

Research on the Integration of Ideological and Political Education in Semi-Flipped Blended Teaching

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Abstract: To meet the needs of social development, English majors in application-oriented universities are tasked with cultivating compound talents with moral integrity who possess solid English language knowledge and skills, an interdisciplinary knowledge system and the ability to flexibly use English to solve practical problems in diverse fields. The digital transformation of education has brought new opportunities and challenges to the innovation of teaching. Based on the Comprehensive English course, a blended teaching model is constructed under the framework of semi-flipped classroom from three key aspects: teaching content design, teaching method innovation, and teaching evaluation optimization, while ideological and political education is deeply integrated into course teaching and learning. It is aimed to improve the quality of talent cultivation and help students grow into high-quality English professionals with both moral integrity and professional excellence.

Keywords: Semi-flipped classroom; Blended teaching; Ideological and political education; Application-oriented university; Digitalization

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1. Introduction

The English major in application-oriented universities is responsible for cultivating compound talents for fields such as foreign trade and cultural communication. As a core course for English majors, *Comprehensive English* directly affects the achievement of talent cultivation goals. The traditional teaching model is inefficient and fails to fully motivate students' learning enthusiasm, leading to deficiencies in students' knowledge absorption and skill improvement. Additionally, this model lacks attention to students' personalized needs and struggles to effectively cultivate their cross-cultural communication skills, critical thinking, and interdisciplinary abilities required for new liberal arts talents, thus failing to meet the diverse social demands for English professionals.

With the rapid development of digital-intelligent technologies such as big data and artificial intelligence, the education sector has ushered in unprecedented opportunities for reform. Digital-intelligent technologies can realize precise analysis of learning data, providing support for personalized teaching^[1]; their rich teaching resources and diverse tools also create favorable conditions for innovating teaching models^[2]. In this context, the flipped classroom, a teaching model that reverses the traditional order of knowledge transmission and internalization, has been widely adopted. However, it faces

challenges as well: at the student level, pre-class autonomous learning requires high self-discipline and initiative, leading to prominent differences in autonomous learning abilities, and the digital divide may exacerbate educational inequality; at the teacher level, the design and implementation of teaching become more difficult, as teachers need to invest significant time and energy in designing in-class interactive activities to promote knowledge internalization, which places higher demands on their information literacy, course design capabilities, and classroom management skills^[3].

Meanwhile, the state attaches great importance to the digital transformation of education and the construction of ideological and political education in courses. In January 2025, the Central Committee of the Communist Party of China and the State Council issued *the Outline for Building a Powerful Education Country (2024-2035)*, which explicitly emphasizes the important position of ideological and political education in courses. *The Outline* points out that school ideological and political education should be fully integrated into disciplinary systems, teaching systems, textbook systems, and management systems, and deeply embedded in moral education, cultural knowledge education, and social practice education. It also calls for promoting the in-depth integration of ideological and political work with information technology^[4]. This points out the direction for teaching reform in application-oriented universities: making full use of digital-intelligent technologies to integrate ideological and political education into the entire teaching process.

Based on the current situation and needs of students in application-oriented universities, this study takes the *Comprehensive English* course as a starting point to construct a blended teaching model under the framework of semi-flipped classrooms, deeply integrating ideological and political elements, and striving to explore a feasible new teaching path to improve the quality of talent cultivation and help students grow into high-quality English professionals with both moral integrity and professional excellence.

2. Teaching content design: integration of knowledge, skills, and ideological and political elements

Based on the positioning of application-oriented universities in the context of new liberal arts and the "language + field" talent cultivation needs of English majors, and aligning with cross-cultural communication occasions in fields such as foreign trade and cultural communication^[5], this study takes fostering virtue through education as the fundamental principle to construct a course system covering basic language knowledge, listening, speaking, reading, and writing skills, translation and text analysis abilities, and cross-cultural communication competence. Among them, teaching and learning for basic language skills ensure students lay a solid foundation; the translation and text analysis module highlights the emphasis on in-depth language application abilities; and the cross-cultural communication module adapts to the trend of globalization. This framework not only follows the laws of language learning but also aligns with the goals of cultivating application-oriented talents, laying the foundation for integrating ideological and political education into the course and enabling students to gradually establish awareness of spreading China's image and adhering to China's stance in the process of language learning.

