Application and Implementation of BOPPPS Model in Comprehensive Business English --Taking Business English Teaching in Linyi University as an Example

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Abstract: In order to better utilize advanced information technology to assist university business English teaching and improve the quality of the teaching, the BOPPPS teaching mode and the online-offline blended teaching mode should be integrated, which is "dual-mode" teaching. This research firstly introduced the BOPPPS model. Based on the theoretical foundation of BOPPPS model, it is combined with practical cases- Unit 7 Enterprise Internationalization of Comprehensive Business English 2 from the six dimensions of lead-in, objectives, pre-test, participatory learning, post-test, and summary with specific examples to elaborate how to apply this model for teaching design and implementation in Comprehensive Business English. Teaching practice shows that the combination of the two teaching modes and the adjustment of the teaching sessions help students to consolidate the foundation of English language knowledge, cultivate the ability of independent learning, group facilitation and pragmatic skills, improve cultural literacy, national pride and self-confidence, and provide a reference for the improvement of the efficiency of the teaching of comprehensive English courses in universities.

Keywords: BOPPPS teaching model; online-offline blended teaching; teaching design; Comprehensive Business English

Introduction

The maturity of Internet technology has pushed the university English teaching mode of teaching. In traditional face-to-face courses, teachers' classroom explanations and interactions between teachers and students can no longer meet the needs of current students. In face-to-face classes, students often show problems such as lack of concentration and decreased interest in learning. In recent years, many colleges and universities have utilized Internet technology and rich online learning resources to promote students' independent learning, and have achieved certain teaching results. However, there is a lack of integration between independent learning and classroom teaching, and the teaching effect is not satisfactory yet. How to organically integrate modern educational technology with English curriculum has become an important topic of concern for teachers, but it is not easy to realize the digitalization of classroom teaching. Teachers' teaching concepts are backward, teaching methods are single, teaching contents are boring, and most of the classrooms are teacher-centered and textbook-centered, and focus on the transmission of language knowledge rather than the cultivation of students' abilities, which leads to the lack of interaction between teachers and students in the classroom, students' interest and enthusiasm, and significant teaching effects. Combined with the actual situation of business English teaching in our school, this paper will explore the application of BOPPPS teaching mode in comprehensive business English teaching with a view to solving the above problems.

Blended teaching refers to a new type of teaching mode that integrates online learning resources on the basis of traditional face-to-face teaching and organically combines classroom teaching and online learning[1]. The use of information technology means throughout the three stages of teaching in the English classroom before, during and after class, and the use of online and offline blended teaching mode can allow teachers to effectively integrate a variety of resources, give full play to their leading role in guiding, inspiring and monitoring the teaching process, and enhance the teaching effect. In this mode, as the main body of the learning process, students can fully realize their initiative, enthusiasm and creativity. Therefore, in the teaching of the comprehensive English program, we try to adopt the "dual-mode" teaching, i.e. to integrate the BOPPPS teaching mode with the online-offline hybrid teaching mode.

Comprehensive Business English , mainly for undergraduate students majoring in Business English, is a basic course at the freshman and sophomore level for Business English majors. This teaching design is based on the comprehensive business English series textbook Comprehensive Business English 2 published by East China Normal University Press, and takes Unit 7 Enterprise Internationalization as an example to present the teaching design, students' feedback and teachers' reflection specifically. The target students of Comprehensive Business English are in the first and second year majoring in Business English. According to the teaching situation, most of the students in the class have the problems of "focusing on lecturing but not on practicing" and "focusing on language knowledge but not on communicative competence", that is to say, the teacher centers on lecturing vocabulary, sentence patterns and grammatical knowledge, and spends less time on output practice, which is a deviation from the communicative purpose of the course. The course has insufficient practice in business situations, and there is a lack of practice in business situations. There are problems such as insufficient practice in

business situations, disconnection with business careers, and lack of practicality in the courses, which lead to the phenomenon of "emphasizing learning over application" and "disconnection between learning and application". BOPPPS is a complete teaching framework based on constructivism and communicative approach, which can provide teachers with clear and feasible teaching steps. Therefore, the teaching based on BOPPPS model can better combine online personalized e-learning and offline classroom learning, so that the communication between teachers and students can be more frequent, and the internalization and absorption of knowledge can be more efficient, which can effectively improve the quality of classroom teaching and learning efficiency.

