

摘 要

2022年教育部发布的《义务教育英语课程标准（2022年版）》结合新形势下国家、社会、个人对英语教育的需要以及英语本身的语言特点，重新界定了英语课程的性质，即：“义务教育英语课程体现工具性和人文性的统一，具有基础性、实践性和综合性特征”。在传统英语阅读教学中，有的教师忽视了学生英语阅读品格的发展，即学生的内隐阅读体验和外显阅读习惯。英语学科的工具性与人文性的统一难以保障，学生认知与情感的协调统一无法在阅读中实现。BOPPPS教学模式是以有效教学为特征、重视师生参与式互动的一种教学模式。本研究将BOPPPS教学模式引入初中英语阅读课堂，以期对学生英语阅读品格的发展和英语阅读成绩的提升有所裨益。

针对当前英语阅读教学现状，本研究将BOPPPS教学模式应用到初中英语阅读教学中，试图解决以下两个问题：（1）BOPPPS教学模式对学生的英语阅读品格有何影响？（2）BOPPPS教学模式对学生的英语阅读成绩有何影响？本研究以焦作市某中学初二一班和三班的学生为研究对象。其中一班为实验班，三班为对照班。两个班学生的总人数均为48人。为确保实验的有效性，在实验正式开始之前，本研究使用调查问卷调查学生的英语阅读品格；通过访谈了解学生的基本学情；通过测试了解学生的英语阅读水平。在实验过程中，本研究在实验班采用BOPPPS教学模式对学生实施教学，在对照班仍执行传统的英语阅读教学模式。实验结束后，本研究再次利用调查问卷、测试以及访谈等对学生进行调查与测试，对比分析所得数据并得出结论。

研究表明：（1）BOPPPS教学模式有利于学生形成良好的英语阅读品格，即形成良好的外显阅读习惯，获得积极的内隐情绪体验。（2）BOPPPS教学模式有助于提升学生的英语阅读成绩。

关键词：BOPPPS教学模式；初中英语阅读教学；英语阅读品格；英语阅读成绩

Abstract

The English Curriculum Standards for Compulsory Education (2022 Edition) has redefined the essence of the English curriculum, taking into account the demands of the nation, society, and individuals for English education in the contemporary context, along with the inherent linguistic traits of the English language. This redefined curriculum for compulsory education encapsulates the harmony between its instrumental and humanistic aspects, exhibiting fundamental, practical, and comprehensive characteristics. In the traditional English reading teaching, some teachers ignore the development of students' English reading character, that is, the implicit reading experience and explicit reading habits. Consequently, it becomes challenging to uphold the harmony between the instrumental and humanistic aspects of the English subject, and the synchronization of students' cognitive and emotional growth during reading remains unattainable. The BOPPPS teaching model is characterized by effective teaching and emphasizes participatory interaction between teachers and students. In this study, the BOPPPS teaching model is introduced into the junior high school English reading classroom, in order to benefit the development of students' English reading character and the improvement of students' English reading performance.

Taking into account the present circumstances of English reading instruction, this study incorporates the BOPPPS teaching model into junior high school English reading teaching in order to tackle the following two inquiries: (1) What is the effect of the BOPPPS teaching model on students' English reading character? (2) What is the effect of the BOPPPS teaching model on students' English reading performance? The research subjects of this study are students from Class One and Class Three, both of whom are in the second year of junior high school in Jiaozuo City. Class One is the experimental class, and the Class Three is the control class. The total number of students in both classes is 48. To guarantee the experiment's efficacy, this study employs questionnaires to assess students' English reading character prior to the official commencement of the experiment. Additionally, interviews are conducted to gain insights into the students' fundamental learning status in English reading. Tests serve as a means to delve deeper into students' English reading performance. In the experimental process, this study incorporates the BOPPPS teaching model in the experimental classroom, whereas the control class adopts

the traditional English reading teaching approach. Upon the conclusion of the experiment, questionnaires, tests, and interviews are employed to assess and evaluate the students. The data collected is then subjected to comparative analysis, leading to the formulation of conclusive observations.

The findings of the study reveal the following. Firstly, the BOPPPS teaching model promotes the development of students' exceptional English reading characters, specifically, fostering healthy and explicit reading habits along with fostering positive implicit emotional experiences. Secondly, the BOPPPS teaching model helps to improve students' English reading performance.

Keywords: BOPPPS teaching model; junior high school English reading teaching; English reading character; English reading performance

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Chapter One Introduction

For junior high school students, English represents a crucial linguistic proficiency, a pivotal tool for accessing knowledge and information, and an indispensable component in honing their overall English proficiency. Reading holds a pivotal position among the four fundamental language skills, namely listening, speaking, reading, and writing. English reading is not merely a means for students to grasp knowledge but also a journey that fosters emotional experiences and the cultivation of values. During English reading, students utilize their preexisting knowledge, rationality, and sentimentality to acquire, categorize, appraise, interpret, and amalgamate textual information. Ultimately, students depend on the mastery of the English language to enhance their core literacy skills. The question of how to foster students' reading character through the instruction of English reading, enabling them to experience the delight of learning, enjoy a favorable learning journey, and refine their English proficiency, is a matter that deserves contemplation from every educator.

Drawing from this, the present study introduces the BOPPPS teaching model into the junior middle school English reading teaching classroom, aiming to enhance the aforementioned content. This chapter primarily delves into the research's background, objectives, significance, and overall structure.

1.1 Research Background

It is imperative to foster the development of education in order to actualize the instrumental and humanistic attributes of the English curriculum. As times progress and circumstances evolve, people's perception of education has given rise to a fresh comprehension of its aims and objectives, which are constantly evolving. By integrating the demands of the nation, society, and individuals for English education in the contemporary context, along with the linguistic attributes of English itself, the *English Curriculum Standards for Compulsory Education* (2022 Edition), offers a revised interpretation of the essence of the English curriculum. Specifically, the *Compulsory*

English Education Curriculum encapsulates the harmony between instrumentality and humanity, and is distinguished by its foundational, practical, and comprehensive nature (Chen Xiaotang, 2022). This requires teachers to consider the instrumental and humanistic aspects of the *English Curriculum Standards for Compulsory Education* when teaching. In junior high school English reading teaching, to realize the instrumental nature of the English curriculum, teachers must enable students to learn and master the English language and appreciate the skills and techniques of reading in English to lay a good foundation for their future studies, work, and life. At the same time, English teachers also need to promote the reading character of students and use the reading teaching block to enhance further students' knowledge, experience, skills, emotions, attitudes, and habits, thus highlighting the humanistic nature of the English curriculum.

Traditional English reading teaching possesses certain limitations. In the actual junior high school English reading class, most teachers need to realize the unity of the instrumental and humanistic nature of the English curriculum. Teachers should pay attention to the students' reading character and other related contents in the reading text. They have to pay more attention to the student's emotional experience and learning habits in the reading process. In this passive reading state, students' learning of English reading only stays on the surface of words and phrases, and it is difficult to understand the deeper meaning hidden in the reading text. As a result, the humanistic and social values hidden in the reading texts cannot be understood and absorbed by the students, and the humanistic nature of the *English Curriculum Standards for Compulsory Education* required by compulsory education cannot be guaranteed. Students cannot get a positive emotional experience in English reading and develop good reading habits. The cultivation of good reading character is difficult for students to achieve. In order to solve a series of problems in English teaching and guarantee the students' leading position in the learning process, the renewal and optimization of the English teaching model is urgent.

The BOPPPS teaching model possesses a scientific essence. The BOPPPS teaching model represents a fresh advancement in the realm of English reading instruction. In recent years, cooperative teaching, task-based teaching, and flipped classrooms have emerged to optimize the junior high school English reading classroom. After further researching the English reading teaching model, the study learns the basics about the

BOPPPS teaching model, characterized by effective teaching, by reviewing the literature. The study initially believes that this teaching model can make up for the shortcomings and deficiencies of the current English reading classroom. This teaching model can help students to improve their English reading performance while improving students' English reading character. Since the introduction of the BOPPPS teaching model in China in 2007, many scholars have begun to apply it in education reform by combining it with the local teaching situation in China and have attempted to apply this teaching model to teaching English reading. Compared with the traditional reading teaching model, the BOPPPS teaching model emphasizes the active participation of students in the learning process and the positive interaction between teachers and students. On this basis, students read actively and devote themselves to all the reading activities, forming a harmonious unity of cognition and emotion. Students' English reading character and performance can be improved.

