A Practical Study on Integrating Ideological and Political Education (IPE) into College English CET-4 Translation Teaching

Chu Qingyi

Wuhan Qingchuan University, China

Abstract

In the context of globalization, the education sector has increasingly prioritized comprehensive quality cultivation, with national policies emphasizing the integration of ideological and political education into curricula to fulfill the fundamental mission of fostering virtue through education. This study aims to address the challenge of effectively incorporating ideological and political elements (IPE) into College English Test Band 4 (CET-4) translation pedagogy. Employing a hybrid methodology of literature review, case analysis, and practical teaching, the research systematically explores pathways and strategies for curriculum integration through three dimensions: instructional content selection, pedagogical innovation, and evaluation system refinement. Findings demonstrate that the Dual-Mainline and Three-Tier Teaching Model (combining linguistic competence development with value-oriented education) significantly enhances students' translation proficiency while strengthening cultural confidence and patriotic sentiments. This approach provides strong support for cultivating well-rounded talents with an international perspective and high moral standards, contributing positively to the reform of college English teaching.

Keywords—Ideological and Political Education (IPE); College English Test Band 4 (CET-4); Translation Teaching; Teaching Practice; Dual-Mainline and Three-Tier Teaching Model

I. INTRODUCTION

Amid deepening globalization and increasingly frequent cross-cultural exchanges, higher education is undergoing a profound transition from knowledge-based to competency-based pedagogical paradigms. The Guidelines for the Development of Ideological and Political Education (IPE) in Higher Education Curriculum advocate "integrating IPE throughout the talent cultivation system [1]." Within language courses, particularly in English instruction, a critical challenge arises: how to cultivate students' linguistic proficiency while guiding them to develop cultural consciousness and value alignment. The translation section of the College English Test Band 4 (CET-4), as a cornerstone of English pedagogy, bears dual responsibilities: linguistic training and cultural dissemination. Its content frequently engages with themes of traditional Chinese culture, historical allusions, and social development topics (such as discussions on the new energy vehicle industry in the 2024 exam). These materials inherently serve as vehicles for cultural transmission and value orientation. However, current pedagogical practices reveal a significant gap: students often approach translation

tasks superficially, prioritizing lexical accuracy over cultural comprehension. For instance, in CET-4 translation exercises: Students may mechanically render "Siheyuan (in Chinese) "as "courtyard house" yet fail to convey the Confucian ethic of "familial-state homology" embedded in its architectural symbolism of "four-sided enclosure centering a shared space." While translating "yī yè zhī qiū (in Chinese)" literally as "A leaf indicates autumn," few grasp the philosophical wisdom of "jiàn wēi zhī zhù (in Chinese)" (discerning broader trends from subtle signs). This disconnection in cultural imagery interpretation exposes a systemic flaw in traditional translation pedagogy: an overemphasis on linguistic formality at the expense of cultivating cultural-literary cognition.

The current predicament in translation pedagogy fundamentally stems from the instrumentalist view of education. Most classrooms still adhere to the tripartite methodology of "grammatical analysis → lexical substitution → syntactical adjustment." When translating policy discourses (e.g., 2024 environmental policy texts), students may mechanically execute techniques like active-passive voice conversion but lack comprehension of the strategic essence behind phrases like "ecological civilization construction." This results in superficial code-switching rather than meaningful intercultural mediation, failing to achieve the discursive transformation of concepts such as "lucid waters and lush mountains are invaluable assets" for global audiences. This study addresses these challenges by reconstructing the value framework of translation pedagogy. We propose a trinity teaching model integrating cultural cognition, skillful conversion, and value transmission, informed by Hall's (1976) High- and Low-Context Cultures Theory [2]. By embedding IPE organically into the pedagogical process, the model operates across three dimensions: Cultural Cognition: Contrast cultural symbols (e.g., Chinese jiaozi consumed during the Winter Solstice vs. Western Christmas turkey) to decode collective memories and identity narratives embedded in culinary practices. Language Conversion: Apply Venuti's (1995) foreignization strategy to preserve cultural authenticity [3]. For instance, translate "Taijiquan" phonetically while supplementing philosophical annotations on yin-yang dialectics, thereby amplifying cultural agency. Finally, at the level of value transmission, the political pragmatic function of passive voice in environmental policy texts can be explored in conjunction with the White Paper on China's Energy Development in the New Era [4]. For example, using the expression 'achievements have been made' not only conforms to international communication norms but also cleverly integrates the value concept of 'a community of shared life between humans and nature.'

