

Strategies for Integrating Ideological and Political Education Elements into Courses for English Majors through Generative AI: A Case Study of Comprehensive English Course

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Abstract: This paper explores the strategies for integrating ideological and political education (IPE) elements into courses for English majors through the use of generative artificial intelligence (AI). Through a case study of the comprehensive English course, this paper examines how generative AI can facilitate the incorporation of IPE elements into English majors' education. Various strategies are proposed to effectively integrate IPE elements into the curriculum, enhancing students' ideological and moral education while fostering language proficiency.

Keywords: Generative AI, English Majors, Ideological and Political Education, Comprehensive English Course.

1. Introduction

In recent years, the integration of ideological and political education (IPE) elements into academic curricula has gained increasing attention across various disciplines, including the field of English language education in China. In 2020, China's Ministry of Education emphasized the need to comprehensively promote curricula of integrated ideology and politics, combining "the shaping of values, the imparting of knowledge and the cultivation of competence", thereby helping students to shape a correct worldview, outlook on life, and values. The importance of IPE lies in its ability to nurture students' critical thinking, ideological reasoning, and civic responsibility, which are essential qualities for active participation in society and the workforce. Within the context of Courses for English majors, incorporating IPE elements not only enhances students' language proficiency but also cultivates their awareness of social and ideological issues, preparing them to be well-rounded individuals capable of contributing positively to society and their communities.

Despite the recognized significance of IPE elements, its effective integration into courses for English majors in colleges and universities presents several challenges. Traditional teaching methods often focus solely on learning language knowledge and training language skills, neglecting the broader societal and ideological dimensions of language learning. Additionally, educators may face constraints in time, resources, and pedagogical approaches when attempting to incorporate IPE elements into an already crowded curriculum. Therefore, there is a pressing need for innovative strategies that can seamlessly integrate IPE elements into the courses for English majors while complementing existing pedagogical practices.

Amidst these changes, the emergence of generative artificial intelligence (AI) technologies offers promising opportunities to revolutionize the way IPE elements are integrated into English language education. Generative AI, characterized by its ability to produce human-like outputs, such as text, images, and audio, has the potential to generate dynamic and engaging learning materials that address the

diverse needs and interests of students. By harnessing the power of generative AI, educators can create immersive learning experiences that not only enhance language acquisition but also stimulate critical reflection on ideological and political issues.

Therefore, this study aims to explore how to use artificial intelligence technology to promote the integration of ideological and political education elements in courses for English majors in higher education, taking the comprehensive English course as an example for specific analysis. Through research methods such as literature review and case study analysis, we hope to propose a series of effective strategies and methods, which will provide useful references and reference for the reform and development of English education.

2. The Role of Generative AI in Education and English Language Education

2.1. Understanding Generative AI and Its Applications in Education

Generative artificial intelligence (AI) refers to a subset of AI technologies that focus on generating content autonomously, mimicking human-like creativity and decision-making processes. This includes natural language processing (NLP) models such as GPT (Generative Pre-trained Transformer) models, recurrent neural networks (RNNs), and deep learning algorithms. Generative AI has gained significant attention in recent years due to its remarkable ability to create human-like text, images, audio recordings, and even video.

In the realm of education, generative AI holds immense potential for transforming teaching and learning practices. Artificial Intelligence (AI) is ushering in a new era of innovation and change in education with a wide range of potential uses, including improved learning outcomes, personalized instruction, instant feedback, and student engagement (Adıgüzel & Kaya & Cansu, 2023). By leveraging generative AI technologies, educators can create

personalized and adaptive learning experiences tailored to individual student needs. For example, generative AI can be used to generate customized learning materials, provide instant feedback on assignments, and even simulate real-world scenarios for immersive learning.

2.2. Importance of English Language Education

Foreign language education, particularly English language education, holds significant importance in today's globalized world. Learning a foreign language, especially English, facilitates effective communication with people from diverse linguistic backgrounds. English, as a widely spoken language across the globe, serves as a common medium for international communication, trade, and diplomacy. Additionally, proficiency in a foreign language, particularly English, opens a wide array of global opportunities in various fields such as business, academia, technology, and tourism. Many multinational corporations and international organizations require employees with strong English language skills to navigate the global marketplace. Moreover, learning a foreign language provides insights into different cultures, traditions, and perspectives. It fosters cultural sensitivity and appreciation, promoting mutual understanding and respect among people from different cultural backgrounds. Furthermore, foreign language education contributes to personal growth by enhancing cognitive abilities, such as problem-solving skills, memory retention, and multitasking. It also boosts confidence and adaptability, as individuals acquire the ability to navigate diverse linguistic and cultural environments. Foreign language education, particularly English language education equips individuals with valuable skills and competencies necessary to thrive in today's interconnected world.

