

Design and Study of Foreign Language Course Based on Boppps Teaching Model in Vocational College

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Abstract: The foreign language course is an important part of the curriculum system in terms of personnel training in vocational college, and it has great significance in improving the overall quality of new type of professional personnel. The BOPPPS Teaching Mode is student-centered, and the interaction and feedback will run through the whole teaching activity, with the main purpose of improving the effectiveness of classroom learning. This teaching model is applicable to foreign language courses in vocational college with strong practicality. This paper probes into the effective application of the teaching mode in the foreign language teaching of the vocational college from the aspects of the classroom teaching design based on the BOPPPS teaching model, the advantages of using the BOPPPS teaching mode and the problems that should be paid attention to.

1. Introduction

Foreign language course is a basic compulsory course in vocational college. Its purpose is to cultivate learners' ability to use foreign language to carry out work in the military environment and conduct military cross-cultural communication. At present, the core problem in foreign language teaching is that the language input and output are isolated and disjointed, which hinders the improvement of students' language communication ability. Therefore, it is an effective way to improve the quality of foreign language courses by introducing BOPPPS teaching models to mobilize students' enthusiasm, initiative and creativity in the learning process[1-2].

2. Boppps Teaching Mode

The Canadian teacher skills training workshop first proposed the BOPPPS teaching model, which is based on cognitive theory and constructivism, it is learner-centered and focuses on the interaction and effectiveness of the teaching process. The BOPPPS teaching mode is divided into six steps. The first step is Bridge-in, which is to attract learners' attention and make them enter the learning state. The second step is Objective, to make the learning objectives clear. The third step is Pre-assessment, that is to master the knowledge base and related abilities of learners through the bottom test. The fourth step is Participatory Learning, learners acquire knowledge and skills by participating in various classroom teaching activities. The fifth step is Post-assessment, give the teaching effect by the test after studying. Last step is Summary, aims to sort out and summarize the knowledge points [3].

Since BOPPPS can greatly enhance the effectiveness of classroom teaching, it has been favored by many teachers and used in different course at different stages. Most of the students in vocational college have relatively weak learning enthusiasm and autonomous learning ability, while the BOPPPS teaching model starts with stimulating learning interest and completes learning through the interaction between teachers and students, students and students throughout the process. Therefore, the application of BOPPPS in the foreign language course teaching in vocational college can effectually solve the students' learning shortcomings and improve the classroom teaching results [4-5].

3. Application of the Boppps in Vocational College

Relying on the BOPPPS teaching model for teaching design can effectively solve many problems existing in the current vocational college foreign language teaching to a certain extent. Moreover, it meets the needs of students' foreign language teaching reform. However, embedding core elements in the BOPPPS teaching model is not a mechanical splicing or assembly, but rather an organic integration of elements that is not coordinated and complementary to each other. In the following paper, we will take the NCO academy as an example. The elements of the BOPPPS teaching model embedded in the foreign language curriculum for vocational college showed in Table 1:

Table 1. Teaching Elements of BOPPPS

BOPPPS	TEACHING ELEMENT	MAIN FUNCTION
B	case study, pbl	lead in the teaching content stimulate study interests
O	smart, bloom teaching objective	clear teaching objectives & study goals
P	questioning, cases, online platform	test cadets' basic knowledge
P	heuristic method, group work, questioning, discussion, case study, sit-com	lead cadets participate in the activity, autonomous study
P	questioning, cases, online platform	test the study goals, effective feedback
S	mind map, concept map	summary in class, review the knowledge

B (Bridge-in) Bridge-in aims at the humanistic characteristics of the content in foreign language course, and also should be as concise as possible, with the focus on effectively connecting the content of this lesson with the students' existing knowledge or potential future problems. Teachers can use the current political hot spots, Chinese and foreign cultural stories, foreign songs, etc in the bridge-in section which are related to this lesson that cadets are interested in. In order to connecting with previous knowledge, the imported content should include as much as possible the vocabulary, sentence structure, grammar and other language knowledge students just learned.

O(Objectives) Objectives should be based on the perspective of students, with clear objectives (what knowledge points need to be mastered), appropriate (related to classroom topics), achievable (within the scope of students' abilities), and measurable (set evaluation indicators). Hence, after outlining the major objectives of this lesson, teacher in NCO academies can guide each cadets to generate a different set of measurable small goals from three aspects: language knowledge, language skills, and comprehensive literacy through questions, scenario creation, and voting. For example, a few new words, several sentence structures for communication, team cooperation ability, cultural literacy, thinking ability, communication and other comprehensive qualities in classroom activities. Under the guidance of the teacher, each student will write his own detailed goals[6-7].

P (Pre-assessment) Cadets' level can be evaluated through a simple test. The pre-test results help teachers to adjust and optimize the next teaching plan in time to improve teaching efficiency. Due to the limited time for the pre-test, teachers can use online teaching platform to arrange online vocabulary test, voice test and other simple operations. The content of the pre-test can be arranged according to the preview task before class. On the one hand, it urges students to prepare well before class, on the other hand, it enables teachers to evaluate students' autonomous learning ability and take effective learning method guidance measures.

