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The Path of Ideological and Political Education in the Second Classroom of English Majors from the POA Perspective

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Abstract: This paper explores the integration pathways between extracurricular activities for English majors and ideological-political education within the framework of the Production-oriented Approach (POA). Drawing upon a comprehensive literature review and systematic case analysis, it examines the current state of research and practice concerning ideological-political education in English major extracurricular contexts. The study identifies salient problems across four critical dimensions: objective design, faculty collaboration, student engagement, and outcome evaluation. To address these challenges, the paper proposes a set of integration pathways informed by the POA's "motivating-enabling-assessing" pedagogical cycle, which provides a structured and theoretically grounded mechanism for embedding ideological-political education into the second classroom. The proposed framework emphasizes project-based learning, systematic curriculum design, and institutionalized support structures to ensure the sustainable and scalable development of ideological-political education in extracurricular settings. By bridging theoretical foundations with practical implementation strategies, this research offers valuable insights for educators, curriculum designers, and policymakers seeking to enhance the quality of English language talent cultivation. The findings contribute to the broader discourse on integrating values education with language instruction and provide a replicable model for other disciplines aiming to leverage extracurricular activities as a vehicle for holistic student development in higher education contexts.

Keywords: ideological-political education; english major; extracurricular activities; production-oriented approach; second classroom; higher education

1. Introduction

The world is undergoing profound transformations, with increasingly dynamic interactions among civilizations, cultures, and value systems, which place higher expectations on foreign language talent development in higher education [1]. English majors in the contemporary context are expected not only to possess solid linguistic competence and intercultural communication skills but also to convey Chinese perspectives accurately, appropriately, and with resonance in international contexts. Ideological and political education serves as a vital component in fulfilling the fundamental educational mission of cultivating well-rounded individuals with both moral integrity and professional capability, aligned with a holistic framework encompassing all faculty members, all stages of learning, and all dimensions of development. Official guidance for university course development emphasizes the integrated advancement of value formation, knowledge acquisition, and capacity building, calling for coordinated implementation across formal instruction and complementary learning experiences, including the systematic identification and incorporation of educational elements within extracurricular activities.

The English discipline inherently integrates linguistic, humanistic, intercultural, and value-oriented dimensions. Extracurricular activities for English majors extend classroom learning by offering students opportunities to apply linguistic knowledge, engage in

Received: 27 May 2026

Revised: 21 July 2026

Accepted: 04 August 2026

Published: 08 August 2026



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authentic communicative tasks, and participate in socially grounded practice [2, 3]. A national initiative formally established the 'Extracurricular Activities Transcript' system, requiring standardized, curriculum-aligned, and institutionally supported development of such activities. However, current practices may still face challenges including loosely defined objectives, disproportionate emphasis on competitive outcomes relative to pedagogical process, prioritization of linguistic form over substantive meaning, weak alignment with disciplinary curricula, and limited diversity in assessment approaches.

The Production-oriented Approach, originally developed to bridge the gap between language learning and real-world application in tertiary foreign language education, demonstrates strong conceptual alignment with the integration of ideological and political education into extracurricular settings for English majors. Its holistic educational philosophy corresponds closely with the integrated goals of value formation, knowledge transmission, and capability development, while its collaborative teacher-student assessment model and flexible evaluation mechanisms allow for the coherent incorporation of linguistic accuracy, thematic depth, cultural sensitivity, ethical orientation, and practical outcomes—thereby reinforcing learning through iterative evaluation and refinement [2, 4].

Accordingly, analyzing the integration of ideological and political education into English major extracurricular activities through the lens of the Production-oriented Approach is theoretically warranted. Existing scholarship has largely centered on formal classroom instruction, with comparatively little attention devoted to complementary learning environments. Introducing this approach into extracurricular contexts enables systematic coordination of language practice, value-oriented guidance, and outcome-based evaluation via its core cycle of motivation, enabling, and assessment—providing conceptual tools to address persistent challenges such as fragmented faculty engagement and suboptimal educational impact. Furthermore, this inquiry supports the broader extension of the approach's applicability and contributes to strengthening the curriculum-aligned design, project-based structure, and pedagogical effectiveness of English major extracurricular activities [3, 5].

