WHIOCE PUBLISHING PTE. LTD.
PROVIDING
FIRST-CLASS SCIENTIFIC INFORMATION
FOR TOP SCHOLARS

2025 Volume 3, Issue 5
Contemporary Education Frontiers
ISSN (Online): 3029-1860 ISSN (Print): 3029-1879

A Study on the "Three-Stage" Blended Teaching Model of Ideological and Political Education in College Foreign Language Courses Empowered by Generative AI

Liang Zhou*, Yue Huang
Chengdu College of Arts and Sciences, Chengdu 610401, Sichuan, China

**Corresponding author: Liang Zhou, 602910166@qq.com*

Abstract: With the rapid advancement of artificial intelligence (AI), particularly Generative AI tools such as ChatGPT, college foreign language teaching is undergoing profound transformation. Traditional approaches to embedding ideological and political education (IPE) into language courses have often relied on teachers' experience and one-way lecturing, which limits depth and interactivity. This study explores a three-stage blended teaching model empowered by Generative AI, focusing on pre-class preparation, in-class engagement, and post-class reflection. By integrating AI-driven personalized learning, interactive discussions, and reflective extension, the model enables deeper ideological and cultural integration while enhancing students' critical thinking and cross-cultural competence. The findings demonstrate that Generative AI offers significant potential in unifying knowledge transmission and value guidance, providing both theoretical and practical insights for the innovative development of IPE in foreign language teaching.

Keywords: Generative AI; Ideological and Political Education (IPE); College Foreign Language Teaching; Blended Learning; Three-Stage Model

Online publication: June 26, 2025

1. Introduction

Under the impetus of artificial intelligence technologies, particularly generative AI such as ChatGPT, profound transformations are reshaping college foreign language education [1]. Traditional approaches to integrating ideological and political education (IPE) into curricula often rely on teachers' individual experience and classroom instruction, exhibiting limitations such as monotonous formats, insufficient depth, and weak interactivity [2]. To address these challenges, researchers have proposed and implemented innovative teaching models. Among them, blending generative AI into a "pre-class–in-class–post-class" three-stage hybrid teaching framework demonstrates significant potential and advantages [3]. This approach aims to intelligently and seamlessly embed IPE elements throughout all dimensions of foreign language instruction through AI technologies, thereby enhancing both teaching efficacy and educational outcomes [4]. Beyond fostering linguistic skills, this model emphasizes cultivating students' value-based critical thinking, cultural comparison abilities, and independent analytical capacities during language learning, ultimately achieving an organic synthesis of

knowledge acquisition and value orientation [5]. Fu Jing's "three-stage" pedagogical framework provides a concrete, actionable structure for local universities' IPE implementation in college English courses [6]. The core of this model lies in leveraging tools like ChatGPT to establish clear objectives for IPE cognition, critical thinking, and cross-cultural understanding across different instructional stages, enabling deep integration of ideological education.

2. Pre-Class Stage: Intelligent Preview and Independent Exploration of Ideological and Political Elements

The pre-class phase serves as the foundation of the entire teaching process, focusing on stimulating students' interest, guiding autonomous exploration, and fostering preliminary comprehension of upcoming IPE themes [7]. In this stage, generative AI acts as a "smart mentor" and "personalized learning assistant", offering abundant resources and interactive tools to optimize preparatory tasks [8]. Traditional pre-class activities often confine students to textbook reading or simplistic exercises, leaving deeper ideological connotations unexplored. Generative AI revolutionizes this paradigm by transforming static texts into dynamic, interactive learning experiences [9]. For instance, students can utilize AI tools to summarize complex texts, translate key passages, extract keywords, and engage in simulated dialogues from diverse perspectives -- preparing them for in-depth classroom discussions. This intelligent preview approach not only improves efficiency but also cultivates autonomous learning habits and critical thinking, laying a solid groundwork for subsequent instruction.

2.1. Teacher's Role: Curating Multimodal Resources Aligned with IPE Themes

Teachers transition from traditional knowledge transmitters to resource designers and learning facilitators during the pre-class stage. Their primary task involves selecting or designing multimodal resources closely tied to IPE objectives. These resources transcend conventional text materials, incorporating news articles, documentary clips, podcasts, and academic papers to provide multidimensional learning experiences. For example, when exploring the theme of "environmental protection", instructors might curate a global climate change report, UN conference videos, and sustainability research articles. By ensuring resources embody profound IPE values -- such as social responsibility, global citizenship, and shared human destiny -- teachers construct an exploratory platform prompting students to consciously reflect on values while acquiring language skills, setting the stage for classroom deliberations.