Under the new situation, the traditional teaching mode can no longer adapt to the needs of students' independent learning and in-depth learning in Business English courses. How to effectively improve students' comprehensive literacy and cultivate their practical ability has become a hotspot for many scholars to study. BOPPPS model is a new type of teaching mode emerging in recent years, which is highly valued for its unique teaching ideas and teaching methods. This paper investigates how to design and implement college English literacy teaching based on the BOPPPS model, hoping that it can serve as a reference for the teaching of other disciplines.

This study mainly centers on the integration of the BOPPPS model with online and offline blended teaching in Comprehensive Business English. It consists of five parts. In the first part, it introduces the background and significance of the study as well as the layout of the paper. In the second part, the literature review is conducted in detailed. The third Part meticulously elaborates and analyzes the application of the BOPPPS model in the teaching practice of Comprehensive Business English 2. The fourth part reflects on the above teaching practice accordingly. The last part summarizes the study and draws conclusions

Literature Review

The BOPPPS model originates from Canada, which divides a complete classroom teaching process into six interrelated and echoing links: B(bridge-in)-classroom introduction, O(Objective)-teaching goal, P(Pre-assessment), P(Participatory Learning), P(Post-assessment), S(Summary) [2].

The main tasks of these six stages are as follows.

B(Bridge-in): The main task of this stage is to attract students' attention as much as possible by relating the teaching content to the actual needs of students, provoking their thinking and stimulating their interest in learning [3].

O(Objective): Teachers should set clear teaching objectives and adjust the teaching points according to the learning situation before carrying out teaching activities. Through the statement of teaching objectives, students can be clear in a lesson or the completion of the course need to master the content and the expected results of learning, so that students can grasp the focus of learning. Of course, in the actual teaching process, teachers should try to make the teaching objectives specific, implementable and measurable.

P(Pre-assessment): Through the pre-assessment to understand the students' situation, including their interests and the content and ability they have mastered before the course, and then adjust the content of the lesson to ensure that the students are better adapted to the depth and progress of learning [4]. Pre-testing can be done either before or during class, and can be done in a variety of ways, but generally speaking, open-ended questions are more likely to enable teachers to evaluate learning.

P(Participatory Learning): Participatory learning, which is the most important part of the whole teaching process, under the guidance of the teacher, students participate in the whole process of teaching in a variety of ways, so as to master knowledge, improve independent learning and independent thinking consciousness and ability.

P(Post-assessment): Post-assessment, that is, through various ways to students in the classroom to complete the mastery of targeted testing or assessment, to understand the completion of the teaching objectives. Students can also learn about their own learning through post-assessment. Post-tests can be conducted in different ways for different situations, and the results of post-tests can also help teachers reflect on and optimize their teaching.

S(Summary): Summarize the knowledge points to help students organize and review what they have learned.

From the above six tasks, it can be seen that compared with the traditional teaching mode, the BOPPPS model pays more attention to the student's main position and the teacher's guiding role, which is an effective way to realize efficient classroom teaching and strengthen the teaching effect.

The BOPPPS model emphasizes student-centeredness and focuses on student participation and interaction[5]. The Participatory Learning stage occupies 50% to 60% of the classroom time, and students are actively involved in the teaching and learning process through group work, brainstorming, and situational simulation. This kind of Participatory Learning helps to increase students' interest in learning and deepen their understanding and mastery of knowledge. In addition, the BOPPPS model also emphasizes formative assessment and feedback, with Pre-assessment and Post-assessment running through the whole teaching process, so that teachers can understand the learning situation, assess the effectiveness of teaching and make timely adjustments to the teaching methods and progress. The setting of Objective and the combing of Summary help to clarify the teaching objectives, highlight the key content, and improve the relevance and effectiveness of teaching.

