An Ideological and Political Teaching Design for College English Translation Based on Content and Language Integrated Learning Mode

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Abstract. Under the background of ideological and political construction of curriculum, college English translation undertakes the most important mission of communicating Chinese and foreign cultures, spreading Chinese culture to the world, and telling Chinese stories well. However, there is no mature teaching model or teaching design for ideological and political teaching of college English translation courses. For high-quality ideological and political teaching of translation courses, it is necessary to clarify the integration relationship between value guidance, skill training, content learning and language learning. Guided by the model of content and language integrated learning (CLIL), this paper took A Training Course of College English Translation as an example, constructed a teaching framework for ideological and political teaching of college English translation, and illustrated specific teaching processes and methods through a teaching design case, in order to provide effective practical approaches for ideological and political teaching of translation.

Keywords: Ideological and Political Teaching Design, College English Translation, CLIL Mode

1 Introduction

In December 2016, Xi Jinping, General Secretary of the CPC Central Committee, said that all the courses must form a synergistic effect in education.[1] In May 2020, the Ministry of Education of China issued *the Guiding Outline of Ideological and Political Construction of Curriculum in Higher Education*, which further emphasized the fundamental questions of education. "who to train, how to train people, and for whom to train people are the fundamental issues of education, and the effectiveness of cultivating people is the fundamental standard for testing all work in colleges and universities." [2]

Chinese-English translation is not only a part of the CET4 and CET6 but also a key point of college English teaching and an important way to spread Chinese culture. [3]. It contains a large number of indispensable ideological and political elements and

plays a pivotal role in the ideological and political teaching of College English. However, at present, there are not many ideological and political teaching designs for college English Chinese-English translation courses.

2   Overview of clil mode

The CLIL is the abbreviation of Content and Language Integrated Learning. It was proposed by Finnish scholar David Marsh in 1994. Coyle (1999) Construct the significant 4Cs Framework including four modules— content, communication, culture and cognition. Content refers to the professional knowledge of certain subject, communication means the acquisition and application of language, cognition focuses on learning and thinking, and culture emphasizes cross-cultural awareness and global citizenship. [4] In 2007, Zydatiβ clarified the connection of the 4Cs. In 2008, Dalton-puffer explained that content, communication, cognition and culture together constitute classroom language learning, and the core of teaching activities is communication. [5]

In domestic area, Sheng Yunlan (2012) presented the following points of view. The first is that CLIL emphasizes language teaching based on a certain subject. Then, language skills and knowledge are mutually complementary. Contextualization creates a natural social cognitive context for foreign language learning, and realizes the context, pragmatic communication and learning habituation. [6]

Based on the 4Cs, Short (2002) put forward the Language-Content-Task (LCT) Framework which included language circle, content circle and task circle. The framework combined the three circles together, describing the integration of content and language learning through tasks in teaching. [7] In 2010, Meyer employed the CLIL Pyramid to instruct the selection of teaching subject, the development of media, the design of tasks and the option of assignments. With the LCT Framework and the CLIL Pyramid, the CLIL mode was applied in teaching practice broadly. In 2016, teachers in China attempted to reform the teaching method in ideological and political education. The research on CLIL mode became one of hotspots. At present, the researches based on CLIL teaching model are in theory. In addition, some studies are about the teaching for English majors.[8] As a result, the ideological and political teaching design aiming at specific cases of college English translation is in need.

3   Ideological and political teaching design based on clil mode

As the teaching design is a series of systematic plans and strategies, Unit 1 of A Training Course of College English Translation is an example of the ideological and political teaching design for College English Translation based on CLIL mode.

3.1   Selection of the Teaching Subject

According to CLIL theory, the priority of CLIL mode is to determine the teaching subject, that is, the contents of teaching. The tittle of Unit 1 is Magnificent Country.[9]

There are several short Chinese passages about the famous mountains and rivers in China. The passage The Yellow River is chosen as the main teaching content. A series of teaching and learning activities are based on the subject. As the mother of Chinese civilization, the Yellow River basin witnessed the history of the nation. Therefore, the teaching material includes many elements for ideological and political education.

