

Research on the Application of the BOPPPS Teaching Model in Oral English Courses for Early Childhood Education Majors in Vocational Colleges

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Abstract: With the increasing attention of the public to children's English, it has become an important trend for vocational colleges to cultivate qualified bilingual teachers in early childhood education majors. Oral English ability is one of the essential core qualities of bilingual teachers, which plays a key role in the process of children's English enlightenment. However, there are still some issues in the cultivation of English speaking abilities for students majoring in early childhood education in vocational colleges, such as inadequate professional skills training and low student engagement. BOPPPS teaching model puts students in the central position and encourages active participation of students in classroom activities to improve the learning quality of students. In response to these issues, this study applies the BOPPPS teaching model to oral English courses for early childhood education majors in vocational colleges, aiming to consolidate students' language foundation, and explore a classroom teaching model that can improve students' classroom participation, learning interest, and oral English ability.

Keywords: BOPPPS teaching model; Early childhood education majors; Oral English

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1. Introduction

1.1. Research background

In the current social environment, more and more families are beginning to pay attention to the early education of children, especially the English education. In recent years, the nationwide reform of primary school English teaching materials has introduced more rigorous and comprehensive requirements for students' foundational English skills. In this context, laying a solid English foundation from childhood has become an important part of the cultivation of students' ability. The period from 0 to 6 years old is considered the golden age for children's language development, where their listening and speaking abilities are particularly acute.

Initiating English enlightenment education at an appropriate time can greatly enhance their perception and understanding of the English language. In the initial stage of English learning, teachers in early childhood education play a crucial role. They are not only the guides for children in their English studies but also the enlighteners who stimulate children's interest in English learning. Currently, most of the kindergarten teachers in China come from early childhood education majors in higher vocational colleges. Students in these majors, while acquiring professional knowledge in early childhood education, place special emphasis on developing their oral English skills, which is regarded as a vital component in enhancing their professional qualifications to become qualified bilingual kindergarten teachers.

However, despite the growing demand for early education English teachers and the increasing emphasis on their oral English proficiency, challenges and issues persist in the teaching of oral English courses for early education majors in vocational colleges. Traditional classroom instruction tends to focus more on mechanical memorization of grammar and vocabulary, neglecting the cultivation of students' practical English application abilities^[1]. This teaching model not only hinders the development of students' interest in learning but also fails to meet the demands of modern society for kindergarten teachers with good English communication skills. In recent years, BOPPPS teaching model has been widely used and recognized in the field of education at home and abroad because of its characteristics of emphasizing student participation, feedback, and evaluation^[2]. This teaching model divides the teaching process into bridge-in, objective, pre-assessment, participatory learning, post-assessment, and summary. By designing different kinds of teaching activities, teachers intend to stimulate students' interest in learning, encouraging them to actively engage in independent thinking, and enhancing their learning abilities and problem-solving skills.

Therefore, the application of BOPPPS teaching model in oral English courses of early childhood education majors in higher vocational colleges not only helps to solve the problems existing in the traditional teaching model, improve the teaching quality, but also better adapts to the social demand for preschool teachers with excellent oral English ability.

2. Feasibility analysis on the application of BOPPPS teaching model in oral English courses for early childhood education majors

2.1. Problems in oral English courses for early childhood education majors

Firstly, because of the influence of exam-oriented education, many English teachers tend to overly emphasize on theoretical knowledge learning and adopt outdated teaching methods, neglecting the training of practical skills such as oral communication and listening comprehension. As a result, although students have mastered grammar rules and vocabulary, they are unable to communicate fluently and confidently in real communication situations.

Secondly, the integration of early education content with English is insufficient. In the oral English courses for early childhood education majors, a significant problem is that the teaching content often focuses too much on the cultivation of language skills of English itself but neglects the combination with professional knowledge of early education^[3]. As a result, although students can improve their oral English skills in the learning process, it is difficult to apply these skills to the practical scenarios of early education.

Moreover, the current evaluation system put so much emphasis on test scores, which fails to reflect students' language abilities and learning achievements comprehensively. Consequently, in order to meet the need of competent bilingual teachers, the traditional teaching model of spoken English courses needs to

make a transition towards one that prioritizes students' central role, emphasizes practical application, and fosters linguistic environments ^[4]. Therefore, implementing a peer and self-assessment evaluation system can encourage students to actively participate in the evaluation process. This approach provides a more comprehensive view of their progress, allowing them to reflect on their strengths and weaknesses and work towards continuous improvement.

