



# An Exploration of the Construction of Ideological and Political Education Model in College English Courses: A Study on the “BOPPPS + Blended” Teaching Model

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**Abstract:** In the context of comprehensive ideological and political education, the “BOPPPS + Blended” teaching model is adopted to address the unique characteristics and practical challenges associated with ideological and political education in college English programs. The construction of the “BOPPPS + Blended” teaching model for ideological and political education in college English courses is delineated into three distinct stages: pre-class online preparation, in-class offline interaction, and post-class online summarization. Additionally, it comprises six structured teaching steps. A comprehensive evaluation approach is implemented that includes student self-reflection, group assessments, and teacher feedback. This model offers several advantages such as clarifying the instructional process, enhancing interactive engagement during lessons, and promoting effective assessment practices aimed at continuous improvement. Moving forward, further research and practical application are essential to refine and expand upon this teaching model to contribute towards cultivating high-quality talents equipped with a global perspective, national sentiment, and social responsibility.

**Keywords:** Ideological and political education in college English courses; BOPPPS model; Blended learning; Construction of teaching model; Teaching evaluation

## Introduction

In the context of comprehensive ideological and political education, colleges and universities bear the crucial responsibility of fostering strong moral character through education. As an innovative educational paradigm, comprehensive ideological and political education emphasizes “the cultivation of virtues as its core focus, integrating ideological and political work throughout all stages of education to achieve holistic development in both process and content, while striving to foster a new landscape for higher education in China.”<sup>[1]</sup> In 2020, the Ministry of Education explicitly stated that “the thorough promotion of ideological and political education within curricula entails embedding value guidance into knowledge dissemination and skill development to assist students in forming correct worldviews, outlooks on life, and values.”<sup>[2]</sup>

As a fundamental course in higher education institutions, College English plays an essential role in talent development. The integration of ideological and political education within College English courses not only enhances students’ proficiency in the English language but also fosters their cross-cultural communication abilities, critical thinking skills, and sense of social responsibility. Within the framework of comprehensive ideological and political education, developing a “BOPPPS + Blended” teaching model for integrating moral education into College English courses holds significant practical implications. On one hand, this teaching model maximizes the potential impact of College English on student character formation by seamlessly incorporating ideological and political elements throughout English teaching while cultivating students’ national pride, global perspective, as well as cross-cultural communication skills. On the other hand, employing the “BOPPPS + Blended” teaching model can enhance instructional quality and effectiveness; it stimulates students’ interest and enthusiasm for learning while promoting autonomous collaboration among learners.

This study aims to investigate the construction of a “BOPPPS + Blended” teaching model that offers novel ideas and methodologies for embedding ideological and political education throughout College English courses. Through comprehensive research on the theoretical basis, design principles, implementation strategies, and effectiveness evaluation methods of this teaching model, this study aims to enhance the teaching effectiveness of ideological and political education in college English courses and cultivate high-quality talents with international vision, national sentiment, and social responsibility.

## Literature Review

At present, college English courses across the country are actively exploring the implementation of course-based ideological and political education. There have been various explorations and attempts to integrate ideological and political education throughout college English courses. A comprehensive review of the research on the ideological and political aspects of college English courses in recent years reveals that it mainly focuses on the following aspects:

First, earlier research focuses on the theoretical basis including the concept, necessity, and function of ideological and political education in college English. For example, Zhou Zhisheng in 2017 delved into the concept of moral education,



highlighting its importance and strategies for its implementation in enhancing the ideological and political work in higher education institutions<sup>[3]</sup>. An Xiumei in 2018 discussed the essence and role of course-based ideology and politics, analyzing the reasons for the diminishing function of this role in college English courses and proposing ways to harness its potential<sup>[4]</sup>. Earlier research has laid a solid theoretical foundation for the implementation of ideological and political education in college English courses, enabling educators to clearly understand its connotation and significance.

Second, some studies are about the specific methodological research regarding the construction of ideological and political education in college English courses. Hu Jiehui explored the integration of ideological and political education into Foreign Language Teaching (FLT), addressing three theoretical perspectives — educational policy, curriculum theory, and foreign language discipline — and four practical instructional strategies: precision in goal setting, coherence in content organization, gradualness in the scaffolding process, and the fusion of ideological-political content with language in assessment<sup>[5]</sup>. Xu Jinfen investigated the construction of ideological and political content within college English teaching materials, advocating for an approach that emphasizes student-centeredness, discipline orientation, and school distinctiveness<sup>[6]</sup>. This specific methodological research is a crucial link in transforming theory into practice, guiding teachers on how to skillfully integrate ideological and political elements into the teaching process and form scientific and reasonable teaching methods.

