

Teaching Design and Practice of Intensive Reading Course Based on BOPPPS

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Abstract—BOPPPS, based on constructivism and communicative approach, is famous for effective teaching. It is a closed-loop teaching activity model that emphasizes students' participation and feedback in the process of classroom teaching organization. Taking the course of Intensive English as an example, the paper designs teaching plan based on BOPPPS, formulates teaching tasks and implementation approaches in line with BOPPPS, implements the teaching plan, and reflects the teaching effect through teaching practice. Taking features of Intensive Reading course into consideration, the paper claims that BOPPPS is an effective teaching model, which not only stimulates students' self-directed learning, but also save teachers and students' energy to solve puzzles within the limited credit periods. Hopefully, BOPPPS might be gradually and widely applied to the English teaching.

Index Terms—BOPPPS, intensive reading, teaching plan

I. INTRODUCTION

From MOOCs, Khan Academy, TED to NetEase Open Course, Icourse launched by the ministry of education as well as endlessly emerging online learning systems and Apps, it is easily seen that the combination of modern scientific and technological means and education mode is unstoppable. Teachers and students' role in teaching and learning, teaching contents and the means to achieve teaching objectives are all undergoing revolutionary changes. However, no matter what mode is adopted, there is only one criterion to test the success of teaching, namely, teaching effect. Effective classroom teaching design is the basis of effective teaching and the premise of effective classroom teaching. Abundant teaching resources and diversified learning methods are both promotion and threat to education.

While making use of network resources, frontline teachers find it more and more difficult to organize and manage classroom teaching. With the rapid development of smart phones, pads and other mobile terminals, smart electronic devices have been indispensable in students' life and learning. With the support of Internet companies for schools, the network signal and speed have been greatly improved. Students are often seen playing with mobile phones, even in class. The phenomenon is resulted from several factors. Firstly, traditional teaching is confined to the limited teaching periods, causing so called "duck-stuffing" type of teaching; Secondly, teacher-oriented class ignores students' participation in study and leaves no space for students' internalization, thus unable to form effective learning; lastly, the update speed of supporting textbooks is slow, which is not conducive to students to grasp the latest knowledge.

The quality of classroom teaching design directly affects the efficiency, effect and benefit of teaching activities. Faced with the opportunities and challenges, teachers are bound to explore and practice feasible teaching modes. BOPPPS prioritizes the effectiveness of classroom teaching, improves the effectiveness of classroom teaching and takes effective teaching design as the premise to guarantee effective teaching (Yan, 2019). Although the construction of "flipped classroom", "micro-class" and other resources is booming in China, few frontline teachers insist on applying these teaching resources into daily works, let alone keep track of new teaching mode's influence on the teaching effect on the practical basis. Therefore, the design and application of BOPPPS model in Intensive English course is worthy of exploration.

II. BOPPPS

BOPPPS is a teaching framework based on David Kolb's experiential learning mode. Kolb (2015) proposed the experiential learning mode in 1984. According to him, learning is not the acquisition and transmission but the process of creating knowledge through the transformation of experience. He interpreted learning as a cyclic process starting and ending with concrete experience: concrete experience-reflection & observation-abstract generalization-action and practice-concrete experience. Through such a continuous cycle, a coherent learning experience is formed, in which learners automatically complete feedback and adjustment.

Based on constructivism and communicative approach, BOPPPS is famous for effective teaching. According to the mode, a complete teaching process is mainly composed of six elements, namely Bridge-in, Objective, Pre-assessment, Participatory, Post-assessment and Summary. It is a closed-loop teaching activity model that emphasizes students' participative interaction and feedback in the process of classroom teaching organization. It follows the principle of initiative and goal orientation, adopts a variety of interactive teaching strategies like flipped classroom, and pays

attention to students' participation, thus is regarded as a model of effective classroom teaching mode.