2.2. Advantages of the integration of BOPPPS Teaching Model and early education professional English

Facing the challenges of traditional teaching modes, the integration of the BOPPPS teaching model with English for early childhood education has some advantages. This teaching mode attaches great importance to students' active participation and learning autonomy in class, transforms students into planners and implementers of classroom activities, while teachers become assistants and instructors ^[5]. Teachers can adopt different kinds of teaching strategies to promote the integration of students' English knowledge with their professional knowledge in the teaching process of English for early childhood education major students, especially during the pre-assessment, participatory learning, and post-assessment phases.

At the pre-assessment phase, some tests that are closely related to the teaching content can be designed by teachers to evaluate students' mastery of English and to test their understanding of the upcoming learning material ^[6]. At the participatory learning phase, it is more convenient for teachers to adopt diversified English-speaking activities and adjust the teaching design appropriately with the pre-assessment results. To encourage students to actively participate in class activities, enable them to express their professional knowledge of early childhood education in English, teachers can also integrate English language knowledge with early childhood education professional content at this stage. At the post-assessment phase, teachers can ask students to analyze a specific educational case study or design an early childhood education activity plan by using their acquired English knowledge in early childhood education. This allows for a comprehensive evaluation of students' language proficiency, mastery of professional knowledge, and problem-solving abilities.

3. Practical application of the BOPPPS teaching model in oral English courses for early childhood education majors

Taking the lesson titled "Good Habits" from Unit 6 of the textbook "English for Kindergarten Teachers" as an illustrative example, this article will elaborate in detail on the specific application process of this teaching model.

3.1. Bridge-in

At this stage, the teacher played a short video "Good Manner Song Good Habit Songs for Kids Kindergarten", which showed many scenes in daily life through vivid pictures and catchy children's songs, such as, waiting in line, going to bed early and waking up early, brushing your teeth, etc. The teacher asks students to observe the video carefully and identify the various scenes depicted, as well as the good habits in this video. At this stage, the teacher can divide the students into different pairs and asks them to find out some corresponding bad habits for each of the good habits shown in the video. After that, students are encouraged to actively participate by speaking out in English the keywords related to good habits and bad habits. Then, teachers can guide students to categorize good habits and bad habits in terms of study, life, social interaction and health,

and speak out more relevant English words to further consolidate their vocabulary and grammar. At last, the teacher need to emphasizes the importance of nurturing good habits from a young age in early childhood education, encouraging the students to actively adopt and practice these good habits in their future studies and careers, thereby contributing positively to the healthy growth and development of young children ^[7].

3.2. Objective

Through clear learning goals, students can clearly understand their own learning direction and tasks, to carry out more targeted learning ^[8]. Take the teaching content of “Good Habits” as an example, the learning objectives can be divided into three aspects: knowledge, skills, and emotion.

Regarding the knowledge objective, students should not only learn English vocabulary, common sentence structures, and dialogues but also understand the main idea of the article. Additionally, they should be able to orally summarize the key points of “Helping Your Children Develop Good Habits”. Regarding skills objective, students need to master the skills of integrating their professional knowledge of early childhood education with their English language skills in scenario simulations, role-playing activities, and topic presentations related to cultivating good habits. Regarding emotional objectives, after learning this unit students will know the importance of cultivating good habits, thereby motivating them to adopt a positive attitude toward life ^[9].

3.3. Pre-assessment

During the pre-assessment phase, teachers can use different kinds of assessment methods, such as designing some online questions or questionnaires, to comprehensively evaluate students’ existing knowledge in spoken English.

The online questions or questionnaires should include students’ mastery of how to express and develop good habits in English and students’ knowledge of English words that related to “good habits” and “bad habits” ^[10]. Except for this, to gauge students’ understanding and use of relevant English expressions more specifically, different types of questions should be included in the online test, such as multiple-choice words, true or false questions, and multiple-choice questions. More diversified question can meet the different needs of students. Based on the pre-assessment results, teachers can flexibly adjust the difficulty level of the teaching content, the format of teaching activities, and the choice of teaching strategies to ensure that classroom instruction aligns with students’ actual needs ^[11].

3.4. Participatory learning

In this part, teachers can use pictures and videos to create specific situations and ask some questions, and then adopt a group project teaching to encourage students to collaborate and explore new knowledge, improve language application skills. The teacher can divide the students into different groups and asked the groups to work together on a project.

Firstly, by showing a series of carefully selected pictures, teachers can provide students with a detailed guide to the classification of good habits. These pictures depict four major categories of good habits: study habits, living habits, social habits, and health habits. Each category contains specific habit examples, such as consistent sleep schedules and balanced diets. To help students express these good habits in English accurately and fluently in project production, teachers can supplement some English vocabularies and practical sentence patterns closely related to various habits.

