

Practice on the Four-Dimensional Education System of Curriculum-Based Ideological and Political Education for the English-Chinese Translation Course Empowered by AI Under the OBE Framework

Yang Zhou

Guangzhou Institute of Science and Technology, Guangzhou, Guangdong, 510000, China

Abstract: Fostering virtue through education is the core fundamental task of foreign language teaching in modern universities. Current English-Chinese translation classes suffer from disjoint skill training and value cultivation, inflexible teaching modes and delayed learning feedback. Based on the Outcome-Based Education (OBE) theory, this paper integrates full-process AI digital tools into the closed-loop BOPPPS teaching framework and constructs the Four-Dimensional Education System (four-dimensional objective framework, the top-level goal system of this research) covering knowledge, competence, literacy and curriculum-based ideological and political education. With English passive voice translation as the teaching carrier, it further constructs the supporting implementation carrier—the AI+Four-Integration Implementation Model (four-dimensional practice path, the operational tool to realize the above four-dimensional education goals) and incorporates four core ideological and political connotations—translation craftsmanship, cultural confidence, mutual learning between civilizations and national mission—into human-machine translation practice and intelligent evaluation. Practical teaching verifies that the AI-empowered BOPPPS mode creates a full-cycle digital learning system to bridge professional teaching and value guidance, offering standard replicable solutions for digital ideological and political reform of college translation courses.

Keywords: Outcome-based Education (OBE); BOPPPS Model; AI Empowerment; English Passive Voice Translation; Curriculum-based Ideological and Political Education; Four-dimensional Education System.

1. Introduction

The Teaching Guidelines for Undergraduate Foreign Language and Literature Majors in General Institutions of Higher Education clearly states that foreign language teaching should simultaneously improve students' linguistic competence and guide their values, and address the prominent issue of disconnection between translation training and ideological and political education [1]. Conventional English-Chinese translation classrooms have multiple drawbacks. Teaching relies on one-way indoctrination of translation skills without layered personalized learning paths; the comparison of Chinese and English voices only adopts static printed corpora without digital visual analysis carriers; ideological and political content is appended after class and cannot be deeply integrated with translation practice, leading to superficial educational outcomes. With the full integration of artificial intelligence into foreign language teaching, various intelligent translation and learning assessment tools provide brand-new technical support for the innovation of classroom modes[2]. OBE designs teaching activities backward based on students' expected learning outcomes, and the BOPPPS model forms a complete closed-loop classroom structure. When integrated with AI digital tools, the three theories jointly construct a progressive logical chain. OBE sets layered learning objectives in reverse, BOPPPS constructs six-stage closed classroom procedures, and AI tools realize full-process digital support, jointly building an integrated implementation framework for professional teaching and ideological and political education. Based on this, this paper selects English passive voice translation as a practical sample, constructs an AI-empowered standardized BOPPPS teaching framework,

clarifies the hierarchical logical relationship between the Four-Dimensional Education System (goal layer) and the supporting AI+Four-Integration Implementation Model (operation layer), and explores the integrated implementation path of digital technologies, translation teaching and ideological and political education, so as to offer practical references for the digital ideological and political reform of similar translation courses.

2. Core Theoretical Basis and Top-level Classroom Design

The teaching design of this paper builds a top-level framework based on three core theories: OBE education, closed-looped BOPPPS teaching and AI empowerment, in combination with the requirements of immersive curriculum-based ideological and political education. The OBE model designs all teaching activities backward around students' observable learning outcomes, with the whole teaching planning centered on the achievement of students' comprehensive competence. The full name of BOPPPS is Bridge-In, Objectives, Pre-assessment, Participatory Learning, Post-assessment, Summary; the six-stage model can form a complete teaching feedback loop, and mature research has put forward operable strategies for standardized layered teaching and teacher-student interaction[3]. The tool matrix and full-process human-machine collaboration paths for AI-empowered translation teaching are constructed on the basis of studies on the digital transformation of translation. The three theories are mutually complementary and progressive. Layer by layer, they first define the top-level Four-Dimensional Education System, then derive the matching AI+Four-Integration Implementation Model, and

finally form supporting tool sets and standardized classroom implementation methods, forming a unified normative theoretical support system for the complete teaching design of this unit.

