Review Article

Empowering Ideological and Political Education in College English Writing Courses through Large Language Models

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Abstract

This study explores the application of large language models in ideological and political education within college English writing courses, aiming to establish a new teaching model for such courses. Taking Unit 3, "Crime and Justice," from the textbook *University Critical Thinking English Tutorial: Writing 3* as an example, the paper analyzes the implementation pathways of teaching processes facilitated by large language models, integrating ideological and political education elements across the three phases of "pre-class, in-class, and post-class." It is found that LLM-enabled ideological and political education in English writing courses can expand the scope of college foreign language teaching theory, help cultivate college students' English writing and critical thinking, and improve their humanistic literacy, sense of national identity, and international perspective.

Keywords: Large language models; English writing; ideological and political education; moral education.

0. RESEARCH BACKGROUND

In recent years, China has been committed to educational reform and innovation to improve educational quality and equity. Course-based ideological and political education, as an important component of educational reform, has been incorporated into national education policies and curriculum standards, becoming an important task and responsibility for schools. In 2020, the Ministry of Education issued the "Guidelines for the Construction of Course-based Ideological and Political Education in Higher Education Institutions," stating: "The comprehensive promotion of course-based ideological and political education aims to integrate value guidance into knowledge transmission and skill development, helping students form correct worldviews, life views, and values. This is an inherent requirement of talent cultivation and an essential component" (Ministry of Education, 2020). Ideological and political education in foreign language courses is a strategic deployment to fulfill the educational mission of cultivating virtue and fostering talent, endowing foreign language education with new missions and values.

Currently, research on ideological and political education in foreign language courses primarily focuses on the following three dimensions. First, it centers on the theoretical construction of ideological and political education in foreign language courses. From a theoretical perspective, it explores the connotations, top-level design, curriculum system construction, and implementation frameworks of ideological and political education in foreign language courses (He, L. 2022; Sun, Y. 2020; Wen, Q. 2021; Huang, G. & Xiao, Q. 2020; Zhang, J. & Wu, Y. 2024), laying the foundation for the practical implementation of ideological and political education in foreign language courses. This indicates that teaching practices under the ideological and political education perspective depend on how teachers identify ideological and political elements and subtly integrate them into the teaching process. Second, it examines the specific pathways of ideological and political education practices in foreign language courses. Discussions focus on how teachers design diverse teaching activities, adopt specific teaching methods and evaluation tools based on course design, guide students to grasp the correct stance, and achieve the guidance of mainstream ideological values (Yang, J. 2020; Zhang L. 2023; Hu, J. 2024). Such research expands the dimensions of study on ideological and political education teaching practices in foreign language courses, providing references for ideological and political education in foreign language courses. However, it pays less attention to the system and depth of ideological and political elements integrated into foreign language teaching. Third, it researches on foreign language teachers' capabilities in ideological and political education teaching practices. Based on

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classroom discourse analysis, this research explores teachers' discourse strategies for integrating ideological and political elements (Gao, Y. & Zhang Z. 2022; Wang, X. & Liu, X. 2023), as well as how teachers reconstruct discourse systems to achieve the transformation of ideological and political education from abstract to concrete (Liu, G. 2021; Duan, R. & Liang, T. 2022). However, there has been limited examination of teaching models that leverage large language models to enhance ideological and political education in college English writing courses.

Large language models offer new insights and tools for teaching methods and ideological and political education in college English writing courses, "promoting the deep integration of the traditional strengths of ideological and political work with information technology, turning the internet—the greatest variable—into the greatest driver of development" (Central Committee of the Communist Party of China and State Council, 2021). College English writing courses are an important channel for conducting ideological and political education and implementing the mission of cultivating virtue and fostering talent. Under the backdrop of large language models, this paper aims to construct a teaching model for ideological and political education in college English writing courses, promote the synergistic effects of "artificial intelligence" and "education," and integrate knowledge transmission, skill development, and value shaping into college English writing courses for the effective implementation of ideological and political education.

