



Research on College English Teaching Based on BOPPPS Method

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Abstract: In undergraduate colleges for science and engineering, college English classroom teaching methods are emerging in an endless stream. But as for the teaching methods that are suitable for students' learning and convenient for teachers, how to determine a suitable one is under heated debate. As real teaching practice is an effective way to test effective teaching methods, this study focuses on the teaching effect of college English classrooms based on the BOPPPS teaching method. After a semester of classroom practice, the results show that the BOPPPS teaching method could effectively improve students' learning effect and preliminarily transform students' attitudes towards English learning.

Keywords: BOPPPS; College English; Classroom teaching

1. Introduction

Nowadays, in an information age, students in colleges are exposed to ever-changing information. And the channel for acquiring skills and knowledge is no longer simple and sole. In terms of students, their self-awareness is increasing, and their critical thinking ability is further developed. However, the English learning mode acquired by freshmen from the senior high school is not suitable for the learning of college English courses. Besides, students are in a critical period of thinking transformation and life choices at this time. In this context, the transformation of teaching and learning in college English classrooms is no longer universal. Here is a method worth trying: BOPPPS. BOPPPS teaching method is a teaching model based on cognitive theory and constructivism theory. It aims to enable students to maximize their understanding of content in the classroom and engage in interactive and participatory learning.

2. Current research of BOPPPS pedagogy

At present, the research on the practical application of BOPPPS teaching method mainly focuses on the following three aspects: First, the research on the implementation process of BOPPPS method is relatively concentrated, including the application practice of English major courses and non-English major courses. The English ones involve comparing the application of the BOPPPS method in audio-visual English courses and intensive reading courses. Practical researches on BOPPPS method for non-English majors include business etiquette, research on medicine, agriculture and early childhood care. The second aspect is to use BOPPPS teaching method as the evaluation system, which involves the research on the evaluation system for the teaching effect. The third aspect is the research on the reform of BOPPPS plus other teaching modes. The most typical is the application of the "Rain Classroom plus BOPPPS Teaching Model in English Linguistics Courses". The BOPPPS method has a wide range of research objects, but there are very few cases where the research objects are students from colleges for applied technology. This research mainly focuses on two research questions: 1. What is the semester effect of the BOPPPS method in a college English classroom? 2. How to effectively implement the BOPPPS teaching method in college English classroom teaching?

3. BOPPPS pedagogical course design

In this practice, the observation method is used to conduct real-time observation in the classroom. Based on the training plan and syllabus, four units of readings, writing and listening material are selected as the test of this study.

As to bridge-in, each lesson aims to stimulate students' enthusiasm for learning and curiosity about knowledge through class introduction. Introducing the theme of each unit out of the students' interests can attract students' attention in the classroom. Freshmen have active thinking, the ability to accept new concepts, and the desire for fresh and intriguing topics. These introductory course designs can not only make students more interested in English expression, but also arouse their desire to explore and seek knowledge, and imperceptibly infect students.

The English learning objectives for this semester include quality goals, knowledge goals, and ability goals. The quality goal for the freshmen in this semester is to improve their sense of national identity and loving life, and motivation to study hard. Since the first-year students in this semester are in the new beginning, the knowledge goal is mainly to review the basic

grammar of English and consolidate the vocabulary usage. Therefore, the competency goal needs to serve the purpose of their college study and life in the next four years. And it requires students to be able to condense a set of learning methods suitable for themselves according to what they have learned in this semester.

Participatory learning needs to be student-oriented, teacher-led, and reasonably designed based on the teaching content to boost students' interest in learning.

The pre-assessment and post-assessment is to check the mastery of the students before and after learning, so that the learning content can be adjusted and supplemented in a timely manner. The pre-assessment and post-assessment are based on the learning content and the students' ability to collect exercise data.

After a whole process of learning, students are able to internalize the learning content in the classroom and draw conclusions about the shortcomings of their own learning methods. In the listening summary, students not only think about the listening content, but also summarize the listening methods and note-taking skills.

4. Practical results of BOPPPS pedagogy

The results of the BOPPPS pedagogy can be preliminarily demonstrated in the following three aspects. First, through participatory learning, the scores of students in the post-assessment is generally higher than that of the pre-assessment, indicating that the teaching design based on the BOPPPS teaching method can improve the learning effectiveness of students to a certain extent. The comparison of the scores of the pre-assessment and the post-assessment is shown in Figure 1.