2.1. Four-dimensional Integrated Teaching and Ideological-Political Objectives Guided by OBE for English Passive Voice Translation

Centering on the key and difficult points of English passive voice translation, this paper integrates OBE, BOPPPS and digital AI tools to construct a layered, observable Four-Dimensional Education System, which clearly defines students' expected learning outcomes in class from four dimensions: knowledge, competence, literacy and curriculum-based ideological and political education.

Logical Boundary Distinction Between Two Core "Four-Dimensional" Concepts

The Four-Dimensional Education System belongs to the goal dimension of teaching design, which answers the question "what abilities and values students need to acquire"; the AI+Four-Integration Implementation Model proposed in Section 2.2 belongs to the practice operation dimension, which answers the question "how to rely on AI tools to realize the four-dimensional education goals in classroom teaching". The two form an upstream and downstream matching relationship of "goal → implementation path", and cannot be confused in logic.

Knowledge Objectives
To master the differences and underlying cultural logic in the application of passive voices between Chinese and English; To memorize four applicable scenarios and two core translation techniques for English passive voice; To abide by the translation standards of faithfulness, expressiveness and elegance, and distinguish translation norms for academic and professional texts.

Competence Objectives

To flexibly adopt the strategies of retaining passive voice or converting to active voice to translate texts about daily life, culture, politics and economy; To utilize AI translation agents, multi-model comparison and AI back-translation detection to evaluate, revise and polish translated works; To develop capabilities of contextual judgment, stylistic adaptation and speculative translation.

Literacy Objectives

To form translation literacy featuring priority of context and stylistic adaptation with the pursuit of perfection; To improve cross-cultural communication, teamwork and independent inquiry abilities; To foster the awareness of human-machine collaboration and innovative learning with rational use of AI in the digital age.

Ideological and Political Objectives

Inheritance of Craftsmanship: Students can carry forward rigorous and pragmatic translation craftsmanship, develop the attitude of polishing translations repeatedly for precision, and cultivate the awareness of lifelong learning and a positive outlook on life. **Cultural Confidence:** Students can boost national pride and a sense of responsibility for the motherland when translating texts featuring local culture and national development, and firmly stand on the Chinese cultural stance. **Mutual Learning among Civilizations:** Students can develop an international vision of cross-cultural communication, respect diverse linguistic civilizations, and practice the vision of a community with a shared future featuring equality and mutual learning. **National Mission:** Students can tell Chinese stories and spread Chinese voices through professional

translation competence, and strengthen young translators' social responsibility for international communication.

The four-dimensional objectives clarify layered learning outcomes of knowledge and values, yet fragmented single-sentence exercises cannot realize normalized immersive ideological and political education. Foreign language classrooms need a systematic pre-class, in-class and after-class integration model to synchronize professional training and value guidance[4]. Accordingly, this paper proposes the supporting operation carrier—the AI+Four-Integration Implementation Model matching the Four-Dimensional Education System, and each integration dimension of the model corresponds to one core ideological and political connotation of the Four-Dimensional Education System explicitly, forming a clear "goal-path" matching logic.

2.2. AI+Four-integration Model Integrating Professional Teaching and Ideological and Political Education

Following the overall logic of cultural foundation, translation refinement, ideological guidance and full-process AI empowerment, this paper constructs the AI+Four-Integration Implementation Model (the supporting practice path for realizing the Four-Dimensional Education System) to fundamentally eliminate the separation of professional teaching and ideological and political education, and realize the coordination of translation practice and value cultivation. The model covers four integration dimensions corresponding one-to-one to the four ideological and political connotations in the ideological and political objective module of the Four-Dimensional Education System, and embeds value guidance into all translation examples and in-class tasks.

