

Research on Blended Teaching in Integrated English Course Based on BOPPPS Model

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Abstract: The BOPPPS model has been widely used in information-based teaching reform, which emphasizes student-centered principles and student participation and interaction, including six steps: bridge-in, objective, pre-assessment, participatory learning, post-assessment, and summary. This paper applies the BOPPPS model in the Integrated English course at the three stages of teaching practice—before class, during class, and after class—to achieve blended teaching. It shows that this teaching mode provides students with a more abundant learning experience, helps to stimulate students' learning interests, and improves their comprehensive language application skills.

Keywords: BOPPPS model; Integrated English; Blended teaching

Online publication: September 30, 2024

1. Introduction

With the rapid development of information technology, the field of education is constantly undergoing reform and innovation ^[1]. The Integrated English course is one of the core courses of the applied English major, and the reform and innovation of its teaching mode is particularly important. This course has high requirements for students' comprehensive English skills and practical application skills, but the traditional teaching mode is often difficult to meet students' learning needs. The blended teaching mode based on BOPPPS model can fully combine online personalized network learning with offline classroom teaching, providing students with rich learning materials and practical training, and aiming to stimulate students' learning motivation and improve teaching quality and learning efficiency.

2. Analysis of the status quo of Integrated English teaching

In recent years, research and reform have been conducted on what to teach and how to teach in the Integrated English course, achieving certain effects. However, there are still problems such as poor teaching effect, low learning efficiency, and low student participation in actual teaching ^[2]. The main difficulties lie in the limitations of teaching content, methods and means, and evaluation ^[3]. Therefore, it is necessary to conduct an in-depth

analysis of these problems and explore effective solutions to improve the quality of Integrated English teaching.

2.1. Overemphasis on theoretical content

In the teaching of Integrated English, a common problem is that the course content focuses heavily on the teaching of theoretical knowledge and neglects the importance of practical application ^[4]. This phenomenon can lead to a disconnect between theory and practice, an imbalance in language skills, and a lack of interactive sessions. Although the full-class teaching model allows students to master a large number of grammatical rules, vocabulary, and sentence patterns, in actual language use, students are unable to transform knowledge into practical skills, which ultimately reduces students' learning confidence. In traditional teaching, the focus is usually on reading and writing skills, while listening and speaking skills are relatively neglected. The imbalance of skills will affect the development of students' comprehensive language skills ^[5] and may also reduce their interest and enthusiasm in actual English communication. The traditional teaching model is often based on teachers' lectures ^[6], with students passively receiving knowledge and lacking sufficient interaction and practical training in listening and speaking. This one-way input method fails to motivate students and is not conducive to students applying the knowledge they have learned in actual situations. Emphasizing theory over practice in teaching not only restricts the development of students' language skills but also weakens the interest and practicality of English learning.

2.2. Lack of innovation in curriculum structure

The structure of Integrated English is usually relatively traditional and lacks innovation. It does not form a student-centered teaching model and is difficult to meet the diverse and personalized learning needs of students. The traditional course structure lacks flexibility and is difficult to adapt to the learning pace of different students. For example, some students may master certain aspects of knowledge quickly, while others require more time. The course structure is too rigid and cannot adapt to the learning characteristics of different students. Integrated English often adopts a fixed teaching model and is organized according to unit themes. Each unit includes vocabulary learning, grammar explanation, text reading, etc. Although this model has a clear structure, students can easily feel bored when faced with the same teaching process and mode in each unit, thus affecting the learning effect. At present, Integrated English courses have not made full use of modern technology and online resources, and the teaching methods are single. Although there are many high-quality courses and teaching resources online, many teachers are limited to traditional face-to-face teaching methods and do not fully integrate and utilize online resources. Therefore, the fixed curriculum structure can easily make students feel bored with English learning and reduce their learning motivation.

2.3. Single course evaluation method

At present, Integrated English course assessment in our college adopts the form of daily performance (50%) and final assessment (50%). The daily performance mainly consists of attendance, classroom performance, and homework. It lacks practical results and cannot monitor students' learning in an all-round way. The evaluation method cannot fully reflect students' comprehensive quality and practical English application skills. Language learning is a complex process that not only involves the mastery of language knowledge but also includes language skills, learning strategies, emotional attitudes, and other aspects ^[7]. A single evaluation method will ignore the focus on students' learning process and cannot fully reflect students' progress and efforts throughout the semester. Imperfect process evaluation makes it difficult for students to obtain continuous feedback and make effective adjustments to their learning promptly.

3. Blended teaching design based on BOPPPS model

Digitalization and intelligent technology are accelerating educational reform and innovation [8]. China is actively promoting educational informatization and educational modernization and encourages teachers to adopt innovative teaching models to improve teaching quality and efficiency. Integrated English teaching should not only focus on the cultivation of students' language skills but also pay attention to the improvement of practical application skills, communication skills, and comprehensive abilities. Blended teaching that combines online and offline teaching is becoming increasingly popular in Integrated English teaching. Based on the BOPPPS model, this paper explores the application of blended teaching in Integrated English courses.