2. Current Research Landscape

Research on ideological-political education in English language education has accumulated significantly over the past decade. Publication volume in this domain has remained substantial, with scholarly attention focused on 'College English,' 'fostering virtue through education,' and 'ideological-political education in foreign language courses.' Core areas include conceptual clarification, implementation approaches, instructional design, and evaluation frameworks [6]. The academic community has maintained sustained interest in how foreign language teaching can concurrently advance students' linguistic competence and their value orientation. Numerous contributions have advanced theoretical models and classroom-based empirical investigations. This body of work has established a solid foundation for understanding how value-oriented development can be integrated into language instruction while preserving disciplinary integrity.

However, existing research has largely centered on formal classroom instructional design, incorporation of value-oriented content into textbooks and syllabi, and pedagogical case studies drawn from routine teaching practice. Formal classroom settings—characterized by fixed curricula, scheduled sessions, and instructor-led delivery—have naturally attracted the majority of scholarly attention due to their structured nature and relative accessibility for observation and support. In contrast, studies exploring the relationship between English major extracurricular activities and ideological-political education remain notably limited. Extracurricular contexts—including English corners, speech and debate competitions, translation contests, volunteer interpretation services, cultural festivals, and social practice projects—exhibit qualitatively distinct educational dynamics that are less compatible with analytical tools and frameworks developed for formal classroom inquiry [7, 8]. Since the introduction of

the 'Extracurricular Activities Transcript' system in 2018, the practical framework of second-classroom activities has gradually drawn scholarly interest, and initial explorations of ideological-political education within English major extracurricular settings have begun to emerge. A small number of researchers have documented institutional practices, outlined activity structures, and reflected on lessons learned from incorporating value-oriented elements into such settings.

Nevertheless, the literature on this topic remains substantially smaller in scale than that addressing formal classroom contexts, and its depth is largely restricted to descriptive accounts of experience, program overviews, and qualitative observations rather than theoretically informed analyses or systematically gathered empirical evidence. This constitutes a significant research gap: pathways linking English major extracurricular activities with ideological-political education lack both theoretical articulation and empirical validation. The absence of a robust theoretical framework for examining ideological-political education in extracurricular settings not only constrains the generalizability of current findings but also impedes the formulation of adaptable principles and design guidelines applicable across diverse institutional environments.

The Production-Oriented Approach (POA) theory, structured around its 'motivating-enabling-assessing' cycle, forms a coherent, iterative process that integrates teaching, learning, and assessment dynamically. Its application in formal classroom English instruction and ideological-political education has generated extensive scholarly output and has been empirically confirmed as an effective pedagogical model for aligning language skill development with value orientation. The POA framework provides explicit operational procedures, clearly delineated roles for instructors and learners, and well-specified criteria for evaluating both linguistic and non-linguistic outcomes—making it especially suited to instructional contexts pursuing multiple educational aims simultaneously. Yet, applications of POA to ideological-political education within English major extracurricular contexts have not been systematically examined. While a few studies have briefly suggested that POA principles might be adapted to second-classroom settings to enrich language learning environments or improve activity structure, no theoretical elaboration, empirical case study, or practice-informed investigation has appeared in the published literature. This theoretical void represents a notable opportunity, given POA's demonstrated capacity to coordinate output goals, instructional scaffolding, and assessment mechanisms—features that could directly address challenges such as fragmentation, uneven engagement, and inconsistent evaluation currently observed in extracurricular ideological-political education [9].

3. Current Practice Landscape

3.1. Increasingly Explicit Value Orientation

Following the release of national guidelines on ideological and political education in higher education, the integration of value cultivation, knowledge acquisition, and competence development has become a foundational principle in foreign language talent development. Policy documents supporting extracurricular learning frameworks further emphasize systematic approaches to activity design, documentation, assessment, data management, and educational application—advancing the scientific, structured, institutionalized, and standardized development of the second classroom. Across institutions, core values such as patriotism, cultural confidence, social responsibility, and international communication awareness are now routinely embedded in objectives for foreign language festivals, translation contests, bilingual recitations, volunteer initiatives, and field-based learning experiences. There is broad agreement that the second classroom plays an equally vital role in holistic student development [10].

3.2. Diversification of Ideological-Political Content

The ideological-political content in current English major extracurricular activities predominantly encompasses red culture, outstanding traditional Chinese culture, socialist advanced culture, ecological civilization, institutional history and traditions, and the

vision of a shared future for humanity. A university has designed themed activities around Chinese Voices and Youth in the New Era through its foreign language festival. Another institution integrates ecological civilization education with translation practice by assigning tasks involving the English translation of scenic area signage [11]. A third institution extends comprehensive English learning to red education bases. Yet another designs translation competition topics drawing upon institutional history and red cultural resources. These cases demonstrate that the sources of ideological-political content in English major extracurricular activities are continuously expanding, gradually forming a multidimensional educational content system encompassing political identity, cultural confidence, ecological awareness, historical responsibility, and international perspective.