Secondly, the teacher assigned specific tasks to each group and asked each group to complete a project

and present the results of the project in different forms. The content of the project focuses on the setting of “suppose you are parents of young children”, asking students to think about how to cultivate children’s good habits in learning, life, social, and health from the perspective of parents. In this process, students are required to outline each good habit alongside its corresponding bad habit, providing a comprehensive understanding of the contrasts between positive and negative behaviors. Furthermore, they must devise a series of practical and feasible strategies to foster these good habits.

All students have their own tasks, after everyone completes their tasks, they need to integrate them into a complete project. These project can be presented in innovative ways such as interactive presentations, role-playing scenarios, debates etc. During the presentation phase, process evaluations which include self-evaluation, peer evaluation and teacher evaluation should be conducted to provide timely feedback. After each group’s presentation, each group should conduct self-evaluations to reflect on their strengths and weaknesses for improvement. Peer evaluations can also be done to allow groups to learn from each other’s approaches and creativity. Teachers also need to provide a unified evaluation based on the groups’ performance, offering constructive suggestions for students.

3.5. Post-assessment

Teachers can publish online assignments and tests through online learning platform to conduct a comprehensive assessment of students’ learning outcomes. Once the teachers have provided feedback, students can also get their grades and feedback through the online platform, enabling them to identify gaps in their knowledge and adjust their study strategies.

On the Chaoxing learning platform, teachers can design a more comprehensive test, which includes oral expression and listening comprehension. In the oral expression part, tasks such as situational dialogues or speeches can be assigned. This encourages students to utilize their learned English in practical communication, thereby evaluating their oral fluency, vocabulary usage, and pronunciation accuracy. In the listening comprehension part, teachers can upload videos or audio recordings related to “Good Habits” and ask students to answer relevant questions after watching or listening, to assess their listening comprehension ability and mastery of professional knowledge.

After the assessment , the teacher will check the students’ answers through the Chaoxing learning platform, analyze the test data, and understand the students’ learning effectiveness and existing problems. The teacher will then give personalized feedback online, pointing out the student’s strengths and weaknesses, and provide targeted suggestions for improvement ^[12].

3.6. Summary

Summary stage is an indispensable part of the whole teaching process, it serves as both a review and consolidation of students’ learning outcomes, as well as a crucial basis for teachers to evaluate teaching effectiveness and adjust teaching strategies accordingly ^[13]. Here, three kinds of summary methods will be recommended for teachers.

Firstly, mind maps is a useful tool to put some scattered knowledge points together. During the process of building mind maps, teachers can first list the core knowledge of the unit, such as “different kinds of good habits and bad habits”, “how to develop good habits”, and “useful examples of specific good habits.” Then, they can gradually guide students to add some specific details, theoretical support, and practical methods in the mind maps. This approach can help students have a clear understanding about the key contents of

“Good Habits” in this unit and help students build a complete and clear knowledge system through in-depth integration of knowledge. Secondly, the teacher can also encourage students to share the breakthroughs they made, strategies adopted, and challenges they encountered in oral English practicing with their classmates. By sharing the valuable experiences, students can learn from each other and encourage each other. Thirdly, the ability of self-reflection is the most crucial part of achieving self-improvement at the summary stage. Teachers can encourage students to honestly face their problems and shortcomings encountered during the learning of this unit, try their best to find out the causes of these issues, and learn to adjust their learning strategies to avoid making similar mistakes in future learning ^[14].

4. Conclusion

In the English speaking courses for early childhood education majors in vocational colleges, the application of the BOPPPS teaching model has not only injected new vitality into traditional teaching modes but also opened up an effective path for enhancing students’ oral English abilities ^[15]. Integrating this model with early childhood education content not only enhances students’ classroom engagement and stimulates their interest in learning but also connects professional knowledge to real-world applications. This approach ultimately improves students’ fluency in spoken English. Additionally, it prompts teachers to pay more attention to students’ subjectivity and practicality in the teaching process, driving a shift in teaching philosophy from “teacher-centered” to “learner-centered”. With the continuous advancement of technology and the evolution of teaching concepts, teachers must continuously update their knowledge, integrate new technologies with modern educational approaches, and optimize teaching design. This fosters personalized learning, enhances students’ oral English proficiency and cross-cultural communication skills, and nurtures high-quality early education professionals with a global perspective.

Disclosure statement

The author declare no conflict of interest.

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