

Thought and Politics Class of English Speech Course for Business English Majors in Undergraduate Universities

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Abstract: This paper examines the significance, current status, and strategies for integrating ideological and political education into English speech courses for Business English majors in undergraduate universities. The study aims to explore how to cultivate interdisciplinary talents who are proficient in Business English, possess an international perspective, and deeply understand and practice socialist core values in the context of globalization. A series of innovative strategies is proposed to achieve the seamless integration of Business English speech skills and ideological and political education, thereby enhancing students' international influence. This research provides valuable insights for scholars studying the integration of these two fields.

Keywords: Undergraduate universities; Business English major; English speech course; Ideological and political education

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1. Introduction

In the rapidly evolving landscape of economic globalization, the ideological and political components of English speech courses for Business English majors in undergraduate universities serve as a bridge connecting Eastern civilization with the global community. These courses aim to cultivate Business English professionals with a profound cultural heritage and a strong sense of social responsibility. Teachers play a dual role as both knowledge imparters and value inspirers, embodying the principle of “moral cultivation” in higher education. The foundation of speech lies not only in language proficiency but also in the ability to effectively use English as a tool for communication. The primary objective of English speech learning is not merely to captivate an audience but to facilitate cross-cultural communication, convey Chinese perspectives, and effectively narrate Chinese stories. This necessitates the integration of ideological and political education into English speech courses, enabling students to internalize socialist core values, inherit the essence of traditional Chinese culture, and emerge as leaders who actively engage with the world.

2. The significance of ideological and political education in English Speech courses for Business English majors

On one hand, the incorporation of ideological and political elements into speech courses helps students establish a correct worldview, life, and moral values while enhancing their language expression skills. Teachers guide students in discussing topics related to national development, social issues, and international affairs, thereby broadening their horizons and fostering a sense of patriotism and global awareness. Through these discussions, students can articulate their interpretations of national policies, reflections on social issues, and insights into international relations, thereby showcasing Chinese wisdom and solutions in future business activities and enhancing their international competitiveness.

On the other hand, the ideological and political components of the course emphasize the cultivation of students' social responsibility and civic awareness. Through case studies, role-playing, and other interactive teaching methods, teachers enable students to deeply understand the ethical and social responsibilities inherent in Business English. Under the influence of these courses, students learn to uphold ethical standards in business practices and contribute to national development. This not only prepares them to excel as Business English professionals but also lays a solid moral foundation for their future careers. By addressing real-world challenges in Business English, students realize that their words and actions as future business leaders can have a profound societal impact. This awareness encourages them to pursue not only personal growth but also social responsibility, actively engaging in the field of Business English to promote social progress.

3. Current implementation of ideological and political education in English Speech courses in undergraduate universities

The integration of ideological and political education into English speech courses has garnered attention due to its unique interdisciplinary nature. However, many universities fail to clearly distinguish between ideological and political education and speech skills training, often blending the two without a structured approach. This lack of clarity, coupled with the heavy teaching burden and some teachers' limited understanding of the "curriculum ideology and politics" concept, hinders the effective implementation of this model. As a result, the positive impact of this integration on talent development is often constrained. Furthermore, some undergraduate English speech courses prioritize basic speech skills training, such as content organization, pronunciation, and intonation, while neglecting the cultivation of higher-order thinking skills like innovation and critical analysis.

4. Strategies for integrating ideological and political education into English Speech courses for Business English majors

4.1. Enhancing the ideological and political awareness of English teachers

In the context of English Speech courses for Business English majors, it is essential to enhance the ideological and political awareness of English teachers. Teachers in these courses bear the dual responsibility of imparting language skills and cultivating students with an international perspective and local sensibilities. As both instructors and role models, teachers' words and actions significantly influence students. Therefore, teachers must fully understand the importance of integrating ideological and political education into Business English speech training. This requires teachers to possess the ability to seamlessly blend ideological and political elements with English language instruction.

