BOPPPS Blended Teaching Design for College English: Fostering Digital Literacy via a "Digital Age" Unit on Chaoxing Learning Platform

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Abstract: This paper presents a BOPPPS-based blended teaching design for a "Digital Age" unit in college English courses, implemented on the Chaoxing Learning platform. With the digital revolution reshaping communication and learning, equipping college students with digital literacy through English courses is crucial. The proposed design aims to enhance students' English language skills while cultivating their digital literacy. Through a detailed description of the BOPPPS components' implementation and an exploration of expected outcomes, this study provides insights into innovative teaching approaches in the digital-era college English classroom.

Keywords: Blended teaching design; The BOPPPS model; College English; Digital literacy; Chaoxing Learning Platform

1. Introduction

The proliferation of digital technologies has fundamentally reshaped pedagogical practices across higher education. Within this evolving landscape, college English instruction faces the imperative to transcend traditional methodologies and embrace digitally-mediated approaches. Digital literacy—encompassing technical proficiency, cultural understanding, and communicative competence within digital ecosystems—has emerged as a critical graduate attribute[1].

This study proposes an integrated pedagogical framework that synergizes the BOPPPS instructional model with the affordances of the Chaoxing Learning platform. Rather than merely incorporating technology as a supplementary tool, this framework reconceptualizes English language learning as an inherently digital practice. The convergence of structured pedagogical design and platform-mediated learning environments offers a theoretically grounded approach to cultivating both linguistic competence and digital literacy simultaneously.

2. Literature Review

2.1 The BOPPPS Model

The BOPPPS model, an acronym for Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary, is a well-structured instructional design framework. It emphasizes the importance of engaging students from the start (Bridge-in), clearly defining learning goals (Objective), assessing prior knowledge (Pre-assessment), promoting active learning (Participatory Learning), evaluating learning outcomes (Post-assessment), and summarizing key points (Summary)[2]. Research has shown that the BOPPPS model can enhance student engagement, motivation, and learning effectiveness in various educational contexts.

2.2 The Chaoxing Learning Platform

The Chaoxing Learning Platform offers a range of functions such as course management, resource sharing, interactive communication, and learning analytics. It enables teachers to create and deliver online courses, assign tasks, and monitor students' learning progress. Students can access learning materials, participate in discussions, and submit assignments anytime and anywhere. Previous studies have highlighted the potential of such digital platforms in facilitating blended learning and improving students' learning experiences[3].

2.3 Blended Learning in College English Courses

Blended learning, which combines face-to-face instruction with online learning, has been widely explored in college English teaching. It has the potential to address the limitations of traditional teaching methods and meet the diverse learning needs of students. However, the successful implementation of blended learning requires a well-designed framework that effectively integrates online and offline teaching elements[4].

3. Design of the Blended Learning Framework

3.1 Bridge-in

Engaging Multimedia Introduction: At the beginning of the "Digital Age" unit on the Chaoxing Learning Platform, teachers start by sharing a short, engaging video clip related to digital trends. For example, a TED Talk on the future of digital communication or a news report on the latest digital innovations can be used. This video not only grabs students' attention but also sets the context for the unit[2].

Initial Discussion: After the video, a discussion forum is set up on the platform. Teachers pose questions like "How has the digital age changed the way you communicate?" or "What digital tools do you use most frequently?" Students are encouraged to share their experiences and thoughts in the forum, which helps to activate their prior knowledge and generate interest in the topic.

3.2 Objective

Clear and Measurable Goals: The learning objectives for the "Digital Age" unit are clearly stated on the Chaoxing Learning platform. For instance, "By the end of this unit, students will be able to describe digital trends in English, write a persuasive essay on the impact of the digital age, and communicate effectively in a digital-based English-language discussion." These objectives are presented in a simple and understandable language, and they are accompanied by a brief explanation of how they will be achieved.

Alignment with Digital Literacy: Teachers also highlight how these language-learning objectives are intertwined with digital literacy. For example, writing an essay on the digital age requires students to research online, evaluate digital sources, and organize information-all aspects of digital literacy.

3.3 Pre-assessment

Online Quiz & Word guessing activity: A pre-assessment quiz is created on the Chaoxing platform. This quiz consists of multiple-choice, fill-in-the-blank, and short-answer questions related to digital vocabulary, basic knowledge of digital trends, and simple English expressions about the digital age. For example, questions could be "What is the English word for '虚拟现实'?" or "Briefly describe one positive impact of social media." Teachers divide the class into groups, and invite the groups to compete and answer quickly by showing the meaning of one word in this unit.

Analysis of Results: Teachers analyze the quiz results to identify students' strengths and weaknesses. This information is used to tailor the subsequent teaching content. If a large number of students struggle with digital vocabulary, more vocabulary-building activities will be incorporated into the unit.

