The Effective Teaching Design of Primary School English Classroom Based on BOPPPS Teaching Mode

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Teachers are crucial to the success of primary school English teaching. As to BOPPPS teaching mode, it is well-known for its effectiveness of teaching and values the enhancement of teachers’ teaching ability. In order to integrate BOPPPS mode into primary school English teaching, there is a need to elaborate bridge-in, and clarify the learning objective. Then based on the pre-assessment, teachers are supposed to know students’ prior knowledge, interest, and ability. For the participatory learning, which emphasizes both teacher-student interaction and student-student interaction, the activities should be diversified and interesting. In addition, during the stages of post-assessment and summary, teachers should pay close attention to learning outcome, offer feedback timely, and guide students to make reflection.

Keywords: BOPPPS teaching mode, primary school, teaching design

Introduction

At present, primary school English classroom teaching design lacks science, technology, and theoretical support in China. Although teaching concepts have been changed, more of them are mere formality. Teachers’ guidance and students’ main role have not been fully exploited and utilized. BOPPPS model is an effective curriculum design model proposed by Instructional Skills Workshop (ISW), a North American university teaching skill training institution, aiming at improving teachers’ teaching skills. Therefore, this topic uses questionnaire survey, teacher interviews, and classroom observation as survey tools, conducts field research from three primary schools in Zhoukou City, analyses the current situation and problems of primary school English classroom teaching, and explores the factors that should be considered in primary school English classroom teaching design and the factors that affect the smooth development of teaching activities. Under the guidance of it, we can design reasonable and effective English classroom teaching activities in primary schools.

Analysis of the Current Situation and Problems of English Classroom Teaching in Primary Schools of China

With the Implementation of the New English Curriculum Standards for Elementary Education (2011 edition) of the Ministry of Education, primary English is not only a compulsory course in the basic education stage, but also an important part of the new curriculum reform of basic education in China. In this study, the fifth-grade students of Wenchang Primary School, Qiyi No. 2 Primary School, and Zhoukou Experimental Primary School were selected as the research subjects. About 150 students and 10 English teachers were

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randomly selected to do the questionnaires and interviews. This paper researches on textbooks, teaching methods and means, teachers, school hours, and types of activities, and analyses the problems and causes of English classroom teaching in primary schools in terms of the implementation of teaching activities.

The research finds that the existing problems in primary school English teaching are as follows: (1) The teaching effect is not obvious, the teaching methods are mainly indoctrination and cramming, and the application of multimedia network technology is less and lacks of sensory stimulation such as audio and video. Taking Zhoukou City, Henan Province as an example, most urban primary schools, even if they are equipped with modern educational resources, such as projectors, or even multimedia classrooms, are hindered by the imbalance of the number of teachers and students, the allocation of class hours and teaching tasks. Classroom teaching mainly adopts traditional teaching methods, i.e., presentation, Ice Break (practice) and production (output), but in the time allocation, the former two are obviously more than “output”. After class, they are mainly in the form of homework, which makes it difficult for students to practice effectively in time. (2) Classroom teaching activities are relatively simple and lack of interest and effectiveness, and some are even flashy and difficult. Only 20% of the students enjoyed the teacher’s explaining many language rules in class. 37% of the students chose “like”, “dislike” and “general attitude” respectively, accounting for 33% and 10%. 37% of the students enjoyed English class activities very much when they were asked whether they liked English class activities. In primary school English classes, students are still looking forward to teacher-student interaction, student-student interaction, and like classroom activities with active atmosphere. (3) The teaching level of teachers is uneven, the educational background difference is obvious, the analysis of teaching content, teaching objectives, and learning conditions is not in place, the use of textbooks and teaching aids are not flexible enough, and some teachers are not good at teaching reflection, and lack of awareness and ability of teaching practice and research.

