



Path Explorations of Ideology and Politics of the New “Five-in-One” Matrix Business English Courses Against the Backdrop of New Liberal Arts in Local Colleges and Universities

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Abstract. Fulfilling curriculum ideological and political teaching reform is an effective measure to implement the concept of building morality and cultivating people against the backdrop of new liberal arts. The development of ideological and political courses in business English courses by local colleges and universities is the implementation of the “Guidelines for the Construction of Ideological and Political Courses in Colleges and Universities”, and it is an important exploration to build a full-staff, all-round, and whole-process foreign language courses ideological and political education pattern. Coupled with the teaching practice of the course, it is expected to construct a brand-new “Five-in-one” business English course ideological and political matrix, namely, to establish a course ideological and political guarantee mechanism, to improve the teacher’s course ideological and political level, to create a multi-level course ideological and political system, to improve the course ideological and political education mode, to strengthen the course ideological and political education evaluation, to build five systems as the implementation guarantee, and to comprehensively implement the ideological and political courses of business English courses in local colleges and universities. This initiative aims to promote the ideological and political construction for business English courses.

Keywords: new liberal arts · business English · curriculum ideology and politics · path research

1 Introduction

The construction of the new liberal arts advocates overarching integration, need-orientation and innovative spirit, and places higher demands on the training of talents in terms of values, skills and quality. Therefore, the ideological and political curriculum emphasizes the integration of ideological and political education in the teaching of various disciplines and cultivates talents with all-round development of morality, intelligence, physique, art and work through disciplinary education. In teaching business

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English, teachers usually focus on cultivating students' professional and linguistic abilities, but they tend to neglect cultivating students' ideological and moral character and comprehensive quality. Therefore, the teaching of business English must integrate ideological and political education with the teaching of business English through ideological and political courses.

So far, there are roughly two schools of thought and politics research on business English courses in the academic circles. One is featured by the macro view. Most of the research is on the ideological and political construction strategies [4–10] (Wu, 2021; Cai, 2022), teaching system construction [1–2] (Liu 2021; Zhang 2021), and ideological and political elements [8] (Yang 2022) of business English majors. These studies focus on the construction and reform of business English majors, which are highly theoretical and insufficient in operability. The second centers on the micro theory. The research basically involves the ideological and political teaching design of specific courses for business English majors, mainly covering courses such as comprehensive business English [6, 7, 9, 11] (Ying 2022; Xu, 2022; Shen, 2022; Lin, 2022), business English speaking [3] (Ding, 2021), business English speeches [5] (Li, 2020). But in general, there are not many researches on the ideological and political research of business courses that are both macro-involved and operable.

The current ideological and political situation of Business English students in local colleges and universities is far from perfect. It is necessary to actively reform the ideological and political courses of Business English majors against the background of the “new liberal arts”.

2 The Challenges Facing the Ideological and Political Reform of Business English Courses at Local Colleges and Universities Against the Backdrop of the New Liberal Arts

(1) Inadequate protection of the ideological and political system of business English courses

Ideology and politics in the curricula are an important starting point for the implementation of morality and the cultivation of human beings, and they are also an indispensable prerequisite for the promotion of holistic, process-oriented and comprehensive education. At present, many local colleges and universities in the subject of business English are paying more attention to the ideological and political course, which also affects the teaching methods. Simply introducing ideological and political elements must further improve the political position. “What kind of person should be educated” is the most important question of education. It is necessary to further improve the depth of thinking. The “ideology and politics” course is an effective starting point for building a “talent training system”.

(2) Inadequate ideological and political theory for teachers of business English

Teachers are the main body of local colleges and universities to carry out “curriculum ideology and politics”, and the main executors who complete the cultivation of morality and triple education are also university teachers. The mental attitude of the teachers themselves and the firmness of their political beliefs have a great influence on the students. Therefore, university teachers must constantly improve their

own ideological and moral cultivation and political quality. At present, most ideological and political courses are taught by teachers of business English in local colleges and universities at the professional level. The level still needs improvement.

