University of Commerce and published by Foreign Language Teaching and Research Press, fulfills these criteria, ensuring ideological appropriateness.

Preparation of Supplementary Materials. Preparatory materials are designed based on the textbook's structure, aligning each unit with corresponding knowledge and ideological teaching objectives. The selected textbook includes comprehensive content divided into two modules: foundational theories and practical applications. The theoretical module covers topics such as translation overviews, translation techniques, and translation characteristics, with subsections on translation standards, processes, cross-cultural communication, business terminology, numbers, and abbreviations in translation. The practical module contains nine chapters on translating corporate regulations, advertisements, business correspondence, company profiles, product manuals, legal documents, contracts, business reports,

and other materials like e-commerce, meeting minutes, memos, phone messages, notifications, and negotiations.

However, relying solely on the textbook is insufficient for engaging students or achieving educational objectives. Therefore, supplementary materials are drawn from diverse sources. Each lesson's theme guides the preparation process, with resources gathered through online research, site visits, field trips, and consultations with auxiliary textbooks. These materials are curated to include CIPE elements, meet student needs, and balance intellectual and entertainment value. Multimedia presentations combining text, images, audio, video, animations, and performances are employed to enrich classroom engagement.

Case Study: Integrating Local and Cultural Content. For example, during a lecture on commercial advertisement translation, I introduced the slogan of Guangdong's herbal tea brand Wanglaoji, "怕上火, 喝王老吉" ("Afraid of heat? Drink Wanglaoji"), supplemented with visuals and the brand's story. As most students are local to Guangdong, their familiarity with Wanglaoji added a sense of connection, and learning about the brand's global success fostered pride. Additionally, I incorporated personal experiences, such as translating materials for the Zhaoqing Talent Festival. For instance, the slogan "凤栖梧桐、才聚肇庆" ("Phoenixes settle in the sycamores; talents gather in Zhaoqing") was used to teach students about local economic and cultural contexts, preparing them to serve their region effectively. By combining structured textbooks with diverse supplementary materials, CIPE principles are seamlessly integrated into the teaching content, enhancing both student engagement and ideological education.

3.3 CIPE Integration in Teaching Methodology

The blended teaching model, which is "student-centered", combines modern online information technologies with the advantages of traditional face-to-face classroom teaching. This approach has become a prominent trend in higher education (Zhao, 2020). Introducing a blended teaching model into *Business English Translation* expands the channels and methods for integrating ideological and political education (CIPE). The COVID-19 pandemic accelerated the adoption of online teaching platforms under the Ministry of Education's policy of "no suspension of teaching or learning". Platforms such as Superstar Learning, Rain Classroom, QQ group classes, Tencent Classroom, Tencent Meeting, Wisdom Tree, DingTalk, and WeChat groups, along with MOOCs and micro-courses, became mainstream tools. Even in post-pandemic settings, these platforms continue to complement offline teaching effectively. In traditional face-to-face settings, large public English classes, often exceeding 100 students, pose challenges for inclusive interaction. Teachers struggle to engage every student, particularly introverted or reserved individuals. Moreover, with only 40 minutes per session, there is insufficient time to allow each student to participate. Blended teaching addresses these limitations by fostering learning communities and accelerating individual knowledge construction, thus promoting growth and



progress for all students. Online platforms with features like messaging, commenting, and feedback create a novel and equitable space for dialogue. This environment ensures that diverse voices are heard and provides opportunities for all students to showcase their work—whether asking questions, answering queries, expressing opinions, or evaluating peers' viewpoints. Such interactions compensate for the shortcomings of traditional classroom teaching. This model ("Pre-class–In-class–Post-class" Blended Model) entails students logging into designated platforms before class to preview upcoming content, ask questions, and receive feedback from peers or teachers. This structure facilitates flipped classrooms. During in-class sessions, students learn face-to-face with teachers and peers while continuing to use online tools for interactive and collaborative learning. After class, students use the platform for group or individual assignments. This approach supports differentiated instruction, prioritizes student-centric learning, and enables learners to discover their preferred study methods. By participating through multiple channels, students become more confident, proactive, and creative, fostering teamwork and achieving CIPE objectives.

For example, after class, I frequently share resources such as live translation webinars, lectures, articles, and news in the class's WeChat group. I also organize periodic "one-sentence translation" activities with phrases such as "产业强市，项目为王，园区为母，企业第一" ("Strengthen industry, prioritize projects, cultivate parks, value enterprises"), the motto of Zhaoqing No. 1 High School "清心直道，修干成栋" ("Cultivate purity and integrity, grow into pillars of society"), Xiaomi's advertisement "小米，为发烧而生" ("Xiaomi: Born for enthusiasts"), or China Southern Power Grid's slogan "万家灯火，南网情深" ("Every home aglow, Southern Grid deeply connected"). These short, concise, and moderately challenging exercises remain relevant to current events, emphasize school-community collaboration, blend practicality and creativity, and relate to students' daily lives. Students are encouraged to participate regardless of translation quality, with every student equally able to share their translation in the WeChat group. This approach significantly boosts enthusiasm for translation practice outside class, extending CIPE's influence beyond the classroom and making translation education both meaningful and engaging.

3.4 CIPE Integration in Teaching Evaluation

Scriven (1991) noted that formative evaluation involves diagnosing issues in educational plans, activities, or processes to provide feedback and improve the quality of ongoing educational activities. Formative evaluation emphasizes the process, whereas summative evaluation focuses on the results, judging the educational outcomes after the activities are completed. Relying solely on summative evaluation, such as final exams, fails to capture the dynamic changes in students' learning processes. A combined approach incorporating both formative and summative evaluations offers a more comprehensive understanding of students' progress and learning outcomes.