Third, recent research has predominantly focused on the practical application of ideological and political education within college English courses. Li Yanhua, Jie Hua, Duan Meiqing, and Zhu Min conducted an investigation into a scaffolding teaching model designed to integrate ideological and political education into college English courses, drawing on empirical experiences<sup>[7]</sup>. Based on the blended learning, Zhang Jingjing and Liang Lina examined effective strategies for incorporating ideological and political education into college English courses<sup>[8]</sup>. This practical research has assessed the tangible impact of ideological and political education in college English instruction, thus providing a foundation for further optimization of teaching practices.

Research regarding the integration of ideological and political education throughout college English courses in China has begun to transition from theoretical discussions towards more practical applications. However, there is a notable lack of investigation into specific implementation steps and teaching paradigms that integrate instructional materials. Furthermore, there is an urgent need for more operationally viable and practical models and methods in pedagogy. The research concerning ideology and politics instruction based on college English courses has yet to be systematized; much of it remains as fragmented empirical summaries. Additionally, studies on teaching models often lack both a macro-theoretical perspective and micro-level analysis or argumentation.

In light of the characteristics and pressing practical challenges associated with ideological and political education in college English courses, this study employs the “BOPPPS + blended” teaching model to facilitate ideological and political education within college English courses. This approach aligns with current trends in course-based ideological and political education while holding significant theoretical and practical implications.

## **Theoretical Basis**

### ***Blended Learning***

The blended learning model, which emerged in the 1990s, has become an important educational approach. Initially, it was envisioned as a means to harness the strengths of both conventional classroom instruction and online learning platform<sup>[9]</sup>. With the advancement of technology and the popularization of the Internet, blended learning has surged in popularity, educational institutions around the world have begun to experiment with diverse models and strategies to integrate online elements into courses. In recent years, it has been widely applied in the education sector. This model aims to combine the advantages of traditional classroom teaching and online learning to enhance students' educational experiences and learning outcomes.

Blended learning usually adopts a combination of online learning and offline teaching. The online learning part may include viewing instructional videos, engaging in online discussions, and completing online assignments, etc., while the offline part focuses on teacher-student interaction, group cooperation, and practical operations. This combination helps to break through the limitations of time and space, providing a more flexible way of learning. For example, the “Linear Algebra” course at Beijing University of Chemical Technology has addressed the challenges of large-enrollment classes through blended learning, and has improved learning experience and teaching effectiveness through integrating curriculum-based ideological and political content with a blend of online and offline learning.

Nonetheless, blended learning often lacks detailed instructional guidelines, which can lead to confusion among educators when implementing this model. The unclear allocation of time and the integration methods for each phase of teaching can result in disjointed lesson plans, difficulty in emphasizing core concepts, and ultimately, a negative impact on teaching efficacy. The lack of structured instructional steps also fragments the student learning process, diminishing both the learning experience and its effectiveness. Integrating the BOPPPS model can effectively address these shortcomings of blended learning.

### ***BOPPPS Model***

The BOPPPS teaching model, introduced by the Instructional Skills Workshop (ISW) in Canada during the 1970s, was designed to enhance teachers' instructional abilities and overall teaching effectiveness<sup>[10]</sup>.

This model, rooted in constructivism and the communicative approach, highlights the importance of student's involvement and feedback<sup>[11]</sup>. It includes a six-step teaching process: Bridge-in, Objective, Pre-assessment, Participatory

Learning, Post-assessment, and Summary. It aims to create an effective classroom experience, shift students from passive to active learning, and encourage their active exploration and understanding of new information, while it stresses the importance of interaction between teachers and students, as well as reflection after class.

The adoption of the BOPPPS teaching model has offered new perspectives and tools for classroom instruction reform. It not only helps to improve teaching quality but also promotes the implementation of student-centered teaching concepts, making teaching activities more focused on student participation and feedback, thus more effectively promoting students' learning and development. With the advancement of educational informatization, the BOPPPS model, combined with a blended learning approach, can further diversify teaching strategies and enhance the interactivity and effectiveness of the educational experience.