In addition, due to the differences of social, economic, and cultural development in different cities, there are also great differences in educational resources, students’ level, and financial support. In some areas with relatively backward economic development, due to lack of teachers, teaching facilities, and other factors, the conditions for opening primary school English cannot be reached. Even if primary school English courses are offered, the actual teaching and learning effects are not satisfactory. The main reason is that the design of English classroom teaching in primary schools is not reasonable enough, and the organization of teaching activities cannot be from students. They fail to get close to the real life, create a real context, lack opportunities for practice and practice, and fail to mobilize all favorable factors to serve classroom teaching. They fail to interpret English curriculum standards thoroughly enough. Their teaching objectives are mostly knowledge-oriented, and lack of cultural input and affection for students.

Ultimately, the reason is that teachers play a crucial role in the whole teaching process, whether it is the teaching design, the organization of teaching activities, or the effective use of teaching materials, teaching aids, and teaching resources. Therefore, in order to improve the quality and effect of English teaching in primary schools and enhance students’ interest and enthusiasm in English learning, teachers should constantly improve their professional knowledge, skills, and qualities through independent learning and practical research. The BOPPPS model advocated by ISW is famous for the training of teachers’ skills at home and abroad. It combines with the design of English teaching in primary schools to make it more in line with domestic classroom teaching practice and guides teachers’ classroom teaching activities. It is another new attempt in the practice and reform of basic English teaching.
BOPPPS Teaching Model and English Classroom Teaching Design in Primary Schools of China

The Connotation and Development of BOPPPS

In 1976, the Douglas Kerr team at the University of Vancouver created the Canadian Teacher Skills Training Workshop (ISW). BOPPPS was originally created by the institute for teachers’ qualification certification and based on the experiential learning model proposed by David Kolb. It has gradually matured the teaching framework. According to David Kolb, learning should be a cyclic process with concrete experience as its starting point and ending point: concrete experience, reflective observation, abstract summary, action practice, and concrete experience, in which a coherent learning experience is formed, and learners automatically complete feedback and adjust.

BOPPPS mainly focuses on teaching practice to improve teachers’ teaching skills and effectiveness. It decomposes the teaching process into modules. Each letter represents a relatively independent teaching link, namely, Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment and Summary. It not only promotes students’ active participation in classroom learning, provides new ideas and theoretical guidance for classroom teaching, but also is an effective way to achieve the goal of teaching and training. It has been introduced and praised by more than 100 universities and industrial training institutions in 33 countries around the world.

Since 2015, colleges and universities in China have paid more and more attention to the organic combination of BOPPPS model and professional courses teaching, summarized experience, and explored new teaching designs. Through CNKI, they inquired about the literature on BOPPPS, and from six articles before 2014 to more than 150 articles by 2018.

Feasibility of Adopting BOPPPS Model in Primary School English Teaching

In CNKI, 4,028 papers on the topic of “Primary English Classroom Teaching Design” were searched, and most of them focused on the implementation of some specific teaching methods in primary English classes, such as situational teaching method, game teaching method, task-based teaching method, systemic response method, etc. It helps to diversify the teaching methods, explore how to construct the mu-class, micro-class, and flip-flop classroom of primary school English, and guide the design and research of primary school English teaching with the theoretical achievements of linguistics and other disciplines, such as “constructive” language view, cooperative learning theory, multiple intelligences theory, etc. The above research focuses on the renewal of teaching concepts and teaching methods, and the creation of mu-class, micro-class, and flip-over classroom, and needs a lot of manpower and material resources. However, since large class teaching is the main stage of basic English education in our province, the proportion of teachers and students is seriously imbalanced, and teachers’ tasks are heavy. Moreover, the self-study, self-control, and cognitive abilities of primary school students also need the guidance of teachers. Therefore, in primary school English classroom teaching, the renewal of teaching methods and concepts requires more opportunities to practice and strengthen, and eventually becomes a habit or even instinct of teaching, so the investment of educational resources will not be achieved. For decoration, teaching activities will be more diversified and interesting, and then students’ interest in learning English will be greatly mobilized.

