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An Innovation of AI-Aided Ideological and Political Education for College English Course

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Abstract: As an important part of higher education, the ideological and political education within the College English course has a far-reaching impact on cultivating students' comprehensive qualities, enhancing cultural confidence, and promoting their overall development. The innovation of AI-aided ideological and political education follows the principles of value shaping, content integration, and innovation orientation, proposing reforms in learning objectives, learning content, learning methods, and learning evaluations. Integrating AI technology into the ideological and political education of College English course helps students obtain good learning experiences, improve learning effectiveness, and simultaneously enhances the efficacy of ideological and political education.

Keywords: AI; College English; ideological and political education; teaching innovation

1. Introduction

At the National Conference on Ideological and Political Work in Colleges and Universities, General Secretary Xi Jinping proposed that we should adhere to moral education as the central link and carry out ideological and political education through the entire process of teaching. Since then, the term "ideological and political education" has gradually expanded from the field of ideological and political work to become a widely recognized educational concept and practical model. At the National Education Conference, General Secretary Xi further stated that moral education should be integrated into all areas of elementary education, vocational education, and higher education, and required that disciplines, teaching, textbooks, and administrative systems should all be constructed with this as the core. Teachers should teach with this goal in mind, and students should also learn with this as their objective. The report of the 20th National Congress of the Communist Party of China reiterated that the fundamental goal of education is to cultivate morality. As a compulsory public basic course for university students, the ideological and political education of College English course is required not only to fulfill the concept of "holistic education" and accomplish the fundamental task of "cultivating people by virtue," but also to closely align with the goals of university talent training, highlight the characteristics of university education, and ensure that College English course and ideological and political values move forward together, creating a synergistic effect. With the continuous development and widespread application of artificial intelligence (AI) in the higher education system, ideological and political education integrated into teaching has ushered in a new ecology. Relying on the rapid development of artificial intelligence, we should make full use of its auxiliary functions to scientifically set learning objectives for the ideological and political education of College English course, carefully design learning content, innovate learning methods, reform learning evaluation, and thereby achieve a deep integration of College English teaching and ideological and political education, promoting a comprehensive improvement in teaching quality.

Published: 12 February 2025



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2. Characteristics of the Innovation of Ideological and Political Education for College English Course

Ideological and political education for College English course faces challenges such as a disconnection between teaching content and ideological and political education, difficulties in integration of moral education, and a lack of distinctive features. To address these issues, it is necessary to trace the essential attributes of ideological and political education for College English course. The innovation in ideological and political education for College English course proposed in this study is not an isolated ideological and political education system or English teaching mode but rather a complete, feasible, and transferable teaching innovation path constructed through the deep integration of ideological and political education elements with College English teaching. This path possesses three major characteristics: value shaping, content integration, and innovation orientation.

2.1. Value Shaping

Ideological and political education for College English course must first consider value guidance, which is its theoretical foundation and core. However, while existing ideological and political education focuses on high-quality talents with a sense of national pride and international horizons, it lacks in-depth research and systematic planning in the implementation of ideological and political education. Both the selection of content and the methods of integration are fragmented, which not only hinders the cultivation of the students' cognition and behavioral habits, but also weakens the theoretical basis and value orientation function of ideological and political education, making it difficult to establish an effective value guidance system [1]. By focusing on core value elements and considering students' psychological traits, growth patterns, and closely aligning them with students' learning needs and personal value orientations, we can enable the students to resonate in terms of knowledge understanding, emotional experience, and value identification [2].

2.2. Content Integration

The content integration of the innovation in ideological and political education for College English course is mainly reflected in the integration of three modules: discipline, ideology and politics, and specialization. The discipline module emphasizes the imparting of English language knowledge and the cultivation of abilities. The ideology and politics module focuses on the educational function. The specialization module pays attention to the acquisition and application of professional knowledge and skills, truly achieving a "genetic" embedding of the three modules and constructing a comprehensive teaching system that integrates language content, ideological and political education, and professional knowledge [3]. Within this system, English learning aims to support students' professional learning while injecting new momentum for value shaping in an implicit manner. Only by rooting language and professional knowledge and skills in philosophical thinking and guiding the application of knowledge and skills with philosophical principles, can we elicit a profound resonance in students' hearts and effectively guide them to establish correct worldviews, outlooks on life, and values.

