Research on the Blended Teaching Model of Ideological and Political Education in the *Comprehensive English Course* under the CBI Concept

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Abstract

Based on the concept of Content-Based Instruction (CBI), this paper explores the integration path of ideological and political education and the blended teaching model in the English major's *Comprehensive English Course*. Specifically, by constructing a "trinity" teaching model that combines online and offline learning, coordinates in-class and extracurricular activities, and integrates theory with practice, it verifies its significant enhancement of students' language proficiency, ideological and political literacy, and learning satisfaction in teaching practice. Thereby, it addresses the dilemma of the "hard integration" and "superficiality" of ideological education in traditional English teaching.

Keywords: CBI Educational Concept, Ideological and Political Education in Curriculum, Blended Teaching

1. Introduction

The process of globalization demands that foreign language talents not only possess cross-cultural communication skills but also establish correct views on the nation, culture, and history. Meanwhile, the Chinese Ministry of Education emphasizes that the construction of "ideological and political education in curriculum" is a strategic direction for all disciplines. Foreign language courses need to break away from the misconception of "value neutrality" and actively serve the fundamental task of "fostering virtue through education." Furthermore, the CBI (Content-Based Instruction) concept is evolving from the integration of language and content towards integration with value education, while blended teaching is moving from technological application towards a holistic reconstruction of pedagogy-technology-value. Therefore, exploring the blended teaching model of ideological and political education in foreign language major courses under the CBI concept is not only related to the innovation of foreign language teaching paradigms but also intrinsically linked to broader social issues such as the ideological shaping of youth in the new era. It is both an educational strategy to respond to the competition for international discourse power and a practical path to strengthen students' cultural identity and value judgment.

This paper, based on the Content-Based Instruction (CBI) concept, explores the integration path of ideological and political education and the blended teaching model in the *Comprehensive English Course*. It aims to use CBI teaching theory as a guide to integrate ideological and political education into the core foreign language course *Comprehensive English*, helping students consolidate basic foreign language skills, deepen their understanding of contemporary China, enhance cross-cultural and critical thinking abilities, cultural confidence, and improve their capacity to tell China's stories well in foreign languages .The goal is to cultivate high-quality international talents with patriotic sentiment, a global perspective, and professional skills, effectively fulfilling the fundamental task of fostering virtue through education.

2. The Connotation of CBI Educational Concept and Blended Teaching

Content-Based Instruction (CBI) is an educational concept that combines language teaching with subject content teaching. The core concepts of CBI include: Focusing on subject knowledge rather than language form; using authentic materials; learning new information rather than repeating mastered knowledge; and meeting the needs of specific student groups (Xia, 2025). Blended Learning, as an innovation in educational paradigms and teaching methods, its core connotation is to optimize teaching effectiveness by integrating two modes: Online digital learning and offline face-to-face teaching (Fu, 2024).

Scholars domestically and internationally have conducted extensive research on the application of the CBI concept in English teaching, with explorations in the fields of ideological and political education in curriculum and blended teaching. Early research mainly focused on the basic framework of CBI, such as Krahnke (1987) proposing the core principles of CBI, emphasizing the integration of content and language, which provided a theoretical basis for the subsequent integration of ideological and political education.

In the Chinese context, the combination of CBI and ideological and political education in curriculum has become a hot topic. Based on the CBI 6T framework (Themes, Texts, Topics, Threads, Tasks, Transitions), an integration path for ideological and political elements in college English was constructed, pointing out that thematic teaching can effectively enhance students' value identification, and empirical cases would improve its corresponding teaching effects (Zhou, 2021). Similarly, it had found that using the CBI thematic teaching method to optimize teaching materials and integrate ideological and political content, such as Chinese cultural confidence, empirical results showed a 20% improvement in students' ideological and political literacy (Qu, 2020). Furthermore, strategies for ideological and political design combining online and offline methods were analyzed, emphasizing the exploration of implicit ideological elements in teaching materials (Du, 2023). It was also pointed out that expanding ideological themes through online platforms, such as corporate social responsibility, can enhance students' professional literacy (Meng, 2022), and online discussion modules can strengthen students' patriotic sentiments (Liu, 2022).

However, most existing literature consists of theoretical discussions, lacks sufficient empirical data, and offers few specific practices for the *Comprehensive English course* for foreign language majors. Based on this, this paper focuses on the empirical application of blended teaching under the CBI concept, hoping to expand relevant research perspectives.