3.3. Expansion of Practical Modalities

While English corners, speeches, dubbing, drama, and classic recitations remain important vehicles for second-classroom activities, an increasing number of institutions are introducing project-based learning, task-driven approaches, and immersive practice. A university in central China extends comprehensive English instruction to a historic battlefield site, guiding students to translate historical materials, compile bilingual study handbooks, and provide interpretation services. Another university has established student translation centers and cross-border live-streaming studios, engaging students in narrating Chinese stories through translation and digital media outreach [12]. A third university organizes English majors to participate in international events and regional educational exchange activities through language volunteer services. English major extracurricular activities are thus progressively shifting from campus-based competitions and recreational events toward practice-oriented activities characterized by authentic tasks, community engagement, and tangible outputs, cultivating students' linguistic competence, intercultural communication skills, and social responsibility in concrete practice.

3.4. Deepening Curricular Synergy

Some institutions are transforming English major extracurricular activities from isolated events into curricularized, modular formats. Northeast Normal University has implemented a "six-dimensional, three-tier" curriculum system for foreign language majors through its Extracurricular Activities Transcript system, strengthening integration between formal instruction and complementary learning experiences. Xinxiang Institute of Engineering has designed a progressive "pre-class-in-class-post-class" pedagogical pathway and built a collaborative platform linking classroom teaching, thematic practice, project-based research, and online learning across the first, second, third, and digital classrooms. Overall, English major extracurricular activities are evolving toward greater modularity, progression, and systemic coherence, with increasingly close alignment to professional skill development, social engagement, and holistic student growth.

4. Identified Problems

4.1. Insufficient Top-Level Design and Fragmented Activities

Although many institutions have implemented a considerable number of ideological-political activities across their extracurricular programs, they have not yet refined second-classroom educational objectives into grade-specific, module-specific, or competency-tiered indicators that would enable systematic curriculum mapping and progressive skill development. The relationship between activity content and English major talent cultivation objectives, curriculum systems, and graduation requirements lacks stable correspondence, resulting in activities that are often disconnected from the formal curriculum and fail to contribute coherently to students' longitudinal development. Some projects rely on major festivals, competition announcements, or ad hoc social practice opportunities, readily generating a pattern of "one event, one competition, one news report"—a cyclical mode of operation that prioritizes visible, short-term outputs over sustained educational engagement and cumulative learning outcomes. Such episodic

approaches, while generating immediate publicity and measurable participation metrics, do little to foster the deep integration of value shaping with professional competence development that ideological-political education ultimately aims to achieve. It has been proposed that ideological-political education in foreign language courses should form an implementation framework with mutually reinforcing content chains, management chains, evaluation chains, and teacher conduct chains, emphasizing the need for systematic coordination across all dimensions of educational practice [13]. Similarly, it has been noted that foreign language ideological-political education practice suffers from insufficient overall planning, ambiguous instructional objectives, and loose articulation of educational components, with activities frequently planned and executed in isolation rather than as part of a coherent, vertically articulated sequence that builds upon itself over time.

Existing research indicates that the organization and guidance of second-classroom activities in universities tend to be concentrated among specific personnel, with activities primarily relying on Communist Youth League organizations, student affairs staff, and a small number of core faculty members, while the breadth and depth of disciplinary faculty participation remain limited. Moreover, routine and institutionalized collaborative mechanisms among academic advisors, student counselors, and ideological-political theory instructors have not yet been established, and the professional guidance and educational synergy of the second classroom require further strengthening. Ideological-political education in the second classroom demands not only language teaching competence and political-ideological literacy but also capacities in project design, value analysis, community liaison, and outcome evaluation.

It has been demonstrated that college foreign language teachers exhibit varying degrees of developmental needs in ideological resource exploration, instructional design, implementation, and outcome evaluation [14]. Teacher competence in ideological-political education comprises multidimensional constructs including value cognition, knowledge, instructional design, implementation, and reflective evaluation. Without institutionalized mechanisms for teacher training, workload recognition, funding support, promotion criteria, and team development, second-classroom projects risk reliance on individual teachers' personal commitment, limiting their sustainability and scalability.

