

Study on Monitoring Index System of College English Classroom Teaching Quality Based on BOPPPS Model

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Abstract. The new college English teaching quality monitoring system is based on the BOPPPS model. The teaching mode under the monitoring system adheres to the principle of being people-oriented, respecting students' individual differences, focusing on the autonomy and self-consciousness of students' learning, and preparing for classes and teaching in class. and after-school reflection refine and implement a total of thirty index system of three main components, to achieve better each lesson, each lesson evaluation good goal to establish clear standards, norms teaching to improve English teaching level. The English teaching model under the new quality monitoring system makes full use of and optimizes Canada's BOPPPS model, combines with the current situation of college English teaching reform in China, and studies and analyzes the factors of college English classroom teaching quality evaluation, forming a relatively complete and suitable university English classroom in China. The teaching quality monitoring index system , which finds problems and solves problems in certain scenes , consolidates English knowledge , improves students' interest in learning , and ultimately contributes to the all-round development of students' comprehensive ability in listening , speaking , reading and writing .

Introduction

The "College English" course is an important common general compulsory basic course for all majors in the university. With the advent of the mobile Internet era, students' attention in the classroom is very easy to receive interference, and the degree of concentration continues to decline. Traditional college classroom teaching mode, students are in a state of passive learning, students can not fully mobilize the enthusiasm and creativity, teaching can not achieve the desired effect. In order to continuously improve the teaching quality and deepen the teaching reform and teaching philosophy, this paper combines the BOPPPS model to the six stages of the classroom teaching process. Import (Bridge-in), often referred to as the "hook" (Hook); target element (Objective), mainly based on Broome learning cognitive, emotional and skill target classification of three clearly pointed out that learning should be achieved through requirements and level; pre-evaluation stage (pre-assessment); class participation phase (Participatory); post-test phase (post-assessment); summary(summary / Closure) 6 stages, using the BOPPPS English teaching quality indicators universities to monitor, Based on the extensive investigation and discussion of the design of college English classroom teaching quality assessment indicators, the traditional classroom assessment model is reformed and a classroom teaching quality assessment index system that is more in line with the characteristics of college English classroom teaching is constructed.

The Main Problems in the Current Assessment System

The assessment indicators do not reflect the characteristics of the curriculum.

At present, most colleges and universities in China adopt a unified assessment index for classroom instruction, and lack evaluation indicators designed for the characteristics of different courses. On the other hand, the evaluation criteria pay more attention to whether the purpose of teacher knowledge transfer is clear, whether the basic concept is accurate, whether the teaching content is appropriate, whether the key and difficult points are outstanding, and so on. The college English course is a language course, emphasizing the application of language and the development of

communicative competence. The traditional classroom teaching evaluation criteria ignore the embodiment of teacher-student interaction in the classroom and whether students have gained something in the classroom, etc., and cannot be fully evaluated. The effect of college English classroom teaching.

The single subject of evaluation.

The main body of classroom teaching quality evaluation in most colleges and universities is mainly students and experts, lack of peer evaluation and teacher self-assessment. Students are undoubtedly the main evaluation subject in teaching evaluation. After all, students are the participants in the entire classroom teaching process, and they are the only object in the classroom teaching. They are the most reference to the evaluation of teachers' classroom teaching quality. However, on the other hand, students' evaluation of teaching will be affected by certain factors to a certain extent, such as the significance of teaching evaluation and the understanding of evaluation indicators and the grasp of teaching objectives. It is difficult to ensure the accuracy and objectivity of teaching evaluation. Therefore, the student's evaluation of teaching can only reflect the quality of classroom teaching more fully by combining with peer evaluation and teacher self-evaluation.

Single evaluation method.

The classroom teaching evaluation method used by Chinese universities is basically the uniform standard of the whole school. All courses use a rating scale, and the evaluation is made by a specific student group. Then statistical analysis is performed to obtain the evaluation result. Although this evaluation method is convenient for statistics, it is too objective and mechanical. To use an overly-scripted index system to evaluate teaching activities that should be full of personality characteristics, it is difficult to touch the most essential things of teaching, and it cannot fully reflect the quality of teaching.

Highlight the BOPPPS Mode of the Classroom Teaching Process

Based on the principles of constructivism and communicative approach, the British Columbia Institute of Technology (BCIT) in Canada promoted BOPPPS teaching mode and its companion support system, aimed at raising awareness and sensitivity to the multi-dimensional teaching, to explore how to maximize the benefit of learners in diverse classrooms. It mainly studies six indicators and processes of teacher teaching in class, class introduction, goal introduction, pre-assessment, interactive learning, post-assessment and feedback summary.

Connotation of effective classroom instructional design in English.

Looking at the research results at home and abroad, the effectiveness of classroom teaching is mostly defined by the concept of economics. Researchers summarize effective teaching as three levels of meaning: effective, efficient, and effective. The first level of meaning refers to the effectiveness of teaching, which means the degree of agreement between the results of classroom activities and the expected goals of teaching. The end result of classroom teaching is learning rather than teaching. Whether learners learn or not have progress is the sole criterion for measuring teaching effectiveness. The second level of meaning refers to teaching efficiency, which refers to the ratio of teaching output (effectiveness) to teaching input. This indicator mainly reflects the relationship between teaching input and teaching output. Teaching efficiency is directly proportional to teaching output and inversely proportional to teaching input. From a pedagogical point of view, the fundamental task of effective classroom teaching is to achieve the goal of achieving standards in the classroom, complete classroom tasks, and achieve teaching goals. The third level of meaning refers to teaching effectiveness, which refers to the degree of coincidence between teaching effectiveness or teaching goals and specific social needs and individual needs. The teaching effectiveness mainly emphasizes that the learner's knowledge can be used by students (there are benefits), learning is useless, even if the classroom teaching is effective, such teaching is also ineffective.

