US-China Education Review A, October 2025, Vol. 15, No. 10, 722-727
doi: 10.17265/2161-623X/2025.10.006

A Study on the Innovative Model of AI-Empowered Ideological and Political Education in College English Teaching

LIU Tianwei, CUI Jie
Inner Mongolia University of Technology, Hohhot, China

This paper proposes and trials an artificial intelligence (AI)-empowered innovation model that systematically embeds ideological-political education into college English teaching. Taking the compulsory course "General English II" and the nationwide textbook *New Standard College English* (3rd ed.) as its corpus, the study adopts a qualitative-descriptive method to design a full-chain smart pedagogical workflow: pre-class, in-class, and post-class stages. The study concludes that AI can convert foreign-language classrooms into "human-machine-environment" triadic systems, enhancing both linguistic proficiency and ideological literacy, and offers a replicable paradigm for cultivating globally-minded talents with rooted national commitment under China's digital education strategy.

Keywords: AI, college English, curriculum-based ideological education, smart pedagogy, human-machine synergy

Introduction

Artificial intelligence (AI) is developing rapidly worldwide. Globally, various economies have proposed their own Industrial AI architecture such as Germany's RAMI 4.0 for "Industry 4.0", the US's IIRA for the "Industrial Internet", and IMSA for "Made in China 2025" (Wang, Gong, Ji, & Yuan, 2025). Some countries like China, the United Arab Emirates, and Saudi Arabia contribute notably to the field, with varied average citation impacts (Shahzad, Xu, An, & Asif, 2025). AI exhibits significant potential for optimizing pedagogical efficiency and enriching learning experiences. AI in education refers to the integration of AI into the educational practices to ensure that the entire learning process is effectively supported (Sharadgah & Sa'di, 2022). In the context of instructional designs, AI is viewed as harnessing advanced technologies to assist and augment the learning and teaching process (Moore, 2025). In China, The Outline for the Construction of a Strong Education Nation (2024-2035) proposes building a learning society and leveraging educational digitalization to open new development tracks and shape new development advantages. With the rise of AI use in education, it is important for educators to understand how AI can be used to support the teaching and learning of English to those whose first language is not English (Choudhury, Hossain, Mohamed, & Talukdar, 2024).

Under the framework of building a strong education nation, the priorities for educational digitalization are threefold: highlighting political attributes, emphasizing strategic importance, and foregrounding people-centered qualities. Against this backdrop, how to effectively leverage artificial intelligence for ideological and political education represents a critical area requiring in-depth exploration. This ensures ideological elements play a more

Acknowledgment: This paper was supported by Research on an Innovative Model of AI-Enhanced Ideological and Political Education in College English Teaching—"AI+" Teaching Application Case of Inner Mongolia University of Technology, 2025.
LIU Tianwei, Master, College of Foreign Languages, Inner Mongolia University of Technology, Hohhot, China.
CUI Jie, Master, College of Foreign Languages, Inner Mongolia University of Technology, Hohhot, China.

prominent role in college English instruction, optimizing moral education outcomes. AI-empowered ideological and political education represents a new curriculum development philosophy that deeply integrates intelligent technologies with ideological work. This study adopts a qualitative descriptive and document-based approach to explore how to harness artificial intelligence so that ideological and political elements are woven organically into every phase of college English instruction. Accordingly, this study addresses the following research questions:

1. How can AI empower lesson preparation by providing students with teaching resources rich in ideological and political elements, and by using AI tools to analyze the text, extract ideological components, and design questions relevant to the text?

2. How can AI enhance the classroom-teaching phase by leveraging intelligent platforms to motivate students to take an active part in class activities, give them instant feedback, address the questions that were designed during lesson preparation, strengthen teacher–student interaction, and allow instructors to obtain real-time information about students' problems and learning experiences?

3. How can AI empower the teaching-assessment phase and provide real-time feedback through intelligent platforms?

Literature Review

AI is among the emerging technologies that provide a valuable opportunity to enhance English language skills (Crompton, Edmett, Ichaporia, & Burke, 2024). AI not only changes the way of students' language input and output, which enables students' language learning to penetrate into their daily life, but also plays a significant role in promoting the innovation and reform of English teaching mode (Yang, 2020). English as a world language, learning English well is a crucial course no matter in which country's education field, combining AI with English curriculum teaching, has received great attention from scholars in recent years, and continues to grow (Liu, Li, & Lu, 2024). AI's ability to adapt to individual learners' needs and provide instant feedback makes it an invaluable tool in English language education (Nguyen, 2024).

