Efficient Classroom: English Teaching Design and Practice of Intensive Reading Course Based on BOPPPS Model in ESL Class

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Abstract: This research explores the implementation of the BOPPPS (Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary/Closure) model in the design and practice of an Intensive Reading course for English as a Second Language (ESL) learners. The study digs into the strategic integration of each BOPPPS element to enhance the effectiveness of classroom instruction. Through a comprehensive examination of the model's application, the paper aims to provide insights into creating an engaging and outcome-oriented learning environment for ESL students, fostering improved language acquisition and comprehension skills. By providing an example of intensive reading, this paper also aim to provide the new teachers some experience to achieve the purpose of improving English Language Teaching.

1. Introduction

The necessity for innovative and effective teaching approaches is important in the continually expanding landscape of language education, particularly in the field of English as a Second Language (ESL) instruction. By digging into the design and implementation of an Intensive Reading course, this article addresses the pressing need for a strategic and outcome-oriented approach. The BOPPPS model—Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary/Closure—is at the center of this investigation[1]. It is an instructional framework that has promise for improving the quality and efficacy of ESL classes.

As English competence becomes more important in a worldwide society, educators must optimize instructional strategies to promote meaningful and long-term language acquisition. Against this backdrop, this article presents an in-depth examination of how the BOPPPS model can be used to create a dynamic and engaging learning environment. This study intends to provide practical insights that empower instructors to improve the learning experience for ESL students by studying each part of the model and its incorporation into the ESL curriculum. Through this investigation, we hope to add to the ongoing conversation on pedagogical breakthroughs, as well as provide a useful resource for educators who are committed to cultivating language proficiency in diverse and multicultural classrooms.

2. Overview of BOPPPS Teaching Model

2.1 Development history of BOPPPS teaching model

The BOPPPS model was developed by ISW (Canadian Teachers' Skills Training Workshop)[1][2] and was initially used for teachers' skills training, with the main focus being on teaching practice to improve teachers' teaching skills and teaching effectiveness through intensive training[2].

BOPPPS is a closed-loop teaching process model that emphasizes student participation and feedback, and it is a teaching process model that is more respected by many famous schools in North American countries.

At the moment, China has begun to incorporate the BOPPPS teaching model into actual classroom instruction, but it is more of a combination of experience with the actual curriculum, which is a tool that would help teachers decompose and analyze the teaching process, identify teaching blind spots, and improve the effectiveness of teaching and learning.

2.2 Characteristic analysis of BOPPPS teaching model

David Kolb proposed the experiential learning approach in 1984. Kolb defines learning as the process of developing knowledge via the transformation of experience, rather than the acquisition and transmission of content. He defines learning as a cyclical process that starts and ends with the concrete experience: **Concrete Experience** (an action-specific action experience, an experience of an action by the learner), **Reflective Observation** (the learner thinks about the experience he or she has had while pausing), **Abstract Conceptualization** (the learner must reach a point where he or she can understand what is being observed and assimilate it into logical concepts), **Active Experimentation** (the learner verifies the concepts and applies them to strategy development and problem solving). The learning process has two key structural dimensions:

The first is the comprehension dimension, which comprises of two opposed modes of mastering experience: directly grasping concrete experience and indirectly comprehending symbolically represented experience. The other dimension is the transformative dimension, which consists of two competing strategies of transforming experience: first, through internal reflection, and second, through exterior action.

Both are necessary in the learning process, and empirical learning is a continual process of empirical comprehension and transformation.

In a word, "summarize experience from action, sublimate experience into law, and use law to guide action". Based on Kolb's experiential learning concept, the BOPPPS approach is a teaching framework.

According to Pattison & Russel (2006), the BOPPPS model splits classroom teaching into six stages (or elements): Bridge-in, Objective, Pre-assessment, Participatory learning, Post-assessment, and Summary/Closure[2][3].

