

Constructing a Competence Matrix for Ideological and Political Education in Business Interpreting under the “Three Entries” Framework

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Abstract: A key driver of values-oriented reform in China’s higher education system is the “Three Entries” policy, which calls for embedding ideological and political education into teaching materials, classroom activities, and students’ minds. Business Interpreting, as a foundational course in the Business English curriculum, integrates linguistic training, commercial knowledge, and cross-cultural competence, which makes it well suited for IP-focused education. However, this course is often hindered by loosely defined IP objectives, unsystematic content integration, and insufficient evaluative measures. Grounded in the Production-Oriented Approach and holistic education theory, this study develops a competence matrix with a three-layered framework organized around IP elements, instructional phases, and observable behavioral indicators. Four core dimensions are identified: patriotic commitment with global awareness, cultural confidence with intercultural sensitivity, professional ethics with business morality, and social responsibility with a sense of mission. Following POA’s motivating–enabling–assessing cycle, each element is paired with concrete indicators across all stages. The study further discusses how to use the framework while discussing key enabling factors such as teacher training, resource availability, and practicum settings. Ultimately, this matrix provides a concrete and evaluable instrument for implementing the “Three Entries” in Business Interpreting, and holds potential relevance for similar efforts in other foreign-language teaching contexts.

Keywords: “Three Entries” Policy; Business Interpreting; Ideological and Political Education; Competence Matrix

1. Introduction

The “Three Entries” policy, which involves incorporating ideological and political education into textbooks, teaching, and students’ cognitive structures, has gradually extended its reach to cover all academic fields. A milestone in this expansion came in 2020, when the Ministry of Education issued the Guidelines for the Construction of Ideological and Political Education in Higher Education Curricula (No. 3 [2020]), marking a new period in which curricular IP education is expected to be promoted across every discipline and institution of higher learning [1]. The Guidelines clearly mandate that ideological and political education must be integrated throughout the entire talent development system, in order to bridge the continuous gap between discipline-focused education and values-oriented training. They consider specialized courses as the key means for integration.

As the key component of the Business English curriculum, Business Interpreting is designed to equip students with the interpreting competence required for routine international business exchanges. Its distinguishing feature lies in the combination of three distinct pedagogical functions. It serves as a vehicle for language skill development, a channel for transmitting commercial knowledge, and a platform for cultivating cross-cultural communicative ability. The compound nature of Business Interpreting, integrating language, business, and cross-cultural elements, inherently supports values-oriented instruction. Previous academic work has contended that interpreting courses should harness their educational potential and value guidance capabilities when considered through an IP framework, and ought to systematically utilize the ideological and political resources inherent in the subject matter [2]. Other scholars have explored feasible ways to integrate values education into knowledge transmission and ability development in

Business Interpreting courses, focusing on aspects such as faculty building, curriculum design, classroom teaching, information technology, and textbook construction. Starting from the principles and paths of ideological and political integration, they have proposed a design concept for speculative interpretation classroom activities [3].

However, the effective implementation of ideological and political education in the current course of Business Interpretation still faces three structural difficulties. Firstly, the expression of ideological and political goals is too abstract and vague. There is a common problem of the lack of clear goals in IP education in foreign language courses [4]. The ideological and political goals in most courses are general statements such as “cultivating students’ correct values”, without specific indicators that can be decomposed and measured. Secondly, the embedding of IP education is unsystematic. There is a common disconnect between ideological content and disciplinary teaching [5] in Business English programs, where IP elements are scattered in individual teaching stages while a systematic integration plan covering the entire teaching process has not been formed. Thirdly, there is a lack of effective tools for IP evaluation. Due to the implicit and long-term nature of values-oriented competencies, and the current evaluation system’s excessive focus on quantitative measures of linguistic skills, the actual impact of IP education on students’ thinking and behaviour is difficult to evaluate. IP assessment of foreign language courses have some problems, such as narrow scope, over-reliance on a single evaluator, and monotonous procedures [6].

