

A Study on the Teaching Practice of Ideological and Political Theories Teaching in College English Curriculum under BOPPPS Hybrid Teaching Model

Chunxia Jiang, Qiao Zhang, Yifan Zhang, Lingqi Zhuo

Sichuan University of Media and Communications, Chengdu, Sichuan Province, China

Keywords: College English; Ideological and political theories teaching in all courses; BOPPPS hybrid teaching

Abstract: Report of the 20th CPC National Congress stated that "the root of education lies in the establishment of morality". As one of the important humanities courses with wide coverage and long duration, College English needs to respond to the changes of the times and proactively seek changes. The integration of ideological and political theories teaching into College English curriculum is not only the implementation of the requirements of the Party and the State for the construction of ideological and political theories in colleges and universities, but also the direction of the construction and teaching reform of the course College English in the future. Based on this, this paper discusses the teaching practice of the integration of ideological and political theories teaching into College English curriculum for art students based on the BOPPPS hybrid teaching model, taking the teaching content of Unit 4 "Life Choices" in *New General College English Comprehensive Course 3* as an example.

1. Introduction

In 2016, the General Secretary pointed out in the National Conference on Ideological and Political Work in Colleges and Universities that we should insist on making moral education the central link of education and teaching. It has caused great repercussions among teachers and students in colleges and universities. In order to comprehensively promote the construction of curriculum thinking and politics in colleges and universities, implement the ideological and political education throughout the talent cultivation system, give full play to the nurturing role of each course and improve the quality of talent cultivation in colleges and universities, the Ministry of Education formulated and issued the *Guidance Outline of Curriculum Thinking and Politics Construction in Colleges and Universities* in 2020, and pointed out that "the construction of ideological and and political theories teaching in all courses is an important task to comprehensively improve the quality of talent cultivation. The public basic courses should focus on strengthening students' ideals and beliefs, cultivating patriotism, strengthening character cultivation, increasing knowledge and insight, cultivating the spirit of struggle, and improving students' comprehensive quality in a subtle way.[1]" Report of the 20th CPC National Congress pointed out that "the fundamental of education lies in the establishment of morality. We should comprehensively implement the Party's education policy, implement the fundamental task of moral education, cultivate the overall development of moral, intellectual, physical, aesthetic and socialist builders and successors." Once again, the fundamental position of moral education in education is emphasized. *A Guide to Teaching College English (2020 Edition)* also clearly states, "Socialist core values should be organically integrated into the content of college English teaching. [2]" The important role of university English teaching in promoting the coordinated development of college students' knowledge, ability and comprehensive quality should be brought into play. Therefore, the ideological and political theories teaching in College English curriculum is not only the implementation of the requirements of the Party and the State for the construction of the ideological and political theories teaching in colleges and universities, but also the direction of future College English curriculum construction and teaching reform. Based on this, this paper discusses how to integrate the ideological and political theories teaching into College English curriculum based on the teaching content of Unit 4 "Life Choices" in *New General College English Comprehensive Course 3*. It uses the BOPPPS hybrid teaching model to integrate the ideological and political theories

teaching into College English curriculum teaching, and discusses how to integrate the two for art students, aiming to provide a reference path for the construction of the ideological and political theories teaching in College English curriculum.

2. BOPPPS Hybrid Teaching Model Highlights the Effectiveness of Ideological and Political Theories Teaching in College English Curriculum

The BOPPPS teaching model was originally a way of skills training for Canadian teachers. It focuses on student-centered and educational objectives and divides the whole teaching process into six sessions in modules: bridge-in, objective, pre-assessment, participatory-learning, post-assessment, and summary [3]. Moreover, when adopting the BOPPPS teaching model for teaching design, teachers should not stick to a fixed form, but should and can accurately grasp the connotation of the BOPPPS model in terms of teaching philosophy, teaching objectives and teaching methods, and explore an effective teaching model suitable for students according to the analysis of the learning situation according to the time. Therefore, combining the background of Internet+, the characteristics of students as digital natives, and the requirements of the development of education informatization, the integration of the BOPPPS teaching model with online and offline teaching can better motivate students to learn and guide them to actively investigate and reflect, so as to implement the "student-centered" teaching concept.