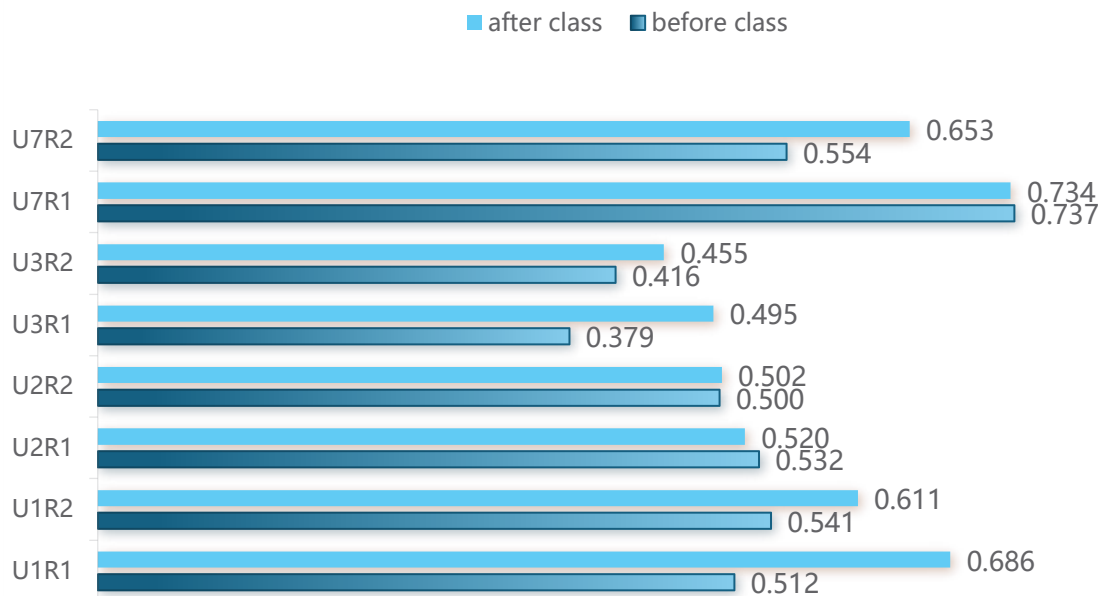


Figure 1: Comparison of scores before and after class.

Second, the results of the final examination of students in this semester have improved compared with the same situation in the previous year. The data from this practice are selected from students of the same level in the same major. In addition to subjective factors such as students' backgrounds and learning habits, the data collected from the same semester of the same major are representative to a certain extent. The comparison of students' grades in the first semester of the 2022-2023 academic year with the final grades of the first semester of the 2023-2024 academic year is shown in Table 1.

Table 1. Comparison chart of results

semester	items(%)	100-90	89-80	79-70	69-60	<60	AVERAGE
		(Excellent)	(Good)	(Medium)	(Pass)	(Fail)	
2022-203-1		0	31.94	43.05	23.61	1.39	88
2023-2024-1		3.45	48.28	32.76	15.52	0	92

Thirdly, after the practical experience of teaching methods in this semester, the overall quality of the course has improved, which is mainly reflected in the quality of the class. That the average class score and the overall attendance rate

from the teaching platform are selected as examples, as shown in Figure 2. As can be seen from the figure, the result of this semester has improved compared with the previous academic year, both in terms of the average class score and the overall attendance rate. It shows that this teaching practice has played a positive role in promoting students' English learning.

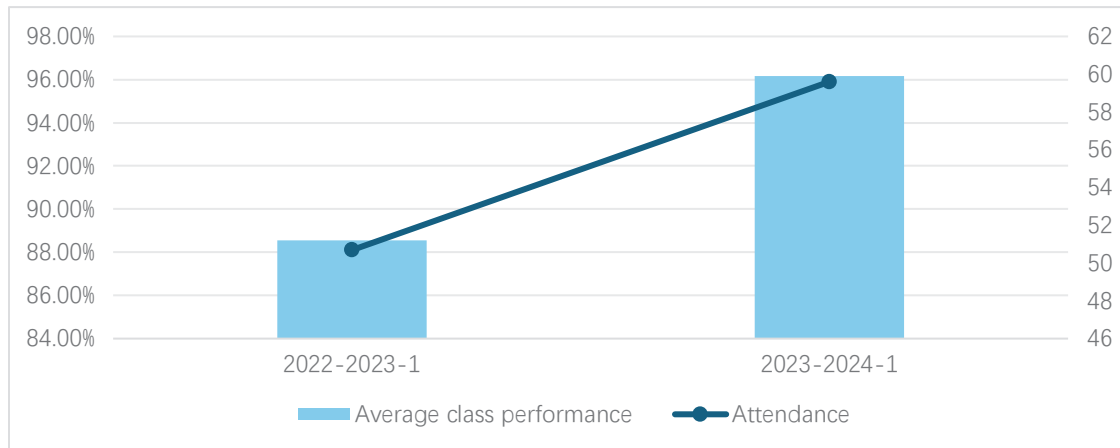


Figure 2: Comparison of classroom quality

5. Conclusion

Overall, this practical study is a preliminary teaching attempt based on the BOPPPS teaching method. Referring to the design principles of BOPPPS teaching method, combined with the actual learning situation of students at the applied undergraduate level, this practice carries out on the non-English major college English courses for a semester. The research results of this study are mainly reflected in the course design and implementing process based on the BOPPPS teaching method. And the students' attitude towards English learning has been initially improved after a semester of learning and practice. The English learning performance has been improved to a certain extent. At the same time, students have a further understanding of the practicality of English, and many students have more profound ideas about the application of English in practical learning and life. All these results have played an indelible role in opening up students' international horizons and enhancing their sense of national identity. In addition, the exploration of English learning methods can provide theoretical and practical experience for the skill training of talents. The results of this exploration also provide a new case study experience for the practice of BOPPPS pedagogy.

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