1. Teaching Objectives of Ideological and Political Elements in College English Writing Courses in the Context of Large Language Models

In college English writing courses, knowledge, skills, and values are the three core components. Based on large language models, this paper aims to cultivate college students' writing skills and critical thinking, stimulate their interest in writing, and shape their values through the "pre-class, in-class, post-class" teaching process, thereby achieving a new teaching model for ideological and political education in college English writing courses. This paper draws on *University Critical Thinking English Tutorial • Writing 3* (Sun, Y. 2021) to organically integrate ideological and political elements into college English writing courses. It carefully designs classroom activities to construct a teaching model for ideological and political education in college English writing courses, specifically encompassing: the "three-in-one" framework of teaching objectives, teaching contents, and classroom designs; the contents of ideological and political elements in college English writing courses empowered by large language models; and the implementation pathways for ideological and political education in college English writing courses empowered by large language models. Teachers design teaching activities based on teaching objectives and contents, fully leveraging their guiding role. Cheng Jiaolin (2020) noted that "teachers can use teaching designs to help students shape their values through analyzing and solving problems, and guide students to voluntarily practice correct values in new contexts through teaching activities." The "three-in-one" relationships between teaching objectives, teaching contents, and classroom designs in this paper is shown in Table 1.

The Relationships between Teaching Objectives, Teaching Contents, and Teaching Designs

Table 1
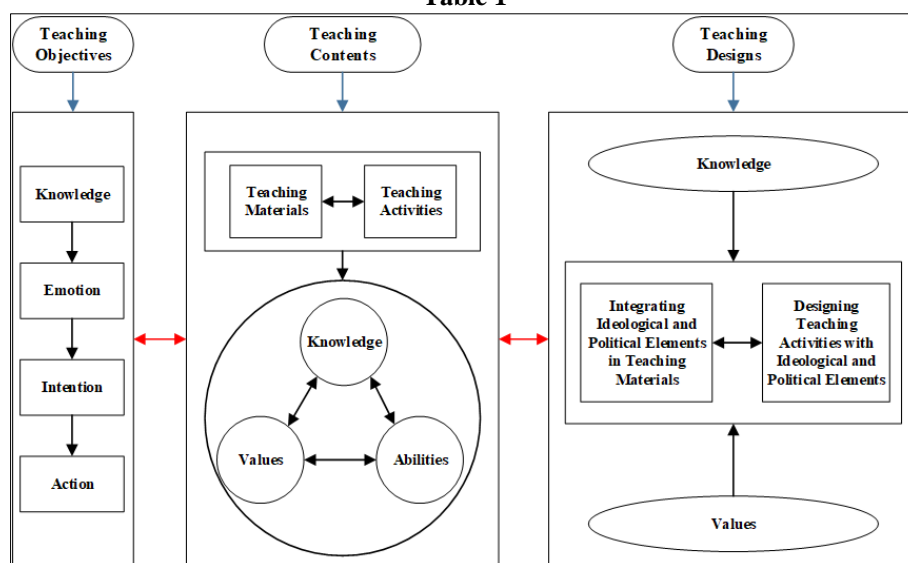
Within the "three-in-one" teaching philosophy, the educational objective of cultivating virtue and nurturing talent is realized. Based on large language models, teachers carefully design teaching activities to seamlessly integrate values into language input and output activities. This enables students to acquire writing knowledge and understand the essence and core principles of values through natural language learning and application, thereby achieving a transformation from internalizing to externalizing values. In the process of ideological exchange, college English writing courses aim to achieve the educational goal of cultivating virtue and fostering talent from the perspectives of knowledge, ability, and values. In terms of knowledge objectives, students should possess a basic understanding of vocabulary, sentence structure, paragraphs, and texts, as well as master basic rhetorical techniques, paragraph development, and compositional structure. In terms of ability objectives, based on large language models, teachers conduct writing skill trainings to enhance students' writing abilities, critical thinking skills, and international perspectives. In terms of value objectives, based on large language models, teachers actively establish a talent cultivation model focused on moral education, organically integrating ideological and political elements into college English writing courses. This helps students develop a correct worldview, outlook on life, and values through knowledge, emotions, intentions, and actions, while expanding their international perspective and enhancing their ability to communicate Chinese culture in English. In summary, in the "three-in-one" teaching approach, students can improve their logical critical thinking abilities, cultivate humanistic literacy, a sense of national pride, and an international perspective based on mastering writing techniques and methods through large language models.

