Application of BOPPPS Model in Lesson Planning of College English for Students of Art Institutes

Luo Fei

Sichuan University of Media and Communication, Chengdu, Sichuan, 611730, China

Abstract: *College English is a compulsory subject for Chinese college students. However, with poor English proficiency, most of the students in art institutes struggle with English learning and they are not interested in traditional teaching methods. How to make an interesting and effective Lesson planning to stimulate the students' interests in English learning and improve their English skills has become the most concerned issue for college English teachers. Taking Unit 3 of E-English Book 2 (2nd Edition) as an example, this paper focuses on proposing a framework for making a teaching design based on BOPPPS model. It elaborates in detail how to deeply explore the connotation of textbooks, set appropriate teaching objectives, and choose various teaching activities within this framework, aiming to explore how to make the lesson planning for college English in art institutes based on BOPPPS model. The ultimate goal is to improve the effectiveness of college English teaching and learning in art institutes and provide a new perspective of lesson planning for English teachers.*

Keywords: BOPPPS model, college English, lesson planning

1. Introduction

With poor English proficiency, most students in art institutes struggle with English learning. They not interested in traditional English teaching methods. Some of them even choose to skip English class order to escape English learning, which may lead to academic failures. And it is also difficult for English teachers to engage students effectively in class and achieve satisfactory teaching results in art institutes. A new teaching model or method is urgently needed for college English teaching in art institutes.

Originating in Canada, BOPPPS model is a learner-centered instructional mode that emphasizes learners' participation and the interaction between instructors and learners in the teaching process. It been widely used in the teaching of various disciplines in China's higher education in recent years. The mode mainly consists of six procedures: Bridge-in, Objective/Outcome, Pre-assessment, Participatory Learning, Post-assessment, and Summary. Through the design and implementation of the six it can activate the learners' enthusiasm for learning and improve their self-directed learning ability [1]. the mean time, instructors can obtain real-time feedback from students and adjust the teaching in time to achieve better teaching results[2]. Within the framework of the BOPPPS model, it's easy and convenient for the instructors to add any teaching material and choose any teaching activity that can them to achieve the teaching objectives, and the implementation of whole process can maximize the in-class teaching effect[3].

2. Analysis on the Target Students and Teaching Materials

2.1 Analysis on the Target Students

The target students involved are first-year students majoring in art and design who are with poor English proficiency since they only got 60-89 points in the subject of English in Gaokao (China's entrance exams, 150 points in total for English), but they love their majors and are good at using digital tools.

2.2 Analysis on Teaching Materials

E-English Book 2 (2nd Edition) published by Foreign Language Teaching and Research Press is of a series of college English textbooks specially written for college students majoring in arts and

Each unit contains five sections: listening and speaking, reading, grammar, writing and culture. The author of this paper will take Unit 3 as an example to show in detail how to make a teaching design based on BOPPPS mode for the target students.

Unit 3 of E-English Book 2 (2nd Edition) mainly focuses on Chinese architect and traditional Chinese architectures, which gives a brief introduction to Wangshu, a famous Chinese architects and Great Wall respectively in reading 1 and reading 2. Besides, it also introduces present continuous and how to write a narrative essay. The culture express part talks about some famous western buildings. Taking into account the teaching materials and the actual learning situation, the author of the paper has decided to allot 6 teaching sessions to this unit, 2 sessions in a row, and each session lasts 45 minutes.

3. Application of BOPPPS Mode in Teaching Design of Unit 3

3.1 Reasons for the Application of BOPPPS Modes in Teaching Design of College English in Art Institutes

According to the latest version of Guidelines for College English Teaching issued by the Ministry of Education of People's Republic of China, the teaching design of College English class should be student-centered and objective-orientated. It should also be related to students' majors and be able to promote their engagement, and involve the evaluation of students' learning effects and their feedback[4]. Therefore, BOPPPS mode may be an appropriate teaching mode for college English in art institutes .

3.2 Teaching Design of Unit 3 Based on BOPPPS Mode

3.2.1 Pre-assessment

Pre-assessment is the third procedure in BOPPPS mode, which is mainly used to find out the students' interest and prior knowledge of the topic[5], so the teachers can choose appropriate teaching materials and adjust the process of subsequent teaching according to the results of pre-assessment. It can be accomplished by students via the online teaching platform before the start of a new class and Q&A, quiz, anonymous voting, etc. are commonly used as pre-assessment tools.