The BOPPPS teaching model serves as an enchanting instrument in fostering emotional and affective teaching. The positive emotional experience is an important part of a reading character. Psychological research has shown that one of the most notable functions of the emotional factor is its efficacy in organizing or disintegrating a person's cognitive activity (Lu Jiamei, 2003). Reading comprehension is a very complex process; students' reading comprehension ability is not only related to the student's language level but also closely related to the student's emotional factors. Jane Arnold (1999), in the *Emotional Factors in Language Learning*, elaborates on the significance of foreign language learners' emotional attitudes on language learning and the empathetic effect of the teacher's teaching emotions on the students' emotions. He attributes the affective factors in foreign language learning to the learner's factors and the affective factors between learners and learners and between learners and teachers. The former focuses on the effects of learners' affective factors on foreign language learning, such as the effects of learners' different personalities, motivations, and anxiety levels on foreign language learning. The latter focuses on the influence of communication and empathy between learners and different subjects on language learning. Therefore, to implement reading teaching efficiently, teachers must focus on the affective factors affecting learners' learning and molding students' good emotional experiences to implement affective teaching better. Traditional teaching emphasizes reading strategies, skills, and patterns

while neglecting students' emotional experiences while reading. Modern education emphasizes being people-oriented and student-centered; students are the classroom masters. The *English Curriculum Standards for Compulsory Education* (2022 Edition) also further emphasizes that in implementing the curriculum, teachers should insist on facing all students, fully respecting each student, and holding reasonable expectations. Students can have positive learning experiences, feel the joy of learning and teachers' trust, and grow healthily and confidently. This requires teachers to change the previous teaching model, truly serve the students, enter the inner world of students, and listen to their voices. When teaching students the same level of English, educators should always pay attention to the student's psychological state and emotional changes. Teachers should focus more on students' inner worlds and cultivate positive emotional experiences.

The BOPPPS teaching model acts as a powerful stimulant, igniting students' positive reading habits. The BOPPPS teaching model emphasizes students' participation in the classroom, takes students as masters of learning, and attaches great importance to students' excellent reading habits in learning activities. Regarding the BOPPPS teaching model process, teachers divide the classroom into several interlocking modules according to the specific teaching content when teaching reading. However, no matter how many modules the classroom is divided into, the front-side stage is an essential part of the classroom. In this module, teachers use quizzes, open-ended questions and answers, and interviews to cultivate students' habits in learning English, students' English knowledge reserves, reading ability, interest in reading, reading preferences, and attitudes towards reading.

To sum up, this more humane teaching model can avoid students' negative psychology and resistance to English learning so that students can acquire knowledge and improve their skills based on emotional satisfaction. Students accept the teacher's guidance in English reading in a more comfortable and peaceful state of mind and actively participate in the classroom to give full play to their subjective initiative. Under this teaching mode, students' English reading character and English reading performance can be improved. Applying the BOPPPS teaching model in English reading teaching is scientific and efficacious.

1.2 Research Purpose

According to the theoretical framework of Chinese primary and secondary students' English reading literacy development goals, reading character consists of reading habits and reading experience (Wang et al., 2015). Nowadays, schools pay more attention to enhancing students' reading ability but neglect the cultivation of reading character, which is the crucial foundation of reading literacy. Therefore, the paper includes reading character in the scope of the study. As human-centered education evolves, teachers must heighten their focus on students' English reading attitude, reading interest, reading behavior and so on. It is imperative for them to extend humanistic care to students, fostering a learning environment that brings joy and autonomy. Moreover, teachers should strive to refine their teaching designs, fostering a more interactive classroom where student participation is enhanced. Teachers should use the reading teaching to cultivate students' good reading habits. Concurrently, teachers should optimize English teaching practices, breathing life into the classroom atmosphere and ensuring that students' educational satisfaction is met with excellence. In order to realize the above new requirements of English education, the study chooses to integrate the BOPPPS teaching model, characterized by effective and affective teaching, into the junior high school English reading classroom. Students' English reading performance has always been an important part of English reading teaching. Therefore, the influence of the application of the BOPPPS teaching model on students' English reading performance is also a major focus of this study. Based on reviewing the literature about the BOPPPS teaching model at home and abroad and referring to the experience of applying the BOPPPS teaching model in English reading, the study takes the students of two classes in the junior high school of Huangzhuang Town, Wenxian County, Jiaozuo City, as the research subject to experiment. This study applies the BOPPPS teaching model to English reading teaching to explore its effectiveness in junior high school English reading. It is expected that this study will get satisfactory results.

Through this experiment, the study explores the effectiveness and possibilities of the BOPPPS teaching model in English reading teaching, thus finding out the theoretical and practical guiding significance of the BOPPPS teaching model for junior high school English reading teaching. This study focuses on the impact of the BOPPPS teaching model on students' English reading character and English reading performance.

Hopefully, this study can provide an adequate theoretical basis and practical reference for subsequent practical teaching.

1.3 Research Significance

From the academic theoretical significance, there are few combinations of the BOPPPS teaching model and English subject. This paper combines secondary school English reading teaching with the BOPPPS teaching model. This is a breakthrough and new development in English reading teaching, which provides a new theoretical basis and sample support for applying the BOPPPS teaching model in middle school English reading teaching. It is expected that the application experience and corresponding teaching design cases of English reading class generated from this attempt can enrich the diversity of junior high school English reading teaching models, enhance the efficiency of junior high school English reading teaching, and provide a reference value for enhancing the applicability and feasibility of the BOPPPS teaching model in the English subject.

From the practical application level, implementing the BOPPPS teaching model in China is a localized introduction to the excellent foreign teaching model. Compared with the traditional English reading classroom, the atmosphere of the English reading classroom based on the BOPPPS teaching model is more relaxed and active. Students can increase positive emotional experiences and develop good reading habits in different participatory activities. This model is conducive to developing their reading character to enjoy learning and learn well truly. The BOPPPS teaching model adheres to the problem-oriented approach, and to solve a specific learning task, teachers and students need to be actively involved in the reading activities and carry out teacher-student and student-student interactions. At the same time, teachers should guide students in learning to find, analyze, and solve problems in the reading process. Students construct their own knowledge and value system on the excellent learning experience. Students' English reading performance has been improved on the basis of the construction of knowledge. Teachers improve their teaching ability and skills through different teaching activity designs and enhance their teaching level in different teaching sessions and activities. Teachers will learn from each other, summarize their experiences, and further

demonstrate in specific teaching how the BOPPPS teaching model can practically cultivate students' reading character and improve students' reading performance. The application of the BOPPPS teaching model provides new ideas and new methods for English reading teaching.

1.4 Research Framework

This research comprises six distinct sections.

Firstly, the introduction details the background, significance, purpose, and framework of the experiment. Secondly, it delves into core concept and literature reviews. Thirdly, the theoretical bases are explored. The fourth section focuses on the research design, encompassing research questions, subjects, tools, procedures, and teaching cases. The fifth section presents the research findings and analysis, including a thorough examination of questionnaires, test results, and interview records both before and after the experiment. Lastly, the sixth section discusses the study, highlighting its main findings and implications while acknowledging its limitations. This chapter also provides suggestions and an outlook for future teaching research.

Chapter Two Literature Review

This chapter primarily concentrates on two pivotal keywords: the BOPPPS teaching model and the English reading character. Initially, the study delves into the definition of the English reading character. Subsequently, it elaborates on the definition, evolution, and current research trends of the BOPPPS teaching model.

2.1 Core Concept

English reading character is a branch of English reading literacy. In this study, the study introduces English reading character through the introduction of reading literacy. The English translation of reading literacy is “reading literacy.” The word “reading” means reading, and “literacy” means “literate” or “proficient in literature.” “Literacy” means “cultured” or “proficient in literature.” Therefore, literally speaking, reading literacy involves the activity of “reading” and should include a person’s academic and moral level.

