

# On Ideological and Political Education in Translation Teaching from the Perspective of Building a Community with a Shared Future for Mankind<sup>1</sup>

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**Abstract**— *Building a community with a shared future for mankind is a new solution to global governance offered by China in the new era. In view of this national strategy, foreign language education should not focus only on skills learning, but also on moral education. Translation studies provide rich elements of moral education for Ideological and Political Education (IPE), such as translation theory, translation examples and translators' professional qualities. The paper proposes the principles and practices of integrating IPE into translation teaching. Besides, the Chinese-English Translation Course from Foreign Language Schools of Zhejiang University of Finance and Economics Dongfang College is exemplified to show the whole process of integration.*

**Keywords**— *A community with a shared future for mankind, IPE, Chinese-English Translation Course.*

## I. INTRODUCTION

Building a community with a shared future for mankind is a new solution to global governance offered by China in the new era. It is an ideological guide for the new era in view of challenges in global development and global governance system. The multi-polarization structure and common development trend of the world today have deconstructed west centralism. To regard the development of human beings is a scientific outlook. At the heart of the concept of a community with a shared future for mankind is the belief that "the world is one family." This belief derives from essential elements of Chinese traditional culture. Since ancient times, China has been known for its pursuit of a just cause for common good, the fraternal spirit of its people, and the ideal of building harmony and cohesiveness in the

world. While at present, international relations are complex, and cultural development shows a trend of diversification. One of the basic relationships in building a community with a shared future for mankind lies in the diversity and unity of human civilization. Chinese president Xi Jinping stressed that in building a community with a shared future for mankind, we should transcend the estrangement of civilizations through exchanges, transcend the clash of civilizations through mutual learning and transcend the superiority of civilizations through coexistence. The communication of civilization is the communication of different languages, cultures, and ideas. In the context of the new era, foreign language education should promote cultural exchange and equal dialogue between China and foreign countries, thus promoting the construction of a

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community with a shared future for mankind.

In recent years, there have been many discussions on foreign language education in the new era. In the light of the latest PISA Global Compliance Framework published by the Organization for Economic Co-operation and Development (OECD), Mei (2018) holds that foreign language education should not only help students improve language competence, more importantly, it also needs to develop students' emotions, attitudes, and values needed to build a community with a shared future for mankind. Hong (2019) further elaborates on the concept of global literacy of foreign language talents based on the concept of a community with a shared future for mankind and points out that foreign language institutions should foster students' deep sense of identity and pride in Chinese traditional culture. Foreign language talents should be able to spread Chinese excellent traditional culture to the world and take part in global governance with Chinese wisdom. Yang & Shen (2019) suggest highlighting all-round development in foreign language education is an important way to build a community with a shared future for mankind. And to achieve all-round development for foreign language majors, the teaching practice, textbook design and evaluation system should be improved. The Ministry of Education (2020) pointed out in the "Guidelines for the Ideological and Political Construction of Higher Education Curriculum" that the fundamental task of cultivating moral integrity should be carried out in all corners of the country, and ideological and political work should be carried out in all institutions of higher learning and all disciplines throughout the country. The importance of value-building should be emphasized in the trinity of value-building, knowledge teaching and ability training in colleges and universities. As far as the foreign language subject is concerned, foreign language learning is not only the acquisition of foreign language knowledge and communicative competence, but also the process of the formation and shaping of students' cultural identity, values and characters.

## II. THE INTEGRATION OF IPE INTO CHINESE-ENGLISH TRANSLATION COURSE

In contemporary China, IPE plays an important role in influencing the world views and political beliefs of students. Zhang (2015) points out that IPE is one of the basic carriers

and realization forms of conducting and developing Chinese mainstream culture and ideology. Since the goal of Chinese higher education is to "cultivate the builders and successors of socialism for the future" ((National People's Congress [NPC], 2015), IPE is a key factor to contribute to this goal. President Xi (2016) reinforced the importance of IPE in other specialized courses by stressing that IPE in universities should be integrated into the whole education process of Higher Education. And in February 2017, the CPC central committee and the state council emphasized that ideological education should be carried out in the whole process and every link of teaching to form a long-term mechanism of teaching (The Central Committee of CPC and the State Council, 2017).