Q&A is used as the pre-assessment of Unit 3 and see table 1 for the details.

Table 1 Pre-assessment of Unit 3

Do you know any famous Chinese architects? Can you introduce us about their personal   experiences, architectural style and their major works?
What do you know about famous Chinese architectures? Do you know their stories or histories?
Can you list some famous western architectures? Do you know their stories or histories?

This pre-assessment can not only help teachers have a better understanding of the students' interest in Chinese architects and architectures as well as their prior knowledge of the topic, but also arouse their interests in the famous Chinese architects, which may help stimulate their admiration for these Chinese architects as well.

3.2.2 Bridge-in

As the first procedure of BOPPPS mode, bridge-in is always placed in the first session to elicit the theme and topic of the unit and stimulate students' interests. Pictures, videos, narrations, questions, and discussions etc. are always used as bridge-in activities. The author of the paper has designed the following steps to elicit the theme of Unit 3 and stimulate students' interests.

Table 2 The Steps of Bridge-in

Step	Details
1	Show students the pictures of famous buildings designed by Ieoh Ming Pei, and ask the students about the names of these building and who designed them.
2	Introduce the English expressions and sentence structures related to the different styles of architecture.
3	Invite some students to give a brief introduction to Ieoh Ming Pei's life stories and his accomplishments and achievements.
4	Show students the pictures of the buildings designed by Wang Shu, introduce their names, invite some students to conclude the style of Wang's architectures and ask them who the architect is. Then introduce Wang and his accomplishments and achievements as well as the Pritzker Architecture Prize.
5	Ask students to finish the listening exercises of this unit, helping them improve their listening skills while learning the expressions on Wang 's life story, as well as the unique features of his architectures that integrates traditional Chinese architectural elements and modern architecture.

As is shown in the table 2 above, the bridge-in of Unit 3 introduces the topic and arouses the

students' curiosity by showing pictures of famous buildings designed by Ieoh Ming Pei and Wang Shu and inviting them to guess the architects. The further introduction and listening exercises on their life stories and achievements help students have a better understanding of the background knowledge of the unit. Their admiration for the architects can be stimulated as well.

Bridge-in is crucial for the teaching design, since it always has a great impact on the students' interests in the topic and theme of the unit, which may also influence the following procedures and the effectiveness of teaching design.

3.2.3 Objectives/Outcome

Objectives/Outcome is the second procedure of BOPPPS model, which is also included in the first session. It is mainly used to help students get to know the learning objectives, inform them of the outcomes of the unit, and maintain the motivation through out the whole learning process. The objectives/outcome should not only be able to encourage students to use the English language skills they have learned, but also be challenging to stimulate their interest and arouse their curiosity. In addition, it should also be so convenient and clear that teachers can evaluate students' learning effects.

The author of the paper has designed two outcomes for Unit 3. One is to write an short essay introducing Chinese Architect Wang Shu; The other is to give an oral introduction to a famous traditional Chinese architecture. The two outcomes can not only be used to evaluate the students' mastery of English knowledge, but also the application of their English language skills.

3.2.4 Participatory Learning

As the fourth procedure of BOPPPS model, participatory learning is the most time-consuming and the most important procedure. Interactive and participatory teaching activities, like group discussions, individual reports, case studies, etc., can enable students to master English knowledge and skills through active participation. The following participatory learning activities are included in Unit 3:

Table 3 Participatory Learning Activities of Unit 3

Session No.	Activity	Details
Session 2	Translation	Translate the given Chinese sentences into English with the learned phrases.
Session 3	Teacher-student collaborative assessment	Give evaluation criteria for the essay. Take an English essay submitted by the students as an example to show them how to evaluate the essay according to the criteria. Then ask students to evaluate others' essay according to the criteria, and revise their own essays.
Session 3	Group discussion	Ask students to discuss the following questions in group: if you were a Chinese architect, what would you think after learning of the news that Wang Shu won the Pritzker Architecture Prize? What would you think if you were a foreign architect?
Session 4	Individual report	Ask students to read the text and find out the author's ideas after learning that Wang Shu won the prize. Discuss the reasons for the ideas in groups and choose one student to share the reasons on behalf of their group.
Session 5	Self-regulated learning	Find out the author's comments on the previous Chinese contemporary architectural design and his comments on the latest Chinese contemporary architectural design, then make a comparison and a contrast.
Session 6	Collective voting	Ask students to vote for the most attractive western famous architecture among those listed in the culture express part. Then ask them why they are most interested in this architecture. Review the introduction to western architectures in culture express, and guide them to summarize how to introduce architectures in English.