### Construction of the “BOPPPS + Blended” Teaching Model

This research utilizes the “U Campus” from the Foreign Language Teaching and Research Press as the platform for blended learning and implements a “BOPPPS + Blended” approach to integrate ideological and political education into college English courses. The approach is carried out in three stages and follows six teaching steps: (1) the pre-class online preparation stage includes Bridge-in, Objectives, and Pre-assessment; (2) the in-class offline interaction stage focuses on Participatory Learning; (3) the post-class online summary stage includes Post-assessment, and Summary.

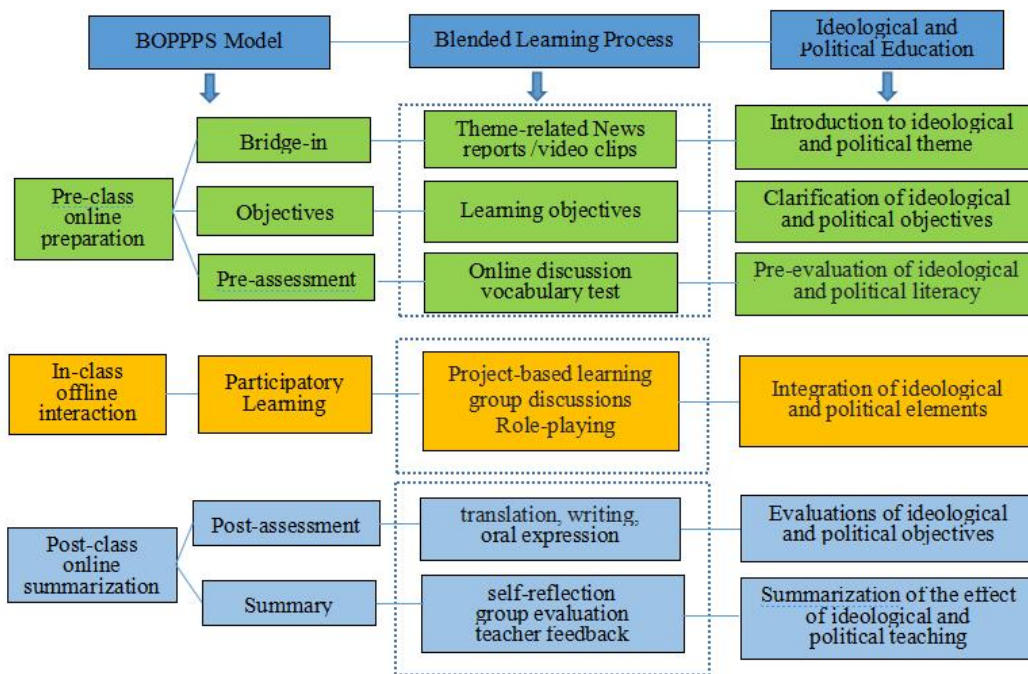


Figure 1. The “BOPPPS + Blended” Teaching Model of Ideological and Political Education in College English Courses

#### Pre-class Online Preparation Stage

Firstly, teachers can guide students to focus on social hot topics and stimulate their enthusiasm for learning by presenting ideological and political education cases, news reports, or video clips related to the course theme on online platforms. While introducing the ideological and political education, teachers should clearly define the learning objectives for the class, including language knowledge and skills goals as well as ideological and political education goals. In the integration of ideological and political education in college English courses, the teaching objectives should not only include mastery of language knowledge and skills but also clarify the goals of ideological and political education, such as cultivating students' cross-cultural communication abilities, critical thinking skills, and sense of social responsibility.

Then, teachers should reasonably arrange pre-assessment before class. The pre-assessment can be a test of students' existing knowledge and abilities, so that teachers can understand the students' starting point and needs, and adjust the teaching content and methods. In the teaching of ideological and political education in college English courses, methods such as questionnaires, questions, or small tests can be used to understand students' cognitive level and interest points of the ideological and political themes, providing a reference for subsequent teaching activities.