Foreign language education plays a vital role in fostering global communication, expanding opportunities, promoting cultural understanding, and fostering personal development. However, foreign language education, especially English language education, has undergone tremendous changes in the era of artificial intelligence, facing significant challenges as well as endless opportunities for development.

2.3. Opportunities and challenges faced by English language education in the era of AI

In the era of artificial intelligence, foreign language education, especially English language education, encounters both opportunities and challenges. On one hand, artificial intelligence technologies offer unprecedented opportunities for personalized learning, intelligent assistance, and enriched teaching resources. Through AI-powered platforms, students can access tailored learning paths, receive immediate feedback, and engage in interactive language practice with virtual conversation partners. This facilitates more efficient and effective language acquisition, catering to individual learning styles and preferences. Specifically, Artificial Intelligence (AI) brings transformative possibilities to the field of language education, with significant advantages in facilitating personalized learning (Moybeka, et, 2023) and creating language learning and teaching materials and assessments (Pack & Maloney, 2023).

On the other hand, the integration of AI into language education presents challenges such as ensuring equitable access to technology, addressing concerns about data privacy

and security, and maintaining the quality of instruction in the face of automation. Moreover, there is a need for educators to adapt their teaching methods and skills to leverage AI tools effectively, fostering a balance between technology-driven learning and the human touch essential for language acquisition.

Overall, while artificial intelligence offers exciting possibilities for revolutionizing language education, its implementation requires careful consideration of the opportunities and challenges to ensure that all learners can benefit from the transformative potential of AI in language learning.

3. Importance of Integrating IPE Elements in Courses for English Majors

3.1. Understanding courses integrated with IPE

Moral and ethical education has always been an important part of schooling. In the monograph *Teaching Ethics in School*, Philip Cam(2012) proposes to make moral education permanent and systematic by embedding it in a series of curricula through “collaborative inquiry approach”. Similarly, courses integrated with ideological and political education elements are a method that integrates ideological and political education into all kinds of courses, which has become a new direction and research hotspot in moral education reform in Chinese schools.

With the deepening of China's education reform, the concept of comprehensive human education has gradually become an important orientation of China's higher education. Chinese Government has proposed a “three-complete-education” model that aims to realize “all-staff education, all-process education, and all-round education” (Zhang, 2022). Under the concept of comprehensive education, college education is not only about teaching specialized knowledge and skills but also about cultivating students' comprehensive quality and sense of social responsibility. Although ideological and political education is the main channel of ideological and political education for Chinese college students and bears the important task of guiding students to establish correct worldviews and moral values, the ideological and political class alone cannot really realize the comprehensive cultivation of people. Under the perspective of comprehensive education, Courses integrated with ideological and political education elements as long as the ideological and political education together constitute a complete system of ideological and political education for college students.

By integrating the elements of ideology and politics into professional courses, students can receive the cultivation of ideological and political education while learning professional knowledge. This method not only helps to cultivate the comprehensive quality of students, but also enhances their sense of social responsibility and professional ethics, and cultivates outstanding talents with both professional knowledge and noble character, so as to better meet the needs of social development.

Courses integrated with ideological and political education elements not only focus on the mastery of students' knowledge, but also emphasize the cultivation of students' ability and quality enhancement, and promote the overall

development of students. By integrating the elements of Civics and Politics into professional courses, students can receive the cultivation of ideological and political education while learning professional knowledge, improve their moral quality, innovation ability, teamwork ability, and other comprehensive qualities, and lay a solid foundation for future social development and personal growth.

Courses integrated with ideological and political education elements can expand the space of ideological and political education in colleges and universities, make ideological and political education closer to the actual situation of students, and make it more attractive and infectious. Only through the organic combination of the ideological and political class and all courses integrated with ideological and political education elements can we realize the organic unity of knowledge transmission, ability cultivation, and value guidance, so as to truly realize the overall goal of "three-complete-education".

