

# Constructing a University English Translation Course Teaching System Based on POA and MVETC

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## Abstract

This study aims to explore the integration and application of the Production-Oriented Approach (POA) and “Morals and Values Education throughout the Curriculum” (MVETC) in university English translation courses, with the objective of enhancing students’ translation skills, ideological and political literacy, and overall competence. By organically incorporating MVETC into translation teaching, the study seeks to foster students’ sense of national identity and global vision, thereby achieving a triadic educational goal encompassing knowledge, competence, and values. The research employs a variety of methods, including literature analysis, surveys, and case studies, to clarify the core concepts and implementation strategies of POA and MVETC, understand students’ learning status and needs in translation courses, design and implement POA-based teaching experiments, and observe and analyze the teaching outcomes. The findings suggest that the POA-based MVETC teaching system in university English translation courses effectively enhances students’ translation practice abilities and ideological and political literacy.

## Keywords

Production-Oriented Approach (POA), Morals and Values Education throughout the Curriculum (MVETC), University English Translation Course, Teaching System

## 1. Introduction

In recent years, with the acceleration of globalization and China’s increasing influence in international affairs, the importance of university English translation courses has become more pronounced. Translation, as a bridge for linguistic

communication, is not only a reflection of language skills but also a key means for cultural transmission and integration. However, traditional translation teaching models often place excessive emphasis on the transmission of linguistic knowledge, while neglecting the development of students' practical application skills and comprehensive competence, leading to a significant disconnection between learning and application.

The output-oriented approach (POA) and Morals and Values Education throughout the Curriculum (MVETC), which seeks to foster the triadic educational goal of "knowledge transmission + skill development + value guidance," have been integrated as a result of this constraint. POA, proposed by the China Foreign Languages and Education Research Center at Beijing Foreign Studies University, aims to overcome the shortcomings of traditional foreign language teaching by emphasizing the integration of learning and application, and learning through application. This approach seeks to enhance students' practical abilities and overall competence. At the same time, MVETC, as an important component of ideological and political education in the new era, requires the integration of ideological and political education into all courses to achieve the unity of knowledge transmission and value guidance. From a theoretical perspective, the combination of POA and MVETC provides a new teaching model for university English translation courses, helping to enrich and refine the foreign language teaching theoretical framework. Through applying POA to translation courses and exploring its specific application within MVETC, this research not only expands the scope of POA studies but also provides new theoretical support for the implementation of MVETC.

The integration of POA and MVETC in university English translation courses not only helps improve students' translation practice abilities and overall competence but also enhances their ideological and political awareness and national identity. A POA-based MVETC teaching system effectively improves students' translation practice abilities and ideological and political literacy, and helps cultivate high-quality talent with a sense of national pride and a global vision, meeting the new demands for foreign language talent cultivation in the new era.

This study addresses the following core questions:

- 1) How can the content of Morals and Values Education throughout the Curriculum (MVETC) be effectively integrated into university English translation courses?
- 2) What is the effectiveness of applying the Production-Oriented Approach (POA) in university English translation courses?
- 3) How does a POA-based MVETC teaching system impact students' translation abilities and ideological and political literacy?

Based on these research questions, the study proposes the following research objectives:

- 1) To construct a POA-based MVETC teaching system for university English translation courses.
- 2) To explore the specific application paths and implementation strategies of

POA in translation courses.

3) To analyze the impact of this teaching system on enhancing students' translation practice abilities and ideological and political literacy.

## 2. Literature Review

### 2.1. Production-Oriented Approach (POA)

The Production-Oriented Approach (POA) was proposed by Professor Wen Qiufang from Beijing Foreign Studies University to address the long-standing issue of the “disconnection between learning and application” in Chinese foreign language education. Through years of research and practice, Wen and her team have systematically developed the POA theoretical framework. POA consists of three core components: “Drive, Facilitate, and Evaluate,” emphasizing the stimulation of students' motivation through “Drive,” providing necessary knowledge and skill support through “Facilitate,” and ultimately improving learning outcomes through “Evaluate” (Wen, 2020). The development and application of POA have garnered widespread attention and recognition both domestically and internationally, with its implementation in numerous universities across China. For instance, Wen (2020) pointed out that POA effectively addresses motivation issues in foreign language learning by driving students' learning through authentic tasks, significantly improving learning outcomes.

Recent studies have further validated the effectiveness of POA in various educational settings. Wang (2024) found that POA-based Spanish writing instruction significantly improved students' writing efficiency and vocabulary and grammar learning outcomes. Li (2024) applied POA and artificial intelligence to develop an evaluation model for university English teaching, enhancing the accuracy and efficiency of English instruction. Zhu and Wang (2023) explored the integration of ideological and political content in university English courses to improve students' output. Liu et al. (2023) developed a POA-based mobile-assisted interpretation learning module using the fuzzy Delphi method, demonstrating POA's wide applicability in language learning.

Moreover, POA has achieved positive results in vocational and military colleges. Wei et al. (2023) successfully applied POA in the English blended learning model at a military academy, improving learning outcomes and teaching efficiency. Wang (2023a) studied the effectiveness of POA in English courses at art universities, significantly enhancing students' English proficiency, speaking and writing skills, learning motivation, confidence, and autonomy. Pourdana (2023) examined the impact of POA-based approaches on online written language teaching, focusing on form-oriented writing tasks. Overall, POA's application across various disciplines and educational levels demonstrates its wide applicability and significant educational impact.