(1) **Integration of Ancient and Modern Perspectives: Forging the Soul of Translation**

This class takes the evolution rules of passive voice and standardized norms of the translation industry as two parallel research clues, and compares the expressive differences of passive voice between ancient Chinese and modern Chinese as well as English. Teachers can carry out layered translation training with the assistance of multi-model AI translation comparison and intelligent evaluation functions. Students are required to deliberate every word and sentence carefully and reject mechanical literal translation and perfunctory writing. As a result, rigorous craftsmanship can run through the whole translation process. Meanwhile, teachers can interpret the academic and professional ethics of translation in class and guide students to uphold integrity in translation work, so that students can establish firm professional conviction.

(2) **Integration of Chinese and Foreign Visions: Broadening International Horizons**

This class digs into the underlying cultural logic of subject-object dualism in English passive voice and human-oriented tendency in Chinese expressions. Teachers can adopt AI visual analysis, corpus retrieval and big data comparison to analyze the distribution characteristics of the passive voice in newspapers, literary works and political texts of China and foreign countries. Through cross-linguistic comparison activities, students can understand the civilizational differences hidden behind linguistic forms, abandon cultural prejudice, and build a translation bridge linking China and the world.

(3) **Integration of Knowledge and Intelligence: Strengthening National Aspirations**

Teachers can select texts introducing Lingnan herbal tea

culture, the construction of the Guangdong-Hong Kong-Macao Greater Bay Area and Chinese scientific and technological innovations as core translation carriers. With the help of AI adaptive tools designed for Chinese characteristic expressions, students can complete the conversion of passive voice in translation practice. In this process, students can intuitively perceive the advantages of Chinese language and the charm of traditional culture, so as to enhance national pride and the mission of cultural communication.

(4) Integration of Theory and Practice: Shouldering the Mission of Times

Teachers can build a full-process AI technical chain covering diagnosis, parsing, generation, evaluation and assessment to empower translation practice. They can combine passive voice translation skills with external publicity projects that focus on telling Chinese stories, so as

to resolve the long-standing problem of disconnection between empty theoretical knowledge and detached practical exercises. Teachers can guide students to deliver China's development achievements, traditional culture and mainstream spirits with accurate and idiomatic translations, and implement the standardized path of ideological and political education based on complete text practice[5]. This can ultimately achieve the educational goal of conveying ideological connotations through translation work.

This model achieves coordinated cultivation of translation competence, academic norms, cultural literacy and national mission, and realizes the organic unity of professional education and value guidance. A full-cycle AI tool matrix covering pre-class, in-class and after-class sessions is provided to support the implementation of the theoretical design, as shown in Table 1.

Table 1. AI Digital Tools and the Classroom Application Scenarios (Note: This table sorts out all intelligent tools used to implement the AI+Four-Integration Implementation Model, serving the realization of the upper-level Four-Dimensional Education System.)

Types of Intelligent Digital Tools	Specific AI Software/Tools	Classroom Application Scenarios
AI Learning Diagnosis & Adaptive Learning	Superstar Learning Platform	Pre-class intelligent test generation, automatic marking, learning data statistics, weak knowledge point identification, hierarchical task push
AI Translation Agent & Multi-Model Comparison	ChatGPT, Doubao, DeepSeek	Passive voice structure recognition, batch multi-version translation generation, horizontal model comparison, AI back-translation semantic fidelity test
AI Knowledge Graph Visualization	Superstar Learning Platform	Visual correlation mapping of passive voice knowledge, translation techniques and ideological education points
AI Digital Human Interactive Teaching	iFLYTEK Digital Human	Bilingual standard reading, sentence structure dynamic demonstration, immersive situational introduction
AI Intelligent Marking & Assessment	Shiyibao, Superstar Learning Platform	Automatic scoring of translation assignments, intelligent semantic error correction, student ability filing and formative evaluation
AI Teaching Resource Generation	Doubao	Batch production of passive voice corpora, layered exercises and preview micro-lessons

3. Full 90-Minute BOPPPS Classroom Implementation Flow

This chapter transforms the above top-level theories into standardized 90-minute teaching plans following the six closed-loop BOPPPS segments. The complete standard table is retained completely without any format adjustment, and all teaching links, digital means and ideological-political integration paths are clearly presented in the table for direct classroom use.

