



Innovation of ESP Curriculum-Based Ideological and Political Education Under the Background of New Liberal Arts Taking the Radiotelephony Course as an Example

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Abstract. In this paper, the main problems of curriculum-based ideological and political education (CBIPE) in current English Specific Purpose (ESP) course are analyzed from the three aspects: incorrect understanding, hinder of traditional education notion, and lack of integration mechanism. On this basis, Radiotelephony, a course of civil aviation English which is representative of ESP, is taken as an example, and three methods are demonstrated and analyzed to promote the building of a new and effective shaped ESP course curriculum-based ideological and political education (CBIPE) mechanism as professional knowledge + language skill + emotional attitudes & values under the background of New Liberal Arts.

Keywords: Curriculum-based Ideological and Political Education (CBIPE) · New Liberal Arts · ESP · aviation English · Radiotelephony

1 Introduction

President Xi Jinping emphasized at the National Conference on Ideological and Political Work in Colleges and Universities that we should make good use of the main channel of classroom teaching, so that various courses and ideological and political theory courses can move in the same direction and form a synergistic effect. On March 20, 2021, Director Wu Yan of the Higher Education Department of the Ministry of Education of China delivered a report titled Grasping the New Infrastructure and Cultivating High-Quality Foreign Language Talents at the Foreign Language High-end Forum, providing an official and authoritative interpretation of the connotation, extension, foundation, and strategic requirements of the New Liberal Arts, and proposing four technical characteristics and development directions of it, including: applying modern information technology, conducting interdisciplinary integration, combining Chinese characteristic practices, and cultivating talents with international perspectives.

As a branch of foreign language in universities, English for Specific Purposes (ESP) is characterized by its dual attributes of language and professionalism, which makes it closer to the interdisciplinary integration in the New Liberal Arts background. And, the Curriculum-Based Ideological and Political Education (CBIPE) emphasizes the use of

Chinese characteristic cases to tell good Chinese stories, highlighting the characteristic of Chinese characteristic practice. Therefore, the CBIPE of ESP courses is the most reflective teaching process and implementation of the New Liberal Arts characteristics in colleges and universities foreign language education. However, not many theoretical and empirical studies on the CBIPE of ESP courses in and abroad.

2 Main Problems Currently Existing in CBIPE of ESP Courses

2.1 Incorrect Understanding of CBIPE of ESP Teachers

In 2017, the Ministry of Education of China issued the Implementation Outline for the Quality Improvement Project of Ideological and Political Work in Colleges and Universities, advocating for the vigorous promotion of classroom reform with the goal of Curriculum-based Ideological and Political education.[1] It was the first time that the concept of CBIPE was mentioned in central government documents. However, there are still many foreign language teachers who have certain misunderstandings about the CBIPE until now. CBIPE is not simply adding ideological and political courses to professional knowledge, nor is it forced or superficial, nor will it affect or impact the teaching of professional courses. However, some ESP teachers instinctively reject the CBIPE due to a lack of correct understanding of it, let alone actively exploring and collecting ideological and political education materials, or researching the relationship between ideological and political education and ESP teaching content. Teachers do not have too much time to think about ideological and political education, or to make ideological and political courses formal [2] (Duan Yujie, 2021). It is obviously that the insufficient awareness and inaccurate understanding of the CBIPE by some teachers fundamentally affect the implementation and development of the CBIPE in foreign language courses or ESP courses.

2.2 Hinder of Traditional Notions of Foreign Language Teaching

The traditional foreign language teaching emphasizes knowledge over quality [2] (Duan Yujie, 2021), focusing on the imparting of English language knowledge and the cultivation of language ability, with insufficient understanding of quality and accomplishment. In foreign language teaching in China, the teaching methods of grammar translation or word-sentence teaching methods generated by structuralist ideas have been passed down from generation to generation. This traditional teaching concept and method is one of the fundamental reasons that hinders the organic combination and unity of blended learning and CBIPE [3] (Yue Manman, 2020). According to the National Standards for Undergraduate Education of Professional Categories in Ordinary Colleges and Universities in 2018 [4] and the Teaching Guidelines for Foreign Language and Literature Majors in Ordinary Colleges and Universities in 2020 [5], the formulation of teaching objectives and the reform of teaching activities for cultivating foreign language talents need to cover the following three aspects: knowledge, abilities, and qualities [5]. However, traditional foreign language teaching only focuses on knowledge or knowledge and skills, and does not pay enough attention to emotional aspects no matter in setting

of teaching objectives, or in the design of teaching organization and the selection of teaching activities. ESP teaching is even worse. The relationship and balance between language skills and professional knowledge have already confused many ESP teachers, who do not have clear ideas about emotional cultivation or how to integrate emotional into classroom teaching. Traditional teaching process has basically ignored the cultivation of emotional aspects, resulting in a difficult-to-reconcile gap between language teaching and the implementation of CBIPE.