In exploring how to utilize contemporary artificial intelligence to enhance college English teaching, Chinese scholars have conducted extensive research. These researches have focused on both the technological advantages brought by AI tools—such as improved teaching efficiency and personalized learning—and the potential risks, including information accuracy and student dependency issues. Foreign language teaching needs to assess which aspects may be replaced by AI, and adjust teaching content and methods accordingly (Kong, 2024). Against the backdrop of generative AI's rapid evolution, the foreign-language community must actively promote a "human-AI synergistic paradigm" in teaching and research, monitor how AI progress reshapes the goals of language instruction, and chart viable pathways for symbiotic development with it (Xu & Zhao, 2024). In higher-education classrooms, instructors can orchestrate a mix of generative-AI tools—leveraging their respective strengths in content creation, media editing, format conversion, and final presentation—to develop teaching resources and materials tailored to the demands of pedagogical innovation (Wang, 2024).

The aforementioned research on AI-based English language teaching primarily focuses on the reform of teaching technologies and the application of instructional tools, paying less attention to the outcomes of ideological and political education. Conversely, studies on ideological and political education in English courses tend to emphasize its underlying concepts and elements, often overlooking the methods and effectiveness of their implementation. How to effectively integrate AI teaching technologies into ideological and political education within college English courses remains an area yet to be thoroughly explored in the field of education.

In response to the growing emphasis on "smart education" and "ideological and political education in curricula", this research conducts a study on an innovative model for integrating ideological and political education into college English courses through AI technology. It explores how to effectively combine "smart education" with "ideological and political education in curricula", thereby promoting teaching reforms in college English that are supported by artificial intelligence. The aim is to enhance the contemporary relevance, practical effectiveness, and ideological depth of college English teaching, while also advancing its development toward greater intelligence, precision, and personalization.

Methodology

This study adopts a qualitative-descriptive approach integrated with literature analysis to investigate an AI-enhanced innovation model for ideological-political education in college English. It explores how "intelligent education" and "curriculum-based ideological education" can be effectively merged and operationalized in the compulsory course "General English II". The analytical lens is trained on the most widely used instructional artefacts—syllabi, textbooks, and teachers' reflective journals—with the core text being *New Standard College English* (Real Communication: An Integrated Course) (3rd edition), edited by Wen Qiufang (2023), a textbook currently adopted by the majority of non-English-major undergraduate programmes in China. The selection criterion was twofold: (1) the book's nationwide diffusion among non-English majors and (2) its high congruence with the stated learning outcomes of the course. Grounded in the same corpus, the study designs and trials an AI-empowered innovation model that embeds intelligent tools into every segment of college English-plus-ideology instruction: learning objectives, content, resources, as well as pre-, while-, and post-class diagnostics and assessment. By threading AI affordances through the entire pedagogical chain, the project seeks to heighten the timeliness, effectiveness, and ideological richness of college English, while pushing the discipline toward smarter, more precise and more personalized teaching and learning.

To evaluate the materials, each unit of the textbook was audited along two dimensions:

1. The degree to which "intelligent education" and "curriculum-based ideological education" are interwoven;
2. The depth and appropriateness of ideological and value-laden content integration.

The coding scheme draws on established research on curriculum-based ideological education and on general principles for AI-supported language instruction, ensuring that ideological aims are served without compromising the pedagogical efficiency of AI tools. This non-empirical, literature-driven methodology aligns with the study's goal: to synthesise existing insights, generate a reflexive instructional design, and propose practical strategies for embedding ideology into the foreign-language classroom through AI-empowered curricular innovation.

Results

Embedding AI tools into ideological and political teaching in college English covers teaching objectives, content, resources, pre-class, in-class, and post-class assessments, as well as teaching evaluation. In pre-class period, teachers utilize AI tools to extract ideological and political elements from the textbook and generate teaching objectives, mind maps of the texts, and relevant questions. Based on this, teachers assign learning tasks online, students prepare group presentations, and engage in self-directed learning to raise questions. In class, teachers and students first review the pre-class assignments, then the teacher explains the text, focusing on its ideological and political elements, and guides students in discussions related to the ideological content. In post-class period, teachers use AI tools to generate test questions based on the reading content and key vocabulary of

the text, provide answers on the platform, and guide students in knowledge expansion. Finally, evaluation is conducted through questionnaires and interviews.