Bridge-in: Often called "hooks", introduce new content by arousing students' curiosity and motivating them to learn[4].

Objective: Based on the cognitive, affective, and skill dimensions of Bloom's classification of learning objectives, andclearly specifies the needs and levels that should be accomplished through learning.

Pre-assessment: It is primarily used to assess what learners now know and understand, to guide the subsequent organization of instruction, and to remind learners of what they have learned themselves.

Participatory learning: A process that focuses on using active learning strategies to deeply engage learners in the classroom to achieve instructional objectives[5].

Post-assessment: The main focus is to determine the level of knowledge learners have associated with the instructional objectives after this classroom learning.

Summary/Closure: Primarily, it provides an opportunity for teachers and learners to reflect together, with students reflecting on what they have learned, and teachers reflecting on problems with the current lecture or laying the groundwork for the next lesson content.

Compared with traditional classroom instruction, the BOPPPS instructional model places greater emphasis on the place of several elements in the classroom, highlights participatory learning, and emphasizes the active role of the learner in the classroom, which is the fundamental difference between the BOPPPS model and traditional classroom instructional design.

There are three key elements in the BOPPPS model: a. The model emphasizes and focuses on clear and reachable learning objectives; b. The model emphasizes student-centered instruction and the process of active student participation; c. The model emphasizes reflection on the teaching and learning process. According to the theory of Transformative Learning, it is precisely these key elements that constitute the basic points necessary for students to deeply engage in and complete the transformative learning process.

3. The way to create an efficient classroom by applying BOPPPS Teaching Model

3.1 The connotation of effective teaching

The connotation of effective teaching emphasizes a pedagogical philosophy that prioritizes the synergy of effectiveness, efficiency, and benefits. It comprises three dimensions: effectiveness, utility, and efficiency.

a. Effectiveness:
Teaching effectiveness refers to the outcomes resulting from instructional activities, encompassing all the achievements influenced by the teaching process. Understanding teaching effectiveness involves addressing issues related to motivation, outcomes, and the interplay between teaching and learning.

b. Utility:
In economic terms, utility refers to goods satisfying subjective desires. While effectiveness highlights learning outcomes, utility emphasizes the practical use of acquired knowledge for students' benefit. In other words, even if learning leads to outcomes, it is not beneficial if the acquired knowledge is not useful. Memorization and repetitive drills leading to high grades, despite cognitive improvement and academic progress, cannot be considered beneficial.

c. Efficiency:
Teaching efficiency quantifies the instructional output achieved per unit of input. While effectiveness and utility evaluate outcomes and benefits, they do not consider the relationship between instructional input and output. Teaching efficiency can be understood as achieving maximum instructional output or gains with minimal teaching input, including time and effort from both teachers and students.

3.2 The necessity of applying BOPPPS Teaching Model in intensive reading course

3.2.1 What is intensive reading?

Intensive reading is an educational strategy that entails reading a material closely and carefully in order to extract particular information and obtain a deep comprehension of its content. This approach concentrates on specific words, phrases, and sentences, frequently stressing understanding, vocabulary growth, and grammatical analysis.

Among the key qualities of intensive reading are:

a. Detailed Focus: Students focus on the details of the text, examining it for meaning at the word and sentence levels.

b. Vocabulary Development: Intensive reading assists students in expanding their vocabulary by exposing them to words in context and knowing how to use them.

c. Improved Comprehension: The purpose is to guarantee a full grasp of the subject, which may entail extensive rereading, discussion, and analysis of the text.

d. Analysis of Grammar: To increase language skills, intensive reading frequently requires a closer investigation of grammatical structures within the text.

e. Textual Evaluation: Literary techniques, authorial purpose, and other factors that lead to a greater comprehension of the text may be explored by students.

Intensive reading is frequently employed in language learning and literary classes where the emphasis is on strengthening language skills, comprehension, and critical thinking. It differs from extensive reading, which is reading bigger amounts of literature for general comprehension without necessarily focusing on thorough analysis.

