Blended Teaching Design and Practice of Comprehensive English Course Based on the Teaching Model of POA+BOPPPS in a Local Applied University

-- Taking Unit Seven of 《iEnglish 2 (Advanced)》 as an Example

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Abstract

According to the 《College English Teaching Guidelines》 and the 《National Medium and Long-Term Education Reform and Development Outline》, educational reform, especially reforms in teaching concepts, teaching models, and teaching methods, are inevitable. By employing a combined POA+BOPPPS teaching model and closely focusing on the three stages of "motivating, enabling, and "assessing," utilizing six segments-Bridge-in, Objective, Pre-assessment, Participatory learning, Post-assessment, and Summary-this approach progressively realizes learning objectives from language, content, and structure, thereby facilitating exploratory, discussion-based, and participatory teaching methods.

Keywords

College English; POA; BOPPPS; Blended Teaching Design.

1. Research Background

The 《College English Teaching Guidelines》 promulgated by the Ministry of Education in 2020 explicitly state: "The teaching objectives of college English are to cultivate students' English application ability, enhance cross-cultural communication awareness and competence, develop independent learning abilities, improve comprehensive cultural literacy, enabling them to effectively use English in learning, life, social interaction, and future work, meeting the needs of the country, society, schools, and personal development." [1]

The 《National Medium and Long-Term Education Reform and Development Outline (2010-2020)》 explicitly demands: "Deepen educational reforms, innovate teaching methods, explore various training methods...advocate inspirational, exploratory, discussion-based, and participatory teaching, helping students learn how to learn." [2] Therefore, advocating educational and teaching reforms, particularly in teaching concepts, teaching models, and teaching methods, is undoubtedly inevitable. Currently, the POA teaching theory has gained widespread recognition and adoption in college English teaching, guiding teaching activities. Meanwhile, the BOPPPS teaching model provides detailed explanations of specific classroom segments. Effectively combining these two would undoubtedly drive college English classrooms towards inspirational, discussion-based, and participatory development.

2. Conceptual Connotations

2.1. POA Teaching Theory

The "Production-Oriented Approach" (POA) theory, proposed by Professor Wen Qiufang in 2015 combining Chinese foreign language teaching, emphasizes three pedagogical theories: being student-centered, integration of learning and application, and holistic education. It advocates setting teaching activities based on teaching objectives, focusing on student learning outcomes. Teachers employ various forms of teaching activities to enable students to learn while using language, integrating "learning" with "language application," while the teacher's role primarily acts as a facilitator. The teaching process consists of three stages: motivating, enabling, and assessing, emphasizing the effective combination of input learning and output application to solve the phenomenon of "separation of learning and application" and effectively enhance students' foreign language output capabilities (Sun Shuguang, 2021).

In the "motivating" stage, teachers set up communicative scenarios, arousing students' interest in learning course knowledge. They introduce teaching objectives and output results, enabling students to understand output tasks and required skills, laying the foundation for subsequent course learning and gradually providing learning input to constantly stimulate students' learning potential.

In the "enabling" stage, teachers break down the total output task into several sub-tasks to decompose and reduce the difficulty of the overall task, allowing students to gradually complete the course tasks in a progressive manner, progressively acquiring language knowledge and comprehensive skills. Regarding the setting of multiple sub-tasks, teachers guide selective learning for output tasks from aspects such as language form, thematic content, and methodological skills, providing timely guidance and feedback during the learning process to grasp students' learning situations and effectiveness.

In the "assessing" stage, teachers inspect students' participation and output tasks. POA utilizes Teacher-Student Collaborative Assessment (TSCA). After students complete tasks, teachers evaluate typical samples and then perform joint assessments with students on them. During the collaborative assessment, teachers teach while evaluating, and students learn while assessing. Subsequently, students engage in peer and self-assessment. Finally, teachers further understand the evaluation situation and students' learning outcomes through surveys or sampling.

2.2. Teaching Model-BOPPPS

The BOPPPS teaching model is a teaching method model proposed by the Instructional Skill Workshop (ISW) in Canada. It is based on educational objective classification theory, constructionist learning theory, humanistic learning theory, etc. Its feature lies in standardizing and streamlining the teaching process, with the core focus on student-centeredness, stimulating students' classroom participation and initiative. This model involves various aspects of classroom teaching, dividing teaching segments into six stages: "Bridge-in, Objective, Pre-assessment, Participatory learning, Post-assessment, and Summary." Compared to traditional didactic teaching models, the BOPPPS teaching model has significant advantages in goal orientation, performance evaluation, and competence development, also aligning with the Ministry of Education's "Four New" and exemplary course requirements.

2.3. The Reasonable Integration of POA and BOPPPS

The POA teaching theory and the BOPPPS teaching model are to some extent mutually compatible and consistent. In university English teaching, integrating them organically as the common support for instruction and utilizing their complementary advantages in instructional design can result in a more efficient teaching approach. POA provides an overall instructional

goal orientation for university English classrooms, emphasizing output tasks. Simultaneously, it offers a framework and direction for each stage of teaching through the MEA (Motivating, Enabling, Assessing) teaching process, guiding teachers in their specific instruction. On the other hand, the BOPPPS teaching model refines these concepts, providing specific methods for teachers. Combining the two allows them to complement each other, effectively enhancing student output.

Table 1. Comparison Table Between POA and BOPPPS

Number	POA	BOPPPS
1	Motivating	Bridge-in
		Objective
		Pre-assessment
2	Enabling	Participatory learning
3	Assessing	Post-assessment
		Summary

3. Instructional Design and Practice

3.1. Student Profile Analysis

The course is designed for first-year non-English major undergraduate students at a local applied university, characterized by a generally weak English foundation and a limited interest in English learning. As post-2000 "digital natives," they are enthusiastic about information science and technology, interested in teacher-designed group activities, and prefer active participation in the classroom rather than a traditional lecture style.