2. Exploring Ideological and Political Elements in College English Writing Courses in the Context of Large Language Models

Based on large language models, teachers will deeply explore textbooks and select key points for integrating ideological and political elements into the curriculum. In the pre-class stage, teachers are the designers of classroom teaching activities and the sources of the target language and target language culture. These two roles can also be partially assisted by large language models after they are integrated into English writing activities. Teachers can obtain swift and efficient responses from large language models through prompts, including diverse perspectives on the topic, writing ideas, and authentic English expressions. Large language models can search for and integrate knowledge in one step based on prompts (Wang, J. & Cao, H. 2023), enabling teachers to access a large amount of authentic and natural English texts more conveniently, providing background knowledge and model essays of various genres for English writing activities. Based on the three levels of contents—national, societal, and individual—

of the core socialist values, teachers can utilize large language models to explore and extract ideological and political elements in college English writing courses.

Huang Guowen (2020) once proposed: "Research should be conducted on classroom discourse, and it is recommended to approach it from a linguistic perspective, as any discourse (including classroom discourse) carries value orientations. Discourse analysis can be conducted from an ideological and political perspective, but it is not necessary to conduct an exhaustive analysis of the entire discourse; instead, focus should be placed on those prominent linguistic components that hold analytical significance." By integrating the core socialist values, teachers can utilize large language models to extract and refine ideological and political elements in English writing courses from multiple dimensions, including the national, societal, and individual levels. Ideological and political elements at the national level refer to disseminating advanced contemporary culture and excellent traditional culture, highlighting China's great achievements in culture, politics, and science and technology, enhancing national self-respect and pride, and spreading positive social energy. At the societal level, ideological and political elements involve building a free, equal, just, and rule-of-law society, as well as creating a harmonious, civilized, and beautiful living environment. At the individual level, value standards include patriotism, dedication, integrity, and kindness, as well as promoting win-win thinking, altruism, and kindness toward others.

Under the traditional English teaching model, English writing courses emphasize knowledge transmission and skill training while neglecting ideological output and value shaping. In the context of large language models, ideological and political education in college English writing courses has its uniqueness and importance. In teaching activities, teachers are the main actors. For college English writing courses, teachers can focus on how to utilize new artificial intelligence to better organize and guide students in achieving teaching objectives. This study uses the textbook *University Critical Thinking English Tutorial • Writing 3* (Sun, Y. 2021). Based on the unit themes and related contents in the textbook, teachers can use large language models to identify ideological and political elements within the text and points of integration with the unit themes. Specific ideological and political elements for each unit are listed in Table 2. Therefore, large language models can serve as intelligent assistants for teachers, aiding them in teaching English language knowledge and writing skills. They can meticulously identify ideological and political elements in English writing course from multiple dimensions—national, societal, and individual—to enrich the knowledge structure of English writing and enhance the humanistic nature of the course.

Table 2: Ideological and Political Elements in Each Unit

Unites	Ideological and Political Elements		
	National level	**Social level**	**Individual level**
Unit 1 Human Beings and Nature	"Carbon Neutral", "Carbon Peak" Goals	Global Warming, Environmental Awareness	Energy Saving, Emission Reduction, Green Travel
Unit 2 The Primary Purpose of Education	The Great Achievements of Higher Education in China	Being Respectful to Knowledge and Education	Contribution to the Development of National Education
Unit 3 Crime and Justice	Socialist Core Values	Maintaining Social Justice	Caring for the Physical and Mental Health of College Students
Unit 4 Tradition and Modernization	The Great Achievements of China's Modernization	Advocating Modern Lifestyle	Spreading China's Excellent Traditional Culture
Unit 5 Technological Innovation and Human Progress	China's Great Achievements in Science and Technology	Being Respectful to Technology and Talents	Contribution to National Science and Technology Development
Unit 6 Multiculturalism and its Challenges	Multiculturalism and China's Ethnic Policies	Being Respectful to American Multiculturalism	Spreading Chinese National Culture

3. Teaching Design for the Integration of Ideological and Political Elements into College English Writing Courses Using Large Language Models

In teaching practice, ideological and political education is one of the core elements. This section takes Unit 3, "Crime and Justice," from *College Critical Thinking English Tutorial: Writing 3* (Sun, Y. 2021: 55-78) as an example to analyze the teaching practice of integrating ideological and political elements into college English writing courses using large language models. Based on the teaching model of this study, the teaching approach is designed as follows.

