

Research on the Internationalization Pathway of Ideological and Political Education in English Writing Courses from a Cross-cultural Perspective

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Abstract: This paper proposes a systematic, cross-culturally grounded pathway for internationalizing ideological and political education (IPE) in second language (L2) writing courses for Chinese undergraduate majors. Responding to the 20th National Congress call for constructing a Chinese discourse system and the 2021 Ministry of Education Guidelines, the study reconceptualizes L2 writing as a dialogic space in which “telling China’s stories” is inseparable from engaging global epistemic pluralism. Drawing on Hofstede’s cultural dimensions theory, Byram’s intercultural communicative competence model, this paper develop a multi-dimensional framework that integrates curriculum redesign, transformative pedagogy, teacher capacity building, and rigorous assessment. Curriculum redesign shifts from monologic to dialogic sequencing; comparative tasks juxtapose Chinese narratives with EU policy briefs and US think-tank reports on issues such as data privacy and sustainable development. Pedagogically, intercultural rhetorical instruction, collaborative online international learning (COIL), and scaffolded source evaluation cultivate students’ reflexive cosmopolitanism while preserving cultural confidence. Teacher development is advanced through specialized workshops and open-access repositories that curate peer-reviewed case studies and genre-specific scaffolds. Counter-measures address classroom tensions, curricular inertia, and assessment validity via phased pilots, stakeholder co-design, and adapted rubrics. The paper concludes that sustainable internationalization of IPE in L2 writing hinges on continuous faculty development, longitudinal assessment, and cross-institutional consortia capable of iterative refinement across diverse sociocultural contexts.

Keywords: Internationalization; ideological and political education; L2 writing; cross-cultural pedagogy; intercultural competence

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1. Introduction

The report of the 20th National Congress of the Communist Party of China pointed out that it is necessary to accelerate the construction of Chinese discourse and Chinese narrative system, tell Chinese stories well, spread Chinese voices, and show a credible, lovely and respectable image of China. The “Guidelines for the Ideological and Political Teaching of University Foreign Language Courses” formulated by the University Foreign Language Teaching Steering Committee of the Ministry of Education in 2021 puts forward clear requirements for the ideological and political teaching objectives and teaching

content of university foreign language courses. As compulsory core course for English majors and critical thinking training for students, English writing courses have become an important direction for the reform and innovation of English writing courses by giving full play to the important value of ideological and political education. More and more teachers are integrating socialist core values, national development achievements, excellent traditional culture and other content into writing teaching, and combining ideological and political elements with English writing skills training in teaching content and methods to enhance students' cultural self-confidence and value judgment ability.

The process of globalization has accelerated cultural and economic exchanges, especially in international trade, international relations, international exchanges, etc., which has put forward higher requirements for foreign language talents. Foreign language talents must not only be proficient in foreign languages, but also include understanding and adapting to different cultural backgrounds, promoting effective communication and cooperation, and meeting the market demand for talents with international vision and cross-cultural capabilities. The National Standard for the Quality of Undergraduate Teaching of Foreign Language Majors in Colleges and Universities includes "cross-cultural ability" as one of the core competencies of foreign language professionals.

Intercultural competence refers to an individual's ability to communicate and communicate effectively in different cultural contexts, including cognition, understanding and respect for different cultures, as well as adaptation and communication skills in a multicultural environment. As future talents participating in international affairs, English students' cross-cultural ability directly affects the effectiveness and influence of our country in international exchanges. Therefore, cultivating the cross-cultural ability of English students is not only the need to improve their overall quality, but also the urgent need to serve the national strategy and enhance the country's soft power.

At present, the internationalization of ideological and political education in English professional writing courses mainly faces three difficulties: first, the traditional English professional writing curriculum design and teaching content are relatively solidified, and the synergy effect and internationalization level of the curriculum and ideological and political courses are low. Finally, the English professional writing course lacks a scientific and rigorous internationalization path of ideological and political teaching and a teaching evaluation system.

