Exploration and Practice of Integration of Ideological and Political Education in Business English Translation

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Under the new situation, how to make full use of the rich resources and platforms provided by the information age to optimize curriculum teaching and realize the value of curriculum education is a problem that every educator should consider. Taking business English translation course as the research object, this paper puts forward the teaching mode of “three points, two lines and one penetration”. Combined with specific cases, it conducts detailed exploration and practice from the aspects of teaching objectives, revision of teaching syllabus, optimization of classroom teaching, and comparison of teaching effects after integrating ideological and political elements into this course, with a view to providing reference for other foreign language teachers to carry out empirical research.

Keywords: ideological and political education, teaching mode, business English translation

Introduction

The digital era has changed the talent training objectives of the education industry and the key competitiveness of students facing the new era. It is necessary to innovate the teaching and learning methods catering for everyone. “The Guidelines on Ideological and Political Education of Colleges and Universities” issued by Ministry of Education (2020) pointed out that colleges and universities should strengthen reform and innovation of education, fully tap the ideological and political resources of various courses, and comprehensively improve the quality of talent training. Business English translation course aims to cultivate high-quality talents with cultural knowledge, strategic competence, and language skills. As the main channel of ideological and political teaching, classroom teaching integrates ideological and political elements into business English translation teaching, cultivates “three haves” talents with “family and country feelings, global vision and professional skills”, and realizes co-frequency resonance of “knowledge teaching + value guidance”, which is the direction of business English translation teaching reform at present.

Literature Review

Until August 2022, a total of 204 articles had been got on CNKI under the themes of “ideological and political education in courses” and “business English”. Starting in 2017, the topic has received increasing attention from scholars and researchers. However, most articles were in short length and published in ordinary journals. The researches mainly focused on the following two aspects:

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1. Business English major and ideological and political education in courses: Nie Jide (2020, p. 58) explored the method of embedding ideological and political education into the course construction of business English from three aspects: content selection, teaching methods, and teaching duration. Liu Ying (2019, p. 121) analyzed the construction of ideological and political education in business English courses from three aspects: the connotation of curriculum ideological and political construction, the construction of teaching team, and practical teaching. Yu Xiaodan (2019, p. 80) explored the practical significance and ways of integrating ideological and political education into business English teaching.

2. Business English courses and ideological and political education in courses: Min Cui (2020, p. 133) and Zhao Jingjing (2020, p. 49) took intensive business English as an example to study teachers’ quality, ideological and political content, teaching activities, and sharing platforms. Wang Xiaohua (2020, p. 180) and Li Chaoyun (2020, p. 92) constructed the teaching mode and path of ideological and political education in the courses of business English interpretation and English public speech. Yan Xuejuan and Hu Wenrui (2021, p. 87) elaborated the implementation of “curriculum ideological and political education” in business English translation training from pre-task, during-task, and post-task. Liu Dongguang and Zhu Huifen (2022, p. 185) explored the cooperative mechanism of ideological and political education in business English translation from the perspective of learning community.

To sum up, few researches on the ideological and political education in business English translation have been carried out. Moreover, the empirical study on the integration of online and offline education resources with the ideological and political teaching in business English translation is seriously insufficient. Based on this, this paper takes the ideological and political education in business English translation as an example, and puts forward the golden teaching mode of “three points, two lines and one penetration”. The so-called “three points” refers to pre-class, while-class, and post-class. “Two lines” refers to the online and offline mixed teaching methods. “One penetration” refers to the ideological and political education throughout the whole teaching process.

Teaching Design and Practice

Yang Zhengjun and Li Yongzhong’s (2011) “On the Construction of Translation Courses With Ideological and Political Elements” (p. 104) discusses that translation courses construction will further center on morality cultivating, translator training, and knowledge teaching. Meanwhile, the construction aims to explore ideological-political elements in the courses, gives priority to classroom teaching, and extends it to daily life. Taking the business English translation course of our university as the research object, the paper, with specific examples, will make an in-depth discussion from four aspects: integrating the ideological and political elements into teaching objectives, revising the syllabus, optimizing the classroom design, and comparing the teaching effects.