As is shown in the table 3 above, there are various and diverse participatory learning activities in the teaching design for Unit 3, including Chinese-English translation, self-regulated learning, group discussion, individual report, teacher-student collaborative evaluation, collective voting and other activities. They can engage students effectively in class, cultivate their ability in applying English in both written and oral tasks, self-regulated learning ability, communication and cooperation ability, and improve their critical thinking skills.

3.2.5 Post-assessment

Post-assessment is the fifth procedure, in which students' mastery of the English knowledge and language skills shall be assessed through quizzes or questionnaires. It can be conducted separately after the previous procedures are completed or interspersed with the previous procedures. There are three post-assessments for Unit 3, which are interspersed with the previous procedures. Post-assessment No. 1 is used to find out the students' mastery of key vocabulary and grammar through in-class quiz, and it is conducted at the end of session 2. The second post-assessment is included in session 3 to evaluate how the written task is done through the teacher-student cooperative assessment. And the last one is included in session 6 to assess the students' oral task.

3.2.6 Summary

As the last procedure, summary is always included in the last session, i.e. session 6 of Unit 3. By summarizing the teaching materials of this unit, the author of the paper emphasizes the teaching objectives of this unit, and encourages students to make good use of the knowledge and skills they have learned in this unit. The author also give a brief introduction to the students on the wisdom embodied in Chinese ancient architecture, the traditional architectural elements integrated by Chinese contemporary architects in modern architectural design, and its increasingly important role in the global architectural industry, aiming to boost students' confidence in our country and culture, enhance their love towards China' traditional architectures, encourage them to integrate traditional Chinese culture and elements into their future works and introduce China to the world.

4. The Effectiveness of the Application of BOPPPS Model in College English Class

In order to find out whether BOPPPS model can stimulate students' interests, engage them more effectively and improve their English skills, the author of the paper conducted a survey on 160 students in three classes by questionnaires, and a total of 144 valid questionnaires were collected. The questionnaire adopts the Likert scale, with a score of 1 to 5 indicating "strongly disagree", "disagree", "neither disagree nor agree", " agree" and "strongly agree". Through the collected results, the author found out the students' feedback on the effectiveness of the application of BOPPPS model in English class. See table 4 for the statistics on the effectiveness of the application of BOPPPS model in college English class given by the students.

Table 4 Statistics on the Effectiveness of the Application of BOPPPS Mode in College English Class (%)

Statements	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
I become more interested in English class.	1.39	1.39	2.78	32.64	61.81
I become more focused in English class.	1.39	2.08	11.11	31.94	53.37
I take part in more in-class activities in English class.	0.69	0.69	8.33	32.64	57.64
My English skills are improved.	0.69	2.08	5.56	34.03	57.64

As is shown in the table above, 94.45% of the survey respondents think they become more interested in English class. 85.31% of them hold the view that they become more focused in English class. 90.3% claim that they engage in more in-class activities in English class. And 91.7% of the respondents agree that their English skills have been improved.

To be concluded, the results found out by the questionable survey demonstrate that the application of BOPPPS model in college English lesson planning for students of art institutes is effective in stimulating students' interests, engaging them more in in- class activities and improving their English skills.

5. Conclusion

Taking Unit 3 of E-English Book 2 (2nd Edition) as an example, this author of the paper gives a clear demonstration on how to make the lesson planning of college English class based on BOPPPS model. And the results of questionnaire survey shows that the application of BOPPPS model in college English class is effective in stimulating students' interests, engaging them more in in-class activities and improving their English skills. Therefore, BOPPPS model can be widely used in college English class for students of art institute.

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