3. Construction of the Blended Teaching Model for English Curriculum Ideological and Political Education Based on the CBI Concept

Guided by the connotations of the CBI educational concept and blended teaching, this paper attempts to construct a corresponding teaching model. Following the thought of enhancing critical thinking ability, expanding teaching content, enriching the extracurricular activities, and enriching teaching theory, it accelerates the transformation of the teaching model from traditional single-dimensional knowledge transmission to multi-dimensional exploratory integration. Accordingly, a trinity teaching model is established, aiming to highlight value guidance, integrating ideological and political education in curriculum, combining online and offline, coordinating in-class and extracurricular activities, and mutually promoting theory and practice.

3.1 Online + Offline Model: Online Teaching Resources, Offline Flipped Classroom.

Students transform from passive information receivers into active knowledge seekers. By inspiring students to think about materials provided by the teacher revolving around cultural literacy, and moral cultivation, their critical thinking ability is improved, understanding the similarities and differences between cultures, and establishing respect and interest in multiculturalism. It has integrated heuristic teaching, interactive teaching, and inquiry-based teaching into one, conducting implicit education, thereby deepening understanding and cognition, and enhancing the effectiveness of course teaching.

3.2 In-class + Extracurricular Model: Deeply explore the Ideological and Political Teaching Function outside the Classroom.

With the goal of "Understanding Contemporary China" into students' learning within/outside the classroom, it plans fully to guide students to identify with, adhere to, and promote China's excellent traditional culture and contemporary exploration spirit. For example, in extracurricular activities like the reading corner, it can add selected topics related to "Understanding Contemporary China" and explain them to students in a simple and profound manner. Likewise, by organizing the social practice and visiting activities outside the classroom, students can perceive and experience the education better.

3.3 Theory + Practice Model: Grasp the guidance of Ideological and Political Theory for Correct Value Orientation.

By allowing students to combine their professional knowledge, and practical courses to conduct field investigation research, questionnaire interviews, and complete classroom reports, it can realize the transformation of the course from knowledge to experience. Base the teaching content on understanding Chinese culture and experiencing contemporary Chinese culture, it should combine theory with practice. For example, it can use English to tell the story of China's comprehensive victory in the poverty alleviation campaign, enabling the world to understand China's contribution to global poverty reduction; Through the form of autonomous exploration, it is aimed at deeply stimulating students' global perspective and cultural confidence.

Finally, through the construction and practice of the "trinity" teaching model, it can achieve the cultivation of the pattern of "Understanding Contemporary China" for foreign language major students, thereby achieving the goal of "value guidance", forming a comprehensive grand ideological and political construction path. Thus, it would promote foreign language major students to actively tell China's stories well and communicate China's voice effectively in cultural exchanges.

4. Teaching Practice of Blended Ideological and Political Education in English Course under CBI Concept

4.1 Teaching Model Design

To verify the effectiveness of the constructed teaching model, this study conducted a one-semester teaching practice in the *Comprehensive English Course* for second-year English majors at a university. This study selected two natural classes (experimental class, n=45; control class, n=48) as research objects. The experimental class adopted the 'trinity' blended teaching model of ideological and political education in curriculum under the CBI concept, while the control class adopted the traditional teaching model focusing on the teaching of language knowledge points.

The model design was based on the CBI 6T framework: Themes were the contents related to China's rise; Texts have involved the *Comprehensive English* textbook supplemented with ideological and political materials; Tasks included online discussions and offline debates. The online part utilized the Rain Classroom platform, providing preview videos (such as documentaries on China's diplomatic achievements) and ideological and political reading materials; the offline part carried out group discussions and role-playing. The teaching period was 16 weeks, with 2 hours online and 3 hours offline per week.

4.2 Implementation Process

The implementation was divided into three stages: preparation stage (weeks 1-2), seeking for ideological and political elements in the teaching materials; main stage (weeks 3-12), online self-study of ideological themes, and offline interaction for deepening; evaluation stage (weeks 13-16), assessment through project presentations. The specific teaching implementation followed a closed-loop process of "pre-class inquiry - in-class internalization - post-class expansion."

(1) Pre-class (Online Content-driven and Individual Inquiry): The teacher releases "task packages" centered on ideological themes on the platform. Students independently complete content learning and post initial views in English in the discussion area, completing basic quizzes on vocabulary, reading comprehension, etc. The teacher monitors learning progress through background data to prepare for offline classes.

(2) In-class (Offline Interactive Deepening and Value Guidance): The teacher designs progressively critical thinking activities around the theme, playing the roles of guide, inspirer, and commentator during the activities, by integrating ideological and political elements timely and appropriately. Thus, it can guide students to analyze Chinese practices in English, tell China's stories well, and achieve value identification and literacy enhancement through criticism and collaboration.

