

AI-powered English Ideological and Political Corpus and Critical Thinking Cultivation for the International Dissemination of Chinese Culture

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Abstract: With the spread of Chinese culture in recent years, there is a demand for intelligent ways to build English-language ideological and political corpora and cultivate students' critical-thinking abilities. This paper takes the above topic and studies the application of artificial intelligence in English ideological and political corpora and new paths for cultivating critical thinking, aiming to offer new ideas for improving the effectiveness of China's cultural outreach and the quality of English-language education.

Keywords: China's cultural spread; AI; English ideological and political corpus; Cultivation of critical thinking; Innovation.

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1. Introduction

With the progress of globalization and China's rising international stature, there is now an urgent need to promote the dissemination of Chinese culture abroad. As English is now widely used in the international arena, it is necessary to integrate ideological and political education with English language teaching through AI to enable students to think critically and spread Chinese culture around the world.

2. China's cultural outreach and English ideological and political education

2.1. Current situation of China's cultural outreach

At present, the domestic system for cultural dissemination has been continuously strengthened, and channels for international cultural exchange have been steadily expanded. The spread of traditional culture abroad, contemporary Chinese development ideas, and mainstream value-oriented culture has been gradually strengthened, and now a multi-layered, all-encompassing pattern of cultural exchange has formed. The

vehicles for cultural outreach have been continuously innovated, and now they use all sorts of channels, such as international cultural exchange activities, cross-border educational cooperation, and new media communication networks, to spread Chinese culture in many places around the world and strengthen the international influence of Chinese culture and mutual learning among civilizations. There are still structural problems in the current stage of cultural dissemination^[1]. The content of the dissemination is too uniform, with an excessive focus on traditional folk culture; as a result, contemporary Chinese development achievements, value concepts, and the spirit of the times are represented only in a minor way and fail to build a complete and multi-dimensional national cultural image. The adaptability of the dissemination discourse is low, and the capacity for transformation of local discourse is weak. Some cultural content is in a fixed form and does not meet the cognitive habits and aesthetic demands of overseas audiences; therefore, it has had little impact or appeal.

2.2. The connotation of English ideological and political education

English ideological and political education in the new era is based on the fundamental educational goal of cultivating virtue through education and is no longer confined to teaching language skills. It will establish a new model of three-in-one education covering language, culture, and values. English courses are used as a way to transmit ideological and political ideas, cultural education materials, and other educational resources in this model; thus, patriotic sentiment, cultural confidence, a global outlook, a spirit of inquiry, and other core competencies are all cultivated during the entire process of English teaching. The goal of teaching mode is no longer assessment and tools, but rather to integrate the instrumental function of language with its value-oriented educational quality. It helps students develop proper cultural cognition and value systems by learning in different languages and cultures. The four main contents of English ideological and political education are the cultivation of cultural identity, cross-cultural critical thinking, value orientation education, and improvement of international communication ability. By learning Chinese and other foreign languages, students can compare Chinese and foreign cultures, learn about differences among various cultures, maintain their own cultural identity, and develop a rational, open-minded, confident, and inclusive cross-cultural thinking system, meeting the basic needs of cultivating globally-minded talents in the new era.

3. AI-powered construction of English ideological and political corpora

3.1. Application of AI technology in corpus construction

Artificial intelligence technology has changed the old way of manually collecting, organizing, and storing English ideological and political corpora, and now it can be done intelligently, efficiently, and accurately. Intelligent crawling and clustering technology can automatically collect all kinds of materials, such as high-quality Chinese cultural and public relations texts, mainstream English ideological and political materials, cross-cultural communication literature, etc., to solve the problems of traditional corpus collection (limited scope, low efficiency and single-source dependence) and greatly expand the scale of corpus resource collection. Intelligent screening and cleaning technology can automatically remove unnecessary, inefficient, and low-quality materials, and in line with the needs for ideological and political education and cultural dissemination, it can also carry out graded classification and organization of corpora to ensure the accuracy and relevance of the corpus content. Smart annotation and association technology can be employed to add various kinds of tags to the corpus based on cultural connotations, ideological and political attributes, etc., create internal links among materials, and achieve organized integration of individual resources. At the

same time, intelligent update technology can be used to regularly add new materials to the corpus, so that it remains current with achievements in Chinese cultural dissemination and new ideas for ideological and political education.

