

Implementation of BOPPPS Teaching Model in Business English in Vocational Education

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Abstract: Business English is one of Common Curriculums in vocational education. It is hardly to improve the initiatives in learning of students with the original instructional design-Teacher Centered Pattern, on account of the weak foundation of the students in vocational school. Accordingly, the author lead BOPPPS Teaching Model into Business English and tried to build a vocational English application model based on BOPPPS teaching design by analyzing the concept and connotation of BOPPPS consisted of six parts.

1. Introduction

Business English is one of the most important common curriculums in vocational education, which aims to foster students' practical competence in English, especially English communication ability in business environment. Accordingly, it is the ultimate objective for vocational English education to improve vocational English teaching quality, stimulate students to study English autonomously and cultivate Application-oriented personnel.

Objectively, it is the weak foundation of most vocational school students whose initiatives are inadequate without specific learning targets and confidence due to source of school enrolment. Another aspect, most of English teaching methods and design is still stuck on teacher-centered phase. Indoctrination education leads to students' inefficiency and lower participation in class.^[1] In this paper, it is discussed that BOPPPS model is introduced in vocational English courses changed from teacher-centered to student-centered to improve students' efficiency and participation in class.

2. Conception and Connotation of BOPPPS

In 1976, Douglas Kerr and his team from University of British Columbia created ISW (Instructional Skills Workshop) based on Teacher Qualification Requirements in British Columbia Canada. ISW is designed to develop teaching skills in which BOPPPS is exactly one of methods adopted. This mode emphasized student-oriented "Participating Learning", with the guide of teacher in class and feedback from students to form a closed loop based on Constructivism Theory and Cognitive Theory.^[2] BOPPPS these six letters represent six sessions.

2.1 Bridge-in

The first session bridge-in is to introduce a material which can be a question, a social focus or a story which has a close relationship with content in class to attract students' attention and lead students into class.

2.2 Objective

Learning objective needs to be specific in this class. What students can master in this class, what students can achieve based on mastered knowledge and skills and in which condition these knowledge and skills can be applied. Ensure students to move next session with specific learning objective ^[3].

2.3 Pre-test

Pre-test runs with specific objective, which is an initial assessment for students' current level of knowledge and ability. Teacher can fairly arrange design in class based on the result of pre-test. Pre-test that provides the evidence to evaluate students' knowledge level can make students better understand learning objective and improve efficiency. It's beneficial to quantify teaching achievements in class due to analysis between pre-test and post-test.

2.4 Participatory Learning

Participatory Learning is the most essential part in BOPPPS design. Firstly, the whole class requires to be divided into several groups in each of which there're 6 persons in maximum. Secondly, set a time limit about 20 minutes for students with specific objectives and assignments. This session is student-centered in which students can arrange varieties of activities, such as brain storming, group-discussion, mutual assessment, role play or Think-Pair-Share etc. Guiding opinions or exploring questions will be raised here to help students to think and learn thoroughly ^[4].

2.5 Post-test

After participatory learning session, there will be a post-test which plays an important role in testing effect of this class. Post-test is a teaching achievement feedback based on which instructional design will be adjusted and improved accordingly. There're a wide range of post-test methods including multi-choice question, short-answer question, operation and presentation etc.

2.6 Summary

Compared to traditional classroom, it is not teacher but students who summarizes the key knowledge points in class with BOPPPS. Teacher appraises and gives further guide on students' summary to broaden and deepen their knowledge or extend to introduce next class topic ^[5].

3. BOPPPS applied in Business English in vocational school-Take the unit Business Etiquette as an example and elaborate on how to integrate BOPPPS model into teaching activities in class.

3.1 Bridge-in (5 min)

Since students in higher vocational institutions themselves have a weak English foundation and a wide range of English learning levels, if students are not interested enough in learning English, it will lead to unsatisfactory teaching results in higher vocational English courses. For this reason, making

good use of the introduction time in the first few minutes of English class and designing attractive and inspiring introduction links can help to focus students' attention on the class and enhance their enthusiasm for exploring English knowledge under the premise of stimulating their interest in learning and desire for knowledge. Therefore, in view of the humanistic characteristics of the content of higher vocational English courses, in the introduction session, teachers can introduce the theme around the practical application of workplace English and introduce the elements such as stories and songs that are interesting to students to ensure the organic connection between the teaching content and the introduced teaching resources. In addition, the introductory message should include the words, sentence composition, syntax and cultural basics that students have learned; a reasonable duration of the introductory message should be within 3-5 minutes to prevent students' learning horizons from being scattered and affecting the effectiveness of the subsequent exploration of English knowledge and skills training.

Translated with www.DeepL.com/Translator (free version). This unit theme is business etiquette. The video clip from the famous movie *The Princess Diaries* in which the lead actress took etiquette training is provided as lead-in to attract students' attention and introduce the theme in class.