This research explores the integration of linguistic competence cultivation and IPE within CET-4 Chinese-to-English translation instruction. Educators must strategically infuse ideological elements and politics into pedagogical design, enabling students to deepen their understanding of Chinese cultural values while projecting cultural confidence in cross-cultural exchanges. The core challenge lies in seamlessly embedding IPE into translation training without compromising language skill acquisition, thereby achieving dual pedagogical objectives.

II.   THEORETICAL EXPLORATION
2.1 Literature Review

This article mainly draws on three theories: curriculum IPE theory, cultural translation theory, and embodied cognition theory to provide theoretical guidance for teaching design and to provide theoretical support for the effective implementation of IPE in various aspects of language teaching.

The core concept of curriculum IPE is the educational goal of "value shaping, knowledge imparting, and ability cultivation" [5]. Teachers should integrate IPE into all aspects of the curriculum and organize different teaching activities to help students learn professional knowledge while establishing correct values and cultivating a good sense of social responsibility. The translation teaching of CET-4 is a good demonstration. In teaching practice, students not only need to master the skills of language conversion but also need to deeply feel the power of culture in practical operation, thereby enhancing their sense of identity with the country and culture.

Bassnett's (2002) "cultural turn" translation theory emphasizes that translation is not only a process of language conversion but also the transmission and reconstruction of culture [6]. Translation is a cross-cultural communication behavior, so translators not only need to convey the language information of the source language but also consider the cultural differences between the source language and the target language. While performing language translation, they also need to convey the values, thoughts, emotions, and social background in the source language culture. In the English CET-4 translation course, teachers need to avoid simple language conversion explanations, help students establish correct cultural teaching awareness, and maintain sensitivity to cultural differences, which is a more important task to strive for the true representation of culture [7].

The embodied cognition theory holds that language learning and use is not only an abstract cognitive process but also closely related to an individual's physical experience and social environment. This theory provides an important perspective for translation teaching, emphasizing that in the process of translation, students not only need to activate their cognitive abilities through understanding language structures but also deepen their identification with the target language culture in practice. Taking the translation of the sentence structure "poverty alleviation" as an example, students can not only understand its literal meaning through language conversion but also perceive the socialist core values and cultural connotations contained therein, thereby enhancing their cultural consciousness and cultural identity [8].

2.2 Model Construction: Dual-Mainline and Three-Tier Teaching Mode

This article proposes the "Dual-Mainline and Three-Tier Teaching Model," aiming to organically combine the cultivation of language ability with the goals of IPE through structured teaching design. The 'Dual-Mainline' includes language and ideological and political lines. The language line focuses on the differences in sentence structure between Chinese and English, helping students understand and master language skills in translation, while the ideological and political line focuses on the cultural symbols and core values behind translated sentence structures. The "Three-Tier" includes the skill level, cognitive level, and value level, corresponding to the three dimensions of language, culture, and value, respectively [9].

The skill level focuses on mastering translation strategies for culturally loaded sentence structures. Students need to learn to use the "additive translation method" or other translation techniques to supplement and explain cultural background information in the source language. Taking the translation of "Zongzi (in Chinese)" as an example, it can be translated as "glutinous rice dumpling wrapped in bamboo leaves". This translation not only conveys the basic meaning of vocabulary but also conveys the cultural connotation. The main goal of the cognitive layer is to help students understand the differences in thinking between the East and the West. By comparing and analyzing the cultural connotations of the four character structures and the parallel structure of English, it helps students recognize the cultural concepts carried by different language systems. The value layer focuses on establishing students' cultural confidence and communication awareness through translation practice. Therefore, in the process of translation and problem-solving, students not only need to convey information but also need to consider how to express the internationalization path of the "Chinese story". When dealing with paragraphs related to the development of Chinese society and cultural characteristics, they also need to consider how to accurately and vividly convey China's values and social achievements [10].