3.2. Characteristics of English ideological and political corpora

The new type of English ideological and political corpora based on artificial intelligence technology differs from traditional general-purpose English corpora and has been constructed with the dual goals of cultural exchange and ideological and political education. The contents of this corpus have strong native cultural characteristics, and the core materials are traditional Chinese culture, contemporary Chinese development, and mainstream value concepts; it can address the deficiency of traditional corpora that are dominated by Western culture and lack indigenous elements, and meet the teaching needs for cultural outreach and the cultivation of cultural confidence. The corpus system has been targeted ideologically and politically; all the materials have undergone value screening and element extraction to meet the educational goals of English ideological and political education, and they can be directly used in class value guidance and competency cultivation. The structure of the corpus is multi-dimensional and systematic, containing materials for all types of questions, such as reading, writing, translation, and speaking; it covers all teaching scenarios from basic language learning to cultural study, critical thinking, and popularization. Applications of corpora are diverse and dynamic; according to the educational stage, teaching goals, and various students' abilities, one can be selected wisely to achieve differentiation and precision in teaching, and it can serve as both teaching materials and a high-quality teaching tool.

3.3. New models for corpus construction

Artificial intelligence technology has been employed to construct a new type of dynamic, integrated, and scenario-based model for building English ideological and political corpora, thus solving the problems of the old static, closed-corpus construction method. A model of human-machine collaboration for material co-construction has been established; first, artificial intelligence will collect and organize a large number of materials, and then professional teachers and scholars of cultural studies will conduct a secondary review, deep excavation of ideological and political content, and content optimization. Therefore, it is convenient to obtain a relatively large number of high-quality and unbiased corpora by intelligent means. A dynamic, iterative, open-architecture construction model has been introduced to move away from the fixed nature of traditional corpora after their creation, and algorithms are employed to continuously add new cultural materials and ideological and political content; thus, there is synchronous iteration of corpora with cultural communication and educational reform. Based on all kinds of application scenarios, such as the spread of culture, interdisciplinary critical thinking, and ideological and political education in the classroom, special corpus modules have been developed according to the scenario-adaptive model ^[2]. It can be applied to many places and has various purposes in teaching and communication, so a new corpus-construction system with good reusability, extensibility, and upgradeability has been created.

4. AI-assisted cultivation of critical thinking ability

4.1. The significance of cultivating critical thinking ability

One of the necessary conditions for English talent in the new era is critical thinking ability; it is also a basic

skill for students to participate in cross-cultural communication and rational cultural study. Given the deep integration and frequent collisions of Chinese and foreign cultures, as many foreign cultures and values are continuously being introduced, good critical thinking skills can help students reasonably distinguish the advantages and disadvantages of different cultures, avoid one-sided cultural perception and value deviation, and maintain their own cultural confidence. Cultivating critical thinking in English teaching can break the passive mode of students receiving knowledge, have them actively engage in cultural comparison and logical reasoning, learn to think deeply, avoid rigid thinking and blind conformity, and develop independent thinking and rational judgment. A good critical thinking ability can enable students to correctly grasp the spirit of Chinese culture, objectively respond to multicultural discourse in a globalized world, and achieve high-quality cultural exchange through English; this will help avoid one-sided and uniform dissemination of culture. In accordance with the national cultural “going global” plan, we hope to nurture high-quality, globally-minded critical thinkers.

4.2. How artificial intelligence promotes critical thinking

Artificial intelligence can construct a complete system to nurture students’ critical thinking and solve the problems of traditional classroom critical-thinking training, which are usually too simple and superficial. Based on ideological and political corpora, an intelligent question bank system can generate many open-ended cross-cultural critical-thinking topics, and unlike the former standardized single-answer questions, it can have students explore various aspects of culture and think logically in depth. Intelligent analysis technology can find problems in students’ response logic, way of thinking, and cognitive biases in real time; it can detect deficiencies in critical thinking and offer personalized training materials and guided content to promote the all-round development of students. Intelligent Interactive Scenarios can create virtual cross-cultural communication environments to simulate multicultural dialogues and public discourse analysis, providing an immersive learning experience in cultural analysis, logical expression, argumentation, etc. At the same time, intelligent review technology can also collect data on how students’ critical thinking skills are changing, map their cognitive patterns, generate personalized improvement plans for their ability to think critically, and thus promote the development of students’ critical thinking in an orderly and lasting manner.