### 2.1 The Connotation of Integrating IPE into Translation Teaching

Chinese-English Translation is a compulsory course for English majors in Chinese universities, and it is also a course that involves languages and cultures. The "culture turn" in translation studies since the 1990s has placed greater emphasis on the culture aspect in translation. Translation is emphasized as a cross-cultural act of interpretation, and the historical mission and function of translation in the context of globalization is that translation can cross cultural boundaries. The translator's high cultural awareness is the key to building China's international influence (Chen, 2013: 100). The nature of translation and the focus on translators also have enlightening effects on translation education in the context of an ever-connected world. It can be said that translation teaching should not only cultivate students' language skills, but also cultural consciousness and value orientation. And the essence of IPE is the practice of integrating certain ideas, political awareness, ethics into students' moral building. Translation is the communication of the meaning of a source-language text by means of an equivalent target-language text, and a qualified translator should not only have a good command of both source and target languages, but also a high degree of responsibility and he should always bear the best interest of his nation in mind. A translator should not only have a firm political stand, but also maintain a high degree of political sensitivity and strong patriotic enthusiasm, so as to safeguard the dignity of the state.

### 2.2 The Principles of Integrating IPE into

### Translation Teaching

Firstly, we should combine the teaching materials of IPE into translation teaching materials, focusing both on the talents training and moral building. The quality of teaching lies in the choice of teaching content, which hinges on the choice of teaching materials. For example, *The Governance of China*, a three-volume collection of speeches and writings by Xi Jinping, works as a good translation teaching material. *Governance of China* consists of 270 pieces, organized thematically into 54 chapters. The text articulates President Xi Jinping Thought, Xi's political philosophy as it relates to large-scale political issues concerning China including economics, domestic politics, international relations, infrastructure, technology, environmentalism, peaceful co-existence, and the military. Volume I also contain a political biography of Xi in the appendix. By studying the source and target texts, students could understand the great achievements China has made in economic, political, cultural and social development since the reform and opening up, thus cultivating their patriotism. In order to meet the needs of the society and industry for translators, we should cultivate students' sense of service and dedication.

Second, a great importance is attached to the combination of an explicit translation learning and implicit IPE. One of the fundamental principles of integrating IPE into specialized courses is that the content of ideological and political education in professional courses should be implicit. The implementation of IPE in translation course should be based on the realization of the language objectives, such translation skills training and translation methods learning. Explicit teaching refers to the study of the course prescribed by the course curriculum, while implicit teaching refers to the activities arranged by the teachers. In the course, a variety of activities such as translation project, lectures, volunteer service, translation competitions belong to the implicit teaching. The principle of combining explicit and implicit teaching could date back to the study by American education sociologist Jackson. Jackson (1968: 33-35) in his "Life in the Class" refers the cultural acquisition as implicit teaching, including unplanned knowledge, values, norms and attitudes that students learn in the class. By so doing, we could cultivate a high sense of responsibility and a correct outlook on life in the students, and build an

educational system featuring all-round development.

### III. A CASE STUDY: INTEGRATING IPE INTO THE CHINESE-ENGLISH TRANSLATION COURSE

Chinese-English Translation Course is a compulsory course for the third-year English majors in Zhejiang University of Finance and Economics Dongfang College, with a total of 64 class hours and 4 credits. The main purpose of the course is to improve students' Chinese-English translation skills. It aims to lay the translation basics needed for advanced translators by engaging students in various translation training. Besides, the course also aims to enhance the cultural awareness and intercultural communication ability in students. The following section will show how the integration of IPE is carried out in this course.

#### 3.1 Teaching Resources

In terms of teaching resources, the course aims to create an effective teaching mode to achieve the aim of combining translation teaching with IPE. Qiu (2018: 104) believes that to maintain the concordance of IPE and professional training, we should consider the dimensions of cultural and national identity. In the light of these dimensions, the ideological and political resources of translation can be explored from the following three aspects: the teaching of translation theories, the introduction of translation cases, and the emphasis on translators' professional quality.