In the first half of the 20th century, effective teaching was born in the scientific movement of teaching in the West, and its core is the effectiveness of teaching [4]. Professor Qiquan Zhong has pointed out that "the concept of effective teaching mainly includes: focusing on students' progress or development; requiring teachers to have the concept of time and effectiveness; focusing on the measurability or quantification of teaching effectiveness; requiring teachers to have a sense of reflection." Effective teaching is not only a teaching concept but also a set of teaching strategies. It focuses on students' own cognitive development, action development and emotional development, which is consistent with the "student-centered" concept of the BOPPPS teaching model. Moreover, the main factors of effective teaching and the six steps of the BOPPPS model are complementary to each other. Therefore, it is a feasible attempt to improve the effectiveness of teaching college English courses by adopting the BOPPPS hybrid teaching model. The organic integration of the explicit education of language knowledge and skills and the invisible education of ideology and politics through the BOPPPS hybrid teaching model in the College English teaching process will enhance the nurturing effect of integrating ideological and political theories teaching into College English curriculum.

3. The Construction and Design Ideas of BOPPPS Hybrid Teaching Model

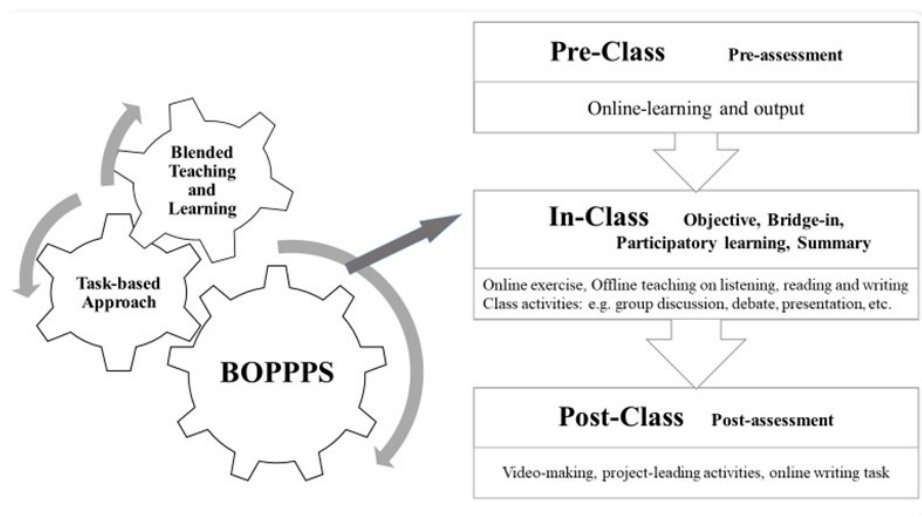


Figure 1 Design of BOPPPS Hybrid Teaching Model based on Unit4 “Life Choices”

As shown in Figure 1 above, the case unit will be taught using the BOPPPS and online/offline teaching methods. Pre-assignment of the before-class task is set in the iclass online platform before the class. Teachers will understand the students' training on the pre-task and their prior knowledge on the topic of the unit by pre-assessment. Teachers can focus on the objectives of the unit and introduce the lesson topic through bridge-in activities. Teachers then deepen the understanding of the content in participatory learning through class teaching and learning tasks such as group discussions and group presentations. At the end of the class, teachers guide students to summarize the content of the class to help them understand the key points of the class and promote in-depth learning. At the end of the class, students are required to complete a video production and writing task and submit it to the iclass online platform to test their mastery of the lecture content (post-assessment).