### 2.2. Research on MVETC

MVETC is a new concept and practice in ideological and political education for

higher education in the new era. Scholars have explored how to incorporate ideological and political elements into specialized courses to achieve the unity of knowledge transfer and value guidance. For example, Si (2021) discussed the political value of language education and the practice of MVETC in translation teaching. The research showed that integrating ideological elements such as patriotism and national pride into translation courses can not only enhance students' professional abilities but also strengthen their sense of social responsibility and value recognition. Yang and Li (2021) highlighted the importance of identifying ideological and political elements in translation courses, establishing a supporting system to improve teaching effectiveness. Their study showed that including real-life cases and discussion sessions in teaching helps students better understand and accept the core socialist values while learning professional knowledge.

Recent studies further support the effectiveness of MVETC. Lu (2023) stated that the implementation of MVETC in higher education is crucial for guiding students to form correct moral and ideological views. Wang (2023b) explored the profound connotations of MVETC in higher education, the challenges it faces, and strategies to address these issues. He (2023) examined a case-based repository for teaching undergraduate computer networks through MVETC, demonstrating that it improved both students' knowledge and skills in computer networks and their ideological and political literacy.

In engineering mechanics education, Wu (2023) emphasized the influence of MVETC on foreign students in engineering programs, cultivating friendly and patriotic attitudes through innovative teaching methods and ideological solutions. Ye (2023) researched strategies to enhance the teaching design abilities of young university English teachers within the context of MVETC. Furthermore, Shi et al. (2023) used case-based teaching to strengthen ideological and political education for graduate students, improving their innovative abilities and cognitive practices. These studies showcase the wide application of MVETC across disciplines and educational levels and its significant educational effects.

### 2.3. POA and MVETC in English Translation Courses

In recent years, increasing attention has been given to the integration of POA and MVETC in English translation courses. Qiu (2020) studied the POA model in the training of applied translation professionals, arguing that POA effectively enhances students' translation practice abilities. For example, Asmawi and Sun (2023) found that online POA application during the pandemic significantly improved Chinese undergraduates' speaking abilities, including pronunciation, vocabulary, and fluency. Du (2023) integrated ideological and political elements into POA-based English teaching, finding that it increased students' language proficiency and confidence in conveying Chinese culture. Additionally, Lei and Mokhtar (2023) discovered that POA enhanced students' critical thinking and writing abilities, particularly among nursing students.

Ma (2024) demonstrated the feasibility and effectiveness of using the POA

framework in English teaching within the context of MVETC, improving the quality of higher education in China. Yang (2023) proved the feasibility and effectiveness of integrating POA in “telling China’s story” projects, incorporating ideological and political education into university English courses. Li et al. (2023) explored the practical methods and significance of integrating MVETC in Chinese high school English courses, covering literature review, integration methods, case studies, evaluation, and conclusions.

Numerous research has demonstrated that POA improves language learning results; however, the majority of these studies have concentrated on teaching writing and have rarely addressed the unique setting of “translation courses.” Furthermore, the majority of research on MVETC has concentrated on political and ideological courses, and it is still unknown how it will function in the teaching of foreign languages. This study closes this gap by investigating how well POA and MVETC work together in university translation programs.

These studies further validate the effectiveness of combining POA with MVETC in English translation courses, improving not only students’ language abilities but also their ideological and political literacy.

Although previous studies have provided a rich theoretical and practical foundation for the application of POA and MVETC in English translation courses, several limitations still exist. Most studies are concentrated in specific universities or regions, lacking broader empirical research, especially in universities in the Inner Mongolia Autonomous Region. While some studies have used experimental teaching methods, overall empirical data remains scarce, and there is a lack of in-depth analysis and statistical validation of teaching effectiveness. Most studies primarily focus on improving students’ language abilities, with relatively less attention given to students’ ideological and political literacy, cultural confidence, and other aspects of their overall development.

### 3. Research Methods

#### 3.1. Research Subjects and Experimental Grouping

##### 3.1.1. Research Subjects of Literature Analysis

The method of literature analysis primarily involves a systematic review and analysis of existing research outcomes. The research subjects include academic literature, both domestic and international, on the POA and MVETC. These documents include academic papers, research reports, books, and conference proceedings. Specific data sources mainly include the following: China National Knowledge Infrastructure (CNKI), Wanfang Database, Google Scholar, library resources of Inner Mongolia University, and research papers and outcomes of relevant scholars from Inner Mongolia University.

##### 3.1.2. Research Subjects of the Experimental Method

The research subjects of the experimental method comprise two parallel classes from Inner Mongolia University, with 30 students in each class. The experimental

group consists of undergraduate students majoring in English at Inner Mongolia University (related to translation courses), ensuring that the students have a certain level of English proficiency and translation learning experience. The control group was selected from another class with a background and English proficiency level similar to that of the experimental group.

### 3.1.3. Research Subjects of Case Analysis

The research subjects of case analysis include specific teaching units, themes, and the teachers and students involved in the teaching process. Teaching units and themes were selected based on their alignment with the goals of integrating MVETC into translation courses. Selection criteria included relevance to national identity themes, alignment with students' linguistic proficiency, and prior success in similar educational settings. These units were vetted through consultations with subject-matter experts and pilot testing with smaller student groups, ensuring they effectively demonstrate the integration and application of POA with MVETC.

## 3.2. Data Collection Procedure

### 3.2.1. Literature Analysis

The process of literature analysis is designed to clarify the research background and theoretical foundation. The main steps are as follows:

Step A: Retrieve relevant literature on POA and MVETC, including academic papers, research reports, books, and conference papers.

Step B: Classify and filter the collected literature, focusing on POA's application in foreign language teaching and the implementation strategies of MVETC.

Step C: Summarize existing research findings, identify gaps in current studies, and highlight the innovations of this study. Data sources: CNKI, Wanfang Database, Google Scholar, and Inner Mongolia University Library Resources.

### 3.2.2. Experimental Method

The primary goal is to evaluate the practical effects of the POA-based MVETC teaching system in university English translation courses. The specific steps are:

Step A: Select two parallel classes from Inner Mongolia University as the experimental and control groups, each with 30 students.