2.3 Lack of a Balanced Integration Mechanism

In addition to integrating language knowledge and skills with CBIPE like regular English courses, ESP teaching also needs to consider the integration with inherent professional knowledge. So how to achieve the organic combination of professionalism, language and CBIPE in the original teaching environment, teaching content and teaching progress? How to integrate ideological and political education into the existing balance of professional skills and language proficiency, to achieve a harmonious coexistence of the three? How to seek a fusion mechanism or implementation mode suitable for CBIPE of ESP course from teaching objectives, teaching design, and teaching implementation? Currently, there is no ideal answer to the above questions. Some ESP teachers do not know how to incorporate CBIPE into the course, or even if they have tried to incorporate ideological and political elements into the course, the dissatisfaction is mainly manifested in implementation effects in terms of design and implementation method. Currently, the mechanism for integrating ideological and political education into the curriculum is characterized with randomness and individuality with a high degree of blindness and low satisfaction. There is a lack of evaluation criteria and guiding principles, which also poses challenges and obstacles to the establishment and implementation of CBIPE in ESP courses.

3 Innovation Practice of CBIPE in Civil Aviation English Courses

Civil aviation English, due to its short development history, is not as representative as business English, legal English, news English, etc. The curriculum development of aviation English seems to be not as mature as the courses mentioned above, but its phonetic rules, semantic features, pragmatic scenarios and syntactic structures are unique and professional, which is a typical representative of ESP. In the civil aviation English curriculum system, the most representative course is Radiotelephony undoubtedly. It is a specialized course in civil aviation English that teaches students English aviation communication knowledge and skills, enabling them to possess the ability to communicate in English in international flight operations. Stipulated by the International Civil Aviation Organization (ICAO), Radiotelephony language is a semi-artificial one based on English with differences in pronunciation, vocabulary, and sentence structure from ordinary English, and used by pilots and controllers for work communication in international flight operations. It has the characteristics of strong professionalism, strong functionality, concise and clear, and precise semantics.

Suppose we can integrate flight operations, international standards, flight safety, and national image into the teaching of Radiotelephony, the typical ESP course, and try to

solve the ideological and political issues in ESP courses, and explore a CBIPE model that meets the requirements of the New Liberal Arts, it will have a positive impact on the reform and implementation of civil aviation English courses, ESP courses, and even college English courses. In fact, the CBIPE practice of Radiotelephony has exceeded 2 years. The teachers have achieved good results in various national and provincial teaching competitions, including the first provincial first prize and national third prize in National Innovation Teaching Contest, provincial first prize and national special prize in the foreign language courses ideological and political competition. This also reflects the value of promoting the CBIPE practice of civil aviation English course under the background of the New Liberal Arts.

3.1 Changing the Incorrect Conceptions of CBIPE

Teachers need to gradually change and reverse their misconceptions about the CBIPE. Only by correctly understanding and accepting it from an ideological perspective can we achieve the satisfied effect in subsequent teaching implementation. The CBIPE is not just a course on ideology and politics, and should not be narrowly confined to a certain aspect, but should focus on a broader scope. As long as it is orthodox and positive value guidance and value shaping, it belongs to the scope of CBIPE.

The language of ESP course, not like that of college English courses, is characterized with technological and functional rather than humanistic. Therefore, if we approach the direction of ESP course ideology and politics from the perspective of language carrier, it may not be easy to explore. However, if the perspective is changed from the professional content to practical training cases, there will be different discoveries. For example, in the civil aviation English series courses, a Civil Aviation English Course Multi-Modal Ideological and Political Case Library has been established, which fully excavates ideological and political materials related to professional content, such as civil aviation conference speeches, civil aviation historical events, civil aviation technological innovations, civil aviation advanced figures, etc., to meet the ideological and political materials multi-modal requirements of different civil aviation English courses under different teaching designs and teaching requirements.