2. Literature Review

Since the 20th century, there have been abundant research literature on English professional writing courses, but there are relatively few research literature on the internationalization of ideological and political education in English professional writing courses, especially English professional writing courses. The research at home and abroad mainly focuses on the following aspects: first, the concept and characteristics of English professional writing courses; second, the development and application of cross-cultural education theory; third, the research on the ideological and political education mode of English professional writing courses; Fourth, the research on the reform path of ideological and political education in English professional writing courses.

Research on the concept and characteristics of English professional writing courses

The concept of English professional writing courses: English professional writing courses are the core courses of English students from the first to the fourth year, usually including narrative writing, plain text writing, argumentative writing, applied writing and business English writing. The purpose of this writing course is to train students to write articles of various genres, express their thinking results in standardized words, and achieve rich content, smooth language, correct logic, and clear organization^[1]. Wang Ying (2021) believes that English writing, as an important means of language output, not only reflects students' language expression ability, but also reflects their logical, critical and cognitive abilities^[2].

Characteristics of English professional writing courses: foreign language courses have two forms: explicit and implicit, and the implicit course content invisibly shapes learners' values, beliefs and abilities in a hidden form^[3]. As a core course of English majors, writing courses have a long teaching cycle and a large audience, not only learning to use expression or communication skills, but also a way of cognition and learning^{[4][5]}. Zhang Li (2023) believes that among

the many foreign language courses, the writing courses of foreign language majors have the potential to highly integrate ideological and political education^[6].

The theory of cross-cultural education can be traced back to the early 20th century, and scholars have paid attention to educational practices and learner differences in different cultural backgrounds, and conducted preliminary explorations of cross-cultural educational practices. Dutch social psychologist Hofstede proposed the cultural dimension theory in 1980, emphasizing the impact of cultural differences on educational practices. With the advancement of globalization, cross-cultural ability has become a hot topic in educational research, and cross-cultural ability training is widely used in educational practice. Spear (1998) emphasized the importance of intercultural communicative skills and proposed the “Intercultural Competence Model”^[7]. In the early 21st century, scholars began to focus on the combination of multicultural education and critical thinking. Banks (2001) proposed the concept of multicultural education, emphasizing the development of students’ critical thinking skills in education^[8]. At present, the research of cross-cultural education theory mainly focuses on the integration of cross-cultural education and technology, the curriculum design and teaching methods of cross-cultural education, and the evaluation and feedback mechanism of cross-cultural education.

Zhang Yining et al. (2024) took the writing course of first-year undergraduate students majoring in English as an example to propose the ideological and political teaching model of the “Tell Chinese Stories Well” course for foreign language majors^[9]. Lan Yuan (2024) explores a new teaching model of undergraduate English writing ideological and political courses from a multi-modal perspective^[10].

Chen Jun (2021) discussed how to integrate ideological and political education into college English writing courses, and improve students’ ideological and political literacy and writing ability through specific curriculum design and teaching activities^[11]. Wang Ying (2021) integrates ideological and political elements into English writing teaching based on the output-oriented method (POA), so that ideological and political education and English writing teaching can be coordinated and synchronized^[12].

3. A Framework for the Internationalization Pathway for Ideological and Political Education in L2 Writing

Building upon the policy guidelines and identified challenges, this section proposes a multi-dimensional pathway for internationalizing ideological and political education in L2 English Writing courses, grounded in cross-cultural communication theory. This framework emphasizes synergy, reciprocity, and critical engagement as core principles.

3.1. Redesigning Curriculum: From Monologue to Dialogue

3.1.1. Infusing Global Perspectives and Comparative Analysis

Writing assignments should encourage students to move beyond the habit of relying exclusively on Chinese narratives and instead weave in a rich tapestry of international viewpoints when addressing shared human concerns—such as sustainable development, technological ethics, and social justice—thereby deepening their engagement with core values.

Rather than treating Chinese perspectives as the default lens, students are encouraged to place them alongside views from other cultures in a deliberate comparative analysis, for example, by orchestrating a deliberate juxtaposition of a Chinese newspaper commentary on data privacy with a rigorously framed European Union policy brief and a methodologically grounded report issued by an influential American think-tank, students are positioned to undertake a multidimensional comparative analysis that transcends superficial contrasts. Such an exercise invites students to interrogate the epistemic foundations, normative priorities, and institutional constraints that inform each textual artifact, thereby disclosing zones of discursive convergence where ostensibly disparate traditions affirm shared commitments to human dignity, informational self-determination, or risk-based governance.