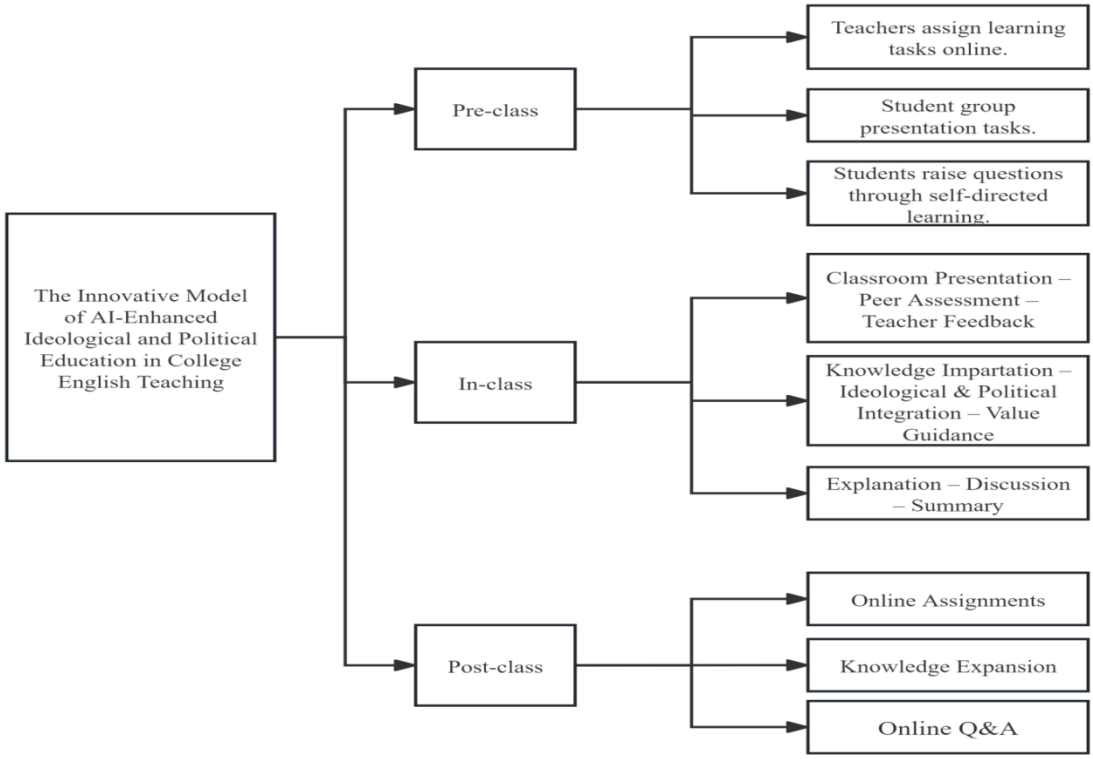

Figure 1. The innovation model of AI-enhanced ideological and political education in college English teaching.

1. Online assignment (pre-class):

The teacher logs into KIMI, uploads the text of the corresponding unit from *New Standard College English 2* with one click, and the AI instantly delivers three outputs:

Value objectives: Key ideological-political keywords such as “a community with a shared future for mankind” and “ecological civilization”.

A mind map: A three-layer diagram of “theme-language points-value thread”.

Student group presentation task:

Students preview the text on the UAI platform, summarize difficult questions, and submit them; the teacher collects these questions from the UAI back-end. In addition, in five-person groups, students use the AI “conversational search” plug-in to locate English-language reports on related China stories, and then employ DeepSeek to auto-generate bilingual captions and PPTs for in-class presentation.

2. Lead-in: Value orientation (in-class):

The teacher begins by addressing the questions students submitted on the UAI platform before the lesson.

Text exploration: Critical inquiry:

The AI generates ideological-political discussion prompts, reading tasks, and vocabulary exercises tied to the text; these are embedded in the teacher’s explanation. Students answer on the UAI platform in real time, allowing the teacher to instantly view the accuracy statistics.

3. Online homework + knowledge extension (post-class):

A. Adaptive reading on platform—AI selects leveled “China Solutions” articles from foreign media based on in-class test scores.

B. Voice check-in on platform—Students record a one-minute English story titled “China Around Me”; the Xingaigai AI engine provides automatic pronunciation scoring and scans for ideological-political keywords, delivering personalized “value-narrative” training.

C. Platform Q&A—AI provides round-the-clock clarification of language points; value-laden questions are automatically routed to the instructor for closed-loop improvement.

Conclusion

The emergence of AI tools presents positive impacts on college English ideological education. AI saves teachers’ time, allowing them to focus on more creative ideological teaching activities. For assigned learning tasks, AI tools and intelligent platforms can objectively evaluate student work and provide targeted feedback, helping teachers better understand students’ ideological learning progress. Through student data analysis, educators can develop more effective teaching plans and strategies.

Firstly, leverage artificial intelligence to integrate ideological and political education resources. Teachers can use AI systems to mine and organize teaching materials. For instance, by deploying text-mining techniques, they can sift through vast online repositories to identify high-quality articles, videos, and audio clips that align with the ideological objectives of the English curriculum. These curated resources enrich the content of English lessons, helping students better grasp the integration of language learning and ideological education.