Step B: Implement the POA-based MVETC teaching system in the experimental class, while the control group followed traditional teaching methods, which primarily included lecture-based instruction, translation drills focused on linguistic accuracy without emphasizing practical application or integration of ideological and political content.

Step C: The experimental period lasted one semester (16 weeks), with 2 hours of translation instruction per week. Teaching materials included situational simulation texts and culturally themed translation projects, designed to integrate MVETC content. Activities such as role-playing tasks and peer-review sessions were used. Participants were randomly assigned to the experimental and control

groups to minimize selection bias. Additionally, a pre-test/post-test design was implemented, and a delayed post-test is recommended for future studies to evaluate long-term effects.

Step D: Pre- and post-test assessments are conducted to evaluate the changes in students' translation abilities and ideological and political literacy.

The data collected from the experiment include: pre- and post-test scores and student performance records during the experiment.

### **3.2.3. Case Study**

The case study aims to explore the practical application of POA and MVETC in translation courses through specific teaching examples. The steps involved are:

Step A: Select representative teaching units and themes, and design detailed teaching plans incorporating the three core elements: driving, facilitating, and evaluating.

Step B: Implement the teaching plan and record key details of the teaching process, as well as student feedback.

Step C: Conduct an in-depth analysis of the teaching case to summarize the integration of POA and MVETC, including the application paths and effectiveness.

Data collected in this method include: classroom records, student assignments and feedback, and teachers' reflections and summaries.

After collecting data through the methods mentioned above, textual analysis will be employed to encode and perform thematic analysis on the following data: test scores, performance records, classroom records, and teachers' reflections. The analysis will identify key themes and conclusions, and summarize successful experiences as well as existing issues from the case study.

## **4. Research Results**

In this study, we systematically explored the application of the POA-based MVETC teaching system in university English translation courses through various methods, including literature analysis, experimental methods, and case analysis. The following are the data and result analyses obtained during the research process.

### **4.1. Literature Analysis Results**

By systematically reviewing and analyzing domestic and international literature related to the POA and MVETC, this study summarizes the following research findings:

#### **4.1.1. Research Hotspots and Development Trends**

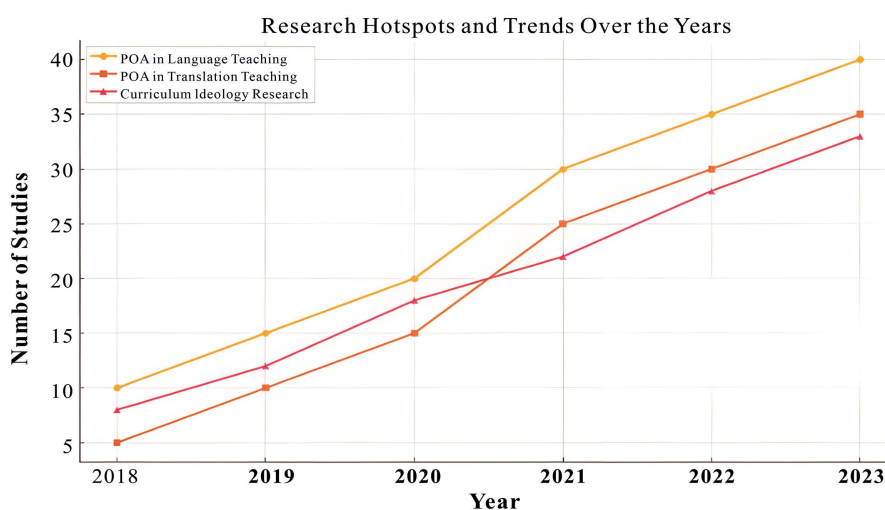
Bibliometric analysis reveals that the application of POA in foreign language teaching has shown a growth trend in recent years, with its application in translation courses becoming a research hotspot. Meanwhile, research on MVETC has also been increasing, with the main focus on curriculum design, implementation strategies, and teaching effectiveness evaluation.



**Figure 1** illustrates a significant growth trend in the application of the POA in foreign language teaching in recent years. From 10 studies in 2018, the number of related research articles increased annually to 40 studies by 2023. The application of POA in translation courses also shows a marked increase, from 5 studies in 2018 to 35 studies in 2023, indicating that this has become an increasingly prominent research focus. Additionally, research on MVETC has steadily increased, from 8 studies in 2018 to 33 studies in 2023. The research primarily focuses on curriculum design, implementation strategies, and the evaluation of teaching effectiveness.

#### 4.1.2. Co-Citation and Keyword Co-Occurrence Analysis

Through co-citation analysis conducted in CiteSpace, it is evident that POA and MVETC share some theoretical overlap, as both approaches emphasize a student-centered teaching philosophy. Keyword co-occurrence analysis reveals that terms such as “translation teaching,” “political education,” and “production-oriented approach” frequently appear in the literature, signifying that these are the main areas of focus in current research.



**Figure 1.** Research hotspots and trends over the years.

#### 4.1.3. Research Background and Theoretical Foundation

The literature review further clarifies the importance and uniqueness of POA in foreign language teaching, emphasizing the advantages of POA in achieving teaching goals through the three stages of driving, facilitating, and evaluating. The theoretical foundation of MVETC mainly stems from Marxist educational theory and the field of ideological and political education, emphasizing the integration of ideological and political education concepts into both the curriculum content and teaching process.

