

# Exploration and Practice of College English Online and Offline Mixed Teaching Based on BOPPPS Model

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**Abstract:** With the rapid development of information technology, online and offline mixed teaching has become an important direction of higher education teaching model reform. BOPPPS model, based on constructivism and communicative approach, has the advantages of strong operability and remarkable teaching effect, so it is widely used in blended teaching design. This paper aims to explore the practice and application of online and offline college English teaching based on BOPPPS model.

**Keywords:** BOPPPS model; College English; Online and offline mixed teaching; Educational informatization

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## Introduction

The traditional college English teaching has the following three problems: First, the teacher-centered classroom teaching model makes students' knowledge and ability training inadequate, and students' learning initiative and enthusiasm are not strong; Second, there are some mechanical and blindness in the teaching process, the purpose of the ability training of students is not strong, the targeted training of students' English communication ability is not strong; Third, the lack of effective combination of knowledge application and ability training. And "BOPPPS" classroom teaching method is a teaching goal-oriented, student-centered teaching method. It divides the teaching process into six teaching links: "introduction - goal - pre-test - participatory learning - post-test - summary". It is a closed-loop teaching organization method that emphasizes students' participation and feedback.

One of the core supporting theories of "BOPPPS" teaching mode is the humanism theory that emphasizes "student-centered", which advocates to create a relaxed learning environment and psychological atmosphere for learners, which is conducive to the cultivation of students' participatory learning ability and lays a foundation for students' efficient participation in class. At the same time, "student-centered" humanism pays more attention to the cultivation of learners' meaningful learning, so that individual behaviors, attitudes, personalities and various experiences are mixed together, and to a certain extent, learners are guided to devote themselves to classroom learning.

Although "BOPPPS" teaching mode is considered to be able to effectively solve the above drawbacks in traditional college English classroom teaching. However, with the gradual promotion of online college English teaching in recent years, the traditional "BOPPPS" teaching model, which meets the needs of offline classroom teaching, has not fully adapted to the new situation. Therefore, how to effectively integrate BOPPPS teaching model with online, online and offline teaching process, stimulate students' learning interest, promote students' active thinking and active participation, and cultivate students' deep-seated thinking ability needs further exploration and practice.

## 1. College English online and offline hybrid teaching design

On the basis of extensive research and demonstration, this project first gives the basic connotation and teaching concept of the scientific and reasonable college English online and offline mixed teaching based on the BOPPPS model. On this basis, combined with the hardware and software foundation of the campus and the many years of college English teaching experience of the members of the research group, the implementation process of college English online and offline mixed teaching based on the BOPPPS model is studied and determined. The preliminarily determined teaching implementation process is shown in Figure 1.

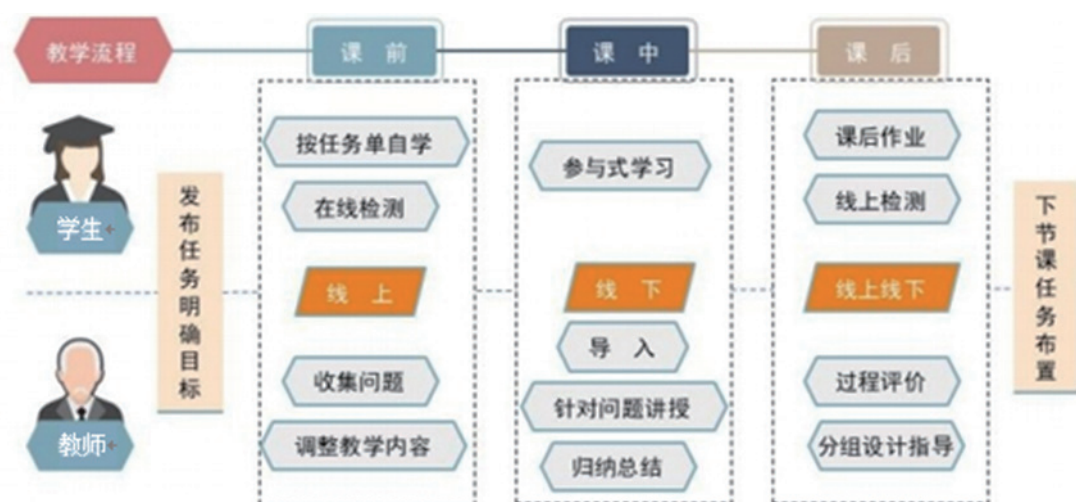


FIG. 1 Preliminarily determined teaching implementation process

The implementation process organically integrates the six steps of BOPPPS model into the three steps of the implementation of the course before class, during class and after class respectively.