III. TEACHING PRACTICE PATH

The design of teaching practice paths plays a crucial role in the integration of IPE into the translation teaching of CET-4. Teachers can organically integrate ideological and political elements into students' translation abilities and cultural literacy through the reconstruction of teaching content, innovation of methods, and reform of evaluation systems.

3.1 Teaching Content Restructuring

Based on the analysis of the CET-4 translation questions from June 2014 to December 2024, the author summarizes three core focuses in translation teaching: sentence structure conversion, processing of four character structures, and accurate expression of culturally loaded words. In the teaching process, emphasis should be placed on how to accurately convey the ideological logic of the Chinese language through diverse sentence structures while reflecting Chinese policy concepts and cultural values. Especially when translating government policy texts, it is necessary to ensure that sentence structure conversion conforms to English expression habits and does not deviate from the core value orientation of the original text to maintain the accuracy and persuasiveness of the policy stance in international communication. Four-character idioms, due to their highly condensed nature, often carry profound cultural philosophy. Teachers can analyze them by combining historical background and philosophical ideas to help students understand the traditional Chinese wisdom contained within them. As an important carrier of cultural information, culturally loaded words need to be translated to achieve effective cross-cultural communication while maintaining their original cultural characteristics. Teachers should combine the historical stories, traditional customs, and social values behind the relevant vocabulary when explaining so that students can deeply understand their cultural connotations and enhance their sense of cultural identity.

3.2 Innovation in Teaching Methods

The application of case-based teaching methods has significant advantages in innovative teaching methods. By selecting typical sentences related to traditional Chinese culture and modern development achievements from the real test questions (such as the 2024 discussion on the new energy vehicle industry), teachers can guide students to analyze the semantic focus and cultural connotation of the original text in depth. For example, when translating "China has taken a series of effective measures, including vigorously developing clean energy and improving public transportation," teachers can combine the white paper "China's Energy Development in the New Era" [4] to guide students to adopt the translation strategy of "theme sentence first + data support," ensuring the accuracy of the translation while highlighting China's initiative in green transformation. This type of case-based teaching based on real language materials can enable students to subconsciously understand the new development concept of "innovation, coordination, green, openness, and sharing" in language practice and achieve resonance between professional knowledge and values [11].

The application of comparative analysis can effectively break down cognitive barriers in cross-cultural communication. Taking the translation of "One Leaf Knows Autumn" in 2022 as an example, teachers can guide students to compare the dissemination effects of two strategies: literal translation (a single leaf announces autumn) and free translation (minor signs indicate major trends) and combine Hall's (1976) High Context and Low Context Cultures Theory to explain the collectivist thinking characteristics contained in Chinese idioms [2]. The official translation of "targeted poverty alleviation" in the multilingual project of "China Keywords" is "targeted poverty alleviation". Compared with the initial translation by students, students can intuitively understand the importance of the "political equivalence" translation principle in the construction of foreign discourse [12]. This not only enhances students' language sensitivity but also cultivates their narrative ability of "based in China and facing the world".

The introduction of Project-Based Learning (PBL) provides a new path for practical education in translation teaching. Teachers can design themed projects such as "Compilation of Intangible Cultural Heritage External Propaganda Handbook," requiring students to complete the entire process of practice from terminology library construction to text polishing based on their translation experience of culturally loaded words such as Tai-Chi (2022 exam questions) and the 24 solar terms (2022 exam questions) in real exams. When translating the custom of eating dumplings on the winter solstice, students need to use

a combination of transliteration (jiaozi) and cultural annotation (dumping symbols of family reunion) to complete the exam questions. At the same time, teachers use multimedia assistance and illustrations to explain the production process, deepening students' theoretical understanding of "interculturality" [13].