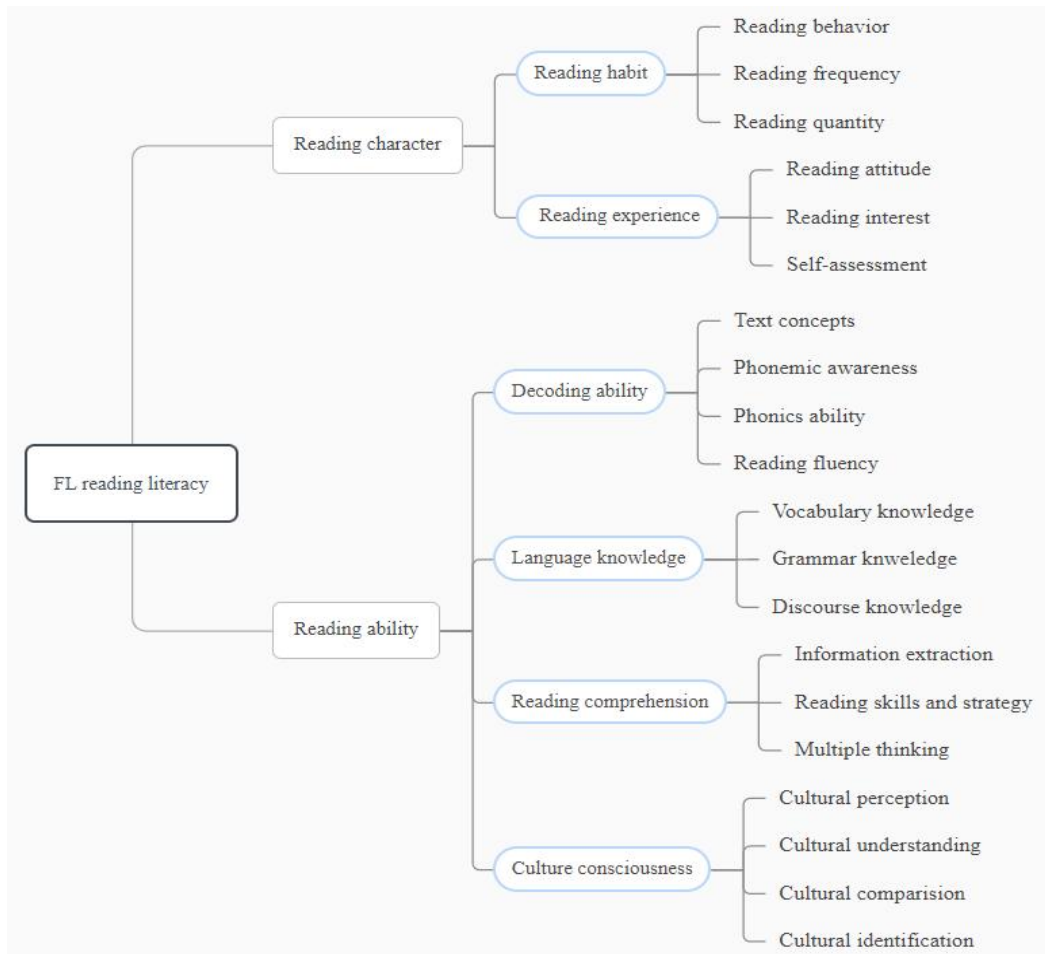
At the end of the last century, Elley summarizes the first definition of reading literacy based on an experiment in English reading: “Reading literacy” refers to the ability of children to understand and use written language in ways that are valuable to individuals or socially desirable (Elley, 1992). The meaning of reading literacy has been enriched and improved with the development of the times.

The International Association for the Evaluation of Educational Achievement (IEA), in its study of reading literacy, defines it as the ability to understand and use written language. Written language in this context is socially desirable or reflects personal values (Mullis & Martin, 2015). Young readers can compose semantics with many words and feel the joy of reading a definition that places more emphasis on written texts. With the changes in reading contexts and their expanded connotations, reading literacy is understood in the Programme for International Student Assessment (PISA) research as learners’ ability to understand, apply, critique, and reflect on written texts in order to

reach their own goals, to develop their skills quickly and to participate in society actively (Organization for Economic Co-operation and Development, 2019).

International studies on English reading literacy are based on the mother tongue of the respective countries. Educational researchers from different countries study English reading literacy in their own culture. In order to study the English reading literacy of primary and secondary school students in China, Professor Wang Qiang proposed the main contents of reading literacy for primary and secondary school students in China and constructed a theoretical framework of the developmental goals of English reading literacy for Chinese primary and secondary school students together with Oona Rentuya and Chen Zehang et al. (Wang et al., 2015). The Reading Literacy Framework for Primary and Secondary School Students as shown in Figure 2-1:

Figure 2-1. Reading Literacy Framework for Primary and Secondary School Students.



Professor Wang Qiang and others believe that English reading literacy consists of two factors: “reading ability” and “reading character.” Reading ability is the foundation of reading character, and reading character is the strong support of reading ability, and the two complement each other and promote each other (Wang et al., 2016). Nowadays, schools pay more attention to enhancing students’ reading ability but neglect the cultivation of reading character, which is the crucial foundation of reading literacy. Therefore, the paper includes reading characters in the scope of the study. According to the theoretical framework of Chinese primary and secondary students’ English reading literacy development goals, reading character consists of reading habits and reading experience. Reading habits can be subdivided into reading behavior, frequency, and volume. The reading experience can be subdivided into reading attitude, reading interest, and self-assessment. Reading habits refer to students’ reading volume, frequency, and behavior. The reading experience is students’ reading interest, reading attitude, and self-assessment about reading. Reading frequency is the number of times students read in English in a certain period. Reading volume is the total amount of English vocabulary read by students in a period. Reading behavior includes students’ reading purpose, duration, medium, and post-reading behavior. Self-assessment refers to students evaluating various aspects of their English reading, such as purpose, interest, speed, and ability.

2.2 Studies on the BOPPPS Teaching Model

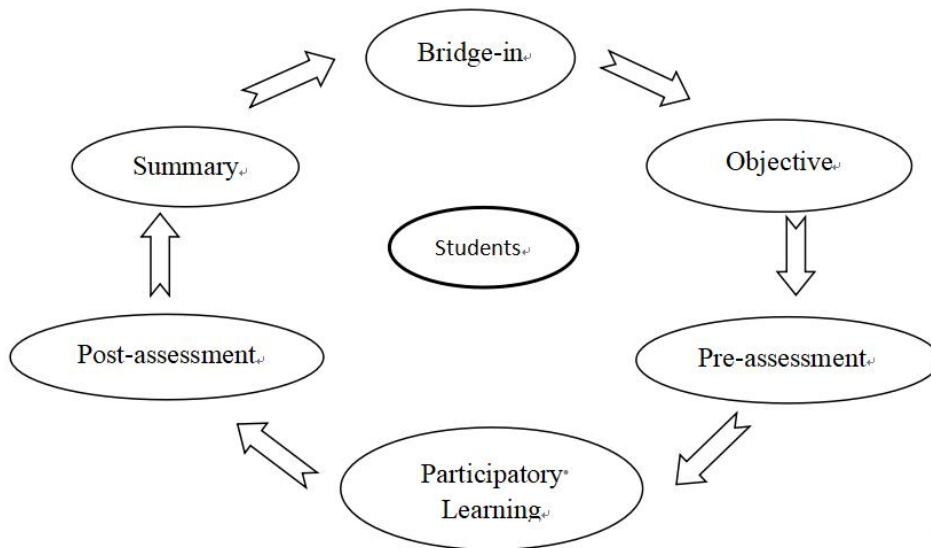
After conducting a thorough search of relevant literature, the study reveals a steady increase in the number of studies on the BOPPPS teaching model both domestically and internationally in recent years. This section will primarily concentrate on the current research trends and status of the BOPPPS model among scholars from both domestic and foreign backgrounds.

(1) Studies on the BOPPPS Teaching Model Abroad

The BOPPPS teaching model, which originated in Canada with Douglas Kerr of the University of British Columbia, is initially created to train teachers in the skills that are the theoretical foundation of the Instructional Skills Workshop (ISW). The BOPPPS

teaching model emphasizes the importance of student participation and participatory learning. The classroom is student-centered and promotes communication and interaction between teachers and students. It is based on a human attention span lasting about 15 minutes and organically cuts classroom teaching into six teaching segments: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary (Cheng Fang, 2006). The BOPPPS teaching model emphasizes that the classroom should be student-centered and promotes communication and interaction between teachers and students. This model is conducive to students to have positive emotional experience of learning and develop good learning habits. The six segments of the BOPPPS teaching model are connected back and forth, interlocking and forming a student-centered organic whole. It is shown in Figure 2-2.

Figure 2-2 Flowchart of the BOPPPS Teaching Model



ISW's Teaching Skills Workshop Workshop Manual states three elements to consider when writing a lesson plan: introductory, central, and conclusion. The bridge-in, objective, and pre-assessment are the introductory part; the participatory learning is the central part; and the post-assessment and summary are the concluding part. The teaching case designed according to the BOPPPS model can be adjusted according to the teaching situation during teaching. After teaching, the teacher will revise the lesson plan according to the teaching feedback.

Dean Giustini (2009) explains the BOPPPS model and develops the six modules of the BOPPPS model. He also used the model to coach teachers and librarians in higher education institutions. He believes that the BOPPPS model helps to organize teaching and learning.

Cynthia Nemeth (2014) emphasizes the importance of pre-assessment in implementing BOPPPS. She also pointed out that small-group strategies in the pre-assessment session can yield twice the results with half the effort.

Ilka Wunderlich (2015) analyses the role of the Bridge-in in the BOPPPS teaching model and presents his vision. He argues that a successful Bridge-in shortens the social distance between students and promotes effective communication between teachers and students.