Teachers are the key of success or failure to the English of primary schools. The core competence of primary school English teachers is to stimulate and maintain students’ interest in foreign language learning.
through classroom teaching. Previous studies have shown that learning another language through classroom teaching in an unnatural language environment requires the cooperation of students’ overall cognitive ability. The acquisition of semantic and pragmatic rules by young students (7-13 years old) is closely related to their cognitive level. It is generally believed that their learning effect is not as good as that of senior students. Foreign language teaching also considers the efficiency of teaching. Therefore, it is necessary to strengthen teacher training, build a comprehensive team of teachers, and promote the improvement of their language use ability, subject knowledge, and skills.

In the past, classroom teaching had introduction (preheating), learning (teaching) objectives, questions (pre-test), explanation (participatory learning), classroom practice (post-test), and summary. But compared with traditional classroom teaching, BOPPPS emphasizes students’ initiative and highlights participatory learning. Through the BOPPPS model of training and learning, teachers will be clearer about the focus of each teaching link to strengthen teacher-student and student-student interaction and improve teaching and learning efficiency.

Design of English Classroom Teaching in Primary School of China Based on BOPPPS Model

Based on constructivism and communicative approach, BOPPPS emphasizes students’ participatory interaction and feedback. Its purpose is to train and improve teaching ability. Its application in primary school English teaching design will greatly stimulate teachers’ self-improvement in psychology, cognition, and practice. According to the principle of orientation, we should adopt a variety of organizational strategies for teaching activities and pay attention to students’ participation.

The primary task of English curriculum in basic education stage is to stimulate and cultivate students’ interest in learning English, help them develop the habit, ability, and skills of independent learning, and form effective learning strategies. Considering interest cultivation and habit cultivation as well as teaching methods and contents, primary school English teaching emphasizes students’ listening and speaking ability, promotes students to lay a good foundation for pronunciation and writing, fosters learning habits, and lays a foundation for further learning.

According to the six elements of BOPPPS teaching model and the current problems of primary school English teaching, this study will focus on the primary school English teaching design from the introduction, learning objectives, pre-test, participatory learning, post-test. In view of the actual arrangement of English class in primary schools, as well as the requirements of curriculum standards, syllabus, and teaching content, teachers must take students as the center to play an important role in guiding and organizing when flexibly using BOPPPS.

Careful Design and Introduction

Introduction, also known as warm-up and brainstorming, is an important link to successfully attract students’ attention and open the learning cycle. Careful design of the introduction cannot only explain the importance of this lesson, but also help to establish students’ learning motivation. When setting learning goals, teachers should adjust the content and form of the introduction.

Children in primary school are lively, curious, and have poor self-control ability, which requires teachers’ supervision and guidance. According to the document requirements of “Primary English Curriculum Standards” and syllabus, if a class lasts 40 minutes, then the best time to introduce it is not more than 10
minutes, and 3-5 minutes is appropriate. The introduction should be focused on listening and speaking, such as interesting and controversial topics, supplemented by games and listening and speaking methods. Besides the usual group discussion, question-and-answer style, songs and riddles, short-term animation can also be used, such as English picture books, stories, pictures, and phonetics to stimulate students’ senses and trigger them through various channels. In short, the introduction must be short, amazing, and consistent with the theme, with the experience of learners, close to life. Only in this way can we successfully attract students’ attention and enhance their enthusiasm for topic discussion.

**Clarifying Learning Objectives**

Learning goals, including emotional goals, skills goals, and cognitive goals, are the basis for teachers to choose teaching methods and activities, and lay the foundation for future measurement and evaluation. Teachers should elaborate on the purpose of learning, and explain what students should know, what they can do, and what kind of attitudes and values they have after each class. It is not the same as teaching objectives. Although they are related, learning objectives should start from students and let students understand teachers’ expectations to them.