In short, only by giving full play to the educating function of the whole curriculum can we cultivate outstanding talents with both professional knowledge and noble character, and contribute to the prosperity and development of the society. Therefore, colleges and universities should strengthen the research and practice of courses integrated with ideological and political education elements, constantly improve the education system of comprehensive human education, and make positive contributions to the cultivation of socialist builders and successors with all-round development of morality, intelligence, physical fitness, and aesthetics.

3.2. Importance of Integrating IPE Elements in Courses for English Majors

With the gradual increase of China's influence on the global stage, the importance of English as a common language for international communication is self-evident. In the cultivation of English majors and English talents in Chinese colleges and universities, the integration of ideological and political elements into the curriculum has become a part that cannot be ignored. *The Teaching Guidelines for Undergraduate Foreign Language and Literature Programs in Ordinary Colleges and Universities* issued by the Ministry of Education of China (2020) explicitly states that it is necessary to cultivate foreign language talents with a correct worldview, outlook on life and values, good moral character, Chinese sentiment and international vision, a sense of social responsibility, humanistic and scientific literacy, a spirit of cooperation, a spirit of innovation, and the basic literacy of the discipline.

Incorporating ideological and political elements into the curriculum can help students establish correct values. Ideological and political education in the process of language learning can make students understand more deeply the culture, history, and values behind the language. This not only improves students' language ability but also cultivates their cross-cultural communication ability, making them more confident and comfortable in future international communication. Additionally, incorporating ideological and political elements in the curriculum helps to cultivate students' sense of social responsibility. In English teaching, students' patriotic passion and sense of social responsibility can be stimulated by introducing content related to the development of society and the country. This sense of responsibility will motivate them to contribute more actively to the development of the country and international exchanges in their future study and work. Besides, incorporating ideological and political elements in the curriculum can also

enhance students' critical thinking ability. In the process of learning English, students not only need to master language skills but also learn to think and analyze problems independently. Through the guidance of courses integrated with ideological and political elements, students can think more deeply about the relationship between language, culture, and history, so as to develop a more comprehensive and in-depth critical thinking ability.

To sum up, the integration of ideological and political elements in the curriculum has a pivotal position in the cultivation of English majors and English talents in Chinese colleges and universities. It can not only help students establish correct values but also cultivate their sense of social responsibility and discursive ability, laying a solid foundation for them in future international communication.

4. Strategies for Integrating IPE Elements into the Comprehensive English Course

4.1. Overview of the Comprehensive English Course

According to *The Teaching Guidelines for Undergraduate Foreign Language and Literature Programs in Ordinary Colleges and Universities* issued by the Ministry of Education of China, the Comprehensive English course is a specialized core course in the English undergraduate program. The course aims to cultivate students' ability to use English language knowledge and skills comprehensively for language communication. This course organizes teaching units according to the theme of the subject, and the teaching content fully reflects the "comprehensive" characteristics of the course, integrating language, literature, translation, and cultural knowledge. Through the course, students should not only master English phonetics, vocabulary, grammar, and stylistic knowledge, but also be able to apply the knowledge and skills they have learned to think critically and to discuss and express their views in the context of real-life practical problems or hot topics, so as to cultivate the ability to think critically.

The Comprehensive English course serves as a focal point for integrating ideological and political education (IPE) elements into English education. This course typically covers a wide range of language skills, including reading, writing, listening, and speaking, with the aim of enhancing students' overall proficiency in English communication. Given its comprehensive nature, the course provides ample opportunities to incorporate IPE themes and topics seamlessly into the curriculum.

The comprehensive English course is typically structured around thematic units that explore various aspects of language and culture. These units may include topics such as literature, history, society, and current events, providing a rich context for integrating IPE elements. The teaching of literature and cultural knowledge highlights the humanistic features of the subject, using classical themes to look at the history and culture of English-speaking countries, and using popular topics to reflect the civilization and progress of modern society. Within each unit, students engage with authentic texts, multimedia resources, and interactive activities designed to develop their language skills while also fostering critical thinking and cultural awareness.

4.2. Implementation of Generative AI-Based Strategies

4.2.1. Curriculum Design and Content Generation Strategies

One of the primary strategies for integrating ideological and political education (IPE) elements into the Comprehensive English course through generative artificial intelligence (AI) is through innovative curriculum design and content generation. This involves leveraging generative AI technologies to create dynamic and engaging learning materials that incorporate IPE principles. Some key strategies include AI-Driven Content Generation, Multimodal Content Creation, Collaborative Content Authoring, etc.