3.2   Construction of the General Framework

Instructed by the LCT Framework and the CLIL Pyramid, the general framework of the ideological and political teaching design for Chinese-English translation based on CLIL mode is constructed as the following figure.
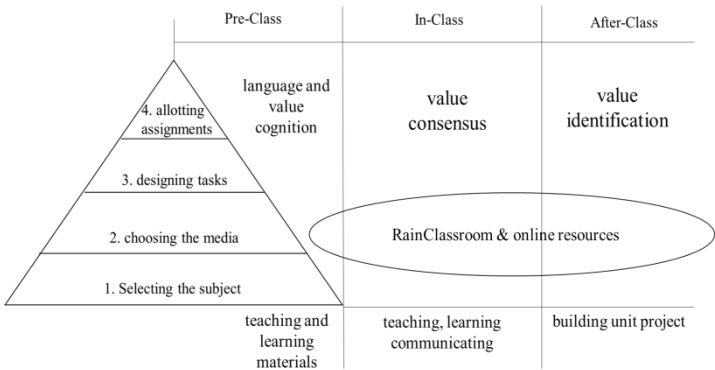

Fig. 1. the general framework of the ideological and political teaching design based on CLIL mode

The general framework includes the four steps of CLIL Pyramid and three periods of teaching. With the help of RainClassroom and other online resources, teachers may design pre-class tasks and allot assignments including some necessary quizzes. After finishing the pre-class activities individually or collectively, students may understand the main contents in some extent, especially on certain subject and language points which will be learnt in class. During the pre-class period, teachers and students achieved the agreement on language learning and value cognition. Then, teachers organize teaching activities on the selected subject. During the In-Class, the 4Cs are employed. The acquisition and application of translation skills with cross-cultural awareness through online or offline communications fulfils the value consensus. However, learning is one thing, and doing is another thing. Although, there has been a value consensus among teachers and students, it doesn't mean the end of value education. As a result, value identification is a must after the class. In the framework, unit projects connected with subjects are required to check the students' language and value cognition. The feedback on unit projects in not only an assessment of learning but also a correction and assurance on values which are significant to ideological and political education.

3.3   Illustration of the Teaching design

Guided by the general framework of the ideological and political teaching design (Fig.1) based on CLIL mode, the ideological and political teaching designs come into being. In order to illustrate the details clearly, the case of Unit 1 is shown as the following.

3.3.1 Teaching Objectives

As the subject is the Yellow river, the teaching objectives are divided into three layers. The first is to learn about the basic information of the Yellow river geologically and culturally preparing for the translation tasks. Besides this, teachers should encourage students to introduce more famous rivers in China and help students appreciate the magnificent land of China. Third, with teacher's help, students can use English to introduce the geographical features and administrative divisions of China. The fourth is to inspire students' patriotic enthusiasm and strengthen their determination and confidence in building a beautiful China.

3.3.2 Teaching procedures

According to the CLIL mode, teachers first choose the subject content based on the pyramid, that is, determine the teaching and learning elements. In terms of ideological and political teaching, teachers focus on the Chinese ecological development and supply extracurricular reading materials, especially the materials selected from Outline of the 14th Five-Year Plan (2021-2025) for National Economic and social Development and the Long-Range Objectives Through the Year 2035 of the PRC.

In the "pre-class" stage, the teacher assigned two pre-class exploration tasks. Task one requires students to search the relevant literature of China's ecological civilization construction and complete the understanding of thematic knowledge. Students may present their information with text, image, picture and other multi-modal data. Through the task, students payed attention to and understand the national conditions, acquired background knowledge of the topic, and formed a preliminary understanding of the values advocated. In the second task, the teacher provided a Chinese glossary concerning the topic (such as "two civilizations", "five in one", "Lucid waters and lush mountains are invaluable assets", "the modernization of harmony between humanity and nature") and asked students to try to translate them into English. During the process of finishing the two tasks, students not only got necessary information or knowledge but also achieved the value cognition.

After pre-class learning, the teacher and students began to take part in activities in class. In this period, a series of discussion about the topic were held. At first, the teacher asked students to watch the video of a Chinese poem--I love This Land written by Aiqing. Then students had a discussion on the Chinese-English translation. With the discussion being deeper and deeper, students' patriotism was aroused. Value consensus was fulfilled among students. Naturally, students showed strong emotion toward motherland, and they began to admire the national scenery. Moreover, they expected to introduce the magnificent country to the world. That means they had great motivation and were well prepared to translate the following materials. As a result, the task of translating the Yellow River began, which was the teaching and learning

focus. The method of combining teaching and practice was adopted. Students first read and analysed the Chinese context by themselves through RainClassroom. After answering teachers' questions through RainClassroom, students had a better understanding on the context and knew the difference by contrasting Chinese and English pattern.   Next, teachers assigned translation tasks in groups. Students translated the context step by step ranging lexical chunk and sentence pattern with the help of online resources. Then students were organized to present, reflect on and discuss their translation. In this stage, the teaching elements are repeatedly implemented. In translation practice, students learnt and comprehended the connotation of the topic in depth, and gradually reach a value consensus through communication and interaction. Finally, the teacher led the students to use translation strategies and skills to modify the translation and summarize the translation strategies and skills of specific words and phrases in the text. Abundant translation examples made translation teaching vivid, objective and intuitive.

