

An Applied Research of BOPPPS Model Based on Ecological Theory in College English Teaching

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Keywords: Ecological Theory; BOPPPS Model; College English Teaching

Abstract: Based on constructivism and communicative approach, the BOPPPS teaching model is known for its effective teaching design, with the Kolb experiential learning model as the teaching framework. It divides the teaching process into six elements, making students truly become the subject of teaching. The college English ecology class is based on the theory of educational ecology, fully respecting the needs of each student and building a balanced and harmonious classroom ecological environment through modern classroom teaching methods. The BOPPPS model coincides with many ideas in the theory of educational ecology. This paper combines the BOPPPS teaching model with the ecological college English teaching and explores a new teaching model through effective classroom teaching practice.

1. Introduction

The simplification of English teaching model in higher vocational education has seriously restricted the cultivation of students' thinking ability, innovation ability and independent learning ability. [1] The traditional college English class is dominated by the teacher's individual speech, and students mostly play the role of audience, lacking participation and feedback, and the effective teaching is not guaranteed.[2] The BOPPPS model focuses on the design of teaching details, integrates the curriculum, effectively optimizes the curriculum structure design, and provides an efficient, simple and operative teaching model for classroom teaching activities.[3] The model focuses on a student-centered teaching philosophy that fits well with the concepts of "teacher-style students" and "student-style teachers" in educational ecology. However, the author finds that the combination of BOPPPS model and "ecological theory" in the application of vocational English teaching is still very rare.

2. Related concepts

2.1 Introduction to BOPPPS teaching model

The BOPPPS teaching model is based on constructivism and communicative approach, with the Kolb experiential learning model as the teaching framework. It is created by the Canadian teacher skills training workshop for the qualification of teachers and is mainly used for teacher skill training. The model design advocates "student-centered" and focuses on student participation, interaction and feedback, including the following six steps:

B (Bridge-in). As the first step, the main task is to introduce the theme to stimulate students' interest in the upcoming learning content.

O (Objective). As a second step, teachers should clarify the course objectives to students, so that students can understand the content of learning, the difficulty of learning and the abilities they acquire through learning.

P (Pre-assessment). As the third step, it is assessment test. Teachers use the questionnaires, homework, questions, exams, etc. to understand the students' interest and abilities, in order to design related courses. In addition, the assessment helps to understand the students' mastery of the basic knowledge, according to which the teacher can adjust the depth, breadth and speed of the

subsequent lectures in order to better meet the needs of students.

P (Participatory learning). As the fourth step, it aims to strengthen the interaction between teachers and students and promote multi-dimensional interactive learning. In this session, teachers should effectively combine modern information technology, borrow teaching media, platforms and resources to encourage students to participate in teaching activities and improve learning outcomes.

P (Post-assessment). As the fifth step, teachers can use the evaluation method to comprehensively test the students' mastery of the knowledge that they have learned and test the learning results.

S (Summary). As the final step, it is designed to review and summarize the content of the lecture or the key and difficult points. In addition, the teacher should arrange after-school homework to help students further consolidate what they have learned.

The advantage of the BOPPPS model is that the BOPPPS model is more focused on the learning objectives and the possibilities of realization than the traditional teaching model; on the other hand, it emphasizes the reflection of teaching and its role, aiming to create a "student-centered" multiple interactive learning process.

2.2 Educational ecology and college English classroom teaching

Ecology is a discipline that studies the interrelationship between biology and the external environment and considers them as a whole system for investigation and research. Similar to the natural ecosystem, educational ecology is the science that studies the laws and mechanisms of interaction between education and its surrounding ecological environment (including nature, society, physiology, psychology, etc.).

The educational ecosystem consists of an education system and an environmental system. From a macro perspective, there is a large education system in the whole society. All levels of educational institutions are branches. Each independent school education ecological subsystem constitutes a meso-level education system, and each school can be subdivided into levels of various curriculum education ecosystems at micro-level and the college English teaching system is one of them. The ecosystem of college English teaching is composed of ecological environment and ecological factors. The campus, classrooms, teaching equipment, and learning atmosphere of the school all belong to the educational ecological environment in the educational ecosystem. At current stage, the ecological factors that constitute the college English teaching ecosystem are teachers, students, teaching resources, information technology and teaching management personnel. Among them, teachers and students are the ecological subjects in the ecological factors, and the subjects affect and interact with each other, meanwhile, the two influence and restrict each other with the teaching ecological environment.

3. The current situation and problems of English class in higher vocational colleges

Although in the vocational colleges, many teachers have tried to introduce the flipping classroom into the classroom teaching, they still do not really get rid of the shackles of the traditional classroom teaching model, so the teaching results are still not good. Through investigation and research, the author attributes the main factors to the following points:

3.1 Teaching objectives are not clear

In the process of classroom teaching, the teacher's setting of teaching objectives is not clear enough or is not comprehensive enough. For example, in the classroom teaching, the teacher only enumerates the knowledge points, but lacks the detailed and summary of the goals, which is not specific enough, so that the teaching objectives cannot be realized in the actual teaching process.

3.2 Students' participation in classroom activities is insufficient

In the teaching process, teachers usually rely on the Internet and multimedia equipment, using teaching platforms and learning apps to enrich English teaching. Although the teacher activities are well designed, most of the usual scenes are that the teacher speaks alone. Only a few students raise

their hands to speak while their classmates watch passively. The enthusiasm of student in classroom activities is not high, which directly affects the effectiveness of teaching.