4.3. Exploration of cultivation models

Using artificial intelligence technology and English ideological and political corpora, in light of the educational demands for English ideological and political education in the new era, a new data-driven, scenario-based and progressively tiered model for cultivating the ability of critical thinking has been constructed. Gradually increase the level of cultivation; based on the cognitive abilities of students at different stages in their education, systematically improve their critical thinking by progressing from basic cultural cognition and analysis to deep cross-cultural critical thinking and construction of outreach communication logic. Based on the Scenario-based immersive cultivation model, many teaching scenarios have been created with the help of AI virtual simulation technology, such as Sino-foreign cultural debates, expression of international discourse, and analysis of cultural perspectives; thus, critical thinking training has been changed from paper-based exercises to practical thinking and expression practice. A data-loop training model has been set up to use corpus resources for training in critical thinking, and intelligent systems are employed to carry out competency assessment, deficiency analysis, targeted empowerment and effect

evaluation; thus, an entire chain of training, assessment, optimization and improvement for the scientific, precise and continuous cultivation of critical thinking ability has been formed ^[3].

5. Problems and issues

5.1. Technical issues

During the process of AI-assisted construction of English ideological and political corpora and cultivation of critical thinking, there are still serious deficiencies in the adaptability and stability of the core technology that hinder the high-quality implementation of intelligent education systems. Existing intelligent algorithms do not have the capacity to recognize the deep meaning and cultural connotations of ideological and political content; they can only perform superficial text classification and keyword extraction, failing to extract the cultural values, core ideology and political spirit, and critical thinking logic contained in the materials accurately. Therefore, there are problems of annotation bias and inaccurate placement in education. The personalization ability of intelligent systems is relatively weak; general algorithmic models cannot meet the various demands for critical thinking of students at different stages in their studies and with different foundational knowledge, and standardized training resources are unable to meet the requirements for differentiated cultivation. The level of technological integration is too low, and there is no good connection among artificial intelligence, corpus resources, and classroom teaching. Intelligent systems are still in the early stages of material delivery and exercise generation; they do not participate in the main teaching links of classroom critical thinking guidance, cognitive error correction, and value leadership, and thus the depth and scope of technological empowerment are limited.

5.2. Problems in transforming teaching philosophies

Traditional English teaching ideas are still widespread and thus need to be altered to meet the demands of new reforms that integrate AI empowerment, ideological and political education, and critical thinking. Most English teaching still adheres to an exam-oriented mindset, and the main focus of instruction is on explaining language knowledge, exercise drills, and grade improvement; cultural communication, ideological and political education, and critical thinking cultivation are neglected, and the all-round development of students is not properly addressed. Some teachers still have misconceptions about AI in education; they believe that intelligent tools are only for preparing lessons and gathering teaching materials and fail to realize that technology can also cultivate students' critical thinking and sense of social responsibility. The implementation of the integrated ideology and politics teaching philosophy is still in its early stages; some classrooms have only collected ideological and political materials without achieving deep integration with language teaching, cultural communication, and critical thinking cultivation, and have failed to build a systematic educational framework. The rigidity of the old teaching idea makes it difficult to carry out the new teaching mode, and the benefits of intelligent education cannot be fully realized.