3.1. BOPPPS model

The BOPPPS teaching model was created by the Center for Teaching and Academic Development, University of British Columbia, Canada [9]. Currently, the model has been respected [9] by many countries, universities, and industrial training institutions. This model is student-centered, focusing on students' all-round participation and interaction [10]. The BOPPPS model includes six key teaching steps: bridge-in, objective, pre-assessment, participatory learning, post-assessment, and summary. Bridge-in provides students with situations related to new knowledge, attracts students' attention, and stimulates their interest. Objectives will clarify students' course goals and allow them to understand the key points of the course. Pre-assessment is also called pre-evaluation, through which teachers understand students' existing knowledge levels and skills so that teachers can adjust teaching strategies. Participatory learning is the core part of teaching. Through the design of various project activities, students are guided to actively participate in classroom learning. Post-assessment uses scientific and reasonable assessment methods to test students' learning results. In the final summary step, the course content is reviewed, the key contents are sorted out and summarized, and the knowledge learned is consolidated.

3.2. Teaching design

Blended teaching can make full use of online learning resources, expand classroom teaching space, promote classroom communication and interaction, and timely evaluate and provide feedback on the degree of achievement of teaching objectives [11]. Blended teaching based on the BOPPPS model can combine face-to-face teaching between teachers and students and learning from online resources, offering the advantages of traditional teaching methods and online teaching. Under this teaching model, teachers can guide the entire teaching process, and students can play an active and creative role in this model as the main body of the classroom [12]. This model provides a diverse platform for student-centered classrooms, such as online learning, classroom discussions, and practical training, and integrates evaluation into all aspects of teaching. This course is based on the BOPPPS model and adopts a blended teaching model of "online + offline," "theory + practice," and "in-class + outside class." The specific teaching design process is shown in **Table 1**.

Table 1. The Integrated English course instructional design process

Teaching process	Specific content	Form
Early-stage platform construction (Bridge-in & Objective)	Teachers upload the core concept interpretation of the class, relevant video clips, pictures, articles, and other resources to the Chaoxing Learning Platform, and introduce actual situations related to the course content. Teachers upload the knowledge, language, ability, emotion, and other goals of this unit to Chaoxing in the form of charts to ensure that students have a clear understanding of the content to be learned.	Online self-study

Table 1 (Continued)

Teaching process		Specific content	Form
	Before the class (Pre-assessment)	After students have finished studying online resources, they work in groups to complete a thematic report on the content of this lesson and make presentations before class in turn. Teachers guide students to conduct mutual evaluations between students and teachers.	Offline presentation
Teaching design	In the class (Participatory learning)	Teachers use classroom lectures, group discussions, brainstorming, role-playing, scenario simulations, case analysis, training projects, and other teaching methods, and use the functions of Chaoxing such as sign-in, comment, voting, message, and quick answers to deeply study the teaching content of this unit. In the classroom, teachers rely on modern new educational technologies and make full use of online learning platforms. The deep integration of digital intelligence teaching and the course enables students to receive integrated practical training, achieving the effect of digital intelligence integration and smart education.	Online and offline integration
	After the class (Post-assessment)	Teachers upload test questions on Chaoxing based on the content of this lesson and the effect of participatory learning. There are various test methods, including single-choice questions, multiple-choice questions, fill-in-the-blank questions, true-or-false questions, short-answer questions, cloze questions, reading comprehension, oral questions, listening questions, etc.	Online post-class test
Application (Summary)	Teachers guide students to review and summarize knowledge points and use the results of the competition as a guide to let students conduct corresponding English practice training. Students are encouraged to participate in English professional qualifications and competitions.		Extension

4. Teaching effect and reflection

After introducing the blended teaching design based on the BOPPPS model in the Integrated English course, students' autonomous learning skills have been enhanced and they have gradually developed good learning habits. Through the data statistics of the online learning platform, it can be seen that the number of students' logins, online learning time, and the frequency of participating in discussions have increased, and students' enthusiasm to participate in class has been significantly improved. The reform of this course not only improves students' learning effects but also enhances teachers' teaching efficiency. Although this model has achieved certain teaching effects in the Integrated English course, there are still some challenges and areas for improvement in the implementation process. Digital teaching and modern teaching need further exploration and innovation.

5. Conclusion

The BOPPPS model provides the framework and theoretical support for each teaching step in the course. The model is highly practical, making the teaching setting and arrangement of the course more organized and reasonable. This teaching model transforms teachers from traditional knowledge lecturers to learning guides and enables students to change from passive acceptance to active exploration. This project integrates digital teaching from teaching resources, teaching design, and teaching evaluation to build a blended teaching model that combines theory and practice online and offline. Through practical applications in various stages such as pre-class preparation, in-class learning, and after-class expansion, this model implements the student-centered concept, which improves students' comprehensive English skills and enhances students' practical application skills.

Funding

- (1) The Sichuan Association for Non-Government Education Research Project “Task-Based Curriculum Design and Research under the Construction of Practical Teaching System: Taking the Integrated English as an Example” (MBXH23YB463)
- (2) 2023 Courses Ideological and Political Project of Southwest Jiaotong University Hope College “Integrated English I” (KCSZ2023022)

Disclosure statement

The author declares no conflict of interest.

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