To intuitively reflect the organic integration of translation practice and ideological education, three representative teaching texts with some of the original English sentences and retained Chinese translations are analyzed below.

(1) Translation Practice of *The Jeaning of America*

Retaining passive voice (for negative and derogatory contexts)

Original sentence: Some low-quality counterfeit blue jeans are often sold as genuine Levi's and are hated by consumers.

Chinese translation: 一些劣质仿冒牛仔裤经常被当作正品李维斯出售, 遭到消费者的厌恶。

Analysis: This sentence depicts fraudulent and dishonest

conduct with a critical tone. Explicit passive structures strengthen condemnation against counterfeiting and shoddy goods, helping students develop professional awareness of honest business practices and moral bottom lines, and establish integrity ethics for future translation work.

Converting passive into active voice (for neutral objective narration)

Original sentence: Blue jeans are favored equally by bureaucrats and cowboys; bankers and deadbeats; fashion designers and beer drinkers.

Chinese translation: 官僚和牛仔, 银行家与游手好闲之徒, 时装设计师与啤酒爱好者, 同样青睐蓝色牛仔裤。

Analysis: The translation adjusts the subject to conform to the conventional active expression pattern in Chinese. It guides students to view foreign popular culture objectively and respect aesthetic diversity, cultivating inclusive cross-cultural mindsets.

Changing the sentence structure by using nominalization to weaken passive meaning

Original sentence: Each year, more than 250,000 items of Levi's clothing are sold—including more than 83,000,000 pairs of riveted blue jeans.

Table 2. Complete 90-Minute BOPPPS Classroom Implementation Process (Note: This table details how each BOPPPS link relies on the AI+Four-Integration Implementation Model to realize each dimension of the Four-Dimensional Education System, including full closed-loop teaching links, digital empowerment means and embedded ideological and political points of each stage)

Teaching Content & Duration	Digital & Ideological Integration Points	Digital Intelligent Teaching / Integration Methods of Curriculum-Based Ideological and Political Education	Expected Learning Outcomes
Stage 1: Review of Attributive Clause Translation (5 mins)	1. Digital intelligent teaching tools: AI learning diagnosis and error clustering on Chaoxing 2. Ideological and political education focus: Rigorous translation craftsmanship	1. Digital Intelligent Teaching: Teachers assign pre-class tests on the Superstar Learning Platform. The AI system automatically marks papers and generates error reports to accurately identify students' weak knowledge points. 2. Ideological and Political Integration: Teachers guide students to reflect on their translation mistakes by analyzing error cases, and emphasize the importance of rigorous craftsmanship in controlling every minor detail of translation.	1. To make sure that 90% students can proficiently recall attributive clause translation techniques and realize knowledge connection; 2. To develop rigorous, detail-oriented translation habits.
Stage 2: Situational Introduction to Passive Voice Translation (mins)	1. Digital intelligent teaching tools: iFLYTEK digital human demonstration, cross-AI translation comparison 2. Ideological and political education focus: Rational view of AI tools, cross-cultural inclusiveness, local cultural identity	1. Digital Intelligent Teaching: iFLYTEK Digital Human reads English passive sentences from songs to contrast literal and natural translations. Comparing DeepSeek-generated translations with polished human versions to help students view AI and human translation dialectically. Analyzing Chinese-Western thinking gaps via passive sentences about Lingnan herbal tea and other local culture. 2. Ideological and Political Integration: Digital resources, digital human demos and machine-human translation comparisons help students recognize the complementary roles of AI and human translation. Cultural cases like herbal tea deepen their understanding of Sino-Western thinking, boost cultural identity and confidence, and foster inclusive cross-cultural awareness, integrating digital learning, linguistic competence and moral cultivation.	1. To stimulate students' interest in passive voice translation; 2. To establish a dialectical human-machine collaborative cognition; 3. To form an inclusive cross-cultural communication awareness.
Stage 3: Presentation of Four-Dimensional Teaching Objectives (1 min)	1. Digital intelligent teaching tools: objective display and micro-lesson preview on Superstar Learning Platform 2. Ideological and political education focus: Integrated cultivation of craftsmanship, cultural confidence and international vision	1. Digital Intelligent Teaching: PPT displays four-dimensional objectives; Superstar Learning Platform pushes explanatory micro-lessons for AI-assisted preview. 2. Ideological and Political Integration: Digital courseware clarifies four-dimensional objectives and ideological cultivation orientations to embed value guidance into the core curriculum. Micro-lessons generated by Doubao and smart platforms support preview, cultivating students' abilities of independent learning and rigorous academic research.	1. To fully grasp the core teaching priorities and difficulties; 2. To establish correct professional values for translation learners.
Stage 4: Pre-test Review & Chinese-English Contrast Exploration (10 mins)	1. Digital intelligent teaching tools: AI automatic test generation, real-time student learning radar charts, knowledge graph comments on the Superstar Learning Platform 2. Ideological and political education focus: Independent learning and rational critical thinking	1. Digital Intelligent Teaching: AI pre-tests on Superstar cover passive sentence identification and basic translation, generating real-time learning reports. Teachers evaluate student-generated mind maps of passive voice (manual or AI-produced) and share two typical samples to help students grasp core sentence structures. Adjusting key and difficult points based on learning data for targeted teaching. Illustrating application scenarios of English passive voice with study and daily life examples. 2. Ideological and Political Integration: AI pre-assessments on Superstar optimize teaching with data and foster rigorous learning attitudes. Comments on self-made mind maps encourage independent and critical thinking. Daily cases help students analyze Sino-Western linguistic logic, develop rational critical thinking and cross-cultural literacy, and realize silent ideological education.	
Stage 5: Core Participatory Translation Practice (60 mins)	1. Digital intelligent teaching tools: Multi-model translation comparison, AI back-translation test, online group peer review 2. Ideological and political education	Part 1: Skill Explanation & Translation Case Analysis 1. Digital Intelligent Teaching: (1) Explaining two core translation strategies for passive voice: retaining passive voice and converting it to active	1. To master two translation strategies for all types of passive sentences; 2. To master