2.1. Knowledge infiltration: embedding ideological and political concepts in language and field knowledge acquisition

For knowledge teaching, vocabulary, grammar, rhetoric, background information and text analysis are taken as carriers, ideological and political elements such as cultural confidence, cultural mutual learning, and professional ethics are integrated into the learning of language knowledge and interdisciplinary knowledge. Through the "contextual learning + field connection" approach, students, while mastering knowledge, understand the significance of language as a carrier of culture, recognize their responsibility to spread Chinese culture and tell Chinese stories well, cultivate an inclusive attitude towards diverse cultures, and establish a sense of professional responsibility and community with a shared future for mankind, thus achieving the simultaneous advancement of knowledge learning and value guidance.

As to vocabulary and grammar learning, combined with textbook themes, the method of "contextual learning + root

and affix expansion + long and difficult sentence analysis + thematic extension” is adopted to consolidate the foundation, and the connection between language knowledge and field application is realized through online and offline project-based case libraries. For example, when learning the business unit related to” workaholism”, trade terms such as” tax base” are expanded, long and difficult sentences containing workplace information are analyzed, and cases of applying legal vocabulary and grammar in the workplace are connected. In this process, elements of cultural confidence are integrated to guide students to recognize the role of language knowledge in spreading Chinese business culture and telling Chinese economic stories well, and to cultivate their sense of responsibility for spreading Chinese culture.

For text and rhetoric teaching, online resources are relied on to analyze the logical structure and rhetorical strategies of texts, guiding students to compare differences between Chinese and English, laying the foundation for translation and cross-cultural communication. When analyzing the differences in text structure, rhetoric, and translation methods between English and Chinese, the ideological and political concept of mutual learning is integrated to help students understand the expression forms of different cultures and cultivate their literacy in respecting diverse cultures and promoting cultural exchanges^[6].

For the background information and interdisciplinary learning, some basic online interdisciplinary courses are referred to, integrating technical knowledge, such as foreign trade, cultural communication, sociology, psychology, and law and so on, and the “text content + technical background” dual-track teaching method is adopted to promote interdisciplinary integration. For example, when learning the text about Chinese food, combined with Hofstede’s cultural dimensions theory, the deep cultural roots of” shared feasts” in collectivist culture and” independent dining” in individualistic culture are analyzed; Chinese traditional philosophical ideas such as” harmony between man and nature” and the golden mean” are mentioned, and a comparison is made with the instrumental cognition of diet in Western dualistic thinking; through the” differences in Sino-Western restaurant space” in the text, students are guided to analyze the cultural connotation of space symbols from the perspective of cultural anthropology; through the spread of Chinese cuisine in the world, students fully understand sociological and historical propositions such as diet as a” carrier of social relations” and diet as” cultural soft power.” This process not only enables students to understand the application of language in actual industry occasions but also integrates ideological and political elements related to professional ethics (such as cultural confidence and cross-cultural inclusiveness, work spirit and craftsmanship spirit, awareness of a community with a shared future for mankind, and ecological ethics), cultivating students’ awareness of enhancing cultural consciousness, displaying China’s image, and conveying China’s values in future industries.

2.2. Skill training: highlighting ideological and political orientation in language application and cross-culture practice

Skill training focuses on the practical operation of listening, speaking, reading, writing, translation, cross-cultural communication, and critical thinking, integrating ideological and political orientations such as cultural adherence, correct values, and cultural inheritance into specific language practices. This makes the process of skill improvement a process of internalization and externalization of ideological and political concepts, helping students grow into cross-cultural communicators with both language ability and correct values.