2.2. Student's Practice: Personalized AI-Enhanced Text Analysis

Students leverage generative AI tools to conduct personalized previews and in-depth text analysis, forming the core of the pre-class phase. Rather than passively receiving information, students actively participate in knowledge construction. Using tools like ChatGPT, they analyze English materials from multiple angles. Example prompts include: "What is the core argument of this article?", "Which rhetorical devices does the author employ?", and "Are there cultural biases or stereotypes present?". AI facilitates exploration beyond surface-level comprehension. Additionally, AI tailors support to individual needs: providing vocabulary explanations and grammar assistance for struggling learners while offering advanced background knowledge, academic references, or comparative analyses for high-achievers. This personalized approach enhances preview quality and efficiency while nurturing critical thinking and problem-solving skills foundational for classroom engagement.

2.3. Integration of IPE Values: Guiding Recognition of Core Socialist Values

Implicit IPE integration occurs organically during pre-class preparation, emphasizing identification and initial comprehension of textual values. Generative AI plays a pivotal role by analyzing texts to identify keywords, sentences, and paragraphs related to IPE themes (e.g., social responsibility, cultural diversity). For instance, when studying "technological ethics", AI can dissect stakeholders' viewpoints (corporations, governments, consumers) and prompt reflection on

underlying values like innovation, accountability, fairness, and privacy. Simulated role-playing dialogues further immerse students in ethical dilemmas. Similarly, exploring "cultural diversity" introduces cross-cultural perspectives, encouraging students to recognize and challenge their own biases. By connecting language learning with real-world values, AI enables seamless infusion of IPE, enabling students to internalize core socialist values organically during language acquisition.

3. In-Class Stage: Intelligent Stimulation of Interactive Discussion and Critical Thinking

The in-class phase represents the core of this teaching model, aiming to transform preliminary insights from the pre-class stage into profound understanding and unwavering value alignment through dynamic interaction and critical engagement. Unlike traditional teacher-centered classrooms characterized by passive learning and limited opportunities for critical thinking, the integration of generative AI redefines classroom dynamics. AI assumes the roles of "interactive partner" and "critical thinking catalyst", creating immersive scenarios that spark student participation. Tools like ChatGPT facilitate real-time dialogue simulation, generate controversial topics to provoke debate, and supply contextual data to bolster arguments. This AI-driven interactivity not only enhances engagement but also places students in authentic, complex problem-solving contexts where they must continuously refine their viewpoints through reflection and dialogue. As a result, students develop robust critical thinking and logical communication skills while deepening their ideological convictions.

3.1. Pedagogical Approach: Deep Engagement Through Generative AI-Powered Interactions

At the heart of the in-class stage lies a pedagogical approach that leverages generative AI to foster multi-directional interactions among teachers, students, and peers. Teachers transition from knowledge providers to facilitators of learning activities, designing collaborative exercises such as group discussions, role-plays, and debates. For example, when exploring "globalization and cultural identity", instructors might use ChatGPT to simulate delegates from diverse nations debating the impact of globalization on local cultures. Students assume assigned roles or critically analyze AI-generated viewpoints, engaging in reasoned rebuttals. This process sharpens language proficiency, logical reasoning, and cross-cultural empathy, enabling students to appreciate cultural complexities and form nuanced perspectives on identity. The AI-powered classroom becomes a vibrant intellectual ecosystem where knowledge, skills, and values co-evolve through collaborative inquiry.