The three contradictions mentioned above, concerning vague goals, fragmented integration, and ambiguous evaluation, ultimately reflect the same underlying problem. It is the absence of a systematic and structured competence framework to systematically answer a series of operational questions of what to teach in IP education, to what degree, and how to assess it. The competence matrix, as a structured tool system that decomposes abstract goals into specific indicators, may provide a workable solution. Based on this, this study attempts to use the competence matrix as a methodological tool to construct an IP competence framework covering the entire teaching-learning process for the course of Business Interpreting, in order to

provide operational and evaluative implementation references for the implementation of the “Three Entries” policy in the course.

2. Literature Review and Theoretical Foundations

2.1 Current State and Gaps in Curricular IP Education Research

Since the 2016 National Conference on Ideological and Political Work in Higher Education, IP education in courses has gradually entered the policy perspective and research agenda. Relevant research has roughly gone through an evolutionary process from conceptual clarification to pedagogical pathway exploration, and then to methodological innovation [7]. Regarding the theme of IP education in Business English courses, there have been three main paths of research. The first concerns instructional model innovation. For example, Li and Feng (2021), based on multiliteracies theory, conducted action research on a blended online-and-offline IP education in Business English courses [2]. Kang (2017) explored the collaborative development of Business English course groups from the perspective of educational ecology [8]. The second is the development of teaching resources, such as Liu’s (2017) exploration of the allocation and optimization of Business English curriculum resources grounded in supply-side structural reform [9]. The third is the exploration of the evaluation system. Shao and Wang (2022) constructed a quality assessment indicator framework for undergraduate education in Business English [10], while Wang and Zhong (2017) proposed suggestions for the reform of the evaluation system for English majors from the standpoint of curriculum design theory [11].

Although the above research provides valuable ideas and practical references for promoting IP education in Business English, there are two notable gaps that deserve attention. Firstly, the IP education research in Business Interpreting is extremely limited. Although preliminary explorations have been made in terms of faculty, curriculum, teaching, technology, etc. [2], a systematic theoretical framework and methodological system have not yet been formed. Secondly, there is a general lack of actionable IP competence frameworks for

specific courses in existing research, and most of them remain at the level of “what elements to integrate”, without delving into operational questions such as “to what extent and how to evaluate”. The lack of this competence framework often leads to IP education in the curriculum being merely a formality in practice, making it difficult to form a stable and replicable teaching paradigm.

2.2 The Competence Matrix: Theoretical Connotations and Educational Applications

The Competence Matrix provides methodological insights for addressing the aforementioned issues. This concept can be traced back to the competency modelling theory proposed by McClelland (1973), whose core function is to decompose abstract goals into observable and assessable concrete indicators [12]. In the field of higher education, Yan (2019), driven by the concept of professional certification, constructed a competence development framework for Business English majors through the correspondence between curriculum design and ability requirements [13]. Wang and Ge (2016) built up a professional competence system for Business English teachers from four dimensions as language ability, teaching ability, professional knowledge, and practical ability, providing a reference for the development of “competence-based” teachers [14]. Wang and Zhong (2017) proposed optimization suggestions for the curriculum system of English majors from a curriculum design perspective, providing methodological references for the decomposition and evaluation of curriculum objectives. In recent years, the competence matrix has also been introduced into the field of curricular IP education [11]. Shao and Wang (2022) constructed an evaluation index system for the quality of undergraduate education in Business English, which includes 8 primary indicators and 29 secondary indicators. The system decomposes abstract educational quality objectives into observable and assessable specific indicators, providing a methodological path for evaluating the effectiveness of IP courses [10]. However, there are not many studies that apply the competence matrix system to IP education in Business Interpreting.