3.3 Evaluation System Reform

The traditional translation evaluation system often focuses too much on the accuracy at the linguistic level while neglecting the examination of cultural understanding and value transmission ability. The construction of an evaluation system is not only related to the improvement of teaching quality but also directly affects the cultivation of students' comprehensive abilities. Therefore, it is particularly important to build a multidimensional translation teaching evaluation system that takes into account language, culture, and values. Guided by this concept, this article proposes a comprehensive evaluation system that covers three core dimensions: language, culture, and values. It combines various methods such as artificial intelligence scoring, teacher-student joint evaluation, and social feedback to enhance the scientific and practical nature of translation teaching.

The language dimension primarily focuses on students' translation language quality, including sentence accuracy, grammatical standardization, and fluency of language expression [14]. This dimension is the basic requirement of translation teaching and the core standard for measuring students' translation ability. By utilizing artificial intelligence (AI) technology for automatic scoring, the objectivity and efficiency of the evaluation can be ensured. The cultural dimension focuses on students' accurate representation of cultural images in translation, especially the handling of culturally loaded words, as well as their understanding of the cultural background and historical connotations of the source language [15]. Cultural factors cannot be ignored in the translation process. If students cannot accurately grasp the cultural context, the translated text is prone to losing its original cultural depth. The model of teacher-student joint evaluation can play a positive role. Teachers can provide precise guidance for students' translation, while students can not only

reflect on their own translation strategies through self-evaluation and peer evaluation but also deepen their understanding of cultural translation through communication. The value dimension examines the effectiveness of translated works in conveying values, with a focus on the embodiment of socialist core values and whether the translation can showcase China's social, cultural, and developmental achievements [16].

This article proposes a combination of three evaluation methods to promote a more comprehensive and scientific implementation of the evaluation system. We were introducing AI scoring technology in language dimension assessment, utilizing big data to analyze students' grammar, syntax, and fluency, achieving the requirements of efficient and objective scoring. In the evaluation of cultural dimensions, a teacher-student co-evaluation model is adopted, where teachers provide evaluations based on the cultural appropriateness of students' translations, while students enhance their cultural sensitivity and translation abilities through self-evaluation and peer evaluation. This approach not only enhances students' understanding of cultural connotations, but also promotes classroom interaction and improves learning outcomes [17]. Finally, in the examination of the value dimension, a social feedback mechanism is introduced to invite foreign experts or individuals with relevant backgrounds to review students' translations, helping them identify potential obstacles in cross-cultural communication and optimize translation strategies, thereby enhancing their global perspective and cross-cultural communication abilities [18].

The scientific evaluation system also needs to be consistent with teaching objectives and reflected in specific tasks. Taking the translation task of "the Mogao Grottoes of Dunhuang Protection Measures" as an example, formative assessment can focus on whether students pass appropriate modal verbs, such as the difference in mood between "must" and "should". In the summative assessment, drawing on Bowker's (2002) translation quality assessment model, characteristic indicators such as "cultural information transmission validity" and "value position presentation" are established to comprehensively measure students'

translation proficiency from three aspects: knowledge, ability, and literacy.

IV. DEMONSTRATION OF TEACHING CASES

This article summarizes three core concerns in translation teaching through the reconstruction of teaching content: sentence structure conversion, handling of four character structures, and accurate expression of culturally loaded words, and demonstrates teaching cases.

In sentence structure conversion training, the use of passive voice is not only a grammatical skill but also a language carrier for conveying policy ideas. Taking the December 2024 exam question "China has achieved significant results in reducing air, water, and soil pollution" as an example, teachers can guide students to transform active sentences (China has made significant achievements) into passive sentences (significant achievements have been made by China) and highlight action results rather than subjects through sentence structure reconstruction, which is in line with the narrative logic of weakening subjective perspectives and emphasizing objective facts in international communication [15]. In the process, it not only involves the conversion of language forms but also needs to be combined with the white paper "China's Energy Development in the New Era" [4] to analyze the ecological philosophical connotation of the concept of "green mountains and clear waters are as valuable as mountains of gold and silver". When translating 'China has taken a series of effective measures,' students need to choose 'a series of effective measures have been implemented 'instead of 'China implemented measures' within the passive sentence framework in order to strengthen the systematic and sustained understanding of policy implementation. This type of training can help students understand the uniqueness of China's environmental discourse by comparing the emission reduction commitments of Western countries in the Paris Agreement. It not only demonstrates the responsibility of a major country but also embodies the Eastern wisdom of "harmonious coexistence between man and nature" Through language conversion; it cultivates ecological civilization values, strengthens

students' understanding and recognition of national policies and social development concepts, and cultivates patriotism.