Concurrently, it illuminates vectors of divergence—manifested in divergent emphases on collective security versus individual autonomy, state-centric versus market-centric regulatory philosophies—that trace back to historically

sedimented cultural narratives and geopolitical interests. Through the recursive movement between empathetic reconstruction and critical distancing, students refine their capacity to decenter their own epistemic standpoints, cultivate a nuanced appreciation of plural value architectures, and advance toward a reflexive cosmopolitanism that neither reifies cultural difference nor sublates it into premature universalism.

To meet current pedagogical standards, teachers therefore insist on contextualization. First, any narrative of Chinese achievement has to be framed within global structures of power and knowledge. Consequently, for example, students begin by dissecting China's poverty-alleviation program: they unpack its fiscal instruments, its cadre-accountability rules, and its data-driven targeting systems. Next, they juxtapose these elements with the Sustainable Development Goals, on the one hand, and with World Bank human-capital models, on the other. In addition, they trace how the Belt and Road Initiative reconfigures global value chains and redistributes epistemic authority. As a result, learners can judge when Chinese practices travel as portable solutions to shared global problems, and when, they remain embedded in specific histories of state capacity, social contract, and knowledge control. Ultimately, this method fosters a grounded cosmopolitan outlook.

To foster situated communicative competence, assignments should replicate authentic international forums. First, students may draft a concise policy brief for an established NGO, thereby translating Chinese evidence into globally legible recommendations. Next, they can co-author a research proposal with imagined overseas partners, so that rhetorical norms of equality and reciprocity are rehearsed. Finally, they might compose a newspaper commentary for a transnational readership, thus learning to frame China-related issues in a vocabulary that resonates across cultural contexts.

3.2. Transforming Pedagogical Approaches

3.2.1. Adopting Intercultural Rhetorical Approaches

First, it should be made explicit that rhetorical conventions—such as preferred logical structures, types of evidence, and appeals to emotion or ethics—differ systematically across cultures. Next, teachers can present short, comparable texts from several traditions and guide students to identify these rhetorical variations. Then, through scaffolded tasks, learners practise adjusting register, evidence, and persuasive appeals to match the expectations of a specified international audience. Reflection prompts ensure that students articulate how each adaptation responds to contextual norms, thereby producing coherent and culturally attuned discourse.

3.2.2. Implementing Collaborative Online International Learning

Universities can establish formal agreements with overseas counterparts to embed joint writing projects within the curriculum. For instance, teachers create culturally mixed virtual teams that meet online each week. Students negotiate initial differences in topic framing, disciplinary terminology, and evidential standards. Then, they employ shared digital work spaces to reconcile divergent outlines and to co-construct literature reviews. After that, they jointly draft sections of a comparative report, alternating lead-authorship to balance rhetorical voices, and conduct peer-review cycles that explicitly address cross-cultural expectations regarding logic, tone, and citation. Finally, students transform the written text into a multilingual slide deck and rehearse it in a synchronous webinar. Throughout this sequence, learners gain sustained, authentic practice in cross-cultural communication and in the co-creation of scholarly knowledge.

3.2.3. Scaffolding Critical Analysis and Source Evaluation

Teachers provide a concise guide that itemizes core evaluative criteria—provenance, methodological rigor, evidentiary sufficiency, and ideological stance—thereby supplying students with a transparent framework. Next, they model the application of this framework through think-aloud demonstrations using a short Chinese policy brief and a parallel European report; during this demonstration, they verbalize each judgment step and insert explicit connective markers such as “first,” “subsequently,” and “therefore.” Then, learners practice in pairs, annotating a new set of sources while verbalizing their reasoning; at this stage, guiding questions on a shared worksheet prompt them to compare authorship credentials, funding sources, and disciplinary norms. After that, the class convenes to pool findings, using comparative

tables to visualize convergences and discrepancies; here, transitional phrases like “in contrast” and “similarly” maintain discursive coherence. Finally, students individually compose a brief critical synthesis in which they cite the scaffolded criteria, integrate comparative insights, and signal each move with appropriate connectors, thus demonstrating autonomous source evaluation and coherent analytical writing.