In North America, the teaching skills training institution Instructional Skills Workshop (ISW) believes that BOPPPS model is an effective mode of curriculum design which can improve teachers' pedagogical skills and students' learning efficiency. The BOPPPS model emphasizes students' participation, interaction and internalization, sticks to the educational concept of "student-centered and teacher-led", and provides a feasible implementation method for carrying out research-oriented teaching reform. At present, BOPPPS model has been introduced and adopted in more than 33 countries around the world, and recommended by more than 100 universities and industrial training institutions around the world.

In the article "A Review on Development of BOPPPS Teaching Model in Domestic Colleges and Universities", Li Shuang and Fu Li (2020) divided the development of BOPPPS teaching model in China into three stages: introduction stage (2011-2014), developmental stage (2015-2016) and mature stage (2017-now).

The earliest domestic articles exploring and studying the teaching mode of BOPPPS were published in 2011. Four articles were published in the following two years, and five related papers were published in the three years of the introduction period. There are five colleges and universities trying to apply BOPPPS teaching mode in the computer professional courses, college English courses, ecology, etc. These articles' study fields were of higher education, and the teaching object involved the graduate and undergraduate students and vocational and technical college students. According to these articles, BOPPPS teaching mode optimized classroom teaching to a certain extent, solved some problems existing in the college classroom teaching and learning, and improved the degree of students' participation in classroom learning. Theoretically, all articles explored the newly introduced teaching mode but provided little detailed description and analysis of the teaching process, not to mention the sorting and mining of the contrast data.

During the development period of BOPPPS teaching mode, 55 related papers were published, 11 times the number of papers in the introduction period. By the end of 2016, BOPPPS teaching mode has been introduced and learned by more than 30 universities and vocational and technical colleges in China, involving education, architectural design, medicine, chemistry, computer network and other fields, covering a wide range of specialties. By the end of 2016, the BOPPPS teaching model has had a profound impact on the teaching in Chinese universities. The research topics of this stage covered many aspects of teaching, among which the key themes are participatory learning, teaching design, knowledge and teaching reform.

BOPPPS teaching mode integrates the latest educational concepts, modes and technologies, indicating that the development of this teaching mode in China has entered a mature stage. From 2014 to the February of 2020, altogether 613 articles are about BOPPPS, covering almost all the subjects at different education stages, especially in the colleges and universities. BOPPPS are endowed with more rich contents and forms of teaching mode, turning the classroom into varieties of participatory learning modules. Moocs, Mosoink, and other teaching methods are researched on the basis of BOPPPS. At the same time, frontline teachers begin to use experimental group and control group to quantify the teaching effect, to dig deeper into the data produced and to speed up the teaching reform on the practical basis.

III. THE NECESSITY OF APPLYING BOPPPS IN INTENSIVE READING COURSE

Intensive Reading Course is one of the required professional basic courses for English majors. The paper will take Teachers' College of Beijing Union University as an example to illustrate the necessity of applying BOPPPS in Intensive Reading.

Intensive Reading is said to be the most important course for English majors. Students attend the course for four semesters. The credits add up to 24 and there are altogether 384 credit hours. Among all the courses, it is safe to say that Intensive Reading is the course with the most credits and the longest class periods for English majors.

According to the Outline of College English Teaching for English Majors (2000), Intensive English is to cultivate and enhance students' comprehensive ability to use English, mainly through language training and the interpretation of discourse analysis, to gradually increase students' reading comprehension ability, to help students understand English expressions and characteristics of various genres, to enlarge vocabulary, English idioms the commonly used sentence patterns, to cultivate and improve the basic oral and written expression ability, and to expose students to foreign cultures and enhance students' critical thinking.

Combined with the actual situation of Teachers' College of Beijing Union University, syllabus of Intensive Reading course set six teaching objectives: knowledge, application, integration, emotion, value and learning. Take Intensive Reading IV for as example:

Knowledge: students should recognize 5,000-6,000 words (including 2,000 learned in middle school) and be able to correctly and skillfully use the 2,000-2,500 words and the most basic collocation; students understand basic word-formation, translation, discourse structure and some basic cohesive devices; students should master basic reading comprehension skills, verbal and written expression skills and English-Chinese translation skills.