Radiotelephony course uses international flight communication records as the implementation material for CBIPE, extracting the civil aviation safety awareness, regulatory awareness, responsibility awareness, etc. that are permeated behind the language, as well as ensuring flight safety, maintaining national image, and the spirit of contemporary civil aviation craftsmen, etc., as the starting point for CBIPE of Radiotelephony course. After enhancing the ideological and political consciousness of the course and expanding the scope of ideological and political education, the dilemma of aviation English teachers feeling helpless in terms of ideological and political education has been greatly alleviated.

3.2 Changing Traditional Teaching Concepts, Focusing on Qualities and Ability Enhancement

To change the traditional foreign language teaching method of knowledge-based lectures, we need to trust our students and give them ample space and opportunities for

autonomous learning and active thinking. Therefore, it is necessary to reconstruct the goals and design of classroom teaching, move the knowledge-based goals checkpoint forward by encouraging students to self-study through micro-courses or MOOCs before classroom teaching. This can minimize the pressure of classroom teaching, simplify the process, change the traditional classroom teaching situation where ideological and political literacy is neglected and powerless, and apply more classroom teaching time to improve students' abilities and cultivate their literacy.

Currently, Radiotelephony course adopts a blended teaching mode. By sorting and restructuring the courses, the teaching objectives of each lesson are divided into two parts: low-level and high-level. The low-level objectives are primarily knowledge-based objectives, which are put online on the SPOC platform through the recording of micro-lessons and video explanations, for students to use for self-learning online. The high-level goals mainly focus on ability and quality targets, which are mainly implemented and reflected in offline classrooms. Based on the BOPPPS teaching model, offline classrooms allow teachers to detect and provide feedback on students' online learning through pre-class quizzes and participatory interactions, achieving a connection between online and offline learning, as well as alignment between pre-class and in-class activities. By placing the knowledge objectives primarily in online learning, there is ample time in offline classrooms to design diverse teaching activities, to provide students with rich opportunities and activities to continuously improve their skills and cultivate their qualities, to emphasize the practical application of abilities and qualities, and also to provide teachers with more opportunities to implement CBIPE. For example, when using the radiotelephony records of excellent Chinese pilots, teachers have ample opportunities to leverage the exemplary role of outstanding predecessors in the teaching process, allowing students to not only intuitively experience the communication environment and language speed in actual flight operations, but also extract professional ethics and ideological and political qualities behind the language (see Fig. 1). While learning the language, value guidance and value shaping are also carried out, and they are naturally integrated into the course ideology and politics in a subtle way.

In addition, reducing the proportion of knowledge explanation not only effectively avoids the drawbacks of emphasizing knowledge over skills, but also helps teachers transform from lecturers who simply impart knowledge to designers and leaders of classroom teaching. On the other hand, by participating in diverse forms of classroom design and activities, students naturally become participants and central figures in classroom learning while enhancing their own abilities and qualities. Through the reconstruction of classroom teaching, the roles of teachers and students have naturally changed, and the dual-main new model of students as the main body, teachers as the main guide can be gradually realized.

3.3 Establishment of Mechanism as Professional Knowledge + Language Skill + Emotional Attitudes&Values with Course Characteristics

ESP courses should fully leverage the innate advantages of language + professionalism, fully tap the ideological and political values of teaching materials, and form a perfect integration of professional knowledge + language skills + emotional attitudes&values through multi-level, multi-angle, and multi-dimensional activity design and excavation