3.4 Participatory Learning

3.4.1 Group Projects

Digital-based Presentations: Students are divided into groups of 4-5 on the Chaoxing platform. Each group is assigned a specific aspect of the digital age, such as "Digital Art in the Digital Age" or "Digital Learning Tools." The groups are required to create an English-language presentation using digital tools like PowerPoint, Prezi, or even video-making software. They can use the platform's group chat function to communicate, share resources, and plan their presentation.

Online Collaboration: During the process, students collaborate online to research, write scripts, and design visual aids. This not only improves their English language skills but also enhances their digital collaboration and project-management skills.

3.4.2 Interactive Discussions

Debate Forums: Teachers set up debate forums on the platform. For example, the topic could be "Is the digital age more harmful than beneficial to our communication skills?" Students are required to take a stance and post their arguments in English. They can also reply to their peers' posts, providing counter-arguments or supporting evidence.

Teacher-facilitated Guidance: Teachers actively participate in the discussions, guiding students to use appropriate English expressions, think critically, and respect different viewpoints. This interaction promotes both language development and digital communication skills.

3.5 Post-assessment

Comprehensive Written Assignment: Students are given a written assignment, such as writing an in-depth research paper on a digital-age topic. They need to use proper academic writing in English, cite digital sources correctly, and present well-structured arguments. This assignment is submitted through the Chaoxing platform, where teachers can use the marking and feedback functions to provide detailed comments.

Oral Presentation Evaluation: For the group presentations, teachers evaluate students based on their English language proficiency, content knowledge, and use of digital tools. They assess how well students present their ideas, use visual aids, and engage with the audience. Students can also provide peer-evaluations on the platform, which encourages self-reflection and peer-learning.

3.6 Summary

Teacher-led Summary: At the end of the unit, teachers use the platform to provide a summary of the key points covered. This includes a review of important digital vocabulary, main arguments discussed in the debates, and the overall understanding of digital trends. Teachers can use text, slides, or short videos for this summary.

Student Reflection: Students are encouraged to write a short reflection on their learning experience in the unit. They can share what they have learned, what challenges they faced, and how they have improved their digital literacy and English language skills. These reflections are posted on the platform, and teachers can provide feedback to further enhance students' learning.

4. Expected Outcomes

4.1 Enhanced English Language Skills

Vocabulary Expansion: Students are expected to learn and master a wide range of digital-related vocabulary, which will not only help them in the context of this unit but also in their overall English language proficiency.

Writing and Speaking Proficiency: Through writing essays and research papers, as well as participating in discussions and presentations, students' writing and speaking skills in English are likely to improve significantly. They will be able to express complex ideas about the digital age more clearly and accurately.

4.2 Developed Digital Literacy

Digital Research Skills: Students will learn how to effectively search for information online, evaluate the credibility of digital sources, and use them in their academic work. This is an essential part of digital literacy in the modern educational context.

Digital Communication and Collaboration: The group projects and online discussions on the Chaoxing platform will enable students to improve their digital communication skills, such as using appropriate language in online interactions, respecting digital etiquette, and collaborating effectively with peers in a digital environment.

4.3 Increased Learning Engagement

Active Participation: The interactive nature of the BOPPPS-based blended teaching design, with its various activities on the Chaoxing platform, is expected to increase students' active participation in the learning process. They will be more engaged in class discussions, group projects, and self-study, leading to a more positive learning attitude.

5. Challenges and Mitigation Strategies

5.1 Technological Issues

Challenge: Technical glitches such as network problems, platform crashes, or software compatibility issues may disrupt the learning process.

Mitigation Strategy: Teachers should ensure that students are aware of alternative ways to access learning materials in case of platform-specific issues. For example, important resources can be backed up and made available via other cloud-storage platforms. Regular technical support channels should be established, and students should be trained on basic troubleshooting techniques.

5.2 Over-reliance on Digital Tools

Challenge: There is a risk that students may become overly reliant on digital translation tools or pre-made presentation templates, which may not enhance their language learning and critical thinking.

Mitigation Strategy: Teachers should set clear guidelines on the appropriate use of digital tools. For example, in writing assignments, students can be required to limit their use of translation tools and focus on using their own language skills. In presentations, students can be encouraged to create unique visual aids rather than relying on pre-made templates.

6. Conclusion

The BOPPPS-based blended teaching design for the "Digital Age" unit on the Chaoxing Learning platform offers a

comprehensive approach to integrating English language learning with digital literacy cultivation. By following this design, teachers can create a more engaging and effective learning environment for college students in the digital age. However, it is important to be aware of potential challenges and implement appropriate mitigation strategies. Future research could further explore the long-term impact of such a teaching design on students' language and digital skills, as well as ways to optimize the design for different student populations.

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