2.3 Theoretical Framework of the Present Study

The theoretical framework of this study

integrates resources from three aspects. The Production-Oriented Approach (POA) provides a process framework for the “teaching process” dimension of the matrix, which follows the “motivating – enabling – assessing” sequence. Its “holistic education theory” concept is inherently consistent with the educational goals of curriculum ideology and politics [15]. The philosophy of holistic education provides value orientation for the “IP elements” dimension of the matrix, emphasizing the organic unity of knowledge imparting, ability cultivation, and value shaping, which is highly in line with the requirements of the Guidelines for the Construction of Ideological and Political Education in Higher Education Curricula. The educational requirements of the “Three Entries” policy provide policy basis for the overall design of the matrix, which runs through the entire process of matrix construction. The three theoretical strands form the three-dimensional theoretical support of the matrix construction, which encompasses objectives, process, and policy.

3. Constructing the Competence Matrix for Curricular IP Education in Business Interpreting

3.1 Guiding Principles for Matrix Construction

The construction of the competence matrix must follow clear guiding principles to ensure the scientific and practical nature of the matrix. Firstly, adaptability to the curriculum is the primary principle. The design of the matrix must be rooted in the distinctive features of Business Interpreting, that is, immediacy, bilingual and bicultural mediation demands, and cross-cultural characteristics. The setting of IP goals and the design of indicators must be adapted to these characteristics, rather than simply transplanting the general framework of IP courses. Secondly, the observability principle requires that each indicator in the matrix be described in terms of specific behavioral performance. Although values-oriented competencies are inherently internal and intangible, if they cannot be transformed into observable teaching behaviors, the goal of “entering students’ mind” cannot be assessed. Thirdly, the principle of systematicity requires the formation of a logical connection between various indicators as a whole, rather than the stacking of scattered elements.

Fourthly, the principle of policy orientation requires indicator design to closely adhere to the educational requirements of the “Three Entries” policy, ensuring that the matrix serves the fundamental task of fostering virtue and cultivating talent. Fifthly, the principle of operability requires matrices to be easily applied by teachers in teaching design, classroom implementation, and effectiveness evaluation, so that it does not become too abstract and lose its practical value.

3.2 Dimensional Structure of the Matrix

Based on the above principles, this study constructs a three-level framework of “IP elements – teaching process – behavioral indicators”.

The first layer is the dimension of IP elements. According to the requirements of the “Three Entries” policy and the characteristics of the Business Interpreting course, and referring to the existing research that focuses on patriotic sentiment and global outlook, business ethics awareness, and social responsibility as the core qualities of the Business English major [16], this study extracts four core IP elements: (1) patriotic sentiment and global vision; (2) cultural confidence and intercultural self-awareness; (3) professional ethics and business morality; and (4) social responsibility and commitment to mission. These four elements not only respond to the overall requirement of the “Three Entries” policy to cultivate virtue and talent, but also closely correspond to the threefold nature of the Business Interpreting course, namely the language conversion, business application, and cross-cultural communication attributes of the Business Interpreting course.

The second level is the dimension of teaching activities. According to POA pedagogical sequence, interpreting teaching is divided into three phases [15]: the motivating phase, stimulating students’ cognitive needs and learning motivation through interpreting tasks with IP tension; the enabling phase, embedding IP education in knowledge input and skill training, achieving synchronous promotion of language ability cultivation and value guidance; and the assessing phase, incorporating IP-related competencies into the learning outcome evaluation system, forming a closed loop of “assessment – feedback – improvement”. The holistic education philosophy underpinning

POA is inherently consonant with the educational objectives of curricular IP [15], and thus provides a methodological framework for systematically integrating IP elements across the entire instructional process.

The third tier comprises the behavioral indicators. At each intersection of a given IP element and a given teaching phase, concrete and observable behavioral descriptors are specified, resulting in a full matrix table. The wording of these indicators is kept explicit and specific, so that instructors can readily identify and judge student performance in practice.

3.3 Design Basis and Specific Content of the Matrix Indicators

The selection of the four elements of IP education has policy basis and curriculum logic (see Table 1).