Listening and speaking training focuses on practical operation in cross-cultural communication occasions. For example, when teaching the article” Out of Step” about American car culture, pre-class materials include clips of American talk show hosts mocking” driving to the next-door supermarket” to help students understand the” absurdity” in the text and its cultural resonance; street interviews of Chinese urban residents discussing” the benefits of walking to work and shopping” are also offered to highlight the cultural normality of” short-distance walking.” Through pre-class and in-class group tasks, students compare the differences in “distance perception” “travel choices”, and underlying values in the two materials to deepen their understanding and cognition of cross-cultural communication. This link integrates ideological and political content of cultural adherence and inclusiveness in cross-cultural communication, guiding students to adhere to Chinese cultural stance while respecting other cultures, and improving their ability to spread Chinese culture in cross-

cultural communication.

Reading and writing training focuses on processing “practical and cultural reflective texts.” Relying on critical reading of in-class texts and extended reading after class, students are guided to understand text structures and write English short comments (such as “exploring the possibility of cultural integration from travel modes”) to strengthen input-output transformation, achieving the goal of “understanding a text, comprehending a culture, and mastering a communication method.” In text learning and writing, correct values such as understanding-oriented thinking and win-win cooperation are integrated to cultivate students’ adherence to correct ethics and values in language practice.

Translation training emphasizes cultural information transmission. For example, for the unit learning of “Chinese Food”, regarding culture-loaded words such as “Loong” and “dumpling,” debate activities on literal translation vs. free translation are organized, and translation strategies and methods are summarized based on platform feedback. Through translating culture-loaded words, students deepen their understanding of Chinese culture, strengthen cultural confidence, and cultivate their sense of mission to spread the unique charm of Chinese culture, which is also an important embodiment of cultural inheritance and dissemination in ideological and political education.

The cultivation of cross-cultural communication and critical thinking abilities is carried out through topics such as “differences between Chinese and Western etiquette” and practical activities such as “translating local intangible cultural heritage into foreign languages” based on course texts. In comparing Chinese and Western cultures, students are guided to view differences objectively, cultivating critical thinking; in the practice of translating local intangible cultural heritage, students’ enthusiasm for inheriting and spreading local culture and Chinese intangible cultural heritage is aroused.

To address the difficulty of students’ fragmented understanding of interdisciplinary content, they are guided to construct “knowledge maps” to connect language knowledge with field knowledge, and assigned project-based assignments (such as “building cross-border e-commerce platforms” and “foreign affairs reception”) to achieve the integration of knowledge in different fields. Meanwhile, ideological and political elements such as teamwork and responsibility are integrated into the projects to cultivate students’ professional ethics and social responsibility.

3. Innovation in teaching methods: synergistic promotion of professional practice and ideological and political education

In the context of education empowered by digital-intelligent technologies, the innovation of teaching methods should be based on professional practice and guided by ideological and political education to achieve their in-depth synergy. By constructing a semi-flipped blended classroom ecosystem, ideological and political elements can be naturally integrated into all teaching phases; the in-depth application of digital-intelligent technologies can provide strong support for the precise implementation of ideological and political education effects and the efficient improvement of professional practical abilities.

3.1. Construction of semi-flipped blended classroom: in-depth infiltration of ideological and political education

The semi-flipped classroom is an optimized form of the flipped classroom, which effectively solves some uncertainties of the flipped classroom^[7]. This model consists of two parts: in-class discussions led by students and new knowledge teaching led by teachers, which can strengthen the integration of students’ online and offline activities, enhance classroom participation, and increase learning initiative and interest^[8].

Before class, multi-form learning resources such as preview materials, self-assessment questions, and chapter videos are offered through online platforms such as WELearn and Chaoxing, with clear autonomous learning tasks. Students are required to complete individual and group learning and discussion and upload notes before class. Through students’ self-assessment and pre-class warming-up discussion, combined with learning data via AI workstations, group feedback together with teachers themselves, teachers sort out the profile and details for classroom teaching and build scaffolds

to prepare for in-class discussions and teaching. The entire learning process follows the principle of “knowledge as the body, ideological and political education as the soul,” with “content infiltration” as the core, integrating ideological and political elements through three methods: case selection, perspective reconstruction, and value embedding, so that professional content and ideological and political connotations form a symbiotic relationship. Through ideological and political discussions of collective topics (such as warm-up questions integrating major with ideological and political education), situational questions for self-assessment questions and chapter videos, and critical thinking about values, such as “patriotism, social responsibility, professional ethics”, and so on are taken as perspectives and tools for understanding professional knowledge, guiding students, in autonomous learning, to realize professional learning is not only the accumulation of skills but also a process of preparing for contributing to society and national rejuvenation.