3.2. Textbook Analysis

The textbook, as the primary medium for instructional content, connects teachers, students, and knowledge. When designing instruction, teachers should base it on the textbook while also effectively utilizing it. The "New Generation Comprehensive English Course" is output-oriented, focusing on effective communication, balancing humanistic and instrumental aspects, sharpening thinking, and enhancing interest. The selected content from 《iEnglish 2 (Advanced)》 Unit 7, explores the theme of cultural exchange between China and foreign countries, with articles on the legacy of the Silk Road and the story of the famous ancient Chinese navigator Zheng He.

3.3. Unit Instructional Design

The overall design of this unit (6 class hours) follows Professor Wen Qiufang's "Output-Oriented Approach," structured around the three stages of "motivating-enabling-assessing." In the motivating stage, the unit's overall task propels learning, further broken down into sub-tasks which can be seen from the table below.

In the enabling stage, using the BOPPPS teaching model combined with output tasks achieves facilitation in content, language, and structure. In the assessing stage, Teacher-Student Collaborative Assessment (TSCA) is employed to evaluate the output of the unit's overall task and to elevate the thematic understanding.

Table 2. Overall mission

Unit Overall Task: Introduce the "Belt and Road" Initiative	Sub-task 1: Silk Road Economic Belt and its History	Tiny-task 1: Identify the legacy of the Silk Road
		Tiny-task 2: Compare and contrast the ancient Silk Road with the modern Silk
	Sub-task 2: 21st Century Maritime Silk Road and its History	Tiny-task 3: Introduce Zheng He's great voyages
		Tiny-task 4: Identify the relationship between Zheng He's voyages and the Maritime Silk Road

3.4. Classroom Teaching Design

The specific classroom teaching design revolves around the BOPPPS teaching model. Taking the first article of this unit, "The Legacy of the Silk Road," as an example, students have already self-studied key words, phrase expressions, and related background videos on the online learning platform before the classroom learning. They have also previewed the text on their own.

i.Bridge-in

Use two famous ancient poems related to the Silk Road to introduce the topic. These poems not only bring up the Silk Road topic but also solidify students' knowledge of traditional Chinese culture. The lines are respectively from Army Life by Wang Changling-"Clouds on frontier have darkened mountains clad in snow;The town with Gate of Jade stands far away, forlorn." and On Mission to the Frontier by Wang Wei -"In boundless desert lonely smoke rises straight; Over endless river the sun sinks round."

ii.Objective

Classify teaching objectives into three categories: knowledge objectives, skill objectives, and emotional objectives. Knowledge objectives include accumulating and mastering words and expressions related to the Silk Road and understanding what the heritage of the Silk Road is. Skill objectives involve using metaphorical language to enhance writing and introducing the ancient Silk Road in English. Emotional objectives aim to boost national pride and cultural confidence through learning about the ancient Silk Road and comparing it with the modern Silk Economic Belt.

iii.Pre-assessment

Combine online and offline assessments. Before offline participatory learning, students have undergone online tests on Silk Road background knowledge and related vocabulary to prepare for the text study.

iv.Participatory Learning

The Enabling of Language in this class is about mastering words and expressions related to silk road, the Enabling of Content is related to understanding texts and know the legacy about the silk road and the Enabling of Structure is mastering figurative language. Based on the above, there are three participatory learning forms in this class: Picture Buzz, Group Discussion Report, and Appreciation of Chinese Culture.

The first form is Picture Buzz. Students are divided into 4-6 groups. The teacher presents pictures related to this lesson's words one by one, and students compete to associate them with the correct words. The fastest and correct group earns points, stimulating enthusiasm and enhancing teamwork.

The second form is Group Discussion Report. The teacher breaks down the article and assigns different sections to groups for reading, discussing and reporting on etiquette-related questions. This form accelerates reading, increases interest, and promotes cooperation and sharing within groups.

The second form is Appreciation of Chinese Culture. In focusing on figurative language, the teacher uses two Chinese poems for appreciation. This not only aids in understanding metaphorical techniques but also boosts national pride and cultural confidence. The conscious use of socialist core values further enhances patriotism.

v.Post-assessment

After studying the article, the teacher assesses students through questions and exercises related to the article, including post-class exercises and translations related to Silk Road vocabulary, further consolidating vocabulary mastery and understanding of the article.

vi.Summary

The teacher guides students in summarizing, self-checking, filling out checklists, and reflecting on and summarizing their own learning. Finally, the teacher assigns the output task for the lesson—recording an audio introduction of the Silk Road and uploading it to the online platform.

4. Teaching Feedback

By combining POA (Product-Oriented Approach) and BOPPPS (Bridge-in, Outcome, Pre-assessment, Participatory Learning, Post-assessment, and Summary) , there has been a significant improvement in student engagement during class, leading to a noticeable enhancement in learning outcomes. Examining students' outputs, both the overall and sub-task completion rates are quite satisfactory. The quality of students' introduction videos on the Silk Road and the "Belt and Road Initiative" is notably high, with comprehensive content coverage, meeting the expected learning objectives.

5. Summary

The teaching model that integrates POA and BOPPPS adheres to cognitive principles, using unit outputs as a focal point to guide the breakdown of overall tasks into various sub-tasks. Through scientifically sound teaching steps and stages, the achievement of learning objectives is systematically pursued in terms of language, content, and structure. This approach aims to progressively enhance students' learning interests, increase classroom participation, and improve their English language proficiency, teamwork skills, and critical thinking abilities, ultimately achieving effective teaching.

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