The first element is patriotic sentiment and global vision, which derives from the “entering students’ minds” requirement of the “Three Entries” policy, and focuses on students’ ability to represent and uphold the national position in interpreting tasks. In the motivating phase, a “pre-interpretation of policy texts” task should be designed to guide students to actively consult and understand China’s policy proposals in international economic and trade affairs. In the enabling phase, through exercises of “mock business negotiation interpreting from a Chinese standpoint”, students can exercise their ability to accurately convey the Chinese position in simulated practical situations; In the assessing phase, the accuracy of political expression is used as the observation indicator to assess students’ comprehension of policy discourse in interpreting output.

The second element is cultural confidence and intercultural self-awareness, which is informed by the strategic requirement to preserve and promote China’s traditional culture. The focus is on examining students’ abilities in the effective mediation between Chinese and foreign cultures. The essence of interpreting is the transfer of meaning across languages and cultures, so the cultivation of cultural confidence should not be limited to the cognitive level, but should be implemented in specific interpreting behaviors. The task of “culturally loaded expression identification” in the motivating phase can help students establish sensitivity to cultural differences. Through the training of “English Translation of Chinese

Business Culture” in the enabling phase, students will master the strategies and methods of accurately conveying Chinese cultural concepts to international audiences. The

assessing phase is based on the observation indicator of “accuracy rate of cultural image transmission”.

Table 1. Competence Matrix for Curricular IP Education in Business Interpreting

IP Elements	Motivating Phase (Tasks to stimulate cognitive engagement)	Enabling Phase (Exercises to integrate IP into skill practice)	Assessing Phase (Observable behavioral indicators)
1. Patriotic sentiment and global vision	Pre-interpretation of policy texts (e.g., BRI white papers, government work reports) to identify and understand China’s official positions on international economic affairs.	Mock business negotiation interpreting from a Chinese standpoint, requiring accurate and consistent delivery of national policy stances in simulated diplomatic or trade contexts.	Accuracy rate of political expressions – percentage of correctly rendered policy-related terms, official titles, and position statements in interpreted output.
2. Cultural confidence and intercultural self-awareness	Identification and reflection on culturally loaded terms in business discourse (e.g., guānxi, mianzi) and anticipation of potential cross-cultural communication challenges.	English rendition of Chinese business cultural classics and ethical proverbs (e.g., “integrity as the foundation,” “balancing profit with righteousness”) for international audiences.	Fidelity of cultural imagery transfer – degree to which culturally specific concepts are preserved in interpretation without distortion, omission, or inappropriate adaptation.
3. Professional ethics and business morality	Case study analysis of ethical dilemmas (e.g., bribery offers, confidentiality conflicts, dual-client situations) to stimulate critical reflection on professional codes of conduct.	Mock interpreting sessions embedding ethical conflicts, requiring students to make principled decisions and justify their choices under time pressure.	Compliance with professional norms– adherence to established interpreting ethics (confidentiality, impartiality, accuracy, and conflict-of-interest avoidance), assessed via instructor observation or post-session debriefing.
4. Social responsibility and commitment to mission	Study of China’s international communication strategy and the strategic role of interpreting in national image-building and economic diplomacy.	Interpreting practice for Chinese enterprises “going global,” emphasizing the practical contribution of language services to national economic and diplomatic interests.	Performance of responsibility in internships/practicum– demonstrated commitment to serving national interests, showing initiative, reliability, and cultural ambassadorships in real or simulated workplace settings.

The third element is professional ethics and business morality, which is based on the requirements of “occupational ideals and professional ethics education” in the Guidelines for the Construction of Ideological and Political Education in Higher Education Curricula, with a focus on students’ professional ethics in business interpretation. Interpretation work involves the accuracy and confidentiality of information transmission, and professional ethics are the basic qualities of interpreters. Designing a case study of ethical dilemmas in the motivating phase can stimulate students’ deep thinking on professional norms. The enabling phase trains students’ professional judgment and ethical decision-making abilities through “simulated interpretation with ethical conflicts”; The assessing phase is based on the observation indicator of “compliance with professional norms”.