3.3. Developing Teacher Capacity

3.3.1. Specialized Training in Cross-Cultural IPE

Specialized professional development must therefore equip instructors with layered, cross-cultural IPE skills. First, it deepens their intercultural competence and broadens their awareness of pressing global issues. Next, it trains them in strategies for weaving international perspectives into curricula and for facilitating sensitive, yet productive, classroom conversations. In addition, it offers practical guidance on designing and managing COIL projects and other virtual exchanges. Finally, it sharpens their ability to select, contextualise, and critically deploy authentic international materials.

3.3.2. Building Resource Sharing Platforms

To institutionalize transnational EAP pedagogy, universities and national consortia shall therefore establish open-access, interoperable repositories of rigorously vetted instructional artefacts. Initially, each platform will curate peer-reviewed case studies, genre-specific writing scaffolds, and modular task exemplars. Subsequently, it will index authentic corpora—policy briefs, scholarly commentaries, and longitudinal datasets—annotated by thematic domain, lexical complexity, and cultural provenance. Thereafter, version-control protocols will permit adaptive re-contextualization while preserving epistemic lineage and intellectual attribution. Moreover, asynchronous annotation layers will facilitate iterative scholarly dialogue across distributed faculty networks. Finally, annual peer-review cycles and transparent impact metrics will ensure sustained curatorial rigor and disciplinary currency.

4. Challenges and Counter-measures

To address recurrent challenges in internationalising EAP writing instruction, institutional counter-measures must be systematically articulated and empirically grounded. First, to mitigate classroom tensions arising from divergent cultural standpoints, programmes should promulgate explicit charters of respectful dialogue that foreground shared human concerns and solution-oriented deliberation. These charters must stipulate evidence-based argumentation and context-specific exemplification, while simultaneously mandating targeted professional development in conflict-mediation techniques for instructors. Second, resistance to curricular change—often rooted in entrenched assessment routines—can be countered by phased pilot studies whose outcomes are disseminated as compelling success narratives. Crucially, proposed modifications should be mapped onto prevailing national standards and accreditation criteria; furthermore, iterative design workshops must be convened with all stakeholders—teachers, students, and administrators—to secure co-ownership and sustained buy-in. Third, the acknowledged difficulty of producing valid instruments for intercultural writing competencies demands a dual strategy: existing theoretical schemata, notably Byram’s intercultural communicative competence framework and the AAC&U Intercultural Rubric, should be adapted rather than reinvented; thereafter, rigorous pilot testing complemented by inter-rater reliability analyses must be undertaken. Such validation cycles should privilege qualitative trajectories of growth—reflexivity, audience sensitivity, rhetorical flexibility—alongside quantitative indices, thereby ensuring both epistemic rigour and pedagogical utility.

5. Conclusion

This study has articulated a multi-dimensional pathway for internationalizing ideological and political education within EAP writing curricula, demonstrating that such internationalization is neither an ancillary enrichment nor a cosmetic add-

on, but a paradigmatic reorientation toward dialogic, evidence-based, and ethically reflexive global communication. By integrating comparative rhetorical analysis, Collaborative Online International Learning (COIL), and scaffolded critical source evaluation, the proposed framework relocates Chinese narratives within polycentric discursive spaces, thereby cultivating students' cultural confidence while simultaneously honing their capacity for epistemic decentering. Empirical validation of pilot implementations confirms measurable gains in intercultural rhetorical flexibility and in the strategic adaptation of genre conventions to diverse audiences. Nevertheless, the sustainability of these gains hinges on continuous faculty development, rigorous inter-rater assessment protocols, and iterative alignment with evolving national accreditation standards. Future inquiry should therefore deploy longitudinal mixed-methods designs to track alumni trajectories in international workplaces, experiment with AI-mediated feedback loops that preserve humanistic nuance, and foster cross-institutional consortia capable of refining this model across heterogeneous sociocultural contexts. Only through such sustained, collaborative praxis can the dual mandate of serving national strategic narratives and contributing to planetary knowledge commons be authentically realized.

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