P (Participatory learning) This is the main part of a lesson designed based on the BOPPPS teaching mode. Participatory learning requires teachers to change the traditional classroom teaching form, which turns the teacher-centered teaching into the student-centered teaching. First of all, foreign language courses in NCO academies have the characteristics of “practicality first”, and the improvement of language skills also needs continuous practice. Therefore, teachers can choose task-driven teaching method and situational simulation method with strong practicality in the process of participatory learning. Secondly, in order to cultivate the cadets' ability of teamwork as well as to improve their participation in classroom activities through mutual encouragement, the activities should preferably be carried out in the form of group cooperation, such as role-playing, small group debates, group language games, etc. In addition, the order of presentation of language

knowledge contained in learning activities should follow cadets' cognitive rules and language learning rules. Language learning needs to mobilize the participation of multiple senses step by step. Thus, teachers should make full use of the classroom environment and multimedia technology in learning activities which train students in multiple ability. The NCO academy should also consider that the curriculum system should be oriented to the post requirements. The language learning activities in the classroom should reflect their military professionalism and be based on the situation of the post. Taking the lesson of "Battlefield Rescue" as an example, we can create a battlefield situation in the classroom, which is composed of two parts: battlefield shouting and battlefield rescue. Cadets shall finish these two scenario in role playing--shouting to the enemy on the battlefield and the rescue of the wounded. Finally, in the process of participatory learning, attention should be paid to the evaluation of the learning process. After the task, it is necessary to promptly conduct evaluations within and between groups and teachers, giving full play to the interactivity and feedback of the BOPPPS teaching model, so that cadets can further improve their language and literacy through effective teaching evaluation [8].

P(Post-test) Effective post-test not only allows teachers to receive meaningful teaching feedback, points out the direction for curriculum reform and innovation, but also helps students achieve the transformation from knowledge to ability. In NCO academy, teachers can use comprehensive language tasks that incorporate multiple language skills as post-test content. Two problems should be noticed in the post-test of sergeant foreign language class: one is that teachers should consider the differences between cadets, which means the tasks should be with various difficulty coefficients based on vocabulary size, sentence complexity, and other factors, allowing cadets to choose the test task themselves. Another problem is that evaluation subjects should be diverse which includes cadets' self-evaluation, mutual evaluation, teacher evaluation, platform software intelligent evaluation, etc. The dimensions of evaluation should also be comprehensive and detailed, including language, emotion, and strategy such as the accuracy of language knowledge such as pronunciation and grammar, and the level of language skills. Emotional aspects include learning interest index, learning enthusiasm, such as activity participation, activity preparation, group cooperation tacit understanding, ability and literacy progress, etc.

S(summary) In this part, teacher can guide the cadets to summarize the language knowledge points, skills. It is quite feasible to divide cadets into groups, and the group members can review and summarize together by drawing a mind map, which helps cadets consolidate and deepen their understanding of language knowledge.

4. Reflection on the Boppps Teaching Model in Nco Academy

4.1 Advantages of Boppps in Nco Academy

The advantages in BOPPPS teaching model in foreign language teaching in NCO academy are as follows: Firstly, this teaching model is interactive. Cadets are able to keep practicing in an interactive way, which helps them to enhance both their knowledge and skills. Also, the assessment in class allows teachers and cadets to make timely adjustments in methods, content, emotional attitudes, and other aspects, so as to continuously optimize the learning effect. Secondly, BOPPPS encourages cadets to form a correct outlook on life and values. By finishing various language tasks, cadets have also developed their comprehensive qualities such as problem-solving skills, social communication skills, and teamwork skills. From setting learning goals to participatory learning, to the final testing and evaluation, the entire learning process is the autonomous participation of students, and their lifelong learning abilities are gradually formed and improved. Thirdly, BOPPPS helps highlight cadets' military professionalism, allowing students to gain a deeper understanding of military responsibilities and professional qualities in a cross-cultural background.

4.2 Problems of Boppps in Nco Academy

Two points need to be noticed here. First is the improvement of teachers' comprehensive ability. Teachers in NCO academies need to change their teaching concepts and transform

teacher-input-classrooms into cadet-output-classrooms. The criterion for testing the effectiveness of a lesson is no longer the amount of language knowledge input by the teacher, but rather the participation and output of cadets as the main body of teaching in classroom activities. Meanwhile, teachers should improve their informational skills to stimulate the enthusiasm of students, and optimize the evaluation feedback mechanism that runs through the BOPPPS teaching model to make the results accurate and effective. Another problem is that foreign language classroom under the BOPPPS mode requires a combination of in-class and after-class activities to improve students' language skills and autonomous language learning abilities. Thereby, before class, teachers should guide cadets to preview with purpose; after class, various language extracurricular activities should be conducted to enhance cadets' interest in learning, consolidate knowledge, create a language immersion atmosphere, and cultivate their enthusiasm and confidence in participating in language activities.

5. Conclusion

It has been proved that the BOPPPS teaching model, which integrates the theory of comprehensible input and output can improve the efficiency of foreign language teaching in NCO academies and give full play to the educational and professional nature of foreign language classrooms. This teaching model innovates traditional teaching models based on the teaching environment, subject characteristics, and students' level, has effectively solved the problem of limitation of the classroom. Additionally, Teachers can use this model to design new teaching content, evaluate and revise previously taught courses, or refine their teaching skills through repeated practice in micro teaching, as well as to optimize their teaching design, and improve the quality of classroom teaching as a whole, thus to highlight the practicality of foreign language study for NCO cadets as well as students in vocational college.

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