3.3 Students' acceptance is not considered adequately

In the classroom teaching process, it is difficult for teachers to teach students in accordance with their different levels of aptitude. Due to the lack of sufficient understanding of students' learning ability, it is difficult for teachers to design a reasonable learning progress. The knock-on effect is that the unreasonable course schedule makes some students feel that the pace is too fast to keep up with, while some students feel that the pace is too slow. As a result, these students have developed an aversion to learning and are unable to truly improve the teaching effect.

3.4 Course summary is missing

The course summary is a feedback and reflection on the English course learning, which is essential. The lack of course summary, on the one hand, has caused the key and difficult points of the course not to be consolidated and strengthened. On the other hand, without feedback and necessary reflection, teachers can not summarize the advantages and disadvantages of course learning, and can not provide reference for future course teaching.

4. The practice of BOPPPS model in ecological college English teaching

Both the BOPPPS model and the ecological teaching model advocate a "student-centered" teaching philosophy. The BOPPPS model introduces various teaching modes such as project type and seminar style into the classroom, realizes efficient classroom design through six major teaching steps, and sets the teaching goals that students can achieve, thus achieving remarkable teaching effects; ecological college English classroom also pays attention to the balance between teachers and students. Combining the two is a useful attempt to explore a new college English teaching model and an effective way to build an efficient and harmonious English classroom.

4.1 Variety of seating arrangements

The ecological classroom teaching based on BOPPPS mode can arrange students' seats according to the content of the lectures as "circle type", "square type", "horseshoe type" and "group type". For example, a certain section of teaching content needs to adopt a "project-based" teaching mode, which can arrange the seats into a number of "small squares", which are carried out in groups; if a "seminar" teaching is required, "round tables" will be used, enhancing the atmosphere of the seminar. In the educational ecosystem, the ecological environment has a direct impact on the ecological subject. A harmonious, relaxed, free and enthusiastic learning atmosphere is essential for effective student learning. The variety of seating arrangements also helps to transform the role of teachers, allowing teachers to enter the middle of the students and become a "guide" for classroom activities, leading students to participate in various teaching tasks and then making them the true master of the classroom. Practice has proved that the ecological seating arrangement is helpful to stimulate students' interest and make them more active to participate in classroom activities and complete classroom tasks.

4.2 Enrichment of teaching materials

The BOPPPS model divides classroom teaching into six steps that are concise, clear, and orderly, each with clear objectives. Teachers should integrate and rationally use teaching resources. At present, various domestic paper English textbooks are rich and varied, and each has its own characteristics. With the development of information technology, the production techniques of audio, video, CD, micro-courses, and MOOC are becoming more and more perfect. The choice of teaching materials is more flexible, not limited to books. Audio, video and micro-courses can be applied to classroom teaching with all-round stimulation of students' senses, enhancing their interest in learning and developing their independent learning ability. At the same time, a variety of online MOOCs are available for students to learn independently. The flexible choice of learning time,

place and media expands the limited classroom learning time to spare time, expands the learning content, and makes English learning vivid, interesting and colorful.

4.3 Flexibility of teaching model

English teaching mainly includes grammar translation approach, direct method, the audiolingual method, communicative approach, cooperative approach, suggestion method and task-based teaching method. Classroom teaching should not be limited to one or two teaching methods, but should be flexible choice of appropriate teaching methods according to different teaching objectives. The teaching objectives of the BOPPPS model are very clear and the teaching steps are operational. [4] In the “bridge-in” and “participatory learning” sessions, each class can be designed as “project-based” to select teaching methods for different teaching content. For example, in the listening and speaking classroom, the teacher can use the audiolingual method to improve students’ listening and speaking ability through listening to dialogue, imitating, correcting the pronunciation and intonation, and adopting dialogue exercise, etc.; the communicative approach, using real life materials for discussion. The teacher can improve students’ communication skills by using group discussions, topic debates, setting up life background and communicating; cooperative approach, creating conditions and opportunities students to practice language and learn from each other by participating in pair work and group work activities; in classroom teaching of reading and writing, the explanation of texts and other language materials adopts “task-based teaching method” to enable students to gradually master the teaching content by completing various tasks; the key words and long and difficult sentences are explained by “grammar translation method”. By learning grammar rules and vocabulary, and teaching according to the rules, Chinese-English translation is used.[5] At the same time, various methods such as cooperative approach and communicative approach can be skillfully combined to give full play to their respective advantages and achieve the best results.

4.4 Effectiveness of evaluation mode

In the “pre-test” section of the BOPPPS model, the students are pre-assessed through the English proficiency test; the psychological and emotional needs of the students are understood through questionnaire surveys. On the basis of understanding the English level of students, the classroom tasks are designed in a targeted manner so that students can successfully complete tasks under the guidance of teachers. In the “post-test” section of the teaching implementation, the teacher designs the topic and examines the students’ mastery of the content of the lesson and the problem, which will be used to guide the design and implementation of the follow-up course. The teacher records the scores of the students in the process of completing each task, which is used to evaluate the students’ inquiry-based and cooperative learning process, so as to effectively evaluate their output ability to the task and the completion of the classroom goals. The “pretest” and “posttest” steps of the BOPPPS model are very important parts of the teaching, effectively predicting and evaluating the learning effect of each class.

5. Conclusion

The reform of college English teaching has a long way to go. Practice has proved that combining the “BOPPPS” model with the ecological college English classroom is beneficial to stimulate students’ enthusiasm for learning and cultivate their teamwork spirit and inquiry-style learning habits. The rational use of this advanced teaching concept and method is a very useful attempt to reform college English teaching.

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