(3) Insufficient integration of the ideological and political curriculum into the Business English courses

At present, the ideological and political curricula of the professional business English courses in local colleges and universities are mostly prepared single-handedly, and there is no construction of an ideological and political system based on the professional courses. Business English professional courses consist of basic professional courses, core professional courses and practice professional courses. However, at this stage, the ideological and political structure of the curriculum lacks a unified compilation standard, resulting in the professional curriculum system being immature. On the one hand, due to the unclear understanding of the overall ideological and political status of each professional course, the excavation of various ideological and political elements is not systematic; on the other hand, the construction of a systematic ideological and political system has not been carried out, leading to the repetition of ideological and political elements in each course. At the same time, there are shortcomings in the way basic courses, core courses and practical courses are combined with ideological and political elements. The ideological and political focus of the different courses is not clear and the synergy of ideological and political education in the courses cannot be formed.

(4) The ideological and political educational model of the Business English course is consistent

Most lecturers of business English in local colleges and universities insert only fragmentary ideological and political elements such as business ethics, national industry and craftsmanship into the teaching process of specialized courses. Ideological and political elements cannot be organically integrated into the teaching process, and there is a lack of explicit and invisible mechanisms of cooperation. At the same time, most university teachers put too much energy into excavating ideological and political elements and teaching subject knowledge, but pay less attention to the impact of ideological and political education in subject courses. Ideology and politics in courses are often done in the form of simple student assessments and questionnaires. Teachers teach “curriculum ideology and politics” as knowledge, but post-class tracking and assessment is seriously inadequate.

(5) Imperfect ideological and political assessment system of business English courses

The assessment method of traditional business English courses is usually based on the assessment of language proficiency and business practice ability. However, the ideological and political goal of business English courses is to bring in highly qualified talents who have both professional skills and ideological morality and comprehensive quality. Therefore, we need to introduce a more comprehensive evaluation mechanism that includes evaluation of individual performance, teamwork, social responsibility, etc., to fully reflect the comprehensive quality of students.

3 The “Five-in-One” Way of Ideological and Political Reform of Business English Courses in Local Colleges and Universities in the Background of the New Liberal Arts

The ideological and political course of business English refers to the integration of ideological and political education into business English teaching and the cultivation of students' ideological morality and comprehensive quality through business English teaching. How local colleges and universities can effectively improve the “ideological and political” construction of business English courses under the background of the new liberal arts requires teachers to start from the aspects of mechanism construction, faculty development, curriculum construction, teaching mode, evaluation system, and creatively integrate ideological and political education into business English teaching and expand new development ideas (as shown in the Table 1 below).

(1) To establish a mechanism to ensure ideological and political education in the curriculum

Local colleges and universities should provide guarantees for ideological and political education in the curriculum at the following three levels. First, it is necessary to strengthen the building of ideological and political systems at the highest level, and formulate norms for ideological and political implementation of the curriculum, monitoring mechanisms, evaluation mechanisms and reward mechanisms for different disciplines. Second, at the university level, it is necessary to combine the professional positioning of the university, refine the ideological and political

Table 1. “Five-in-one” Matrix of ideological and political reform of business English courses

Layer	Research Perspective	Problems	Countermeasures
1	Mechanism Construction	Insufficient guarantee of the ideological and political system of the curriculum	To establish a mechanism to guarantee the ideological and political system of the curriculum
2	Faculty Development	Insufficient level of ideological and political theory of the teaching courses	To improve the ideological and political level of the teaching courses
3	Curriculum Construction	Insufficient integration of the curriculum system	To create a multi-level ideological and political curriculum system
4	Educational Mode	The ideological and political educational model of the curriculum is unified	To polish the ideological and political educational model
5	Evaluation System	The ideological and political evaluation system of the curriculum is not perfect	To strengthen the evaluation of the ideological and political education of the curriculum

implementation system of each major, select major courses with advantages, establish a demonstration course for ideological and political courses, and manage the demonstration well. Third, at the professional level, it is necessary to deepen the ideological and political elements of the different majors, accurately position the role of ideological and political education in the different professional majors, and achieve mutual integration and promotion.

(2) **To improve the ideological and political level of the courses for teachers**

Only when teachers first settle the primary question of education, “for whom to educate students”, can they carry out the work of “what kind of students to educate” and “how to educate students”. The way in which the ideological and political elements can be excavated in professional courses in breadth and depth, and how the transmission of professional knowledge can be organically combined, is closely related to the ideological level of the teachers and their professional business skills. Therefore, through “Ideological and Political Seminars for the Curriculum”, “Moral Lectures for Teachers”, “Reading Classics”, “Learning to Strengthen the Country” and other ways, teachers can learn to promote teachers’ continuous learning and improve their own ideological and moral cultivation and political quality.

