Blended Learning Based on BOPPPS—The Case of Oral English

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Abstract: In order to improve the traditional oral English teaching in college English in China, the study adopts blended learning based on BOPPPS teaching model, which reconstructs the traditional Oral English teaching. Based on BOPPPS, the study divides the teaching procedure into Bridge-in, Objectives (Outcomes), Pre-assessment (Pre-test), Participatory Learning, Post-assessment(Post-test) and Summary. The use of blended learning tools, which include Mini Program, Word Cloud and learning management system, effectively motivate learners. The teaching practices in Oral English from 2017 till 2022 show that the blended learning based on BOPPPS teaching model can effectively improve the learners' oral English, cultivating learners' cooperative and expressive abilities.

1. Introduction

Teaching that is good at indoctrination but not good at inspiration is still a common phenomenon in today's university classroom teaching in China, and this teaching inertia directly affects the cultivation of talents and the formation of their innovative qualities. Therefore, advocating education and teaching reform, especially focusing on the reform of teaching methods, has become inevitable and necessary [1].Because the traditional classroom teaching mode has become difficult to motivate students. The traditional paradigm centered on "teaching" gradually reveals its drawbacks, which can be summarized as time constraints, location constraints, and role constraints. Among these drawbacks, role limitation is the most fundamental drawback in traditional teaching. The main body of the paradigm centered on "teaching" is the teacher, who believes the more knowledge teacher speaks, the better. It is not simply for teachers to think about how to do it, but rather think about how to learn from the perspective of students, and then design teaching. The best way to break the role limit is to transform the learning subject. The reform and innovation of modern universities emphasize a student-centered approach, with the student-centered approach as the main body of learning. In order to adapt to the needs of the times, the role restrictions are broken and the teaching subject is transformed from a teacher to a student. This is the transformation of educational philosophy and the foundation of teaching reform [2].

The Opinions of the Ministry of Education on Accelerating the Construction of High level Undergraduate Education and Improving the Ability to Cultivate Talents in an All-round Way

clearly points out: "It is supposed to promote the classroom teaching revolution, focus on student development, promote the learning revolution through teaching reform, actively promote small class teaching, hybrid teaching, Flipped classroom, vigorously promote the construction of smart classrooms, and build an online and offline teaching model." Against the backdrop of increasingly diverse means of educational informatization, a teaching model has gradually emerged that combines the advantages of online teaching and traditional teaching, namely the blended teaching model [3].

The BOPPPS teaching model is based on constructivism and communicative approach, known for its effective teaching design. It is a closed-loop teaching process model that emphasizes student participation and feedback. This model is a tool that can help teachers analyze the teaching process, identify teaching blind spots, improve and enhance teaching efficiency [4]. In the context of the the internet, digital terminals and the internet will become a powerful external force to reform teaching and promote teaching innovation. The hybrid BOPPPS teaching model is precisely in this trend, effectively applying resources such as social media, micro courses, and teaching micro videos to the BOPPPS teaching model, transforming the form of knowledge acquisition and highlighting that students are the main body of learning.

With the development of the times and the demand for education, relevant educational institutions and schools are also constantly carrying out reforms in English oral teaching, designing various reform plans, and starting to widely establish teaching subjects related to English oral teaching. However, due to the late start of existing courses and the lack of relevant knowledge as a foundation, students' oral learning outcomes are poor and cannot meet the current needs of English oral teaching. In recent years, with the popularization of new media, the reform of teaching models in various schools has become more important. Although the oral teaching environment in many schools has been optimized, there are also more and more auxiliary methods for oral teaching. However, at the same time, influenced by the teaching philosophy of various schools, there are still many obvious problems in college English oral teaching in the multimedia environment [5].

The study focused on the blended learning based on BOPPPS teaching model design, implementation and effect evaluation in oral English, explores the practical application of the model in oral English teaching.

2. BOPPPS Teaching Model

2.1 Problems in Traditional Oral English Teaching

Traditional oral English classroom teaching is often mainly taught by teachers, with more students being the audience. The current classroom teaching activities mainly include the following issues.

2.1.1 Unclear Teaching Objectives

The purpose of any learning behavior is to produce results, and the teaching purpose clarifies the expected outcomes that students will have when learning a course. So teachers should clearly explain the teaching objectives at the beginning of the course, point out the knowledge points that students should master and what abilities to complete training, and help students build a systematic and complete knowledge system around the teaching objectives.