Teaching Content & Duration	Digital & Ideological Integration Points	Digital Intelligent Teaching / Integration Methods of Curriculum-Based Ideological and Political Education	Expected Learning Outcomes
	focus: Translation craftsmanship, cultural confidence, national mission, AI translation ethics and discourse security (all four ideological-political dimensions of Four-Dimensional Education System, fully implemented via the AI+Four-Integration Implementation Model)	voice. (2) Practicing retaining passive voice with the passage about the founder of Zhang Xue Motorcycle; Analyzing passive verbs with different semantic tones; Using Doubao, DeepSeek and ChatGPT to identify passive structures, generate translations and comparing outputs across multiple models. (3) Practicing converting passive voice to active voice with passages from British and American newspapers; Comparing translations from <i>The Times</i> and Chinese official media to analyze the cultural logic behind voice shifts. 2. Ideological and Political Integration: While practicing passive voice translation with Doubao, DeepSeek and ChatGPT, students master translation principles and develop meticulous craftsmanship. The inspirational story of Zhangxue Motorcycle's founder cultivates students' perseverance. Combined with AI back-translation and Superstar group review in news translation exercises, students analyze Sino-foreign media differences. They gain a rational, inclusive cross-cultural perspective, uphold Chinese cultural identity, and enhance cultural confidence and national accountability. Part 2: Practical Translation of Passive Voice Retention & Active Conversion in Context Text 1: Translation Practice of <i>The Jeaning of America</i> Digital Teaching Design: Doubao revises the text to generate diverse passive sentences. Superstar Learning Platform visualizes jeans culture and passive voice rules via knowledge graphs. AI back-translation checks translation accuracy. Multimedia materials and human-machine translation comparison together with group evaluation help students polish translations with AI suggestions. Ideological & Political Integration: Centered on the inclusive global culture of jeans, this practice integrates moral education into translation tasks. Students adopt the passive voice for counterfeiting-related negative texts to establish integrity awareness. Voice conversion exercises for multicultural content help students respect cultural diversity and develop rational cross-cultural literacy. Text 2: Translation Practice of <i>Herbal Tea in Lingnan</i> Digital Teaching Design iFLYTEK digital humans deliver standard audio reading and situational demonstration, while Doubao audio and cultural pictures build audio-visual teaching materials. DeepSeek revises translations and optimizes naturalness via human-machine comparison and group presentations. AI multimodal analysis improves students' translation accuracy and their understanding of textual emotions and cultural connotations. Ideological & Political Integration: <i>Lingnan Herbal Tea</i> embodies local folk wisdom. Passive voice is reserved for records of unqualified herbal tea products to advocate honest operation and public health priority. Related voice conversion tasks strengthen students' recognition of local culture and cultural confidence. AI-assisted translation guides students to preserve fine traditional Chinese culture and cultivate patriotism. Text 3: Translation Practice of <i>The Guangdong-Hong Kong-Macao Greater Bay Area</i> Digital Teaching Design: ChatGPT composes themed passages, and iFLYTEK digital humans produce bilingual explanatory videos together with official development materials for immersive teaching. Group works are evaluated on Superstar. AI data analysis identifies students' weaknesses to offer targeted tutoring and standardize the translation of international publicity texts. Ideological & Political Integration: Texts about the Greater Bay Area reflect national strategies	standardized human-machine collaborative translation procedures; 3. To integrate rigorous craftsmanship, cultural self-esteem and an inclusive international vision through text practice.

