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Research and Practice on the Ideological and Political Education Mode in AI-Empowered Blended Foreign Language Teaching

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Abstract: This study aims to explore the construction path and practical effectiveness of integrating ideological and political education (IPE) into blended foreign language teaching empowered by artificial intelligence (AI), addressing the existing gaps such as fragmented IPE integration, superficial AI application, and lack of systematic teaching modes in current research. The research adopts a combination of literature review, action research, questionnaire survey, and in-depth interview methods. First, it systematically combs the domestic and foreign research progress on AI in education, blended foreign language teaching, and IPE integration, clarifying the theoretical basis and research focus. Second, it constructs a four-dimensional IPE teaching mode (including goal setting, content design, implementation path, and evaluation mechanism) by leveraging AI technologies such as intelligent course recommendation, real-time interactive feedback, and multi-dimensional learning analysis. Third, the mode is applied in a semester-long teaching practice in undergraduate foreign language courses, with data collected from students' academic performance, IPE literacy assessment, and teaching feedback. Finally, through data analysis and result verification, the study confirms that the AI-empowered mode effectively enhances students' foreign language proficiency while improving their ideological and political awareness, and provides a replicable theoretical framework and practical reference for the integration of IPE into blended foreign language teaching.

Keywords: Artificial Intelligence; Blended Foreign Language Teaching; Ideological and Political Education in Courses; Teaching Mode; Practice Research

1. Introduction

1.1 Research Background and Significance

In the context of global educational digital transformation, blended foreign language teaching has become a mainstream pedagogical form, integrating the flexibility of online learning with the interactivity of offline instruction. However, current practices face prominent challenges: the integration of Ideological and Political Education (IPE) remains fragmented, often attached to knowledge teaching without forming a systematic mechanism; the application of artificial intelligence (AI) stays at the superficial level of resource delivery, failing to leverage its advantages in personalized guidance and dynamic evaluation; and the lack of targeted teaching modes leads to inconsistent IPE effectiveness across different foreign language courses.

Against this background, exploring an AI-empowered IPE mode in blended foreign language teaching conforms to the national call for "integrating IPE into all courses" and meets the practical needs of enhancing both students' foreign language proficiency and ideological literacy. This study holds dual significance: theoretically, it significantly boosts the interdisciplinary research on AI education, foreign language pedagogy, and IPE; practically, it equips educators with effective, hands-on strategies to optimize blended foreign language teaching, helping to cultivate cross-cultural competent with correct values and global competitiveness.

1.2 Review of Domestic and Foreign Research Status

Foreign research on AI in blended foreign language teaching focuses on technical application and learning effect optimization. Studies have verified that AI-driven intelligent feedback systems can improve students' writing accuracy and speaking fluency, and adaptive learning platforms can adjust learning paths based on individual progress. However, foreign

research rarely incorporates ideological and political elements into teaching design, as it lacks the cultural and educational context of value guidance in Chinese higher education.

Domestic research has made substantial progress in promoting IPE in foreign language courses, with studies emphasizing the excavation of IPE elements from teaching materials (e.g., cultural themes and ethical scenarios) and the design of IPE-oriented teaching activities. Yet, most domestic studies treat AI as an auxiliary tool rather than a core driver of mode innovation—few studies have constructed a systematic IPE mode that deeply integrates AI technologies (such as learning analytics and intelligent recommendation) with blended teaching processes. Existing literature also lacks empirical verification of long-term teaching practices, making it difficult to provide replicable experience for widespread application.

2. Relevant Theoretical Foundations

2.1 The Integration Theory of Artificial Intelligence and Education

The integration theory of AI and education focuses on building an intelligent educational ecosystem, where AI technologies act as a "cognitive extension" for both teachers and students. Key theoretical pillars encompass personalized learning theory, which emphasizes matching teaching content and pace to individual learning characteristics by leveraging advanced data analysis techniques; and intelligent evaluation theory, which promotes multi-dimensional, real-time assessment that extend beyond traditional exams—for example, employing sophisticated language processing (NLP) to analyze students' written or oral expressions and discern their underlying ideological patterns. This theory provides a technical framework for the study, guiding the selection and application of AI technologies in IPE mode construction.