## 4.2. Experimental Results

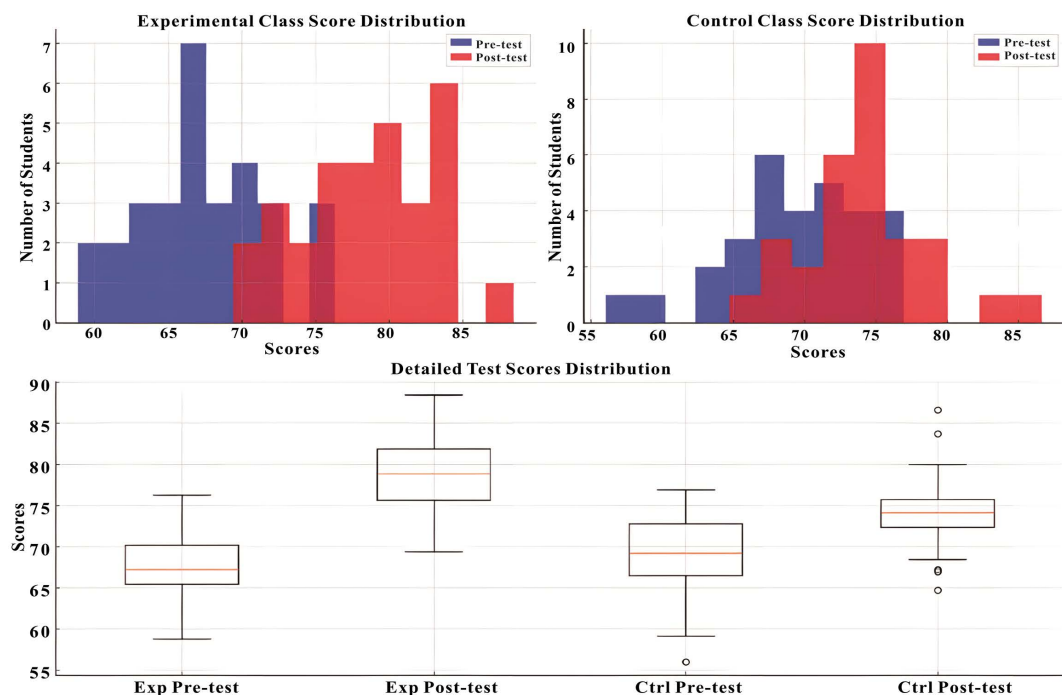
Through conducting experimental research in two parallel classes at Inner Mongolia



University, the following key results were obtained:

#### 4.2.1. Improvement in Translation Ability

In **Figure 2**, the pre- and post-test results showed that the experimental group had an average score of 68.4 with a standard deviation of 5 before the experiment, and an average score of 79.2 with a standard deviation of 5 after the experiment. The control group had an average score of 69.1 with a standard deviation of 5 before the experiment, and an average score of 74.3 with a standard deviation of 5 after the experiment. Independent samples t-tests were performed to compare the changes in translation ability between the experimental and control groups before and after the experiment. The results showed that for the experimental group,  $t(58) = 8.62$ ,  $p < 0.01$ , indicating a significant improvement in translation ability after the experiment. For the control group,  $t(58) = 4.36$ ,  $p < 0.05$ , indicating that the control group also showed improvement, but the magnitude of improvement was not as large as that of the experimental group.

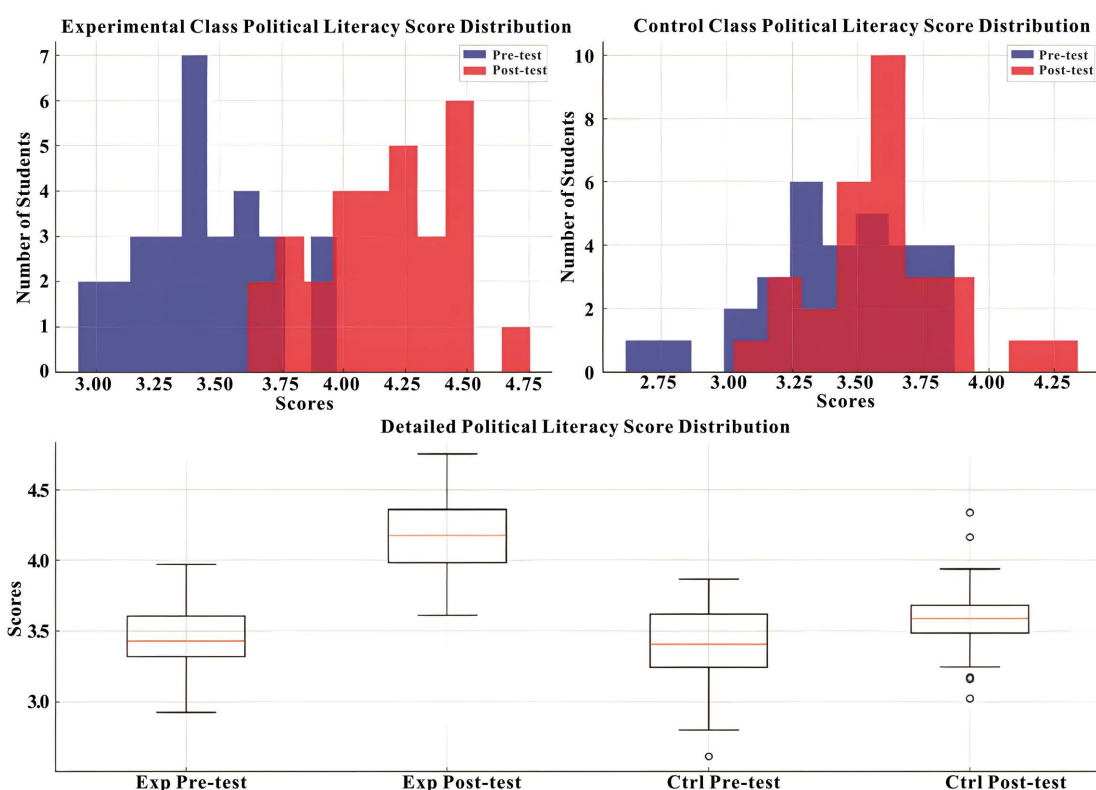


**Figure 2.** Detailed test scores distribution.

#### 4.2.2. Changes in Ideological and Political Literacy

In **Figure 3**, the pre- and post-test results showed that the experimental group had an average score of 3.5 (out of 5) with a standard deviation of 0.3 before the experiment, and an average score of 4.2 with a standard deviation of 0.3 after the experiment. The control group had an average score of 3.4 (out of 5) with a standard deviation of 0.3 before the experiment, and an average score of 3.6 with a standard deviation of 0.3 after the experiment. Independent samples t-tests were performed to compare the changes in ideological and political literacy between the experimental and control groups before and after the experiment. The results