Integrating the Ideological and Political Elements Into Teaching Objectives

“Business English translation” is a required or optional course for business English major in many colleges and universities. The teaching guide for undergraduate business English major (Wang & Cui, 2020, p. 5) pointed out that the teaching objectives of business translation course not only include improving students’ professional skills in translating various business texts, but also strengthening students’ literacy in recognizing and respecting cultural differences in business translation practice and improving their cross-cultural translation.
competence. This requirement provides guidance for the exploration and practice of integrating ideological and political education in business English translation course.

Foreign language courses contain abundant ideological and political elements. However, these ideological and political elements are scattered and loose, so it is not practical to let students learn the ideological and political materials alone. Therefore, when formulating curriculum objectives, the multi-dimensional training objectives of knowledge, ability, and quality need to be integrated with ideological and political elements.

Wang Lifei and Ren Jie (2019, p. 13) believed that the “golden course” should give play to the ideological and political education in professional courses, and adhere to the correctness of the course direction, the ideological nature of the course content, and the educational nature of the course teaching. Guided by the concept of “ideological and political education in courses” and benchmarking the “golden course” standard, the author believes that the teaching objectives of “business English translation” should realize the deep integration of knowledge, ability, and quality. The objectives of the course can be divided into three dimensions: the macro aspect focuses on political ideal, national consciousness, and social responsibility. In the middle level, it emphasizes professionalism, professional ethics, and professional responsibility; the micro aspect focuses on personal moral cultivation, personality development, and quality improvement.

Revising Teaching Syllabus

Business English translation course is an organic combination of business knowledge, translation skills, and cross-cultural communication ability. The course is offered in the second semester of the third year of English majors in the author’s school, with two class hours per week. The teaching content covers all kinds of business English topics involved in the current economic and business activities, such as business cards, business advertisements, enterprise profiles, product manuals, business letters, business contracts, etc. According to different business stylistic features, the corresponding translation criteria, translation methods, translation skills, and cross-cultural communication knowledge will be taught. In the process of learning, students can be familiar with the characteristics of business English texts, master business knowledge, basic skills, and methods of translation, establish cultural confidence, expand international vision, and temper craftsman spirit.

Different ideological and political elements will be properly integrated into different business topics. For example, Chinese terms of respect and modesty will be incorporated in the translation of business letters. Students will be guided to inherit and carry forward the Chinese traditional etiquette culture. In the translation of business product manuals, students are guided to think about and make comparison of the cross-cultural phenomena in different Chinese and English product manuals. Students are helped to effectively identify the primary and secondary information in the manuals, fully consider the reading habits of the target language readers, and convey the key information of the manuals in the simplest way. In this way, students’ professional and rigorous translation attitude could be cultivated.

Optimizing Classroom Teaching

Since business English translation course was set up as the “ideological and political education in course” cultivation project in 2020, the teachers of our research group have integrated the teaching contents and compiled our own textbooks, which have enriched the learning resources of students. At the same time, a business English translation learning platform was built, so that students can no longer be restricted by the time and place of learning. They can complete various reading and translation practices through the network. Learning materials are sent through the platform, and the starting time and deadline are specified, thus greatly
improving the learning efficiency of students. This method forms a closed loop in the whole teaching process of preview-feedback-classroom teaching—evaluations from the teacher and peers—revision—re-evaluation. Through the learning platform, students’ learning can be effectively managed, and weak points of students in translation practice can be further improved through feedback. The following will take the translation of enterprise profiles as an example to illustrate the practice of the teaching mode of “three points, two lines and one penetration”.

**Pre-class**

Before the class, the preview videos for “online” flipped classroom learning will be uploaded to the learning platform, covering the useful sentences and expressions of enterprise profiles, the language features of Chinese and English enterprise profiles, and the cultural differences between English and Chinese enterprises. Among them, the first two are teaching knowledge objectives and ability objectives. The third is the ideological and political goal of the course, that is, to help students to understand and analyze cultural differences from the perspective of language differences, expand international horizons, and improve cross-cultural communication skills. At the same time, the students are required to complete group pre-translation work. The translation exercise materials are brief introductions to Huawei Group and Apple Company in the United States.