2.2 Blended Foreign Language Teaching Theory

Blended foreign language teaching theory originated from the combination of constructivist learning theory and connectivism, concentrating on creating an interactive learning environment that connects online and offline spaces. Core concepts include flipped classroom design (shifting knowledge acquisition to online platforms and reserving offline time for interactive discussions and practical tasks) and contextualized language learning (using online multimedia resources to simulate real cross-cultural communication scenarios). In the realm of foreign language instruction, this theory highlights that language serves not merely as a means of communication but also as a vessel for cultural transmission and the conveyance of values—thereby providing a theoretical underpinning for the seamless integration of International Political Economy (IPE) concepts into blended teaching methodologies.

2.3 Core Theories of Integrating IPE into Courses

The core theories of integrating IPE into courses include the "value guidance theory" and "knowledge-ideology integration theory." The former holds that IPE should run through the entire teaching process, guiding students to establish correct worldviews, outlooks on life, and values while mastering professional knowledge. The latter emphasizes that IPE elements should not be added externally but integrated with subject content—for foreign language teaching, this means excavating ideological connotations from language materials (e.g., patriotism in literary works, environmental protection in thematic dialogues) and embedding them into listening, speaking, reading, and writing tasks. These theories define the direction of IPE integration in this study, ensuring that ideological guidance is not divorced from foreign language teaching objectives.

3. Construction of the IPE Mode in AI-empowered Blended Foreign Language Teaching

3.1 Basic Principles for Mode Construction

Three basic principles guide the mode construction to ensure its scientificity and feasibility. The first is the systematic principle: the mode should cover all links of blended teaching (goal setting, content design, implementation, and evaluation) and form a closed loop where each link supports IPE objectives. The second is the technology adaptability principle: AI technologies selected must match the characteristics of foreign language teaching and IPE—for example, avoiding over-reliance on complex algorithms

that obscure teaching focus, and prioritizing user-friendly tools such as intelligent resource recommendation and real-time interactive feedback. The third is the IPE pertinence principle: IPE content should align with students' cognitive levels and foreign language proficiency, avoiding abstract ideological indoctrination and instead using contextualized language tasks to trigger value reflection.

3.2 Four-Dimensional Framework Design of the Mode

The mode adopts a four-dimensional framework (goal system, content module, implementation path, and evaluation mechanism) to realize in-depth integration of AI, blended teaching, and IPE.

The goal system is divided into three levels: knowledge goals (mastering foreign language vocabulary, grammar, and discourse skills), ability goals (improving cross-cultural communication and critical thinking), and IPE goals (cultivating cultural confidence, social responsibility, and ethical awareness). AI technologies such as learning analytics help align individual goals with overall objectives by analyzing students' initial proficiency and ideological status.

The content module is built by excavating IPE elements from foreign language teaching materials and expanding them with AI-recommended resources. For example, in a unit on "environmental protection," the module includes basic language materials (dialogues about environmental issues), AI-recommended extended readings (foreign reports on green development), and IPE-oriented discussion topics (comparing environmental policies at home and abroad to enhance national identity).

The implementation path combines online and offline teaching. Online, AI platforms push personalized learning packages (including language tasks and IPE resources) and provide real-time feedback on students' assignments—for instance, using NLP to comment on students' essays not only for language errors but also for ideological tendencies in their viewpoints. Offline, teachers organize interactive activities such as debates and role-plays, where AI-assisted tools (e.g., speech emotion analysis) record students' participation and ideological expressions.

The evaluation mechanism adopts a multi-dimensional assessment method. AI tools are employed to gather and examine quantitative data (e.g., online learning duration, assignment scores, and participation frequency), while teachers and students engage in qualitative evaluations (e.g.,classroom performance reviews and peer evaluations of IPE literacy). This combined evaluation approach guarantees a thorough assessment that captures both the achievements in language learning and the advancements in ideological development.

3.3 Specific Application Scenarios of AI Technologies in the Mode

AI technologies are applied in three key scenarios to drive mode operation. The first is intelligent course recommendation: based on students' foreign language proficiency (tested via AI placement tests) and IPE focus areas (identified via pre-course questionnaires), the system recommends customized learning content—for example, recommending materials on "traditional Chinese culture" to students with weak cultural confidence. The second is real-time interactive feedback: during online learning, AI chatbots answer students' language questions and guide ideological discussions; in offline classes, AI-powered classroom response systems collect students' viewpoints on IPE topics and display statistical results for group discussion. The third is multi-dimensional learning analytics: AI analyzes students' learning data (e.g., time spent on IPE resources, scores on IPE-related tasks) to generate individual learning portraits, which teachers use to adjust teaching strategies—for example, providing additional guidance to students with low participation in IPE activities.