#### (1) Before class

From the perspective of teachers, the selection of online class platform before class, data integration and uploading, teaching content design, student problem statistics and classroom content adjustment, etc., each link is closely related to teaching effect. From the perspective of students, whether there is enough computer and mobile phone traffic and whether learning time can be guaranteed is a major practical problem of online and offline mixed teaching, and the effect of online preview before class is directly related to the quality of online and offline mixed teaching. This project intends to combine the six-step method of BOPPPS model to study and give a table of precautions for teachers and students' activities before class.

#### (2) The middle part of the lesson

In order to make the classroom teaching mode from the traditional "teacher-oriented" to "student participation-oriented", fully reflect the concept of "participatory learning" of BOPPPS model, and achieve the purpose of mobilizing students' learning enthusiasm. According to the characteristics of BOPPPS model and years of teaching experience, the research team will carefully design the notes for teachers and students' activity tables in the course.

#### (3) After-school sessions

The after-class link is the extension and improvement of the whole teaching activity. Through students to complete the homework independently, group to complete the design, cultivate students' independent thinking ability and teamwork consciousness, improve students' high-level thinking ability.

### 1.1 Mode practice phase

After formulating the above implementation process, it is planned to carry out the practice in the college English undergraduate teaching of 2024 and 2025. According to the practical results, the above implementation flow city is continuously optimized and improved, and the key links and precautions of the implementation of this model are summarized and refined.

### 1.2 Summary and extraction stage

According to the implementation effect of the two sessions of students, from the perspective of teachers and students, the profound teaching reflection is carried out, and the evaluation index system and teaching application scope of the teaching mode are studied. At the same time, in order to further promote the model, summarize and refine 1~2 classic lessons.

## 2. Practice Cases

Taking the "Travel and tourism" unit of college English course on campus as an example, the teacher adopts the BOPPPS model to carry out the mixed teaching design of online and offline. Specific practices are as follows:

Introduction phase: Teachers post travel and tourism-related topics and questions in an online environment, such as "What is your favorite travel destination?" "Why?" Guide students into the state of learning. In offline classes, teachers use multimedia teaching resources to show the scenery and culture of different countries and stimulate students' interest in learning.

Setting learning goals stage: Teachers publish clear learning goals in the online environment, including understanding the culture and customs of different countries, mastering common expressions of travel English, etc. In the offline class, the teacher further

explains and elaborates the learning objectives to ensure that students have a clear understanding of the course requirements.

Pre-test stage: Teachers prepare test questions for students in an online environment to test students' mastery of relevant knowledge. In offline classes, teachers learn about students' pre-test results through group discussion and interactive Q&A, etc., which provides basis for subsequent teaching. Iv. Practice cases: Participatory learning stage: In the online environment, teachers provide English articles, video resources and online interactive discussion platforms about travel and tourism. Students are required to read articles, watch videos, and participate in online discussions to share their insights and travel experiences. In the offline class, teachers organize students to perform role playing activities and simulate the conversation scenes in the trip to improve students' English application ability. In addition, the teacher also designed a project related to the theme of travel, requiring students to complete in groups, through field trips or Internet research, to introduce a travel destination that they are interested in.

Post-test phase: In an online environment, teachers publish after-school quizzes and questionnaires to measure students' mastery of travel and travel-related knowledge and their satisfaction with the course. In the offline class, teachers organize in-class tests to assess students' English application ability and project completion. Through the comprehensive online and offline post-test results, teachers can fully understand the learning effect of students and provide reference for subsequent teaching.

Summary phase: In an online environment, the teacher guides the students through the main content and learning objectives of the lesson to help them consolidate what they have learned. In the offline class, the teacher reviews and summarizes the students' project achievements, affirms their efforts and achievements, and puts forward suggestions and suggestions for improvement. In addition, teachers also encourage students to conduct self-reflection and self-evaluation in order to promote their self-development and self-improvement.

### 3. Evaluation of teaching effect

In order to evaluate the effect of college English online and offline teaching based on BOPPPS model, this study adopts a variety of evaluation methods. First of all, through a comparative analysis of students' online and offline learning performance and participation, it is found that students' learning performance and participation are improved under the blended teaching mode. Secondly, through the questionnaire survey to collect students' satisfaction and feedback on the course, it is found that students have a high acceptance of this new teaching mode, and believe that it is helpful to improve their learning interest and independent learning ability. Finally, through teacher evaluation and student mutual evaluation, the development of students' English application ability and comprehensive quality is assessed.

### 4. Conclusion and prospect

Based on the BOPPPS model, this study shows that this new teaching mode is conducive to improving students' learning interest and autonomous learning ability, and promoting the development of their English application ability and comprehensive quality. However, some problems are also found in practice, such as the lack of close connection between online and offline teaching and the lack of learning motivation of some students. Therefore, in the future teaching, it is necessary to further optimize the connection between online and offline teaching content and methods, and strengthen the stimulation and guidance of students' learning motivation.

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