To achieve this, undergraduate universities can utilize online education platforms to disseminate ideological and political content, helping teachers deepen their understanding of the Party's educational principles and policies. Additionally, universities can organize professional development activities focused on ethics and morality, enabling teachers to establish correct professional and educational values. Inviting external experts to conduct lectures on integrating ideological and political education into English speech courses can also provide valuable insights. Only when teachers are well-equipped with this knowledge can they effectively guide students in using positive language to demonstrate the responsibilities of Chinese enterprises in business speeches, thereby enhancing students' speech skills, social responsibility, and national pride.

4.2. Integrating ideological and political education into a blended teaching model

With the rapid development of information technology, the field of Business English education has undergone significant changes, particularly with the adoption of blended teaching models that combine online and offline instruction. Undergraduate universities can leverage large-scale open online courses (MOOCs), small private online courses (SPOCs), and other digital platforms to inject new vitality into the integration of ideological and political education with English speech courses. This integration should not be a mere accumulation of elements but a systematic planning process by teachers, optimized through three key stages: pre-class preparation, in-class interaction, and post-class reflection.

For pre-class preparation, teachers can use online platforms to assign preview materials, such as English documentaries on global business partnerships. Students can practice imitating business dialogues and upload their practice videos for feedback. This approach not only improves students' Business English listening and speaking skills but also fosters cross-cultural communication abilities and an appreciation for cultural diversity and win-win cooperation. Teachers can also assign group tasks, such as researching challenges China faces in global business and proposing solutions, or analyzing case studies of Chinese enterprises' overseas investments under the Belt and Road Initiative.

During in-class interaction, teachers can showcase selected student speech videos, allowing the class to evaluate pronunciation, intonation, facial expressions, and body language. This peer and teacher feedback helps students identify and correct their shortcomings. After the video presentation, teachers can summarize key points to deepen students' understanding. For group tasks, students can present their findings, enhancing their information search and analysis skills.

For post-class reflection, teachers can assign topics such as "The Role and Responsibility of Chinese Youth in Global Business," requiring students to integrate international business trends and personal experiences into their speeches. Students upload their prepared content to the platform, conduct self-evaluations, and explain their reasoning. This approach enhances students' global vision and sense of mission.

4.3. Exploring ideological and political elements in teaching content

To effectively integrate ideological and political education into English speech courses, teachers should focus on embedding these elements into the core teaching content, with textbooks serving as supplementary resources. For example, teachers can use documentaries such as "Bridge Builders," which highlights cooperation projects under the Belt and Road Initiative, to deepen students' understanding of China's global contributions. When teaching "Business Speech Strategies and Skills," teachers can showcase China's achievements in areas like the green economy, digital economy, and global public health security, helping students intuitively grasp China's role in promoting global sustainable development. Additionally, integrating strategic thinking from "Sun Tzu's

Art of War” and interpersonal principles from “The Analects of Confucius” into Business English speech courses enriches the content and adds cultural depth.

4.4. Innovating teaching evaluation methods for English Speech courses

In terms of teaching evaluation, undergraduate Business English programs should adopt a multi-dimensional, dynamic assessment approach to comprehensively evaluate teaching effectiveness. Teachers should balance depth and breadth in their evaluations, considering not only the structure and language accuracy of speeches but also students’ ability to demonstrate a deep understanding of Chinese business models and their innovative applications. For example, in the course “Business English Speech and Innovative Practice,” teachers can assess students’ ability to analyze the development context and future trends of Chinese business, combining theoretical speculation with practical experience. Modern information technology can be utilized for peer voting and expert evaluations, providing a comprehensive, accurate, and scientific assessment of students’ learning outcomes and ideological growth.

5. Conclusion

This study highlights the importance of integrating ideological and political education into English speech courses for Business English majors in undergraduate universities. Such integration plays a crucial role in cultivating students’ comprehensive qualities and enhancing their international influence. By combining Business English speech skills training with ideological and political education, universities can cultivate talents who are not only proficient in language skills but also possess noble morality, a broad vision, and a strong sense of social responsibility. Educators, scholars, and stakeholders must support the development of English speech courses for Business English majors, working together to cultivate high-quality, internationally competitive Business English professionals.

Disclosure statement

The author declares no conflict of interest.

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