3.2. Key Methodology: Role-Playing, Perspective Clash, and Scenario Simulation via AI

Central to fostering deep engagement and critical thinking are three AI-facilitated methods: role-playing, perspective clash, and scenario simulation. These techniques transform abstract theories into tangible experiences, enabling "learning-by-doing" and "reflecting-through-action". Role-playing immerses students in simulated real-world contexts. For instance, in discussions on "AI ethics", students might assume roles as corporate executives, policymakers, or citizens, with ChatGPT generating context-specific arguments for each position. Navigating these debates cultivates empathy, strategic thinking, and ethical reasoning. Perspective clash introduces contentious topics to stimulate structured debates, with AI assuming adversarial roles to challenge students' arguments, pushing them to strengthen logical rigor and evidence-based reasoning. Scenario simulation places students in complex, real-world dilemmas (e.g., formulating climate change action plans), requiring them to apply theoretical knowledge to practical challenges. These methods render ideological education dynamic and engaging, ensuring students absorb knowledge while honing holistic competencies.

3.3. Integration of IPE Values: Deepening Comprehension Through Cross-Cultural Comparison and Critical Reflection

Value integration in the in-class phase occurs organically through cross-cultural comparisons and critical dialogues,

fostering enduring ideological alignment [10]. Generative AI acts as both a "cultural mediator" and "critical thinking accelerator", exposing students to diverse global viewpoints. For example, debates on "social justice" might juxtapose welfare systems, tax policies, and educational philosophies across countries, prompting students to analyze systemic inequalities and reflect on their own society's strengths and areas for improvement. Discussions on "global community with a shared future" leverage AI-generated data on global crises (e.g., pandemics, climate change) to highlight interconnected challenges, cultivating a sense of planetary responsibility. Through these contrasts and reflections, students transcend parochialism, embracing inclusive values like cooperation and sustainability. The critical insights gained in these interactions—rooted in both linguistic mastery and ethical reasoning—become enduring pillars of students' worldview.

4. Post-Class Stage: Reflective Consolidation and Intelligent Reinforcement of IPE Cognition

The post-class phase extends learning beyond the classroom, focusing on systematic reflection, knowledge expansion, and the consolidation of ideological understanding [11]. Generative AI transitions from an interactive partner to a "reflective coach" and "adaptive learning advisor", leveraging personalized feedback and adaptive resources to deepen students' cognitive and value internalization. Traditional homework often prioritizes rote memorization over ideological reflection; AI-driven post-class activities instead emphasize metacognitive development and value-driven application. By analyzing student-AI interaction data, teachers gain actionable insights into learning trajectories, enabling precise interventions. This phase ensures that ideological education evolves from passive reception to active, self-directed growth.

4.1. Student Practice: Reflective Writing and Autonomous Learning Supported by AI

In the post-class phase, students harness generative AI to craft reflective reports and pursue autonomous learning, solidifying ideological comprehension and holistic skill development. Reflective writing prompts (e.g., "How has this course influenced your views on technological ethics?") guide students to critically evaluate their learning journeys. AI tools assist in structuring arguments, suggesting frameworks, and refining drafts, enabling students to produce polished reflections that articulate personal growth. Concurrently, AI-driven recommendations for supplementary materials—such as UN sustainability reports, academic journals, or global news analyses—connect classroom lessons to real-world issues. For instance, post-study of "sustainable development", AI might suggest case studies on renewable energy adoption or documentaries on climate justice, fostering global awareness and proactive citizenship.

4.2. Teacher Practice: Formative Assessment Through AI-Enabled Data Analytics

Teachers employ AI-driven data analytics to conduct formative assessments, gaining nuanced insights into student progress. Unlike summative exams, this approach tracks longitudinal learning behaviors, including AI-chat logs, reflective essays, and resource utilization patterns. Analyzing debate transcripts reveals students' argumentative logic and critical thinking maturity; reviewing reflections uncovers ideological receptivity and emotional engagement. For example, students grappling with ethical ambiguities in AI governance may exhibit evolving perspectives through iterative reflections. Teachers use these data "portraits" to tailor interventions: providing one-on-one guidance to confused students or advancing high-achievers with specialized resources. This data-centric approach enhances teaching precision and fosters deeper teacher-student rapport, aligning instruction with individual developmental needs.

4.3. Integration of IPE Values: Evaluating Depth of Understanding and Value Internalization

The ultimate goal of post-class IPE integration is to assess students' ability to apply ideological principles critically and act in alignment with core values. Evaluations transcend superficial knowledge recall, focusing on holistic competencies. Reflective reports are scrutinized for evidence of integrating theoretical frameworks (e.g., Marxism) into practical analyses, such as proposing ethically grounded stances on AI governance. Resource engagement metrics indicate proactive

value internalization—for instance, students who explore extracurricular materials on "global citizenship" demonstrate heightened ideological agency. Teachers also observe behavioral shifts, such as students initiating cross-cultural dialogues or advocating sustainability initiatives. By calibrating assessments to these criteria, educators confirm that ideological education has transcended rote memorization, becoming a lived ethic guiding students' actions and decisions.