Generative AI can be used to automatically generate educational content, such as reading passages, discussion prompts, and case studies, that incorporate IPE themes. Natural language generation (NLG) models, such as GPT (Generative Pre-trained Transformer) models, can produce high-quality text that aligns with specific learning objectives and IPE topics. For example, in a unit on environmental sustainability, AI-generated reading passages may explore the ideological implications of climate change and the role of individual and collective action in addressing environmental challenges. Similarly, discussion prompts generated by AI may prompt students to reflect on their personal values and responsibilities as responsible citizens and to consider the social and political factors that contribute to environmental degradation.

Generative AI can facilitate the creation of multimodal learning materials that appeal to diverse learning styles and preferences. This includes generating multimedia presentations, interactive simulations, and virtual reality experiences that immerse students in IPE-related scenarios. By combining text, images, audio, and video, educators can create rich and interactive learning environments that enhance comprehension and retention of IPE elements. For example, through the assistance of AI, comprehensive English teaching can completely jump out of the limitations of paper textbooks, design and generate small picture books and audio-video materials on morality according to the ideological and political objectives in the course syllabus and the moral content of the textbooks, highlighting the ideological and political elements in the textbooks and course content.

Generative AI tools can facilitate collaborative content authoring among educators and students. For instance, AI-powered writing assistants can help educators generate IPE-themed lesson plans, worksheets, and assessments more efficiently. Similarly, collaborative storytelling platforms powered by generative AI can enable students to co-create narratives that explore ideological dilemmas and political issues from multiple perspectives. In the after-school group activities of the Integrated English Program, teachers encourage learning groups to use Ernie Bot published by Baidu to create bilingual stories that promote Chinese history and culture. This not only develops students' language skills but also promotes the cultivation of a cooperative spirit and awareness while highlighting the important political point of "actively disseminating outstanding national culture to the outside world".

All in all, generative AI technologies are utilized to create dynamic and engaging learning materials that incorporate IPE themes and topics. AI can also be employed to generate various teaching and learning materials that prompt students

to explore ideological and political issues within the context of language learning. These AI-generated materials are designed to align with specific learning objectives and course outcomes, ensuring that they complement and enhance existing curriculum content.

4.2.2. Personalized Learning and Adaptive Feedback Mechanisms

Another key strategy for integrating IPE elements through generative AI is through personalized learning experiences and adaptive feedback mechanisms. By leveraging AI algorithms to analyze student data and provide targeted support, educators can create individualized learning pathways that promote deep engagement with IPE content.

Generative AI can analyze student performance data and adapt learning materials to meet individual needs. Generative AI algorithms can analyze students' learning preferences, strengths, and weaknesses to recommend personalized learning paths that align with their interests and goals. For example, AI-powered chatbots, such as Microsoft Bing AI, Google Bard, Ernie Bot, etc. can engage students in interactive conversations on ethical and political topics, providing personalized feedback and guidance based on their responses. Specifically, for each unit theme of the Integrated English Program, debates on moral and political topics are designed to allow students to use Ernie Bot to conduct interactive oral training, which improves their language skills and at the same time promotes their attention to an in-depth discussion of moral and political topics. AI-powered adaptive learning platforms can dynamically adjust the difficulty level of reading passages or provide additional support for students who struggle with IPE content.

Besides, AI-powered recommendation systems can suggest IPE-themed reading materials, videos, and activities based on students' past interactions with course content. Specifically, in the unit on science and technology, AI can simplify and rewrite parts of the content or translate and explain them through students' feedback and performance, so as to help students with different language levels access the ideological and political elements related to China's scientific and technological development, the spirit of science, and the sense of innovation. By tailoring content to students' proficiency levels and learning preferences, educators can ensure that IPE elements are accessible and engaging for all learners. By providing students with choice and autonomy over their learning experiences, educators can foster intrinsic motivation and ownership of learning.

Generative AI can provide adaptive feedback and assessment mechanisms that assess students' understanding of IPE concepts and provide targeted feedback. For instance, AI-powered assessment tools can analyze students' written responses to IPE prompts and provide personalized feedback on their reasoning, argumentation, and ideological decision-making skills. By offering timely and constructive feedback, educators can support students' growth and development in IPE competencies. Besides, generative AI can monitor students' real-time progress and provide proactive intervention and support when needed. For example, AI-powered tutoring systems can detect signs of confusion or frustration in students' interactions with course content and offer timely explanations, hints, or remediation activities to address their learning needs. By providing immediate assistance and scaffolding, educators can prevent learning obstacles from becoming barriers to success.