The BOPPPS model has been widely used abroad, with many universities in the United States, Canada and other countries using it as an important component of teacher training[6]. Research has shown that the BOPPPS model can improve classroom interaction, teacher-student relationship, and facilitate teacher training[7]. It is one of many lesson plan models that teachers can use to organize lessons, conferences, and seminars with significant results in their teaching practices. In recent years, domestic scholars have begun to pay attention to the application of BOPPPS model in teaching practice in China. Many researches on BOPPPS model in different courses have been conducted. For example, Xu Luyao and Gao

Xingping discussed the application of BOPPPS model in the teaching of "university physics" [8]. Wang Jing explained the teaching strategies of college English under the concept of BOPPPS [9]. However, in general, the domestic research on BOPPPS is still in its infancy, and there is a lack of researches on the practice of comprehensive business English. This paper examines how to design and implement integrated business English based on the BOPPPS model in the hope that it can be useful for teaching other subjects.

Practice of Comprehensive Business English Teaching Based on the BOPPPS Model

The Course and the Textbook

Comprehensive Business English is a practical and communicative language course that focuses on language skills, supplemented by business skills. Through the study of this course, students should be able to master the ability to acquire information in English, process information, analyze and solve problems as well as think and express themselves in English. In addition, students will be able to develop the ability of independent learning and the spirit of cooperation, cultivate cultural awareness and broaden the international perspective. Students will be able to master the basics of the English language, acquire all the vocabulary and grammar of the semester, be able to read common phrases used in daily life and know when to use them, further improve their abilities in listening, speaking, reading, writing and translating, and acquire a certain level of professional business English knowledge. The course is taught 4 hours per week and counts for 4 credits. The textbook used in the course is "Comprehensive Business English" series, which takes cultivating students' practical ability and innovation ability as the guiding ideology, carries out the cultivation objectives of the course, emphasizes the combination of the textbook and the actual situation, and fully embodies the concept of "Teacher as the leader and students as the main body", which is conducive to students' independent learning and personalized learning.

The content design emphasizes the consolidation of students' basic language skills and the simultaneous enhancement of business knowledge and humanistic qualities. While expanding students' language and business knowledge and skills, the course also focuses on improving students' cross-cultural communication skills and humanistic qualities, guiding students to read more, think more, accumulate more, and organically integrate Chinese sentiment and international vision into the learning process.

Application of E-learning platforms

This course uses the RainClassroom platform, which is convenient for teachers to flexibly arrange the teaching schedule, timely understand the students' learning situation, and adjust the teaching methods at the right time. At the same time, combined with the online courses on China University MOOC platform. Teachers can also use the rain classroom and Xunfei platform for online teaching ground lecturing, testing, evaluation and practicing.

Online and offline blended teaching refers to the combination of MOOC and traditional classroom teaching mode, i.e. "online" (online teaching) and "offline" (face-to-face teaching) [10]. The traditional offline teaching mode is easy to ignore the differences of students, does not focus on cultivating students' independent learning ability, and is difficult to meet the individual needs of students at different levels. Under the catechism teaching mode, students are completely in the online learning mode, lacking the teacher's leadership and supervision, and the teaching effect is not ideal. The hybrid mode complements and deeply integrates the advantages of "online" and "offline" teaching. Outside the traditional classroom, students can utilize online digital learning resources, computers, mobile devices, etc., according to their own time, and complete online independent learning in a relatively flexible manner, thereby improving learning efficiency.

Analysis of theAcademic Situation

This course is designed for first-year undergraduate students majoring in Business English.

There is an imbalance in students' English proficiency, especially in their relatively weak practical application skills. For a long time, exam-oriented education has given students a solid foundation of vocabulary and grammatical knowledge, but the practical application of the language still needs to be strengthened. Students need to solve the weak output problem of not being able to speak or write, and change the status quo that they can only do problems but not apply them. In classroom teaching, students' motivation, initiative and participation are affected by various factors. In university English teaching, some students lack intrinsic motivation, which results in their low motivation to learn in the classroom; on the other hand, due to the pressure of the curriculum and the study of specialized courses, students may not be able to devote enough time and energy to improve their English proficiency.

Students have a desire to learn, a passion for learning, and the courage to deal with challenges. Students love their motherland, obey the law, and have a positive outlook on life and values. The students have already carried out professional study for one semester and accumulated a certain amount of English vocabulary, but the overall English foundation is average, the vocabulary of Business English majors is small, the comprehensive ability of English is low, the cooperative learning initiative is insufficient, and they lack a certain degree of international vision.