2.3. Innovation Orientation

The College English Teaching Guide points out that College English course possesses both instrumental and humanistic attributes, with the goal of cultivating high-quality international talents to provide sufficient high-quality talent support for promoting national reform and opening up, social development, improving the country's ability to fulfill international obligations and participate in global governance, and building a community with a shared future for mankind. High-quality talent mainly refers to "international composite talents" and "international innovative top talents," and the cultivation of these in-

ternational talents cannot be separated from the cultivation of innovative abilities. Therefore, when reconstructing College English course, it is necessary to fully consider the cultivation of students' innovative abilities.

3. The Innovation Path of Ideological and Political Education for College English Course Aided by AI

Constructing the innovation path of ideological and political education for College English course aided by AI should correspond to four curriculum elements: learning objectives, learning content, learning methods, and learning evaluation [4]. Ideological and political education for College English course aided by AI can achieve precise setting of learning objectives, provide customized learning content, innovative learning methods, and intelligent learning evaluation.

3.1. Precise Setting of Learning Objectives Aided by AI

Learning objectives are the first and most critical step in instructional design. The reasonable setting of learning objectives serves as the benchmark and orientation for all subsequent teaching activities, ensuring that teaching activities are targeted. Teachers can give instructions to AI tools such as DeepSeek, ERNIE Bot, Doubao, and KIMI to generate learning objectives for each unit. The instructions can refer to the strategy of "background knowledge" + "step-by-step implementation" [5]. For example:

- 1) This course is College English, and the target students are first-year students majoring in Digital Economy. The overall course objectives are as follows:
- 2) Value Objectives: Enhance autonomous learning abilities and improve overall cultural literacy to adapt to the needs of China's economic development and international exchanges. Cultivate correct attitudes towards English learning, establish correct concepts about college life, and demonstrate responsibility and perseverance in learning and work.
- 3) Knowledge Objectives: Consolidate and deepen basic grammar knowledge, improve the ability to apply grammar knowledge at the discourse level. Master a certain amount of English words and phrases, and possess the ability to identify new words according to basic word formation rules. Grasp the basic sentence patterns and structures of English, laying the foundation for reading and writing.
- 4) Ability Objectives: Be able to understand long dialogues, essays, etc. Be able to engage in relatively fluent and accurate conversations or discussions on general or specialized topics. Be able to read articles with a certain degree of difficulty and understand their meaning. Be able to express personal opinions on general topics with ease. Be able to translate English and American newspaper articles on science, culture, commentary, etc., as well as articles introducing China's national conditions or culture, with the help of a dictionary.
- 5) Quality Objectives: Understand the outstanding cultural achievements of different countries, compare the similarities and differences between Chinese and foreign cultures, and form healthy and upward aesthetic tastes and correct values. Develop thinking through language learning, initially observing and understanding the world and viewing things from multiple angles. Learn to independently explore, cooperate and help each other, reflect on and evaluate learning progress, adjust learning methods, and improve learning efficiency.
- 6) Please write the learning objectives for Unit 1 Stories of China in New Horizon College English 1 (Fourth Edition) from the aspects of value objectives, knowledge objectives, ability objectives, and quality objectives.

The outcomes generated by AI often reflect the learning objectives with reasonable accuracy, but teachers need to further adjust them based on actual situation, highlighting the value-guiding nature of the learning objectives. Attention should be paid to whether

they integrate ideological and political education, English, and professional knowledge, whether they embody innovative direction, and whether there is coherence and progression among the various learning objectives. It is worth noting that large language models have a wide range of coverage but have limited understanding of keywords such as College English and ideological and political education in courses. Users need to first guide them to study relevant literature and, based on their working characteristics, break down the entire task into different sub-tasks to generate accurate and applicable learning objectives.