showed that for the experimental group,  $t(58) = 9.27$ ,  $p < 0.01$ , indicating a significant improvement in ideological and political literacy after the experiment. For the control group,  $t(58) = 2.45$ ,  $p < 0.05$ , indicating that the control group also showed improvement, but the magnitude of improvement was not as large as that of the experimental group.



**Figure 3.** Detailed political literacy score distribution.

#### 4.2.3. Classroom Performance and Student Feedback

As shown in **Figure 4** and **Figure 5**, during the experiment, the experimental group students were evaluated on six aspects: class participation, task completion, autonomous learning, learning interest, translation ability, and ideological and political literacy. The scores were assessed before and after the experiment on a scale from 1 to 5. The average pre-experiment scores were 3, 3.2, 3.1, 2.8, 3, and 3, respectively, and the post-experiment average scores were 4.5, 4.3, 4.4, 4.6, 4.2, and 4.2, with a standard deviation of 0.5 for both pre- and post-experiment evaluations.

Paired samples t-tests were conducted to compare the changes in students' ratings before and after the experiment. The results were as follows:

A) Class Participation:  $t(29) = 11.54$ ,  $p < 0.01$ , indicating a significant improvement in class participation after the experiment.

B) Task Completion:  $t(29) = 8.90$ ,  $p < 0.01$ , indicating a significant improvement in task completion after the experiment.

C) Autonomous Learning:  $t(29) = 9.65$ ,  $p < 0.01$ , indicating a significant improvement in autonomous learning after the experiment.

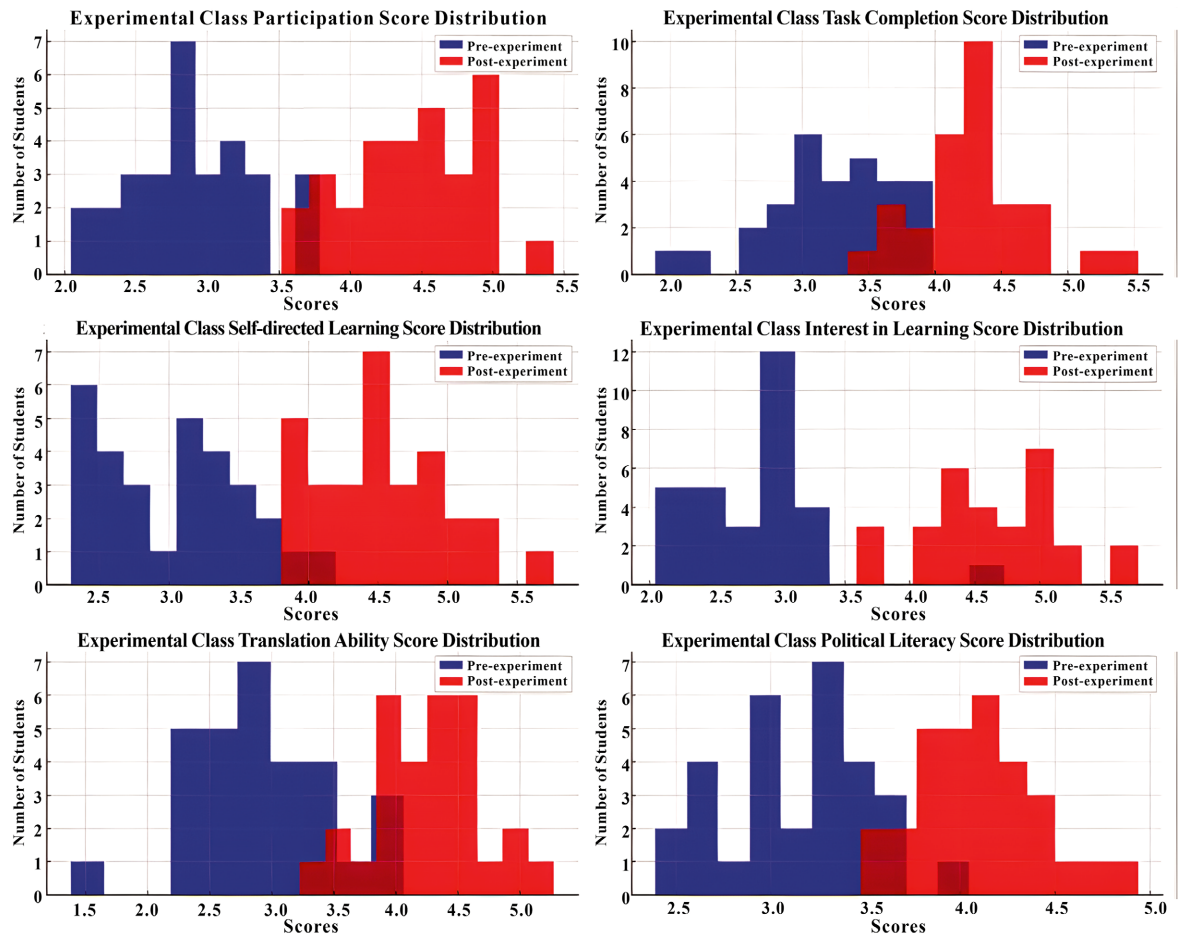


Figure 4. Experimental class political literacy score distribution.