In class, a teaching mode integrating “PAD classroom + BOPPPS” under the framework of semi-flipped classroom is constructed, adhering to the principle of “production-orientation”, integrating “presentation-and-discussion” with the six parts of “bridge-in, objective, pre-assessment, participatory learning, post-assessment and summary” as the core, and flexibly adjusting methods according to teaching content. For example, PBL (Problem-based learning) is adopted in translation skills teaching (such as “How to handle translation deviations of culture-loaded words”), integrating ideological and political elements such as accuracy and responsibility in cultural communication; TBL (Task-based Learning) is used in cross-cultural communication teaching (such as “Analysis of differences in involution culture between China and the West”) to cultivate students’ ability to view cultural phenomena dialectically, analyze problems and communicate rationally, integrating ideological and political content such as rational thinking and cultural inclusiveness; research and discussion methods are introduced in text interpretation to encourage dialectical analysis, cultivating students’ academic rigor and critical thinking, and integrating ideological and political concepts such as pursuing truth and innovating exploration.

To address the difficulty of deep integration of language skills and cross-cultural abilities (such as students being fluent in language but inappropriate in cultural expression^[9]), “situational task chains” are designed in and after class (such as Chinese cuisine translation → international business reception → cultural difference interpretation), embedding language skill training in cross-cultural occasions and integrating ideological and political elements such as correct ways of cultural communication and cultural respect; a “mistake case library” (such as examples of international business taboos) is introduced, and in-depth understanding is achieved through “AI + manual” error correction discussions, cultivating students’ cultural sensitivity and ability to avoid cultural conflicts, and strengthening their empathy awareness and ability in cross-cultural communication.

3.2. In-depth application of digital-intelligent technologies: precise assistance in ideological and political education

Digital-intelligent technologies are used in different teaching stages: before class, the platforms are applied to intelligently monitor autonomous learning, and AI generates “learning situation portraits” to provide a basis for hierarchical teaching, integrating the ideological and political education concept of teaching students in accordance with their aptitude and paying attention to individual differences, so that each student can learn and grow at a pace suitable for themselves as much as possible; in class, intelligent tools are used to collect classroom data, teachers adjust teaching contents, display discussion results, and guide further learning by combining keywords captured by AI, thus ensuring the pertinence and efficiency of teaching, while cultivating students’ ability to learn efficiently and communicate collaboratively with technical assistance, integrating ideological and political elements such as modern scientific and technological literacy and teamwork; after class, teachers offer personalized supplementary packages^[10] based on “AI + manual” analysis data, and realize “zero delay” homework feedback by intelligent cross-assessing, helping students improve in a timely manner, and integrating ideological and political connotations such as self-improvement and pursuing excellence.

To break through the difficulty of transforming students’ theoretical knowledge into compound application abilities (insufficient practical experience), “digital-intelligent empowerment + integration of production and education” is

adopted: practical writing assignments are presented on the AI workstation with intelligent evaluation, providing real-time feedback on format, wording, structure, etc., integrating ideological and political elements such as professional norms and precise expression; cooperating with local enterprises to promote language service practice (such as observing or even assisting in translating product manuals), with double comments from teachers and enterprise mentors, cultivating students' practical application abilities and professional ethics and closely combine ideological and political education with career development, thus enabling students to understand the role of English majors in national foreign trade and cultural exchanges in real industry occasions, establish a sense of responsibility to contribute to the industry and serve society.

4. Optimization of teaching evaluation: synergistic consideration of professional achievements and ideological and political effectiveness

The optimization of teaching evaluation needs to break the limitations of a single dimension and establish an evaluation system and mechanism that emphasizes both professional achievements and ideological and political effectiveness, so as to achieve comprehensive tracking and effective feedback throughout the entire teaching process. At the same time, clarifying the specific manifestations of course ideological and political education evaluation can not only ensure that the fundamental task of fostering virtue through education is implemented in the evaluation process, but also work in synergy with the optimization of teaching evaluation to improve the quality of talent cultivation.