As for after-class learning, the teacher asked students to make a short Chinese-English introduction on the famous or beautiful scenery in their hometown by PPT to show the ecological development in China and express the love toward the hometown and motherland. In this stage, the teacher completed the task of homework selection, translation practice and the value identification.

4   Feedback of the teaching design

In a bid to learn about the teaching effects on the ideological and political teaching design for College English translation based on CLIL mode and make timely improvements, a questionnaire survey and random interviews were conducted among the students after the class.

4.1   Analysis of in-class questionnaire results

The in-class questionnaire consists of ten questions, all of which are multiple choice questions, mainly aiming at four aspects: class satisfaction, class participation, teaching mode, and ideological and political teaching.

There are two questions about teaching satisfaction in the questionnaire, one is about personal performance, and the other is about ideological and political teaching. In terms of personal performance, seven students chose "highly satisfactory", the ratio is 14.58%; twenty students chose "satisfaction", accounting for 41.67%; fourteen students thought that their performance were ordinary, accounting for 29.17%; three students were not satisfied with their performance in class, accounting for 6.25%; four students performed badly, accounting for 8.33%.

In the survey on the satisfaction of ideological and political teaching, nine students were very satisfied with it, twenty-six students are satisfied with it, and six students thought it was ordinary, accounting for 18.75%, 54.17% and 12.50% respectively.

The survey results show that students' overall satisfaction is high in both personal performance and ideological and political teaching, which indicates that students'

cognition of themselves and the class is consistent, because satisfactory teaching effects cannot be separated from good performance of students.

4.2   Analysis of interview results

As a supplement to the questionnaire, an interview with students were conducted to make a further survey on students' learning with the ideological and political teaching design for College English translation based on CLIL mode.

The semi-structured interview between the teacher and students was conducted face to face on March 3rd, 2023. There are three questions, and each student is interviewed for approximately twenty-five minutes. eight students were randomly selected from the class list. Before the interview, the teacher first explained the purpose of the interview to the students, then tell the questions to students and made further explanation on what the students were not clear about, so as to improve the authenticity and accuracy of the interview results.

The first question is about whether students enjoy the CLIL teaching mode or the previous teaching mode. The result shows that students prefer the CLIL teaching mode. Six students said that in the previous teaching mode, the teacher emphasized the words, phrases, and grammar mechanically in Chinese-English translation class and they are unfamiliar with the learning content, just remembering the words and phrases. As a result, their interest in Chinese-English translation lost gradually. However, in the CLIL teaching mode, the language leaning and skill training were based on text content. With the different assignments, they were able to accumulate both content knowledge and language knowledge. In addition, teachers took full advantage of online platform and resources to motivate them to learn by themselves. Through collecting a variety of learning materials in text, pictures, videos, and other forms, teachers encouraged them to add their life experiences and stimulate their interest in learning the text content.

All the students selected agreed that in the previous traditional teaching model, they feel worried because they paid more attention to the linguistic elements. By contrast, the CLIL teaching mode with the clear subject and content, helped them reduce the anxiety about Chinese-English translation, so that most students actively took part in class activities. For example, the teacher asked and helped them prepare new vocabulary and phrases before learning the text content with rich online resources, which greatly reduces their language barriers. In class, the teacher and students can also hold further discussion on the text being translated, making comparison between the Chinese and English. The individual thinking and group work were more helpful for students to understand the text content. Besides the discussions, free and friendly classroom atmosphere under the CLIL teaching mode enabled them to express their ideas bravely.