According to the content of each section of this unit, the students in our school, as art students, have a weak foundation in English and the four teaching objectives listed in the textbook (explain a change in life and work choices; discuss skills, abilities and qualifications; discuss work and life; write about life choices). The content of each section is reorganized and combined. That is, the unit is divided into three lessons, each lasting 90 minutes. The first lesson discusses the past changes in life. The second lesson explores future career planning. The third lesson explores the current preparations being made in the present. The three sections organically link the three stages of life and guide students to reflect on their lives and think about their life values, so as to establish a correct outlook on life and career.

4. The Implementation Process of Ideological and Political Theories Teaching with BOPPPS Hybrid Teaching Model

4.1 Pre-assessment (before class + online)

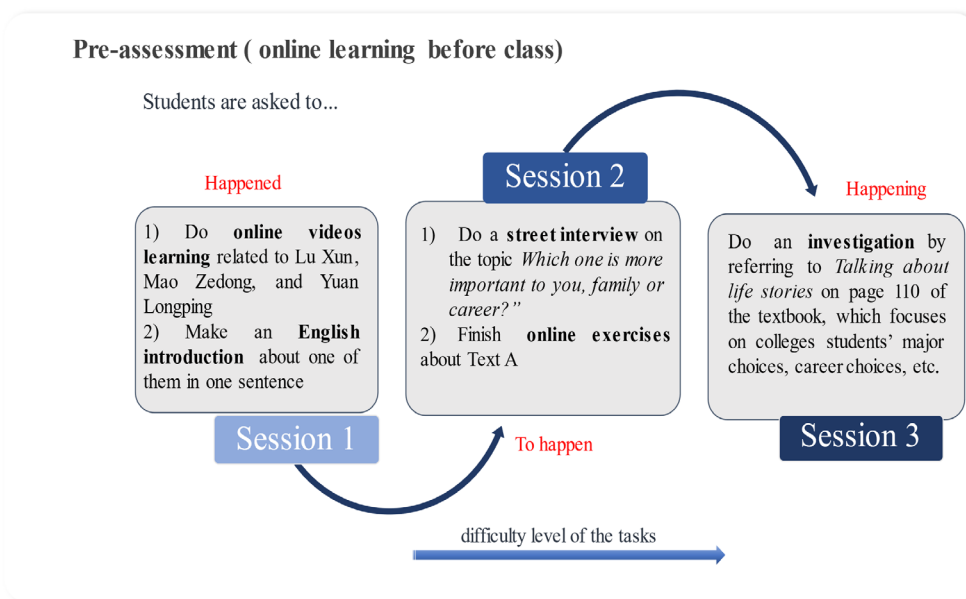


Figure 2 Task Arrangement of Pre-assessment

The pre-assessment is designed to find out how well students have been trained on the pre-assessment and how well they have mastered the prior knowledge related to the topic of the unit. As shown in Figure 2, before the first class, students needed to watch the introduction videos about Lu Xun, Mao Zedong, and Yuan Longping on iclass online platform, choose one of them, introduce him in three sentences in English, and upload the recordings of the introduction to the online platform. At the same time, students needed to self-assess and peer-assess the recordings on the online platform according to the evaluation criteria provided by the teacher. Before the second class, students were asked to work in small groups on the question "Work or be a housewife after graduation?" and shot a street interview for the theme and uploaded the interview video to the online learning platform. Before

the third class, in combination with the activity item "Talking about Life Stories" on page 110 of the textbook, the students' choice of college major, employment choice and job choice were investigated in different colleges in groups according to the sample questionnaire provided by the teacher, and then the class report were carried out. Relevant materials of the survey results should be submitted to the online platform before the next class. Through understanding the influence of personal life choices made by representatives in different periods on the survival of the nation, the rise and fall of the country, and the glory of the country, as well as the discussion and investigation of public employment, the pre-assessment process cultivated students' critical thinking ability, made students understand that different life choices have their value, and guided students to respect different life choices and recognize the value of different jobs.