Application: students get trained in listening, speaking, writing and translating driven by intensive reading; students listen to the text recording, read, recite the text; students master new words, phrases and sentence patterns; use basic grammar knowledge and word-formation knowledge to read the text and find, organize and summarize the contents, ideas and themes of the text.

Integration: through the study of this course, students can integrate the existing knowledge with the English context,

accurately understand and grasp the content and viewpoints of the reading articles, accumulate more cultural information and improve the comprehensive English level.

Emotion: students can participate in group study and have the sense of teamwork; Ability to communicate and communicate effectively on English learning and teaching experience and to display results.

Value: lay a solid foundation for professional learning through reading, explanation and appreciation of classic texts; To cultivate critical thinking ability and humanistic quality in English intensive reading; get familiar with the historical, cultural, social and religious background related to the article through intensive reading; compared with the ancient and modern times, students care about Chinese and western, cultures, understand society through literature, and dig deep philosophy from reading.

Learning: students can use various media, mobile apps, Moocs, micro-lectures and other online learning resources to learn independently and improve self-directed learning ability; students are able to use modern educational technology to make courseware independently and complete lectures related to the topic.

All the objectives aim to cultivate the excellent future primary school English teacher in Beijing. According to the syllabus, graduates are expected to have the quality of humanities and science, the core quality of English, the systematic and solid English pronunciation, grammar, vocabulary and other language knowledge, and the proficiency in English listening, speaking, reading, writing, translation and other language skills. Graduates should understand and teach the basic knowledge, principles and skills of the subject, have basic knowledge of other subjects and have a certain understanding of science related knowledge. Graduates are supposed to understand values of discipline integration in primary education, to understand the relationship between English and other disciplines, as well as with social practice and life practice of primary school students. Moreover, to keep pace with the modern technology, besides English teaching knowledge and ability, graduates are able to master the application of modern education information technology in English teaching. In the educational practice, students can design, implement and evaluate the teaching according to the curriculum standards of English subject. In accordance with the physical and mental development of primary school students and the cognitive characteristics of the subject, graduates are capable of using teaching knowledge and information technology to obtain teaching experience. They have basic teaching skills, preliminary teaching ability and certain teaching and research ability.

It is clear that Intensive Reading takes responsibility for student's language skills and cultural literacy. However, the wide selection of materials, the complicated language points, the uneven level of students, and the limited class periods have brought great challenges to both teachers and students. For a long time, in order to complete the heavy teaching tasks within limited class hours, traditional teaching method is still based on teachers' input and supplemented by students' notes. The long-term passive teaching mode exhausts teachers' passion, weakens students' interests and prevents practical English application, which will naturally affect students' learning efficiency. Thus, curriculum reform is urgently required.

In recent years, China has been exploring and constructing online teaching. "Flipped classroom", Moocs, Spocs and micro-class become hot issues among teacher all over the country. Platforms and Apps like Icourse, NetEase Open Course, Mosoin, etc. are popular with teachers and students, which provides curriculum reform with technological and theoretical support.

Compared with traditional classroom teaching, BOPPPS teaching model highlights participatory learning and emphasizes active role of learners in the classroom, which is the fundamental difference between BOPPPS and traditional classroom teaching design. There are three obvious advantages of BOPPPS model: firstly, the mode emphasizes clear and attainable learning objectives; secondly, the mode highlights student-centered teaching and the active participation of students; thirdly, the mode pays attention to the reflection of teaching process. According to the transformative learning theory, it is these key elements that constitute the basic points necessary for students to deeply participate in and complete the learning process.

