

Application of BOPPPS Teaching Mode in English Classroom Teaching

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Abstract : BOPPPS teaching mode is a student-centered teaching mode guided by teaching objectives. Compared with the traditional single teaching mode, it plays a very important role in cultivating students' sense of cooperation and improving students' English speaking ability. Based on what is mentioned above, this paper analyzes the problems in college English classroom teaching, and discusses the application of BOPPPS teaching mode in English classroom teaching, in order to provide some reference for English classroom teaching.

Keywords : BOPPPS Teaching Mode; English Teaching; Application

1. Introduction

English teaching is an important part of curriculum teaching in colleges and universities. Traditional classroom teaching is based on teachers' one-way indoctrination, so students' participating in learning is not so enthusiastic, and the teaching effect is not good; The BOPPPS teaching mode is a teaching goal-oriented and student-centered mode. Classroom teaching of the mode is divided into six modules, i.e., bridge-in, objective, pre-assessment, participatory learning, post-assessment and summary. It is very necessary to implement targeted teaching and arouse students' interest in engaged learning. The application of BOPPPS teaching mode in college English classroom teaching is very necessary.

2. Analysis of the advantages of BOPPPS teaching mode

The application of BOPPPS teaching mode is beneficial to college English teaching. First, the application is flexible. From the implementation of BOPPPS teaching mode, each link is relatively independent, and each teaching content can intercept and use one or more links seen. For example, it is difficult to achieve an ideal effect if teachers only tell the content of situational dialogue. At this time, teachers can use BOPPPS teaching mode to let students understand the dialogue content first, and then read aloud independently. They can read aloud by roles, or all students can read together. After reading aloud, we can set the situation in groups, and let the students make up the dialogue by themselves with reference to the text content. Finally, the students perform according to the specific situation.

Second, the application of BOPPPS is popular. BOPPPS can be applied in different forms of teaching, including classroom teaching and network teaching. As long as the time arrangement is reasonable, a good teaching effect can be achieved.

Third, taking students as the core. The core of BOPPPS teaching mode is the students. Students' participation in learning is the main purpose of teaching. The teachers stop cramming method of teaching in class. Teachers' teaching role has changed from the previous leader or organizer in class, to be participant and guide while teaching, and the activity of the students have changed from passive learning to active learning.

3. Problems faced by college English classroom teaching and the necessity of applying BOPPPS teaching model

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From the perspective of traditional English classroom teaching, both the design of curriculum content and the application of teaching methods are relatively individual parts, which cannot meet the diversified needs of students for English learning. At the same time, traditional English classroom teaching teachers generally use cramming education. There is a lack of time and opportunities for interaction between teachers and students. The classroom atmosphere is relatively dull, and students' enthusiasm to participate in learning is low. Some students even oppose to it. For a long time, the problems cannot be solved, and students' English learning can be improved step by step.

Moreover, for most college students, English learning for them is just for getting scores in school, and they will not learn or use it in daily life after graduation. In view of the current requirements of college students' quality education, in order to update college students' English teaching mode, we need to use BOPPPS teaching mode to innovate English teaching methods, update teaching ideas, and mobilize college students' learning enthusiasm in order to improve the effectiveness of English classroom teaching.

4. Application of BOPPPS teaching model in English classroom teaching

In order to comprehensively improve the quality and efficiency of English classroom teaching and achieve the goal of English teaching, it is necessary to apply the BOPPPS teaching mode to classroom teaching. This is a very effective teaching method, which can stimulate students' autonomy to participate in English learning.

4.1 Preparations for all links of BOPPPS

In the bridge-in part of BOPPPS, in order to motivate students to learn actively, teachers usually use the teaching mode of creating scenarios, so as to attract students' attention in class.

As for learning objectives, teachers should let students know of the key and difficult knowledge and objectives of each class, so as to lay a foundation for the implementation of subsequent teaching activities under the condition of mobilizing students' subjective initiative. In addition, teachers can update teaching objectives according to students' cognitive characteristics and learning basis to ensure the effectiveness of teaching objectives.

In the pre-test part during the course of applying BOPPPS in class, teachers can adopt a variety of test methods to know students' understanding of knowledge so that they can improve the teaching activities in the next stage under the condition of mobilizing students' participation. In the process of motivating students to participate in learning, teachers should make more communication with students, and formulate teaching plans according to the teaching environment and content.

In the post-test part, teachers can consolidate students' knowledge through multiple-choice questions and other test contents that can be finished in a short or limited time in class, so as to get a feedback from the students.

4.2 Implementation of BOPPPS teaching mode

English learning is usually divided into primary, intermediate and advanced learning stages, which involve listening, speaking, reading, writing and translation. In specific learning, each stage of learning can have its own focus of learning skills. In the primary stage, we can focus on the basis of students, and in listening and speaking, we focus on students' pronunciation, because only when the pronunciation is correct, can others understand and hear the speaker clearly. In this part, although teachers' accurate pronunciation and fluent oral expression cannot guarantee the teaching effect, students need to understand their pronunciation skills and strengthen practice. However, in the traditional English classroom teaching, students acquire few knowledge once they only listen passively without practice in class. For better teaching effect, the participatory teaching in BOPPPS teaching mode can be used. Teachers first demonstrate pronunciation and let students try to pronounce and participate in class. In the interactive part, teachers can find students' pronunciation problems and correct them. In the first few minutes of the next class, the teacher can test the students' pronunciation, that is, to complete the pre-test.

The focus of intermediate level learning is on reading and vocabulary. In this part, there are great limitations if the students only rely on the teacher's narration to obtain knowledge. To improve students' reading ability and accumulate more vocabulary, we should focus on the daily learning. In the BOPPPS teaching teachers can make a prediction first to find out the amount of words students have. After the prediction, teachers would know if the students understand what they've learnt or not, and then teachers could arrange after-school reading tasks to let students read independently. Teachers also can learn about students' reading ability from the learning platform, or test students' reading in the next class in order to know their reading effect. Through analysis and summary, teachers can find the problems of students' reading, so as to optimize the teaching content and methods in the future.

The focus of advanced learning is on reading, writing and translation. As for reading, it has been explained in the above text. Here we would focus on writing and translation. The improvement of writing and translation abilities relies on students' daily knowledge accumulation, including the accumulation of knowledge at all levels such as language expression and oral

communication. In class, it is not enough for teachers to only describe writing and translation skills, but also need to help students to gain a very wide range of knowledge so that students can participate in practical training in this field. The BOPPPS teaching method can achieve a good learning effect, enable students to participate in the learning process and allow students to train independently. Teachers regularly detect students' learning and training, master students' knowledge and skills, and take this as a reference to formulate the teaching and training contents of the next stage.

5. Conclusion

In a word, in the context of quality education, the traditional exam oriented education and teaching model cannot meet the teaching needs, and weaken the students' enthusiasm to participate in learning to some extent, which has an adverse impact on students' learning. Therefore, in English classroom teaching, in order to strengthen students' awareness of autonomous learning, activate students' learning thinking and improve students' learning ability, BOPPPS teaching mode will be applied to classroom teaching, so as to better achieve the goal of English classroom teaching.

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