4.2 Objective (in class + offline)

The learning objectives are to make clear to students the important and difficult points of the unit of study, to facilitate the efficiency of students' independent learning and to evaluate the effectiveness of class teaching, so as to achieve effective teaching. Setting the right learning objectives is the key to effective instructional design [5]. This unit sets three teaching objectives: knowledge, skills and thinking. Knowledge objectives include the acquisition of vocabulary and sentence structures related to life choices and the themes of all the discourses in the unit. Skill objectives include writing skills for argumentative essays, translation skills for it in subject clauses, and cross-cultural communication skills related to the unit's themes. The objectives of ideological and political theories teaching include guiding students to establish a correct view of career and life, and developing their ability to think about different choices in life. The teaching objectives are presented to students in the first lesson of the unit, while the implementation of the ideological and political theories teaching objectives not only continues throughout the teaching, but also in the online assignment in the last lesson.

4.3 Bridge-in (in class + offline)

The focus of the introduction is to effectively connect the content of the unit with the students' prior knowledge. The first lesson introduced three representative figures (Lu Xun, Mao Zedong, and Yuan Longping) who had made important changes in their life choices through pictures, information matching, and paragraph summaries to fill in the blanks. In the second class, students were divided into two groups to debate "going out to work vs. staying home with children" and summarize their views. The third group reported on their before-class research work. The teaching design of the introduction link not only effectively connected the online content before class with the content in class, but also guided students to think deeply about the content, thus achieving the invisible goal of ideological and political theories teaching through the explicit teaching task. For example, by guiding students to review specific information about the three representative characters, students not only mastered some language points of character introduction, but also effectively advanced their learning of the unit by introducing thematic information and allowing them to bring their own reflections on the unit's theme.

4.4 Participatory Learning (in class + offline)

Participatory learning emphasizes the idea of "student-centered" and uses case studies, group discussions, individual presentations and other interesting ways to guide students to actively participate in class. As shown in Figure 3, in the first lesson, students wrote down the changes in their lives, their reasons and feelings on the cards provided by the teacher based on the sentence patterns summarized in the listening exercise and conducted an interview activity on the theme of "Changes in Life" in small groups. After completing the Text B reading, students discussed the theme of "Who Have Changed China" based on the additional content of the film "The Battle At Lake Changjin II" online. In the second lesson, students were asked to think about "What will you do after you graduate? What are you doing to prepare for it?" The writing exercise was supplemented by a discussion of the current state of employment, career choices, and work in the post-epidemic era. In the third class, based on the students' group research report, students evaluated the language, content, and logic of each group's report. After the five groups completed their reports, the teacher shared the results of the

students' mutual evaluation on the online platform, and drew two students to self-reflective summaries. Each lesson was designed to highlight the students' main position and guided them to think and reflect.