IV. SAMPLE OF TEACHING PLAN BASED ON BOPPPS

According to Bloom's classification of objectives, the teaching objectives are divided into six categories: memory, comprehension, application, analysis, evaluation and creation, among which the lower levels of learning such as memory and comprehension are much valued in the traditional class while the high levels of learning like application, analysis, evaluation and creation are often ignored. Worst of all, it's even impossible to finish lower levels of learning at school, let alone achieve all the objectives. For the limited periods at school, "duck-stuffing" teaching style burdens both teachers and students. However, BOPPPS splits teaching objectives into six modules: bridge-in, objective, pre-assessment, participatory, post-assessment and summary. BOPPPS refines the goals, expands the learning space, most important of all, involves students in learning and stimulates their initiative to the utmost. Thanks to the modern technological devices, BOPPPS combines in-class learning and beyond-class learning, thus improving the self-directed study and realizing the most efficient learning style. According BOPPPS, the first three modules, bridge-in, objective, pre-assessment, focus on memory and comprehension, which are not necessarily carried out in class. Instead, teachers can flexibly make use of network class to complete the parts ahead of the classroom teaching. In this way, not only students are free to utilize learning materials at their own pace in their spare time, but teachers are allowed to focus on the advanced learning procedures concerning analysis, evaluation and creation, thus an effective learning is secured

within the limited credit hours. A whole teaching procedure can be designed as follows:

Teaching Procedure	Purpose	Students' Tasks	Teachers' Tasks	Platform
Bridge-in	Arouse interests; provide background information	lead-in activities	Provide background information; design lead-in questions	Mosoink
Objective	Online self-directed learning;	Self-study tasks on words, phrases and sentence patterns	Provide teaching materials, including PPT, video tips, micro-lectures, etc.	Mosoink
Pre-assessment	Test preview effect	Complete quiz	Design quiz; offer answers and feedbacks	Mosoink
Participatory	Involve students in learning; trigger internalization in learning	Attend class with puzzles; Solve the problems through activities	Design activities such as presentation, group discussion, debate, etc.	Classroom Activity
Post-assessment	Test learning effect	Complete quiz	Design quiz; offer answers and feedback	Mosoink
Summary	Summarize key points, replay learning process	Summarize study effect; check the leakage	Announce the study effect ; solve the remained puzzles	Classroom Activity

V. TEACHING PRACTICE OF INTENSIVE READING COURSE BASED ON BOPPPS

The author has been trying BOPPPS mode in Intensive Reading course for a whole semester. The paper will list the concrete implementation procedures by taking "In My Day" in Intensive Reading (III) as an example. "In My Day" is one part of the story written by American columnist Russell Baker. The text is from his 1982 autobiography *Growing Up*, which tells the story between the busy and impatient son and the old mother with Alzheimer's disease. The teaching objectives includes mastering key words, phrases and complex sentences; analyze text structure and main idea by applying 5S reading skills (surveying; skimming; scanning; surmising; studying) ; explore main themes and spirit in terms of western and Chinese values. To apply BOPPPS teaching mode, the author launched I-cloud class on Mosoink App, in which all the students registered and were well acquainted with operation of I-cloud class. Ahead of the credit hours at school, the author informed students to log on the I-cloud class and complete Bridge-in, objective and pre-assessment part on APP. The Tasks should be finished no later than a deadline set in advance.

The author prepared the six modules based on BOPPPS and carried out the teaching plan correspondingly:

A. Bridge-in

To provide students with background information, the author made full use of online platform and uploaded materials including PowerPoint and videos concerning Russell Baker and his works, Alzheimer's disease, aging society problem, Thanksgiving, Guy Fawkes Day, Baltimore, Chesapeake Bay, etc. After finishing this module, students are likely to get to know the main topic of the unit and get ready for the coming tasks.

B. Objective

One Text recording and four micro-lectures are uploaded on APP. To get ready for the text study, students are suggested imitating text recording and reading text fluently. Three micro-lectures are about words and phrases, grammar analysis, structure analysis and reading skills. Actually, in the traditional class, these parts account for at least half of the credit hours with poor effect, for there are too many things to explain in short periods. Teachers are exhausted to stuff the students with language tips, while students are bored by taking pages and pages of notes without time and energy to internalize what they have taken down in class. However, when students watch micro-lectures prepared by teachers in advance, they are allowed to study at proper time and suitable pace repeatedly. Micro-lectures are particularly suitable for the students with comparatively weak language foundation in words and grammars, for they can refer to the lectures again and again at their pace. To ensure the self-study, students are required to make notes and submit their notebooks to be rated when they come to class.