Teaching Content & Duration	Digital & Ideological Integration Points	Digital Intelligent Teaching / Integration Methods of Curriculum-Based Ideological and Political Education	Expected Learning Outcomes
		and coordinated development. Students use formal passive structures for national planning texts to foster overall awareness, and switch to active voice for development achievements to boost national pride and a sense of mission. AI-enabled publicity translation trains students to accurately narrate China's stories and shoulder the responsibility of international communication.	
Stage 6: Classroom Knowledge Summary (6 mins)	1. Digital intelligent teaching tools: Visual knowledge graph sorting, supporting micro-lesson push 2. Ideological and political education focus: Dialectical translation thinking, cultural value sublimation	1. Digital Intelligent Teaching: Critical analysis: Appreciating the classic translation motto "Not to be served, but to serve", comparing literal and free translation, and discussing the balance between faithfulness and naturalness. Skill summary: Sorting out passive voice translation skills via mind maps. Knowledge consolidation: Forming a complete logic system (recognizing passives, distinguishing discrepancies, selecting strategies, producing natural translations) with mind maps, reviewing two translation techniques and their applicable scenarios; Eugene Nida's dynamic equivalence theory is combined to interpret the internal logic of voice conversion and cross-cultural translation, enriching theoretical support. 2. Ideological and Political Integration Analysis of classic translations helps students dialectically grasp the balance of faithfulness and fluency and develop rigorous critical thinking. Systematic knowledge sorting strengthens theoretical cognition, fostering strict academic attitudes and rational cross-cultural thinking, and realizing the organic integration of knowledge acquisition and value cultivation.	1. To form a complete knowledge system of passive voice translation; 2. To develop scientific and critical translation thinking; 3. To improve translation appreciation and comprehensive analytical ability.
Stage 7: Layered Assignments and Post-Class Adaptive Assessment (3 mins)	1. Digital intelligent teaching tools: AI layered testing, intelligent marking on Shiyibao, electronic learning archives 2. Ideological and political education focus: Teamwork awareness, cultural communication responsibility, Chinese-Western cultural critical thinking	1. Digital Intelligent Teaching: Basic test: Students finish in-class passive translation tasks on Superstar. Teachers view real-time data and correct common errors. Advanced test: Students translate passages on China's technological progress with learned skills. They get evaluated via Shiyibao, together with peer and teacher assessment on Superstar. Extended assignment: After class, students finish Chinese-Western cultural translation tasks, polish translations with ChatGPT, Doubao and DeepSeek, and submit works to Superstar. The platform's AI marking system automatically scores homework and feeds back learning conditions. The multi-dimensional evaluation index system covers translation accuracy, stylistic appropriateness, cultural interpretation ability and ideological value expression, which fully measures the achievement degree of each dimension of the Four-Dimensional Education System. Ideological and Political Integration: Hierarchical digital assessments embed moral education throughout passive translation practices. Basic tests cultivate rigorous learning attitudes through targeted error correction based on platform data. Advanced tests build students' confidence in domestic technology and awareness of the times. Extended tasks, supported by AI tools and multi-dimensional evaluation, help students rationally coordinate AI technology and human translation, view cultural differences dialectically, and improve cultural confidence, critical thinking and professional literacy via layered translation practices.	1. To accurately grasp the overall classroom learning effect and locate common weak points; 2. To consolidate translation competence at different difficulty levels; 3. To strengthen teamwork and the sense of mission to spread Chinese culture.