Compared with Western translation theories, traditional Chinese translation theories contain deep Chinese philosophy and wisdom. Chinese translation theories originated from Chinese classics and traditional philosophies and have been developed by numerous translators. Most scholars hold that China hasn't developed any systematic translation theory, but in fact China has formed a series of translation theories with its own characteristics. The neglect of traditional Chinese translation will inevitably lead to a sense of cultural inferiority among students. Translation has a long history in China. For example, *An Anthology of Chinese Discourse on Translation* edited by Martha P. Y. Cheung provides a systematic review of the ancient Chinese translation practice and the development of translation discourse. And a diversity of views, reflections and theoretical thinking

about the art and business of translating is brought together in this two-volume anthology. Down the centuries, translators, interpreters, Buddhist monks, Jesuit priests, Protestant missionaries, writers, historians, linguists, and even ministers and emperors have all written about translation and from an amazing array of perspectives. In introducing the history of translation and translation theories, teachers would be able to boost students' confidence in Chinese culture and get out of the "Western-centrism" in translation studies.

Under the background of exporting Chinese literature, translation plays the critical role of making the world understand the charm of Chinese literature and culture. In the selection of translation resources, good translation of Chinese literature could stimulate students to think about translation strategies and methods. Translation of Chinese literature by both sinologists and Chinese translators serves a good teaching resource. For example, Howard Goldblatt's numerous works of contemporary Chinese fiction are good examples for choice. Shen & Wei (2018: 17) pointed out that in the process of building a community with a shared future for mankind, China's translation strategy should focus on the planning of translating Chinese into other languages, disseminating "Chinese wisdom", "Chinese story" and "Chinese way" to the world. The choice of teaching resources should be helpful to promote students' confidence in Chinese culture and to improve the influence of Chinese culture in the world.

At the same time, the application of translation technology in the information age has overturned the traditional way of language service and played a great role in protecting the diversity of human languages. The change of translation working environment and translation tools require that translators should be familiar with computer-assisted translation and adapt to language service in the new age. However, the universality of translation technology has also brought ethical problems and moral dilemmas, such as loyalty, responsibility, fairness and justice in translation. Therefore, the class teaching could adopt simulated translation project to make student participate in the translation project. The students could play different roles such as project manager, translator, reviser and so on. This teaching design could make the students understand the workflow and requirements of the translation industry.

Besides, the teachers should guide the students to build up the translator's professionalism in the process of completing the translation task.

### 3.2 Teaching Design

In the teaching design, IPE is integrated into teaching objectives, content, implementation and evaluation. The course focuses on cultivating students' translation skills as well as incorporating IPE into the subject content.

Traditional translation teaching focuses on students' acquisition of translation skills. The impart of translation skills is always the most important part in translation training. Most of the translation textbooks attach great importance in introducing the translation techniques such as addition, subtraction, division, combination, transformation and reorganization. The structure and content of those textbooks are based on the introduction of these techniques. And the translation methods are also generalized based on the comparison between the source language and the target language. However, if we follow the teaching mode of applying translation methods to practice in class, it will form a wrong understanding of the nature of translation among students, that is, only by mastering translation methods can they fulfill translation tasks. In fact, the most important thing in translation teaching is to cultivate the students' language competence in translation.

Therefore, on one hand, the course design follows a mode of translation skills acquisition that starts from translation examples reading to theoretical summary and then to translation practice guiding. Therefore, the course starts from "parallel text reading" to guide the student to study or practice translation. A parallel text is a text placed alongside its translation. To better use parallel texts in translation teaching, it is necessary to analyze and summarize the main features of the source and the target languages. In addition, the choice of parallel texts should integrate IPE. For example, *The Governance of China* depicts the practices of the CPC Central Committee, with Xi at the core, in uniting and leading Chinese people to uphold and develop socialism with Chinese characteristics in a new era and this book is also expected to help the international community better understand the path, concept and model of China's development. The English version of this compilation – titled in English *Xi Jinping: The Governance of China*, edited by the State Council

Information Office of China, the CCCPC Party Literature Research Office and China International Publishing Group is part of China's grand strategy to globally improve country's image abroad. And the book is explicitly targeted to "enhance the rest of the world's understanding of the Chinese government's philosophy and its domestic and foreign policies" and "to respond to rising international interest" (Xi, 2014: v). Translating political speeches is not a solitary undertaking, but a collaborative work practice that combines hard work of each translator. The book is rich in traditional Chinese poems and allusions. Huang (2018: 64), a member of the translation team, pointed out that to achieve a high-quality version, the translators should have "a linguistic awareness, the ability to understand both Chinese and English languages, a political awareness and target reader awareness".

This is also what the course aims to achieve in the students. Translation examples are selected from the book according to the teaching objectives of each unit to raise the students' awareness of the difference between Chinese and English languages.