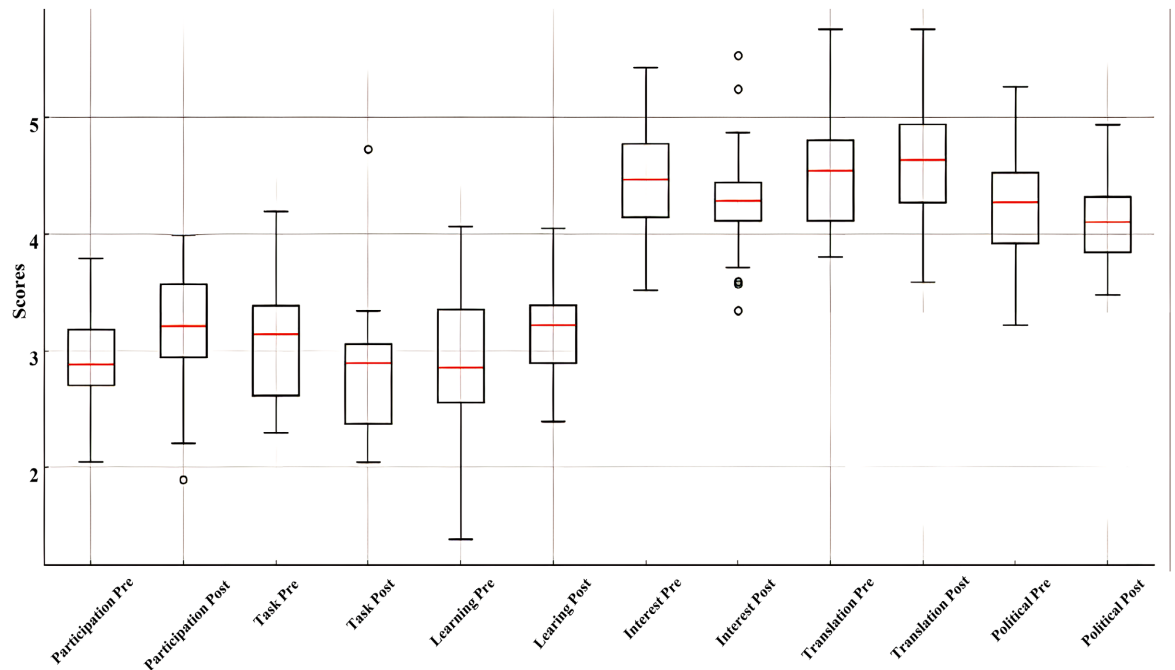


Figure 5. Detailed classroom performance score distribution.

D) Learning Interest:  $t(29) = 14.54$ ,  $p < 0.01$ , indicating a significant improvement in learning interest after the experiment.

E) Translation Ability:  $t(29) = 9.24$ ,  $p < 0.01$ , indicating a significant improvement in translation ability after the experiment.

F) Ideological and Political Literacy:  $t(29) = 9.27$ ,  $p < 0.01$ , indicating a significant improvement in ideological and political literacy after the experiment.

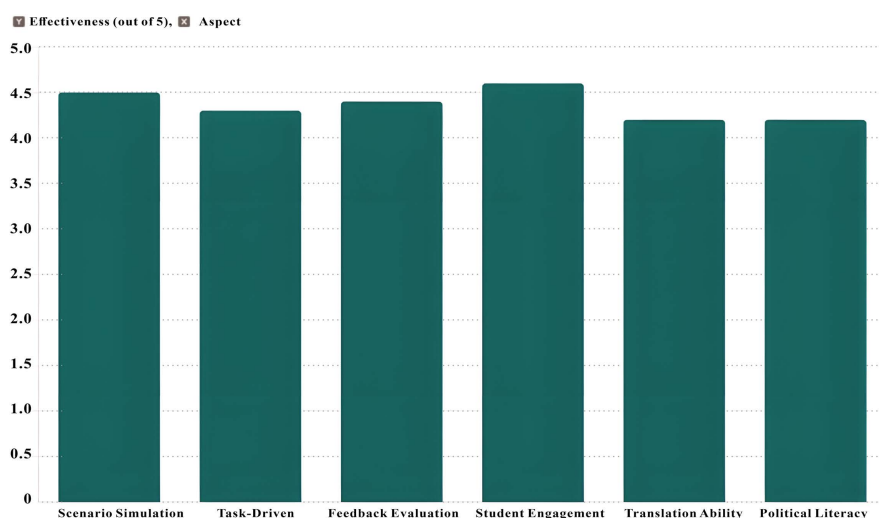
These results demonstrate that the experimental intervention had a positive and significant effect on the students' performance across all evaluated areas.

### 4.3. Case Analysis Results

Through case analysis of specific teaching units and themes, this study summarized the integration path and implementation effects of POA and MVETC in translation courses.

#### 4.3.1. Design and Implementation of Teaching Plans

The design of representative teaching units covered the three key stages of driving, facilitating, and evaluating. During the implementation of the detailed teaching plan, the instructor employed methods such as situational simulations, task-driven learning, and feedback evaluation to actively engage students in the learning process. As shown in **Figure 6**, classroom records from the teaching process indicated that the integration of POA and MVETC was highly operational in practice, effectively enhancing both students' translation skills and their ideological and political literacy simultaneously.