John Paul Foxe, Mandy Frake-Mistak, and Celia Popovic (2016) give a detailed account of the IWS, the organization that gave birth to the BOPPPS teaching model. The people at this organization train teachers from all over the world using the BOPPPS teaching model. This allowed teachers who wanted to use the model to refer to it directly and learn how to utilize it in their lessons. At the same time, the BOPPPS model helps teachers to refine every aspect of their teaching. Teachers are constantly improving their teaching methods and reflecting on their teaching. It reflects the BOPPPS model focus on interaction and feedback.

Liudmila E. Vesnina (2020) describes an online teaching approach based on Russian language teaching using the BOPPPS teaching model during the quarantine of a new crown epidemic. They have facilitated improving the online teaching process and the evaluation system.

In summary, applying the BOPPPS teaching model in foreign countries is earlier and developed relatively maturely. Some researchers pay great attention to introducing objectives in the BOPPPS teaching model, while others pay special attention to students' participatory learning. However, scholars generally emphasize the importance of providing students with a coherent learning experience during teaching and learning. In the learning process, learners automatically complete feedback and adjustment and actively participate in classroom learning. This model can simultaneously meet the two goals of optimizing learning experience and improving learning habits.

(2) Studies on the BOPPPS Teaching Model at Home

In order to understand the specific situation of the BOPPPS teaching model in China, as of December 2023, the study searched the Knowledge Network with the topic of BOPPPS and got a total of 2,666 results. There are 2209 academic journals, 180 dissertations, and 34 other documents. After analyzing the overall literature, the study found that the number of papers issued on the BOPPPS teaching model has increased yearly. This also verifies that the BOPPPS teaching model has specific research value. The study analyzes the literature on the BOPPPS teaching model through the China Knowledge Network and Wanfang Weipu Data Knowledge Service Platform. Subsequently, the study organized and summarised the critical information.

Huang Juan (2007) introduces the BOPPPS teaching model to China and pointed out that the six essential elements of BOPPPS teaching are the most critical basic theory and soul of ISW. The six teaching segments: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary. Since then, domestic scholars have gradually begin to study the BOPPPS teaching model.

Cao Danping and Yin Xingyao (2016) detail the connotation and core issues of the BOPPPS model in their study. They discussed its implications for higher education reform. The BOPPPS teaching model is centered on achieving teaching objectives and emphasizes the centrality of teaching objectives. It constructs six elements to ensure success in the classroom: Bridge-in, Objectives, Pre-assessment, Participatory Learning, Pre-assessment, and Summary. The study concluded that the design of instructional activities responsive to the instructional objectives must be carried out in the instructional practice component of the BOPPPS model. This provides a solid and effective guarantee of achieving the instructional objectives.

Zhang Jianxun and Zhu Lin (2016) point out that the BOPPPS model is known for effective teaching in many teaching experiments. Compared with traditional classroom teaching, the BOPPPS teaching model gives more prominence to participatory learning and emphasizes the active role of learners in the classroom. Compared with the theoretical research on the BOPPPS teaching model in foreign countries, there is still more room for developing related research in China. English teaching belongs to

language teaching. When the BOPPPS model is introduced into the process of actual language teaching, it has its reference significance.

Bao Juan (2016) and Chen Yao (2017) respectively discuss the applicability of BOPPPS teaching mode in biology and chemistry courses. They propose that when using the BOPPPS teaching model, developing participatory teaching links and integrating a variety of teacher-student communication strategies should be reasonably developed to help increase the classroom communication between teachers and students.

Guo Xiaojun (2018) applies the BOPPPS teaching model to design the introductory embedded system design course. They teach the course with the six segments of the BOPPPS teaching model.

Lin Hongshan (2020) proposes to apply a four-point teaching evaluation strategy to the BOPPPS teaching model. The four-point teaching evaluation strategy is to grasp immediate and appropriate delayed evaluation and optimize multiple evaluation terms and criteria.

In conclusion, ever since the introduction of the BOPPPS teaching model in China in 2007, numerous scholars have embarked on integrating it with the unique teaching landscape of the country. Notably, in recent years, the educational research outcomes pertaining to the BOPPPS teaching model have exhibited a consistent upward trajectory, indicating a growing enthusiasm among Chinese educational scholars and teachers toward this model. This underscores the potential of the BOPPPS teaching model to be successfully localized and further developed within the Chinese educational context.

2.3 Studies on the Application of the BOPPPS Teaching Model in English Teaching

As the new curriculum reform progresses gradually, educational scholars are actively delving into the application of the BOPPPS teaching model in English instruction.

In junior high school English teaching, Li Xuexin (2021) turns her attention to the junior high school English classroom. She believes teachers' teaching strategies based on the BOPPPS model can effectively improve the interaction between teachers and students. In order to understand the impact of the BOPPPS teaching model on students' acquisition

of English reading strategies and to perceive the effect of reading teaching produced by it. Zhang Yaping (2022) designs English vocabulary teaching in junior high school based on the BOPPPS teaching model. From her research, she concludes that the goal-oriented BOPPPS English vocabulary teaching can provide a complete framework for each process of teaching, and makes the vocabulary classroom more holistic and logical. Students can better understand, memorize and apply vocabulary in the context. Knowledge is obtained in the equal interaction between teachers and students, and knowledge is applied in the process of cooperation with peers. Liu Yuchan (2022) uses the BOPPPS model for the first time to conduct experimental teaching. She believes that the application of the BOPPPS teaching model has a positive impact on students' acquisition of English reading strategies. English reading teaching based on the BOPPPS teaching model in junior high school can improve students' English reading ability.

In senior high school English teaching, Yang Zhiting (2021) applies the BOPPPS teaching model to the English reading class. She finds that the BOPPPS teaching model has effectively solved the problem of students' inattention in classroom teaching. At the same time, the classroom teaching is mainly based on cooperative learning and inquiry learning, which greatly attracts students' interest in learning. Students have high participation in classroom activities, which truly reflects students' participatory learning, and the classroom teaching effect is good. In addition, this teaching model is to some extent conducive to cultivating students' English communication skills. Wu Xiaoming (2023) applies the BOPPPS teaching model to the English reading class. She believes that the BOPPPS teaching model can improve students' enthusiasm and interest in reading to a certain extent. In the process of learning English reading, students become more active. Students can preview the text independently before class, cooperate with group members to actively explore, actively answer questions in class and conscientiously complete tasks after class.

In college English teaching, Jin Meichen (2016) applies the BOPPPS teaching model to the intercultural communication classroom of college English. The teacher used the BOPPPS teaching model to carry out English teaching practice for one semester. The study shows that the teaching model can effectively enhance students' motivation and help non-English primary college students develop intercultural communication skills. Ding Yaqiong (2021) introduces the BOPPPS model into the business's English listening

and English listening classes. She fully mobilized students' participation and strengthened the teaching objectives through six teaching sessions. This teaching method mobilizes students' participation and aims to optimize the teaching effect, taking the listening class as an example.

In view of the above content, this study found that the combination of the BOPPPS teaching model and English teaching should all focus on students' learning behavior, learning interest, learning habits, learning experience. This fits in with the elements of English reading character. According to the existing literature of China Knowledge Network shows, 39 references on the subject of English reading character. Among them, the combination of the BOPPPS teaching model and English reading character is not much, requiring further research. Based on this, this study focuses on the influence of the BOPPPS teaching model on students' English reading character. It is hoped to make some progress on the basis of previous research.

Most foreign studies on the BOPPPS teaching model introduce the relevant concepts of the BOPPPS teaching model, the structural process, and the application strategies of the BOPPPS teaching model. These research studies have promoted the development of the BOPPPS teaching model and gradually pushed the model from theoretical research to teaching practice. In foreign countries, many universities try to apply the BOPPPS teaching model in classroom teaching. However, the research and application of the BOPPPS teaching models in foreign countries are mainly related to teaching higher education. The application of the BOPPPS teaching model in secondary education is less, especially in the research on English reading teaching in junior high school. Therefore, further research in this area is needed.

In general, the literature analysis on China Knowledge Network shows few relevant studies on the BOPPPS teaching model for English reading teaching at home and abroad. The literature on this model focuses on reforming university classroom teaching. Domestic research on the BOPPPS teaching model in junior high school English reading teaching is also rare. More practical results in actual case studies are needed. Based on this, in the junior high school English reading teaching, there are very few teaching cases to cultivate students' English reading character through the BOPPPS teaching model. Given the limitations of previous studies and the feasibility of the BOPPPS teaching model, this study explores in detail the application of the BOPPPS teaching model in

junior high school English reading teaching. The research investigates the implementation of the BOPPPS teaching model in English reading teaching in junior high school, and expects to find the positive influence of the BOPPPS teaching model on the development of students' English reading character and the improvement of students' English reading performance.