4.1. Multi-level feedback evaluation: comprehensive coverage of multi- dimensional collaboration

The evaluation of course learning integrates students' self-assessment, peers' assessment, intelligent assessment and teachers' assessment, and constructs a four-dimensional closed-loop system of "learner-peer-technology-teacher". In this system, learners' and peers' evaluations are carried out through the "intelligent cross-evaluation" mechanism, while teachers' evaluations and intelligent evaluations form a "mixed evaluation model". These two measures together achieve the effect of "technology reducing burden + professional value added". Taking technical writing evaluation as an example, artificial intelligence can be responsible for comparing basic dimensions such as professional norms and text structure, while teachers can focus on in-depth explanation of cultural adaptability and other deep dimensions.

The evaluation runs through the entire teaching process: they are used to diagnose the effect of self-study before class, help adjust the teaching rhythm during class, and offer extended tasks based on the results after class. Through this full-process penetration, the evaluation results are effectively transformed into learning motivation, integrating ideological and political education concepts such as continuous learning and self-improvement, and helping students develop the awareness and ability of lifelong learning.

4.2. Implementation of course ideological and political education evaluation: effective measurement

In the operation process of the multi-level feedback evaluation system, ideological and political elements such as self-reflection, respect for others and teamwork, as well as ideological and political considerations such as cultural understanding and professional depth are integrated simultaneously. It guides students to learn to objectively recognize themselves and others in evaluation activities, cultivate team spirit and communication skills, understand the importance of cultural connotation transmission in language expression, and improve the accuracy and professionalism of cultural communication.

The "classroom·platform +" evaluation system is optimized and the process assessment of ideological and political education is strengthened. Online teaching tracks and offline practice results are integrated to build an evaluation data pool, and the effectiveness of ideological and political infiltration as well as professional teaching results is taken into consideration (such as enthusiasm for cultural communication, display of cultural confidence, embodiment of professional literacy, etc.), promoting the deep interweaving of multiple evaluations. The full-process tracking of ideological and political elements in process evaluation is adopted, accurately measuring the effectiveness of course ideological and

political education, and ensuring the realization of the goal of “fostering virtue through education”. For example, in the practice activity of “translation of local intangible cultural heritage”, the ideological and political literacy of students such as culture spreading and patriotism are evaluated from the aspects of cultural accuracy of translated works, cultural enthusiasm and appeal of presentation, etc., by integrating the opinions of various evaluation subjects, so that the evaluation of course ideological and political education can truly become an important measure of the quality of talent training.

5. Conclusion

The blended teaching model under the framework of semi-flipped classrooms constructed in this study, through the design of teaching content, methods, evaluation systems, and the integration of ideological and political education, takes students’ learning situation as the fundamental starting point, fully considers the objective conditions such as students’ autonomy, mobilizes students’ initiative, improves their language skills, cross-cultural communication abilities, critical thinking, and comprehensive literacy, realizes the transformation from “systematization of teaching” to “systematization of learning,” supports the “language + field” talent cultivation goal, effectively solves the problems of traditional teaching and the challenges of flipped classroom teaching models, provides a feasible path for the teaching reform of English majors in application-oriented universities, and strengthens students’ ideological and political foundation while cultivating their professional abilities, promoting both moral integrity and professional competence.

In future teaching, the application of digital-intelligent technologies and the exploration of ideological and political elements can be further deepened, school-enterprise cooperation can be strengthened, practice channels can be expanded, and teaching quality can be improved. Specifically, it is necessary to explore the application of digital-intelligent technologies in personalized learning and intelligent questions and answers, deeply excavate more ideological and political elements such as Chinese cultural communication and professional spirit cultivation, establish cooperation with more enterprises to provide students with rich practical opportunities, comprehensively improve students’ comprehensive quality and professional competitiveness, cultivate more application-oriented English talents who meet the needs of the times and have both virtue and ability, let ideological and political education play a more far-reaching role in professional teaching, and help students grow into backbone forces in national foreign exchanges and cultural communication.

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