4.2. Uneven Student Participation and Resource Distribution

Current second-classroom projects often emphasize competition, performance, and output. High-quality resources, practical opportunities, and platforms for showcasing outcomes tend to concentrate among students with stronger language proficiency and organizational capabilities, while peers with average performance, younger grade levels, or learning challenges have comparatively restricted access. Participation by some students is largely driven by external incentives—including academic credit, certification, and comprehensive evaluation—resulting in perfunctory, procedural involvement. Student agency in selecting activity topics, executing tasks, and assessing outcomes remains constrained, and the activity process often fails to fully engage their interests, prior experiences, and critical thinking [15]. Uniform topics, tasks, and output requirements persist in certain initiatives, insufficiently accounting for students' varied linguistic competencies, disciplinary backgrounds, and developmental trajectories, thereby limiting depth of engagement and hindering the effective translation of experience into enhanced competence and value integration.

4.3. Quantified Evaluation and Insufficient Evidence of Educational Outcomes

Current second-classroom evaluation predominantly relies on quantitative indicators such as activity frequency, participation duration, volunteer service hours, project levels, award grades, and certification outcomes for credit recognition. While such metrics facilitate recording student participation and conducting credit conversion and outcome certification, they inadequately capture deeper changes in cultural identity, sense of responsibility, intercultural judgment, value choice, and social action. Educational research indicates that outcomes in ideological and political education are

implicit, processual, and long-term, and cannot be adequately assessed solely through participation counts and award results. It has been proposed that evaluation should integrate quantitative and qualitative approaches as well as formative and summative assessment, attending to students' comprehensive development in knowledge, competence, qualities, and values. Further scholarship advocates constructing a multi-stakeholder evaluation system involving teachers, students, and community actors, employing multi-source, multi-dimensional evidence to enhance evaluation validity.

Currently, some second-classroom practices have introduced student self-assessment, peer evaluation, teacher assessment, and practice-site feedback, but multi-stakeholder evaluation has not yet been fully routinized and institutionalized [8]. As reflected in publicly available case documentation, evaluation content still predominantly concentrates on participant numbers, award quantities, media coverage, and exemplary outputs, with insufficient presentation of processual and longitudinal evidence regarding student development.

5. Integration Pathways from the POA Perspective

The Production-oriented Approach is grounded in the pedagogical principles of "learning-centeredness," "integration of learning and using," and "holistic education," operationalized through the teaching hypotheses of "output-driven," "input-enabled," and "selective learning," and instantiated in the teacher-mediated "motivating-enabling-assessing" pedagogical cycle. Applying POA to English major extracurricular activities does not entail a simple transplantation of classroom procedures, but rather the reorganization of educational objectives, activity resources, collaborative agents, and evaluation evidence through authentic output tasks, thereby facilitating the organic integration of professional competence development and value shaping [16]. Educational authorities have emphasized embedding ideological and political education across the entire talent development framework, utilizing both formal and informal learning environments to broaden implementation pathways.

5.1. Integrating the Second-Classroom Educational System through Output Objectives

To address deficiencies in top-level design and activity fragmentation, the output-driven approach can be employed to align second-classroom activities with English major graduation requirements as overarching output objectives, progressively decomposed into grade-level objectives, project objectives, and specific tasks, forming a coherent "objectives-tasks-outcomes-evaluation" educational chain. Lower grades should focus on cultivating professional identity, cultural awareness, and foundational expressive competence; middle grades on cross-cultural comparison, value judgment, and teamwork; upper grades on international communication, language services, and social responsibility. Each grade level may establish one to two major projects annually, integrating speech competitions, contests, volunteer services, and social practice into coherent modules such as "International Presentation of Chinese Culture," "Cross-Cultural Communication," and "Language Service Practice," generating observable outcomes including bilingual explanatory videos, cultural presentation materials, research reports, or translation service proposals. Institutions should simultaneously develop task lists and evaluation rubrics, incorporating process records, output quality, and reflective improvement into the "Extracurricular Activities Transcript," replacing fragmented events with sustained projects and enabling cumulative achievement over time.