Chapter Three Theoretical Basis

In this chapter, the study delves into the theoretical frameworks underlying the teaching experiment, specifically focusing on three core theoretical foundations of the BOPPPS teaching model: constructivism learning theory, humanistic learning theory and emotional filtering hypothesis.

3.1 Constructivism Learning Theory

Constructivism is a branch of cognitive psychology that has a profound ideological origin. The emergence of constructivism has caused a great sensation and widespread concern in the education sector. It advocates the idea that “students are the main body of learning,” which is the same as the idea of “student-centered” emphasized in the BOPPPS teaching model. Both emphasize students’ active exploration of knowledge, active discovery, and constructing the meaning of what they have learned. The theory of constructivism sets the tone for the BOPPPS teaching model.

Constructivism as a learning philosophy can be traced back to the 18th-century Renaissance philosopher Gianbattista Vico. He believed that people created societies and civilizations. Humans create society as well as themselves. He pointed out that people can only clearly understand everything they construct themselves (Wen et al., 2002). Subsequently, Piaget, the famous Swiss psychologist, introduced the idea of constructivism in his writings. Constructivism became popular worldwide after the 1990s. The reason why it began to spread widely is closely related to the gradual popularisation of multimedia and internet technologies at that time. The emergence of the Internet provided a possibility for the constructivism teaching model. The theory of constructivism has gradually come into the classroom, combined with various subjects, to form a new teaching model. Therefore, this paper takes constructivism learning theory as the keynote to elaborate on the interface between constructivism learning theory and the BOPPPS teaching model. Constructivism learning theory is further developed after the development of behaviorist learning theory compared to cognitivist learning theory.

Constructivism learning theory refers to the formation of students' knowledge systems through meaning construction under the guidance of teachers. It stresses student-centredness, focusing on students' existing learning experiences and learning behavior. In other words, constructivism values the development of students' reading character. Constructivism considers context, collaboration, conversation, and meaning construction as the four main elements of the learning environment.

Context means that the teacher creates a meaningful situation according to the teaching objectives and provides learning materials that meet the student's learning situation and objectives. In the BOPPPS teaching model, context is part of the introduction. In specific contexts, students learn actively instead of passively receiving knowledge. Students' good emotional experience is satisfied. Therefore, when teachers use the BOPPPS teaching model to teach English reading, they should make a good teaching design in advance according to the conclusions of the pre-test in the BOPPPS teaching model so that students can learn in a context related to the learning topic.

Collaboration includes cooperation between teachers and students and between students and students. The main emphasis is on students' group activities and cooperative learning, which aligns with the participatory interaction advocated by the BOPPPS teaching model. Students discuss problems in small groups under the guidance of the teacher. Students ask questions, analyze, and solve problems through group cooperation and communication. In cooperation, students improve their learning ability and communication skills, bring themselves closer to the teacher and their classmates, and complete their learning tasks in a relaxed and pleasant atmosphere.

Conversation is the active participation of students in group activities to complete learning tasks and solve learning problems. Regarding the BOPPPS teaching model, conversation is a specific form of participatory interaction among students. Students exchange ideas, share their thoughts, and demonstrate their learning outcomes. Thinking is shared within and between learning groups. Students make progress in communicating with each other and grow in dialogue. This is important for completing the construction of meaning. Students can improve their reading character and reading performance in a relaxed and pleasant learning environment.

It means that construction is assimilating and adapting what students have learned. Students build up an internal logic between knowledge and knowledge based on their

understanding and mastery of knowledge. Through constructing meaning, students have a deeper understanding of the learning content and are fully prepared to apply knowledge in the future. The summary of the BOPPPS teaching model requires students to review what they have learned in the classroom before the end of the class and to summarize what they have learned. Summarizing is also a process of constructing meaning in the mind to a certain extent.

3.2 Humanistic Learning Theory

In the 1950s and 1960s, humanistic psychology emerged in the United States. Maslow and Rogers are representative figures in psychology. Humanistic learning theory is developed based on humanistic psychology. The theory advocates that human beings are cognitive and affective united wholes and emphasizes the significance of sound growth of students as complete personalities. Rogers proposed “student-centered learning theory.” Teachers should be the guides rather than the dominators in the classroom. Teachers should provide students with a positive learning atmosphere and sufficient learning resources to decide how to learn independently. Students are driven by their interests and need to ask questions, analyze, and solve problems after thinking independently. This student-centered approach promotes the development of creative thinking. The humanistic view of learning emphasizes that teaching should be concerned with students’ experiential learning. Students learn not just in their heads but by integrating their behavior, attitudes, personalities, and experiences. The teaching process highlights the affective dimension of learning and attempts to integrate affective and cognitive factors so that students become interested in learning and can learn freely and happily. Teachers are not the champions of knowledge but facilitators of learning. They set up a favorable learning environment for students. It is also the teacher’s responsibility to provide various learning resources, create a relaxed atmosphere for learning, guide and stimulate students’ motivation and potential, and help students participate in learning independently and freely. The modern teaching process mainly consists of teachers, students, teaching materials, multimedia, and four other elements, which are interconnected and interact in the teaching process to form an organic whole. The stable structure formed by these four elements is called the teaching model. So, how does the

English classroom implement the BOPPPS teaching model and develop teaching based on the theory of humanism? The study mainly focuses on the two teaching links of Bridge-in and Participatory Learning-interaction as follows:

In the Bridge-in of the BOPPPS teaching model, the teacher uses multimodal teaching aids to create different learning situations for students in a goal-oriented manner. Then, the teacher guides the students to enter the set learning situations and complete the corresponding learning activities. The teacher assumes the role of a facilitator, and the students are the main learning body. This echoes the humanistic concept mentioned above. Teachers use different learning situations to introduce and engage students in the classroom. Students engage in active discussion and exchange of ideas based on their understanding of the task in an enjoyable learning environment. The teacher guides and supplements the students promptly so that the student's motivation to learn is improved and the classroom atmosphere is enlivened. For individual students, introducing questions in the BOPPPS teaching model is conducive to cultivating students' independent thinking ability and activating their creative thinking.

Compared with the traditional teaching model, the BOPPPS teaching model places more emphasis on student participation and interaction, as well as the emotional state of students when they are engaged in learning activities. This teaching model focuses on the development of students' integrity. Teaching is more scientific and humane. Group activities are a more efficient participatory interaction. In group activities, students can stand on the podium to share the relevant information obtained by their group in the discussion, explain the main points of their group, and express their unique opinions. This process of sharing and presenting is conducive to making students genuinely become the leaders of the classroom and highly involved in classroom learning activities. When students interact with each other in the classroom, the teacher always pays attention to the students' learning trends and provides timely guidance for students with different learning conditions. Teachers should pay special attention to the psychological state of these students and their different stages of learning. Teachers always have a positive attitude towards students, trust their potential, encourage them to believe in themselves, and guide them to devote themselves to classroom learning. Teachers' guidance is essential both in and out of the classroom. Teachers can help students build their self-confidence by guiding them through group discussions on the communication

platform before or after class. Then, transition to driving students to communicate and interact in the classroom. In implementing the BOPPPS teaching model, teachers are only the guides in the teaching activities, and students are the actual main body in the teaching activities. Teachers should adhere to the student-centered approach, promote cognitive and affective unity formation, and realize the significance of students' sound growth as complete personalities.



3.3 Emotional Filtering Hypothesis

In the 1980s, Stephen Krashen put forward the "Language Input Hypothesis," which systematically and comprehensively reveals the process of second language acquisition. This hypothesis has had a significant influence on English teaching. "The Affective Filtering Hypothesis" reveals an essential link between learners' affective factors and the results of their language acquisition. At the same time, the hypothesis also points out that learners' L2 acquisition results are related to their motivation, self-confidence, and anxiety (Dean Giustini, 2009). When language learners are relaxed, comfortable, and confident in their learning state, students are more interested in learning the input material. They are more willing to learn on their own, thus achieving the desired learning outcomes. Krashen (1981) argues that emotional filtering is a psychological barrier by which the language input obtained by the learner is influenced. The human brain influences the learner's interests, hobbies, motivations, and other emotional factors. Because of the inconsistency of emotional state among individuals, the learning effect of learners will be different. In second language acquisition, if the learner's emotional state is poor and absent-minded, the input will be blocked, thus affecting the language output. If the learner's emotional state is positive, when the language input is comprehensible, the purpose of language acquisition can be achieved.