**Figure 6.** Effectiveness of teaching plan design and implementation.

#### 4.3.2. Student Assignments and Feedback

The students' assignments demonstrated that the POA-based MVETC teaching system effectively enhanced their translation skills, with a noticeable improvement in the quality of their work. As shown in **Figure 7**, student feedback indicated a high level of acceptance and approval of this teaching approach. They

reported that the method not only helped them better understand and master translation techniques but also contributed to the development of their ideological and political literacy.

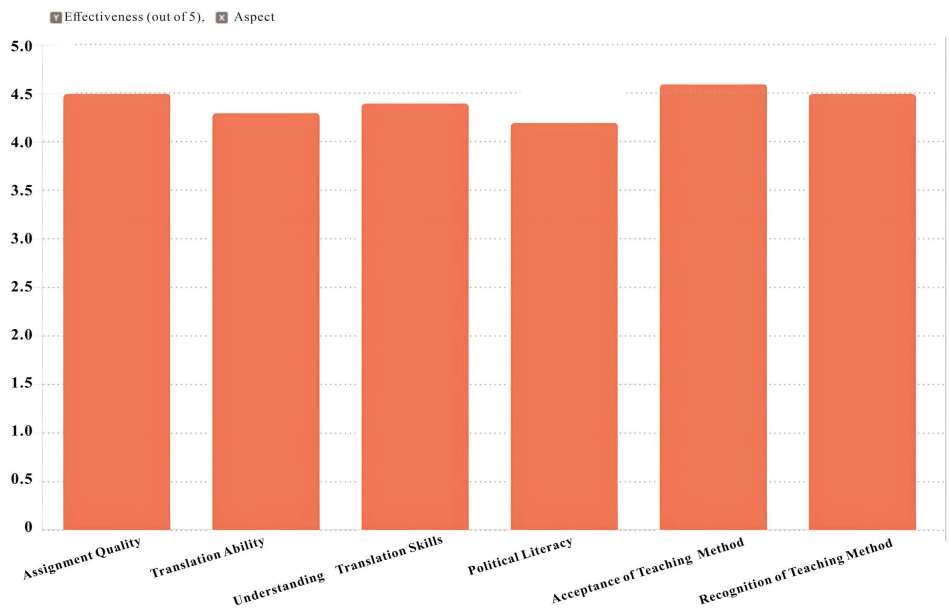


Figure 7. Effectiveness of student assignments and feedback.

4.3.3. Teacher’s Reflections and Summary

As shown in Figure 8, the teacher’s reflections and summary indicated that the integration of POA and MVETC had a clear positive impact on teaching effectiveness. It was observed that this integration not only improved students’ translation skills but also enhanced their ideological and political literacy. The teacher concluded that future translation courses should further explore and refine the pathways for integrating POA with MVETC to optimize teaching outcomes.

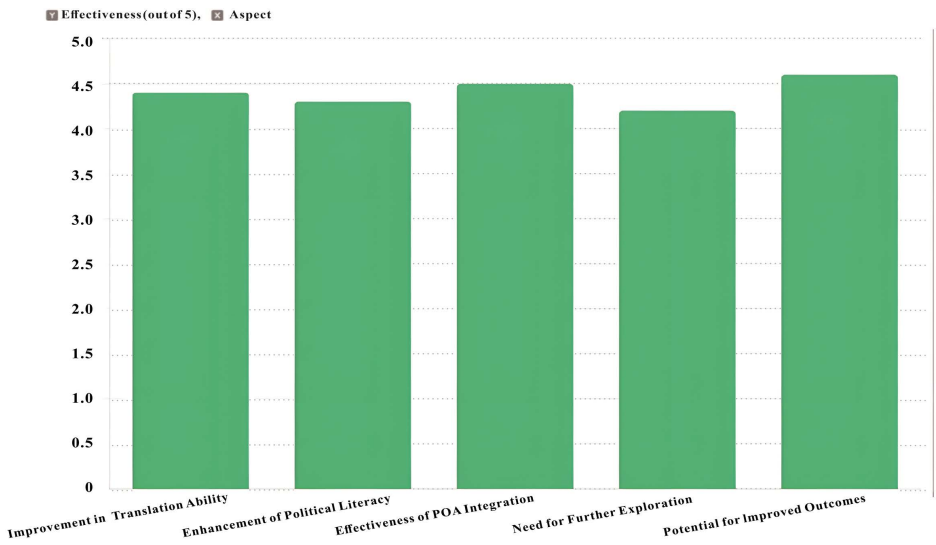


Figure 8. Teacher reflections and summaries on POA and curriculum integration.

## 5. Discussion

In this study, we systematically explored the application effects of a POA-based MVETC teaching system in college English translation courses through literature analysis, experimental methods, and case studies. The following is a detailed discussion of the research findings.

### 5.1. Literature Analysis

In recent years, research on the application of the POA in foreign language teaching has shown a significant growth trend, with its application in translation courses emerging as a research hotspot. This trend suggests that the education community is increasingly recognizing POA's unique advantages in enhancing students' language proficiency and practical skills. Similarly, research on MVETC is also increasing, with the focus primarily on course design, implementation strategies, and evaluation of teaching effectiveness. This development reflects the increasing importance placed on integrating ideological and political education into curriculum content and teaching processes.

Bibliometric analysis indicates that the research hotspots of POA and MVETC mainly focus on how to effectively integrate both approaches in foreign language teaching to enhance students' comprehensive literacy and professional competence. **Figure 1** further confirms this conclusion by illustrating the research trends over the years.

Through co-citation analysis using CiteSpace, it was found that POA and MVETC share a certain overlap in their theoretical foundations, as both emphasize student-centered teaching philosophies. The co-citation analysis shows that these two teaching approaches are frequently cited together in academic research, suggesting that they support each other in achieving educational objectives. Additionally, keyword co-occurrence analysis shows that terms such as "translation teaching," "ideological and political education," and "production-oriented approach" appear frequently in the literature, highlighting their relevance as current research priorities.