5.2. Building a Collaborative Educational Community through Teacher Mediation

To address the issue of inadequate faculty support and collaborative mechanisms, the concept of teacher mediation provides a theoretical foundation. The framework explicitly identifies the "motivating-enabling-assessing" pedagogical stages, in which teachers are expected to exercise appropriate mediational functions. Extending this concept to collaborative education entails systematically embedding the participation of disciplinary faculty, ideological and political education instructors, student counselors,

and external mentors into each stage through the mediational role of the teacher-coordinator: In the motivating stage, teachers lead collaborative efforts to design authentic task scenarios grounded in topic, purpose, identity, and setting, identifying capability gaps through students' initial output to generate learning needs. In the enabling stage, teachers select instructional resources, decompose task complexities, and construct graduated scaffolds aligned with output objectives and student realities, while coordinating multiple stakeholders to provide support in linguistic knowledge, value orientation, and practical experience. In the assessment stage, teachers determine evaluation criteria, select representative samples, organize multi-stakeholder collaborative assessment, and guide students through revision, transforming evaluation into a sustained learning process. Additionally, institutions may enhance faculty motivation and sustainability through institutional arrangements such as specialized training, workload recognition, and promotion criteria.

5.3. Enhancing Student Participation through Task-Driven Design and Targeted Guidance

To address uneven student participation and resource distribution, authentic and communicative task scenarios should be designed in the motivating stage—such as English-language investigations and public deliberations on social issues—enabling students to recognize limitations in linguistic expression, cultural interpretation, and value judgment, thereby strengthening intrinsic motivation. The enabling stage emphasizes selective learning aligned with output requirements; thus, teachers need not design comprehensive second-classroom curricula but may deliver concise, targeted support addressing challenges identified during task execution. For example, when students produce cultural explanatory videos containing inaccuracies, guidance on source verification and culturally appropriate content can be provided. This strategy reduces teaching burden while enhancing instructional relevance. Institutions or schools should integrate second-classroom project guidance into faculty workload calculations, recognizing contributions through indicators including number of guidance sessions, project duration, cohort size, and output quality, and should acknowledge such efforts in annual performance evaluations, teaching team development initiatives, and curriculum-related project applications—thereby minimizing dependence on unpaid individual teacher effort.

5.4. Implementing Teacher-Student Collaborative Assessment

To address the problem of evaluation over-reliance on quantitative metrics and insufficient evidence of educational outcomes, Teacher-Student Collaborative Assessment (TSCA) can be introduced, forming a closed loop of "standard-setting-collaborative evaluation-revision-evidence archiving." This approach integrates teacher assessment, student self-assessment, and peer evaluation, transforming assessment into a process that promotes learning and improves output. Evaluation criteria should be developed based on anticipated second-classroom outputs. Beyond activity frequency, participation duration, and award levels, attention should also be directed toward language use, cultural understanding, intercultural judgment, sense of responsibility, and reflective capacity. Ideological and political education evaluation should integrate quantitative and qualitative approaches as well as formative and summative assessment. Teachers may select representative interim outputs, organizing students to conduct self-assessment, peer evaluation, and collaborative teacher-student assessment against established criteria, with particular attention to the accuracy of cultural information, appropriateness of language expression, and whether value judgments are substantiated by facts and logic. Concurrently, second-classroom output portfolios should be established, preserving initial drafts, evaluation records, revised versions, reflective journals, and practice-site feedback [5]. Activity frequency and award outcomes may serve to document participation levels but should not be equated directly with educational outcomes. Comparing students' pre- and post-revision work and reflective materials can provide relatively comprehensive evidence of their intellectual, competence, and value development.

6. Conclusion

This paper, grounded in the theoretical framework of the Production-oriented Approach, addresses the issues of fragmented objectives, insufficient collaborative agency, uneven student participation, and evaluation over-reliance on quantitative metrics in ideological-political education within English major extracurricular activities. It proposes integrating the activity system through output objectives, connecting educational stakeholders via teacher mediation, enhancing student engagement through authentic tasks and targeted enabling, and improving educational evidence chains through teacher-student collaborative assessment. The proposed pathways instantiate the "motivating-enabling-assessing" cycle throughout the second-classroom process, facilitating the intrinsic integration of linguistic competence, cultural interpretive ability, and value shaping beyond mere external superposition. Theoretically, this extends the approach's applicability to extracurricular practical education and enriches research on ideological-political education for English majors. Practically, it provides an operational framework for project-based, curricularized, and institutionalized development of the second classroom. Leveraging the Extracurricular Activities Transcript system, faculty teams, university-community collaboration platforms, and digital portfolios, this model has a viable foundation for implementation. Subsequent research should employ action research and longitudinal tracking to examine educational outcomes and continuously refine evaluation indicators.

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