Secondly, employ AI to strengthen emotionally immersive instruction. Through sentiment-analysis technology, instructors can monitor students’ emotional states in real time and adjust pedagogical strategies accordingly, ensuring that learning occurs within a positive and healthy affective climate. For example, an intelligent teaching platform can collect student feedback, detect emotional shifts during the learning process, and alert the teacher to emerging difficulties so they can be resolved promptly. Moreover, sentiment analytics can inform the design of affective activities—such as sharing emotionally resonant stories or role-playing morally charged scenarios—that cultivate moral literacy and heighten social responsibility through emotional identification.

Thirdly, adopt AI-driven precision teaching to optimize the university English-plus-ideology pathway. AI can automatically filter and recommend high-quality ideological resources, lightening this burden. Teachers may then match materials to each learner’s English proficiency and ideological needs, guaranteeing an appropriately challenging environment for every student. Simultaneously, the system can dynamically recalibrate learning trajectories in response to real-time progress data, offering personalized suggestions that help learners surmount bottlenecks and raise overall efficiency.

Fourthly, exploit AI to reinvent the teaching-evaluation system. Innovation here lies in diversified and individualized assessment modalities. AI enables seamless integration of self-assessment, peer-assessment, and teacher-assessment. Self-assessment fosters reflection on the learning process, revealing strengths and weaknesses; peer-assessment encourages collaborative learning and mutual support; teacher-assessment supplies expert guidance and targeted feedback. Together, these multiple measures provide a holistic picture of student attainment while promoting all-round development.

In sum, by elevating AI competency, consolidating teaching resources, optimizing pedagogical pathways,

and reimagining assessment frameworks, teachers can deliver personalized and diversified content that meets varied student needs. Marrying artificial intelligence with ideological-political education in college English not only enhances instructional effectiveness but also elevates students' ideological literacy, opening a new route toward cultivating high-caliber talents who possess both global vision and deep-rooted national commitment.

References

Choudhury, R. U., Hossain, M. M., Mohamed, M. E., & Talukdar, M. M. (2024). Artificial intelligence (AI): A review of its uses and impacts in English language teaching and learning. *International Journal of English Literature and Social Sciences, 9*(6), 1-8. doi:10.22161/ijels

Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology, 55*, 2503-2529. doi:10.1111/bjet.13460

Kong, L. (2024). Application of GAI in foreign language teaching: A case study. *Foreign Language Education in China, 7*(1), 11-18.

Liu, H., Li, Y., & Lu, W. (2024). Artificial intelligence in English language teaching—CiteSpace-based visualisation and analysis. In *Proceedings of the 3rd International Conference on Education, Language and Art (ICELA 2023)* (pp. 120-131). Dordrecht/Paris: Atlantis Press. Retrieved from https://doi.org/10.2991/978-2-38476-214-9_16

Moore, P. D. (2025). Smarter learning: Integrating AI into instructional design for 21st-century education. *Scientia Moralitas International Journal of Multidisciplinary Research, 10*(1), 86-108. doi:10.5281/zenodo.16335328

Nguyen, D. N. H. (2024). Harnessing artificial intelligence for English language learning: Benefits and challenges. In *Proceedings of the 7th Celt International Conference (CIC 2024), Advances in Social Science, Education and Humanities Research* (Volume 897, pp. 155-164). Dordrecht/Paris: Atlantis Press. Retrieved from https://doi.org/10.2991/978-2-38476-348-1_11

Shahzad, M. F., Xu, S., An, X., & Asif, M. (2025). Are Generative AI technologies transforming education for the 21st century? Research trends, challenges, and benefits. SAGE Open July-September. Retrieved from https://doi.org/10.1177/21582440251368594

Sharadgah, T. A., & Sa'di, R. A. (2022). A systematic review of research on the use of artificial intelligence in English language teaching and learning (2015-2021): What are the current effects? *Journal of Information Technology Education: Research, 21*, 337-377. Retrieved from https://doi.org/10.28945/4999

Wang, H. X. (2024). Applying generative artificial intelligence in college English teaching reform: A case study of the "English Writing for General Academic Purposes" course. *Foreign Language Education in China, 7*(4), 41-50.

Wang, Y. H., Gong, C., Ji, X. D., & Yuan, Q. (2025). Text classification for evaluating digital technology adoption maturity based on BERT: An evidence of Industrial AI from China. *Technological Forecasting and Social Change, 211*, 58-79. Retrieved from https://doi.org/10.1016/j.techfore.2024.123903

Wen, Q. F. (2023). *New standard college English (real communication an integrated course)* (revised 3rd.). Beijing: Foreign Language Teaching and Research Press.

Xu, J. J., & Zhao, C. (2024). The roles of large language models in English language teaching. *Foreign Language Education in China, 7*(1), 3-10.

Yang, G. L. (2020). The application of artificial intelligence in English teaching. *International Journal of Frontiers in Sociology, 2*(3), 76-81. doi:10.25236/IJFS.2020.020309