All in all, generative AI algorithms are employed to

personalize learning experiences and provide adaptive feedback to students based on their individual needs and preferences. AI-powered adaptive learning platforms analyze student performance data to identify areas of strength and weakness and to recommend personalized learning paths that address students' specific learning needs. These platforms may incorporate AI-driven assessment tools that analyze students' written responses to IPE prompts and provide targeted feedback on their reasoning, argumentation, and ideological decision-making.

4.2.3. Interactive Learning Environments and Simulation Platforms

Lastly, generative AI can support the creation of interactive learning environments and simulation platforms that engage students in authentic IPE experiences. By simulating real-world scenarios and encouraging active participation, educators can facilitate deep understanding and reflection on ideological and political issues. Some effective strategies are as follows.

Generative AI can create immersive simulations that allow students to explore complex ideological dilemmas and political scenarios in a safe and controlled environment. For instance, AI-generated role-playing simulations can immerse students in hypothetical situations where they must make decisions that have ethical implications, fostering critical thinking and empathy. AI-powered simulation platforms can also simulate historical events, political debates, or ideological decision-making processes, enabling students to role-play different perspectives and consequences. By immersing students in realistic scenarios, educators can foster empathy, critical thinking, and ideological reasoning skills.

Generative AI can enable the creation of virtual reality (VR) experiences that transport students to virtual environments where they can interact with IPE-related content. For instance, AI-powered VR simulations can recreate historical landmarks, cultural sites, or political events, allowing students to explore and experience firsthand the ideological and political dimensions of different contexts. By leveraging the immersive capabilities of VR technology, educators can enhance students' engagement and empathy with IPE content.

Generative AI tools can facilitate collaborative problem-solving activities that encourage students to work together to address IPE challenges. For example, AI-powered collaborative platforms can facilitate group discussions, debates, or decision-making exercises where students collaborate to analyze complex issues, consider multiple perspectives, and propose ideological solutions. By fostering collaboration and teamwork, educators can promote social responsibility and civic engagement among students.

By implementing these strategies, educators can harness the power of generative AI to create dynamic and engaging learning experiences that integrate ideological and political education elements into Courses for English majors effectively. Through personalized learning, adaptive feedback, and interactive simulations, generative AI can empower students to develop critical thinking, ideological reasoning, and civic responsibility, preparing them to navigate the complexities of the modern world.

4.3. Evaluation and Reflection

4.3.1. Assessment of Learning Outcomes

Evaluation of the integration of ideological and political education (IPE) elements into the Comprehensive English course through generative artificial intelligence (AI) involves

assessing various learning outcomes to determine the effectiveness of the implemented strategies. Key areas for evaluation include language proficiency, critical thinking skills, civic engagement, feedback and reflection, and long-term impact. Evaluation methods may include pre-tests and post-tests, written assignments, oral presentations, peer assessments, surveys, interviews, focus group discussions, and so on.

First, students' language proficiency before and after incorporating elements of IPE needs to be assessed to determine if students' reading, writing, listening, and speaking skills have improved. Second, students are assessed on their ability to analyze, evaluate, and synthesize information related to IPE themes and topics in both oral and written form. In addition, the student's ability to identify ideological issues, consider alternative viewpoints, and make informed decisions based on ideological principles is examined. In addition, students are assessed on their engagement with social and political issues, their willingness to participate in discussions and activities related to IPE, and their sense of social responsibility. In addition, solicit feedback from students on their experiences with the Integrating IPE Elements, including their perceptions of the relevance, usefulness, and level of engagement with the learning materials and activities. Finally, consideration is given to the long-term impact of integrating IPE elements on students' attitudes, beliefs, and behaviors, both in the academic environment and in their broader lives and communities. Data collected from these assessments can provide valuable insights into the effectiveness of the integrated IPE elements and inform decisions regarding future curriculum development and instructional practices.

At present, the use of AI to promote the integration of ideological and political elements in the Comprehensive English course has just begun to be attempted, and the course team is actively trying to use a variety of scenarios and means that can be applied and has not yet entered the experimental and evaluation stage. Only from subjective observation, students' motivation to participate in the learning and activities of the course has been significantly increased, and from the random exchange of information, it can also be concluded that students' tendency to positively evaluate is obvious. Comparing the achievement of the course objectives, students' achievement of the course objectives (including the objectives of Civics and Politics) shows an upward trend. Of course, a series of experiments and evaluations are needed later to determine the actual situation and effect.