The fourth element is social responsibility and

commitment to mission, deriving from the goal of the “Three Entries” policy to cultivate builders and successors for the country. It focuses on students’ awareness and practice of the national strategic value of interpreting work. Designing the task of “study of China’s international communication strategy” in the motivating phase can help students understand the strategic positioning of interpreting work in cross-cultural communication and national image shaping. Through the interpretation practice of “Chinese enterprises going global”, the enabling phase enables students to appreciate the practical role of language services in national economic diplomacy; The assessing phase takes “responsibility performance during internship” as the observation indicator, and tests students’ sense of duty and commitment through actual conduct in practical training scenarios.

3.4 Methodological Safeguards for Matrix Construction

To ensure the scientificity and rationality of the matrix, this study comprehensively applies multiple research methods. Firstly, the documentary analysis method is used to sort out the theoretical framework and practical application of the competence matrix of IP education, and extract the dimensional framework of IP elements and teaching processes. Secondly, the Delphi Method is the core method for screening and confirming indicators in this study. The Delphi method, through multiple rounds of anonymous expert consultation and feedback, can effectively gather expert consensus and eliminate individual biases. It has been maturely applied in the construction of the curriculum ideological and political evaluation index system [10]. This study intends to invite 12 to 15 experts in the field of Business English teaching and curricular IP education to conduct two to three rounds of consultation to confirm the scientific validity and rationality of the indicator system. During the consultation process, the positive coefficient, authority, and degree of consensus will be comprehensively assessed, and based on this, the initial indicators will be added, deleted, merged, and adjusted. Thirdly, the expert consultation method is used to verify the operational feasibility and course-specific applicability of the indicators. After determining the indicator system by the Delphi method, the applicability of the indicators in actual teaching scenarios is consulted with frontline teachers and teaching managers through individual in-depth interviews or small expert symposiums to ensure that the matrix has both theoretical rigor and practical feasibility. The comprehensive application of the above three methods aims to provide sufficient literature and theoretical support for the construction of matrices, as well as rigorous expert argumentation and practical testing.

4. Application Pathways of the Competence Matrix for Curricular IP Education in Business Interpreting

The value of the competence matrix lies not only in its static framework construction, but also in its ability to be effectively embedded into teaching practice and exert its educational power. Since the previous sections explained “what is a matrix” and “why is it designed in

this way”, the next practical proposition that needs to be answered is “how to put it into use”.

4.1 Two-Dimensional Anchoring of Teaching Objectives

The teaching objective is the logical starting point of curriculum design and the primary link for the competence matrix to play a guiding role. Based on the IP competence matrix constructed above, the teaching objectives of the course “Business Interpretation” should be established as a dual dimensional framework of “professional skills+IP competencies”. The professional skill dimension focuses on the systematic cultivation of interpreting abilities, including core interpreting skills such as listening comprehension, short-term memory, information conversion, language expression, as well as the accumulation and application of business background knowledge. The IP competency dimension corresponds to the four core elements in the matrix, such as patriotic sentiment and global vision, cultural confidence and intercultural self-awareness, professional ethics and business morality, and social responsibility and commitment to mission. It clarifies the achievement standards for each element at different teaching stages.

It is worth noting that dual dimensional objectives are not two parallel target systems, but an organic integrated whole. Some studies have pointed out that teaching objectives should include three dimensions: knowledge, ability, and values. Knowledge is the foundation, ability is the higher-order goal, and values is an even more advanced goal, emphasizing the shaping of values and the formation of beliefs. In the course of Business Interpreting, the process of achieving the goal of “professional skills” itself provides a carrier and context for the achievement of IP objectives. While students improve their interpreting abilities, their cultural stance, professional ethics, and sense of social responsibility are developed simultaneously. The logic of “becoming a person through doing” is the essential characteristic that distinguishes curricular IP education from pure ideological and political theory courses. Specifically, at the junior level, the goal of IP education focuses on cognitive awareness, such as “being able to identify culturally loaded words in interpreting tasks and understand their cross-cultural communication significance”. At the senior level, emphasis is placed on the implementation

at the behavioral level, such as the ability to accurately convey Chinese cultural concepts in real interpreting scenarios and consciously uphold the national stance. This progressive goal design provides a basis and degree for cultivating IP competence.