3.2. Innovative Integration of Learning Content Aided by AI

In the innovation of ideological and political education for College English course, teaching content such as humanities, geography, business, and life is integrated, aiming to impart English language knowledge to students, cultivate their language application abilities, guide them to efficiently and appropriately use AI technology for practical exploration, and highlight the value orientation of the learning content. Taking the theme of “Business Start-up” as an example, the teacher assigns a task before class: students need to write an English business plan. Subsequently, students are required to use AI to generate another business plan. Students are required to compare and analyze the two plans and integrate their advantages to form a final draft. During this process, students seek help from the teacher on any problems they encounter, and the teacher will adjust teaching strategies based on actual situation to provide necessary assistance to students. In class, the teacher will showcase a reference business plan and point out the deficiencies in the tasks submitted by students. After class, students need to further discuss, reflect on, and polish their business plans until a final version is produced. Through this learning process, students not only successfully integrate language knowledge with professional knowledge but also enhance their cross-cultural communication awareness. At the same time, they deeply appreciate the immense assistance of AI technology in the learning process, thereby cherishing and becoming adept at utilizing this modern technological means to improve their learning efficiency and quality.

3.3. Intelligent Learning Methods Aided by AI

AI can play a significant role in learning methods. With the support of AI, students can analyze their learning situation, adjust their learning engagement, reflect on their learning process, and formulate the next learning plan. For example, when teaching Unit 1 Stories of China, to encourage students to tell China’s stories well, students are required to complete an English essay introducing the beautiful landscapes of China. During the writing process, students can first create a draft, and then, to obtain timely feedback and diagnosis, they can give the following instructions to AI:

This is an English essay introducing the Changbai Mountain. Please provide feedback on its grammar, vocabulary, coherence, and structure. Identify the strengths and areas for improvement in the essay and set specific goals to enhance this writing based on the feedback.

After revising the initial draft based on AI feedback, students can upload both the initial and revised drafts to AI again and give the following instructions:

Evaluate my second draft of the writing and compare it to the initial draft. Provide feedback on my progress in grammar, vocabulary, and coherence, and generate a visual report. Additionally, summarize the recurring issues in my two versions of the essay, such as common errors or overused vocabulary.

Based on the AI’s feedback, students further revise the second draft to form a final version. Meanwhile, considering the dynamic nature of this writing task, students can also give instructions to AI to formulate the next learning plan or approach. For example, “Based on my progress, propose learning objectives and suggestions that align with my

current writing level, and recommend some learning strategies or resources to help me overcome issues that arise in my writing.

During the sharing session, the teacher will further guide students to understand that telling China stories well is not only about being able to introduce various aspects of China in English but more importantly, witnessing the long history and splendid culture of the Chinese nation. In this process, students not only master methods for describing scenery but also deepen their understanding and love for China.

3.4. Data-Oriented Learning Evaluation Aided by AI

The traditional teaching evaluation system is mainly based on teachers' personal experience and their classroom observations, with most of the assessment data relying on exam and quiz scores. However, this model has significant shortcomings, such as the limitation of data sources, the lack of process evaluation data, and the untimely feedback mechanism, which can lead to a disconnect between learning evaluation and teaching practice, and the teaching evaluation may not accurately reflect the actual teaching effectiveness of teachers [6]. College English teaching evaluation should gradually move away from the old model of over-reliance on subjective experience and exam scores and shift to a new model that places greater emphasis on objective data support. At the same time, evaluation criteria should expand into a multi-faceted evaluation system encompassing moral character, cultural literacy, and comprehensive abilities.

Innovation in ideological and political education for College English course first utilize intelligent learning platforms such as Chaoxing Learning and Lanmo Cloud Class to establish learning behavior files for each student. Subsequently, advanced AI technology is used to conduct in-depth analysis of learning data to reveal the underlying patterns and trends [7]. In this process, teachers not only play a crucial role as assessors and supervisors but also conduct further qualitative assessment and analysis of students' competencies and learning effectiveness based on feedback provided by AI. Based on these diagnostic results, teachers can make scientific teaching decisions, adopt personalized teaching strategies, and quickly implement interventions and guidance to ensure the effectiveness and targeting of teaching.

In addition, evaluation methods based on big data and assisted by AI can not only present students' external learning performance but also reveal their internal knowledge systems and values [8], ultimately generating quantifiable and visual analysis reports. For students, this evaluation method facilitates self-discovery and reflection; for teachers, it promotes teaching reflection and timely adjustments. It fully leverages the diagnostic, guiding, regulating, and improving functions of evaluation, promoting the formation of a virtuous cycle of evaluation to enhance learning and optimize teaching.