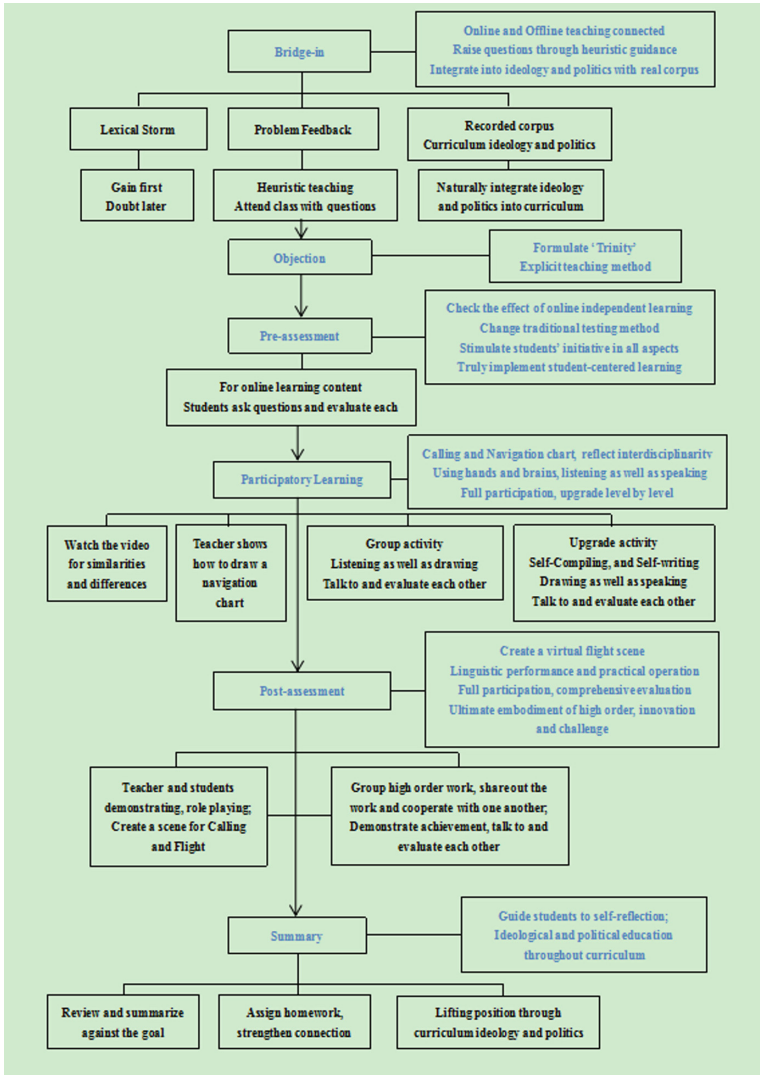


Fig. 1. (Fig. 1) Design of BOPPPS offline classroom for Radiotelephony Course

of teaching materials, creating a fusion mechanism of professionalism + language + attitudes&values with distinctive ESP course characteristics.

Radiotelephony, the civil aviation English course, has achieved innovation in teaching from multiple perspectives by using authentic language materials such as international flight operation communication records. Firstly, the recorded voice materials are all from real communication data of actual pilots operating in real international flight operations, ensuring the authenticity of teaching materials and allowing students to test and apply their learned knowledge in authentic teaching materials. Secondly, although textbooks cannot be iterated frequently, the actual language materials can be updated in

real time, which can ensure the timeliness and freshness of teaching materials. Thirdly, the problem in traditional teaching of the disconnection between theoretical knowledge in textbooks and practical language using has been solved, which enables students to connect theories with practice and ensures the effectiveness of learning by doing through the creation of real language contexts. Fourth, the pragmatic value and ideological value of actual language materials should be fully tapped, and the safety awareness, the sense of responsibility, the awareness of language standards and operational norms of pilots could be excavated through language learning. It can enable students to learn from the actual recorded cases of excellent Chinese pilots' communication skills, to develop a strong psychological ability to deal with emergencies, to cultivate patriotism and professional pride in cross-cultural communication, and to establish a sense of professional pride and national pride. It can be seen that a fusion mechanism of Professional Knowledge + Language Skill + Emotional Attitudes&Values with the course characteristics could be achieved by reasonable design and full exploration of authentic teaching materials.

4 Conclusions

The ESP course has the special attribute of language + professionalism. If ESP courses can be integrated into CBIPE, and form a fusion mechanism with rich curriculum characteristics of professionalism + language + attitudes&values, it will definitely make ESP courses achieve the requirement of the New Liberal Arts. The civil aviation English course belongs to the typical ESP category. Taking Radiotelephony, the core course of civil aviation English, as an example, it summarizes the effect implementation of CBIPE with rich course characteristics, such as changing the teachers' ideological and political concept, enhancing the teachers' ideological and political awareness, changing traditional concepts, reconstructing classroom teaching, and creating a fusion mechanism of Professional Knowledge + Language Skill + Emotional Attitudes&Values, in order to provide some reference for the CBIPE of other ESP courses.

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