Teaching Process Design

Adhering to the concept of "Internet + BOPPPS", reflecting the idea of student-oriented teaching, the combination of online courses and offline teaching, classroom lectures and online learning platforms, and the combination of theoretical learning and practice, fully stimulate the students' enthusiasm for learning, and guide the students to actively participate in the learning activities, which will further deepen the students' understanding of the contents learned, and also strengthen the cultivation of language expression skills, communication skills, cooperation skills and other literacy. It further deepens the students' understanding of the content they have learned, and also strengthens the cultivation of students' language expression ability, communication ability and cooperation ability.

This teaching design takes Unit 7 Enterprise Internationalization of Comprehensive Business English (Book 2) (edited by Peng Qinglong et al. and published by East China Normal University Press) as an example, and takes Rain Classroom as

the online teaching platform, and uses the BOPPPS teaching model including Introduction (Bridge in), Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary and other six dimensions for instructional design.
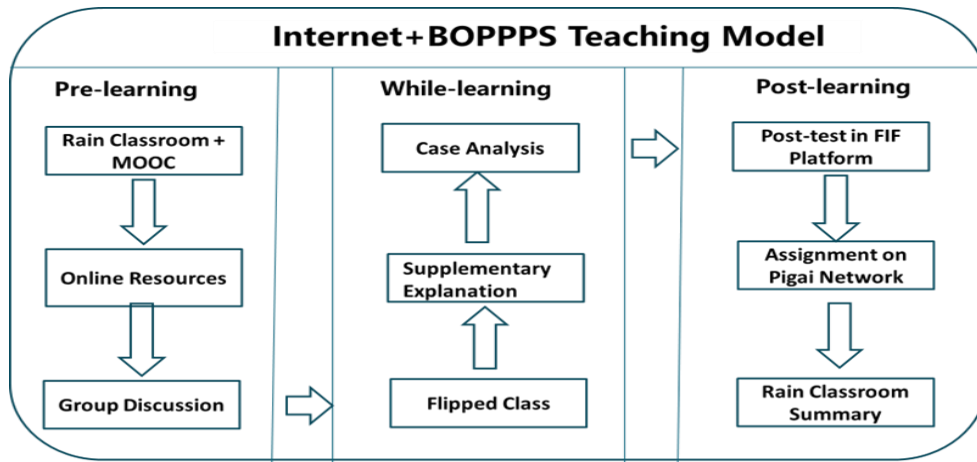

Table 1: Internet + BOPPPS Teaching Model

Pre-course Independent Learning Segment:

The pre-course section is mainly designed to let students understand the course topic, stimulate students' motivation to learn, prompt students to understand their existing knowledge structure, and conduct exploratory independent learning of unknown knowledge. The use of pre-class teaching can not only stimulate students' subjective initiative in conscious learning, gain the initiative in classroom learning, but also cultivate self-learning habits, self-learning abilities, and the ability to think independently. The specific goal is to urge students to do well in pre class preparation and solve the learning of basic knowledge points. The understanding of new knowledge is based on old knowledge, and students can discover weak links in the existing knowledge structure through previewing, quickly make up for them before class, and clear obstacles for listening. In this way, students not only have a clear direction of attention during class, creating a favorable psychological state, but also can attend class with questions in mind, turning passivity into initiative, enhancing their thirst for knowledge, improving their listening efficiency, and enhancing their learning ability.

Firstly, students are required to watch the comprehensive business English catechism course on the MOOC website of Chinese universities before class to understand the background knowledge related to enterprise globalization and lay a foundation for in-depth study of the text. On the basis of studying the catechism course, students were given student tasks through the rain classroom, which required students to engage in cooperative group learning, independently analyze the structure of the text, study the business English terms and expressions in the text before class, find out and analyze the structures and meanings of the long and difficult sentences in the text, and make all the preliminaries into PPTs, upload them to the rain classroom, and select groups to present them in class.

At the same time, the students were asked to think about and discuss the following questions in small groups and present the results of the discussion on a PPT in class.

Question 1: Can you list several foreign brands in China?

Question 2: Can you list any Chinese brands which have entered the markets abroad?