5. Conclusion

This study investigates the "three-stage" blended teaching model empowered by Generative AI in college foreign language ideological-political education, highlighting its potential to embed values across pre-class, in-class, and post-class learning. Generative AI not only fosters more intelligent and personalized approaches to language teaching but also provides new avenues for embedding ideological and political education. Through intelligent preparation, interactive discussions, and reflective extensions, students enhance language skills while developing critical thinking, cross-cultural competence, and value identity. The findings suggest that the Generative AI-driven 'three-stage' model effectively integrates knowledge transfer with value cultivation, offering a solid foundation for further theoretical and practical innovation in foreign language ideological-political education. Nonetheless, its application requires further validation across diverse teaching contexts to ensure broader adaptability and sustainable development.

Funding

This article is the research outcome of the project "The Current Situation and Promotion Paths of Digital Literacy of Foreign Language Teachers in Private Colleges and Universities under the Background of Education Digitalization" of Sichuan Education Information Technology Research Project in 2024 (Project No.: kt2024092776f1057)

Disclosure statement

The author declares no conflict of interest.

References

[1] Guilin University, 2025, Exploring New Pathways Empowered by AI, 2025, https://glc.edu.cn/info/1094/45478.html, 2025.06.19.

[2] Wang, M., Chen, X., Zhang, F., 2025, The Construction of Practical Teaching Paths for Ideological and Political Courses in Private Universities: Value, Current Situation, and Countermeasures, University Education, 2025.06.19.

[3] Zhang, H., Yu, W., 2025, A Practical Study on Generative AI Empowering Precise Teaching of College English, Digital Communication World, 2025.06.20.

[4] Hunan Provincial Department of Education, 2025, Hunan Normal University Explores the "Four New" Model of Ideological and Political Education in Foreign Language Courses, https://jyt.hunan.gov.cn/jyt/sjyt/xxgk/jykx/202503/t20250328_1157296 .html, 2025.03.28.

[5] Wuzhou University, 2025, Advancing Knowledge and Action to Innovate the Foreign Language Education System, China Education Daily, http://paper.jyb.cn/zgjyb/h5/html5/2025-05/23/content_144745_18547090.html, 2025.05.23.

[6] Fu, J, 2023, A Study on the "Three-Phase" Teaching Model of Generative AI-Empowered Ideological and Political Education in College English Curriculum, https://ojs.vitu-pub.com/index.php/jyfzycxx/article/viewFile/142129/141216., 2025.03.28.

[7] Zhongshan Institute, University of Electronic Science and Technology of China, 2025, Building a new chapter in education

together, striving for shared success, https://wgyxy.zsc.edu.cn/xwtz/xwxw/1ikrbcqt9mc26.shtml, 2025.02.24.

[8] Nie, Y., Zhao, Y., 2025, Enhancing the Quality and Efficiency of Ideological and Political Education in Vocational Colleges Empowered by Generative AI, Science, Education, and Culture Exchange, (11), https://doi.org/10.16871/j.cnki.kjwh.2025.11.002, 2025.06.12.

[9] Luo, J., 2025, Research on AI Empowering the Modern Expression of Traditional Culture, Media, (14), 2025.06.12.

[10] Zhang, P., Liu, Y., 2025, The Embedded Logic, Application Strategies, and Risk Prevention of DeepSeek General AI Technology Empowering Ideological and Political Courses in Colleges and Universities, Journal of Shenzhen Polytechnic University, 24(04), https://doi.org/10.13899/j.cnki.szpuxb.2025.04.004, 2025.06.12.

[11] Wang, Q., 2025, The Practical Dilemmas and Reform Paths of Ideological and Political Courses in Universities under the Background of Digitalization, Journal of Xichang College (Social Science Edition), 37(04), https://doi.org/10.16104/j.issn.1673-1883.2025.04.010, 2025.06.12.