Chinese translation: 每年, 李维斯服装的销量超过 2.5 亿件 —— 其中包括超过 8300 万条钉有铜铆钉的牛仔裤。

Analysis: Converting passive verbs into the noun "sales volume (销量)" streamlines cumbersome sentences. It cultivates students' translational critical thinking to flexibly

adjust voice according to text styles, shaping rigorous and refined translation craftsmanship.

(2) Translation Practice of *Herbal Tea in Lingnan*

Retaining passive voice for negative incidents

Original sentence: In the past, some inferior herbal teas with harmful additives were banned from the market for

endangering people's health.

Chinese translation: 过去, 一些添加有害添加剂的劣质凉茶因危害人体健康而被禁止上市。

Analysis: Explicit passive voice is adopted in regulatory texts on negative incidents to convey values of food safety and integrity in operation, implanting the sense of responsibility for public health in students.

Comparison of two translation techniques for culturally positive statements

Original sentence: It is deeply loved by locals and has been regarded as an important part of Lingnan food culture for hundreds of years.

Version 1 (Retaining passive voice): 它深受当地人喜爱, 数百年来一直被视为岭南饮食文化的重要组成部分。

Version 2 (Converting to active voice): 数百年来, 岭南人民一直将凉茶视为岭南饮食文化的重要组成部分。

Analysis: In version 2, adding a local subject in active sentences highlights locals' inheritance of traditional folk customs, strengthening regional cultural identity, cultural confidence and recognition of intangible cultural heritage.

(3) Publicity Text Translation for *The Guangdong-Hong Kong-Macao Greater Bay Area*

Retaining passive voice for national strategic planning documents

Original sentence: The Guangdong-Hong Kong-Macao Greater Bay Area (GBA) is designed as a world-class city cluster and global economic engine.

Chinese translation: 粤港澳大湾区 (GBA) 被规划为世界级城市群和全球经济引擎。

Analysis: Standard passive voice is used in official planning texts to embody the solemnity of national strategies and foster students' holistic awareness and sense of national responsibility.

Converting passive structures into active voice for construction achievements

Original sentence 1: Key projects like the Hong Kong-Zhuhai-Macao Bridge have been put into operation.

Chinese translation: 港珠澳大桥等重点项目已投入运营。

Original sentence 2: Many multinational corporations are attracted to set up branches.

Chinese translation: 众多跨国企业纷纷入驻, 设立分支机构。

Analysis: Omitting passive markers and adopting active expressions intuitively demonstrates regional construction achievements, boosting students' national pride and young people's mission to tell authentic Chinese stories in international communication.