3.2 Objective (5 min)

Learning objective needs to be demonstrated including compulsory vocabulary, phrases and grammar etc., which was provided in last class to pre-learn. The process of determining and completing learning objectives has a certain role in improving the quality of English teaching in the higher vocational field, mainly on the basis of attracting students' attention and interest, extending the learning objectives to the topic of the lesson or the level of language skills training, and achieving the purpose of further strengthening students' learning motivation and learning ability. Therefore, students have the motivation to learn English knowledge and practice with clear learning objectives, which help them feel the value of learning English knowledge. At the same time, after introducing the objectives of this section of the text, the teacher instructs students to master and apply English by asking questions, designing scenarios, and voting questions according to the requirements of basic English knowledge points. The important points are different and assessable reading mini-tasks designed from the perspectives of basic English knowledge, cultural competence, and comprehensive quality, respectively. For example, the proficiency of students in mastering new words in the learning process; the extent to which they can use sentence structures to communicate; the actual ability to communicate and communicate in classroom activities and other objectives are set to facilitate students to learn and apply English knowledge with purpose and further accomplish their goals in each stage of learning English.

Translated with www.DeepL.com/Translator (free version).

3.3 Pre-test (10 min)

Once the students have developed a clear understanding of the lesson's objectives, the teacher can administer a simple quiz on the students' knowledge and evaluate their knowledge of English during the lesson. By analyzing the quiz data, conclusions are drawn and suggestions are made. Because the time of the pre-test is limited, the teacher can use the information technology teaching means, using online teaching platform or cell phone APP can complete the online vocabulary detection, speech test, etc., and efficiently use the artificial intelligence judgment method for the result test data. The teaching content of this test is selected based on the pre-test objectives before class, which on the one hand can guide students to pre-test before and after class, and on the other hand can help teachers to make an assessment of students' independent learning and develop a proven learning guidance program, so as to give students the right guidance in English learning. Release 20 objective test items

in advance on a information platform such as Tronclass. It is a comprehensive test that is aimed for the compulsory vocabulary, phrases and grammar in learning objective. According to test performance, high error rate items can be filtered and explained in the following Summary session.

3.4 Participatory learning: (50 min)

Participatory learning sessions are the main part of the BOPPPS teaching model design. Participatory learning requires teachers to change the traditional classroom teaching format and pay attention to building a student-centered language task participatory classroom system to lay the foundation for students to participate in English learning activities and actively explore English knowledge. In particular, teachers need to choose teaching methods that reflect students' main role, give students time for independent learning and theoretical investigation, and provide students with specific activities and practice sites to highlight the practical characteristics of the vocational English courses. In this way, in the design of practical and participatory learning activities that focus on language skills enhancement, teachers can choose task-driven teaching activities and scenario-based teaching methods that are more practical in nature to cultivate students' teamwork and independent inquiry skills. At the same time, in order to enhance students' learning motivation, student-oriented participatory learning activities should be designed in order to increase students' enthusiasm for participating in classroom activities, learning to cooperate and share their learning experiences. For example, role-playing activities are designed to involve students in learning and applying their knowledge and skills in conversational situations or group debates. In addition, the progressive nature of participatory learning activities requires that the order of presenting knowledge content follows the laws of student cognition and language learning, and that language learning tasks are designed from simple to difficult, allowing students to move from words to sentences to text, and to master English knowledge in a progressive manner. A specific topic is provided firstly: Assume that you are going to have an interview of a foreign enterprise tomorrow, please list out key points you should prepare in business etiquette. Students is divided into groups in each of which there're 3-5 persons in maximum. Supply A1 paper to each group to record brain-storm result. Discussion time is restricted within 20 minutes and group presentation is given in the left 30 minutes. It's demanded that words and phrases in learning objective should be covered. Each group evaluate other groups and the criteria is grasp degree of objective, such as the amounts of words and phrases in presentation, spelling and grammar accuracy etc.

3.5 Post-test (10 min)

Since the post-test is a comprehensive evaluation of the participants' status of the whole lesson, teachers get meaningful classroom results from an effective post-test that can point the way to the change and development of workplace English teaching and help them to complete the transformation from knowledge to competence. Therefore, to conduct post-side in vocational English classroom teaching in higher education, students should integrate several language skills such as listening, speaking, reading and writing in English and design comprehensive language post-test tasks. Re-do the pre-test of 20 items to compare the result between pre-test and post-test. In this way, it can help not only students to fill a vacancy to the knowledge but also teacher to understand the situation about students' progress.

3.6 Summary (10 min)

Key words and phrases in this class and test items with high error rate will be elaborated extensively based on the student performance in participatory learning session, pre-test and post-test

results.

4. Conclusion

BOPPPS takes an essential role in encouraging students to get involved into class activities. Teaching design with BOPPPS requires both teacher and students to do a great deal of preparation work in advance. As a teacher, who combined active learning with sufficient guide effectively, can improve teaching effect based on BOPPPS model. For students, the simple knowledge to be memorized can be learned in extracurricular time and profound application and analysis can be guided by teacher in class. In teaching practice, students' participation should not become a mere formality but genuine involvement. BOPPPS six sessions should work flexibly on the basis of specific teaching objectives and content.

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