Implementation of the BOPPPS model in the classroom

The in-class teaching stage is conducted in the classroom, and the BOPPPS mode is fully integrated with the online and offline hybrid mode, completing the four stages of BOPPPS mode: course introduction, learning objectives, participatory learning, and summary. Keep the traditional face-to-face teaching methods between teachers and students in the classroom, such as explanations, questions, discussions, group assistance and other auxiliary teaching methods. At the same time, properly use the Internet technology to assist teaching and increase the interest of the classroom.

1) Bridge-in introduction: In the course introduction stage, teachers guide students to think and give them a preliminary understanding of the teaching course theme. Course introduction should pay attention to skills and methods, adopt different approaches, and try to be vivid and interesting, which can attract students' attention and arouse their curiosity. At the same time, the introduction should be as concise as possible, with a focus on effectively connecting the teaching content with students' existing knowledge or potential problems in the future.

Combined with the content of the textbook, the teacher lets students watch a video about globalization and summarize the advantages of globalization in the video, and learn about globalization-related knowledge in the process. Then two groups of students are selected to make a group presentation of the pre-course task, using PPT to introduce well-known foreign brands in the Chinese market and Chinese brands entering the international market, to stimulate students' interest in learning, to pave the way for the study of the text, and at the same time to enhance the students' cultural self-confidence, brand self-confidence and sense of national pride. Teachers should make supplementary explanations about the content of students' presentations.

2) Objective: Teachers should clearly explain the teaching objectives of the course to students, so as to facilitate students to grasp the key points and difficulties of learning. At the end of the Warming-up part, the teacher extends the main teaching content and objectives of this unit from the content of students' discussions and exercises, that is, at the end of this unit, students should master the knowledge of business terminology related to globalization, and further exercise the language skills of listening, speaking, reading, writing and translating around the theme content, such as whether students can use the

terminology they have learned to communicate in writing after the course. At the end of the course, students should be able to use the terminology they have learned to translate a passage, and whether they can complete a writing task according to what they have learned.
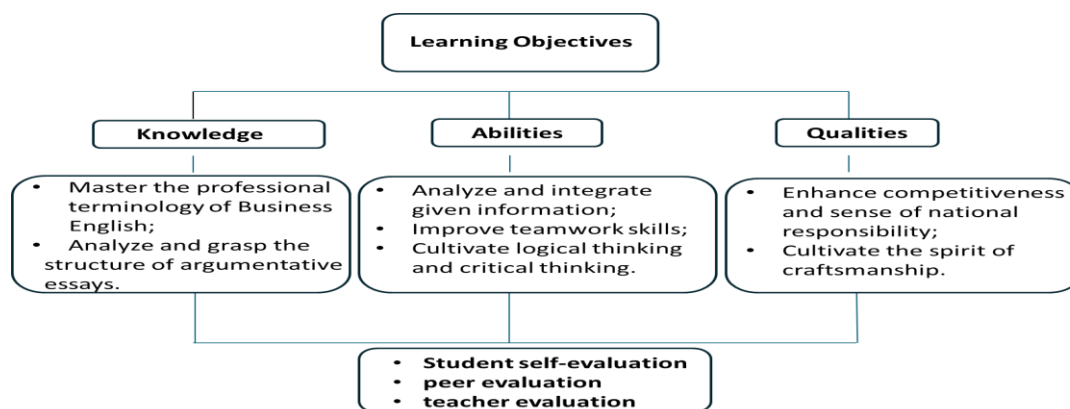

Table 2: Learning Objectives of Unit 7

3) Pre-assessment: The pre-test in the BOPPPS teaching process is to understand students' training abilities, interest in the teaching topic, and prior knowledge, in order to adjust the depth and progress of subsequent teaching content and make the course objectives more focused.

Students are asked to discuss and answer the following questions in small groups based on what they have learned before the lesson and introduction, and upload their answers to RainClassroom, which ultimately creates a word cloud that allows them to see where their answers are focused. Through this activity, teachers can understand students' understanding of the concept of "globalization". Where there are gaps in students' understanding, the teacher can use pictures, text or video to further enhance students' understanding of the basic concepts of the text. By thinking about open-ended questions, teachers can help to understand students' knowledge and pave the way for subsequent adjustments to the teaching arrangement.

Question 1: What challenges or problems does globalization bring to enterprises?