**While-class**

Case study on the translation of Chinese and English enterprise profiles with ideological and political elements was taught to students face-to-face. According to the students’ practice of translating enterprise profiles, the teacher began to guide and explained the translation skills and common misunderstandings of translation of enterprise profiles in a timely manner. Hofstede’s theory of cultural dimensions was added to the classroom teaching, including the differences between collectivism and individualism, high context culture and low context culture reflected by different cultures. Through the comparative analysis of Chinese and English enterprise profiles, students’ cross-cultural awareness was strengthened. Students came to realize that in order to help enterprises establish a good image, the differences in language, culture, thinking habits, aesthetic standards, and consumer psychology of the audience should be considered when translating enterprise profiles.

**Post-class**

After the classroom teaching, the process of “online” group discussion—results uploaded—students’ mutual evaluation—teachers’ comments followed to achieve professional education, critical thinking training, and correct values guidance. The teacher created a task to let students introduce their ideal enterprise by shooting videos with Chinese and English subtitles in groups. The teacher designed the video shooting evaluation form in advance to guide the students. According to their own likes and interests, the students discussed with the group members the choice of enterprises and the Chinese and English introduction texts to enterprises. The teacher also gave some suggestions.

After a week’s preparation, each group submitted the video on time, and the effect was satisfactory and even some works exceeded imagination. After giving evaluation and modification comments to each group, the teacher also asked the group leader to collect the group members’ thoughts and reflections on the task, so that the students can pay more attention to the details and the process so as to gain personal growth. It not only improves students’ creativity and translation ability, but also cultivates students’ professionalism and team consciousness. Besides, the teacher also contacted the person in charge of the department’s official account to recommend excellent works to them and provide them with tweeting materials. Therefore, the significance of
the whole teaching activity is not only at the level of a class, but also makes the teaching go deeper and wider.

**Teaching Effects**

Through the exploration and practice of the teaching of “business English translation”, we collected the classroom performance feedback of class of 2019 and compared with that of class of 2018 before the reform. The data showed a high class attendance rate and the project completion rate. It was also found that the completion rate of difficult tasks was significantly improved compared with the previous ones, indicating that the new teaching contents and teaching mode are of great help. At the same time, a questionnaire survey was conducted at the end of the term. The results showed that the majority of students unanimously recognized and supported the teaching reform of integrating the knowledge of translation course with the ideological and political elements. The main results of the questionnaire are as follows:

**Table 1**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new teaching mode can stimulate my learning enthusiasm and initiative.</td>
<td>36%</td>
<td>52%</td>
<td>6%</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>Under the new teaching mode, I am very clear about the learning objectives</td>
<td>61%</td>
<td>30%</td>
<td>3%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>After learning, I not only accumulated basic business knowledge, but also</td>
<td>34%</td>
<td>60%</td>
<td>3%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>greatly improved my translation skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Through learning, I pay more attention to group cooperation and teamwork</td>
<td>48%</td>
<td>51%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>in other courses.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course helps me to shape my value.</td>
<td>43%</td>
<td>49%</td>
<td>4%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>I like this new teaching mode.</td>
<td>52%</td>
<td>43%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
</tbody>
</table>

According to the results of the questionnaire, the students like the new teaching mode which can stimulate their enthusiasm and initiative. The students can be clear of the objectives in the learning process, and the translation knowledge and skills have been improved to a certain extent. Moreover, in the participatory learning, students can cooperate well with their peers and their team consciousness has been greatly enhanced. In terms of ideological and political education in the course, students can correct their outlook on life, values, and world through learning.

**Conclusion**

To sum up, the integration of ideological and political education in business English translation with the help of “online” and “offline” mixed learning has realized the expansion of the classroom and ensured the mutual promotion of professional teaching and ideological and political education. This mode not only enables the realization of professional knowledge value, but also ensures the orientation of business English talent training. With this mode, students’ professional ability is greatly elevated; thus the quality of international business English talent training could be improved. This research is an exploration and attempt under the guidance of the new concept of “ideological and political education in courses”. It provides a feasible and effective practical way for the realization of training all-around international business English talents serving China’s “going out” strategy in the new era.
References