4. Practice and Effectiveness of AI-Aided Innovation of Ideological and Political Education for College English Course

The subjects of this teaching practice are 30 first-year students majoring in Digital Economy enrolled in 2024. The teacher implemented a semester-long ideological and political education for College English course with AI assistance. Firstly, instructions were given to AI based on unit content to formulate unit learning objectives (including value objectives, knowledge objectives, ability objectives, and literacy objectives). This step requires attention to the design of prompt words, and the teacher should also make appropriate micro-adjustments. Secondly, human-machine collaborative teaching activities supported by AI were designed, such as project-based learning and comparative analysis learning. The design of teaching activities should focus on the integration of ideological and political elements. At the same time, the teacher should implement full-process, full-factor, and full-scene supervision and evaluation of learning effects with the assistance of AI based on students' learning data, making adjustments based on feedback as necessary.

To investigate the effectiveness of the AI-assisted ideological and political education education for College English, the teacher used AI to generate a draft of a survey questionnaire, which was finalized after manual modifications and distributed at the end of the semester. Besides basic information, the questionnaire contains 12 items across three dimensions: learning experience, learning effectiveness, and the efficacy of ideological and political education, scored using a Likert five-point scale (“5” representing “very much so,” and “1” representing “not at all”). A total of 30 questionnaires were distributed and collected, with a recovery rate of 100% and 30 valid questionnaires. The reliability of the questionnaire was tested using SPSS 26.0, resulting in an α coefficient of 0.83, indicating good reliability.

The survey results show that the average values for learning experience, learning effectiveness, and the effectiveness of ideological and political education are all above 4, indicating that this teaching practice has achieved good results. Specifically, the average value for learning experience is 4.1, with the vast majority of students believing that the use of AI assistance tools is good, and they have a correct understanding of AI’s role in learning, recognizing AI as an assistant and mentor, not just a provider of learning resources. They also acknowledge the practical help AI provides for learning, such as improving learning efficiency, recommending personalized learning paths, and enhancing learning interest. In terms of learning effectiveness, the average value of the questionnaire is 4.0. Most students believe that their English language skills have improved, they can appropriately use AI to assist in language learning, realizing a “language + major” learning mode, and their problem-solving abilities and critical thinking have also been enhanced. The average value for the efficacy of ideological and political education is 4.4. Specifically, students have a high level of interest in the ideological and political content of the course, believing that the content is naturally integrated and easy to understand and accept. In the process of using AI technology to complete teaching activities, students’ ideological and political literacy has been improved.

The practice of ideological and political education integrated into College English course with AI assistance has achieved promising results; however, it has also revealed several challenges. Firstly, some students believe that despite multiple rounds of interaction and negotiation with AI, the content produced still falls short of expectations, often appearing overly formulaic and lacking innovation and personalization. Secondly, there have been instances where students directly copy AI-generated texts. To address these issues, teachers should proactively guide students to establish a correct understanding of the role of AI and timely adjust their own roles, becoming defenders who reasonably define the boundaries of AI use [8,9]. The teacher’s responsibility lies in assisting students in discerning the validity and appropriateness of AI output results, while preserving their enthusiasm and motivation to explore the unknown.

5. Conclusion

AI empowers the entire process of ideological and political education in College English course by assisting in setting learning goals, selecting learning content, innovating learning methods, and implementing learning evaluation. It helps teachers improve work efficiency and enhance teaching effectiveness. Meanwhile, teachers also need to face challenges from various aspects. Firstly, as designers of teaching activities, teachers should adjust their knowledge structure. In addition to English language and cultural knowledge, they need to integrate professional knowledge and ideological and political elements into the curriculum, precisely designing and delivering each lesson to enable students to gain identification, insights, and self-improvement through learning. Secondly, teachers should become evaluators and selectors of AI-aided teaching. Based on their teaching experience, understanding of teaching objectives, and knowledge of students’ zone of proximal development, teachers should reasonably evaluate and select AI-generated materials,

ensuring a balance between material and student proficiency while avoiding false or biased content. Thirdly, as constructors and maintainers of social relationships in the classroom, facing the openness and sharing of information brought about by generative classrooms, teachers should negotiate with students to agree on the scope of sharing, ensuring that shared information is advanced, innovative, challenging, interesting, and forward-looking.

Funding: 2024 Jilin Province Higher Education Research Project "Research on Innovative Approaches to Ideological and Political Education of Foreign Language Majors through Project-Based Learning" (Project Number: JGJX24C130).

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