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4) Participatory Learning: Participatory learning is mainly carried out in offline classrooms. Participatory learning is the core stage of the BOPPPS model, which encourages students to participate in the whole process of classroom learning, reflecting the concept of student-centered education and teaching.

Firstly, the teacher asked the question, "From the title, what can you infer?" to let students predict the theme of the text. Prediction is an important skill and strategy of reading, through the understanding of the title, predicting the article, creating tasks for reading activities, improving students' independent thinking ability and critical thinking ability. Students were asked to predict the main idea of the text through the title of the text "Nestle : A Life Less Sweet".

Secondly, the teacher asked students to discuss and analyze the structure of the article in small groups based on the online resources consulted after a quick glance at the article, make a PPT and upload it to the rain classroom. In class, the teacher took two groups of students to present, students evaluated the results of the presentation, and the teacher made supplementary comments. Through skimming, students can think independently and quickly acquire background information and form an overall understanding of the center of the text. It helps to improve students' reading speed and processing of effective information, and enhances their ability to generalize and summarize.

Afterwards, the teacher guided students to read the text carefully, further sort out the detailed information, consult the English-Chinese dictionary when encountering vocabulary, work in groups to find out and explain the business English vocabulary and expressions in the text, analyze the structure and meaning of the long and difficult sentences in the text, and make PPTs to upload to the rain classroom, and then the teacher selected three groups of students to present them in the classroom. According to the quality of the PPT and the effect of the presentation, students would evaluate each other, and the teacher would make supplementary explanations to improve and consolidate the teaching of the key points in the text.

Finally, the teacher guided students to understand the current business situation of Nestle, summarized the challenges and pressures Nestle was facing, and analyzed whether the marketing strategies it adopted were feasible and effective, so as to enhance students' critical thinking ability. Teachers guided students to analyze the international environment and challenges of Chinese enterprises' globalization, and use Huawei as a case study to propose feasible marketing strategies for its globalization development. Through the case study, students can be guided to build up international vision and craftsmanship.

5) Post-assessment

Post-assessment is a test of the previous teaching effect. Teachers can compare the students' learning and teaching effect with the expected standard through the post-assessment results, and at the same time, the post-assessment results can be quantitatively compared with the pre-assessment results, so as to intuitively grasp the students' enhancement situation and the teaching weak points. In this teaching process, teachers tested what students had learned, sent the test questions to FIF (Xunfei) Smart Teaching Platform, students completed the test in the specified time. Through the test it can assess and grasp the effect of the students' off-class independent learning and classroom learning and the problems that arise when they utilize the network resources and related learning platforms.
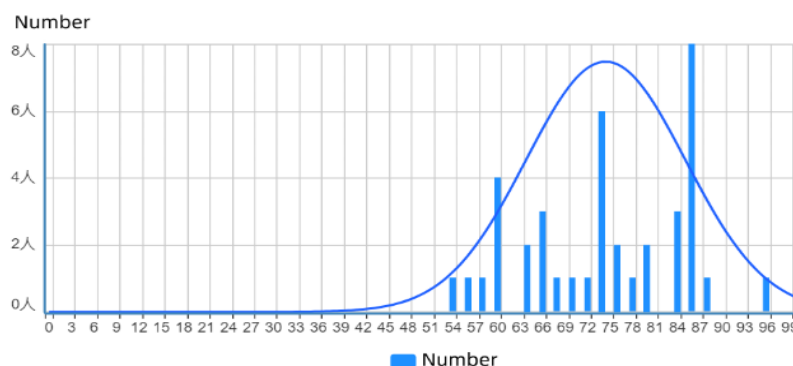
Table 3: Data of Post-assessment Results

Teachers use the modern intelligent teaching platform to analyze data in a timely and statistical manner, making the process evaluation more efficient, scientific, fair and transparent. From the data of post-assessment, it is easy to find out that students can master what has been taught in class basically, use words and expressions flexibly and understand the theme better. It shows that the teaching based on BOPPPS model can guide students to preview and review the text, enhance their independent thinking and teamwork. So the effect of learning is improved obviously.