4.2 Reconstruction of Teaching Content with an IP Orientation

Teaching content is the core carrier for the competence matrix to move from framework to practice. Based on the four IP elements established by the matrix, this study advocates for a modular reconstruction of the teaching content of the Business Interpreting course. Specifically, the course content can be divided into three major modules.

The basic module uses official documents such as the policy text of the Belt and Road Initiative, China's white papers on foreign economic and trade affairs, and English translations of the Government Work Report, as the main teaching materials. This type of text carries rich language training value. Its rigorous sentence structure, precise terminology expression, and standardized discourse organization provide high-quality materials for interpreting training, while also containing profound IP education value. During the process of practicing English-Chinese interpreting, students naturally encounter China's policy proposals and value positions in international economic and trade affairs. The cultivation of patriotism and global vision no longer relies on external indoctrination, but is internalized in the process of language learning.

The practical module uses classic Chinese business culture and case studies of ethical dilemmas as teaching materials. The traditional Chinese business culture contains rich business wisdom and ethical ideas, such as "integrity as the foundation" and "balancing righteousness and profit". By incorporating them into the training materials of Business Interpreting, students can not only enhance their cross-cultural expression ability, but also deepen their understanding of the spiritual essence of Chinese business culture through language mediation. At the same time, introducing business scenario cases containing ethical conflicts, such as interpreting responses in commercial bribery situations, conflicts of interests and principles in cross-border negotiations, etc., enables students to exercise

their professional judgment and ethical decision-making abilities through simulated practical situations.

The extension module uses authentic cases of Chinese enterprise internationalization as teaching materials. In recent years, Chinese enterprises have accumulated a large amount of cross-cultural communication experience and lessons in the process of "going global". These cases are not only high-quality language materials for interpreting training, but also vivid teaching materials for cultivating students' sense of social responsibility and mission. By analyzing the language-service needs and cultural adaptation strategies of Chinese enterprises in expanding overseas markets, students can experience the practical significance of interpreting work in national economic diplomacy, thereby enhancing their recognition of their professional value and responsibility for the times.

4.3 Matrix-Driven Implementation Across Teaching Phases

The ultimate implementation of the competence matrix relies on its systematic embedding throughout the entire teaching process. The POA theory advocates a "motivating-enabling-assessing" teaching process, which provides a clear framework for the operation of matrices.

In the motivating phase, teachers design authentic interpreting tasks with IP tension based on the intersection specified in the matrix between each IP element and each teaching phase. This type of task is different from traditional pure language training tasks, and its core feature is that the task itself contains a space for value judgment and positional choices. For example, the task of "acting as interpreter for a Chinese corporate delegation in business negotiations at the Belt and Road Forum for International Cooperation" not only requires students to mobilize their interpretation skills, but also requires them to accurately convey the national policy stance and consciously uphold the national image in information transmission. The complexity and realism of the task itself can effectively stimulate students' cognitive needs and learning motivation, transforming IP education from "being taught" to "wanting to learn".

In the enabling phase, teachers organically embed the cultivation objectives of IP

competence into the process of knowledge input and skill training. This means that IP education no longer exists as an independent teaching component, but permeates various teaching activities such as interpreting skills explanation, terminology knowledge transmission, and simulation exercises. For example, when explaining the technique of “figure interpretation”, Chinese economic development data can be used as practice materials, so that students can not only master figure interpreting skills, but also form a visual understanding of China’s economic development achievements. When training “conference interpretation”, real cases of international cooperation between Chinese enterprises can be selected to enable students to experience cultural consciousness and firm stance in cross-cultural communication through simulated practical experience.