In addition, learning objectives should not be too many, including “who”, “what”, “under what conditions” (in what circumstances), and “how” (to what extent). According to the classification of cognitive goals, learning goals can be divided into memory, understanding, application, analysis, evaluation, and creation. Therefore, when setting learning goals, teachers often use behavioral verbs, which should be specific and measurable. Considering the overall cognitive level of students of this group, the behavioral verbs can focus on memory, understanding, and application, such as “definition, enumeration, repetition, identification, and description”. Target verbs such as “analysis, classification, comparison, comparison, and distinction” are suitable for the group with slightly higher cognitive level. Teachers should distinguish the use of behavioral verbs according to the overall level and individual differences of students and formulate reasonable and operational learning objectives.

**Flexible Handling of Pre-test**

As to pre-test, the key question is what to test, knowledge, ability, or interest? Teachers should think carefully when designing pre-test. Pre-test should be diversified, interesting, and challenging. It can be an open question, a small test, or a sharp brain turn. This requires teachers to record accumulate it in time.

Pre-test can help teachers understand students’ interests, abilities, and pre-knowledge. In the BOPPPS teaching model, the pre-test is placed before participatory learning. However, in primary school English teaching, teachers can flexibly use the pre-test and integrate it into participatory learning, or use it repeatedly according to teaching practice, to constantly adjust the progress and depth of the curriculum. Pre-test can also help teachers understand the available student resources and encourage their cooperative learning and teamwork. For example, in group activities, students with good learning degree and strong organizational ability and students with limited learning ability and poor organizational ability participate in classroom activities; students with different emphasis on arts and science cooperate with each other to complete a task.

Primary school English classroom teaching is confronted with certain difficulties in the connection of content and activities due to the arrangement of class hours and teaching tasks. Teachers should make students focus on the lesson objectives. Pre-test is a good auxiliary link, but attention should be paid to the time. After all, BOPPPS emphasizes participatory learning.
Highlighting Participatory Learning

Participatory learning is the main part of BOPPSS teaching mode, aiming at improving students’ participation, and enhancing teacher-student and student-student interaction. At this stage, we should pay attention to teamwork and adapt to multi-level teaching objectives. However, pupils’ attention span is relatively short, usually only about 5-10 minutes, which requires teachers to diversify their means and forms in organizing teaching activities and to meet the four principles of primary school English teaching design as far as possible, namely interest, communication, listening and speaking leading and situational teaching. Participatory activities can be personal presentations or group discussions, but most of them are situational simulation and role playing. In teaching, we can use direct method and whole-body reaction method to assist multimedia network teaching and give students the most direct sensory stimulation.

In addition, teachers’ and students’ talk time should be allocated reasonably in class to interact scientifically and improve students’ enthusiasm for participating in activities. In explaining, teachers should pay attention to pause, give students time to think, grasp the difficulty of questions, encourage students to think independently, and play a good role as a guide and organizer in team activities to encourage students to cooperate with each other.

Post-test and Summary

The post-test of BOPPSS model is used to test whether the students’ learning achievement achieves the learning goal. The types are knowledge understanding, application analysis, and attitude value. Teachers can design tasks such as choices, short answers, checklists, and student presentations to understand students’ mastery. Summary should generalize the classroom content, help students integrate, guide students to reflect, and predict the next content. Teachers can let students report doubts, summarize gains, and assign assignments. In teacher-student interaction, they should praise students’ efforts and achievements and point out the space for improvement.

Conclusion

It is a new attempt to apply BOPPSS teaching model in primary school English classroom teaching. Teachers need to break the original mode of thinking, renew teaching concepts, improve their professional quality, broaden their knowledge reserves, and learn to use various teaching methods and means. Teachers should also arrange all links of BOPPSS, pay attention to the combination of learning objectives, combined with students’ cognitive, psychological, emotional, attitude, and other individual differences, and constantly reflect and summarize experience and lessons to avoid falling into the classroom teaching formalization errors. Primary school English teaching has its particularity, which determines the particularity of primary school English teaching design. Teachers should cultivate students’ ability to do things in English by creating contexts close to real life, and adopt step-by-step language practice activities, which emphasizes both process and result.

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