3.1 Integrating Pre-Class Activities with Ideological and Political Elements in the Context of Large Language Models

This unit focuses on the theme of justice. In the pre-class phase, teachers can use large language models to obtain English background knowledge, discussion topics, and authentic expressions related to crime and justice. Teachers can also provide students with clips from documentaries or lectures related to figures and events associated with justice from both China and abroad. For example, based on large language models searches, teachers can post excerpts from Harvard University's public lecture "On Justice" online for students before class. This video explores theories of justice, moral philosophy, and issues related to justice. After watching the video, students use large language models to analyze different perspectives and theories, understand the meaning of justice, and reflect on whether justice exists and how it can be achieved in the real world. Given the large language models' outstanding multilingual processing capabilities and logical reasoning abilities, foundational language issues (such as vocabulary and grammar knowledge, logical and semantic analysis, etc.) and information retrieval (such as basic viewpoint extraction, simple information

queries, etc.) can be assisted by the large language models for students to complete outside of class and should no longer be the focus of classroom instruction (Kong, L. 2024).

In the pre-class phase, the teaching objectives and outcomes are to master how to articulate arguments about justice and use different types of evidences to support those arguments. Pre-class activities present certain challenges for students, such as not knowing how to specifically articulate arguments about justice and facing difficulties in using different types of evidences to support such arguments. However, during the pre-class phase, teachers can guide students to work in groups, use large language models to search for contents related to fairness, encourage students to articulate their understanding of the meaning of fairness, and provide at least two different types of evidence. This can stimulate students' enthusiasm for learning new knowledge and lay a solid foundation for classroom activities.

3.2 Integrating In-Class Activities with Ideological and Political Elements in the Context of Large Language Models

In constructing an ideological and political education teaching model for college English writing courses, classroom teaching plays a crucial role in determining the quality of student output. Teachers need to describe the output tasks, then students engage in selective learning based on the tasks assigned by the teacher, and finally students practice producing output, with teachers providing guidance and assessment. The primary output tasks in this unit include students being able to propose arguments about justice and mastering and selecting different types of evidences to support such arguments.

First, teachers encourage students to analyze the basic structure of the article, identifying its thesis, evidence, and conclusion. Based on large language models, teachers encourage students to analyze the thesis by combining the article title and the first paragraph. By combining personal analysis with large language models analysis, it is not difficult to find that the article title "A Gun Is Your Only Protection" states the thesis, and the first paragraph uses the Introduction-Claim-Counterclaim writing format to present the thesis. Second, teachers encourage students to read and think about the role and function of paragraphs 2-7 of the article. Based on the large language models, students can easily discover that the first sentences of these paragraphs are the six pieces of evidences for the article, and the author uses different types of evidences to support the thesis. Finally, teachers encourage students to analyze the conclusion of the last paragraph of the article. Students find that the article concludes by restating its conclusion through the use of quotations. Based on the large language models, students analyze the article's thesis, evidence, and conclusion, thereby gaining a deep understanding of the basic knowledge of argumentative writing and enhancing their critical thinking and self-learning abilities.

Second, teachers integrate the core socialist values into writing tasks, enabling students to apply their knowledge in practical ways. Teachers guide students to master the discourse structure of unit texts. For writing knowledge such as paragraph structure, word choice, sentence construction, and overall composition, teachers can combine in-depth thematic explanations with practice exercises to help students grasp the basic structure of argumentative essays: "thesis (raising the issue) – evidence (analyzing the issue) – conclusion (resolving the issue)." For example, teachers can provide real-time guidance on using the Introduction-Claim-Counterclaim format to present the thesis in argumentative writing, and guide students to use methods such as examples, quotations of famous sayings, data, induction, deduction, and analogy to support their thesis. In writing tasks, based on large language models, teachers can combine explanations of the core socialist values with discussions of fairness in traditional Chinese culture, guiding students to understand cultural differences regarding fairness between China and other countries, and assigning an essay titled "My Opinions on Chinese Justice."

Teachers encourage students to use phrases and vocabulary such as "supporters believe that," "however, the contrary is true," "there is little doubt in my mind that," "the incident proves," and "for example." Based on the Introduction-Claim-Counterclaim writing pattern in the first paragraph of the article, students can imitate and propose their own arguments about fairness in China, and use large language models to revise and refine them. By combining different types of evidences from paragraphs 2-7 of the article, students can use

methods such as providing examples, quoting famous sayings, citing data, using induction, deduction, and analogy to argue their own points about China's fairness. Teachers can use large language models to promptly assess students' output tasks, playing a scaffolding role to help students apply knowledge flexibly. During instruction, teachers should not only focus on using large language models to collaboratively analyze complex critical thinking problems, consciously guiding students to explore the causes, internal logic, and solutions to problems, but also cultivate students' ability to interact with large language models and require them to carefully assess the quality and reliability of the models' output, as well as the underlying value orientations and ideologies it may imply (Wen, Q. & Liang, M. 2024).