4. Practical Verification of the IPE Mode in AI-empowered Blended Foreign Language Teaching

4.1 Research Objects and Program Design

The practice was conducted in a public university, with 200 English major sophomores as research objects—divided into an experimental group (100 students, adopting the AI-empowered IPE mode) and a control group (100 students, using traditional blended foreign language teaching without AI and systematic IPE).

The practice lasted one semester (16 weeks), covering the Integrated English course. Both groups used the same textbook and had the same

teacher to control variables. The experimental group's teaching followed the four-dimensional framework: AI platforms (e.g., intelligent learning management systems) were used for online resource recommendation and feedback, and offline classes included IPE-oriented activities. The control group received conventional blended teaching—online learning focused on knowledge delivery, and offline classes emphasized language skill training without targeted IPE design.

4.2 Dynamic Regulation and Data Collection in the Practice Process

Dynamic regulation was implemented to ensure the mode's adaptability. Every four weeks, AI learning analytics generated progress reports for the experimental group, identifying problems such as low engagement with IPE resources or inconsistent language-IPE integration. Teachers then adjusted teaching strategies—for example, increasing the proportion of IPE-related interactive tasks or simplifying AI tool operation steps for students with technical difficulties.

Data collection covered three types of information to evaluate practice effects. The first was foreign language proficiency data: final exam scores (including listening, speaking, reading, and writing) of both groups. The second was IPE literacy data: scores from an IPE assessment questionnaire (designed based on national IPE standards, with a Cronbach's α coefficient of 0.87, indicating high reliability) completed by students before and after the practice. The third was teaching satisfaction data: a Likert 5-point scale questionnaire (1=very dissatisfied, 5=very satisfied) for the experimental group to evaluate the AI-empowered mode.

4.3 Multi-dimensional Analysis of Practice Effects

Practice effects were analyzed by comparing data from the experimental and control groups, with results showing the AI-empowered mode's obvious advantages.

In terms of foreign language proficiency, the experimental group's average final exam score (82.3) was 7.6 points higher than the control group (74.7). In IPE literacy, the experimental group's post-practice questionnaire score (4.21) was 0.93 points higher than the pre-practice score (3.28), while the control group's post-practice score (3.35) only increased by 0.12 points compared to the pre-practice score (3.23). In teaching satisfaction, the experimental group's average score was 4.36, with 89% of students rating the mode as "satisfied" or "very satisfied."

5. Conclusion

5.1 Summary of Main Research Achievements

This study achieves three key results. First, it constructs a systematic four-dimensional IPE mode in AI-empowered blended foreign language teaching, clarifying the logical relationship between AI technologies, blended teaching links, and IPE objectives—filling the gap in existing research on the lack of integrated mode design. Second, it verifies the mode's effectiveness through empirical practice, proving that AI can serve as a core driver to enhance the depth and pertinence of IPE integration, while promoting students' foreign language proficiency. Third, it summarizes replicable experience for educators, such as the selection criteria of AI technologies and the method of excavating IPE elements from foreign language materials—providing a practical reference for the popularization of IPE in blended foreign language teaching.

5.2 Research Limitations and Future Prospects

This study has two limitations. One is the limited sample scope: the practice was conducted in a single university with English major students, and the results may not be fully applicable to other types of institutions (e.g., vocational colleges) or other foreign language courses (e.g., French, Spanish). The other is the short practice duration: a one-semester practice cannot fully reflect the long-term impact of the mode on students' ideological development.

Future research will expand in two directions. On one hand, it will extend the practice to more universities and different foreign language disciplines, optimizing the mode based on discipline characteristics. On the other hand, it will explore the application of advanced AI technologies (e.g., generative AI) in the mode—for example, using AI to create personalized IPE scenarios for foreign language communication, further enhancing the interactivity and immersion of IPE in blended teaching.

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