There is a phenomenon in the traditional model of English teaching. Teachers provide sufficient comprehensible language input, but the students' learning effect still needs improvement. From this point of view, the study understands this phenomenon as an emotional barrier in language learning, where learners' negative inner experience affect the language input. When students resist learning English, no matter how perfect the teacher's teaching is, it will not affect the students. On the contrary, when students

maintain a positive emotional attitude towards English learning and are optimistic and cheerful in their learning activities, the teacher's teaching will get twice the result with half the effort. Throughout the six teaching links of the BOPPPS teaching model, all of them pay full attention to students' emotional development in a subtle way. In this paper, the study echoes Bridge-in, Participatory Learning, and Summary in the BOPPPS teaching model according to input, interaction, and absorption in second language acquisition. In second language acquisition, input, interaction, and absorption will directly affect the results of second language acquisition. Students' emotions run through the whole learning process. In order to better understand the importance of affective filtering at different stages, the study uses a figurative flow chart as an example.

Table 3-1 Affective Filtering Processing in the BOPPPS Instructional Model

<p>Bridge-in:</p> <p>(Affective Filter) →  → Pre-assessment → Participatory Learning → Summary</p> <p>Teachers initiate diagnostic assessment through questioning, discussion, and assigning tasks. After understanding the student's level of critical knowledge of the lesson and their learning experience, the teacher flexibly adjusts the teaching arrangement and carries out meaningful teaching according to the diagnostic results.</p>
<p>Participatory Learning:</p> <p>(Affective Filter) → Pre-assessment →  → Participatory Learning → Summary</p> <p>This session is the most central part of the BOPPPS teaching model. Halfway through the course, students show signs of distraction, lack of interest, and low mood. Therefore, teachers need to pay attention to student dynamics and make reasonable use of teaching resources to carry out interactive learning of the critical content of the course. In reading teaching, teachers should make use of this link to help students develop good learning experience and habit, so as to promote the development of students' reading character. Teachers create a natural and relaxed classroom atmosphere so that students can feel the joy of learning and have friendly interactions with teachers and students. With the encouragement of teachers, students actively participate in the teaching process and complete the learning tasks in a relaxed and pleasant learning experience.</p>

Summary:

(Affective Filter) → Pre-assessment → Participatory Learning → Summary

This stage is the last part of the BOPPPS teaching model. Teachers should guide students in summarising the content of the current lesson so that they can form a complete knowledge framework system. When students summarise, teachers should actively encourage and help them build self-confidence. Teachers should recognize students who have made significant gains. For struggling students who still need clarification about the content of the course, teachers should provide additional teaching guidance. When guiding students, teachers need to focus on students' emotional states and provide verbal support. When teachers give positive emotional output to students, students will give back positive emotional responses to teachers and develop positive feelings toward English learning. In this way, students are more likely to perceive the charm of English in English reading, increase their positive experience and habit in learning English, and ultimately realize the development of English reading character and performance in learning.

Chapter Four Research Design

The main contents of this chapter are the research questions, objects, tools, process, and teaching case of the study. The design of English reading teaching is based on the BOPPPS and traditional English reading teaching models, as shown in this chapter.

4.1 Research Questions

This teaching experiment is based on the three theories of constructivism learning theory, humanistic learning theory and emotional filtering hypothesis to investigate the effect of using the BOPPPS teaching model in junior high school English reading class. The study uses questionnaires, tests, and interviews to conduct the experimental study in this research. This study primarily explores the following two questions:

- (1) What is the effect of the BOPPPS teaching model on students' English reading character?
- (2) What is the effect of the BOPPPS teaching model on students' English reading performance?

4.2 Research Subjects

In this experiment, the study takes the students of two classes (Class One and Class Three) in the second year of junior high school in Huangzhuang Town, Wen County, Jiaozuo City, as the research subjects. The Class One is the experimental class, and the Class Three is the control class. The number of students in the two classes is the same: 48 students. The age of the students is 14-15 years. The number of male and female students in Class One is 26 and 22. At the same time, the number of male and female students in Class Three is 28 and 20, respectively. In general, there is almost no difference in the number, gender, and age of the students in the two classes. There are the following reasons for choosing second-year students as the subjects of this study. After one year of study in the first year, the second-year students have already adapted to the intensity of English teaching in junior high school. Students have a basic literacy in English.

Therefore, it is more suitable to take them as the research object. According to the results of the first year's final examination, the students' performance in Classes One and Three is the same. This indicates that it is suitable to carry out a controlled experiment on them. Although the overall performance of the experimental school is in the middle and upper reaches of the townships, the English performance has no advantage over other schools in the county. The school encourages teachers to innovate and actively explore teaching methods that align with the development of the times and can improve students' performance. The teaching experiment of applying the BOPPPS teaching model in junior high school English reading teaching came into being.

4.3 Research Instruments

4.3.1 Questionnaire

This study involves the English Reading Character Questionnaire. According to the Theoretical Framework of Reading Literacy for Primary and Secondary School Students designed by Professor Wang Qiang et al. and the English Reading Character Questionnaire compiled by Li Yuting (2023), the English Reading Character Questionnaire for junior high school students is compiled. The questionnaire adopts the Likert scale scoring method to count the scores-questionnaires detailed in Appendix A. In the questionnaire analysis, the assignments are: 1=completely agree, 2=basically agree, 3=unsure, 4=basically disagree, and 5=completely disagree.

The questionnaires used in this study are distributed and collected simultaneously. The content of the pre-test questionnaire and the post-test questionnaire remained the same. The distribution subjects of this questionnaire are the students of the experimental class and the students of the control class. Before implementing the BOPPPS teaching model, the study distributes the pre-test questionnaire to the experimental and control classes and asks the students to complete the questionnaire according to their state. After implementing the BOPPPS teaching model, the study again distributes the post-test questionnaire to the experimental and control classes. In other words, the control class, implemented in traditional teaching, and the experimental class, which implemented the BOPPPS teaching model, needed to complete the pre-test and post-test questionnaires.

Finally, according to the questionnaire survey results, the study analyzes the changes in the control and experimental classes under different teaching models.

Based on the *English Curriculum Standards for Compulsory Education (2022 Edition)* (Cheng Xiaotang, 2022) and the Theoretical Framework of English Reading Literacy for Primary and Secondary School Students (Wang et al., 2016), the questionnaire divides reading character into six dimensions: behavior, frequency, quantity, attitude, interest, and self-assessment, as shown in Table 4-1 below.

Table 4-1 Dimensions of the Questionnaire.

Dimension	Number
Reading behavior	1-5
Reading frequency	6-10
Reading quantity	11-15
Reading attitude	16-20
Reading interest	21-25
Self-assessment	26-30

According to Table 4-1, the reading character dimension can be subdivided into six dimensions: reading behavior, reading frequency, reading quantity, reading attitude, reading interest, and self-assessment. Questions 1-5 belong to the reading behavior dimension. Questions 6-10 belong to the reading frequency dimension, and 11-15 belong to the reading volume dimension. Sections 16-20 belong to the reading attitude dimension. Questions 21-25 belong to the dimension of reading interest. Questions 26-30 belong to the self-assessment dimension. This study divided students' reading characters and inferred the overall level of English reading characters according to their specific performance in different dimensions. In order to ensure the validity of the questionnaire, the author used SPSS 27.0 to test the questionnaire for the Cronbach Alpha Reliability Test and KMO Validity Test. Table 4-2 is the reliability analysis of the questionnaires used in this study. It presents the questionnaire's overall reliability and all dimensions' reliability. Table 4-2 shows that the Cronbach's alpha coefficient value of each dimension of this questionnaire is more significant than 0.7, and the alpha coefficient of the summary table is $0.869 > 0.8$.

Table 4-2 Questionnaire Reliability Analysis of the Questionnaire.

Scale	Cronbach's Alpha	N of Items
Reading behavior	0.889	5
Reading frequency	0.917	5
Reading quantity	0.860	5
Reading attitude	0.777	5
Reading interest	0.844	5
Reading Interest	0.917	5
All	0.869	30

Table 4-3 Overall Validity Analysis of the Questionnaire.

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.925
	Approx. Chi-Square	455.266
Bartlett's Test of Sphericity	df	15
	Sig.	.000

Table 4-3 shows that the KMO value is $0.925 > 0.7$. The Sig value is 0.000 ($P < 0.01$), which rejects the null hypothesis of Bartlett's test of sphericity, and the validity structure is sound. Therefore, this questionnaire can be used for this research.

4.3.2 Interviews

The interviewees for this study are students from the experimental classes. Both the pre-test interviews and the post-test interviews are 12 students. The teacher divides the students into three categories: high, middle, and low, according to their English reading test scores. Four students are randomly selected and interviewed from each category per round. Interview questions before and after testing are detailed in Appendix B and Appendix C. The interviews can be used as a supplement to the questionnaire and test.

The interviews show the level of student's reading character and reading performance. During the interviews, the researcher uses the recording software to record the interviews and then extract helpful information based on the recordings. In this study, the typical interviews are converted into texts and kept for analysis. The specific questions of the pre-test and post-test interviews are designed according to the research questions. They are mainly designed around English reading character and English reading performance.

The questions for the pre-test and post-test interviews are listed below.