In the assessing phase, the IP behavior indicators in the matrix are incorporated into the interpretation output evaluation system. Traditional interpretation evaluation focuses on dimensions such as language accuracy, information completeness, and fluency of expression, while matrix evaluation adds an examination of IP dimensions such as political expression, cultural image transmission, and adherence to professional norms. Through the closed-loop mechanism of “assessment – feedback – improvement,” students can clearly recognize their strengths and weaknesses in IP competencies, and teachers can adjust teaching strategies and content focus accordingly.

4.4 Critical Enabling Conditions for Application

The effective implementation of the competence matrix does not occur automatically; it requires several supporting conditions.

The improvement of teachers’ IP teaching ability is the primary condition. Teachers are the key executors of IP education in the curriculum, and their IP awareness and teaching ability directly determine whether the matrix can be transformed from a textual framework into teaching practice. However, currently most Business Interpreting teachers have a background in language and literature or translation, and their theoretical reserves and teaching experience in IP education are relatively insufficient. Therefore, it is necessary to help teachers understand the design logic of matrix, master the operation methods of it, and

gradually develop the design and implementation abilities to integrate IP goals into interpreting teaching through specialized training, teaching seminars, demonstration observations, and other means.

The development of supporting teaching resources is another important guarantee. Each behavioral indicator in the matrix requires corresponding teaching materials as support. For example, the task of “pre-interpretation of policy texts” requires a systematic policy literature resource library, the task of “identification of culturally loaded terms” requires a terminology library and case database of cross-cultural keywords, and the task of “case study of ethical dilemmas” requires the accumulation and organization of typical business ethics cases. The development of these resources not only requires the personal investment of teachers, but also relies on the collaborative construction and continuous updating of teaching teams. At the same time, the application of digital teaching tools also facilitates the development and sharing of these resources.

The IP-oriented transformation of interpreting training scenarios is a practical support. The practical training session is a key bridge for interpreting teaching to move from the classroom to practice, and it is also the core field for the transformation of IP competencies from the cognitive level to the behavioral level. Traditional interpreting training focuses on simulating language skills and business processes. An IP-oriented transformation, by contrast, requires conscious integration of value guidance into scenario design. For instance, in simulated international business negotiations, attention should be paid not only to negotiation strategies and interpreting techniques but also to guiding students in considering how to accurately convey the value concepts and cultural heritage of Chinese enterprises in cross-cultural communication. When organizing students to participate in authentic interpreting activities at international trade fairs or business exchanges, instructors should deliberately prompt students to reflect on their own role positioning and sense of responsibility in cross-cultural dissemination. Through real or highly simulated practice scenarios, students learn by doing and gain insight through action, ultimately achieving the transformation of IP competencies from knowledge to practice.

5. Conclusion

This study has set out to construct a competence matrix for curricular IPE in Business Interpreting within the policy context of the “Three Entries” framework, with the aim of addressing a question that has received scant attention in the existing literature: how to provide interpreting courses with a systematic, structured, and operational framework for IP competency development. It attempts to integrate the four core IP elements, the three POA-based teaching phases, and a set of concrete behavioral indicators into a unified matrix framework, achieving the transformation of abstract educational goals into concrete teaching behaviors. This framework provides a reference for the implementation of IP education in the course of Business Interpreting, transforming the grand proposition of “what kind of talent to cultivate” into specific questions of “what to teach in each class, how to teach, and to what extent”.

This study is only a preliminary attempt and far from a mature conclusion. The discriminatory power and sensitivity of various indicators in the matrix still need to be tested through larger-scale research. Although this study proposes the verification ideas of Delphi method and expert consultation method, the final refinement and optimization of the indicators have not been completed in practical operation; There are significant differences among different types of universities in terms of educational positioning, student quality, and faculty structure. The applicability and transferability of the matrix still need to be tested in different educational scenarios.

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