C. Pre-assessment

To evaluate the preview effect, the author designs a quiz in form of multiple choices. 50 questions involve all the information provided before. The purpose is to check whether students have well prepared for the coming class at school as the teacher expects. Though teachers have to design the quiz, I-cloud class system grade automatically, which save teachers' time and energy.

D. Participatory

When students come to the class, they are assumed to bring their notebooks with puzzles they've found during the self-directed study on APP. The author designed group discussion on language tips and theme analysis. For the unit, the author helps students with key words, phrases and grammar tips. To further language study, the author selects TEM-4 language part as complementary materials. Moreover, the credit periods also focus on aging society problem and

analyze the theme and spirit reflected from the text. To implement the ideological principle, the author organizes presentation titled “Filial piety trumps all. Children choose to be filial while parents have gone”. The author videotapes students’ presentation and uploads onto I-cloud class for students to watch and go over their performances by which internalization and reflections are bound to happen.

E. Post-assessment

Two assessments are designed for the unit. One is similar to the pre-assessment, containing 50 multiple choices mainly about language skills. Students were asked to complete the quiz on APP; the other one is writing assignment about the theme analysis. They are informed to submit to the author before a deadline.

F. Summary

In one credit period, the author summarizes study effect by two quizzes and other assignments, points out the leakage and offers the ways to make up for it. The author announces the study effect and solves the remained puzzles. While at least 12 credit hours are needed to finish one unit in traditional class, the total unit is finished within 7 credit hours at school and 10.5 hours beyond class.

VI. TEACHING EFFECT OF INTENSIVE READING COURSE BASED ON BOPPPS

According to the teaching plan based on BOPPPS, four out of six teaching parts are completed on Mosoink App, which not only stimulates students’ initiative in self-directed learning, but also save teachers and students’ energy in solving puzzle within the limited class periods.

In general, students preview language tips and finish pre-assessment and post-assessment outside class, which enable them to study at their own pace. Compared with the traditional class teaching, students can refer to the materials and watch the video tips or micro-lectures repeatedly, which allows students to fully understand and master language skills, especially keys words and grammar tips. While studying independently, students have enough time to look through materials and figure out difficult points for them, thus preparing them for the classroom activities. Moreover, online quizzes allow students to check study effect and give them direct feedback to stimulate their initiatives. Finally, online self-study shortens credit hours and guarantees the learning effect through face-to-face communication with teachers and group discussion with peers, which ensures the real learning happen.

Through the application of Intensive Reading, BOPPPS model, with the help of Mosoink I-cloud, conforms to the characteristics of English major students in Teachers’ college of Beijing Union University, and also conforms to the current trend of information development. In terms of teaching effect, the teaching model frees teachers from traditional classroom knowledge transfer, gives full play to students’ subjective initiative, and achieves effective extension of classroom teaching in time and space through online-offline blended teaching.

VII. CONCLUSION

Applied to the traditional classroom with the help of I-cloud class, BOPPPS makes up for some defects of traditional classroom, breaks the limitations of the classroom time and space, and successfully changes “duck-stuffing” class into students-oriented mode (Yang, 2019). Moreover, assessments are more open and accurate, and classroom activities are free and unrestricted. BOPPPS provides a solid foundation for the effective implementation of classroom design. In a sense, the combination of BOPPPS and Mosoink deepens the all-around educational reform to form the student-oriented self-teaching learning system.

At the same time, opportunities coexist with challenges. It is necessary to make it clear that BOPPPS teaching model puts forward higher standards to meet for professional teachers. The model requests teachers to build a large number of rich teaching resources, such as traditional courseware, case, micro lectures, video, etc., to design and define scientific and reasonable teaching objectives suitable to be achieve online, to design test, assignments, and group activities for students to fulfill online, to pay more attention to organize and guide students in classroom teaching, to facilitate students’ in-depth participation in the discussion and practice, and to help students finally realize improve their learning ability and self-development.

Hopefully, BOPPPS might be gradually and widely applied to the English major teaching.

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