2.1.2 Insufficient Pre-class Preparation

The preparation time for a teacher to give a lesson is generally at least five times longer than the classroom duration, and the first lecture requires a longer time. It should be pointed out that pre

class preparation should not only include writing teaching design plans and making PPTs, but also include analyzing the learning situation [6]. Teachers lack a deep understanding of the knowledge system of teaching content and a lack of firsthand experience of knowledge, resulting in inadequate grasp of teaching priorities. The lack of a comprehensive explanation of the introduction, implementation, and evolution of knowledge points is a problem of teachers' limited understanding of knowledge points and teaching techniques.

2.1.3 Lack of interaction

Teaching interaction is one of the most difficult issues to deal with in the teaching process. The course content itself is very attractive and discursive, and students are easily and willing to participate in interaction; however, for courses that are relatively dull or have a great theoretical depth, most students find it difficult to arouse interest. Lack of timely feedback from students and lack of understanding of their acceptance can greatly reduce the effectiveness of teaching [7]. Teachers excessively focus on the systematic nature of knowledge, and in limited class hours, whether it is key knowledge or peripheral knowledge, they impart it to students through a large number of PPT screenings. Students often cannot digest it and forget most of the content before the exam. When students are treated as listeners, they have no or very few other ways of participating. Due to the availability of electronic courseware, students do not even take notes, let alone practice in class, which makes it easy for students to wander off.

2.1.4 Lack of incentive measures

When it comes to motivation, one must think of exam results. However, the teaching process of a course lasts at least 32 hours or even longer, and exam results cannot effectively motivate students in real time, only serving as an assessment. The learning and growth process of anyone requires real-time and effective motivation.

2.2 BOPPPS Teaching Model

Table 1: The supporting relationship between BOPPPS and other elements in teaching.

Number	Steps	Main Tasks	Teaching Elements
1	Bridge-in	Teachers introduce teaching content to attract students' attention and stimulate their interest in learning	why
2	Learning Objective	Teachers clarify teaching objectives and let students know what these knowledge can do	Who/do what/under what/how well
3	Pre-assessment	Teachers test students to understand their basic knowledge and lay the groundwork for subsequent teaching	Know what
4	Participatory Learning	The theme of classroom teaching is that teachers involve students in classroom activities and actively learn	Whether or not
5	Post-assessment	The teacher experiences whether the teaching objectives of this class have been achieved, and the students provide feedback on the learning effectiveness	How well
6	Summary	Course summary, students reflect on what they have learned, and the teacher introduces the content of the next lesson	__

Based on BOPPPS, the study divides the teaching procedure into Bridge-in, Objectives (Outcomes), Pre-assessment (Pre-test), Participatory Learning, Post-assessment (Post-test) and Summary [8]. The relationship between the BOPPPS model and other elements is detailed in Table 1.

2.3 Advantages of BOPPPS

2.3.1 Short Teaching Time

Due to the fact that a person's focus can only last for about 15 minutes, teaching according to the BOPPPS teaching mode is limited to a 15 minutes time frame, which is shorter compared to the traditional 45-minute class.

2.3.2 Less Teaching Content

BOPPPS teaching is mainly aimed at highlighting the teaching of a certain subject knowledge point in classroom teaching, or reflecting the teaching and learning activities of a certain teaching link or theme in the classroom. Compared to the broader traditional classroom, its content is more concise and the theme is more concentrated.

2.3.3 Complete and Exquisite Teaching Design

The BOPPPS teaching model divides the course into six stages. Emphasis is placed on the important role of participatory learning in teaching.

2.3.4 Timely Feedback and Strong Targeting

Before the implementation of the BOPPPS teaching mode, teachers will group students according to the situation, and after the lecture, guidance teachers will evaluate students. This operation will greatly improve students' abilities [9].

In short, the BOPPPS teaching model is an effective tool for teachers to organize classroom teaching.

3. Teaching Practice of Blended Learning Based on BOPPPS

Affected by changes in the times, there are certain differences in the current situation of English teaching among different universities, and students' oral English proficiency is also uneven. Many universities attach varying degrees of importance to oral English teaching, and do not specifically offer oral English teaching courses, which can lead to various problems in teaching. At present, some teachers only conduct demonstration teaching in oral English teaching, using multimedia devices to replace part of the explanation content without innovative teaching, resulting in low interaction frequency between teachers and students, and the teaching effect of oral English has not been improved. At the same time, some teachers add various teaching elements to the English speaking teaching PPT in order to improve the effectiveness of English speaking teaching and attract students' attention, but they do not practice these teaching elements with the English speaking teaching content. Therefore, in the teaching process, they only meet the students' interesting needs and cannot guarantee the effectiveness of teaching. Moreover, excessive use of multimedia content can make students feel lost and unable to grasp the key points of learning. The actual oral practice in English speaking teaching is insufficient, and the teaching effect is not ideal.