The translation of four character idioms becomes the key to activating the genes of traditional culture. The translation practice of the December 2022 exam "One Leaf Knows Autumn" demonstrates the deep interweaving of language form and cultural cognition. The strategy of literal translation (A single leaf heralds autumn) preserves the integrity of the imagery, but it is difficult to convey the philosophical thinking of "seeing the details and understanding the details." However, although the free translation scheme (Minor signs indicate major trends) improves the readability of the translation, it faces the risk of cultural imagery loss. In this regard, teachers can introduce Kramsch's (1998) "third space" theory [13] and guide students to adopt a composite strategy of "literal translation + cultural annotation": while retaining the "leaf autumn" image chain, they can supplement the philosophical connection between this idiom and the " dào dé jīng (in Chinese) " that "it is easy to maintain, but it is easy to plan ahead," as well as its practical mapping in modern quality management systems (such as "details determine success or failure"). This kind of translation process is essentially a two-way interaction between cultural decoding and recoding. When students translate the "ensuring harvest in drought and flood" (2021 examination questions), they need to go beyond the conversion of literal meaning and show the wisdom of the Dujiangyan Irrigation Project in water control through English poster design so that language training can be sublimated into the cultivation field of cultural consciousness.

The teaching practice of cultural loaded words can best reflect the value orientation of translation activities. Taking the translation of "Siheyuan" in June 2024 as an example, the translation of "Siheyuan, a traditional Chinese courtyard residence" adds functional descriptions on the basis of transliteration. This strategy not only maintains the language identity of cultural exclusivity, but also implies the dual meanings of "family ethics" and "spatial philosophy" through the word "courtyard". Teachers can combine

the documentary "Memories of Beijing Hutongs" to analyze how the spatial layout of the "four corners system" in the quadrangle courtyard reflects the cosmology of "unity of heaven and man", and guide students to think about the dialectical relationship between the protection of traditional architecture and the construction of new urbanization. This teaching design echoes the policy of "Opinions on Implementing the Project of Inheriting and Developing Excellent Traditional Chinese Culture", enabling students to accurately convey the physical attributes of "Taijiquan, a Chinese martial art for health" when translating "Taijiquan" (September 2022 examination questions), and to explain its philosophical core of "yin-yang harmony" through English short texts, achieving creative transformation from linguistic symbols to cultural values [3].

V. CONCLUSION

This article explores the integration path of IPE in courses and translation teaching for CET-4 by constructing a "Dual-Mainline and Three-Tier Teaching Model" teaching model. Practice has proven that combining language skills teaching, cultural transformation strategy innovation, and value connotation transmission in teaching practice can effectively improve the dilemma of the separation between instrumental rationality and value rationality in traditional translation teaching. The author has transformed IPE from metaphysical concepts to concrete translation and expansion activities through innovative designs such as the "Cultural Keyword Workshop" and "Multimodal Project Practice". Students have demonstrated deep interpretation abilities when dealing with cultural loaded words such as "Tai Chi" and "Siheyuan", as well as accurate presentation of value positions in policy text translation. This verifies the dual effectiveness of this model in cultivating cultural consciousness and cross-cultural communication abilities. The transformation of this teaching paradigm provides replicable practical examples for implementation in language courses. Future research can further explore the application of artificial intelligence assisted translation tools in

identifying ideological and political elements, as well as optimizing the adaptability of value transmission strategies in different cultural contexts, thereby promoting the dynamic improvement of the theoretical system of translation teaching.

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