The analysis of English classroom components of BOPPPS model.

Any kind of classroom teaching can not be separated from the participation of teachers and students, can not do without the support of English teaching content and teaching resources, can not

be separated from the organizational form of teaching activities and other elements. The uniqueness of English classroom teaching based on BOPPPS model lies in the fact that the method of teaching activities adopted by it emphasizes more on participatory learning. According to Edgar Dale's memory pyramid theory of American educationist, different methods of English class organization make students achieve different learning effects. Passive learning process in the traditional classroom has the worst learning effect. The students' memory level is below 30%. The learning effects of team learning, active learning and participatory learning are better, and the students' learning and memory level is more than 50%. Therefore, from the point of view of the components of the English classroom, participatory learning is one of the keys to effective teaching in the implementation of BOPPPS. From the point of view of realizing the material elements of BOPPPS model teaching activities, BOPPPS classroom realizes the physical carrier of teacher-student information interaction. It is the teacher's teaching design scheme about the classroom, and the prominent characteristics are clearly defined learning objectives and the introduction of series of closed-loop feedback evaluation.

The Principle of Building a College English Class Teaching Quality Assessment System

The guiding principle.

The purpose of assessing the quality of college English classroom teaching is to standardize classroom teaching so as to ultimately improve teaching quality. The evaluation system of classroom instruction should be a criterion for teachers to improve classroom teaching and become a pointer for teachers to improve teaching quality. The goal of college English teaching is to cultivate students' language comprehensive application ability. Therefore, teaching evaluation indicators should fully reflect this goal, so as to effectively guide teachers in teaching content, teaching methods, teaching methods and other aspects of reform, and promote classroom teaching.

The principle of operability.

The operability mainly means that the teaching quality evaluation system should be easy to operate, the indicator level is concise, the quantity is appropriate, and the quantification is convenient. In the specific evaluation process, the evaluation of each specific indicator can be clearly observed through actual observation and measurement. Among them, the design of the student evaluation index system must pay more attention to the understanding of the students and avoid the content of obscure statements and beyond the students' evaluation ability.

Diversity principles.

The principle of diversity refers to the diversity of assessment subject diversity and assessment methods. The evaluation index system should organically combine student evaluations, expert evaluations, peer evaluations, and teacher self-assessments. At the same time, different assessment subject assessment indicators should be different. Student evaluations pay more attention to aspects such as teaching methods and teaching attitudes that are easy for students to grasp; experts and peer evaluations should mainly focus on the art of classroom instruction, the systematicness of knowledge, richness, and classroom effects. Teachers' self-evaluation should focus on the implementation of the teaching process, teacher-student relationship and teaching reflection. In addition to the use of scales in assessment methods, it is also necessary to combine open-ended questions and interviews in order to make the evaluation of classroom teaching quality more scientific, comprehensive and objective.

College English Teaching Quality Monitoring Indicators Program

Promote the construction and operation of college English teaching quality monitoring indicators through "Mini-Lessons". First, the practice of Canada's BOPPPS training model was used. Second, there are many young teachers in the college English department. This arrangement can allow more teachers to voluntarily participate in trials to change the model. During the implementation process, the person in charge elaborated the meaning, goals, and requirements of the "mini class", and teachers then independently selected the content of the lecture and conducted

classroom design and reflection procedures covering 30 indicators. They discussed the classroom design ideas with other teachers and wrote Detailed lesson plans; then the person in charge reviews the lesson plans and proposes amendments. The next time the participants revise the lesson plans and dictate ideas to the project team. The final step is a mini-class lesson video and video feedback session.

Small class design requirements of each project team and members of the design on a last ten minutes of class, it may be in English language lessons, reading lessons, translation, speaking classes, English classes, and other communication, but it is not a simple 10Minutes of class, but a cycle part of it. This loop consists of several components: arrange the learning environment, accounting for 5 minutes; small classes, when accounted for 15 minutes; written feedback, while accounting for 10 minutes; for the instructor to provide verbal feedback, while accounting for 15 min. In such a loop, the 10- minute mini-class is an integral part of the teaching and feedback inquiry mode.

Through the ten-minute lesson loop as an entry point for inquiring classroom teaching. The normal class is the accumulation of several small classes: For an ordinary class of 40-50 minutes, ten minutes is short-lived, but a class is often composed of several small lessons, or one or several Knowledge points. The Mini-Seminar is conducive to the study's total time control and efficiency: The ten-minute lesson facilitates the control of the research cycle (usually 5 - 10 small lessons, led by different teachers) in a relatively reasonable time, and 1 The 0- minute lecture length can provide enough feedback and research content. The 10 minute requirement is to focus on teaching programs and strategies. The ten-minute mini-classes provide an ideal length of time for participating teachers in recalling specific details and providing accurate feedback. Whether it is a ten-minute lesson or a few hours of a big lesson, any topic is hard to exhaust. The key is to train teachers to effectively handle the teaching content. The 10-minute mini-course can also inspire and promote students' inquiry. Sexual learning and the ability to work together to solve problems.

Conclusion

Classroom teaching is an important link related to the quality of teaching and personnel training. During the implementation of classroom teaching, students should be given full attention to the subjective status of the students, attach importance to the role of educational technology and information technology in teaching activities, and use the latest educational ideas and educational concepts. The actual situation of Chinese college English teaching and college English teaching attaches importance to the theory and practice of foreign language teaching at home and abroad, and establishes the monitoring indicators and monitoring system of college English teaching quality. Under the guidance of effective monitoring indicators based on BOPPPS, teachers' teaching ideas can be updated in real time, improve teaching skills, and achieve better teaching results. At the same time, the college English teaching quality assurance and monitoring system is continuously improved to make it more perfect.

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