3.1 Guidelines for College Oral English Teaching

The "Guidelines for College English Teaching" describes the teaching requirements of college English: basic goals, improvement goals, and development goals; and provides detailed descriptions of oral skills, which is an important theoretical support for oral English teaching.

Basic goals: Students can express their opinions or communicate with others on daily topics or familiar social hot topics; Students can briefly narrate or describe general events and objects; after preparation, students can give brief speeches on topics related to their majors; students can engage in simple communication or negotiation on daily life and learning matters. The language expression structure is relatively good, and the pronunciation, intonation, grammar, etc. are basically in line with communication norms, with a certain level and organization. Students can apply basic conversational skills.

Improvement goals: Students can have fluent conversations on general topics in English; students are able to engage in discussions with others on social hot topics or topics familiar to their professional fields. They are able to express their personal opinions, emotions, viewpoints, and make appropriate responses and comments on others' speeches, interruptions, etc; students can state facts, reasons, and describe events or objects; students can explain, compare, and summarize familiar viewpoints, concepts, theories, etc. The language organization structure is clear, the pronunciation and intonation are basically correct, the vocabulary is rich, and the expression is smooth. Students are able to effectively utilize oral expression and communication skills.

Development goals: Students can communicate or discuss common topics in general or professional fields fluently and accurately in English; students can summarize long and difficult texts or speeches in concise language; students can read papers and participate in discussions at international conferences and professional exchanges, with accurate, clear, and coherent expression; students can participate in business negotiations and other activities, express their desire to speak appropriately and maintain their right to speak. Students are able to apply oral expression and communication skills appropriately [10].

3.2 Teaching Practice of Blended Learning Based on BOPPPS of Oral English

BOPPPS divides the teaching procedure into Bridge-in, Objectives (Outcomes), Pre-assessment (Pre-test), Participatory Learning, Post-assessment (Post-test) and Summary.

In Bridge-in, teachers ask students to role-play some related materials and ask the students to pay attention to the pronunciation of some certain words to attract students' attention and stimulate their interest in learning. Then teachers ask other students to pick out the mistakes in the process of role-play.

In Objectives (Outcomes), teachers clarify teaching objectives and let students know what these knowledge can do, and how and how well they will learn these knowledge.

In Pre-assessment (Pre-test), teachers test students whether they understand the basic knowledge of pronunciation to decide how to lay the groundwork for subsequent teaching.

In Participatory Learning, teachers involve students in classroom activities and actively learn. The choice of activities depends on the result of pre-assessment. In this step, more blended learning tools are employed, for example, Mini Program, which can combine the text and sound together and share in WeChat.

In Post-assessment (Post-test), teachers evaluate whether the teaching objectives of this class have been achieved, and the students provide feedback on blended learning tools, such as Word Cloud.

In Summary, teachers clarify course summary, students reflect on what they have learned, and the teacher introduces the content of the next lesson.

4. Conclusion

The BOPPPS teaching model modularizes the teaching process and constructs six elements: introduction, teaching objectives, exploration, participatory interactive learning, testing and evaluation, and summary. It provides teachers with a complete framework and theoretical support covering all aspects of teaching. The practicality and operability of this teaching model are strong, making the arrangement of classroom teaching more organized and reasonable. This design is in line with students' learning characteristics and can increase their interest and improve their academic performance in practical operations[11].The core of this model has two points: firstly, it emphasizes students' all-round participatory learning rather than just listening; the second is to timely obtain feedback from students in order to adjust subsequent teaching activities. Teachers can learn from this model in the teaching process, fully apply flexible, diverse, and intuitive teaching methods, encourage students to actively participate in the teaching process, and enable students to deeply understand and master the knowledge they have learned.

In the information age, students have a strong ability to use information tools and are good at obtaining information through mobile phones and computers. In teaching, teachers should provide sufficient and rich information technology teaching resources, and adopt a mixed online and offline teaching approach. In order to enhance students' interest in learning, appropriate use of information technology can ultimately help them achieve their learning goals.

The blended learning design based on the BOPPPS teaching model has a complete and smooth teaching process, utilizing task driven, group work, and creative grouping to effectively activate the classroom atmosphere, enhance students' learning interest and enthusiasm, and facilitate the better achievement of teaching objectives in practical tasks. In addition, the classroom fun and students' enthusiasm for learning have been improved, and the teaching effect has been significantly improved, which has certain reference significance for promoting English oral teaching.

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