ST: 这样一个大国，这样多的人民，这么复杂的国情，领导者要深入了解国情，了解人民所思所盼，要有“如履薄冰，如临深渊”的自觉，要有“治大国若烹小鲜”的态度（409-410）。

TT: In such a big, populous and complicated country as ours, we the leaders must have an in-depth knowledge of the national conditions, and learn what the people think and what they want. We must act self-consciously and with the utmost care "as if we were treading on thin ice, and standing on the edge of an abyss." We must cultivate an attitude of "governing a big country is as delicate as frying a small fish". (Vol. 1, p.458-459)

The source text is Present Xi's speech "Governing a Big Country Is as Delicate as Frying a Small Fish". The allusion is from *Tao Te Ching*. When translating the allusions, we need to fully understand the allusions according to the context.

ST: 治国之要，首在用人。也就是古人说的：“尚贤者，政之本也。”“为政之要，莫先于用人。”(411)

TT: As our ancestors said, "Exaltation of the virtuous is fundamental to governance," and "Employing capable officials represents the top priority of governance." (461)

ST: 创新是民族进步的灵魂，是一个国家兴旺发达

的不竭源泉，也是中华民族最深沉的民族禀赋，正所谓“苟日新，日日新，又日新”。(51)

TT: Innovation is the soul driving a nation's progress and an inexhaustible source of a country's prosperity. It is also an essential part of the Chinese national character. This is what Confucius meant when he said, "If you can in one day renovate yourself, do so from day to day. Yea, let there be daily renovation." (55-56)

IPE aims to use certain ideas, political views and moral norms to exert influence on students so that they form social practice activities that meet the requirement of the State. From the above examples, we can see that the source text contains many Chinese idioms, ancient sayings and allusions which convey the essence of Chinese culture. There is no corresponding expression in English, which requires translators to exert great creativity to properly present the connotation of Chinese language and culture to the target readers. This means that the translator should not translate the original allusions word for word but should use free translation or creative translation on the basis of a thorough understanding of the original text. In teaching, the course guides the student not to translate these allusions mechanically, but to combine the allusions with the context to achieve a thorough understanding. On the other hand, empowering students is an issue often discussed by translation scholars in relation with translation pedagogy. Tymoczko (2007:189) for example, considers empowerment of future translators as the key, which would enable them to "perceive the full range of possibilities of their profession". The course designs a translation workshop according to the guiding principles of collaborative learning and scaffolding. And the translation workshop highlights building a collaborative learning environment for students, in which the teacher mainly acts as a facilitator, prepares students for lifelong learning by encouraging them to take the responsibility of their own learning. In Kiraly's (2000:43) view, "in the case of translation, for example, the learning of professional translation skills would best be achieved through the collaborative undertaking of professional translation tasks, in all of their complexity, under the guidance of a professional translator". The course considers translation as a social, dynamic and intersubjective process and seeks to empower students through learning and experience with real



life translation activities. In translation teaching, the teacher assigns the translation project to the students and they complete the translation tasks by discussing and working in groups. Students learn to identify potential translation problems, find resources to solve problems, and suggest solutions to these problems. This teaching style will encourage the students to identify the translation difficulties while in operation and adopt translation strategies appropriately to solve these problems.

#### IV. DISCUSSION AND CONCLUSION

This study provides a possible method for integrating IPE into translation teaching for English majors in China from the perspective of building a community with a shared future for mankind. Chinese universities pay high attention to IPE for students. IPE nowadays is delivered both through formal theoretical lectures as well as other specialized courses. And it has become one of the most important approaches for students to learn theories of society, politics and economics and understand the history of the country and the culture of the nation. This paper introduces the principles and the design of Chinese-English translation course combined with IPE in China. The course seeks an organic combination of IPE with translation teaching. And Practical hands-on experience has become an essential component of translation teaching in this course. In terms of translation materials, the course chooses political texts embedded with the spirit of Chinese culture and reflect national guidelines and policies, and in terms of teaching methods, the course follows the general development of students' translation abilities. The translation workshop designed according to the principles of social constructivist approach helped develop important qualities among students which can be effective after their graduation and in their profession. The study suggests that integrating IPE into translation teaching can help to promote a better understanding of the source culture, thus is helpful in achieving the goals of successful cultural identity formation and finally the cross-cultural communications.

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