

The Blended Teaching Mode of College English Course Based on Boppps Model

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Abstract: BOPPPS model enables students to truly participate in the class and stimulate their learning interest and initiative. This model applied in online and offline blended teaching meets the needs of college English teaching reform, and helps improve teaching effectiveness. Therefore, when implementing online and offline blended teaching in college English course teachers can take advantage of BOPPPS model to innovate course bridge-in, clarify teaching objectives, enhance students' interaction, optimize assessment methods, so as to improve teaching quality and learning efficiency of college English course.

1. Introduction

With the integration of modern information technology and education, blended teaching mode has been widely used in many courses. College English courses are also constantly trying this teaching mode based on the Internet platform, in order to change the way students acquire knowledge, extend the learning time, expand the learning space, and then realize deep learning. The implementation of the college English online and offline teaching mode means the transformation of the traditional teaching mode. Based on this new teaching mode, how to carry out the teaching design more scientifically is still a problem faced by many college English teachers. The BOPPPS teaching model is based on constructivism and communicative method, and provides teachers with specific teaching organization or teaching steps. Therefore, the college English course teaching based on BOPPPS model can better combine online personalized network learning with offline classroom learning, making the communication between teachers and students more frequent, the internalization and absorption of knowledge more efficient, and also greatly improve the teaching quality and learning efficiency.

2. The Boppps Model

The BOPPPS model, originated in North America, is a teaching model in the teaching skills training of college teachers in North America. It emphasizes classroom interaction and detection feedback and has been applied in more than 100 universities and training institutions. It divides the teaching process into six stages, namely Bridging-in, Objective, Pre-assessment, Participatory learning, Post-assessment and Summary. Each stage has a clear teaching goal and is mutually inherited to form a complete and unified teaching process.

Bridging-in refers to the introduction before entering the classroom content. The purpose is to connect students' existing knowledge points with classroom teaching content, and fully stimulate students' interest and desire to learn [1]. Objective establishes the teaching goals expected to be achieved, which is the guidance of teaching activities, indicating the knowledge and skills that students need to master or tasks that can be completed at the end of the course. Pre-assessment refers to a preliminary understanding of the knowledge of students after clarifying the learning objectives. The purpose is to fully demonstrate the students' foundation and learning interest. As the core of the BOPPPS model, participatory learning realizes interactive learning of course content through the interaction of teachers and students. The purpose is to guide students to actively think and participate in the whole process of classroom teaching, and deepen their understanding of knowledge. Post-assessment tests students' learning effect by some evaluation methods based on the learning content. The design of post-assessment must match the setting of the teaching objectives in the second stage. The last stage is summary, that is, review the classroom teaching content with concise language, summarize the key and difficult points of teaching, and guide students to study and reflect by themselves.

3. Construction of Boppps Model in College English Teaching

The proposal of BOPPPS model provides practical steps for classroom teaching design. The blended teaching applied combines traditional classroom teaching with online independent learning, including teachers' in-class guidance, students' in-class and after-class practice, and independent learning with the help of teaching software. The online mode of independent learning is after-class independent learning, which makes full use of foreign language teaching platforms and learning resources to study by themselves under the supervision of teachers. Based on this teaching model, teachers can teach students in accordance with their aptitude and students can receive instruction that matches their English level [2].

3.1 Innovate the Way of Bridging-in

As the starting point of classroom teaching, wonderful bridging-in can attract the attention of students and provide a good foundation for the effective development of subsequent teaching activities. On the contrary, improper or boring introduction will curb students' learning interest and motivation from the source, and directly affect students' enthusiasm and investment in classroom learning activities. Therefore, teachers should understand students' actual needs on the basis of language learning characteristics and students' language proficiency. Design topic discussions, games, questionnaires related to the classroom teaching topics, or select theme-related charts, audio-visual materials, etc., in order to stimulate students' interest in learning, trigger students' positive thinking, and effectively introduce the subject of the course.

3.2 Clarify Teaching Objectives

First, the teaching objectives should be student-oriented and based on the learning situation, and the teaching objectives should meet the students' actual knowledge level and learning ability. Second, teachers should be clear about the curriculum standards and decompose the classified objectives in the curriculum standards into each chapter. Thirdly, combining with Bloom's classification of educational objectives, the teaching objectives of each lesson are designed. According to the characteristics of college English, the teaching objectives can be divided into three categories: knowledge, skills and quality. Knowledge goal is the language knowledge that students should master, such as vocabulary, grammar, pronunciation, etc. Skill target refers to five skills of

English listening, speaking, reading, writing and translating; Quality objectives *mainly refer to intercultural communication literacy*.

3.3 Reinforce STUDENTS' Participation

The improvement of comprehensive language ability is one of the goals of college English teaching reform, and participatory learning can help students strengthen the training of language output ability in the relaxed and lively interactive classroom environment, which also reflects the education and teaching concept of “learning by doing”. College English courses are taught in large classes, which requires teachers to combine pre-test feedback and teaching objectives, make groups and choose interactive teaching activities suitable for students' discussion and cooperation, so as to improve their participation in classroom activities when designing teaching implementation plans. Finally, in the process of students' participatory learning, teachers should always pay attention to the individual differences of students, provide targeted suggestions for students' doubts and difficulties, and maintain positive and effective personalized interaction with students.

3.4 Optimize Evaluation Methods

In blended teaching, the effect of students' independent online learning before class will directly affect the effect of offline teaching. Pre-assessment test can help teachers master students' existing knowledge and skill level, so as to carry out teaching activities more pertinently. In terms of time, pre-testing can be carried out after the online autonomous learning of students before class or at the beginning of classroom teaching. Formally, due to the large size of college English classes, students' learning conditions can be more efficiently and accurately grasped with the help of various information methods. In terms of content, the questions designed by teachers should include the content of online autonomous learning, and combine the knowledge and skills in the planned classroom to clarify the gap between “known” and “unknown” of students, so as to better build “learning scaffolding” in the classroom. Post-assessment is also an evaluation method, focusing on the use of various testing methods to evaluate the effectiveness of “teaching” and “learning”. In terms of content, teachers should associate the post-assessment content with the teaching objectives, design the post-assessment questions based on the teaching objectives, and focus on testing whether the learning objectives have been achieved. In addition, teachers need to realize efficient and rapid detection by means of information technology, and adopt different evaluation forms according to the dimensions of language knowledge, language skills and intercultural literacy of the teaching objectives.

3.5 Strengthen Pre-Class Supervision

Language learning is a process of interaction between language input and language output. Without sufficient language input, there will be no high-quality language output. Therefore, when designing offline classroom teaching activities, teachers should not ignore students' online autonomous learning before class. They should give full play to the role of the course platform, clarify the content and requirements of pre-class preview, strengthen the supervision of pre-class learning quality, and timely provide personalized guidance to students.

4. Conclusion

BOPPPS model can not only stimulate students' interest in learning and improve students' comprehensive English ability, but also help teachers design the teaching process with clear goals

and clear steps, so that the teaching effect can be significantly improved. Blended teaching can foster students' initiative in learning, and teachers can better grasp students' learning situation. The application of BOPPPS model in blended teaching is a beneficial attempt of college English teaching reform.

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