3.2.2 Example of applying BOPPPS Teaching Model in intensive reading course

The author use Give Me Liberty or Give Me Death! As an example to show how to apply BOPPPS teaching model in intensive reading course. This text is from *An Integrated English Course.*

Lesson Title: Exploring Persuasion through "Give Me Liberty or Give Me Death!"

Objective:

- Students will analyze persuasive language and rhetorical devices in Patrick Henry's speech.

- Students will develop critical thinking skills by discussing the historical context and impact of the speech.

Materials:

- Copies of "Give Me Liberty or Give Me Death!" (or access to an online version)

- Whiteboard and markers

- Handouts with key vocabulary and discussion questions

- Audio recording of the speech (optional)

Duration: 90 minutes

Procedure:

1) Introduction (15 minutes):

- Briefly introduce Patrick Henry and the historical context of the American Revolution.

- Discuss the importance of persuasive language and its role in historical speeches.

2) Bridge-in (10 minutes):

- Engage students with a short video clip or image related to the American Revolution.

- Discuss any prior knowledge or experiences related to the topic.

3) Objective (5 minutes):

- Clearly state the objectives of the lesson: understanding persuasive language and analyzing rhetorical devices.

4) Pre-assessment (15 minutes):

- Administer a pre-assessment quiz to gauge students' knowledge of key vocabulary and concepts related to persuasion and the American Revolution.

5) Participatory Learning (30 minutes):

- Break down the speech into sections and distribute among small groups.

- Have each group analyze their assigned section, identifying persuasive techniques and rhetorical devices.

- Facilitate a class discussion where each group shares their findings.

6) Role-playing Activity (15 minutes):

- Assign roles to students based on historical figures present during Henry's speech.

- Have students reenact parts of the speech in a role-playing scenario, focusing on persuasive delivery.

7) Summary (10 minutes):

- Summarize the key rhetorical elements discussed during the class.

- Assign a reflective writing task as homework, asking students to connect the speech to modern examples of persuasive language.

8) Summary/Closure (5 minutes):

- Conclude the lesson by encouraging students to share one thing they learned or found interesting.

- Provide information about the next class and any additional resources for further exploration.

Assessment:

- Evaluate student participation in group discussions and the role-playing activity.

- Review the reflective writing assignments for comprehension and critical thinking skills.

Note: Adjust the timing and activities based on the proficiency level of the ESL students and the specific requirements of classroom.

4. BOPPPS Model Instructional Design Recommendations

4.1 Respect for Individuals, Following the Principles of Initiative and Goal Orientation

The fundamental aspect of implementing the BOPPPS model in classroom teaching design is to emphasize the effectiveness of classroom instruction. It underscores the need to fully recognize the student's central role, enabling them to truly become the masters of the classroom. This approach encourages students to enjoy the depth of participation in class, enhancing their sense of self-efficacy in learning. Therefore, prioritizing the principle of subjectivity is the foremost consideration in designing teaching based on the BOPPPS model.

Furthermore, when implementing the BOPPPS model in classroom teaching, it is essential to adhere to the goal-oriented principle of teaching issues. A well-designed classroom teaching comes from well-structured teaching questions, which should closely align with teaching objectives, address practical and real-world needs, and reflect Bloom's taxonomy in terms of cognitive levels.

4.2 Emphasize Extracurricular Learning, Achieve Organic Integration with Flipped Classroom

While the BOPPPS model does not explicitly mention pre- and post-class teaching activities, these phases remain crucial in practical teaching. In the implementation of BOPPPS model-based classroom teaching, careful supervision and management of students' extracurricular learning levels and quality are necessary. This is primarily due to increased student involvement in classroom activities, potentially resulting in a reduction of in-class content within the limited time frame. Therefore, students' extracurricular learning becomes essential to complement and enrich the in-class experience.