#### In-class Offline Interaction Stage

In the entire teaching process, the participatory learning phase is undoubtedly the core of teaching. This phase aims to fully stimulate students' active and proactive participation in teaching activities. Students can cultivate their ability to think independently and solve problems through self-study, enhance their team cooperation and communication skills through cooperative learning, and explore their innovative thinking and exploratory spirit through inquiry learning. These methods work together to effectively improve students' learning outcomes and comprehensive abilities. In the teaching of ideological and political education in college English courses, participatory learning plays an even more important role. Project-based learning can be adopted, allowing students to conduct in-depth research and practice around specific themes;

group discussions can be carried out to encourage students to exchange views and collide ideas; role-playing can be conducted to allow students to personally experience and comprehend the content of ideological and political education in simulated situations. In this way, it can effectively improve students' ideological and political literacy and cultivate the talents with strong moral character and a sense of social responsibility.

### ***Post-class Online Summarization Stage***

After class, teachers can design a variety of post-tests, covering translation, writing, oral expression, and other forms. Through these post-test methods, the students' understanding and application ability of the ideological and political content can be comprehensively tested. Teachers can conduct detailed analysis and feedback based on the students' post-test results. Teachers can understand the weak links in students' ideological and political learning, and then provide targeted improvement suggestions for subsequent teaching, in order to better enhance students' mastery of ideological and political content and promote the comprehensive development of students.

The summary phase is the concluding stage of teaching, and its purpose is to summarize and review the teaching content of this class, help students consolidate the knowledge learned, and evaluate and feedback on students' learning performance. In the teaching of ideological and political education in college English courses, comprehensive evaluation of students' ideological and political literacy and language ability can be conducted through methods such as student self-reflection, group evaluation, and teacher feedback.

The tasks of each stage are clear and definite, and online and offline work together to integrate value shaping, knowledge imparting, and ability cultivation to achieve the educational goal of comprehensive education.

### ***Evaluation Methods***

To comprehensively and objectively evaluate the implementation effect of ideological and political education in the course, a diversified evaluation method is crucial. In this study, a three-dimensional evaluation method of student self-reflection, group evaluation, and teacher feedback was adopted.

Firstly, students reflect after the class. Taking the lesson "Harmony in diversity" for example, students have to compare the understanding and interest changes before and after the class, such as whether they can accurately state the names, characteristics, and values of intangible cultural heritage items, whether they take the initiative to learn more about intangible cultural heritage knowledge and participate in related activities. In terms of learning gains and ability improvement, whether there is progress. For language, consider the fluency of expressing intangible cultural heritage views in English; for team cooperation, think about the communication and cooperation performance in group activities; for innovative thinking, evaluate whether new ideas have been proposed in the project. At the same time, reflect on the changes in ideological and political literacy, to see whether they pay more attention to social and cultural issues, and have the willingness and action to inherit intangible cultural heritage.

Secondly, students evaluate each other in group activities. In terms of team cooperation performance, they should evaluate the participation, respect for others' opinions, and task completion of members in project-based learning, discussions, and role-playing. In terms of mastering and applying intangible cultural heritage knowledge, they should consider the members' understanding and ability to apply the concept, value, and protection methods of intangible cultural heritage to the activities. In terms of innovative ability and sense of social responsibility, they should observe whether members propose novel promotion plans for intangible cultural heritage, whether they pay attention to the inheritance and development of intangible cultural heritage, and whether they show a sense of responsibility.

Finally, teachers comprehensively evaluate from multiple aspects. In terms of classroom performance and participation, teachers have to observe whether students actively answer questions, participate in discussions, and present results, and assess learning enthusiasm. In terms of homework completion, teachers should evaluate the quality of students' post-class tasks to see whether they integrate intangible cultural heritage knowledge and ideological and political elements in their projects. In terms of post-test scores and progress, teacher assess the students' understanding and application of ideological and political content based on translation, writing, and other test scores, and observe the progress. In terms of comprehensive quality performance, teachers overall evaluate students' team cooperation, innovative thinking, sense of social responsibility, etc., judge by the students' words and deeds in group activities and classrooms, and collect opinions and suggestions to improve teaching.