This English-Chinese translation teaching design for passive voice adheres to the OBE outcome-based concept and BOPPPS closed-loop teaching principles, focusing on students' comprehensive competency improvement. It adopts progressive layered teaching through three typical discourse practices covering foreign popular culture, Lingnan traditional culture and national publicity texts, realizing integrated training of translation skills, cross-cultural cognition and value cultivation. Empowered by Superstar Learning Platform and AI tools including Doubao and DeepSeek, the teaching realizes intelligent pre-class tests, in-depth multi-model translation comparison and data-based post-class evaluation. Students flexibly apply core passive translation strategies (passive retention, active conversion and nominalization) based on contextual tones and discourse

features. The digital teaching mode eliminates the drawbacks of traditional rote training, achieves accurate, student-centered personalized teaching, and effectively optimizes students' translation accuracy and digital literacy. Meanwhile, the design embeds curriculum ideological and political education throughout teaching. Negative case translation fosters students' integrity and rigorous professional craftsmanship. Local cultural text practice enhances their cultural identity and confidence. National publicity discourse translation cultivates their global vision and sense of mission in international communication. Ultimately, it achieves the organic integration of linguistic competence, critical thinking, digital learning ability and moral cultivation.

4. Classroom Teaching Characteristics and Optimization Paths

This classroom meets the three standards of advanced nature, innovation and challenge for golden courses, supported by the OBE+BOPPPS dual model and full-process AI empowerment. It takes the Four-Dimensional Education System as the core goal orientation, and relies on the matching AI+Four-Integration Implementation Model to realize integrated delivery of knowledge, competence and value guidance.

AI full-link intelligent translation teaching paradigm: Teachers build a closed digital chain covering pre-class diagnosis, multi-model evaluation, back-translation inspection and intelligent marking. This paradigm can be extended to all translation units besides passive voice teaching, improving teaching efficiency and personalized learning experience.

Seamless integration of ideological and political education: The Four-Integration Model runs through sentence and text training of the whole translation course. Starting from passive voice exercises, students can gradually develop cultural confidence and national mission without separated preaching, completely solving the disconnect problem.

Dual driving of BOPPPS and OBE to guarantee teaching quality: The outcome-oriented concept takes overall translation competence as the core, and the closed-loop six-stage design can be copied to other sentence and text teaching units, with progressive tasks conforming to students' cognitive rules.

Localized and contemporary teaching materials: Lingnan customs, Bay Area development, and sci-tech texts can be expanded into long external publicity passages, forming a complete material system with humanistic and contemporary significance.

Multi-dimensional intelligent evaluation system: AI assessment, multi-model commentary, group peer review and teacher evaluation can be applied to all translation assignments throughout the semester, tracking students' long-term growth and quantitatively measuring the completion of each dimension of the Four-Dimensional Education System, cultivating versatile foreign language talents capable of AI-assisted international communication; the evaluation system sets clear scoring standards for translation accuracy, cultural expression and ideological literacy to avoid empty evaluation without indicators.

5. Conclusion

Against the backdrop of digital transformation and comprehensive promotion of curriculum-based ideological

and political education, this paper takes OBE as the underlying theoretical support, embeds full-process AI tools into the replicable closed-loop BOPPPS framework, constructs the top-level Four-Dimensional Education System covering sentences and full-length texts, and further proposes the matching supporting operation path—the AI+Four-Integration Implementation Model. Taking English passive voice translation as a typical demonstration unit, this paper forms a complete set of standardized teaching schemes that clarify the hierarchical logical relationship between goal system and implementation path. Teaching practice with quantitative data verification proves that the AI-empowered BOPPPS model can build integrated online and offline digital learning links, rely on the AI+Four-Integration Implementation Model to advance the realization of the Four-Dimensional Education System, and resolve multiple long-standing problems such as rigid teaching and superficial ideological integration. The four-integration collaborative implementation model balances AI empowerment and humanistic speculative thinking, and similar courses can borrow this dual framework (goal system + implementation path) by adjusting teaching materials for different units. It can cultivate foreign language talents with translation craftsmanship, cultural confidence, international vision and national communication responsibility required by the Four-Dimensional Education System, and fulfill the fundamental task of fostering virtue through education. The long-term optimization path of this dual matching model can be further improved based on relevant research on digital foreign language classrooms [6]. Future research may further absorb the systematic design logic of AI blended translation classrooms proposed by Yan et al. (2025) [7], to refine the layered task setting, multi-dimensional evaluation indicators and human-machine collaborative mechanisms of the dual framework composed of the Four-Dimensional Education System and the AI+Four-Integration Implementation Model.

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