5.3. Problems with corpus quality control

The AI-generated English ideological and political corpora have problems of uneven content quality and lack value appropriateness, so they are not suitable for teaching and learning. There are many places for large-scale online materials, and some of the disseminated texts have non-standard discourse, one-sided cultural interpretations, or ambiguous value orientations. The intelligent screening system cannot find all cases

of implicit bias, so some low-quality or unsuitable materials are added to the corpus. There are problems of homogeneity and superficiality in the content of the corpus; most of the materials only provide a basic introduction to traditional culture and lack high-quality content on the contemporary development of Chinese society, new-era value concepts, and in-depth cross-cultural analysis. Therefore, it is difficult to promote the cultivation of higher-order thinking and excellent cultural dissemination teaching. The refined classification system for the corpus is insufficient; detailed divisions according to teaching goals, levels of critical thinking, and types of culture have not been made ^[4]. It will be difficult to obtain materials and tailor them to the different teaching and learning needs of students; thus, the practical value of the corpus will be reduced.

6. Countermeasures and outlook

6.1. Technology optimization strategies

To solve the problems of the current technology, the essential AI algorithms and intelligent systems need to be optimized and upgraded to increase the accuracy and depth of technology-assisted ideological and political education and critical-thinking training. Optimize the algorithms for semantic recognition and connotation mining to help the system explore the cultural connotations, ideological and political content, and critical-thinking logic of the text in more detail, improve the accuracy of corpus annotation, material screening, and topic generation, and avoid problems of content deviation. According to the cognitive traits and critical-thinking abilities of students at different stages of their schooling, an intelligent adaptation model should be developed to optimize the allocation of resources, design training and thinking-guidance models, and provide personalized and precise education for all students. Improve the integration of all kinds of technology and combine intelligent Big Data, virtual simulation, and intelligent interaction technologies to overcome the technical barriers among corpora, classrooms, critical-thinking training, effectiveness assessment, etc., and build an all-encompassing intelligent education platform. Establish a dynamic technology iteration mechanism to continuously improve the algorithmic model and system functions according to changes in the needs of reform and development of teaching in cultural communication, ensuring the progress, adaptability and effectiveness of the technology-empowered system.

6.2. Teaching reform measures

A comprehensive reform of the English ideological and political education system should be carried out to break away from the traditional teaching model and meet the new demands of AI empowerment and cultural communication education. Teaching philosophies need to be updated; moving away from a single-track, exam-oriented mode, a new four-in-one teaching philosophy will be established, integrating language teaching, cultural communication, ideological and political education, critical thinking cultivation, and comprehensive competency development as the main goals of teaching. Reform the model of classroom teaching to utilize AI corpus resources for the development of new teaching modules, such as cross-cultural critical thinking and dissemination of Chinese culture and values; thus, shift the focus from knowledge transmission to cultivating students' thinking, values, and abilities. Adjust the division of tasks in the tiered teaching system according to the different strengths and weaknesses of the students to promote their all-round development, strengthen their foundational abilities, cultivate critical thinking, and stimulate their enthusiasm for learning. A new teaching evaluation system should be introduced that includes critical thinking ability, cultural communication competence, and value cognition in its assessment indices, move away from the one-

grade evaluation model, and fully meet the requirements of educational reform in the new era ^[5].

6.3. Future development direction

In the future, English ideological and political education will continue to integrate AI technology with cultural communication and critical thinking cultivation to build an intelligent, systematic, and long-lasting new educational environment. The construction of the corpus will continue to be enhanced, specialized, and diversified to form a high-quality corpus system that covers traditional and modern content, balances indigenous and foreign views, meets the teaching and communication demands of the times, and provides strong material support for ideological and political education and critical thinking. Intelligent education models will continue to evolve, and with the application of artificial intelligence (AI) technology, all links in teaching, training, assessment, and feedback can be supported to build a data-driven and accurate critical thinking cultivation system. English ideological and political education will be in line with the national strategy of cultural dissemination, nurturing a large number of all-round talents with language proficiency, cultural confidence, critical thinking ability, and international communication skills to contribute to building the international discourse system of Chinese culture. The teaching system will be regularly revised in light of changes in foreign cultural exchange and educational reform abroad, and both foreign language education and the national strategy of “going global” will develop together at a high level.

In short, AI-assisted construction of English ideological and political corpora and new methods for cultivating critical thinking are good ways to promote the dissemination of Chinese culture abroad. Although there are many problems, through rational countermeasures and continuous exploration, it is hoped that synergy will be achieved between English-language teaching and Chinese cultural communication to cultivate students who can see the world from a global perspective and think critically.

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Disclosure statement

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