## **The Advantages of Combining Blended Learning with the BOPPPS Model**

### ***Clarifying the teaching process***

The BOPPPS model clarifies the blended learning process. In the Bridge-in stage, online resources can be used to guide students' thinking and warm up for offline learning. The Objective stage clearly states the navigation for blended learning, setting both online and offline goals. The Pre-assessment stage uses online methods to understand student conditions and adjust teaching accordingly. The Participatory Learning stage clarifies the interaction methods both online and offline, such as online discussions and offline activities. The Post-assessment stage uses various methods to test learning outcomes, forming a closed loop. The Summary stage involves publishing documents and videos online, and summarizing and answering questions offline, to consolidate knowledge and help students recognize the teaching process and their own gains and deficiencies. This model makes each stage of blended learning clearer and improves teaching quality.

### ***Enhancing teaching interaction***

The Participatory Learning stage in the BOPPPS model can encourage teachers to design a variety of online and offline interactive activities. For example, posing questions in online discussions to guide students in in-depth classroom discussions; or assigning group tasks in the classroom, allowing students to conduct research offline and then present and exchange results online. This combined form of interaction effectively compensates for the potential lack of interaction in blended learning, thereby increasing student participation and learning outcomes.

Additionally, at each stage of the BOPPPS model, teachers can provide timely feedback to students through online platforms and offline classrooms. For instance, teachers can annotate and explain errors in students' online assignments promptly; during classroom discussions, teachers can evaluate and provide feedback on students' performance on the spot. Timely feedback allows students to understand their learning situation, which helps them adjust their learning strategies and improve the quality of learning.

### ***Promoting Teaching Assessment and Improvement***

The Pre-assessment and Post-assessment stages in the BOPPPS model provide specific methods for formative assessment in blended learning. Teachers can adjust their teaching designs in a timely manner based on students' specific performances at different stages. For example, if the Pre-assessment reveals that students have a poor grasp of a particular knowledge point, teachers can increase the explanation and practice of related content in subsequent offline teaching; if the Post-assessment results show that students have a shallow understanding of a concept, teachers can focus on reviewing and reinforcing it in the next class. Formative assessment makes blended learning more flexible and targeted, compensating for the lack of a dynamic adjustment mechanism.

In the Summary stage of the BOPPPS model, teachers can guide students to engage in self-reflection and mutual evaluation, while also reflecting on the entire teaching process. For example, teachers can post surveys on online platforms for students to evaluate the effectiveness of blended learning and suggest improvements; teachers can also review the merits and shortcomings in the teaching process to prepare for the next teaching session. Summarization and reflection help to continuously improve blended learning and enhance teaching quality.

### **Conclusion**

The “BOPPPS + Blended” teaching model for ideological and political education in college English courses has demonstrated remarkable effectiveness and innovativeness. In practice, this model has successfully integrated the cultivation of English language proficiency with the enhancement of ideological and political literacy, truly realizing the organic combination of value shaping, knowledge imparting, and ability cultivation. By ingeniously combining the BOPPPS teaching model with the blended teaching model and incorporating elements of ideological and political education into courses, it has opened up brand-new paths and methods for the ideological and political teaching of college English courses.

This model has provided fresh insights and methods for the ideological and political teaching of college English courses. By leveraging English learning resources integrated with ideological and political themes and adopting diverse teaching activities such as project-based learning and group discussions, it has made the ideological and political education in college English courses more vivid, interesting, and effective. Meanwhile, it has also urged college English teachers to continuously enhance their ideological and political awareness and teaching abilities, and actively explore effective ways of conducting ideological and political education during the teaching process. Under the influence of ideological and political education in courses, students' sense of social responsibility has been strengthened. They pay more attention to social issues, actively participate in social practice activities, inherit and promote excellent traditional Chinese culture, and their national pride and cultural confidence have also been significantly enhanced.

Looking ahead, further research and practice are needed to refine and expand this teaching model. For example, the evaluation system needs to be improved. Currently, the evaluation of students' ideological and political literacy is not comprehensive and objective enough. When students conduct self-evaluation or peer evaluation, they may be affected by factors such as personal emotions and cognitive biases, thus leading to evaluation results that are not objective and accurate enough. When teachers evaluate students, they may not be able to fully observe all the situations of each student in classroom performance, homework completion, and group activities due to limited time and energy, which may lead to incomplete evaluation. In the future, a more scientific and reasonable evaluation system should be established. Moreover, collaboration among educators and researchers is crucial to promote the widespread application and continuous improvement of this teaching model, ultimately contributing to the cultivation of high-quality talents with a global perspective, national sentiment, and social responsibility.

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