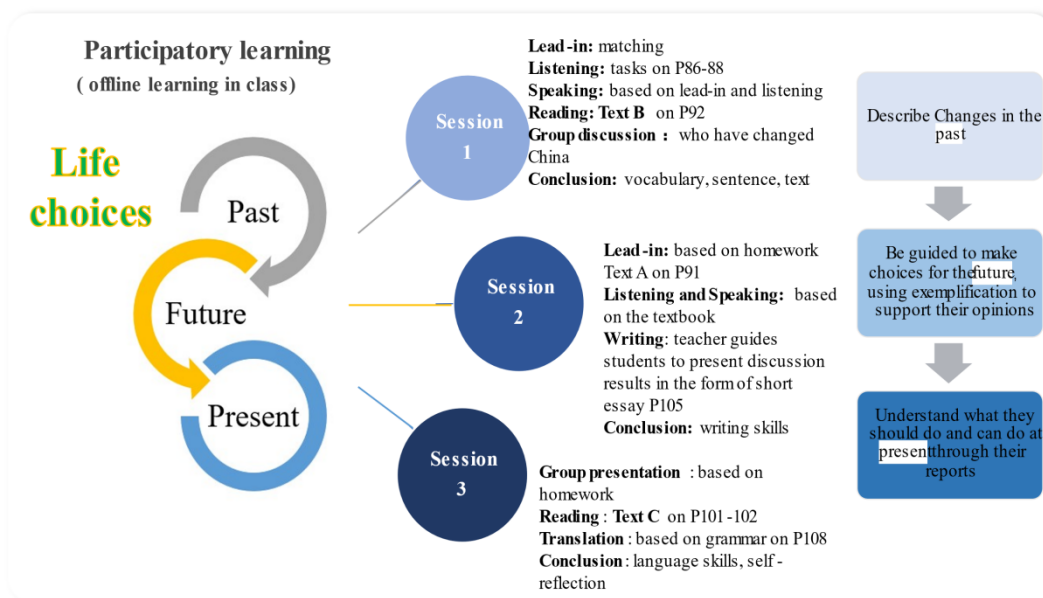


Figure 3 Instructional Design for Participatory Learning

4.5 Summary (in class + offline)

The purpose of the summary is to summarize the knowledge points of a single lesson, highlight the key points of each lesson, and deepen students' impressions of the content taught. In the end of the first lesson, the teacher guided the students to summarize the key vocabulary and sentence patterns of the lesson about "life choices". Students were able to summarize the structure of the characters in Text B. They discussed how Text B argued that Gandhi and Albert Schweitzer were the people who changed the world. In the end of the second class, students were guided to summarize the skills of refining ideas and writing topic sentences for a particular topic, and to use examples to argue their points in writing. In the end of the third class, students were guided to summarize the key vocabulary and sentence patterns, writing, reading and translation skills of the unit. They were also asked to reflect on the past based on the learning of the unit and state how they will plan for the future base on the present.