Under the guidance of CIPE, the formative evaluation framework implemented in the *Business English Translation* course includes activities such as student group PPT presentations, one-sentence translation exercises in class, translation interactions in WeChat groups, group translation field practice, assignments on the IWrite online platform, and participation in translation competitions. These diverse evaluation methods leverage the complementarity of multiple intelligences, aim to involve all students, and identify individual strengths and weaknesses. This approach ensures personalized instruction, provides opportunities for students to transform classroom knowledge into practical skills, and assesses both the instructor's and students' progress at various stages. Feedback from this process fosters continuous improvement in teaching and learning. Taking the weekly group PPT presentations as an example, each week, students prepare a group PPT report. At the beginning of the semester, the instructor provides guidance and organizes the class into groups. One student from each class is elected, volunteers, or is assigned as the class representative, who creates a WeChat group for communication. Students then form groups based on proximity within their college or dormitories, select a group leader, and coordinate with the class representative. Presentation schedules are determined by random drawing. Once groups are finalized, leaders coordinate tasks based on members' strengths and preferences, assigning roles such as gathering and organizing materials, designing the PPT, and delivering the presentation. During the first class, students are introduced to the relevance of these activities to their future careers. Emphasis is placed on practical skills such as teamwork, professional relationships, information gathering, creating effective presentations, and delivering impactful pitches—skills essential for professional success. While students independently manage the preparation process, the instructor assumes the role of guide, organizer, and facilitator.

After each presentation, an interactive scoring system ensures active participation. Group leaders evaluate their members, class representatives evaluate group leaders, and instructors evaluate class representatives. This peer-evaluation system empowers students to take ownership of their learning and assessment, increasing motivation and engagement. Report topics, often integrating CIPE themes, include profiles of interpreters from China's Ministry of Foreign Affairs, translation stories related to *The Communist Manifesto*, an introduction to Xu Yuanhong (winner of the Aurora Borealis Prize), analysis of Nobel laureate Mo Yan's translated works, bilingual appreciation of Chinese classical poetry, translation of idioms and proverbs, dual-language presentations on the 24 Solar Terms, vocabulary related to the Belt and Road Initiative, bilingual materials on the Beijing Winter Olympics, and translations of Zhaoqing's local culture and the Greater Bay Area's development. Through the semester-long sharing of diverse report themes, this evaluation method achieves "subtle, pervasive" ideological and political education. It effectively fosters students' professional competence, cultural awareness, and moral responsibility, ensuring holistic development and alignment with CIPE objectives.



4. CONCLUSION

In light of the national emphasis on the educational goal of "fostering virtue through education", integrating Curriculum-based Ideological and Political Education (CIPE) into *Business English Translation* teaching is both essential and urgent. This integration not only enhances students' professional skills but also helps them establish correct values and moral responsibilities, shaping them into well-rounded individuals with international perspectives and cultural confidence. By systematically embedding CIPE into the *Business English Translation* course through syllabus design, enriched content, innovative methodologies, and optimized evaluation systems, educators can achieve the objective of "all-staff, all-process, and all-round education".

First, the syllabus, as the blueprint of course teaching, serves as the overarching framework for CIPE. By explicitly incorporating CIPE objectives, the *Business English Translation* course not only emphasizes language and translation skills but also prioritizes the development of humanistic qualities and the promotion of core socialist values. A clear ideological focus in the syllabus ensures that students receive training in professional competencies while gradually enhancing their cross-cultural communication abilities and their awareness of telling China's stories effectively.

Second, the selection and design of teaching content play a pivotal role in CIPE integration. By using culturally rich and value-oriented textbooks and resources, students can focus on cultural differences between China and other nations during translation practices and understand the importance of core socialist values. Teachers should not only choose appropriate textbooks but also incorporate real-world examples, such as translations of business texts with Chinese characteristics, to guide students in recognizing and developing confidence in Chinese culture.

Third, innovative teaching methodologies, such as blended learning and experiential learning, offer broader and more effective channels for embedding CIPE. Blended learning effectively combines online and offline education, breaking the spatial limitations of traditional classrooms and providing students with ample opportunities for self-expression and interaction. Experiential learning, on the other hand, immerses students in real business translation tasks, allowing them to experience value-based guidance and the significance of professional ethics. These diverse and flexible teaching approaches not only stimulate students' interest in learning but also subtly instill CIPE principles.

Finally, a scientific teaching evaluation system links CIPE with student learning outcomes. Beyond exam scores, evaluation incorporates participation, translation practice, and post-class reflections, combining formative and summative assessments. Through diverse evaluation methods, both teachers and students engage in interactive feedback from multiple perspectives,

helping students refine their skills and motivating them to become competent translators with a strong sense of responsibility.

The pathways for integrating CIPE into the *Business English Translation* course are structured around the syllabus as the guiding framework, the content as the detail-oriented foundation, the teaching methodologies as the means, and the evaluation as the feedback mechanism. This comprehensive approach fully embeds CIPE principles into the teaching process. Such a systematic educational model not only cultivates students with strong translation skills but also prepares them to address cross-cultural exchanges and international business challenges with proper values and a high sense of social responsibility. Against the backdrop of globalization, CIPE integration in *Business English Translation* ultimately supports national development and revitalization by nurturing well-rounded talent, enabling Chinese culture to reach a broader global audience.

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