Questions of the Pre-interview:

Q1: What is the English reading character that you understand?

Q2: What do you think of your English reading character?

Q3: How do you think of your English reading performance?

Q4: Do you want to improve your English reading performance?

Questions of the Post-interview:

Q1: How do you view the BOPPPS teaching model in the English reading class this semester?

Q2: Does the BOPPPS teaching model help you improve your English reading character?

Q3: Does the BOPPPS teaching model of English class help you improve your English reading performance?

Q4: What do you think of teachers continuing to use the BOPPPS teaching model in English reading teaching?

4.3.3 Tests

The experiment includes two tests, the pre-test and the post-test. The test subjects are students in two classes: the experimental class and the control class. The pre-test test and performance data analysis is scheduled from 4 September 2023 to 5 September 2023. The pre-test aims to map the students in the two classes and determine whether the students' English reading performance are basically at the same level. The post-test and analysis of performance data is scheduled for 28 December 2023 - 29 December 2023. The study analyzes how the BOPPPS teaching model influence students' English reading performance on both occasions. The purpose of the post-test is to compare the changes in

students' reading performance between the two classes. The pre-test questions are the reading comprehension part of Zhengzhou City 2020 - 2021 academic year seventh-grade first-semester midterm joint examination question paper. The post-test questions are the reading comprehension part of the English question paper of the final joint examination of the first semester of the eighth grade of the 2022 - 2023 academic year in Zhengzhou City. The reading comprehension part of both test papers consists of 20 questions. Each question is worth two marks. The total score for the reading comprehension section is 40 points. The test papers are detailed in Appendix D and Appendix E. The results of both tests are detailed in Appendix F.

4.4 Research Procedures

4 September 2023 - 14 September 2023: this stage is the initial exploration of the application of the BOPPPS teaching model to junior high school English reading teaching. In order to better implement the BOPPPS teaching model in the classroom, the study needs to make a series of preparations. At this stage, the research distributes and collects pre-questionnaire to the experimental and control classes to understand students' English reading character. Subsequently, the study organizes a pre-test for EC and CC simultaneously to understand the students' reading performance. The study uses SPSS 27.0 to analyze the students' test results and found no significant difference between the test results of the two classes. The study conducts pre-interview with the EC to understand the student's learning state and keep records.

15-Sep-2023 - 15-Jan-2024: before using the BOPPPS teaching model, the teacher introduces the composition of the BOPPPS teaching model in detail to the students of the experimental class, so that the students can better accept it. The teacher implements the traditional English reading teaching model in the control class and the BOPPPS teaching model in the experimental class. In the process, the study focuses on the research questions and strives to guide students to develop a good reading character as well as reading performance through teaching.

16 January 2024 - 25 January 2024: the research conducts post-questionnaire and post-test with the students in the experimental class and control class simultaneously and takes the post-test interview for the experimental class. The SPSS 27.0 compares all the

post-test data collected with the pre-test data. According to the obtained data, the impact of applying the BOPPPS teaching model in English reading teaching on students' English reading character and reading performance could be analyzed.

4.5 Teaching Cases

Before the presentation of specific teaching cases, this study delves into the traditional English reading teaching model and the BOPPPS teaching model. Herein, the teaching cases of both the experimental class and the control class are exhibited.

The BOPPPS teaching model divides the English reading classroom into six segments: bridge-in, objectives, pre-assessment, participatory learning, post-assessment, and summary. Each link plays the role of starting and finishing. Teachers can adjust the sequence of different teaching links according to the specific teaching objectives and tasks to achieve the ideal teaching effect. Teachers should be well prepared before teaching to ensure that each link is smooth. The teaching steps of the BOPPPS teaching model are shown in Table 4-4.

Table 4-4 Instructional Steps in BOPPPS Teaching Model

Step	Teaching	Purpose	Time
B	Setting up teaching contexts and introducing content	Motivate students to learn and cultivate their emotional experience in learning	2-5
O	Asking questions and showing learning tasks	Students clarify their learning tasks and improve their learning effectiveness and performance	2-4
P1	Creating relevant questions to pre-test students	Master the learning situation of students to adjust teaching and learning	3-5
P2	Implementing teaching activities (student-centered)	Achieving harmony between students' knowledge, emotions, thoughts, and behaviors	20-25
P3	Post-testing for students	Understand how well students learn and help them consolidate new knowledge	3-5
S	Guiding students to summarize	Help students to construct knowledge and improve learning experience in summarizing	3-5

Professor Wang Qiang gave a detailed description of the specific operation of the three stages of English reading teaching in the Course of English Teaching Method. Based on the understanding of reading as an interactive process, teaching reading in the classroom divides the teaching procedures into three stages: bottom-up and top-down techniques are integrated to help students develop their reading strategies and increase their language efficiency in general. The three stages are pre-reading, while-reading, and post-reading (Wang Qiang, 2006). This study analyzes and sorts out the English reading teaching stage explained by Professor Wang Qiang in the *English Teaching Method Course* and expresses it in Figure 4-5.

Figure 4-5 Instructional Steps of the Traditional Reading Class

	Teaching Task	Specific Activities
Pre-reading	Pre-reading activities are tasks/activities that students do before they read the text in detail. Such activities could be pooling existing knowledge about the topic, predicting the contents of the text, skimming or scanning the text or parts of the text for specific purposes, and learning keywords and structures. The purpose of pre-reading is to facilitate while-reading activities. Harmer (1983) calls this stage of reading Lead-in, where the teacher prepares students linguistically for the reading tasks, familiarises them with the topic of the reading text, and draws on students' existing knowledge. One of the primary reasons for this is to create expectations and arouse the student's interest in the text's subject matter.	Predicting based on the title; Predicting based on the vocabulary; Predicting based on the T/F questions; Setting the scene; Skimming; Scanning.
While-reading	Different texts offer opportunities for different kinds of exploitation. In this section, teaching looks at different ways of exploiting texts, focusing on the process of understanding rather than the results of reading.	Pooling knowledge about the topic; Predicting the contents of the text; Skimming or scanning the text or parts of the text for specific purposes; Learning keywords and structures.
Post-reading	Post-reading tasks should allow the students to relate what they have read to what they already know or feel. Post-reading tasks enable students to produce language based on what they learned	Discussion questions; Reproducing the text; Role play; Gap-filling.

The study takes the English textbook of the first book of the Renjiao Edition Eighth Grade as the teaching design benchmark. It takes Unit 4, Who's Got Talent?, as an example to show the reading classroom implementing the BOPPPS teaching model and the classroom implementing traditional English reading teaching, respectively. Teaching materials are detailed in Appendix G.

4.5.1 Teaching Case of the Traditional Reading Class

Pre-reading:

- (1) Greeting. (3 mins)
- (2) Play a video (Gu ailing skiing) and ask: Who is she, and what can she do? (3 mins)
- (3) Look at the picture and predict: Who are these girls, and what will this passage discuss? (3 mins)

While-reading:

- (1) Fast reading:
Ask the following question: What is the main idea of this passage? (3mins)
- (2) During the intensive reading, ask two questions:
Which three talent shows are mentioned in this passage, and what is one great thing about talent shows? (5 - 10mins)
- (3) Careful reading: Students read carefully and finish 2 c. (5 -10 mins)
- (4) Check the answers with the class. (5 mins)

Post-reading:

- (1) The teacher explains the keywords and sentence patterns. (7 mins)
- (2) The teacher gives the translation of the article, and students check it. (3 mins)
- (3) Assign homework: Complete the corresponding exercises in your English exercise book; Retell the story with your family. (3 mins)

4.5.2 Teaching Case of the BOPPPS Teaching Model

Before implementing the BOPPPS teaching model, the teacher introduces the composition of the BOPPPS teaching model in detail to the students of the experimental class, so that the students can better accept it. While implementing the BOPPPS teaching

model in English reading classes, the teachers adapt the model based on the students' specific English learning needs and progress in the experimental class. Specific teaching cases are detailed in Table 4-6.

Table 4-6 Teaching case of the BOPPPS Teaching Model

Unit 4 Section B 2b Who's Got Talent?			
Genre	Explanatory text	Theme	Man and Self
Class	Grade 8, Class 1	Duration	45 minutes
Text Analysis	This article is centered around talent shows. The article focuses on the origin and characteristics of the talent show program and people's views on this kind of program.		
Analysis of the Students	After studying the previous units, teachers and students already have a specific tacit understanding. Teachers and students have smoothly passed the period of adapting to the BOPPPS teaching model and entered the period of flexible application of the BOPPPS teaching model. Through the previous teaching activities, teachers have a basic understanding of students' learning characteristics, language ability, learning ability, thinking quality, and cultural awareness. Through the preliminary study, students can acquire and process information, analyze, and solve problems in English. Students are also equipped with specific reading strategies in English. In summary, reading texts is not a big problem for students. Students need further study to understand the meaning of the discourse and learn to use it.		
Teaching Objectives	<p>Language competence: Students can learn basic information about the talent shows and master using keywords and superlatives.</p> <p>Culture consciousness: Students should have national confidence. Students can be more confident talking with others and learn to find some shining points in others.</p> <p>Thinking competence: Students learn to think independently.</p> <p>Learning competence: Students can improve their reading and speaking ability, learn to talk about the talent shows.</p>		
Teaching Focus	Understand the talent shows and establish personal confidence.		
Difficulties	Apply the superlatives into practice to communicate with others correctly.		