The second question is about the effect of the CLIL teaching mode on students' learning motivation in College English translation. Students reported their desire to learn College English translation have significantly increased after the class. Although they have known that Chinese-English translation is important before the class, most of them didn't learn the course out of interest. Obviously, their goals were to pass the

CET4 or CET6. Influenced by such exam-oriented aim, most of the students tended to learn Chinese-English translation by reciting words and phrases. After adopting the CLIL teaching mode, however, students indicated that various interesting and meaningful learning materials and challenging teaching activities aroused their interests in the course. Especially, they had more opportunities to learn in groups and present individual opinion in class. Through group discussions, students can learn from each other and broaden their horizons. Furthermore, freely and actively talking with peers in class can improve their self-confidence. All these are helpful for motivating students to make further learning on Chinese-English translation. In turn, the sense of achievement in discussions and learning encouraged students to devote themselves in the following learning. Therefore, students can improve their relevant knowledge on the subject and translation skills but also fully experience the rewards and progress that comes from Chinese-English translation practice, meanwhile, they were willing to talk more about the subject and try to translate their own hometowns and relative culture to their peers and foreigners.

As for the third question, the teacher asked the students if they can introduce China geographically and talk about the common value shared with the Chinese for the development between human and nature in English. All the students can introduce the common information about China geographically, and when they introduce the details, seven of them choose the subject of the Yellow River, which can show how deep effect the class has made on them. In terms of the common value shared with the Chinese for the development between human and nature, two students talked about the community of shared future between man and nature, three students focused on the traditional Chinese concept of harmony, three students explained the implication of "Lucid waters and lush mountains are invaluable assets" and one student elaborated the "five in one". From their answers to the question, the value consensus and identification of this unit have been achieved among students. The teaching objectives, especially the ideological and political teaching objectives were fulfilled.

4.3   Reflection of the teaching design

The construction, implementation and evaluation of the ideological and political teaching design for College English translation based on CLIL mode fully demonstrate that the design can improve teaching effect, stimulate students' learning motivation and help students achieve value consensus. However，there are still some problems needed to be solved in the teaching process.

At first, the integration of value leading and skill training should be employed ranging from setting teaching objectives, selecting teaching contents, applying teaching methods, designing teaching tasks and evaluating teaching results. Students should be guided to implement the core socialist values step by step from value cognition, consensus and identification, and realize the internalization of values through continuous translation practice. Therefore, how to evaluate the ideological and political teaching result is worthy to discuss and make a further research.

Secondly, the integration of content learning and language learning should be emphasized and strengthened in teaching practice. Yang Feng (2022) considered that

knowledge is the essential attribute of translation, as well as the object and result of all translation activities. [10] The essence of telling Chinese stories well is to spread Chinese knowledge in the new era that embodies Chinese spirit, Chinese values and Chinese power. Therefore, the ideological and political teaching design for Chinese-English translation based on CLIL mode needs to include Chinese knowledge in the new era as the content to empower language learning, and promote content absorption and internalization of knowledge understanding through language learning, so as to achieve a positive synergistic effect between content and language.

Thirdly, the integration of online resources and information technology should be upgraded timely. Nowadays, teaching materials only from textbooks cannot meet the comprehensive needs of knowledge system construction, ability training, value formation and personality shaping. Various platforms and rich teaching resources can more effectively realize the interactive and cooperative teaching not only online and offline but also inside and outside the classroom. However, the usage of online resources and platforms in the ideological and political teaching design for College English translation based on CLIL mode is limited. Therefore, it's necessary to make a further exploration in future teaching practice.

5   Conclusion

The ideological and political teaching design for College English translation based on CLIL mode has clear teaching goals, reasonable teaching process and task setting, which leads students to carry out self-study and be well prepared in pre-class period. During the class teaching, abundant activities concerning the selected subject stimulate students' learning enthusiasm and desire for knowledge learning, and contribute to the improvement of students' independent and cooperative learning abilities. By pre-class and in-class tasks, the teaching design provides scaffolding for students and helps students to achieve improvement in language, knowledge, value cognition, and translation skills. The unit project of each unit after class provides students with opportunities of exploratory learning, translation practice. content and value identification. The feedback of the teaching demonstrates that the ideological and political teaching design for College English translation based on CLIL mode is popular with students, arouses students' interest in learning, stimulate students' learning motivation and improve the teaching of Chinese-English translation.

In summary, guided by the LCT Framework and the CLIL Pyramid, the general framework of the ideological and political teaching design based on CLIL mode is constructed. Following the general framework, the ideological and political teaching design for College English translation based on CLIL mode regards language and content as the two inseparable and mutually reinforcing dimensions. Instructed by the CLIL Pyramid, the teacher selects a focused topic with high-quality authentic text of the thought and knowledge of socialism with Chinese characteristics for a new era, which realizes the integration of value guidance, skill training, content learning and language learning. With the help of online resources and modern technology, the teacher lead students to complete the value shaping from cognition, consensus to

identification, providing an effective practical way to teach College English translation and other relative courses.

Acknowledgement

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