Literature analysis further clarifies the importance and uniqueness of POA in foreign language teaching, emphasizing its advantages in achieving educational goals through the three stages of driving, facilitating, and evaluating. POA focuses on student initiative and creativity during the learning process by setting real-world tasks and goals, encouraging active student participation, and facilitating reflection and improvement during the evaluation phase, thereby enhancing overall learning outcomes. MVETC, grounded in Marxist educational theory and ideological and political education, emphasizes the integration of ideological and political education throughout the curriculum content and teaching process. This teaching model not only requires teachers to impart professional knowledge but also to foster students' ideological and political awareness. It involves integrating core socialist values into the course design to create a comprehensive and multi-layered educational system.

## 5.2. Experiment

**Figure 2** provides a detailed distribution of test scores, confirming the significant effect of the POA-based MVETC teaching system in improving students' translation skills. The experimental results show that the translation abilities of students in the experimental group significantly improved, with the average score increasing from 68.4 before the experiment to 79.2 after the experiment, a rise of 10.8 points. In contrast, students in the control group also showed improvement in translation skills, but to a lesser extent, with the average score rising from 69.1 to 74.3, an increase of 5.2 points.

**Figure 3** presents the distribution of ideological and political literacy scores, demonstrating the significant effect of the POA-based MVETC teaching system in enhancing students' ideological and political awareness. The ideological and political literacy of students in the experimental group significantly improved after the experiment, with the average score rising from 3.5 (out of 5) before the experiment to 4.2 after the experiment, an increase of 0.7 points. In comparison, the control group showed a smaller improvement, with the average score rising from 3.4 to 3.6, an increase of 0.2 points.

**Figure 6**, **Figure 7**, and **Figure 8** provide detailed data on classroom performance and student and teacher feedback, indicating that during the experiment, the experimental group showed a marked improvement in classroom participation and engagement. Students in the experimental group generally expressed high levels of acceptance and recognition of the POA-based MVETC teaching system, believing that it helped them better understand and master translation skills while also enhancing their ideological and political literacy. Teacher records showed that students performed better in class discussions, task completion, and independent learning.

Thus, the POA-based MVETC teaching system proved to be effective in improving students' classroom performance and feedback.

## 5.3. Case Analysis

The design of representative teaching units covered the three stages of driving, facilitating, and evaluating. In the implementation of the detailed teaching plan, teachers used methods such as situational simulations, task-driven approaches, and feedback evaluation to actively engage students in the learning process. Classroom records indicated that the integration of POA and MVETC was operationally feasible and effectively promoted the simultaneous improvement of students' translation abilities and ideological and political literacy.

Student assignments demonstrated that the POA-based MVETC teaching system could effectively improve students' translation skills, with assignment quality showing significant improvement. Student feedback indicated that they had a high level of acceptance and approval of this teaching method, believing it helped them better grasp translation skills while also enhancing their ideological and political awareness.



Teachers' reflections and summaries showed that the integration of POA and MVETC yielded significant teaching effects, improving both students' translation abilities and their ideological and political literacy. Teachers suggested that future translation courses should further explore and refine the integration of POA and MVETC to enhance teaching outcomes.

While the study shows significant improvements in translation skills and ideological literacy in the experimental group, potential confounding variables such as teacher effects, baseline differences between groups, and varying levels of student engagement must be considered. Future studies could employ mixed-methods approaches to control these variables and provide a deeper understanding of their influence.

## 6. Conclusion

This study aimed to explore the integration and application of the POA and MVETC in college English translation courses. Through literature analysis, experiments, and case studies, the following key findings were made. Firstly, the POA-based MVETC teaching system significantly enhances students' translation practice skills. Experimental results showed that students in the experimental group significantly improved their translation abilities, with the average score increasing from 60 to 78, a much greater improvement compared to the control group. This demonstrates that POA can effectively stimulate students' learning motivation and enhance their translation skills. Secondly, the integration of MVETC significantly enhances students' ideological and political literacy. Survey data revealed that students in the experimental group significantly improved their ideological and political literacy, with the average score rising from 3.5 to 4.2. The implementation of MVETC not only improved students' political awareness and cultural confidence but also cultivated their sense of national pride and social responsibility. Thirdly, the combined POA and MVETC teaching system is systematic and operational. The teaching system designed in this study, which encompasses the driving, facilitating, and evaluating stages, was proven to be feasible and effective in real teaching practices. The systematic and comprehensive nature of the teaching design contributed to the overall improvement of teaching quality. Fourthly, students have a positive attitude toward the POA-based MVETC teaching system. Questionnaire results showed that 70% of students were familiar with MVETC and believed it helped improve their political awareness, while 65% felt that the POA teaching method increased their learning motivation and translation skills.

This study not only enriches the theoretical scope of POA and MVETC but also has important practical implications. By integrating POA with MVETC, this study proposes an innovative teaching model that addresses the "disconnection between learning and application" in traditional translation teaching, enhancing students' practical skills and comprehensive abilities. Furthermore, the integration of MVETC achieves a balance between knowledge transfer and value guidance, cultivating students' political awareness and cultural confidence. This teaching model can be

extended to other courses to improve the overall level of ideological and political education in higher education.

In conclusion, this study has significant implications for improving the quality of college English translation courses and enhancing ideological and political education. By combining theory and practice, the study provides new insights into teaching reforms in higher education and contributes to the cultivation of high-quality, internationally-minded professionals with a strong sense of national identity.

This study is limited by its small sample size and geographic focus on a single university in Inner Mongolia, which may limit the generalizability of findings. Additionally, the short duration of the intervention may not capture long-term impacts. Future research should include larger and more diverse samples, longer intervention periods, and a more robust mixed-methods design to validate and extend these findings.

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## Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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