4.6 Post-assessment (after class + online)

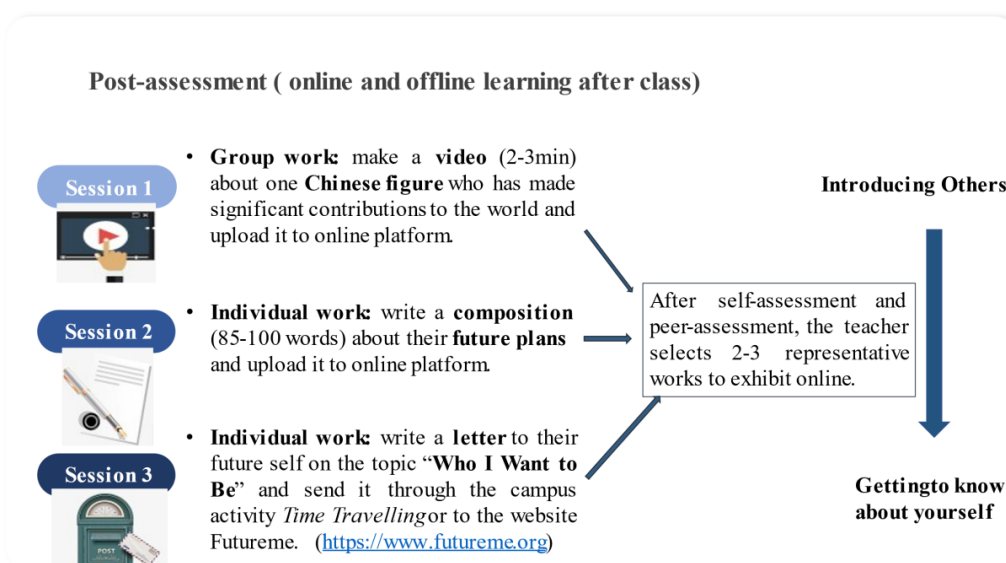


Figure 4 Task Arrangement of Post-assessment

The post-assessment is to assess the effectiveness of the teaching in order to better check the implementation of the teaching objectives. As shown in Figure 4, in the first class, the teacher asked the students to record a video assignment after class on Chinese people who made significant contributions to the world in English and upload it to the online platform. Students assessed themselves and each other according to the evaluation criteria, and the teacher selected the best work for critique. After the second class, students completed a time-limited writing task on the online platform on the topic "Which one is more important to you, family or career? After the third class, students tried to write a letter in English with the theme of "Who I Want to Be" to their senior year, and sent it to their future selves through the online website Futureme. The final letter had to be submitted to the online platform. The post-class assignments not only tested students' mastery of the language points, writing skills and communication skills explained in class, but also developed students' ability to tell Chinese stories in foreign languages and increased their sense of national identity through the post-class assignments.

5. Conclusion

Based on the analysis and deep excavation of the textbook content of the case unit, and based on the exploration of the meaning of the theme of Life Choices, the objective of this unit is to "form a career identity, establish correct values and career outlook, and plan one's future career". In order to naturally integrate this implicit ideological goal with the explicit language skills goal, the content of this unit was integrated into three parts: "What kind of changes have been made in the past - What are the plans for the future - What should be done now". The "past, future, and present" were used to link the language points of the unit and to guide students to think about their own lives.

Specifically, in the process of teaching language in this unit, students were first guided to recall the changes they had made, and students shared with each other the changes they had made in their life plans. Then, based on some discussions about the current situation of society, students think about and describe their own future. Finally, through a survey to report the current study status of college students, students were asked to locate what they should do now and to write a letter to their future selves at the end of the unit. The results of students' feedback and output in class and the completion of assignments before and after class were used to demonstrate that the BOPPPS hybrid teaching model helps to improve the effectiveness of integrating ideological and political theories teaching into College English teaching. On the one hand, the use of online platform in BOPPPS hybrid teaching model can not only realize the role of teaching continuation before and after class, but also effectively implement student-student mutual evaluation, bring into play the mutual influence among students, and create a good nurturing environment. On the other hand, the BOPPPS hybrid teaching model emphasizes students' subjectivity and can effectively mobilize students' enthusiasm in the teaching design process. Especially when it comes to the content of the topic related to students themselves, students' participation is very high and the nurturing effect is obvious. However, it is also important to note that students are not at the same level. The uniform assignment setting makes some students feel intimidated. Therefore, the assignments should be as diverse as possible, and the tasks should be assigned from easy to difficult according to the students' foundation, in order to fully motivate all students.

Acknowledgement

Fund project: 2022 Sichuan Characteristic Philosophy and Social Science Planning Project "Construction and Development Project of Foreign Language and Literature Discipline in Sichuan Universities" *Research on the Effective Path of Telling Chinese Stories in Foreign Languages in the Context of New Liberal Arts*.

References

[1] Ning Gao, Xizhong Wang. Comprehensively grasp the theoretical, holistic and systematic nature

of *Guideline of Curriculum Civics Construction in Higher Education Institutions* [J]. China University Teaching, 09, PP.17-22, 2020.

[2] The National Advisory Committee on Teaching English Language to Majors in Higher Education under The Ministry of Education. A guide to college English teaching (2020 edition) [S]. Beijing: Higher Education Press, 2020, pp.18.

[3] Xiaomei Liu. Practice and reflection on the construction of "ideological and political theories teaching in all courses" based on the teaching mode of BOPPPS--Take international business etiquette course as an example [J]. Journal of Jiamusi Vocational Institute, 38 (10), pp.130-133, 2022.

[4] Pattison P, Russell D. Instructional skills workshop handbook [M]. Canada: UBC Centre for Teaching and Academic Growth, 2006, pp.77.

[5] Yanyao Pu, Yan Wang. A study of the classroom impact of the BOPPPS model on students during class [J]. Journal of Curriculum and Instruction, 03 (07), pp.127-128, 2021.