6）Summary

This stage is carried out offline, mainly to help students review what they have learned in this chapter and guide them to reflect on the teaching content of this lesson. The BOPPPS teaching model emphasizes that both teachers and students should summarize, especially students themselves should summarize their knowledge. Teachers ask students to summarize the main idea of the text and review the content of the text as a way to consolidate what they have learned. And the teacher summarizes the learning content of this lesson, and uploads the corresponding PPT to the Rain- Classroom platform for teachers and students to communicate. Let students use the learning effect questionnaire in the rain classroom to assess their own learning. Through the feedback of the learning effect questionnaire, students can summarize the aspects of their reading and learning activities in which their performance is relatively good and relatively weak; for the weak aspects of their own thinking about the solution to improve the countermeasures.

Extended Learning after Class

Multiple methods of independent learning fully combine the advantages of the Internet to assist teaching, supplementing the insufficiency of face-to-face lectures with limited class time, and its advantages are as follows: give the time to the students, so that they can flexibly complete the test and expansion on the computer or smart phone in accordance with their own pace and needs. The online platform provides timely feedback, such as the length of time used, the correctness of the correct rate, the reference answer, the assessment of classmates and teachers, etc.; access to the information at any time, and interact remotely with the teacher or remote interaction with teachers or classmates to solve problems. It can also exercise students' independent learning ability while improving their sense of self-management. Rapid online feedback on the teaching effect is conducive to teachers' and students' understanding of the mastery of language knowledge points, linguistic competence, and the values reflected in their words and deeds. Teachers can reflect on their teaching and adjust their teaching design according to the results of the post-test assessment in order to better achieve their teaching goals. At the same time, timely interaction with students online assists students to do a good job of self-management and realize the goal-oriented and student-oriented dual-mode teaching.

Teacher uploaded the article "Making Europe Great Again" to the RainClassroom. Students read the article and thought about the following questions to gain a deeper understanding of globalization and China's contribution to the process of globalization and to enhance their sense of national pride.

Question 1: What opportunities and challenges do enterprises have to go global?

Question 2: What achievements have Chinese enterprises made for the globalization? And what should they do to make it better?

The teacher assigned the homework to be completed after the lesson on the correcting website, asking students to write an essay on the topic of "Influences of the Foreign Brands on China", describing the emergence of more and more foreign brands in the Chinese market, and how to deal with and choose between foreign brands and domestic brands. Teachers can accurately and timely grasp the students' learning and writing situation and adjust the next teaching goals and plans according to the feedback information from the rain classroom and the Pigai network.
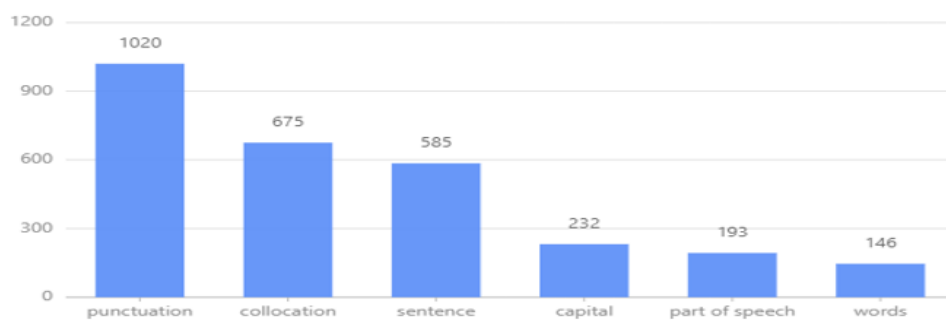
Table 4: Data of Errors in Writing Practice

Data analysis of students' writing training through the Pigai platform finds that students have basically grasped the key points they have learned and have a better grasp of the theme of the unit. It shows that classroom teaching based on the BOPPPS model helps to input students' knowledge in and out of class and promotes students' effective learning output. The data from the platform of Pigai also reflect the errors made by students in writing, mainly focusing on punctuation, collocation, sentence components and word usage, which helps teachers pay attention to students' learning and adjust their teaching plans according to the feedback in a timely manner.

Teaching Reflection

The teaching of Comprehensive Business English should highlight the professional characteristics of business English, rely on online and offline learning resources, and cultivate students' comprehensive English application ability and business practice ability.

Reasonable setting of teaching objectives is the first task for teachers to carry out teaching design, and the teaching objectives should be student-oriented, with full consideration of students' actual English level and ability. In teaching, the teaching objectives should be further refined into the teaching content so that they can serve the practical teaching.