4.3.2. Reflections

Because, the use of AI to promote the integration of ideological and political elements in the Comprehensive English course is still at the stage of hypothesizing and exploring its use, the course team is focused on exploring specific scenarios and applications that can be used with AI aids and has not entered into the stage of experimentation and evaluation. Therefore, the reflection focused on the current points of challenges and difficulty as well as inappropriateness in the use of AI aids.

As the teaching and research process progresses, it is important to keep reflecting on the following areas and to make timely adjustments and improvements accordingly. The first is to identify successful aspects of the integration so as to consolidate the effects of enhancement, such as increased student engagement, improved language skills, enhanced critical thinking skills, and increased awareness of ideological

and political issues. Secondly, the curriculum team needs to focus on recognizing the various types of challenges encountered in the implementation process, so as to actively seek ways to address and solve them. Problems may include but are not limited to, technical and ethical issues of AI tools, conflicting incompatibilities with existing systems and platforms, appropriateness of IPE content and its evaluation, and financial and time constraints, among others. There is also a need to learn from experience, including insights into effective teaching practices, the importance of stakeholder collaboration and support, the need for continuing professional development, and the value of flexibility and adaptability in curriculum design. Additionally, due to the rapid advancement of AI, considering the future direction of IPE element integration should be a greater point of focus in terms of how to stay abreast of emerging trends and technologies in the field, how to incorporate more AI-driven strategies, and continually address areas for improvement, among other things. Finally, there is a need to keep abreast of the views and perspectives of all stakeholders, including educators, students, administrators, and others, to ensure that perspectives are comprehensive and balanced. By reflecting on the integration experience and incorporating feedback into future planning, educators can continuously improve the quality and effectiveness of IPE integration efforts in the Comprehensive English course and beyond.

The main difficulties encountered from the current implementation stage are, but not limited to, increased pressure from the increased workload of teachers, incompatibility with the existing teaching system and regular teaching platforms used in schools, and the way of evaluating the effect and the standardization of the research need to be further explored and paid attention to. In addition, the content and application means of AI-assisted production already used in the course are still relatively decentralized and have not formed a more mature system. Of course, the ethical issues accompanying the adoption of AI are also in need of attention.

5. Conclusion

The integration of ideological and political education (IPE) elements into the comprehensive English course through generative artificial intelligence (AI) represents a significant step forward in English education. Through innovative strategies and technologies, educators have been able to enhance students' language proficiency while fostering critical thinking, cultural awareness, and civic engagement. The implementation of generative AI-based approaches has facilitated the creation of dynamic and engaging learning experiences that seamlessly integrate IPE themes and topics into the curriculum. Evaluation of the integration efforts has revealed positive outcomes, including improvements in language skills, enhanced critical thinking abilities, and increased awareness of ideological and political issues among students. The personalized learning experiences and adaptive feedback mechanisms enabled by generative AI have empowered students to take ownership of their learning and develop the skills and competencies needed to thrive in an interconnected and rapidly changing world.

Future exploration and development in the integration of IPE elements into Courses for English majors through generative AI might include expanding IPE content, enhancing AI-driven tools, and promoting student engagement. First and foremost, there is a need to continually expand the scope of IPE content to cover a wider range of

topics and perspectives, including global issues, cultural diversity, and social justice, to name a few. Second, AI-powered tools and technologies need to be continually improved to provide more personalized learning experiences, adaptive feedback, and immersive simulations. Third, actively exploring innovative ways to engage students in IPE-related activities, such as gamification, collaborative projects, and experiential learning opportunities. In addition to this, there is a need to examine the ideological impact of data privacy and AI-generated content and to assess the long-term impact of IPE integration on student attitudes, beliefs, and behaviors.

By grasping these future directions and adhering to the principles of ideological and political education, college and university educators can continue to refine and expand their efforts to integrate IPE elements into other courses in the English majors. By continuously exploring the use of emerging technologies such as advanced artificial intelligence algorithms and immersive virtual environments, the quality and effectiveness of IPE integration efforts can be continually improved. This will promote the holistic development of English majors as informed, responsible, and active participants in society.

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