Moreover, during the BOPPPS teaching process, introducing the flipped classroom[6] approach in moderation ensures that basic learning is moved to the extracurricular phase. This strategic shift eases the pressure on in-class teaching, providing a guarantee for enhancing in-depth learning and internalization of knowledge during class time[7].

4.3 Scientific Interaction, Enhance the Depth of Classroom Participation

Classroom learning is the key element in effective teaching and a focal point for educational reform. According to the essence of effective classroom teaching, the quality of classroom instruction is not solely dependent on the systematic and comprehensive delivery of knowledge by the teacher. It is more about the students' mastery of the knowledge and their ability to apply it. The decisive factor in this process is the students' subjective initiative in applying knowledge.

The concept of deep participation refers to the concentration of classroom teaching tasks and the deepening of content, which is crucial for the development of the internal content of classroom teaching. Additionally, it involves using various methods to actively guide students to participate in the classroom, allowing them to deepen their understanding of core knowledge through in-depth discussions. For example, organizing teaching through open-group discussions can promote a multidimensional understanding and mastery of core knowledge, enhancing the learning effectiveness through mutual debate among students[8].

4.4 Innovative Means, Comprehensive Use of Various Teaching Activity Organization Strategies

The BOPPPS model emphasizes the importance of student, learning, and participatory interaction in the process of teaching effectiveness. It values breaking the limitations of traditional classroom teaching organization and aims to create a new form of classroom teaching that is diverse and lively. Different organizational strategies for teaching activities adopt different knowledge presentation methods, providing students with different sensory experiences for knowledge acquisition.

Therefore, in the teaching process, teachers can flexibly use a variety of teaching activity organization strategies based on teaching objectives and content. These include systematic teaching, case teaching, PBL teaching, small-group discussions, and teacher-student role reversal, among other methods. Ultimately, this ensures that the classroom has innovative, open, practical, interesting, and timely feedback characteristics.

4.5 Flexible Configuration, Avoid Falling into the Formalization Pitfall of Classroom Teaching Forms

The BOPPPS model-based teaching design requires extensive preparation by both teachers and students before and after class. Students need to complete the memorization process of basic-level knowledge outside of class, while the application and analysis processes at a deeper level need to be guided by the teacher in class. In teaching practice, it is essential to avoid making classroom activities merely a formality. Although the class may seem active on the surface, true deep participation in the class should involve intellectual and spiritual engagement.

The six components of the BOPPPS model can be flexibly configured based on specific teaching objectives and content. Classroom teaching activities should not be rigidly bound to a fixed framework or model, as this can lead to the pitfall of formalizing classroom teaching organization. It is crucial to ensure that classroom teaching design genuinely aligns with students' learning needs and real-life situations.

5. Reflection on BOPPPS Teaching Model

The BOPPPS Teaching Model emphasizes student-centered learning, incorporating extracurricular learning and flipped classroom approaches to enhance the learning experience. It

emphasizes the importance of scientific interaction in the classroom, fostering deep participation and critical thinking. The model emphasizes the need for flexibility in teaching, recognizing different instructional methods cater to varied learning styles. It also warns against rigid instructional design, urging educators to be mindful of contextual nuances and student dynamics. The model underscores the complexity of effective teaching and the need for a holistic approach that considers pedagogical principles and the dynamic interplay of factors influencing the learning environment.

6. Conclusions

This passage highlights the importance of a structured, student-centric approach to intensive reading instruction. The BOPPPS model, which emphasizes Bridge-in, Objective, Pre-assessment, Participatory learning, Post-assessment, and Summary/Closure, enhances the effectiveness of ESL teaching by fostering active engagement, ensuring clear objectives, and promoting goal-oriented learning. It also acknowledges the importance of extracurricular learning and the potential integration with flipped classroom concepts. The BOPPPS mode encourages active engagement, critical thinking, and collaborative learning.

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