Classroom teaching enhances the "student-centered" task- and practice-oriented teaching mode. Students learn in small groups, which can improve their ability to analyze and solve problems, and it is still necessary to continue to develop effective group tasks, so that students can learn independently in groups in an exploratory way to improve their learning ability and level.

The means of teaching evaluation should be optimized to further promote the organic combination of multiple learning resources and platforms online and offline learning, based on the path of evaluation-reflection-improvement, to detect the progress and results of teaching and learning at any time, and to reflect on the teaching results with the help of the evaluation system to continuously improve the teaching design.

Conclusion

This teaching design for Comprehensive Business English utilized the BOPPPS teaching model, which combined online and offline teaching methods and had the following features.

1. Adopting O2O online and offline hybrid progressive intelligent teaching mode

Based on the online course of China University MOOC Network, there are 34 videos related to this course to assist the learning of this course. The classroom teaching uses Rain Classroom, which can assign pre-study and review tasks, and also analyze the data of students' learning, including students' attendance, pre-course pre-study, group discussion, results demonstration, and post-course homework. Through the FIF intelligent teaching platform for after-class testing, automatically generate student test data, real-time grasp of students' mastery of the content learned, timely adjustment of the teaching program. Using Critique.com for after-class homework assignment can improve students' critical thinking and visualize students' completion through data analysis.

2. Creating a student-centered teaching model of "Internet + BOPPPS".

In order to activate the classroom, so that every student can have a sense of gain through classroom learning, and realize the accumulation of knowledge and skills enhancement, this teaching design adopts the "Internet + BOPPPS" teaching strategy: students as the main body, the teacher as a supplement, mutual cooperation, with discussion as a traction, follow the law of learning from shallow to deep, and help and guide the students to master the business of the teaching platform. With the help of online resources and teaching platforms, we help and guide students to master the professional knowledge of Business English, break through the important and difficult teaching points, and maximize the teaching objectives of this course.

3. Promoting the organic integration of business English and innovation and entrepreneurship education.

The teaching mode of "Internet + BOPPPS" will aim at cultivating compound talents in Business English, integrating innovation and entrepreneurship education into practical teaching, and cultivating students to become compound, innovative and entrepreneurial talents with "language + business + innovation consciousness". We also encourage students to participate in "Internet+" college students' innovation and entrepreneurship competition and practical activities, so as to strengthen students' innovation and entrepreneurship awareness and promote the transformation of practical achievements through competition for learning.

4. Establishment of cultural interaction, enhancement of cultural confidence and national self-confidence

Linguist H. Stern (1983) regarded sentiments and values as one of the goals of foreign language education and believesd that English language learning could accordingly affect all aspects of students' thinking, sentiments, values and attitudes[11]. Through the mode of Internet, we can accurately locate the cultural interpretation, adopt different forms of cross-cultural communication and learning according to the cultural characteristics of the countries and regions where the business cooperation takes place, let the students study online before the class and have an in-depth understanding of the subject matter of the upcoming lectures, and provide the corresponding cases of China in the class, so that the students can analyze the essence of the differences of the cultures of different backgrounds from the dialectical point of view, and learn about China's contribution in the process of globalization, so as to enhance the cultural confidence and national self-confidence. Cultural Confidence and National Self-confidence.

The BOPPPS model not only stimulates students' interest in learning and improves their comprehensive English proficiency, but also helps teachers design a teaching process with clear goals and steps, so that the teaching effect is significantly improved. At the same time, online and offline blended teaching fosters students' initiative in learning, and teachers can better grasp the students' learning situation. The application of BOPPPS model in blended teaching is a useful attempt to reform the university English teaching. At the same time, there are both opportunities and challenges. What needs to be clear is that BOPPPS teaching mode puts higher requirements on professional teachers. The model requires teachers to build a large number of rich teaching resources, such as traditional courseware, cases, microclasses, videos and so on. They should design and determine scientific and reasonable teaching objectives suitable for online achievement, design tests, assignments and group activities for students to complete online, pay more attention to organizing and guiding students in classroom teaching, promote students' deep participation in discussion and practice, and help students ultimately achieve the improvement of their learning ability and self-development.

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