Third, teachers should encourage students to tell Chinese stories of justice in English. After completing the first two tasks, students will have accumulated a certain foundation in the basic structure, vocabulary, and language expression of English argumentative essays. While guiding students to think deeply, teachers should encourage them to organically integrate excellent Chinese elements related to justice—such as notable figures, events, and quotations—into their writing tasks. By using large language models to focus on explaining China's concept of justice, teachers can enhance students' sense of identity and pride in their national culture. Teachers can further encourage students to engage in oral output, such as: students studying abroad need to participate in school-organized fairness-themed promotional activities and use English to share stories about fair-minded individuals or events from their country. This section is an ideological and political education within the lesson, closely tied to the unit theme. Students use large language models to research relevant knowledge and verbally present stories about fair-minded individuals or events in China, thereby improving their ability to effectively tell China's stories in English. Based on large language models, students can organize basic elements such as arguments, evidence, and conclusions, and improve the ideological and political elements and argumentation techniques in the process of orally presenting China's fairness.

3.3 Combining Post-Class Activities with Ideological and Political Elements in the Context of Large Language Models

Learning evaluation is the process by which teachers track and assess students' learning activities, progress, and outcomes based on teaching objectives and other standards. This section uses post-class writing evaluation as an example for instructional demonstration. At this stage, large language models primarily assist teachers in comprehensively evaluating students' written texts by serving as intelligent evaluators. Evaluating students' writing should be conducted in stages and at different levels. This not only helps unify the evaluation criteria for students' writing but also assists students in identifying their weaknesses

and shortcomings in writing, thereby enhancing their self-evaluation awareness.

Based on the established scoring criteria, teachers and students use the large language models to evaluate essays titled "My Opinions on Chinese Justice." They commend outstanding students, encourage them to share their writing ideas and insights, and provide suggestions for improvement on their weaknesses. The large language models can indeed evaluate students' revised texts from multiple dimensions such as grammar, content, and genre in a very short time, and provide relatively comprehensive and clear revision suggestions. Teachers can refer to the large language models' revision suggestions to clearly identify issues in students' sentence structure and language expression, and assess the extent to which students have internalized language resources and knowledge. Teachers can also guide students to use the large language models to identify related errors, encourage students to learn and use correct and authentic expressions, and thereby stimulate students' enthusiasm and desire to acquire new knowledge. Therefore, large language models can indeed significantly improve teachers' work efficiency and serve as an effective tool for writing evaluation (Guo & Wang, 2024). Additionally, based on teaching contents and ideological and political elements, teachers can also use large language models to provide timely guidance to students with deviant value orientations, reminding them to focus on mental and physical health and avoid youth crime, thereby practicing the core values of socialism.

4. CONCLUSION

This paper applies large language models to ideological and political education in college English writing courses, attempting to construct a teaching model for ideological and political education in college English writing courses based on large language models. It also provides a detailed exposition of the teaching objectives of ideological and political education in college English writing courses, the identification of ideological and political elements in the curriculum, and the implementation of ideological and political education in teaching process. Additionally, using Unit 3 "Crime and Justice" from the textbook *University Critical Thinking English Tutorial • Writing 3* as an example, this paper analyzes the implementation pathways of the teaching process facilitated by large language models in integrating ideological and political elements across the three dimensions of "pre-class, in-class, and post-class." Integrating ideological and political elements in college English writing courses based on large language models centers on students as the main learners, with teachers playing a leading role. In the process of knowledge production, teachers subtly incorporate ideological and political elements into the tasks. This helps to strengthen students' ideological and political awareness in classroom teaching, enabling them to internalize knowledge and apply it in practice, thereby promoting the implementation of moral education. In summary,

ideological and political education in college English writing courses based on large language models can expand the scope of college foreign language teaching theory, cultivate college students' English writing skills and critical thinking, and enhance their humanistic literacy, sense of national pride, and international perspective.

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