(3) Post-class (Online/Offline Transfer, Innovation, and Result Solidification): Students complete a comprehensive output task in groups. The results are displayed on the platform for peer assessment. This aims to promote the transfer of knowledge into ability and creative transformation.

4.3 Data Comparison and Demonstration

To scientifically evaluate the teaching effect, the study conducted pre-tests and post-tests for both classes at the beginning and end of the semester, and collected learning satisfaction data.

4.3.1 Language Proficiency

Comparison of the scores from the comprehensive English proficiency written test (full score 100) and the oral interview (using TEM-4 oral test scoring standard, full score 20) before and after the test can be seen in following Table 4-1):

Table 1. Comparison of Pre- and Post-test Scores for Language Proficiency

Group	n	Written Test Score (Pre)	Written Test Score (Post)	Oral Test Score (Pre)	Oral Test Score (Post)
Exp. Class	45	72.5	84.2	13.2	16.8
Ctrl. Class	48	73.1	78.5	12.9	14.5

The experimental class's post-test scores in both written and oral tests were significantly higher than those of the control class ($P<0.05$). This indicates that the CBI blended teaching model, through high-frequency, meaningful content input and output, created a more authentic and rich language use environment for students, showing significant advantages not only in reading and writing skills but also in academic oral expression and critical thinking ability.

4.3.2 Ideological and Political Literacy

The evaluation of ideological and political literacy was conducted using a combination of questionnaire surveys (using a five-point Likert scale) and textual analysis of final course papers. The questionnaire mainly investigated changes in students' cognition and attitudes regarding national identity, cultural confidence, social responsibility, and global perspective.

Table 2. Comparison of Post-test Questionnaire Results on Ideological and Political Literacy (Average Score)

Dimension	Exp. Class (n=45)	Ctrl. Class (n=48)
National Identity and Pride	4.52	4.10
Willingness to Communicate Chinese Culture	4.48	3.95
Concern and Responsibility for Social Issues	4.35	3.87
Global Perspective and Cross-cultural Understanding	4.60	4.25

The results showed that the scores of the experimental class students in all dimensions were significantly higher than those of the control class. Textual analysis of the course papers further found that when addressing China-related issues, the essays of the experimental class students demonstrated more critical thinking and cultural agency, rather than simply applying Western discourse systems. They were more proactive in citing Chinese cases, providing reasoned explanations and defenses in English, reflecting a profound shift from "passive acceptance" to "active construction."

4.3.3 Learning Satisfaction

At the end of the semester, student feedback on learning satisfaction was collected through questionnaires and interviews.

Table 3. Comparison of Learning Satisfaction Survey Results (%) (Sum of "Agree" and "Strongly Agree")

Item	Exp. Class (n=45)	Ctrl. Class (n=48)
Satisfied with the overall course design	93.3%	79.2%
Learning content is interesting and inspiring	95.6%	72.9%
Feel that comprehensive abilities (language, thinking, collaboration) have improved	91.1%	77.1%
Willing to recommend this course model to other students	88.9%	70.8%

The data showed that the learning satisfaction of the experimental class students was significantly higher than that of the control class. In interviews, experimental class students generally reflected: "This course made me feel that learning English truly has a practical use, and it's no longer just dry vocabulary and grammar"; "In discussions and projects, I not only improved my English but also learned how to view problems, how to cooperate with others, and gained a deeper understanding of my own culture." This indicates that the CBI blended teaching model

integrated with ideological elements greatly stimulated students' intrinsic motivation and sense of gain, achieving the unity of knowledge impartation, value guidance, and ability cultivation.

Therefore, teaching practice and data prove that the blended teaching model of ideological and political education in curriculum under the CBI concept not only effectively enhances students' comprehensive language application ability but also subtly promotes the internalization of their ideological and political literacy, obtaining higher learning satisfaction. It provides an effective path worthy of reference for foreign language teaching reform in the new era.

5. Conclusion

This study has changed the past approach where the guidance and education of students' cultural cognition only stayed at the superficial level of textbook case understanding. It integrates "ideological and political education" as a value guidance goal into the entire learning process of foreign language major students. Through the construction of "trinity" teaching model, it has proved its significant enhancement of students' language proficiency, ideological and political literacy, and learning satisfaction in teaching practice. Based on this model, it is possible to shed policy and practice insights for inspiring other higher education institutions in the world to take the ideological and political education that foreign language education does play a significant role in cultivating international talents who truly understand the culture and are willing to communicate with the world.

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