Teaching
Process

Bridge-in + Pre-assessment (5mins) :

(1) The teacher uses PPT to show students the following pictures and ask them question: Can you distinguish the type of these programs?

Purpose: improve students' implicit emotional experience in the English reading character; attract students' interest in reading. This question is close to students' real life and does not require students' knowledge of English. Therefore, it is simple and exciting for students. Teachers can use these questions and answers to attract all students' attention to the class.



(2) Lead the students to guess what the show *America's Got Talent* is about according to the program *China's Got Talent* and ask them question: Can you guess what the show is about?

Purpose: cultivate students' explicit reading habits, that is, inquiry consciousness and independent thinking. The teacher pre-test the students through

questions and answers to understand the students' cognition degree of the discourse topic. The teacher guides the students know the general content of the show and paves the way for later creating the show's scenario.

Objective (3 mins) :

The teacher introduces the objectives of the lesson to the students.

(1) Read and understand the general content of the article independently.

(2) Discuss the questions and solve problems in groups.

(3) Master the usage of some new words: talent, popular, such as, around the world, similar, in common, look for, the best, the most, all kinds of, that is up to you, play a role in, winner, performer, makeup, in fact, seriously, come true.

(4) Apply the superlatives into practice and use them to communicate with others correctly.

(5) Have a better understanding of the talent shows.

(6) Summarize and analyze what you have learned in this lesson after the lesson and record it in written form as a post-class assignment.

Purpose: improve students' learning efficiency; help students to form a good habit of purposeful reading. After students have clear reading goals, students' purposeful reading behavior come into being. Students are no longer passive in reading, but actively reading for completing tasks.

Participatory Learning (27 mins) :

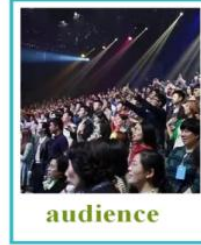
Participatory learning is a central part of the reading class. Teachers allow students to get positive emotional experience in learning activities, develop good reading habits, and gradually improve their English reading character. In this lesson, the teacher mainly designed two teaching activities.

(1) Role playing

Before role playing, the teacher explains to the students the English language expression and key words to be used in the activity, such as judges, performer, contestants and audience. The teacher presents students with a reality show scenario. The class is a studio. The teacher is the show staff member. Students are judges, contestants, and audience. The teacher guides students to participate in appropriate learning activities according to their roles and complete the learning tasks. Students do not need to use full-English conversations. Language fluency in role-playing is

more important than language accuracy.

Welcome come to our talent show!
(Please choose your own character)



Purpose: create an interactive classroom between teachers and students; active the classroom atmosphere; improve student' participation in class. cultivate students' interest in English reading. relieve students' pressure on reading. In role-playing, students can combine learning with fun. In the interaction between teachers and students, students could feel the joy of learning and get a positive learning experience.

(2) Group work

At the end of the role-playing activity, the teacher guides the students to read the original text, still choosing different passages in groups according to their roles. Group members share their information so that all group members can grasp the main content of the discourse.

Purpose: let the students learn to learn from their peers. help students to gain friendship in their study;

Task 1: Find the topic sentences.

Students sort out the structure of the text and complete the following table:

- | | |
|--------|--------------------------------------|
| Para.1 | A.People's opinions of talent show.. |
| Para.2 | B.Something in common |
| Para.3 | C.The situation of talent shows. |

Purpose: exercise the students' ability to extract the general idea of the article; help students to clarify the structure of the article. cultivate students the reading habit of summarizing the main idea of the article.

Task 2: I am a teacher.

The teacher divides the students into three groups. Students discuss the new words and superlatives in the article in groups, and then each group sends several representatives to explain the knowledge points. The teacher listens carefully to the students' explanation and corrected or supplemented it after the students finish.

Purpose: enhance the awareness that students are the masters of the classroom; stimulate students' reading interest and reading behavior; enhance students' confidence in English reading and learning; let the students master keywords and superlatives by Interesting learning activities.

Students are the masters of the classroom, and teachers are only the assistance of students. Compared with teachers' teaching, students' discussion and teaching are more conducive to students' understanding and memory of knowledge. Students can experience novel emotional experiences in teaching. Their learning experience is also enhanced by the friendly interaction between students.

Task 3: Fill in the blanks.

1	Talent shows are getting_____.
2	All these shows have one thing in common. *They try to look for_____singers,_____dancers, the most exciting magicians,_____actors and so on.
3	However, not everybody_____these shows. *Some think that the lives of the performers are_____.
4	And one great thing about them is that they give people <u>a way</u> to_____.

Purpose: let the students understand the details and connotation of the article; help students to form their own value system. Students search for people's views on talent shows to establish the subjective cultural awareness of TV programs.

This learning activity is not only the teachers present questions, students through reading the article to find answers. The questions given by teachers involve people's opinions and suggestions on talent shows. This requires students to understand the deep meaning of the article under the premise of mastering the basic content of the article. Students can improve their reading skills and establish values through their reading behavior. Students' English reading character is also being developed imperceptibly.

Post-assessment (5 mins) :

To test the student's grasp of the text's content and connotations, the teacher questions the students through an open-ended quiz. Teacher asks questions: What is

talent? Do you think you have talent?

Purpose: understand the students' mastery of the teaching content. Teachers judge whether the four types of teaching objectives are completed through students' answers and classroom performance.

Summary (5 mins) :

The teacher leaves five minutes for students to summarize on their own what they have newly learned and what they have learned in that lesson. After the other units in the previous period, students learned to use the summary book to record their learning.

Purpose: cultivate students' self-assessment awareness and habits; help students to establish a positive attitude towards reading. Compared with the traditional reading teaching classroom, summary is a new link of the BOPPPS teaching model. In the summary, students review the knowledge and experience they have learned. Students' reading character and reading performance can be improved in this part.

Teacher summarize the lesson promptly after the lesson.

Purpose: optimize the teaching plan and implementation in the reflection. It is beneficial for teachers to further master the influence degree of the BOPPPS teaching model on students' English reading character and English reading performance.

Assign homework:

(1) Retell the story to your parents.

Purpose: cultivate students' oral expression ability and enhance parent-child interaction.

(2) Finish 2e and write the survey report about it.

Purpose: improve students' English reading skills and performance.

(3) Read *The Running Dreams*.

Purpose: cultivate students' after-class reading habits; strengthen their reading behavior; increase students' reading quantity; promote students' achieve positive reading experience, so as to enhance students' English reading character.

(4) Complete the unfinished summaries in class.

Purpose: cultivate students' self-assessment awareness and habits; encourage students to develop a good English reading attitude; help students to get familiar with the summary of the BOPPPS teaching model.

Chapter Five Result and Discussion

To assess the effectiveness of the BOPPPS teaching model in English reading class, interviews are meticulously recorded before and after the experiment, and all data gathered from the two questionnaires and tests are systematically archived. This chapter delves into the analysis and discussion of all the information and data collected through the experiment, aiming to validate the three hypotheses formulated before the experiment.

5.1 Result and Discussion of Questionnaires on Student's Reading Character

The pre-test questionnaire of the experiment is administered to the students of two classes (Class One and Class Three) in the second year of junior high school in Huangzhuang Town, Wen County, Jiaozuo City. Class One is the experimental class, and Class Three is the control class. The number of students in the two classes is the same at 48; the students were 14-15 years old. The number of male and female students in EC is 26 and 22, and the number of male and female students in CC is 28 and 20, respectively. Ninety-six questionnaires are distributed, and 96 are returned, with 100% validity.

5.1.1 Result and Discussion of Pre-questionnaire in EC and CC

Table 5-1 Descriptive Analysis Results of the Pre-questionnaire in EC

	N	Minimum	Maximum	Mean	Std.
Reading behavior	48	2.20	4.60	3.3542	.63814
Reading frequency	48	1.80	4.80	3.2625	.73590
Reading quantity	48	1.40	5.00	3.2875	.65740
Reading attitude	48	2.00	4.60	3.3542	.62602
Reading interest	48	2.20	4.40	3.2625	.55068
Self-assessment	48	1.80	5.20	3.9792	.72902

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