(3) **To create a multi-level ideological and political curriculum system**

In order to meet society’s needs for diverse talents, Business English programs should emphasize the features of the “inter-professional integration” curriculum system. The multi-level and three-dimensional professional environment are the basis for cultivating “diverse, composite and innovative” talents with “knowledge + ability + quality”.

To integrate ideological and political elements. The teaching of economic English must follow the pedagogical concept that the objectives of the curriculum are in line with the ideological and political objectives, elaborate the ideological and political elements in the teaching contents comprehensively and deeply, and discuss and contact with economic experts to reconstruct the teaching contents and topics and analyze the specific contents of the textbook chapters. At the same time, it is expected to improve students’ understanding and appreciation of Chinese culture, strengthen students’ sense of social responsibility and mission.

To hybrid course teaching medium. Business English majors can offer a range of quality courses. Teachers can enhance the use of modern information technologies such as DingTalk Conference and Rain Classroom and internet resources by flipping the classroom to create a blended online and offline teaching mode. At the same time, teachers can tailor online teaching resources for students and integrate ideological and political elements into content, assignments or questions to foster good habits of independent learning among students. They also can impart the values and spirit of integrity, honesty, kindness and perseverance to achieve the goal of quiet humidification of things and the effect of effective penetration of ideological and political education.

To diverse teaching staffs. Business English programs need to build a team of teachers with an interdisciplinary background of “foreign language + management, law and cross-border e-commerce”. In addition, Business English majors should also pay attention to building grassroots teaching organizations and teaching teams, such as the language knowledge and skills teaching team, the professional knowledge and

skills teaching team, the intercultural knowledge teaching team and the humanistic education teaching team. Moreover, the development of teachers for business English majors can also emphasize the ideological and political teaching of courses.

(4) **To improve the model for ideological and political education in the curriculum**

Building morality and cultivating people is the fundamental task of education, and developing ideological and political courses for business English students is also an important way to implement the three comprehensive education systems. It is necessary to formulate an ideological and political learning system for the curriculum. For example, coordinating ideological and political teachers to guide teachers of Business English major in obtaining ideological and political elements, ideological and political education and training, establishing courses on ideological and political teaching and research topics, and encouraging teachers to conduct teaching research. It is advisable to enrich resources for ideological and political propaganda. Overcome the one-sided ideological and political teaching in the courses and take advantage of the new situation to conduct ideological and political courses that attract students' attention. Teachers can conduct a group-style ideological and political teaching method with a number of professional course leaders. Self-media such as TikTok and Weibo try to teach the ideological and political teaching of the new professional business English course. It is also a good way to improve the ideological and political teaching methods of the curriculum. Teachers and students work together to improve the development of business English majors, combined with the history and culture, business policies and Chinese stories related to business English majors, and carry out the ideological and political teaching in a silent way.

(5) **To strengthen the evaluation of ideological and political education in teaching practices**

Pedagogical evaluation of the "Ideology and Politics Curriculum" is an important means to check the implementation effect of the specialized courses. An ideology and politics education assessment system should be formulated based on the specifics of the Business English programme. It is necessary to study the degree of students' cognition in the areas of "street self-confidence, theoretical self-confidence, system self-confidence and cultural self-confidence" and the degree of integration of ideological and political education and professional courses. The main considerations are as follows: whether the "curriculum ideology and politics" is carried out by professional courses; whether the extracted ideological elements are accurate; whether the its professional positioning is appropriate; the instructional design is standardized; whether the implementation of "curriculum ideology and politics" is in place. Evaluate and review the ideological and political curriculum for each professional course teacher, conduct quantitative assessment of the implementation of the ideological and political curriculum every year, reward those who excel in the assessment, and conduct intensive learning for the shortcomings.

4 Conclusion

Against the backdrop of the new liberal arts, the exploration of the ideological and political path of the "Five in one" business English course in local colleges and universities is an important attempt to traditional business English education. Through the literature review and the analysis of specific paths, it has been found that by establishing a

curriculum ideological and political guarantee mechanism, we can improve teachers' curriculum ideological and political level, create a multi-level curriculum ideological and political system, improve the curriculum ideological and political education model, and strengthen the evaluation of curriculum ideological and political education. In short, the ideological and political course of business English needs to be innovated from the spectrums of mechanism, teachers, curriculum system, education mode and teaching evaluation, so as to realize the comprehensive cultivation of students' ideological and moral character and comprehensive quality. This will provide useful reference and enlightenment for the future development of business English education.

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